MONTESSORI DAY PUBLIC SCHOOLS CHARTERED
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III b. Detailed Business Plan Section
II Sustainability
B. Strength and Stability of the Governing Body
Part 1 – Current Board

The Governing Body and the Corporate Board are the same for Montessori Day Public Schools Chartered.

The Governing Board consists of four members:
Margaret "Peg" Huffman, Edgar Huffman, and Dr. Rayma Sommer have been on the Board since the Charter School's founding in 1996. The fourth member, Patricia Freeman, joined the Board in 2003.

Peg Huffman is the founding Director of the School when it was a private school in 1981 and has been on the Board of MDPSC since its organization in 1996. Her educational background and experience includes the following:

- BA – Saint Catherine University, St. Paul, MN – French & Music, 1966
- Ph.D NDEA fellow/French – U of MN; Sorbonne, Paris, France, 1966-1969
- TA – U of MN – French, 1969-1970
- Instructor – Georgia State University, Atlanta, GA – French, 1971-1972
- Montessori Primary level certification – AMI, Atlanta, GA, 1973
- Montessori Elementary course completion – AMS San Diego, CA, 1985
- Teacher – Covered Bridge Montessori, Smyrna, GA, 1973-1976
- Teacher and Director – South Phoenix Montessori, Phoenix, AZ, 1977-1979
- Teacher and Director – St. Peter's Montessori, Litchfield Park, AZ, 1979-1981
- Co-Founder, Teacher and Director – Montessori Day Schools, Phoenix, AZ, 1981 to the present
- Executive Director – Montessori Day Public Schools Chartered, 1995 to the present

Edgar Huffman:

- BA – Indiana Central University – Business Admin & Chemistry, 1961
- TA – New Mexico State University, 1962-63
- MA – NY University, Executive Fellow Program, 1968
- MBA – ASU, 1973
- Management Training Program – Western Bancorp, 1964-1968
- Investment Banking – Goodbody & Co and Quinn & Co, 1968-1973
- Corporate Officer – Valley National Bank, 1973-1983
- Chairman of the Board – Montessori Day Schools, 1983-present

- Board Member – Basic Earth Sciences, 1993-2006
- Board Member – Montessori Day Public Schools Chartered, 1996-present
- Also Board Member of FCS Laboratories, National Silicon, and Salem Corp

Dr. Rayma Ditson-Sommer:

- Dr. Rayma Ditson-Sommer has a lengthy background in specialized education, early childhood development and education, neurotherapy, music therapy, attachment disorders, focus training and research. She holds degrees from Columbia University, New York City; Texas Woman's University, Denton, Texas; and Indiana University, Bloomington, Indiana, with year-long internships at Southwestern Medical School, Menninger Clinic, and Topeka State Hospital. Dr. Ditson-Sommer has held Professorships at the University of Wisconsin, Texas Woman's University, and Viterbo College, with Consultantships at Arizona State University, the University of Arizona, and Southern Methodist University.

- Dr. Ditson-Sommer is presently immersed in research and development of vibrointegration, neurotechnical methods and learning. She has developed innovative approaches to learning and attention deficits using bilateral hemispheric training through color and sound techniques. She is the developer of the ChiQ and Golf Pro units for life changes through accelerated learning, and is the author of the *Maximal Learning CD SERIES* .

- Dr. Ditson-Sommer is an internationally known speaker, consultant, and lecturer in the field of biofeedback, biofeedin, and neurodevelopment. She has conducted seminars throughout the world related to accelerated learning, attachment disorders, attention deficit difficulties, closed head injury, autism, dyslexia ,stress management, parenting of adopted children and focus training.

- Dr. Ditson-Sommer is the founder of Chrishaven Foundation, a non-profit organization to provide therapies and support to children and families suffering from abuse, neglect and abandonement who suffer from behavioral challenges requiring specialized care.

Patricia Freeman –

- Born in England, now a US citizen
- Educated in England, majored in English Literature
- Employed as an administrator in import/export field in England
- Administrator in Legal field for 25 years, working for the US government in the Air Force as a civilian.
- She joined Montessori Day Public Schools Chartered in 1996 as part-time enrollment director for a year, then administrative assistant in the front office, and has been the Campus Director (Principal) of the School's largest campus from 1998 to present.

- Member of the Board of Directors of Montessori Day Public Schools Chartered, 2002 to present.

In brief, we view the strengths of the individual Board members as:

- Margaret Huffman – Montessori/education programs, identification of student and staff needs and technologies, and personnel. She is also a parent and a grand-parent of former students of the School.
- Edgar Huffman – Finance and financial management. He is also a parent and a grandparent of former students of the school.
- Dr. Rayma Sommer – Special Education and advanced learning technologies
- Patricia Freeman – Admissions and school management. She is also the grand-parent of three former students of the school.

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III b. Detailed Business Plan Section
II Sustainability
B. Strength and Stability of the Governing Body
Part 2 – Recruitment/selection/development of Board Members

The Board of MDPSC has been stable for many years, with no new members added to the board. If a new member were to be added, the members would be trained by existing members and employees of MDPSC on Board Responsibilities, Open Meeting Laws, fingerprinting and other legal requirements of the Arizona State Board for Charter Schools and the Arizona Department of Education.

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III b. Detailed Business Plan Section
II Sustainability
B. Strength and Stability of the Governing Body
Part 3 – Governance structure

Please refer to the organization chart in an earlier section of this application.

The Executive Director is also the Chairman of the Board of MDPSC and has ultimate responsibility for the governance of the School. The Secretary of the Board is responsible for conforming to the Open Meeting Laws. The Board meets on an as-needed basis, is notified in advance of the meeting, the notice and agenda are posted, materials are distributed to the board in advance as needed, or distributed at the meeting. The Board discusses the issues on the agenda, and votes on items requiring board approval. After the meeting, minutes are prepared and the Board's directives are implemented.

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III b. Detailed Business Plan Section
II Sustainability
B. Strength and Stability of the Governing Body
Part 4 – Board's Monitoring of Academic Performance

At the Board Meetings, the board reviews the current status of the School, including not only the Academic Performance but the financial condition of the School, enrollment trends, discipline issues, new programs and changes to existing programs. Academic Progress is evaluated by test scores, AYP, attainments of students and former students, and parent feedback. The Board then acts on personnel and fiscal support issues to achieve desired results

MONTESSORI DAY PUBLIC SCHOOLS CHARTERED
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III b. Detailed Business Plan Section
II Sustainability
C. Strength and Stability of the Charter Holder
Part 1 – Current Officers, Director and Managers

Please refer to the previous section relating to the Charter Board for descriptions of the background of the Directors. In addition to the Governing Board members, there is a campus director at the Lakeshore Campus.

MONTESSORI DAY PUBLIC SCHOOLS CHARTERED
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III b. Detailed Business Plan Section
II Sustainability
C. Strength and Stability of the Charter Holder
Part 2 – Charter Holder

The School's Governing Board is the Charter Holder.

Strength of Charter Holder

- Recognized, accomplished directors with demonstrated, common commitment to Montessori Education in service of the child

Responsibilities of Charter Holders:

- Provide the resource to create an effective community of teachers and learners.
- Provide the emphases on long term basic learning to create in each child the foundation upon which all future development occurs, while meeting the needs of the child.
- Develop and monitor the process upon which group and individual learning progress can be measured. Promote and implement those actions which strengthen the process, and provide the appropriate resources.

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III b. Detailed Business Plan Section
II Sustainability
C. Strength and Stability of the Charter Holder
Part 3 – Monitoring Academic Performance

Please refer to Part 4 of the previous section relating to the Charter Board's role in monitoring Academic