



LHU Board of Directors Regular Meeting

September 18, 2024 6:30 PM
Sterling Montessori Academy and Charter School
202 Treybrooke Drive, Morrisville, NC 27560
Virtual via Google Meet

1. COMMENCEMENT

Call to Order and Board Attendance w/Determination of Quorum
 At 6:33pm

Quorum Present with following Board Members in Attendance:

Name	Present		Name	Present		Name	Present
Katie Brown	X		Dwayne Jones				
Jessi Fasola	X		Keisha Pressley	X			
Ryan Hill			Rachel Richardson	X			
Kevin Hughes	X		Elizabeth Uzzell				

Reading of Mission Statement:

“The mission of Sterling Montessori is to create a diverse educational community, grounded in the Montessori philosophy and teaching practices, that fosters curiosity, creativity, and critical thinking in its students. We strive to empower each student to become life-long learners who respect themselves, others, and their environment.”

Conflict of Interest Statement

“At this time, we ask all board members to make a statement to be recorded in the minutes should they know of any conflict of interest or appearance of conflict with respect to any matters coming before them during this meeting. It is the duty of each board member to abstain from discussion and voting on such matters.”



Native Land Acknowledgement

“The LHU Board recognizes that Sterling Montessori sits on the ancestral land of the Tuscarora, Lumbee and Occaneechi Band of the Saponi Tribes. As we strive to become better stewards of the environment, we also strive to provide a more equitable and culturally responsive environment for all students, but especially Black and indigenous students of color.”

Agenda Items:

Including any related consent agenda items or discussion items added to agenda prior to consent vote.

- NLI Outdoor Space Presentation
- Governance committee recommends Susan English for a seat on the board.
- Governance committee recommends Daphne Coulter for a seat on the board.
- Governance committee nominates Keisha Pressley as the Governance Chair Elect
- Closed session to consider the qualifications, competence, performance, character, fitness, conditions of appointment, or conditions of initial employment of a present or prospective public officer or employee [N.C.G.S. § 143-318.11(a)(6)].
-

Approval of Agenda

At 6:35p, Rachel Richardson moved to approve the agenda. Approved

Name	Aye	Nay	Abs		Name	Aye	Nay	Abs		Name	Aye	Nay	Abs
Katie Brown	X				Dwayne Jones								
Jessi Fasola	X				Keisha Pressley	X							
Ryan Hill					Rachel Richardson	M							
Kevin Hughes	X				Elizabeth Uzzell								



2. REPORTS AND PRESENTATIONS

Please hold community comments until the end of ALL presentations. Board members may ask clarifying questions at this time of the presenter. Any board member may move to refer further discussion or other action back to the committee, with a vote.

Executive Director's Report – Gloria Jones

- Confirming 7 spots with offers out to PreK
- 3 spots available in K with offers out
- Cross Categorical Separate Resource - Special class and resource for students to spend portion of day
- Question about Second Step - Gloria will follow up

Communications Committee Report - Ryan Hill

- Did not meet

Finance Committee Report - Jessi Fasola

- No questions

DEI Committee Report - Dwayne Jones

- Question on teachers and other community attending - the September meeting was off-cycle. All invited to October 7 meeting.

Policy Committee Report - Kevin Hughes

- Question to discuss at next policy meeting about scale and crediting when employees move positions. Just a heads up.

Development Committee Report – Keisha Pressley

- Elizabeth recommended sending out sign up for board members to attend parent education nights
- We will have Stephanie continue to push directors so she and/or board members can be invited to those parent education nights



Governance Committee - **Katie Brown**

- No questions

Strategic Planning Committee Report - **Ryan Hill**

- Conducted a session with Sam Chaltain on 9/16
- Next session originally scheduled for 9/23 will need to be rescheduled due to Sam Chaltain's change in availability.

Search Committee Report - Elizabeth Uzzell

- Please review job description and share feedback with Elizabeth/Committee

Community Comments (3 minute time limit)

Members of the public are now invited to provide comments on issues or concerns related to the school. To indicate your interest in speaking, please raise your hand. The Board Secretary will record names of speakers with a brief summary of comments. The board will not directly respond to any comments during this time. Please provide contact information to president@lhuf.org to allow for follow-up by the appropriate officer or committee chair. Formal comments may be emailed to president@lhuf.org ahead of any regular meeting to be considered for agenda/discussion.

Speakers are welcome to offer comments or criticism directed at substantive ideas, actions, or procedures of the school and LHU Board. In the interest of maintaining civility and decorum, however, speakers are encouraged to refrain from criticism or personal attacks directed at specific members of the Board, school staff, or members of the community.

The laws and policies of North Carolina provide that issues or concerns involving individual personnel matters are confidential, and, therefore, not appropriate for public comment settings. Concerns related to personnel issues may be addressed through appropriate school leadership, the Sterling grievance policy, or other applicable policies.

Speakers may discuss issues and matters of general concern but must refrain from discussing confidential student information. Concerns related to confidential student matters may be addressed through school leadership, the grievance policy or other applicable policies.



- None

3. APPROVAL OF CONSENT AGENDA

Consent agenda items are non-controversial items unanimously recommended for approval by all involved parties and have already been reviewed by the board and Executive Director. Any board members or the Executive Director may request to pull items off the consent agenda.

Approval of Consent Agenda Items.

- Approve the minutes from August 2024

At 8:23p Rachel Richardson moved to approve Consent Agenda Items. Approved.

Name	Aye	Nay	Abs		Name	Aye	Nay	Abs		Name	Aye	Nay	Abs
Katie Brown	x				Dwayne Jones								
Jessi Fasola	x				Keisha Pressley	x							
Ryan Hill					Rachel Richardson	M							
Kevin Hughes	x				Elizabeth Uzzell	x							

4. DISCUSSION ITEMS

Dicussion Item – Appointment of Governance Chair

At 8:25:pm, Rachel Richardson moved to appoint Keisha Presley as chair of the Governance Committee.

Name	Aye	Nay	Abs		Name	Aye	Nay	Abs		Name	Aye	Nay	Abs



Katie Brown	x			Dwayne Jones							
Jessi Fasola	x			Keisha Pressley	x						
Ryan Hill				Rachel Richardson	M						
Kevin Hughes	x			Elizabeth Uzzell	x						

Consent Item – Election of Board Director

At 8:26pm, Rachel Richardson moved to elect Susan English to the LHUF Board of Directors.

Name	Aye	Nay	Abs	Name	Aye	Nay	Abs	Name	Aye	Nay	Abs
Katie Brown	x			Dwayne Jones							
Jessi Fasola	x			Keisha Pressley	x						
Ryan Hill				Rachel Richardson	M						
Kevin Hughes	x			Elizabeth Uzzell	x						

Consent Item – Election of Board Director

At 8:26pm, Rachel Richardson moved to elect Daphne Coulter to the LHUF Board of Directors.

Name	Aye	Nay	Abs	Name	Aye	Nay	Abs	Name	Aye	Nay	Abs
Katie Brown	x			Dwayne Jones							
Jessi Fasola	x			Keisha Pressley	x						
Ryan Hill				Rachel Richardson	M						



Kevin Hughes	x				Elizabeth Uzzell	x							
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6. Closed Session

Closed Session

At 8:27pm, Rachel Richardson moved to go into closed session to consider the qualifications, competence, performance, character, fitness, conditions of appointment, or conditions of initial employment of a present or prospective public officer or employee [N.C.G.S. § 143-318.11(a)(6)].

Name	Aye	Nay	Abs		Name	Aye	Nay	Abs		Name	Aye	Nay	Abs
Katie Brown	x				Dwayne Jones					Susan English			
Jessi Fasola	x				Keisha Pressley	x				Daphne Coulter			
Ryan Hill					Rachel Richardson	M							
Kevin Hughes	x				Elizabeth Uzzell	x							

Return to Open Session

At 9:pm, Rachel Richardson moved to return to open session.

Name	Aye	Nay	Abs		Name	Aye	Nay	Abs		Name	Aye	Nay	Abs
Katie Brown					Dwayne Jones					Susan English			
Jessi Fasola					Keisha Pressley					Daphne Coulter			
Ryan Hill					Rachel Richardson								
Kevin Hughes					Elizabeth								



					Uzzell								
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8. ADJOURNMENT

At 9:07p, Rachel Richardson moved to adjourn. Approved

Name	Aye	Nay	Abs		Name	Aye	Nay	Abs		Name	Aye	Nay	Abs
Katie Brown	x				Dwayne Jones					Susan English	x		
Jessi Fasola	x				Keisha Pressley	x				Daphne Coulter			
Ryan Hill					Rachel Richardson	M							
Kevin Hughes	x				Elizabeth Uzzell	x							

Attendance:



Policy Committee

September 5, 2024 Meeting:

Attendance and Call To Order

Virtual via Google Meets

Chair: Kevin Hughes

Board Members:

Others: Gloria Jones, Denise Kimball, Cinwain Garner

Meeting was called to order at 12:00pm.

Agenda

- 911/Emergency Procedures
- Restraint Policy

Discussion Items:

911/Emergency Procedures

- EHB outlines when and how staff are to engage Directors in the event of a student emergency. But, the handbook does not require the school call 911 in every instance (e.g. if a student was choking but it resolves prior to notifying the Director).
- Kevin raised concerns from several Board members that the School policy should be to call 911 for any student emergency. Then, even if a student appears to recover, the school should ensure that a staff member remains with the student, emergency services should examine the student, and parents should be notified.
- While these steps are typically followed, Policy Committee believes it should be formally documented.
- EHB to be reviewed.

Restraint Policy

- Kevin drafted a proposed Restraint Policy based on Gloria's examples. Gloria provided comments but they were not seen by the Policy Committee yet.



- Gloria will update the proposed policy and provide to Policy Committee for action at the next committee meeting.

October Meeting Agenda Items

- Review of Referral Bonus (if drafted)
- Review of Restraint Policy

Closure and Next Steps:

- Next meeting scheduled for October 3 at 12:00

Recommended Board Action

- None

Meeting was adjourned at 12:30pm.



Governance Committee

Regular Monthly Meeting Report - September 2024

Committee Actions and Recommendations:

- The committee recommends Susan English for a seat on the board.
- The committee recommends Daphne Coulter for a seat on the board.
- The committee nominates Keisha Pressley as Chair Elect of the Governance Committee
- Need volunteer to recruit at PFSA meeting Tuesday, 9/24

DRAFT



Minutes from September 11th, 2024 Meeting:

Attendance and Call To Order

Virtual via Google Meet

Chair: Katie Brown

Board Members Present: Elizabeth Uzzell, Jessi Fasola, Keisha Pressley

Meeting was called to order at: 4:01

Recruiting / Succession planning

✚ Current LHU Board Interest Matrix

- Discussion of Susan English's follow-up interview
 - Committee will recommend her to the board
- Discussion of Daphne Coulter's interview
 - Committee will recommend her to the board
- Expressions of interest from two additional people, but no applications yet
- Can we present at a PFSA meeting to recruit? Katie will look into this
- Onboarding process
 - Orientation particularly for folks who are new to the Sterling community—who is in what role at the school, what are their responsibilities (walk through org chart?)
 - Terminology
 - Video orientation? Elizabeth volunteers :)
 - Open meetings info
 - Can we get more copies of the Board on Track book? Katie will ask

✚ Current LHU Board Member Information

- Two more board members whose terms are ending in the 24-25 year:
 - Katie Brown, November—moving to advisory role
 - Kevin Hughes, January—plans unknown
- Succession planning for Governance Committee
 - Ask Ryan about holding a vote on Keisha's governance chair position

Board Calendar

- Any changes to board calendar?



- New chair may move Governance time–will look at other committee meetings time
- **LHU Strategic Calendar**
 - Will share with board

Meeting was adjourned at 4:28

DRAFT

**Sterling Montessori Academy and Charter School
Teacher Evaluation Process Timeline At-A-Glance**

Dates	Comprehensive Evaluation Cycle 3 Years: new to Sterling, new role, those who have an IDP	Abbreviated Evaluation Cycle Beyond 3 years of seniority	BTSP Teachers
August	*Review the evaluation process with the staff *Review Individual Goals with returning staff *Develop Goals with new staff.	*Review the evaluation process with the staff *Review Individual Goals with returning staff *Develop Goals with new staff	
September	Complete the First Formal Observation Cycle.	Complete the First Formal Observation Cycle.	Self-assessment Beginning of the Year PDP
October	Complete Informal Observation.		First Mentor Observation
November	Complete Informal Observation.	Complete the First Informal Observation Cycle.	First Director Observations First Mentee Observation
December	Mid-Year Review of Goals. Develop an Individual Development Plan.	Mid-Year Review of Goals. Develop Individual Development Plan	
January	Complete Informal Observation; or Second Formal Observation Cycle Minimum of 1 IDP Check-In	Formal Observation if on IDP; and Minimum of 1 IDP Check-In	Mid Year PDP
February	Complete Informal Observation. Formal Observation if on IDP; and Minimum of 1 IDP Check-In	Complete Informal Observation Cycle. Formal Observation if on IDP; and Minimum of 1 IDP Check-In	Second Mentee Observation
March	*Complete Self-assessment using matrix Complete Summative Evaluation and submit to ED. Set Goals for the upcoming school year.	*Complete Self-assessment using matrix Complete Summative Evaluation and submit to ED. Set Goals for the upcoming school year.	Second Director Observation
April			Second Mentor Observation
May			Executive Director Observation Teacher Summary Rating Form End of Year PDP
June			

- Orientation/training must be conducted within the first two weeks of the teacher's first day of school.
- Pre-Observation Conference must be held before the first observation.

- Post-Observation Conference must be held no later than 10 days following the observation.
- A Comprehensive Observation/Evaluation Cycle consists of a pre-observation conference, the Formal Observation of 45 minutes or a complete lesson, and a post-observation conference.
- Other than for the first observation of the year, there does not have to be a pre-observation conference for any experienced teacher, unless ratings indicate otherwise.
- An Abbreviated Observation/Evaluation Cycle must consist of Informal Observations for a minimum of 20 minutes.
- An Informal Observation or Walkthrough are unannounced and must be a minimum of 20 minutes.

MTSS

MULTI-TIER SYSTEMS OF SUPPORT PYRAMID

Rick Dufour's

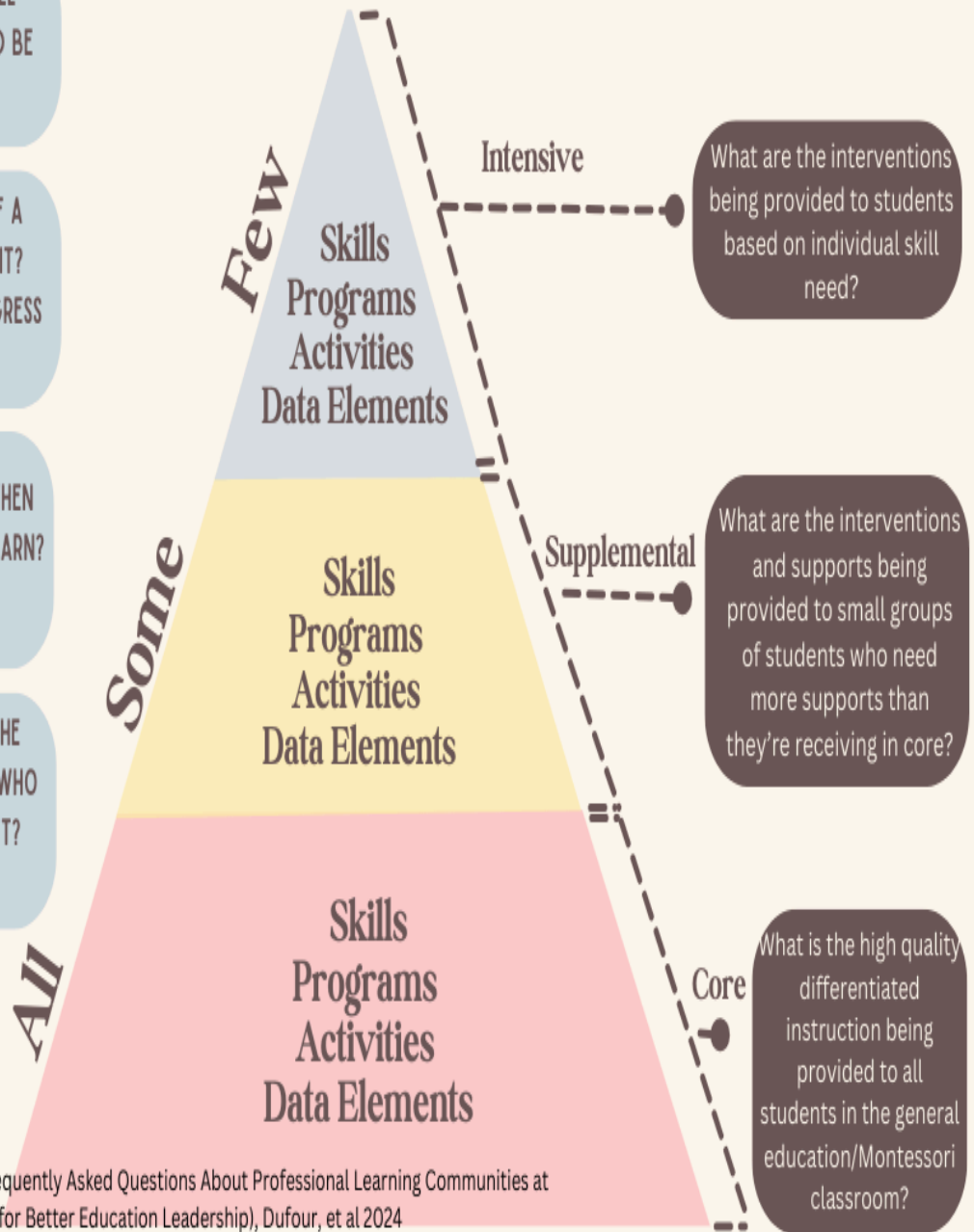
4 Critical Questions of a PLC

WHAT DO WE WANT ALL STUDENTS TO KNOW AND BE ABLE TO DO?

HOW WILL WE KNOW IF A STUDENT HAS LEARNED IT? (ASSESS, EVALUATE, PROGRESS MONITOR)?

HOW WILL WE RESPOND WHEN SOME STUDENTS DO NOT LEARN? (IMPLEMENT)

HOW WILL WE EXTEND THE LEARNING FOR STUDENTS WHO ARE ALREADY PROFICIENT? (DIFFERENTIATE)



Reference: Concise Answers to Frequently Asked Questions About Professional Learning Communities at Work(TM) (Stronger Relationships for Better Education Leadership), Dufour, et al 2024



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MONTESSORI
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Executive Director LHU Board Report - September, 2024

School News

- The first of three Movie Nights took place Friday, September 13. This event was very well attended. Shortly after 10:00 a.m. Friday, the approximate count was 190 adults, 190 kids. It was an enjoyable evening for our staff, students and families. Thank you PFSA!
- Staffing - The following staff changes have been made - Brianne Calvert reassigned as the CCR Separate teacher in C12; Diarra Phillips, MS Math teacher, reassigned as Interventionist; Alexis Williams, Middle School Associate, reassigned as ECPA in C12 effective the end of October. One additional ECPA is needed for C12. One LE floater is pending.
- MTSS will be the primary focus of this week's faculty meeting. We will begin with the results of the Beliefs Survey.
- MTSS will also be the focus of the Teacher Workday, September 30th. Staff will collaborate in respective sections to brainstorm, discuss and complete the [MTSS Pyramid](#).
- Diarra, the newly assigned interventionist, will receive a list of students on the intervention list from each Director, which will include their intervention area, and current schedule so Diarra can meet their teachers, observe the students in class, and begin to create a schedule for pull out interventions.
- Observations and Evaluations - We revisited, reviewed and revised the [Observation and Evaluation protocol](#).
- We established an Autism Support Team (AST) for the purpose of building capacity in effective implementation of services to students with Autism Spectrum Disorder. The team is twelve strong consisting of Directors, OT, SLP, Behavior Support, general education staff and special education staff. The AST had its first meeting Wednesday, September 11, from 1:00p.m. - 4:00 p.m.

Exceptional Children

- Brianne Calvert, Middle School EC teacher, has been reassigned as the Cross-Categorical Separate Resource teacher in C12. Brianne's first day is Monday, September 16. Parents of C12 students have been notified.
- There were two meetings scheduled with EC staff and Specials staff to review and sign the IEP At-A-Glance for each student with an Individualized Education Plan. Teachers

were also able to ask questions regarding students' strengths and areas of needed support.

Children's House

● ENROLLMENT/ADMISSIONS

- Conducting tours and answering phone calls helping prospective pre-k and K families decide to attend Sterling.
- Continue to support Enrollment in placing children in CH and sending all necessary information to the families to help them acclimate to Sterling Montessori
- As of 9/17/24-
 - 3 K spots- 2 have been offered and 1 just withdrew on 9/17 waiting on the withdrawal form
 - 3 Pre-K spots- all of which have been offered

● CHILDCARE LICENSING/SANITATION

- Collecting all Medical and Immunization forms from all CH families log into the spreadsheet and input every Preschool child's immunization record into the NCDHHS Immunization Report spreadsheet. MUST submit to NCDHHS for all preschool children NO LATER than November 1, 2024.
- To meet this requirement and make sure all of our Preschool students are up to date with their immunizations (if not they are not allowed to attend childcare until we have the required documentation within 30 days of their first day of school.) I have to begin this process immediately. This process requires me to see who has and has not turned in the required process and begin sending messages to families who have NOT turned in the documentation. In the 7 years I have been here it takes me MONTHS to send reminders and track parents down. This is a task that requires me to stay on top of my spreadsheets. Still waiting on 65 families to send in Medical Reports/Immunizations as of 9/17/24 and there was a due date of September 30, 2024
- Audit Preschool student files
 - Put together cumulative student files to ensure that all preschool cumulative folders have ALL required documents as outlined by NCDHHS. If items are missing then I have to send emails to families letting them know. This requires me to send emails, and keep track of who has and has not turned in the documents.
- Help new CH teachers with troubleshooting NCDEE Works to obtain documentation of what status they qualify for when working in a childcare facility. This required documentation allows me to know how many hours of In-service trainings they must obtain every year.
- Help staff figure out how to troubleshoot their NCID so they can get their new Qualification letter as it expires in October. This criminal background check is required for all A-Building staff and substitutes to get every 5 years.

● AFTERCARE

- New Part-time aftercare staff was hired-Started September 3rd
 - Collecting all necessary paperwork as outlined by NCDHHS for the child care licensing file
 - Supporting After Care Coordinator in training the New After Care staff

● SUBSTITUTES who substitute in CH

- Collecting all necessary paperwork as outlined by NCDHHS for the child care licensing file
- Train 2 new substitutes that were onboarded by HR. This requires me to sit with new subs and observe in a CH classroom and review the sub folder and talk them through how a CH classroom works and what their expectations are when working in a CH classroom
- **CLASSROOM STUDENT SUPPORT**
 - Support Preschool families/teachers/students in helping acclimate to their new classroom environment and build trust and security with their new classroom environment. Develop an extended Staggered entry to help with building trust and security with the child's new teachers and new environment in collaboration with the parents
 - Stepping in when needed to offer an extra hand
- **CLASSROOM TEACHER SUPPORT**
 - Two new lead teachers and 5 new Assistants, coach and train on policies and procedures and help them learn their classroom responsibilities. This requires me to meet with them weekly, observe, model expectations and offer strategies to help support students.
 - Help train teachers on how to conduct DIBELS assessments
 - Attending parent conferences with teachers
 - CH has started our first work shop series: [Circle of Security Training](#) We meet every Wednesday from 3:30-5:00, starting on Wednesday, September 11th until Wednesday, October 30, 2024
- **PARENT/GUARDIAN SUPPORT**
 - Sending CH Fresh Perspectives Newsletter to families to help connect families to the CH Montessori classroom and educate them on the Children's House experience
 - Making videos to accompany the newsletter to help families who are too busy to read to watch/listen to short videos that support what the newsletter is saying
 - Answering many emails and phone calls, answering the various questions our families have when they are new to a school.
 - Preparing for our September 26th Parent Engagement evening: A work cycle experience

Lower Elementary

- iReady BOY diagnostics will take place this week September 18th-25th. Parents will receive an email on how to check their child's iReady scores.
- BOG test results will be mailed to parents this week.
- We are waiting to hear back from human resources regarding a LE Floater.
- Weekly check-ins with lead teachers and the LE director have begun.
- Working with teachers on supporting students in the MTSS process, EC programming and with 504 plans.
- Continued work with enrollment to fill open spaces and place incoming students based on varying student needs.

Upper Elementary

- Continued work with admission to fill open spaces in consultation with Gloria due to the high numbers of students incoming with IEPs
- 2 UE Assistant candidates started and are off to a good start.
- Open House and BJP Nights were combined into a social event, with much better attendance than last year except for the Friday when we had the torrential rain.
- Chaperone training for parents attending BJP took place virtually last week led by Liz.
- I - Ready mostly completed. Some summer learning loss evident. MTSS conversations starting about students who need extra support.
- Weekly check-ins have started with teachers
- Second Step SEL program was rolled out by Ms. Mary Williams. Lessons will be unrolled to students by teachers after BJP on a twice a month basis.

Middle School

- Middle School “Day in the Life” (parent/guardian orientation) has been postponed due the recent staffing changes.
- The Middle School team worked to draft a new schedule that will allow for Tom Keeler to teach math to all MS students.
- 3rd Grade BOGs have been completed
 - Test scores will be mailed to families this week
- WIDA Kindergarten Screener
 - All screeners have been completed
 - We will continue to screen new Kindergarteners as they enroll

Specialists and Student Services

Read to Achieve-Less than 10 4th graders have yet to pass the RtA Law. They have all moved up to 4th grade but will receive 90 minutes of reading instruction a day. This instruction will be done between their EC teacher (if they have an IEP with reading goals) and Ms. Dee, our interventionist. These students will have opportunities to still pass the RtA Law through iReady and/or the RtA Test which will be administered to them in October.

Spring Testing Data  EOG Information

- Band will give their first performance, a porch performance, on Sept. 23.

The WIDA Screener was given to all K students that listed a language other than English on their home language screener. 20 students were identified as ML Students.

ML Plans are being made for all of our ML students at the end of this month. The plans are then sent home to the parents and reviewed at conference time.

The school has received BOG scores. Students that have not passed the RtA Law will start on the portfolio as a way to pass the law. They also will have the iReady as their alternative assessment which means if they score a 725 Lexile on the reading portion they pass the RtA Law.

Parents will have an opportunity to come in on Wednesday, Sept. 25 at 5:30 to meet with Carrie and Lauren and discuss the RtA Law and learn all the opportunities their child will have this year to pass the RtA Law.

Our 2024-25 SEL Plan was turned into DPI. The plan was updated by Carrie and Mary with few edits from the 2023-24 Plan. As part of the plan, all new Sterling staff must complete SEL trainings which are due on Nov. 8.

The BTSP self-assessment for our school has been completed for 2024-25. Carrie will meet with a peer (from another school) to discuss the assessment and, based on the results, focus on one standard to work on for the year.

Our PE teachers, David and Daniel, will be joining the UE classes at BJP. David will go the first week and Daniel will go the second week.

Afternoon skate clubs have started with Daniel and David. UE skate club is on Tuesdays and UE skate club is on Wednesdays. These clubs will go through November.

OPERATIONS

OP's Team has been busy over the last few weeks preparing for staff, students and new families joining Sterling. Having daily and weekly check-ins, while assisting and guiding and supporting team members with their work.

- Staffing -
 - Resignation - Brittany Long, Communications Manager resigned effective October 9.
 - Jarrett Evans - Employment still pending contingent upon completion of DHHS background check.
 - Alexis Belfield who was hired as an ECPA for C12 never showed up to work on September 6th, 13th or today even after phone calls and emails from HR.

- Facilities
 - Facilities anticipates that the fence for the soccer field will be installed within the next 2-3 weeks.
 - Todd, Facilities Manager, is relocating his office to the storage unit behind the sports court.
 - Cumulative files from the last seven years will also be stored in Todd's old office in "A" Building. Five file cabinets have been ordered to house these files.
 - Todd will began replacing the outside lights with LED lights (already paid)

- Enrollment
 - Joanne has worked tirelessly trying to fill the open seats available in all grade levels
 - Porchia has entered all incoming students in PS
 - Paige has updated all incoming students carpool tags in Simple Dismissal
 - Brittany has assisted Director with sending out a few Welcome Packets to new families

Offers made week of 9/16/24

10 Charter Offers
 Kinder - 2
 1st - 7
 6th 1 (post lottery)

- 3 Pk Offers
 (1 pk offer today-9/17)

6th grade offer (post lottery); student started 9/17/24

Offers made week of 9/9/24

Pre K Offers

Pre K 3 - 3 accepted will start,
 student starts September 23,
 student starts October 1,
 student will start within 30 days

45 Charter Offers

Kinder - 12 offers and no one accepted

1st - 22 Offers and only 3 accepted
 2 students started last week
 1 start October 1

2nd - 8 offers (3 accepted and 2 enrolled last week)

1 offer (post lottery accepted - will enroll this week)

4th - 1 Offer (post lottery accepted - started last week)

6th - 1 Offer (post lottery accepted - started last week)

Other Notes:

4th grade offer made 9/4/24 student did not start until 9/11/24

How many students are on the waitlist as of yesterday by grade level?

- PK3 -- On the waitlist - 0
- PK4 -- On the waitlist - 0
- K -- On the waitlist - 28
- 1st -- On the waitlist - 0
- 2nd -- On the waitlist - 0
- 3rd -- On the waitlist - 0
- 4th -- On the waitlist - 0
- 5th -- On the waitlist - 0
- 6th -- On the waitlist - 0
- 7th -- On the waitlist - 0
- 8th -- On the waitlist - 0

Students Currently Enrolled in Powerschool as of 9/17/2024

Academy 113

Charter 597

Grade	COUNTA of Grade
-2	46
-1	67
0	77
1	79
2	81
3	74
4	70
5	63
6	47
7	45
8	61
Grand Total	710

- HR/Policy
 - Onboarded all new employees
 - Cinwain has continued to interview Substitutes for Gen Ed. and EC classrooms
 - Cinwain is currently working on new and returning employee files ensuring that all updated documents are in each staff members file
 - Policy -
 - Parent has requested Homebound services for their child. The student is currently enrolled and is in the hospital. A more formal Homebound Policy needs to be created for Regular Ed students, the current policy pertains to EC students only.
HR will work with Carrie and Dr. Gloria in creating the policy

- Data
 - Copying cumulative folders of students who have withdrawn and sending records to students current school
 - Preparing to bill counties for students currently enrolled at Sterling, Denise is assisting Porchia with this work
 - Reviewing 7th grade immunization list, ensuring all families have submitted the required immunization within the first 30 days of school.
 - Will began working on K-8th Grade Health Assessment that is due to DPI by November 1st

- Purchasing
 - Aushequa continues to order supplies for departments while receiving and opening all orders coming in
 - Registering staff for the MANC and WorldView Conference
 - Billing late fees to CH families

- Communication/Tech
 - Onboarded all new employees -setting up key cards and employee email accounts
 - Enrolled students in all testing programs such as I-Ready and Diebels; distributed testing carts for I-Ready
 - Continues to monitor Sterlings Facebook page, PFSA closed FB page and the open Sterling Montessori FB page
 - Assist parents if they have issues with Parent Square
 - Continues to work on all tech tickets that come in (about 20-30 tickets) a week
 - Replace broken laptops

- Reprogrammed all of the communication walkies at the beginning of the year
- Created student emails for teachers so that they can have access to reset student passwords
- Prepares Friday weekly message
- Sends out all school wide communication

- Office Manager
 - Field trips have started so Paige has been added field trips to MSB
 - All new students are being added to the Simple Dismissal for carpool
 - A few mishaps with MHLB (meals sent to wrong classrooms), Paige has been helpful to assist the MHLB team in finding the missing lunches
 - Schedule subs (30 or more leave request have been submitted since the first day of school)



Sterling Montessori Academy and Charter School
Outdoor Play and Learning Environment Master Plan

TEACHER ENGAGEMENT SESSIONS

Held May 9, May 21, May 23, 2024

SUMMARY

Multi-use Field

- Reduce size of sports field to allow for more programming around edges
- Engaging for different age groups
- Incorporation of shade
- Buffer to prevent balls from rolling downhill

Sports Court

- Current issues with students gathering/sitting around court – need to provide alternate locations for older students to hang out

Boundaries

- Need clear boundary along Eastern property line
- Boundary between Eastern vehicular loop and pedestrian sidewalks
- Boundary between small field and Western vehicular loop

Northern Remnant Woodland

- Supervision is needed in woods, especially of middle schoolers
- Climbing/ obstacle course/ balance logs/ loose parts

Campus-wide

- Need for shade
- High demand for swings and climbing

Carpool Dropoff

- Need for covered drop-off/pickup space

Stormwater

- Engagement with stormwater retention pond– potential overlook deck on North end
- Dry stream beds to help with drainage issues

Retention Pond

- Currently fenced and regulations require fencing (to our knowledge)
- Desire to improve connection to pond for educational purposes
- Desire for:
 - Gated access/ boardwalk or elevated viewing platform
 - Sloped ramp for view over fence
 - Adding fountain/ bubble to make more dynamic

Interaction Between Ages/Supervision

- Need separation and defined spaces between middle school and younger kids. Middle schoolers swearing/ taking up space.
- Middle school sports must be supervised, and younger kids not currently allowed
 - Possibility for programmatic change to alternate recess times so they aren't outside at same time

Children's House

- Outdoor classrooms are not equal – ones on play area are constrained
- Potential to create two separate spaces to better support 200 students at a time
- Flexible, covered gathering spaces of varying sizes
- More diverse, purposeful activities
- Accessibility to drinking water and/or solution for water bottle storage
- Shade
- Central, covered, lockable storage

Lower Elementary

- Shade needed around small lawn
- Designated digging/ fossil pit
- Natural construction
- Treehouse (like the old one)
- Pickleball courts
- Play equipment:
 - Climbing appropriate for ages 5-9
 - Tire swing
 - Improved drainage under swings
 - Social aspect to play equipment
 - Slides
- Ball play including four square

- Shade
- Calming sensory experiences – sensory garden and pathway

Upper Elementary

- Supervision issues – only 1 Teacher’s Assistant out at a time for supervision
- Dedicated UE basketball court
- Climbing opportunities:
 - Obstacle course
 - Climbable animals
- Natural construction/fort building
- Occupation opportunities
- Animal Husbandry
 - Chickens
 - Beehives

Middle School

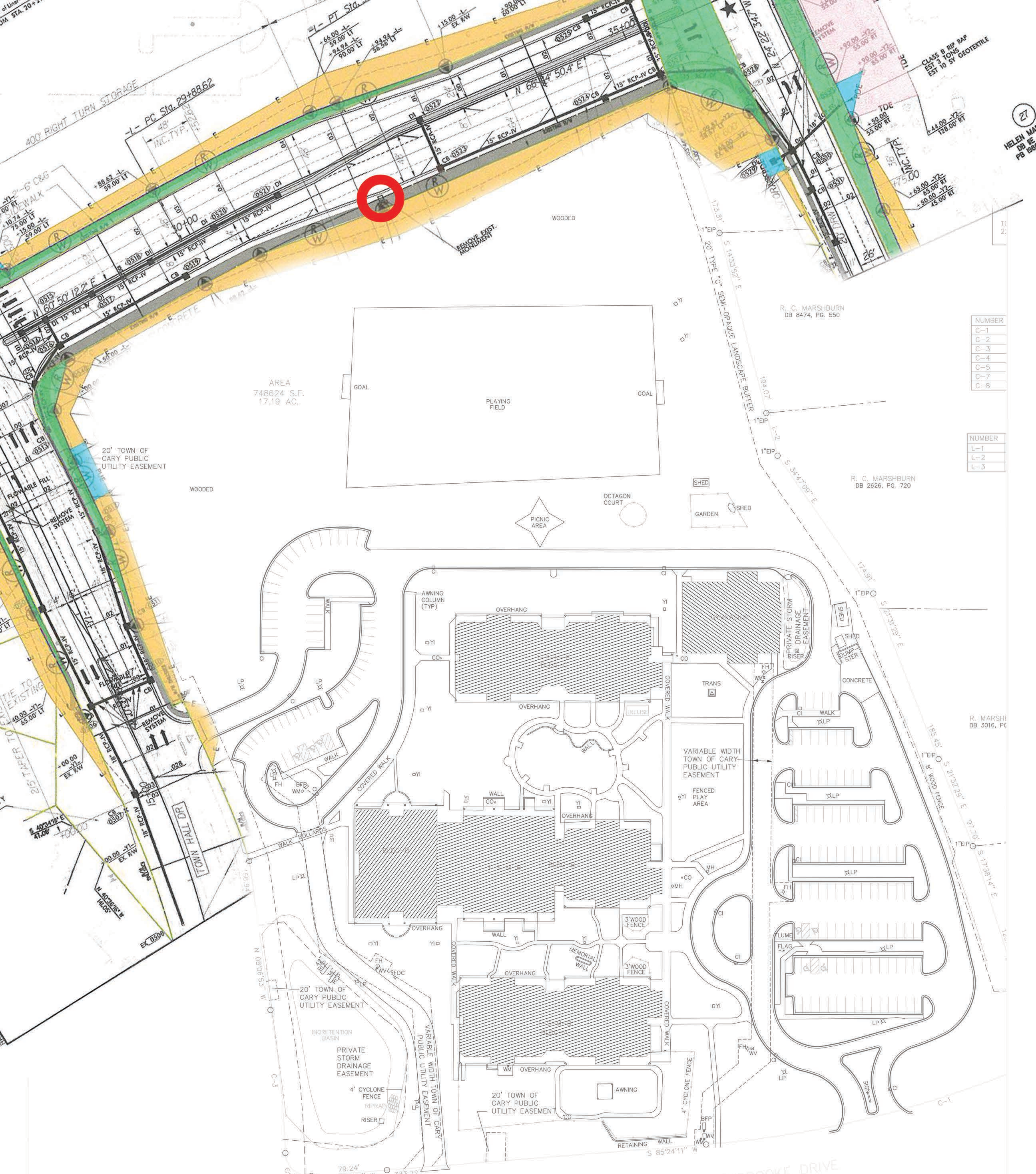
- Potential to change outside times to eliminate conflicts with younger students
- Shady hangout space in addition to Sports Court

Exceptional Children

- High visual contrast/tactile experiences
- More sensory and calming settings
- Wheelchair accessibility

Precedents

- Church St. Park outdoor gym
- Montessori Community School, Chapel Hill water feature



NUMBER
C-1
C-2
C-3
C-4
C-5
C-7
C-8

NUMBER
L-1
L-2
L-3

STERLING MONTESSORI ACADEMY, AS RECORDED IN B.O.M. 2011, PGS. 36-38 W.C.R.



Sterling Montessori Academy and Charter School
Outdoor Play and Learning Environment Master Plan

Desired Play and Learning Settings – Draft

7/30/24

Children’s House

- Manufactured play equipment
 - New/improved equipment
 - Diverse, supports all age levels
 - Natural materials
 - Accessible use zone (no mulch)
 - Climbing
 - Balancing
 - Obstacle course
 - Like existing swings, climbing wall, slide
- Primary pathway
 - Paved
 - Free of mulch
 - Looping/winding
 - Wheeled toy play
 - Walking
- Extended outdoor classroom
 - Dedicated to classrooms
 - Equity of outdoor classrooms (outdoor classrooms on play area side are constrained)
- Shared outdoor classroom
 - Covered, flexible use
 - Accommodates 8-10 kids
 - Project space
- Sand play
- Playhouse

- Gathering spaces
 - Shade
 - Seating and tables
 - Outdoor dining
 - Small gatherings
 - “Campfire” circle
- Earth play
 - Digging area
- Multipurpose lawn
 - Leveled grassy area
 - Space for ball play and outdoor games
- Natural construction
- Acoustic/musical play
- Diverse native plants
 - Pollinator garden
 - Flower gardens
- Fruit and vegetable gardens
 - Dedicated to each classroom
- Mud kitchen
- Trees
 - Shade
 - Fruiting
- Quiet nooks
 - Meditation/yoga/manipulatives
- Portable play equipment
- Water play (hands-in) and misters
- STEM settings
 - Ant farm wall
 - Aquarium
- Two separate play areas so that classes can alternate
- Need to accommodate 200 children outside at a time
- Outdoor access to bathroom
- Drinking water source
 - Water fountain
 - Improved system of storing and accessing water bottles
- Storage

Lower Elementary

- Manufactured play equipment
 - New/improved equipment
 - Diverse, supports all age levels
 - Natural materials

- Accessible use zone (no mulch)
- Climbing appropriate for ages 5-9
- Gross motor
- Zipline
- Low ropes/obstacle course/ninja course
- Like existing swings, tire swing, climbing dome, monkey bars, slides, tether ball
- Social aspect to play equipment
- Multipurpose lawn
 - Open space for running/movement other than ball play
- Dedicated digging/fossil pit
- Fruit and vegetable garden
- Extended outdoor classrooms
- Sport court
- Organized sports
 - Soccer
 - Basketball
 - Track
 - Pickleball
- Trees
 - Shade
 - Fruiting
- Sensory play
 - Sensory path
 - Quiet, calming spaces
- Mud play
- Gathering
 - Picnic tables
 - Outdoor dining
 - Shaded/covered spaces
- Zen garden/quiet nooks
 - Reading
 - Calming
- Outdoor game space
- Tree house
- Natural construction
- Shared outdoor classroom/project space
- Greenhouse
- Conical structure or similar
- Shade around small lawn

Upper Elementary

- Manufactured play equipment

- New/improved equipment
- Diverse, supports all age levels
- Climbing
 - Low ropes/obstacle course/zipline
- Balancing
- Swings, monkey bars, slides
- Gathering
 - Picnic tables
 - Covered
 - Hang-out areas
- Organized sports
 - Track
 - Soccer
 - Basketball (dedicated UE basketball court)
 - Football
- Fruit and vegetable gardens
- Outdoor classrooms
 - Project space
- Water play and exploration
 - Access to pond
- Nature trails
- Quiet/calming areas
 - Labyrinth
 - Zen garden
- Sport court/enclosed gym
- Field
- Outdoor game space
- Occupational opportunities
- Animals/animal husbandry
- Sensory play
- Shade
- Multipurpose lawn for moving/running
- Natural construction
- Fort/base
- Sand play
- Grass maze
- Dry stream bed
- Performance space
- Greenhouse
- Diverse native planting

Middle School

- Manufactured play equipment
 - New/improved equipment
 - Diverse, supports all age levels
 - Natural
 - Swings
 - Gaga pit
 - Climbing structures; rock climbing wall
 - Tetherball
- Organized sports
 - Soccer
 - Basketball
 - Exercise/fitness
 - Track and field
 - Tennis
 - Volleyball
 - Football
- Role play/dramatic play
- Field
- Sports court/enclosed gym
- Gathering
 - Picnic tables
 - Covered
 - Hang-out areas
 - Outdoor dining
- Fruit and vegetable garden
- STEM learning
- Diverse native planting
- Shade
- Treehouse
- Obstacle course/zipline
- Nature trails
- Water play and exploration
 - Access to pond
- Wildlife habitat and viewing
- Quiet nooks

EC Students

- Accessible play equipment
 - Swings
 - Accessible use zone
- Accessible routes, especially to field
- Sensory path
- Sensory play

- Quiet/calming nooks
- Noisy spaces
- Multipurpose lawn for movement and running
- High visual contrast/tactile experiences

Teachers

- Quiet spaces to relax and work outdoors

Precedents

- Morrisville Church St. Park – cricket lawn and track, outdoor gym
- Downtown Cary Park – natural play equipment
- The Raleigh School – campus
- Montessori Community School, Chapel Hill – water feature



Sterling Montessori Academy and Charter School
Outdoor Play and Learning Environment Master Plan

DIRECTOR'S WORKSHOP

Held May 21, 2024

DRAFT REPORT

Facilitated by Natural Learning Initiative (NLI)

NC State University, Raleigh, NC

Robin Moore, DipArch, MCP, Co-Founder/Director Emeritus

Mary Archer, PLA, MHS, Design Associate

Will Fantle, BA, Graduate Research Assistant

Participants

Workshop participants are listed below, with grateful thanks to the following participants for their time, dedication, and creative ideas.

Directors:

- Maureen Capillo, Executive Director
- Gloria Jones, Director of Exceptional Children Program
- Denise Kimball, Director of Operations
- Liz Macaulay, Director of Upper Elementary
- Fay Masterson, Director of Children's House
- Carrie Smith, Director of Student Affairs and Specials
- Justin Tosco, Director of Middle School

Operations:

- Stephanie Deming, Development Manager
- Todd Fisher, Facilities Manager

Introduction

The purpose of the Director's Workshop was to share perceptions of the current Sterling Montessori outdoor play and learning environment and share personal images or visions expressing what the outdoor environment could be in the future; and further, to determine goals and objectives to frame the programming of improvements and additions to the outdoor play and learning environment.



Workshop participants develop goals and objectives for the outdoor play and learning environment.

Personal Images

Workshop participants were asked to express on paper a personal image or vision of the future Sterling Montessori outdoor environment. Each participant presented their image or vision, summarized verbally below and reproduced in APPENDIX A.

Maureen Capillo

Opportunities for all. Add paths and more gathering spaces to the lower elementary playground (like space between buildings A and B). Move middle school garden to front field. Provide a path to stormwater pond at back of property for scientific learning. Create a wooded path around entire property with gathering spaces. Inclusive spaces including access to nature and gross motor needs (currently lacking for Middle School). Create curb appeal – a welcoming, colorful, and tree-covered campus with a unique visual language to stand out from other schools.

Gloria Jones

Opportunities to run/jump/swing/sensory areas. Foster engagement of all students– bring learning to life on the playground while getting out energy.

Denise Kimball

Four different outdoor play and learning areas that are safe, colorful, and age appropriate.

Liz Macaulay

Connect with nature. Create safe, appropriate spaces to support gross motor play for children aged 9-12. Need for multipurpose areas for building/sitting/gathering. Incorporate shade across campus. Outdoor learning. Clear boundaries to delineate property lines and where play is allowed. Shady, designated spot for students to sit while waiting for pickup. Desire for outdoor areas for teachers/staff to take breaks.

Fay Masterson

The outdoor environment should be practical, purposeful, engaging and safe. Provide purposeful, developmentally appropriate engagement and more spaces for classes to be outdoors. Create natural, mulch-free spaces that are shady. Improve Children’s House outdoor classrooms so that they are all equal – currently four are good but the four that are adjacent to the Children’s House playground are more constrained.

Carrie Smith

Mind map of connections: At the center – Children, Teachers, Parents, and Administrators. Surrounded by interconnected goals: play, creativity, sensorial, learning, peace, community, curiosity, botany, gardening, gathering. Surrounded by larger themes: beauty, enrichment, engagement, nature, cycle of life/rebirth. This is all explored across the seasons: Spring, Summer, Fall, Winter.



Carrie Smith presenting her personal image for the Sterling Montessori Outdoor Play and Learning Environment.

Justin Tosco

Expand on what is already existing including an expanded garden, additional swings for middle school, full sports field with a track, mini field between Buildings A and D, and structures between D/B and C buildings. “We’re really good, but we could be even better.”

Stephanie Deming

A beautiful campus that shows that this space is truly special and differentiates ourselves from other public schools. Create a space for community where they feel appreciated and heard. Support natural collaboration, appreciation of natural surroundings, and play structures made of natural wood/ materials. Accessible to all.

Todd Fisher

Create more shaded areas. The front of the school should be welcoming, colorful, and attractive – create a “wow” factor.

Mission

Participants reviewed the school mission and discussed the need to create a separate mission for the outdoor play and learning environment.

School Mission:

The mission of Sterling Montessori is to create a diverse educational community, grounded in the Montessori philosophy and teaching practices, that fosters curiosity, creativity, and critical thinking in its students. We strive to empower each student to become life-long learners who respect themselves, others and their environment.

Participants discussed how the mission is currently student centric, and there is a desire to expand it to include the larger school community including teachers, staff, and families. There is also a lack of engagement with the broader community with potential to connect with local organizations, local government officials (mayor, city council), the larger Morrisville community, and Sterling Alumni.

Proposed Draft Mission for the outdoor play and learning environment:

Creating a diverse outdoor environment, where nature-based play and learning across the developmental spectrum for all children, their teachers, and the broader Sterling community supports the Montessori curriculum and the values that frame it, including caring for each other and the health of our planet.

Goals and Objectives

Workshop participants proposed the following seven goals and objectives to support the Sterling Montessori Outdoor Play and Learning Environment Mission:

1. An environment that is developmentally appropriate, supporting:
 - Diverse opportunities for engagement.
 - Age-appropriate gross motor development.
 - Formal sports and related facilities.
 - A “prepared environment” that connects curriculum to nature play and learning across all levels.

2. An environment that balances risk and benefits:
 - Safe with opportunities for varying levels of challenges/risk.
 - Risk management protocol.
 - Easily managed and maintained.
3. An environment that is identified as Sterling Montessori:
 - Visually stimulating.
 - Consistent cross-campus visual vocabulary (colors/materials).
 - Reflects the Sterling Montessori brand.
4. An environment that connects interactively with the natural world:
 - That reflects international sustainability goals.
 - Establishes a native tree program.
 - Conserves three remnant woodland patches.
 - Manages the detention pond as a biodiverse educational resource.
 - Enables students to “work the land”:
 - Expands gardening program.
 - Connects to occupational/entrepreneurial/microeconomic aspects of the Montessori curriculum.
 - Expands classification potential of plants and animals as a campus “living library.”
5. An environment that is inclusive for all:
 - Universally designed play and learning settings and equipment.
 - Cross-campus accessible routes connect all play and learning settings.
 - All settings are socially and culturally inclusive.
6. An environment that supports sensory integration:
 - Settings are designed to stimulate all senses.
 - Accessible routes are designed as multi-sensory pathways.
 - Sensory cues are posted/integrated into the outdoor environment.
7. An environment that supports the Sterling Montessori School Community, prioritizing:
 - A range of gathering spaces serving different group sizes and play and learning functions.
 - A performance stage or amphitheater serving classroom drama/musical productions and community events.
 - Outdoor food prep/garden/community gathering setting.
 - Flexible/multiuse spaces.

Additional comments

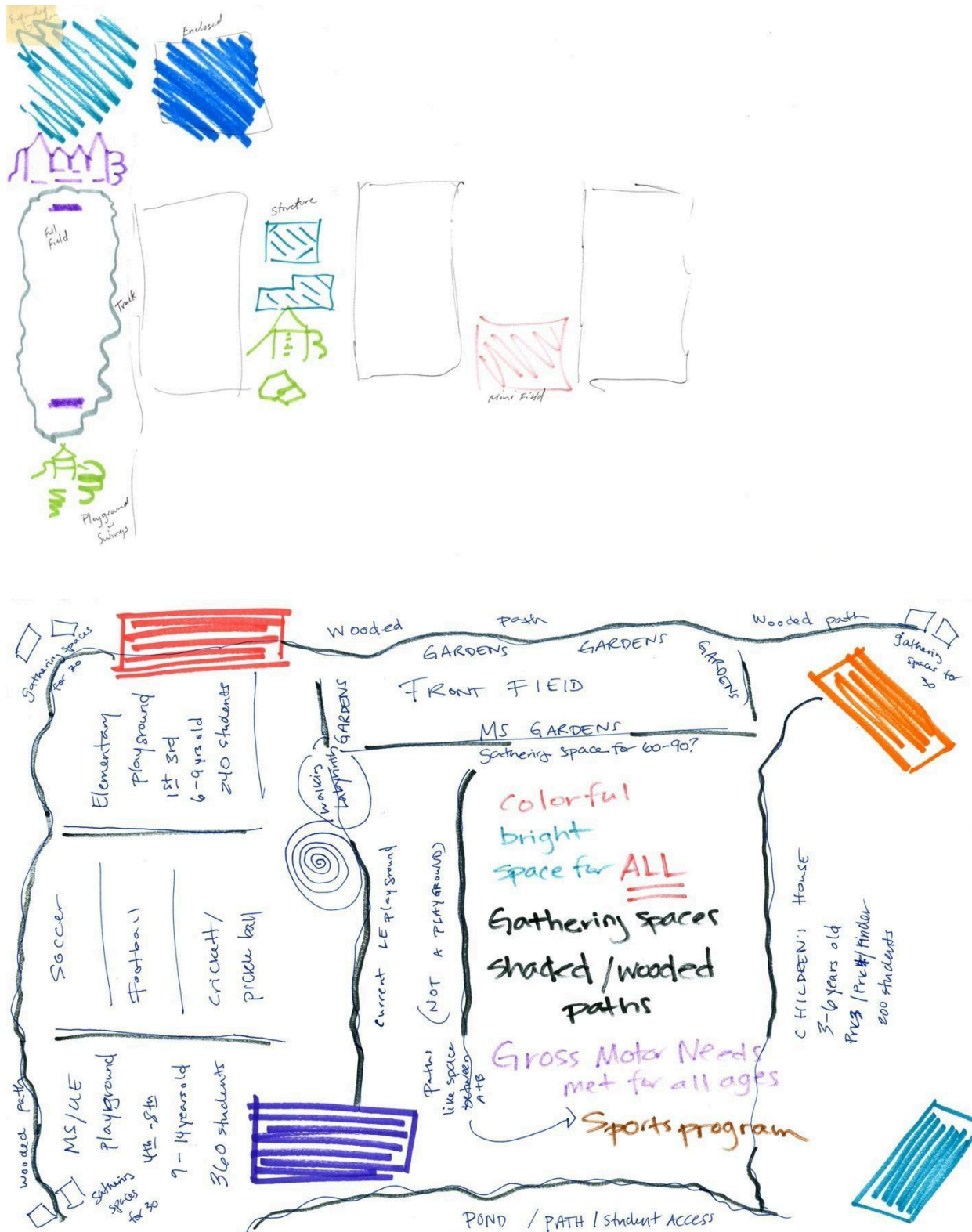
- Sterling students come from 6 different counties.
- Precedent project is The Raleigh School.
- More outdoor gathering spaces needed. Currently insufficient for all students to eat lunch outdoors. See Goal #7.
- Injuries occurring due to lack of functional outdoor space.
- Lack of diversity of play and learning settings – not developmentally appropriate for all ages.
- All spaces need to be flexible (ages, use).
- Quiet outdoor spaces needed for teaching.
- Strategic plan will be wrapped up in November–December 2024 followed by commencement of capital campaign.

Next steps

- Workshop report to be drafted and circulated for comment.
- Workshop results contained in this report will frame the design program.

Thank you for participating!

APPENDIX A: Leadership personal images or visions of the future sterling Montessori outdoor play and learning environment



* I want Sterling to look like a Montessori school — to differentiate itself from Cedar Forks / local public schools. *

MS space
collaboration

Natural / Appreciation
of Natural Surrounds
Exploration

Discovery

Accessible

Beautiful

Safe

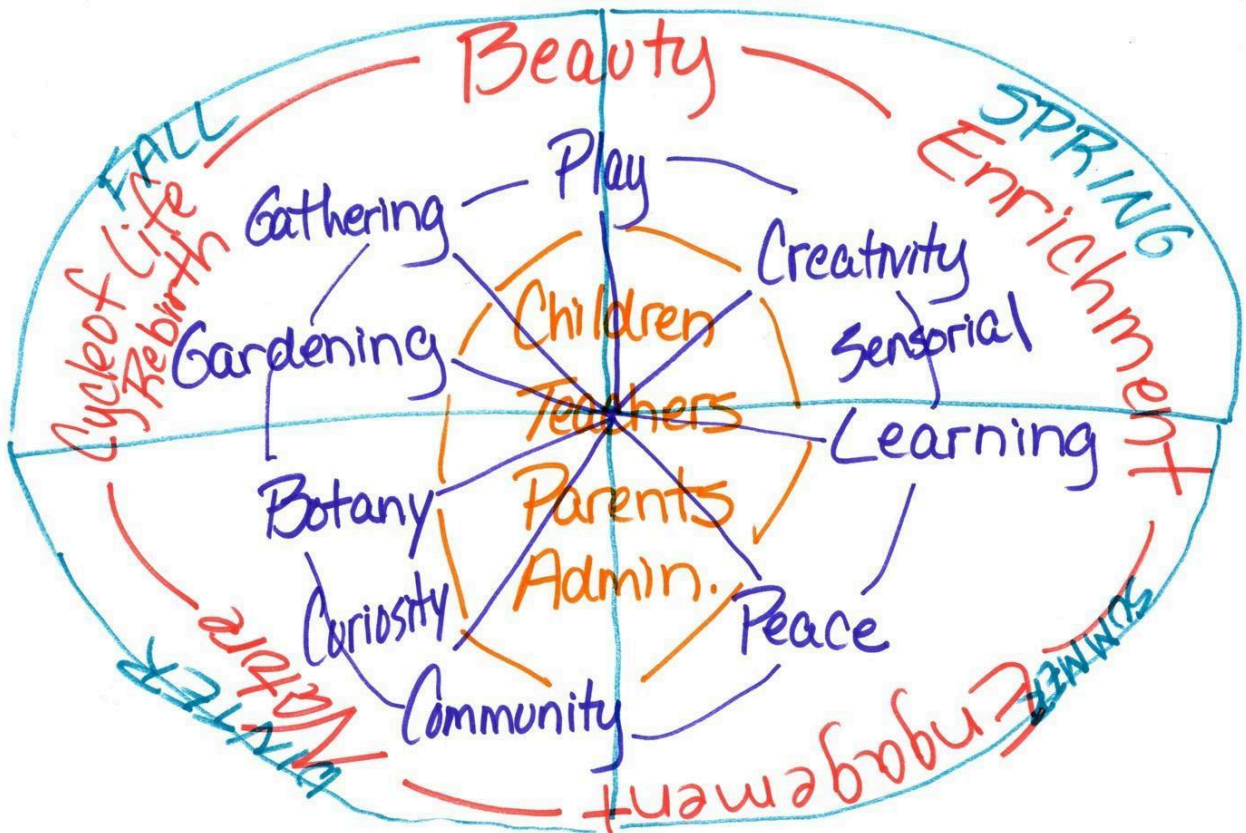
Connect with nature
Physical play appropriate for 9-12
Creative playspace - multipurpose
area for gathering
Shade
Skills - integrated academics
SEL.

Quiet space
room to run
boundaries - safety
something for everyone.
for recess + beyond

carpool space - shade
seating for students

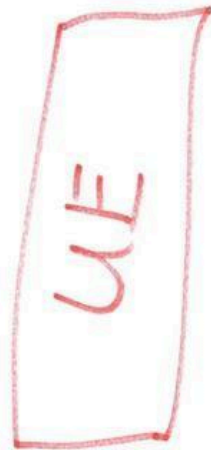
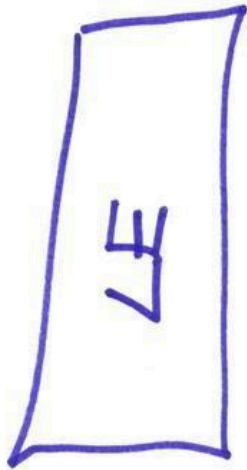
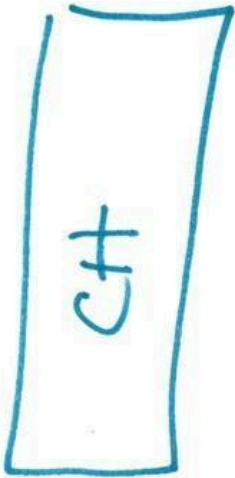
Practical
 Purposeful
 Engaging
 Safe
 Needs Interest
 Developmentally Appropriate
 Move space so All classes
 can be out from 11-12
 Natural
 Shaded
 No mulch

Better outdoor
 classrooms
 especially
 classrooms
 on playground
 side

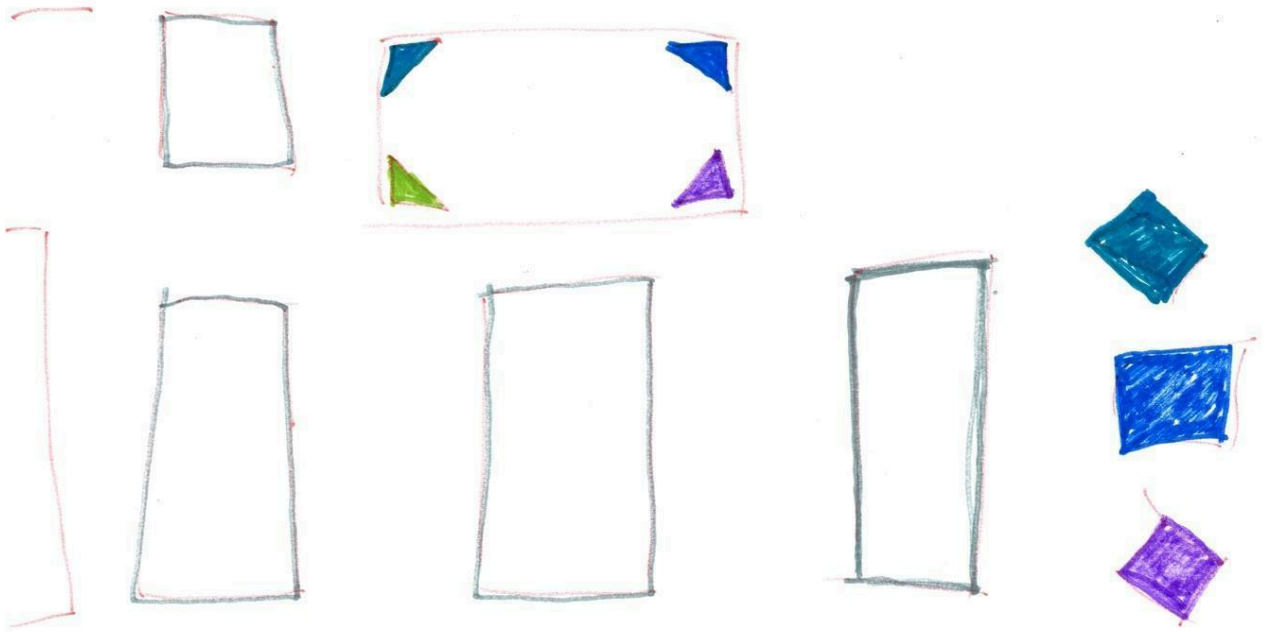


Safe, colorful, age appropriate.

4 outdoor play learning environment areas







APPENDIX B: Community Survey highlights:

Children's House

- Respondents like the dedicated outdoor classrooms, gardens, and fruit trees.
- The CH space lacks diversity of play and learning settings and is limited to a small area – a larger/expanded space and access to the rest of campus, including the field and opportunities for organized sports are desired.
- There is a desire for sensory play settings and new, improved natural play equipment that supports gross motor development.
- The wheeled toy pathway is a popular setting but adjacent mulch creates a tripping hazard and is hard to maintain.
- There is a need for covered, shared, flexible use gathering spaces.
- The dedicated CH space needs to be enclosed and secure.

Lower Elementary

- Respondents like the dedicated outdoor classrooms, gardens, and fruit trees.
- There is general support for the existing dedicated LE play area, but the play equipment needs improvement. New, nature-based play equipment should support climbing, swinging, and include low ropes/obstacle course settings.
- There is a need for both dedicated spaces for organized sports and flexible open spaces for running, movement, and games.
- The LE space should be secure with protection against adjacent vehicular circulation.
- There is a desire for flexible gathering/project spaces.
- Drainage issues need to be addressed including those under the tire swing and in the little field.

Upper Elementary

- Respondents like the dedicated outdoor classrooms, gardens, and fruit trees.
- There is a need for diverse, natural play equipment for older students that supports gross motor development including climbing, balancing, swinging, and low ropes/obstacles courses.
- Diverse gathering/hangout spaces are desired.
- Dedicated spaces are needed to support organized sports including track, soccer, basketball, and football.
- A sports court and/or covered gym is desired.
- Nature trails are desired in the remnant woodland.

Middle School

- Respondents like the dedicated outdoor classrooms, gardens, and fruit trees.
- There is a need for diverse, natural play equipment for older students that supports gross motor development including climbing, swinging, low ropes/obstacle courses, and treehouses.

- Provide diverse, covered gathering spaces that support outdoor dining, schoolwork, and hanging out.
- Dedicated spaces are needed to support organized sports including soccer, basketball, track, tennis, volleyball, and football.
- A sports court and/or covered gym is desired.
- Students desire a place for games/imaginative role-play.

EC

- There is a need for accessible play equipment including swings and improved accessible equipment use zones.
- Sensory based settings are desired.
- Both quiet, calming spaces as well as loud open spaces are needed.



Minutes and Board Report from September 9, 2024 Meeting:

Attendance and Call To Order

Virtual via Google Meets

Chair: Ryan Hill

Board Members: Kevin Hughes, Elizabeth Uzzell, Jessi Fasola, Katie Brown

Others: Kim Elliott

Meeting was called to order at 4:00pm.

Discussion Items:

- Communications Document - may need a working session with Stephanie to walk through the document.
- Schedule:
 - Upcoming Board Sessions on 9/16 and 9/23 with Sam
 - NLI presenting at September board meeting, we need a time to best plan the meeting so they aren't sitting around
- No action for the board

Closure and Next Steps:

Meeting was adjourned at 4:22p.

Up Next:

Additional Board Notes:

- Upcoming sessions with Sam Chaltain on 9/16 and 9/23



Search Committee

Regular Monthly Meeting Report - September 2024

Committee Actions and Recommendations:

- Elizabeth will send survey to directors and review responses at next meeting.
- Board members provide input on ED job description and any other aspects of search prior to next meeting (10/10)

DRAFT



Minutes from September 12th, 2024 Meeting:

Attendance and Call To Order

Virtual via Google Meet

Chair: Elizabeth Uzzell

Board Members Present: Rachel, Katie, Keisha, Kevin, Jessi

Other community members: Kim Elliott, Leslie Hamilton, Erica Smith

Meeting was called to order at: 4:02 pm

ED Job Description

Previous Job Description

- Rachel: survey section directors to see what they need and how an ED could support them; they have strengths in certain areas, and we need to know how to support them.
- Elizabeth will put together a survey with open-ended questions; ask for their thoughts on our org. chart.
- Kim: need to look at our overall structure, ensure our org chart makes sense, and that we are bringing someone on who understands what is being covered by our current staff compared to what our needs are.
- Rachel asked how other Montessori schools are structured; are CH and LE usually grouped together, and UE and MS? Or some other structure.
- Katie: usually other schools of similar size have an ED and coaches at each level; not necessarily organized like we are, but not a lot of comparison.
- Leslie: we really want someone with Montessori experience
- Rachel: that's the ideal, but those people might be unicorns; need someone who can support us on change management journey.
- Changes to prior posting: discussion of name change (from ED to something else); required vs. preferred qualifications; all skills needed; changes to instructional management section.

Search Process

- Discussion of changing form to application where all information (resume, cover letter, references) can be attached.



- Application screening and initial interview process: screening of materials done by search committee, candidates invited to interview first round with search committee; record interviews!
- Katie: last time we used SparkHire; how much does it cost and would we want to use it again?
- Second stage interviews? Campus visit?
- Committee: inviting in additional members from the community; find out which board members want to serve on this committee/being on interviews; formally invite some staff and community members.
- Where do we want to post? AMS, AMI, OCS/DPI, NC and SC Montessori sites, charter associations, LinkedIn, Teach Montessori—ask Ops for help
- Anyone we want to invite to apply?

Meeting Time

- Does this meeting time work for everyone?
- Next meeting will be October 10 at 4 pm
- Will we need to meet more frequently as search ramps up? Probably

Meeting was adjourned at 4:54 pm



DEI Committee

Regular Monthly Meeting Report - September 2024

DEI Mission: Sterling Montessori values diversity, prioritizes equity, and commits to being an inclusive school community which is critical to meeting our Montessori mission and affirming the full humanity of all community members. ([Our DEI Pledge](#))

Minutes from September 16th, Meeting:

Attendance and Call To Order

Virtual via Google Meet

Chair: Dwayne Jones

Board Members Present: Dwayne Jones, Kim Elliott

Others: Susan English, Leslie Hamilton

Meeting was called to order at 4:01 pm

Strategic Refocusing

Student Success and Belonging Program (SSBP)

- Involvement of DEI student reps to establish goals and objectives
 - Strengthen opportunities for students to connect
 - Collaborate with staff and Directors to establish framework

SWOT Analysis in January 2025?

- Review of previous [SWOT](#) analysis
- Establish a framework for completing SWOT assessment every 2-3 years?
- Establish baseline understanding of data points and references for “how to” complete SWOT analysis



Discussion Items

- Possible Guest Speakers: [Plan to Action](#)
- Selection of a DEI Consultant
 - [See link for DEI Consultant Information](#)
 - Participants agreed that [Maati Wafford](#) is the preferred candidate
- Consider Annual DEI Survey to display data points on retention data, etc; follow up with Denise for insight
- Discussed how DEI can assist with compliance establishing a School Advisory Council to facilitate input and cooperation between parents and school officials on school programs and activities. This council aims to provide a platform for parents to engage more deeply with school affairs. How can the Board and/ or DEI committee assist with this initiative, given our focus on fostering inclusive and collaborative environments?

Meeting was adjourned at 4:44pm.