

# ***Madrone Trail Public Charter School***

Jackson County, Oregon

Special meeting of the Board of Directors

Wednesday, December 13, 2017 at 5:30 pm

Madrone Trail Public Charter School – 3070 Ross Lane, Medford, OR 97502

## **I. Call to order/ Roll call**

Amy called to order the special meeting of the Madrone Trail Public Charter School Board at 5:30pm at Madrone Trail Public Charter School 3070 Ross Ln. Central Point, OR 97502

Sarah conducted a roll call. The following persons were present: Amy Gygax, Sarah Trujillo, Jane Higgins, Jodie Arellano, Leann Tourzan, Monica Rathjen, Michelle Gury

Karen Bailey (Administrator)

## **II. Opening verse**

**III. Public Comment – Mactild Howard-** As you know, I am the mentor of the school. I approach you today because I feel it is my responsibility to share with you a few observations, and impressions I had being the mentor of the faculty. Approaching you was my own initiative. I speak from the heart, with the best intentions for the school, and everybody concerned. I have been with the school since the beginning, and have seen many ups and downs. Changes in teachers, administration, and board. I work with teachers as mentor to make sure the Waldorf curriculum and method are implemented. We discuss their teaching, and the children, but also at times, other things, like their relationship to the parents, issues pertaining to the whole school, and sometimes, their relationships with each other, and the relationship with the director. Over the years, I have gotten to know the faculty on a professional level, but also, as human beings, and trust has developed. When teachers approach me with their concerns, I normally deal with this the following way; I listen, and try to encourage individual teachers to keep on working on the relationship as an ongoing process. Not to lose focus of the main task, which is the teaching of the children, to use a direct approach to talk to the director, to take difficult issues into sleep, to ask for help, and to meditate. I would like you to know that from my experience over years, working with these teachers, that this faculty is a unique group of individuals with dedication, and commitment to Waldorf education, teaching you children. They bring enthusiasm, striving and openness to the school. Of course, everyone contributes with different talents, but the school is fortunate to have an energetic group of teachers, who also like to work with each other.

Although I do not always agree with all the aspects of teachers, it is my job to help guide them. I find the teachers receptive to look at certain issues in a different way. I know how hard they work, how hard they try to do their best, and don't stop trying to improve. What I observed more and more in the last months saddens me deeply, and this is why I bring this to you as a board. I feel as a loss of how to help, I approach you because you are not directly involved. I observe a build up of frustration due to the lack of conflict resolution between the faculty and the director. Consequently, the morale of the teachers has deteriorated. The teachers seem exhausted, drained, which of course affects their teaching. I am concerned that it also might affect their future commitment to the school. After careful consideration, the faculty approached the board with a letter, but apparently the matter was given back to them. They did not feel that they were heard. More frustration, and hopelessness surfaced, and this was a catalyst for me to decide to approach you today. In my experience, the board could help find, or brainstorm constructive solutions as you are more removed from the day to day business, and can therefore have a much more objective outlook. I feel all this with a really heavy heart, and would like to ask the board to have the teachers come, and be heard. Maybe the school would benefit from an experienced Waldorf teacher, like Eugene Shwartz, or somebody from the Alliance to step in and help in the process. As we all know, only if all groups of the school work together in a healthy, trusting, cooperative relationship the school can thrive. I do hope, from the depths of my heart that the school can achieve this again. By mutual participation in overcoming these obstacles, we all can be inspired again, and go forward. Thank you.

#### **IV. Approval of Minutes and Agenda Adjustments**

##### **a.) Approval of November 2017 Board Meeting Minutes**

###### **Motion Approved**

**Monica Rathjen** I make a motion to approve the Board Meeting Minutes for November 2017.

**Leann Tourzan** I second the motion.

**Aye – 7 (Gygax, Trujillo, Arellano, Higgins, Tourzan, Rathjen, Gury)**

**No – 0**

##### **b.) Agenda adjustments- none**

#### **V. Approval of Consent Agenda**

##### **a.) Approval of Expenditures for October 2017**

**Motion Approved**

**Jodie Arellano** I make a motion to approve the expenditures for October 2017

**Leann Tourzan** I second the motion

**Aye – 7 (Gygax, Trujillo, Arellano, Higgins, Tourzan, Rathjen, Gury)**

**No – 0**

**b.) Approval of Expenditures for November 2017**

**Motion Approved**

**Michelle Gury** I make a motion to approve the expenditures for November 2017

**Sarah Trujillo** I second the motion

**Aye – 7 (Gygax, Trujillo, Arellano, Higgins, Tourzan, Rathjen, Gury)**

**No – 0**

**VI. Discussion Items:**

- a.) **Out of State Travel Request Nikolic 8<sup>th</sup> Grade Trip Jane Higgins** I will read the plan out loud, so we all have idea about what we are discussing: They are going to Kauai, the activities that relate to their instructing are hiking, rafting, service work, visiting history museums, etc. The budget is about \$1000 a student, Travel is about \$9000, lodging is around \$2500 food is \$3780. \$9000 is already raised, they have a certain amount budgeted that will be paid by students and families, less if necessary, and they should be able to collect the rest from the beef raffle they will be doing, which will be how they pay for families that cannot afford to contribute. **Amy Gygax.** Does it have to total of the expenses? **Jane Higgins** It doesn't, it just has the anticipated cost. All chaperones are registered as volunteers, she has 3-5 chaperones, she has four listed to go, and may have another. She will have an emergency form, and parent consent for students. It asks how you will teach these standards to you children. She answers; They have been learning these expectations for the last eight years, and there is a form attached that details student behavior expectations. Parents will be notified immediately, and arrangements will be made for students to be sent home if necessary. Any drivers will be certified to drive. Parents and students will both sign a form agreeing to these terms. All chaperones

will have first aid cards. **Amy Gyax** Dara Nikolic is here to discuss the plans for her 8<sup>th</sup> grade trip. Dara, do you have a copy of a more detailed educational plan?

**Dara Nikolic** Yes, I do. I didn't do it quite like Michelle Coull did. Basically, I have been trying to talk my kids into going to New Mexico all year, and they really don't want to. So I have realized that if I really want them to do fundraising for it, and get excited for it, I want it to be something that they are excited about also. So on this form, instead of writing out an itinerary, I put together a list of a lot of activities that we will only do five or six of. My goal is to create a trip for my 8<sup>th</sup> grade class, that will include learning about the history, geography and geology and culture of another region, physical challenges and adventures, service work, teamwork, enjoying natural wonders, and a rite of passage ceremony. A parent from my class does retreats, and rites of passage for a living, so she will come along as a chaperone, and help with that element. There are many amazing hikes, historic things, like going to the sugar plantations which we studied in economic geography this year. We would also study the indigenous culture there on Kauai. Our initial conversation was about going to Tulum, Mexico where we can see the Mayan ruins, and make it a little more affordable than Kauai, but I had some parents that were not comfortable with that. It was not my first choice, but I am trying to find ways to make it a meaningful experience for them, and not just a vacation. **Amy Gyax** Do you have any ideas about what permaculture farms you could possibly be visiting?

**Dara Nikolic** Tiffany Schechter, who is my class rep, knows someone, who knows someone, so we have possible connection. I did a little research today, and there are several permaculture farms on Kauai, and the do different internship program, so we could possibly arrange a visit in which we camp and work at one of those farms. If that didn't work out, we could just rent house where they could cook meals together. **Amy Gyax** Would you be flying out of Medford? **Dara Nikolic** It will depend on what we can find for airfare. Ideally, I would like to fly out of Medford, but me might end up driving to Portland, or San Francisco. I only have 17 kids right now, so with a few parent drivers, we could do it if we had to. **Michelle Gury** I did really appreciate the clarity of Ms. Coulls plan. These are great ideas, but I would like to see more of an itinerary because it is clearer. **Jane Higgins** It is important to remember that she is still in the planning stages on this **Dara Nikolic** Once I have a clearer idea of what we are doing I would be happy to submit a more comprehensive itinerary, but I feel all these activities reach the criteria asked for, so we will pick a few and schedule our week. **Michelle Gury** It sounds like a fun trip, and a great opportunity. Are there any Waldorf schools on this island that you could connect with? **Dara Nikolic** I don't know **Amy Gyax** I know at one point there was one that had closed. **Dara Nikolic** I will look into it. **Karen Bailey** One thing to think about when planning your day, is to aim for about six hours a day of educational time. **Dara Nikolic** I feel like most of what we do everyday will be

centered around being physical and educational. **Amy Gyax** I really like that you are working toward having a service aspect of the trip. **Dara Nikolic** That was really what originally drew me to Mexico. Having them see a culture that is less fortunate than ours, and being able to do meaningful service work. But it didn't feel right to continue on that path if I knew there were a few kids that would not be able to go with us. **Amy Gyax** Did you say that all the chaperones would have their safety training? **Dara Nikolic** Right now, I only have two solid yeses, and three that are probable. They will all pay their own way, and do CPR training, and anything else that is required. **Monica Rathjen** Do all your students swim? **Dara Nikolic** Yes. I don't know that we will have the funds for something like surfing lessons, but I do want to do snorkeling. **Amy Gyax** Once you have itinerary and lodging firmed up, just let the board know. I think this looks great. Thank you for coming.

- b.) **Charter Renewal- Amy Gyax** We are at the point in our Charter Renewal process that we need to send the letter asking the Medford School District. I wrote up a letter. I took everything that we had talked about what we wanted to ask from the district and I modeled it after the LOGOs letter that they had written, and Karen helped me with a few sections. Any feedback would be great, because tonight we need to figure out exactly what we want it to say so that it can be sent out in the next week. **Michelle Gury** The thing I noticed about the special education part, was that it seemed to say that Raina wouldn't be allowed to stay next year. Just in the wording. **Amy Gyax** Than we should change it. Right now it says that we request that the district will "allow Madrone Trail to hire it's special education specialist with funds provided by the district. The special education specialist would replace the one currently provided by the district." **Michelle Gury** Can we just take out the last sentence? **Karen Bailey** We don't want it to mean we can't hire Raina. We can take our that sentence and say we want to hire our own specialist. **Amy Gyax** I was trying to make sure it was clear that it would be in place of the district provided services by the district. Should we say that instead? **Michelle Gury** No. Because if we take on the responsibility of hiring our own, we still need the funds to district to provide the funds. **Karen Bailey** I think that is clear. I think if they wanted to give us one, and give us money to hire another one we wouldn't say no. **Amy Gyax** They might ask for more information, and we can go further into it then. So, I will just take out that last part. It now reads "Madrone Trail request that the district allow Madrone Trail to hire its special education specialist with funds provided by the district." **Jane Higgins** Do we want to say anything about training? Making sure that is still provided by the district? Will all the IEP and testing that they are required to do. **Amy Gyax** You could add a line saying anyone hired will meet the standard of the school district. **Michell Gury** I think that is pretty clear, and I wonder if we should say "allow the specialist to participate in necessary trainings"? **Jane Higgins** They do provide funds for things like some of our iReadys,

Dreambox, they do provide things that we would not want to incur the cost of. I just want to make sure that we are being aware of that. It was not clear to me. **Sarah Trujillo** Maybe we just need to include “and training” after it says district will provide funds. **Amy Gygax** This is also, just the letter saying this is what we want to talk about, so later we can get into details, we don’t have to have it all laid out in the letter. **Karen Bailey** Can we talk about the double classroom. It is not on the list, right now we are not asking for a double class. **Amy Gygax** We can talk about that later. **Michelle Gury** I like a 4c, which is about kindergarten and 1<sup>st</sup> grad being exempt from district testing. I can’t remember the discussion about the kindergarten class size not exceeding 30. It seems like a lot to me. **Amy Gygax** We don’t have to go up to 30, it gives us the option if at some point, we wanted to break it into two classrooms, and have the same number of students in kindergarten as the grades classes. It just leaves an option. **Karen Bailey** I did figure out the numbers for the double class. With salary. PERS, health insurance, assistance for 1<sup>st</sup> and 2<sup>nd</sup>, and the first half of 3<sup>rd</sup> grade, an eighth sabbatical, social security, supplies, and personal development. And it comes to \$100,000 for a class. Then we take a percentage of regular site costs and add \$7500. To break even we would need \$107,000 which translates to about 17 students. So, it is not a money maker to have a double class. At this point Dara is right at that break even point. Class of 22 students would make a profit. If we had two mixed age pre-K and K, and charge tuition for the per K, which would be about the same as what we get for a grades student, about \$6000, and had 20 students in two classes, we would be assured of a profit of more than \$15,000 a year, maybe more, because pre-K salaries are not always the same as grades teachers. We are assured that we can fill pre-K and K classes, the catch would be that we cannot guarantee enrollment for those pre-K students. The advantages would be that we would have 26 kindergarten spots, so that it would mean all the 1<sup>st</sup> grade spots will be filled by our kindergarteners. I wanted to go to the faculty with this, because it is a pedagogical decision. But this letter leaves that as an open possibility. **Jane Higgins** You are saying we don’t want to ask for the possibility of a double track. **Karen Bailey** That is what this group decided. **Amy Gygax** We had a conversation about this a couple months ago, and decided at that point we didn’t want to ask for that. **Jodie Arellano** That has been my understanding. **Karen Bailey** Tracy feels that we would likely not get it even if we asked. **Michelle Gury** I think it makes sense for the health of the school to focus one class per grade, and the possibility of expanding pre-K. **Leann Tourzan** I think that is true, there are some complications that come along with a double track. **Jane Higgins** The main question was about the finances. How else can we make up that money? **Leann Tourzan** Did you include anything about the possibility of starting a homeschool program? **Michelle Gury** Yes, it is in there, as well as the possibility of adding high school, and hiring a behavioral specialist. I think that would be a

phenomenal idea. We have a lot of kids in this school that need some extra supports and that would be helpful to the classroom teachers. I have a suggestion of wording. “Madrone Trail request that the district allow Madrone Trail to directly hire the educational specialist with the funds provided by the district” **Amy Gygax** Yes, I like how that is worded, thank you. So, when people read this was it clear that the citations are referencing our current contract? **Michelle Gury** I didn’t go back and look at them, but that is what I understood. **Amy Gygax** I will read out the items just so that we have all heard them. The first item references the district testing, which is iReady. Right now, it is in our contract that kindergarteners and first graders are supposed to be taking those tests, so I put in there that “Madrone Trail curriculum differs from the district curriculum, Madrone Trail requests that our kindergarten and grade one class must be exempt from district testing. In place of testing in kindergarten and grade one we will add testing for grade seven and eight.” **Jane Higgins** We are already doing that, so it would not be a change. **Amy Gygax** This year we made that change voluntarily, we are asking the district to change the contract to reflect that. The next item is “Madrone Trail asks to increase kindergarten class size to no more than 30 students”, then, if we word the next one the way Michelle suggested, “Madrone Trail requests the district allow Madrone Trail to directly hire the special education specialist with funds provided by the district.” Then, “Madrone Trail would like our student achievement improvement as part of the school improvement plan, to be based on student growth rather than meeting or exceeding the district averages.” This part is referring to a part in our contract, that if we are not meeting or exceeding district averages we need to include how we are going to reach that in our improvement plan, if we do not meet or exceed two years in a row, the district can terminate our contract. So, what this is asking is that those two years in a row be based on student growth rather than district average. The next item is about the ADM, asking for more money, asking to change for 80% to 90%, I wasn’t sure what number to put. Asking for 100% would not be acknowledging that the district does provide some stuff for us. 95% would be ideal, but 90% would be an improvement. I honestly don’t think they will give us anymore money, but by asking for 90% they might be more likely to consider it. **Michelle Gury** Based on our visit, they are aware of the needs of the students, and if we ask for more money, they might say no to increased ADM, but provide us with behavioral specialist, which translates into increased funding anyway. **Monica Rathjen** If there were an undercurrent of them being open to increasing, I would say we should ask for more, as a negotiation tactic, but as it is, I think 90% is good. **Amy Gygax** So those items were all under the heading of relating to our current charter. These next items are additional items. “Madrone Trail would like to discuss adding a high school program, adding a home study program, and the district providing a behavioral specialist.” If everyone is good with all that wording, I will

pass it onto Tracy and she can put it on letter head. Once it is sent to Michelle Zundell she has two weeks to respond, but that does not include winter break.

**Karen Bailey** I will bring a run through of my presentation to the district to our next board meeting to get feedback from you all, here are some of the graphs that I will include. It shows that Waldorf curve, that shows improvement in student achievement in the older grades, I will also discuss our financial health. **Jodie Arellano** I am asking my husband to look into ways to help with the diversity question, that came up at the district site visit. **Michelle Gury** I think that improvement to community outreach, and education about what charter schools are, and getting on the Facebook page of Head Start and other local outreach avenues would be helpful. **Karen Bailey** I think we need to set a date for our next Charter Renewal Committee meeting. **Amy Gyax** Gesine will no longer be able to serve on that committee because she has broken her leg. **Karen Bailey** Lets plan on Friday the 5<sup>th</sup> of January, at 9:30.

- c.) **Policy Work- Grievance, enrollment, field trip, faculty support fund-** **Amy Gyax** Let's start with the Family Leave Fund policy, did everyone get a chance to look at that, any changes. (none) Great. The next would be to look at the Family Leave Fund application. **Jodie Arellano** It looks very clear and simple. **Amy Gyax** Great, then we can adopt those both tonight if everyone feels good about that. Next, the faculty was asking about making changes to our Conflict Resolution Policy, and I know we had talked about maybe changing the order of a couple steps. Unfortunately, there was a mix up and we were unable to get the draft sent out, it is my understanding that it was this front page that the faculty wanted to add and change the name. **Jane Higgins** Yes, basically the name was changed. We did not change the order of 3 and 4 as we had talked about, Level 3 is mediation, and Level 4 is Conflict Resolution Committee, which we also need to make sure we have together which is two staff members, two board members, and two parents. I know we had it last year, but I am not sure that would just carry through. It was previously called the Grievance policy. **Monica Rathjen** So it would add this first part is what the faculty is wanting to add? **Jane Higgins** That was to deal with internal conflict, so say that it can be an informal process also. **Amy Gyax** Should it be part of the Conflict Resolution Policy, or is it more of an internal agreement? **Jane Higgins** It is an internal form that goes with it, but can go with it too. **Michelle Gury** Will it be used between faculty and faculty, or faculty to director? How will this be used? Only for faculty? **Jane Higgins** It would be teacher to teacher and teacher to director. **Karen Bailey** It wouldn't apply to parents. **Jane Higgins** It would be like an amendment to the policy but for staff. **Amy Gyax** To me, it seems like something that comes before the policy. **Michelle Gury** The way it is stated as a "replacement" policy makes it sound like it is taking the place of the current policy. **Karen Bailey** I states in the current policy that in most cases parties

are able to resolve their problems, and that this procedure is designed to assist in those instances where the parties are unable to settle their differences. This addendum is how the faculty prefers to settle their differences. It is a faculty practice. **Amy Gygax** I am wondering if it is something that the faculty can adopt, separate from the current policy. **Michelle Gury** If it an internal issue between faculty members it would be appropriate to have guidelines for that in the employee handbook. I am not sure it needs to be added to the policy. **Amy Gygax** It seems like an informal procedure that can be used before enacting the policy. **Karen Bailey** Any party can take it into the policy, you don't have to go through the informal steps. There was a desire to identify a way to resolve conflict, because some people really don't want to use the policy. **Amy Gygax** I think if issues can be solved in an informal way, that would be ideal. I am curious by what it means when it says, "bring it to the faculty"? **Jodie Arellano** "Can include the long-term practice of seeking assistance of either of the faculty chairs of the full faculty group" **Amy Gygax** Oh, I read it wrong. **Karen Bailey** Are you sure that it wasn't supposed to say "or the whole faculty group" I am not sure that is what the faculty wants, for it to be specifically the faculty chairs. I think they want to take things to the whole faculty. **Sarah Trujillo** If the intention is to be able to bring it to the entire faculty, that seems like it would be specific to faculty issues. **Jodie Arellano** Would that mean that the faculty could do an executive session, to discuss an issue that someone is having, and that they would not go through the process of resolving it with that person in the room? **Amy Gygax** That would be my concern with the wording there. **Jane Higgins** I am looking in my notes from Khan to see if I can find the answer, because that came out of our mediation with him. It was just wanting to have the option of being able to get support by bringing it to the staff. Everybody tries to practice that they go person to person if there is an issue. But if issues are not being resolved that they can bring it to the whole staff, to get guidance and support. **Amy Gygax** It worries me, because I think if there were a situation where a parent were having an issue, and they tried to bring it to the entire parent body that would be not productive, but I am not sure that is what this is meant to say. **Jodie Arellano** I have some clear guidelines that I got from a conflict resolution class that I took at Rudolf Steiner College, I can give a copy to the faculty, it has a communication process/problem solving. It might be more productive to really clarify the steps. **Jane Higgins** I am not sure of what to wording is supposed to be, or if it matters, this is something that came out of our mediation, just to say that we can work it out informally. **Amy Gygax** That is why I am not sure that it is important to have it be part of the policy. **Jane Higgins** We just want to change the name, and adopt this informal piece, and we feel it needs to be brought to the board, because the board had already adopted the grievance policy. **Amy Gygax** I think the name change is fine, but I don't think it is necessary

to put this internal part into the actual policy. **Jane Higgins** Our mediator felt it should be, as a separate internal form. **Michelle Gury** I suggest that we move to adopt the name change, and that there is an additional piece. To identify it as a Conflict Resolution policy, and the faculty would like this informal piece added. If the mediator thinks it should be in there, it is probably a good thing for us to have. **Amy Gygax** If it is something that we are going to adopt I would need to have some clarification on what they are wanting to add, because I don't think it is a good policy to have conflicts between two people brought before an entire group, rather than following a conflict resolution policy. I would not feel comfortable voting for it if that is part of it. We worked hard on setting up a conflict resolution policy that sets up steps that focus on working directly with two people. **Jodie Arellano** One thing that can happen is that when it is brought to a entire group, is that those that are not having issues are held hostage by the conflict, and are forced to participate in it. It could go down a slippery slope. At the same time, if someone is really confused, and needs guidance, they should be able to go to the larger group. **Michelle Gury** I would hope that all parties are adult enough to work on person to person, without having to refer back to a policy. I would want to allow for back and forth, and if communication broke down at that point, we would step into the Conflict Resolution Policy. **Jane Higgins** This is what we agreed on in mediation, and he felt that it was important for it to be part of an internal policy. **Amy Gygax** I think having it as an internal document, seems like a great idea, I am just not sure where it fits in the grievance policy, because it seems to come before the grievance policy. **Leann Tourzan** I think it gets confusing because we already know we do it, and why are we afraid to state it before, so that it is very clear. **Karen Bailey** It came from the faculty in February, when we had our first session, and that is the first time I had heard about using faculty chairs as intermediaries. I was not comfortable with that, but I have come around on that, because I am willing to allow for that as long as both parties agree. This is just putting in writing what is already done. I don't think it has to be part of the policy necessarily. There is another document that the faculty has looked at regarding meeting etiquette, and it could be part of that document. **Jane Higgins** Can we just vote on the name change, and I'll bring this back, and see if we can just make this part of our faculty procedures, and make sure that works for everyone. **Monica Rathjen** Karen, what you read at the beginning of our grievance policy that states that we recognize that informal procedures may be used. If they had something in writing that references our policy. That way we can acknowledge that is part of our policy. **Amy Gygax** I think nobody has a problem with the name change. Moving on, I have been working on a draft for the enrollment policy to make it really clear, I think there have been some gray areas there as well. Last year, Woodland Charter School redid their policy, and I have used a copy of that and made changes as necessary, and

talked to Tracy, before we were to take a vote on that I would want her to look over it, because I know she deals with that kind of thing. **Karen Bailey** It would help in the office to have that. **Amy Gygax** We would need to have a separate one for the preschool program. I need to know when the class is full and it is outside of the lottery time if a child wants to join a class are they added to the wait list, or put into the next lottery? **Karen Bailey** They are added to the next lottery. **Amy Gygax** I added a definition of sibling, because there have been some questions about who qualifies. I used the Oregon legal definition which is “by blood, adoption, or a common legal parent” I don’t know if we want to recognize foster. Since it is part of our legal requirement, we should go by Oregon law. We can send it to Tracy for feedback and revisit that. Do we want to talk about field trip policy? **Jodie Arellano** Could we do a work session on it? I have been working on a draft, and continuing research. **Michelle Gury** I think a work session would be good, and to include faculty in that. **Jodie Arellano** I think it would be good for the people at the work session to have heard what the insurance rep had to say about liability. **Michelle Gury** We could invite him back. I think it would be important. I think the faculty should be aware of that, but as a parent, I am not going to discount the educational value of a trip just because of increased liability. There needs to be a balance. **Jodie Arellano** I think it would be great if he could come back and answer questions. **Sarah Trujillo** We could do a work session before our February meeting, and then move the board meeting to an earlier time. Work session starting at 1:30, and board meeting at 3:30.

- d.) **Ethics Training with Logos-** **Amy Gygax** Cheryl at Logos is organizing and ethics training and they have invited the other boards to participate in that training. She said it looked like Tuesday evenings was the best time for everyone, and were asking if the 16<sup>th</sup>, 23<sup>rd</sup> or 30<sup>th</sup> of January would work. I told her I would let her know what worked best for us. **Michelle Gury** the 30<sup>th</sup> would work best for me, and I wonder if they could record it for those of us that can’t attend. **Karen Bailey** I can get in touch with Cheryl, and let her know what works best for us **Amy Gygax** I think it would be great if some of us could attend.
- e.) **January Meeting Date Change** **Amy Gygax** The January meeting is currently scheduled for January 10<sup>th</sup> which is the same night as the presentation to the Medford School Board. **Jodie Arellano** Could we change it to January 17<sup>th</sup>? **Karen Bailey** I think as long as we can schedule a Charter Renewal Committee meeting for the week before that, it would be great. **Amy Gygax** If we had the regular meeting on the 3<sup>rd</sup> of January you could talk about charter renewal before that presentation. And the faculty would have to decide if they want to change their faculty meeting that day.

- f.) **8<sup>th</sup> Grade Exit Interviews Amy Gygax** I have gotten some back, but not all, I was hoping to get them all back, but someone else will have to take them on. **Sarah Trujillo** I can take that on with a little guidance from Amy.
- g.) **Directors Evaluation- Karen Bailey** I have talked to the faculty chairs about this, and I think they are good with it. George Hoffacker has done my evaluation before, and I would like the board to hire him to come in and evaluate me. He does appreciative process where he interviews everybody and compiles it into the evaluation, so no names are used and then presents it in a helpful way. I would like that to be a piece of my evaluation. **Amy Gygax** That is something that has been talked about in the past, bringing in an outside evaluator, not every year, because that would be expensive, but periodically. Do you have an idea of cost? **Karen Bailey** No. There is money in the budget for consultants. It would be instead of Eugene Shwartz. We have \$4000 to put toward that. I have not asked him yet, but the board would have to hire him. **Amy Gygax** It would be the board bringing in somebody, and I think it would be important for the board to still do the regular evaluation process, this would be in addition to that. **Karen Bailey** It is important, because the faculty needs to be heard, and this is the last thing I can think of to help us get past this impasse. **Amy Gygax** Is there a board member that would be willing to take on looking into bringing in an outside evaluator, costs, and options? Whoever does it could contact the Alliance for Public Charter Schools, they might have people they could recommend. **Michelle Gury** I would be happy to look into that.

h.) **Thank you's**

**Open Executive Session OR192.660(2)(b)**

**Adjourn Executive Session**

## **VII. Action Items**

a.) **Board Elections-tabled**

b.) **Approve Out of State Travel Request**

**Motion Approved**

**Leann Tourzan** I make a motion to approve the out of state travel for Mrs. Nikolic's 8<sup>th</sup> grade trip.

**Michelle Gury** I second the motion

**Aye – 7 (Gygax, Trujillo, Arellano, Higgins, Tourzan, Rathjen, Gury)**

**No – 0**

**c.) Adopt Family Leave Policy**

**Motion Approved**

**Michelle Gury** I make a motion to adopt the Family Leave Policy

**Leann Tourzan** I second the motion

**Aye – 7 (Gygax, Trujillo, Arellano, Higgins, Tourzan, Rathjen, Gury)**

**No – 0**

**d.) Adopt Teacher Support Fund Application**

**Motion Approved**

**Monica Rathjen** I make a motion to adopt the Teacher Support Fund Application

**Jodie Arellano**

**Aye – 7 (Gygax, Trujillo, Arellano, Higgins, Tourzan, Rathjen, Gury)**

**No – 0**

**e.) Approve Changes to Grievance Policy**

**Motion Approved**

**Michelle Gury** I make a motion to approve changes to Grievance Policy

**Jodie Arellano** I second the motion

**Aye – 7 (Gygax, Trujillo, Arellano, Higgins, Tourzan, Rathjen, Gury)**

**No – 0**

**VIII. Informational items**

- a.) Director’s update- Karen Bailey** There was an incident involving threats of a shooter in 8<sup>th</sup> grade. Three girls came in and told me that they had heard things, and

I asked them to put it in writing. I asked Dara to send him to me, and I missed him somehow. Some boys followed up, I asked one if he had concerns about that student, he said he did, and that he had threatened to bring a gun to school and shoot everybody, but that he would let the boys in the class know before, so they would know to not come to school. The list of things he said include the n word, taking about suicide, rape jokes, killing his mother and brother. At that point I called the police, and they did an at home interview and determined that he was not a risk because he didn't have the means to follow through on those threats. His mother will be taking him out of the school. But I am continuing with a three day suspension that requires a mental health evaluation, which will be much more effective than an expulsion, because at that point he could just go to a different school. This way, it will be part of his record, and anywhere he goes it will be aware of it.

**b.) Faculty update**

**IX. Closing Verse**

**X. Meeting adjourned**

Minutes submitted by: Sarah Trujillo

Minutes approved by: \_\_\_\_\_

Board President