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## 2020-2021 Annual School Performance Report: La Tierra Montessori School of the Arts and Sciences

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**School Name:** La Tierra Montessori School of the Arts and Sciences

**School Address:** 659 Roadrunner Road, Espanola, NM 87532

**Head Administrator:** Angela Feathers

**Business Manager:** Corinne Teller

**Authorized Grade Levels:** K-6

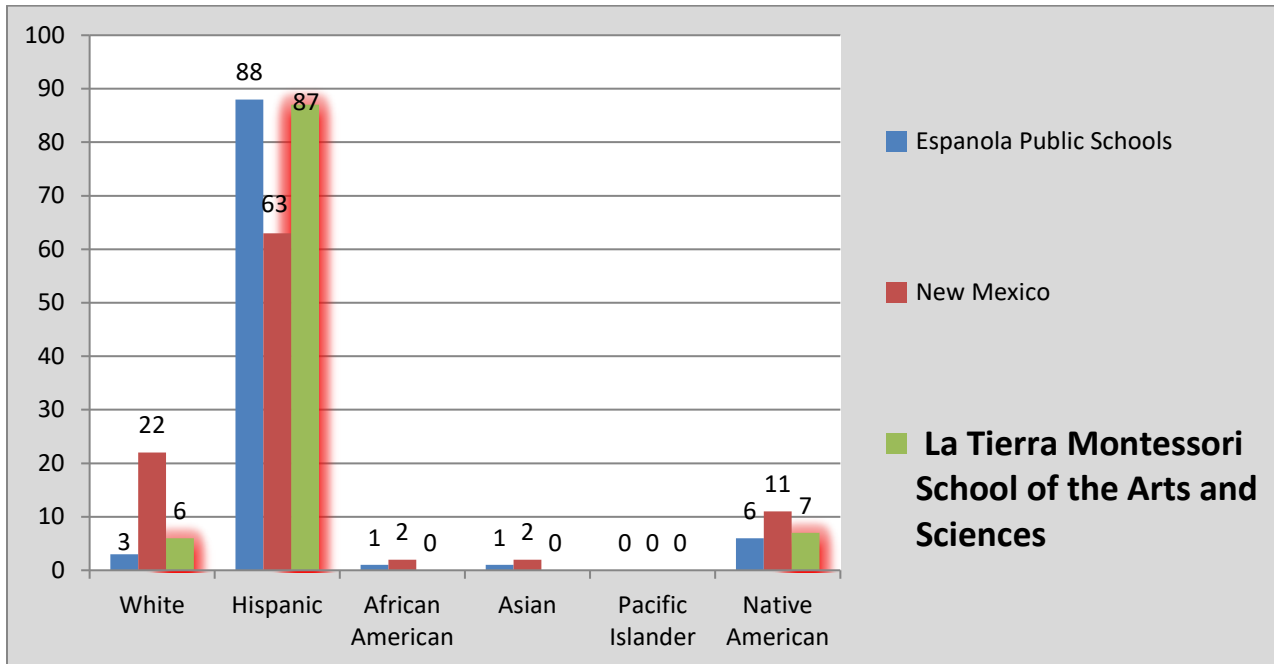
**Authorized Enrollment Cap:** 180

**Current Enrollment:** 54

**Contract Term:** July 1, 2017 – June 30, 2022

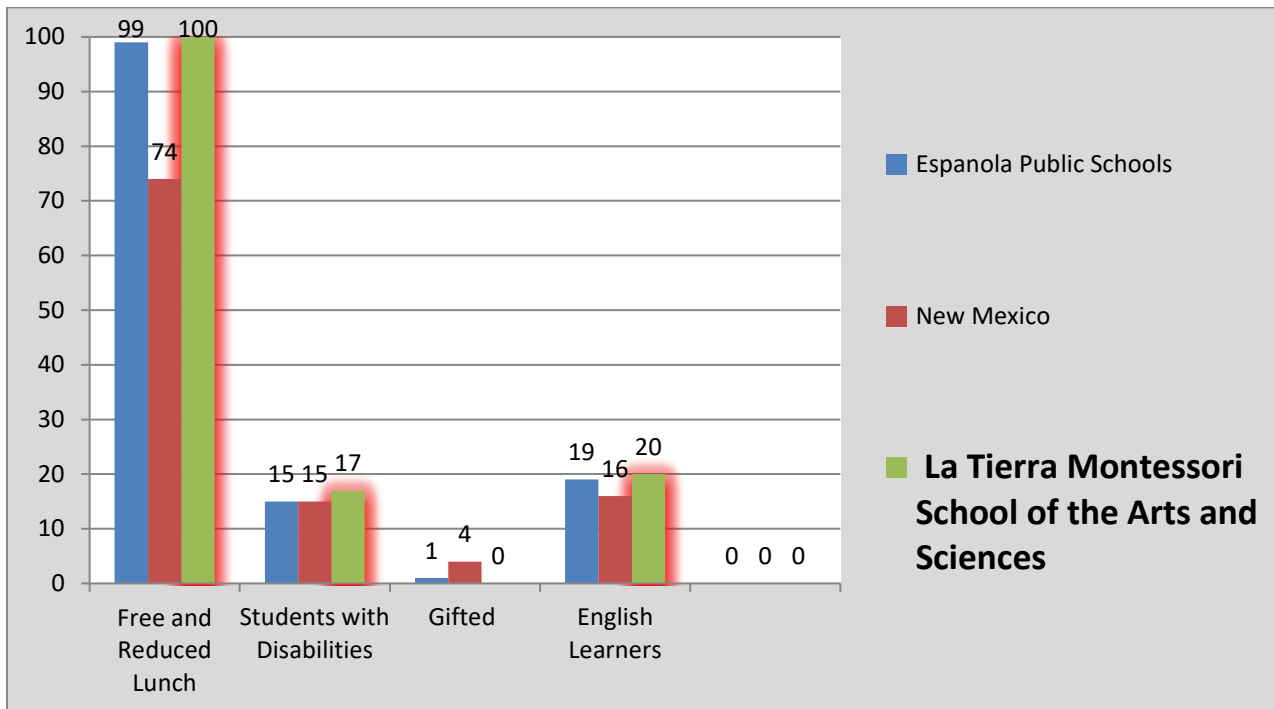
**Mission:** La Tierra Montessori School of the Arts and Sciences will provide students and their families in the Espanola region the opportunity to improve educational outcomes utilizing an integrated approach that includes Montessori, the Arts and the Sciences.

**Enrollment by Race/Ethnicity**



Source: STARS District and Location Reports General Reports Enrollment Subgroup Percentages with Averages

**Enrollment by Other Subgroups**



Source: STARS District and Location Reports General Reports Enrollment Subgroup Percentages with Averages

### Site Visit Summary: May 19, 2021

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#### Virtual Site Visit Participants

*School:* Angela Feathers: Head of School; Dr. Jenn Pena: Special Education Coordinator; Amy Larsen: GB Chair

*OPFD/CSD:* Brigette Russell, Missy Brown, Rachel Stofocik

#### Response to COVID Pandemic

[La Tierra Montessori Charter School](#) serves 56 students in grades K-6 in Espanola. A Montessori classroom is difficult to implement virtually. In the beginning of the 2019-2020 lockdown, the La Tierra team collaborated with other Montessori schools in the country to figure out how to bring Montessori to students at home. The school put together packets of work and learned how to make materials to send home weekly.

There are purists in Montessori teaching who do not want technology in the Montessori Curriculum, or they believe that the Montessori tools should not be sent home with the students to keep the Montessori classroom experience pure and intriguing for the students. However, the La Tierra team bent a lot of the rules, and they believe it paid off. For instance, the teachers made bead sets, Montessori drawers, and sandpaper letters for the students at home. Using ESSERS, CARES, and other funding sources the school ordered iPads and Smart Boards; each student has a chrome book. Many components of the added technology were beneficial, and Ms. Feathers said that the team is looking at how it all can be incorporated when students return. The school used [QR courses](#) and some staff created [YouTube channels](#) for lessons. The school made sure that everyone had access to classes and resources; a hotspot was created in the parking lot. The school also provided hotspots for the families who needed them. Often whole classes met in the morning and then teachers met individually with students. All ancillary and [Moving Arts](#) classes were also separate meetings.

Students have not returned full-time to campus upon the request of the pueblo; however, small groups and staggered instruction is provided at the building. The grades are divided by 1-3 and 4-6 and those groups rotate two days a week for in-person learning. Ten students do not come to the building at all. The Head of school explained that many of the students do not have very good home lives, and as a result, many were happy to return to small-group instruction this spring. Ms. Feathers explained that in some ways, it was a true gift to have the time during the pandemic to fully prepare the classrooms; she said staff redid everything. She also noted that it was possible to get to know students on a much more personal level working in a virtual setting. Teachers teach to in-person and online students simultaneously. Everyday a few children are assigned to do the "golf commentary," for the kids that are at home.

The school leaders and students are also hosting a Juneteenth festival. Ms. Feathers described a very socially active student who is helping to plan this event and who is also spearheading the campaign for the addition of 7<sup>th</sup> and 8<sup>th</sup> grades to the school. The school leader discussed how important it is to keep the 6<sup>th</sup> graders and get them caught up as they have had a very difficult year not only because of Covid but also because of a disruption of teaching and learning due to teacher turnover. The school just turned everything in for the June PEC meeting to request to the addition of the 7<sup>th</sup> and 8<sup>th</sup> grades. The school was reminded that they could potentially apply for a CSP grant if they are expanding by adding grades.

The school does not have mission-specific goals but will need to create them in 2020 during their renewal. The entire governing board changed in 2019 except for Amy Larsen, who is now the chair, and the board just had a successful retreat. The school has also changed providers for business services and the Vigil group is working well for the school.

#### Teaching, Learning, and Assessment

The school continued using iStation at the beginning of the 2020-21 school year, but the head explained that the results were not accurate as teachers could see parents helping children on the test. The school staff used other tools to measure progress, like [BrainPOP](#) and [IXL](#); then, they started using [Brigance](#). Brigance was a better measure for the

students because of the focus on phonetics at the elementary level. Ms. Feathers explained that the school's new SPED coordinator, Dr. Pena (from ACES) introduced the school staff to [iReady](#) and that the plan next year is to administer both the iReady and the iStation. Once scores come in, the staff shares the results with families and plans meetings if necessary.

To support students' social and emotional learning (SEL), La Tierra relied heavily on their partnership with Moving Arts. The head explained that students already had many problems before COVID, and that the foundation of the school is based on the belief that art is medicine.

The small school also allowed staff the opportunity to check in with families frequently. Many SEL components are built into the charter and Montessori philosophy, such as the peace table in every classroom where a child can go to work out any problems that they have themselves or with another child, self-reflection mirrors that help students see and identify their own emotions, affirmation cards in each room. The school also employs two younger EA's who really help the older students adjust and cope in times of stress beyond their teaching duties and helping with the STEM program.

### **Student and Family Support and Engagement**

La Tierra staff had virtual zoom meetings with families whenever there was more information to share regarding quarantines, etc. The Head explained that most families were very concerned about the idea of returning to school full-time. Ms. Feathers tried to use the Canvas platform for students and families but realized that it was a bit too complex for her community, so she used zoom for the rest of the year. Moving Arts and the Sustainable Agriculture components of the school help families and students stay engaged.

In addition, the school works with different community partners. As mentioned above, the school will be the host site for Juneteenth. Willie Williams is a GB member for the school and is always working to better support the students and families. The school partners with Northern NM College and Moving Arts.

Dr. Pena, the SPED coordinator, who has been at school since October, has revamped the SPED system trying to make it a much more inclusive setting as in the past it was primarily based on pull-outs.

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### Performance Framework Indicators (school-specific questions)

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**1.b. Does the school comply with state and contractual assessment requirements? Angela Feathers is the DTC coordinator, did she complete her training in the fall or winter this year?**

*Jenn Pena is DTC completed the training 2021*

#### **2a-2c Audit Findings FY20**

**Has board established written payroll policies and procedures that comply with state and federal regulations?**

*Amy Larsen will look for it and send it to Missy Brown*

Does the board have a plan for monitoring internal controls? It is best suited for the finance committee members? *The FC would review and compare notes from business manager. Response: The internal controls are in our GB policies. At our finance committee meeting, we review the monthly reports provided by BM. WE look monthly and review bank statements. When we have questions about anything, we do ask questions. We have monthly meetings to review all reports. We also talk about our cash balance and cash flow. In terms of the calendar that you mentioned, I would like to get a copy of that. The finance meetings that I attended were a two-day training provided by a gentleman. We do have our BM go over the entire audit and findings with the board and the steps taken to resolve findings. Repeat findings can be frustrating.*

**2.e. Is the school adequately staffed to ensure proper fiscal management? CPO's last certificate on file is from 2019 has she recertified since then?**

*Maitai Garcia is now the CPO*

**4.a. Is the school protecting the rights of all students? Who is the school's McKinney Vento coordinator and what training have they completed?**

*Angela Feathers is, and she is working on it.*

#### **Mission-Specific Goals:**

Mission goals were optional on the 2018 version of the contract. The school elected not to include mission-specific goals. Upon renewal, the school will be required to add mission goals (one minimum; two maximum).

School Response: LTMAS elected not to include Mission Specific Goals in the 2018 Charter Contract. The school will draft and include Mission Specific Goals upon renewal in the subsequent 2022 Contract.

#### **Assurances:**

The school provided the signed assurances document (Appendix B).

#### **Overall Financial/Organizational Framework Rating: Meets Standard**

*If a school receives a "Does Not Meet Standard" rating for three or more indicators, the school will receive an overall organizational framework rating of "Does Not Meet Standard" for the year. In addition, if a school receives a "Does Not Meet Standard" rating, on any indicator, the CSD and PEC may conduct a closer review the following year on that indicator, and/or the PEC may require the school to submit a corrective action plan in order to specify actions and a timeline to correct the performance deficiency. See ratings for individual indicators in Appendix A.*

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**PERFORMANCE FRAMEWORK AND PUBLIC EDUCATION COMMISSION (PEC) TIER LEVEL**

The 2020-21 Performance Monitoring Plan was modified in response to the COVID-19 Pandemic. Many of the indicators were unmeasurable and the Performance Framework ratings in Appendix A is reflective of this. Rather than identifying evidence of compliance, schools are required to sign an assurance of compliance.

PEC Tier Levels are based on three indicators: (1) NM School System of Support and Accountability, (2) Student Subgroup Performance, and (3) Mission Specific Goals. Again, due to the pandemic and the resulting flexible administration of state assessments, in 2020-21 there is limited academic data, that could be used as an accountability measure. **Therefore, PEC Tier Levels cannot be assigned for the 2020-2021 academic year.**

**Academic Performance:** The school may provide evidence of meeting mission-specific goals to receive a rating on indicator 3 of the Academic Performance, however, if the school was unable to implement the goals due to the pandemic, the school will not be rated in this section.

**Organizational Performance** The assurances document covers the majority of the indicators of organizational performance. Where possible, results of desktop monitoring and bureau/division reports will be considered.

**Financial Performance Framework:** For indicator 2.c, evidence of implementing an Action Plan to prevent further findings will not be collected this year, therefore the school’s rating is solely based on repeat findings.


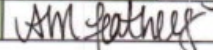
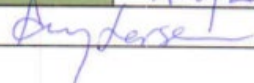
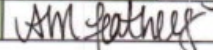
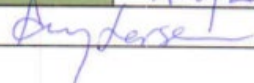
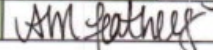
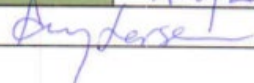
La Tierra Montessori	2020-2021
<b>Category I. Academic Performance Framework</b>	
<u>indicator 1</u> Components of School Accountability System	Unable to Review - COVID
<u>indicator 2</u> Subgroup Performance	Unable to Review - COVID
<u>indicator 3</u> Mission Specific Goals	Not Applicable
<b>Financial Performance Framework</b>	
Self-Assessment Survey completed and signed by Head Admin, SBO, and Finance Chair	Not Applicable
<b>Category II. Organizational Performance Framework</b>	
<u>indicator 1a</u> Educational Program: mission and educational program of approved charter application	Meets (or Exceeds) Standard
<u>indicator 1b</u> Educational Program: state assessment requirements	Unable to Review - COVID
<u>indicator 4a</u> Students & Employees: protecting the rights of all students	ASSURANCES
<u>indicator 1c</u> Educational Program: protecting the rights of students with disabilities	Meets (or Exceeds) Standard
<u>indicator 1d</u> Educational Program: protecting the rights of English Language Learners	Meets (or Exceeds) Standard
<u>indicator 4b</u> Students & Employees: attendance, retention, and recurrent enrollment	Meets (or Exceeds) Standard
<i>Included in Indicator 4b</i>	
<u>indicator 2a</u> Financial Mgmt & Oversight: meeting financial reporting and compliance requirements	Working to Meet Standard
<u>indicator 2b</u> Financial Mgmt & Oversight: following generally accepted accounting principles	Does Not Meet Standard
<u>indicator 3a</u> Governance & Reporting: complying with governance requirements	Meets (or Exceeds) Standard
<i>Included in Indicator 3c</i>	
<u>indicator 4c</u> Students & Employees: meeting teacher and other staff credentialing requirements	Meets (or Exceeds) Standard
<u>indicator 4d</u> Students & Employees: respecting employee rights	ASSURANCES
<u>indicator 4e</u> Students & Employees: completing required background checks / reporting ethical violations	ASSURANCES
<u>indicator 5a</u> School Environment: complying with facilities requirements	ASSURANCES
<u>indicator 5c</u> School Environment: complying with health and safety requirements	ASSURANCES
<u>indicator 5d</u> School Environment: handling information appropriately	ASSURANCES
<b>OTHER</b>	
<b>School specific conditions in the Charter Contract, if any</b>	
<u>indicator 1e</u> Educational Program: meeting program requirements for all PED and federal grant programs	ASSURANCES
<u>indicator 1f</u> Educational Program: NM DASH Plan	Unable to Review - COVID
<u>indicator 2c</u> Financial Mgmt & Oversight: responsive to audit findings	Meets (or Exceeds) Standard
<u>indicator 2d</u> Financial Mgmt & Oversight: managing grant funds responsibility	Meets (or Exceeds) Standard
<u>indicator 2e</u> Financial Mgmt & Oversight: staffing to ensure proper fiscal management	Meets (or Exceeds) Standard
<u>indicator 2f</u> Financial Mgmt & Oversight: meeting obligations timely / appropriate internal controls	
<u>indicator 3b</u> Governance & Reporting: complying with nepotism and conflict of interest requirements	ASSURANCES
<u>indicator 3c</u> Governance & Reporting: meeting obligations timely / appropriate internal controls	ASSURANCES
<u>indicator 5b</u> School Environment: complying with transportation requirements	ASSURANCES

## Appendix A: Historical Performance Framework Ratings during Current Charter Contract Term

La Tierra Montessori	2016-2017	2017-2018	2018-2019	2019-2020
<b>Category I. Academic Performance Framework</b>				
<b>Indicator 1</b> Components of School Accountability System	Falls Far Below (or Does Not Meet) Standard	Falls Far Below (or Does Not Meet) Standard	<b>56.71 Points (Spotlight)</b>	
<b>Indicator 2</b> Subgroup Performance	Falls Far Below (or Does Not Meet) Standard	Not Applicable	Pending	
<b>Indicator 3</b> Mission Specific Goals	Not Applicable	Not Applicable	Not Applicable	
<b>Financial Performance Framework</b>				
Self-Assessment Survey completed and signed by Head Admin, SBO, and Finance Chair	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>Category II. Organizational Performance Framework</b>				
<b>Indicator 1a</b> Educational Program: mission and educational program of approved charter application	Falls Far Below (or Does Not Meet) Standard	Working to Meet Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>Indicator 1b</b> Educational Program: state assessment requirements	Working to Meet Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>Indicator 4a</b> Students & Employees: protecting the rights of all students	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Does Not Meet Standard
<b>Indicator 1c</b> Educational Program: protecting the rights of students with disabilities	Working to Meet Standard	Meets (or Exceeds) Standard	Working to Meet Standard	Meets (or Exceeds) Standard
<b>Indicator 1d</b> Educational Program: protecting the rights of English Language Learners	Working to Meet Standard	Working to Meet Standard	Working to Meet Standard	Does Not Meet Standard
<b>Indicator 4b</b> Students & Employees: attendance, retention, and recurrent enrollment	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Working to Meet Standard	Not Applicable
<i>Included in Indicator 4b</i>	Working to Meet Standard	Working to Meet Standard		
<b>Indicator 2a</b> Financial Mgmt & Oversight: meeting financial reporting and compliance requirements	Falls Far Below (or Does Not Meet) Standard	Working to Meet Standard	Working to Meet Standard	Working to Meet Standard
<b>Indicator 2b</b> Financial Mgmt & Oversight: following generally accepted accounting principles	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard
<b>Indicator 3a</b> Governance & Reporting: complying with governance requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Working to Meet Standard
<i>Included in Indicator 3c</i>	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard		
<b>Indicator 4c</b> Students & Employees: meeting teacher and other staff credentialing requirements	Working to Meet Standard	Meets (or Exceeds) Standard	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard
<b>Indicator 4d</b> Students & Employees: respecting employee rights	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Working to Meet Standard
<b>Indicator 4e</b> Students & Employees: completing required background checks / reporting ethical violations	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Working to Meet Standard
<b>Indicator 5a</b> School Environment: complying with facilities requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>Indicator 5c</b> School Environment: complying with health and safety requirements	Working to Meet Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Working to Meet Standard
<b>Indicator 5d</b> School Environment: handling information appropriately	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>OTHER</b>				
<b>School specific conditions in the Charter Contract, if any</b>	Not Applicable	Not Applicable		
<b>Indicator 1e</b> Educational Program: meeting program requirements for all PED and federal grant programs			Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>Indicator 1f</b> Educational Program: NM DASH Plan			Not Applicable	Not Applicable
<b>Indicator 2c</b> Financial Mgmt & Oversight: responsive to audit findings			Working to Meet Standard	Working to Meet Standard
<b>Indicator 2d</b> Financial Mgmt & Oversight: managing grant funds responsibility			Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>Indicator 2e</b> Financial Mgmt & Oversight: staffing to ensure proper fiscal management			Working to Meet Standard	Working to Meet Standard
<b>Indicator 2f</b> Financial Mgmt & Oversight: meeting obligations timely / appropriate internal controls			Not Applicable	Not Applicable
<b>Indicator 3b</b> Governance & Reporting: complying with nepotism and conflict of interest requirements			Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>Indicator 3c</b> Governance & Reporting: meeting obligations timely / appropriate internal controls			Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>Indicator 5b</b> School Environment: complying with transportation requirements			Not Applicable	Not Applicable



[Appendix B: Assurances](#)

<div style="display: flex; justify-content: space-between; align-items: center;">  <div style="text-align: center;"> <p><b>Charter Schools Division</b>  <b>Performance Indicator Assurances</b>  <b>2020-21</b></p> </div> </div> <div style="margin-top: 10px;"> <p>Charter School Name <span style="border: 1px solid black; padding: 2px;">La Tierra Montessori School of the Arts and Sciences</span></p> </div> <p>In an effort to support the 2021 modified site visits and ensure compliance with contracts and applicable federal and state law, state-authorized charter schools shall provide assurances of compliance with the performance framework indicators listed below. Please check the box next to the indicator, then date and sign the form. Signatures of school leaders and governing board presidents are required.</p> <hr style="border: 2px solid green;"/> <p><input checked="" type="checkbox"/> The school protects the rights of students with special needs, by:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Providing services per individual IEP,</li> <li><input checked="" type="checkbox"/> Maintaining both direct service and ancillary support logs,</li> <li><input checked="" type="checkbox"/> Including a Family Educational Rights and Privacy Act (FERPA) sheet documenting date, person, and purpose for reviewing student's IEP in all IEP folders.</li> </ul> <p><input checked="" type="checkbox"/> The school protects the rights of English Learner (EL) students:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> School complies with requirements for English Learners in accordance with federal and state guidance, for identifying, screening, assessing students and providing annual notification to parents.</li> </ul> <p><input checked="" type="checkbox"/> The school complies with federal and state grant program requirements.</p> <p><input type="checkbox"/> The school meets Governance and reporting requirements:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Governing Board completes and documents (with signatures) an annual evaluation of Head Administrator.</li> <li><input checked="" type="checkbox"/> School has a governing board-approved Conflict of Interest Policy that complies with NMSA § 22-8B-5.2.</li> <li><input checked="" type="checkbox"/> School has a governing board-approved Anti-Nepotism Policy that complies with NMSA § 22-8B-10(B).</li> </ul> <p><input checked="" type="checkbox"/> The school protects the rights of all students:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> School meets all Culturally &amp; Linguistically Responsive Framework requirements.</li> <li><input checked="" type="checkbox"/> School maintains lottery and enrollment practices as described in NMSA § 22-8B-4.1.</li> <li><input checked="" type="checkbox"/> School has a Discipline Policy to include the prevention of bullying and cyber-bullying per NMSA § 22-35-1.</li> <li><input checked="" type="checkbox"/> School follows a board-approved student/parent grievance policy and dispute resolution process per NMSA § 22-8B-9(12)</li> <li><input checked="" type="checkbox"/> School complies with the McKinney Vento Act, with a board-approved dispute resolution policy that meets ESSA guideline.</li> <li><input checked="" type="checkbox"/> School is implementing the Multi-Level Systems of Support (MLSS) NMAC 6.30. 17</li> <li><input checked="" type="checkbox"/> School updates Next Step Plans annually for all high school students.</li> </ul> <p><input checked="" type="checkbox"/> The school's attendance policy aligns with the Attendance for Success Act NMSA § 22-12A-1.</p> <p><input checked="" type="checkbox"/> The school protects employee rights:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Staff files contain signed contracts, official transcripts, and verification of employment forms.</li> <li><input checked="" type="checkbox"/> School has an employee handbook that includes discipline and grievance policies.</li> <li><input checked="" type="checkbox"/> School has a salary schedule that complies with minimum teacher salaries.</li> <li><input checked="" type="checkbox"/> School has a documented mentorship program for first year Level One teachers.</li> <li><input checked="" type="checkbox"/> School obtains legally compliant background checks per NMSA § 22-10A-5.</li> </ul> <p><input checked="" type="checkbox"/> The school complies with facility requirements in NMSA § 22-8B-4.2.</p> <p><input checked="" type="checkbox"/> The school complies with transportation requirements, including all inspections and insurance, if applicable.</p>	<p><input checked="" type="checkbox"/> The school complies with health and safety requirements:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The school conducts all required emergency drills per <a href="#">PED memorandum of 3/25/21</a>.</li> <li><input checked="" type="checkbox"/> The school maintains immunization records, including a master immunization log.</li> <li><input checked="" type="checkbox"/> All staff complete training on reporting child abuse and neglect.</li> <li><input checked="" type="checkbox"/> The school has a Diabetes Management plan.</li> </ul> <p><input checked="" type="checkbox"/> The school handles information appropriately:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> School completes all STARS reporting requirements on time.</li> <li><input checked="" type="checkbox"/> School follows proper security procedures, including keeping student files locked.</li> <li><input checked="" type="checkbox"/> School follows all FERPA and Health Insurance Portability and Accountability Act (HIPAA) guidelines.</li> <li><input checked="" type="checkbox"/> School maintains a procedure for the transfer of cumulative files.</li> </ul> <hr style="border: 2px solid green;"/> <p>By checking the box for each indicator above (on both pages) and signing this document, I affirm that the school complies with the performance framework items listed.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 60%;">School Leader Printed Name</td> <td colspan="2">Angela Feathers</td> </tr> <tr> <td>Signature</td> <td></td> <td>Date 7/14/2021</td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 60%;">Board Chair Printed Name</td> <td colspan="2">Amy Larsen</td> </tr> <tr> <td>Signature</td> <td></td> <td>Date 7/14/21</td> </tr> </table>	School Leader Printed Name	Angela Feathers		Signature		Date 7/14/2021	Board Chair Printed Name	Amy Larsen		Signature		Date 7/14/21
School Leader Printed Name	Angela Feathers												
Signature		Date 7/14/2021											
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