

Madrone Trail Public Charter School

Jackson County, Oregon

Regular meeting of the Board of Directors

Wednesday, May 9, 2018 at 5:30 pm

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

I. Call to order/ Roll call

Monica Rathjen 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 Trujillo conducted roll call

present: Monica Rathjen, Sarah Trujillo, Jane Higgins, Leann Tourzan, Gesine Abraham, Alyssum Barber, Erik Johnsen (by phone)

Karen Bailey (Administrator)

II. Opening Verse

III. Public Comment Tesh Steiner- I am a grandfather of two students here, and I would like to speak on behalf of the teachers being fully empowered members of the board. I am aware that most of you know a lot more about Waldorf education than I do. I do know two central things about Waldorf education. First, that schools are designed to run in full collaboration between three primary groups administration, parents/community, and teachers. The quality of the collaboration of these groups is what creates the model for the entire school. The degree of connection is what the kids learn from. The same way that it is not the parents love for the children that is most important, it is the parents love for each other, because the children pick that up. Thus, the board is made up of these three constituents. I did some research, into board membership in other places, and looked at about 20 different schools around the country, they all have teachers as full voting members. The second central tenant of Waldorf education that I am aware of is around the central question of “what is the heart of Waldorf education?” It is not the administration, parents, or even the kids. They get fed by the heart, so the heart is the teachers. The teachers who put in 50 to 70 hours a week. I am aware of the hours that teachers put in, and that you spend eight years with them, and a portion of your summer preparing for the next year. Teachers provide the connection and love for these kids. Why would we even think of moving the teachers off of the board or taking away their voting rights? To me it is a mistake, but there is a good reason on how it can happen. That is if there is friction between these three elements of the school and it is not resolved, it is possible for one element or two to combine against the one and try to remove them from whatever means possible.

This must be done quickly and secretively, and without the consent of the group that is being forced to be removed. What can happen is there has to be a rationalization for this disenfranchisement of one of these three groups, so we have the perfect rationalization that appears real, but in my experience, I am not sure that it is real at all, it is called conflict of interest. I am here to ask a basic question, is there a conflict of interest in having the teachers on the board as full voting members, or is it a conflict of interest not to? I looked up what a conflict of interest, and the definition is: a situation which a person is in a position to derive personal benefit from actions or decisions made in their official capacity. So in real life, and in this situation, when we talk about conflict of interest, what we are really talking about is money. Does it make sense to have a school board teacher in a position to actually have say over what their salary is? It seems logical that the Medford board has questions about how wise it is to have teachers on the Madrone Trail board. The question I have is where is the conflict of interest? Quickly some of the absurdity of the facts is this, teachers in America make 60% less than their equally educated people in other fields, elementary teachers in Oregon on average start at \$35,000 and go up to an average of \$62,000 a year. I don't know what salaries are at Madrone Trail, but are they meeting that average? Medford teachers have a union to fight for their salaries, Madrone Trail does not. Madrone Trail teachers rely on cooperation of the board. It depends on the administrators, parents and community members and teachers themselves looking out for the teachers. The people who pick up the trash at this school make \$44,250 a year. I have done several art projects in Ms. Higgins class and in these projects, there have been other supplies paid for by Ms. Higgins. I have seen it firsthand. Also, who is looking out for the best interest of the teachers when they have been promised a sabbatical? I am suggesting the teachers are needed on the board in order not to look out for their personal interests, but so that they can look out for the interests of their fellow teachers. It is not a conflict of interest for everybody to be looking out for their salaries. I have a radical idea, I suggest that the school close unless the teachers are fully supported. I am asking you to keep the teachers as fully franchised members of the board.

Kalee Logomarsino I would like to say, I support what he just said. I have done a lot of research on teachers outside of the US, and it is appalling to me and I am embarrassed of what our country perspective of teachers is. We drop our daughter off around 8 am, and most days we pick her up at 3:15pm. That is a big chunk of time my child is spending with these people. One would think that you would want to invest in the people that are investing that much time in our children. As far as the conflict of interest, I can see both sides, it can be a conflict of interest, but at what point are they really being represented well enough. That is my problem. This week my husband and I have been debating pulling our child from this school. I love this school, but I read an article, by accident, I usually don't read the news, and half the words are misspelled, it is hardly reliable journalism, but it said two faculty members made anonymous

statements about concerns they had about other faculty members serving on the school board. I thought it was so underhanded and petty. I couldn't understand what the point of it was. Are we going to anonymously engage the media every time we have a conflict? I have a real problem with that. What if my child has an issue with a teacher? Do I have to worry that the teacher will anonymously share their opinion with the news? What really bothered me is that our teachers are not over represented, they are underrepresented. So, if they have a vote on the board, to me, that is not necessarily a conflict of interest. There is representation from each part of this "family". We came to Madrone Trail because it is different, not because it is like all the other schools. All the other schools aren't doing fantastic, we are not number one in the world, so I don't have huge amounts of confidence in all the other schools. We came here because it is closest to what we were looking for as parents.

Tesh Steiner I would like to add that I also believe that the director should be a voting member of the board as well.

Leslie Fitzgerald I had not planned on speaking but since I am hear, I would like to say a few things. I have talked with Mrs. Bailey, and I hope I am not going over her head. I am assuming that you all know the situation with the sixth grade, the teacher situation, and having a sub, and the difficulties in the classroom right now. Mrs, Bailey is going to be gone next year, I have been talking with her as much as I can this year, but if I am going to send my child to this school next year, I need to have some sort of confidence that someone is going to do something about this class. Kids are out of control, they are doing whatever they want, I have been going in a little bit, and I am planning on going in more, to observe. The substitute is doing what she can, but there is a month left of school, how much can you give when you are in that position. I don't know what can be done, but I feel the students are controlling what is happening in the class. I have heard that a good handful of the students that are willing to listen, and do what they are told, and learn, and be in a healthy environment are not going to be there next year. I am trying to figure out if I send my son to this school next year to an unknown. It is none of your responsibility per se for my decision, but you need to know that I am not the only parent in this position. While you are not here all day, or you have your own classes, it has to come from somewhere, I am hoping you will be here next year on the board. I am not offering solutions, I am just letting you know that it is a horrible spiral, and children's psyches are being hurt.

Robin Howard My name is Robin Howard, and I have a daughter in 2nd grade, her name is Victoria. I had voiced some interest in joining the board, so I am here to observe.

Monica Rathjen Thank you for coming everyone, it is nice to have to public participate. It is very valuable for the board to hear from the public.

Janelle Sunshine Is there another way to communicate with the board, like through email?

Monica Rathjen It is generally done at the meetings. People ask, “How to I access the board if I have a question or concern?” I would love to do some kind of public education about the board’s role. You can ask a board member, for instance, if you had a concern about the parking lot, and if that kept coming to the board members attention, then we could put it on the agenda and talk about it. What becomes difficult is if we hear too much we would have to send you to the director, or send you to the grievance policy, because ultimately the board is an appellate body. We hear complaints on appeal, after they have gone through a process, or if someone wants to appeal. It is a delicate balance for a board member to know when it is appropriate for us to hear.

IV. Board Training- Monica Rathjen This is our annual meeting, and I would love to do a more extensive board meeting, but I am picking and choosing little pieces just to bring us up to speed. I think during the summer it would be more appropriate to get into our bylaws, Oregon law, and ethics training. The topic I want to clarify is executive session. Executive session is a private session for board members, this particular session we will be discussing a personnel issue, I want to reiterate that it is very critical that confidentiality is maintained, that means not speaking about the issues discussed in executive session, not sharing documents shared in executive session, or leaving documents where others could see them. I want to emphasize, that duty of confidentiality doesn’t end when you cease to be a board member.

V. Thank you’s

VI. Approval of minutes and Agenda adjustments-Monica Rathjen I would like to move item IX a. potential board applicant interviews to the beginning. Also, I want to add back in, a discussion item for faculty’s role on the board. I would like to add item m. Update on committees and item n. Update on board self-evaluation. Before the closing verse I want to add back in confirming upcoming dates.

Approval of April 20, 2018 minutes

Motion Approved

Leann Tourzan I make a motion to approve the minutes from April 20,2018 board meeting.

Jane Higgins I second the motion

Aye – 7 (Rathjen, Trujillo, Higgins, Tourzan, Johnsen, Abraham, Barber)

No – 0

VII. Approval of March Consent Agenda

Motion Approved

Sarah Trujillo I make a motion to approve the March expenditures

Alyssum Barber I second the motion

Aye – 7 (Rathjen, Trujillo, Higgins, Tourzan, Johnsen, Abraham, Barber)

No – 0

VIII. Informational Items

- a.) **Faculty Report- Jane Higgins** The hiring committee has been doing interviews for potential teachers for next year. There has been a decision for the first-grade teacher. **Leann Tourzan** It will be Carol Whitridge. Her assistant Jeremy Creswell is taking fourth grade. We had a good woodworking teacher that just applied. The hiring committee is doing a lot of work **Jane Higgins** There has been a lot of work and coordination going into the hiring committee, it is good to see. We had a very sweet May Faire, it was really beautiful and well-done event. **Leann Tourzan** Yes, and thank you for the opportunity to have the following Monday off, because the Saturday of May Faire is a full day, it is nice to have Monday to recoup, and prepare for the week. We are excited for the auction, all the projects are done, and the teachers are excited about that. We had Monica come to the faculty meeting on Wednesday which was wonderful.
- b.) **Director's Report- Karen Bailey** I want to add another new hire, Hannah Jackson is leaving us, and so the woman being hired for that position is Michelle Schnelling. She came to a sample lesson and is very much like Hannah.

IX. Discussion Items

a.) Potential Board Member Interview

- i. **William Meiger Interview- William Meiger** The most important question you probably have is why am I interested in joining the board? I don't have any children in

this school. My own daughter lives in New York. My interest is purely in supporting Waldorf education. I have been involved with Waldorf education since I was 24. I was in Germany and studied eurythmy and did my Waldorf training. I was also mentored by one of the first Waldorf teachers Dr. Ernst Lehrs, who wrote the book *Man or Matter*. I took care of him at the end of his life. So, I had an early connection to Waldorf education, and from there I went to my first teaching job at Waldorf school. I arrived there during a huge crisis, the summer before I was to take a class of 26 first graders, the school split in half, and I had six children left over, so I ended up teaching a combined class of first and second graders. It was not an easy post, and we had board meetings every night trying to figure out how to keep the school going. We managed it and it now has a high school and is doing well now. That is not to my credit. I was there for five years, and left totally exhausted, went back to Europe, and became involved in other things, including creating computer programs for homeopathic medicine. I then came back and taught at the Waldorf School of Orange County, where Mactild Howard was my mentor. I followed her up the area here and taught one year at the Waldorf school in Ashland before my class was closed. At that time, I stopped teaching and started making businesses, and since then I have made my living from creating businesses. Right now I am the Chief Financial Officer for a small energy company, but they are not too active at the moment, so I am basically retired, so that gives me a window to contribute something. I think my major contribution would be an understanding of Waldorf education, what is behind it, and anthroposophy. I must say that I am not a straight-line anthroposophist, over the years, I have become more open minded, and I think the situation of charter schools is wonderful, this education is being offered to people for a reasonable amount of money, so those that couldn't afford private school can have the opportunity. Possibly my biggest contribution even though I have experience in project planning, fundraising is not my strength. My strength would be more in the realm of communication, helping people working in the different

groups to resolving some of the issues you have had here. My teaching love is geometry by the way, it is my favorite subject. **Gesine Abraham** You are just making me question whether your assets would be best used on the board or somewhere else. It seems like mentoring might be something that would be helpful here. Communication is limited if you are a board member in a certain sense, because of the job description of a board member, you are making me think of all these other things, not that you shouldn't be on the board. **Monica Rathjen** That is something that has been brought up to me before, is that we need for be sure of what is really being asked of a board member. You are being held to such a high level as a public official, and sometimes there are so many things you wish you could say, but you can't. It can put you in a limited position, but that is the way it has been designed, but if everyone is aware of that, I don't see it as an issue. **Leann Tourzan** I don't see William communicating within the community, so much as communicating with those three pillars within the board, because of his work as a teacher, and with schools in crisis, and his ability to see the roles in the school. **Monica Rathjen** As a board it has been a challenge for us to find community members that have an interest in serving without having a personal connection to the school. Gesine right now is our only board member that doesn't have a child at the school, although she has other connections, through her founding. I want to read a few comments from the references I was able to contact for William; one is a colleague and Waldorf teacher who said, "William is a compassionate person, a clear thinker, good listener, can discern, and will look at all viewpoints, very reliable and genuine." Another person said, "Friends for almost 20 years, also worked with him as an office manager at a small business, he is very helpful and supportive of people, very much a team player, and team supporter, a good communicator, supportive of others, and will work hard for something he cares about, very committed. **Erik Johnsen** Can you give an example of when you have had to build consensus, or how you go about that if an example doesn't come to mind? **William**

Meiger In Denver four of our eight classes walked out and created a separate school a mile down the road. It was a hard time, and what happened eventually, by the time those children were in the fourth grade I was able to reunite both schools. I was the only one that could talk with both. So I was able to build a consensus among the older teachers who were there, and the parent that left, many of them became Waldorf teachers later. I am not a very political animal, so going out and building consensus is not really what I am about, I am about standing for a core value and letting the consensus coalesce on its own.

- ii. **Steve Farrington Interview- Monica Rathjen** Steve is a parent of a fourth grader and kindergartener **Steve Farrington** I don't have the pedigree of Waldorf that William has, my experience started here when my wife put our kids in this school. Over the course of time I have really been pleased to see the care that is given by the teachers. I have been a part of the public schools through Jr. Achievement, I have been in Boys and Girls Club, Boy Scouts, 4H, FFA, many other organizations, and you don't see what you see here, the whole person. My initial reaction to what was going on, as far as the board being out of compliance, my goal was to make sure that my kids had a home here, and so I showed up for a meeting, and I started thinking of what I wanted to see. I wanted to see the school continue to grow and have my kids here. I still have basically eight years for my children, and I am committed to have them stay here. I would not want to see the school close. I stepped back and asked myself, what is it that I want to do? I have mentored thousands of people, I have directly supervised a hundred people at a time. I worked for Wal-Mart, at a \$100 million store. I went from Wal-Mart to Bank of America, and then about five years ago, I made the decision to be more local and rural. I landed at the Grange Co-op. where I started as an assistant manager in February 2014, in October 2014 I was promoted to store manager, in July 2015 I was promoted to the largest store in the company in Grants Pass. Currently I oversee all stores. I have had a lot of experience with problems, and bringing people together, resolution, building teamwork, budgets,

and human resources. Those are things I think I can bring to you to help. I think like teaching, the more you do it, the easier it becomes. Dealing with people is not always easy, but when you have the background, you have the experience to rely on, and I think that would be beneficial to you. **Jane Higgins** The time commitment to the board can be significant, how do you think you would handle that. **Steve Farrington** Initially that was a concern for me, at my job, right now is our busy time. When you had a few meetings that were scheduled at 3 pm I was not sure that I would be able to do that. I did approach our CEO, and shared my concerns with him, and he assured me that it is part of the Grange to be involved in the community, and he would support me in taking the time to be on the board. **Alyssum Barber** You do have two children who are students here, do you feel you would be able to separate your interest in their role and teachers, role in the school, or do you feel that might be something that would get in the way of decisions that have to be made? **Steve Farrington** I believe I can be impartial to that. I try to let them navigate on their own. I see it, so I think it is going in the right direction, but I can separate. **Monica Rathjen** As a parent, it can be challenging to be on the board, and to know in all circumstances, when you are a parent and when you are a board member. Speaking with other parents in the parking lot as a parent is completely different realm than the information you might hear and confidences you have to keep. The fact that I am a parent of a fourth grader, you are a parent of a fourth grader, and Alyssum is a parent of a fourth grader, I would recommend that there should probably not be anymore than three parents from one class at a time on the board, because if there is an issue in that class we would all need to recuse ourselves, and that weakens the board. **Steve Farrington** Part of my day to day role is dealing with sensitive information, there are people in my company that I came up with that I have to perform counselling, coaching, and terminations on, so I know where that line is. **Alyssum Barber** We have Sarah stepping down this month, do you feel you would be able to serve as an officer on the board such as secretary or

treasurer? **Steve Farrington** I would like to see the job description first. **Monica Rathjen** Here are some of the comments about Steve from his references: This person worked for Steve for about 18 years her said “He is genuine, his kids are his life, cares a lot about kids, he was an easy person to work for, level headed and a forward thinker.” Another person that worked with him at the bank said “He is a good leader, he can motivate people, connects with people, inspires people to want to do their best. He can give feedback, good team player, constructive, very well connected in the valley, and knows many people.” Another person worked with Steve for about four years said “He is very good at his job, has a great work ethic, he is not afraid to give his opinion, but wants to find a way for everyone to get along. He can make difficult decisions, he is very supportive, and you can take your questions and concerns to him, he is trustworthy” He said he would trust his life to Steve.

b.) Faculty Role on the Board- Monica Rathjen I will preface this discussion, the meeting that was held in January, I believe, that meeting the agenda said “Board Membership” so it wasn’t clear that the board would be voting on faculty’s role on the board at that time. So, as I have discussed before, as a matter of process according to the attorney, there was no notice, and because of that the faculty board members remained on the board, but as a matter of policy, that decision stands at that time. In order to properly have this discussion among the board members about the faculty’s role on the board, and to have that with faculty members present, and have that discussion on the record, and to finalize at this meeting, what is the faculty role on the board, and what you have talked about within the faculty meetings about who you would like to have come and represent the board, and how many. **Alyssum Barber** I am wondering if this is a part of our charter negotiation. Is this something that we need to have decided before we sign our final contract with the Medford School District? If we agree with this policy now are we stuck with it for five years until we are up for charter renewal again? **Monica Rathjen** As a matter of policy we are not discussing at this meeting whether we are going to have voting faculty or not, that is a policy decision that was made that is carrying forward. We are following an appropriate process so that we can all have the discussion and decide if faculty members are not going to be voting at this time, then what is their role. It is not part of our charter renewal negotiations. It is essentially backing up to that meeting and having the discussion again. **Leann Tourzan** I know it was advised by the MSD to not have faculty as voting members,

I am wondering if we have had any further discussion with Michelle Cummings about her reasoning, and standing up for our philosophy as a Waldorf school in a charter school movement where we don't have a union, and if she understands that from a perspective of the uniqueness of our school, or if this is something that she is accepting that because it is the way it is done in public schools, and if we have questioned that? **Monica Rathjen** The way that it was worded in the letter after our site visit was that MSD strongly suggests that we do not have voting faculty members, for clarity Oregon law says that public schools may not have voting faculty members, but charter schools may, so per se, having voting faculty members would not be illegal. **Jane Higgins** In her meeting with us she said that they can suggest, but we govern, they cannot do anything about that. The lawyer said that if Madrone Trail should continue to have staff members serve it should adopt a very clear policy defining sects, which are in our bylaws, as far as things we don't vote on. It was well documented seven years ago when the board brought teachers on, it was researched, and stated. It wasn't until Karen brought that she was uncomfortable having teachers on the board that it came into the district. She said we can choose. **Alyssum Barber** What is the timeline of how the vote got removed, for the new board members? **Leann Tourzan** This letter was from January, and it states, "The Medford School district strongly recommends that the Madrone Trail board reconsider the practice of having teachers as voting members on the board, there is a clear conflict of interest in the practice that will be discussed during the contract negotiations." That is the part where I feel like the discussion piece hasn't happened. I feel that is written, but that doesn't mean we can't follow up with a discussion, and we could enlighten them to the reasons we have for keeping voting members. Because we are a charter and we don't have a union, and in our world, there is always conflict of interest, to me that doesn't mean a whole lot. **Alyssum Barber** So was the removal of voting faculty a result of that letter? **Jane Higgins** It was partially due to that, and an interest in removing teachers from the board that certain people thought it was a conflict of interest, specifically the director. **Gesine Abraham** I would like to go back to the purpose of having faculty on the board. We have a three fold social organism, and the faculty are the heart of the school. As it says in our by laws "all operational matters, and especially all matters concerning the emplementation of the Waldorf educational curriculum and Waldorf approach to education, are program issues and decisions that must be left to the executive director/principal and teaching staff of the school and will not be set or altered by the board of directors." When we wrote the by laws we wanted to make it, clear that the heart of the school was the realm of the teachers, they get to choose who they want as a faculty chair, they choose the curriculum, the choose anything that has to do with the operation of the school and pedagogy, and that is the heart. The head of the school is the board, it must deal with legal things, policy and financial

responsibility. They make sure the school stays aligned with its mission. It is a separate body with a separate mission from the faculty. The point of having faculty on that body is to inform the board of anything that has to do with the pedagogical nature that blends in with some of those decisions. This is not a Wal-Mart or a medical facility, it's a Waldorf school, so there is going to be many issues that come up that the board will discuss that will have some pedagogical implication. When we started this school, there was a very tepid acceptance of the idea of having faculty on the board, they went along with it very reluctantly. We made it very clear in the beginning that the faculty would not have anything to do with the review and dismissal of a director, because the way the school is structured, is that the board has oversight over the director, and the director has oversight over the faculty in terms of hiring or firing. It is a clear dysfunctional situation to have faculty hiring or firing the director. There were two things it was very clear the faculty couldn't participate in. One is a legal issue regarding conflict of interest regarding money issues, it is not because the board thinks the faculty is going to be demanding something more than they deserve or that we can give them. It is a legal requirement that they cannot vote on anything related to salary or benefits. So, I have been racking my brain around this situation and what I feel, is that because we are in the midst of trying to renew or charter contract, and because the MSD has gone from tepid acceptance to strong disapproval, that is could and is, in a certain way, jeopardizing our relationship with the MSD. As a charter school, we have to constantly ask ourselves, are we chipping away at the soul of the school in order to accommodate the needs of the district, or not? Then it becomes to me, a question of is this an absolute essential soul infused necessity that the faculty be on the board as voting members, and it isn't, I don't think, because there are other ways to meet the purpose of having them on the board. If we can do that, and ensure that they have input on the board, then they are still meeting the purpose. There are several things we could do, one is to have a committee made of the faculty chair, board chair, and school director who meet weekly and share what is going on in each of those bodies and inform each other so that there is a circulating on energy and a transparency among them. Secondly, I think the faculty should read the agenda of the board meeting, and as a group, discuss anything on that agenda that has a pedagogical implication, and as a group state anything they feel deeply about. Three I think the board should make it a bylaw or something in the minutes, that they make it so a priority is given to board member spaces to someone with a strong Waldorf background. Then I think, the faculty should send someone to the board meetings, and the board should welcome their feedback, and we develop some sort of protocol to include that in the faculty, so they can speak. That way the purpose of having the faculty on the board will be met without us antagonizing, aggravating, and creating ill will with the MSD. They do hold the balance of power as to wheater we keep

this school or not. Especially in light of what has happened in the last couple of months where we had two board members leave to board because they felt that the balance of power was shifting too much to the faculty and complained about it which confirms the worst fears of the MSD. Also, the faculty requested the resignation of the director, but they were also board members, so it muddles those things, and I am sure the MSD is aware of that. This is not a good time to fight for the purest possible Waldorf principled way of running things, and I think it is time to really try to figure out how to meet the purpose and need without jeopardizing the charter. **Leann Tourzan** I agree, I feel it is a sacrifice for the greater good. If that is what it takes for us to be a little less under scrutiny. I wouldn't want it to be something that could not be changed down the road. **Monica Rathjen** I hope everyone has had a chance to read the legal opinion. I know I come from a legal background, but I was a Waldorf school teacher, I have had that experience of being a member of a faculty. I like to think I don't make decisions based on personal choices, that I read the information, and make informed decisions. When I read the lawyers advice I could see points that he was making, that I did have concerns. Most people that wander into ethical issues don't do it purposely, and the line is blurry. It is blurry for me, as a parent. I feel that being ethical and doing truly what you feel is the right thing in alignment with what is considered ethical within the law is really important to me. When I voted the way that I did, I stated that it was the vote, by the faculty and the possible implications of that, that I was concerned about or the appearance of impropriety, not faculty input or what they bring to board. In fact, I said I could not imagine a board meeting where the faculty weren't involved, and the director wasn't involved. We need that feedback to make informed choices. After it was brought back in a way that maybe faculty's role would be limited in a way where they were not participating in discussions it was very upsetting to me, because that is not what I had heard when we discussed not having voting faculty members. After reading over this legal opinion and speaking with the school's attorney, who represents the school, as a whole. His question to me was "do you value faculty's input on the board?" and I said yes. You can all ask ourselves that question, and what role do you want them to play? We do have a provision in our charter for officers, and the faculty would sign the same documents, and ethical, legal documents, and have the same participations as other members have, recusing themselves from discussions with potential or actual conflicts of interest, but wouldn't be voting members. That would be an appropriate way to include the faculty in the board. It has not been a personal decision for me. If I could speak personally about my kids' teachers and what I feel for them, it is immense gratitude. I hope that the underlying issue, which feels to me like a trust issue, which will these faculty members be held, appreciated, cared for and heard genuinely. If we could try this system, out with these faculty members involvement

and see how it works or doesn't. At this time, this is how the board is going to operate, we can always come back and review, and decide at that time. **Sarah Trujillo** I will echo what Monica said, when I voted the way I did, I felt I stated that I would not feel comfortable proceeding in a board meeting where faculty were not able to participate in discussion, but if MSD strongly disapproved and we have the capacity to appease that disapproval I think it is the wrong thing to do. I feel, as board we have been asked many times to have trust in the teachers when things have come up for approval such as out of state travel. WE have been asked many times to trust the teachers, and that they are the heart of the school. I would like to ask that the board be trusted. I feel strongly, that in my time on the board I have acted with the best interest of the school and have always held the faculty with a lot of respect, and do my best to make sure that they are respected in their roles. But the board also has a role. While that input is important, there is a certain amount of separation that could be valuable too. **Alyssum Barber** Tesh said that teachers depend on the choices and cooperation of administration and the board. I have been on a faculty that has not a trustworthy board, and that was difficult for the school. I think there needs to be clearly outlined, specific space for a strongly experienced Waldorf voice. This board is going to change, after the charter is renewed interest could wane, and who knows who will be interested in being a part of this board, and what their goals will be. **Gesine Abraham** Another thought I had, in terms of that very point, is that we make it a part of our bylaws, or some other way, that we make a commitment to be part of the Alliance of Waldorf Public Charter Schools, because that would be a way to keep the school aligned with Waldorf ideas even as things shift and change. We are currently, but to make sure that is maintained. **Jane Higgins** I do think that it important that the faculty have a small say, I don't think it should be a large portion, if not now, then I hope the board considers that down the road. I think there is a lot of value in that. I have been here, and have seen four boards clear out, and come in, and it isn't always in the best interest of the school, the children, and the teachers. I think working together in a way that works for all of us is a core value for me. **Leann Tourzan** I would like to say that I hope the conversation with MSD is continuing. **Alyssum Barber** I would like to point to the lack of union protection, as a reason for why they might be afforded more say in board matters than in public schools. I am not sure that anyone realized that the teachers are working without that protection. It can be tricky when you come into conflict with a director and faculty because anything goes. That can be difficult when you are working 50 to 70 hours a week. Part of that discussion is acknowledging that they understand that they are working without union protection. **Leann Tourzan** And voicing that aligns with our philosophy at this school. They can use the charter renewal as a way to make us more like a public school, and we have to be weary of that. **Jane Higgins** We need to keep in mind what makes this

school special. Why do we come here and get underpaid? Why do we come here as parents, and volunteer? It is special and different. It feels less formal, and ethical, and that is why I've come here, as parents as teachers, because you believe in that. It is important to hold onto that, and not let it get chipped away. **Leann Tourzan** Maybe we can ask why they do it the way they do? It is good to bring this to Michelle, so that she can see that it could be a good thing. **Alyssum Barber** Part of negotiation is making sure that certain terms are defined, including the three realms, just for information, because we don't have an audience with them otherwise. The only reason I would consider coming back to Waldorf is because I feel that it is the best way to educate a child. Why wouldn't a charter be an agent of change. **Gesine Abraham** It is a tight rope walk, it was since the beginning. I always said, if it gets to the point that we have chipped away at the soul of what a Waldorf school is then we might as well not be a charter school, because that just means we can't be. I feel we are very far away from that, and not even all Waldorf schools have faculty on the board, even in private schools. I feel like if there is communication and input the essential nature of it is honored. I feel like we have a lot of freedom here, to do the whole Waldorf curriculum is pretty amazing and we are holding pretty good to not sacrificing anything essential. **Erik Johnsen** I would like to address what was said during public comment about not seeing any potential conflict of interest. I see, and I think what the district sees is a bunch of potential landmines. Michelle Cummings put it in as strong terms as she could as far as how they feel about faculty on the board. Legally they can't make us do it, but they see the problems as having faculty review their boss and hire and fire. I have been thinking about it a lot as we start to form committees, hiring directors, and making budgets, honestly, being on the board is not a fun place to be. It requires a lot of balancing and trying to appease everybody. When we go to the district we go to bat for you like you wouldn't believe, when we come back, we try to explain the district position as best we can. When it comes to budgets, we have to make tough decisions, it could require teachers not being happy with each other. The potential for conflicts of interest are quite large, from what I am hearing, you have all contributed a lot to the school, we value that, and we want to continue to have an open dialogue, and hear all your concerns. It is about having open communication, and restore some trust, that we are working for your best interest. I don't think anyone on the board doesn't have your best interest in mind when we go through those negotiations. If there are other ways that we can make you feel more comfortable, I think we are all open to that. We are trying to balance a lot of competing interest and do what is best for the school, I don't think we have to sacrifice our commitment to the teachers to do that. **Monica Rathjen** I want to add that the value of having a discussion like this, and the importance of this, where we have members of the public that are able to come and express their views. This is a perfect example of where there are verying

degrees of feelings on this subject, and it speaks to the board and faculty that can sit here and respectfully listen to each one's comments, and take those to heart, and come to the best decision we can all come to together, which is what our bylaws asked us to. I commend everyone for speaking what their truth is for everyone else to hear. I hope we can continue these types of facilitated conversations around this topic, and any other. Faculty's role on the board, how many faculty? **Jane Higgins** Faculty discussed this last week, and they have asked Leann to stay on in whatever capacity you decide is her role, and they will vote on another faculty member, so two would be hope. Three have been recommended, and we will vote on that, as I am stepping down. We would like to continue 2-year terms, staggered between the two faculty members. Leann would be going into her third year, but after that we will go back to two. Being that there are so many new board members, we feel it would be best to maintain someone who has the experience, and continuity. **Monica Rathjen** I would agree with that, as moving forward I will be the only voting member that has had a connection to the previous two years. I would see that has a benefit. **Jane Higgins** I think it would be good to have the faculty members be able to speak to the conversations, and bring back feedback from the staff. **Leann Tourzan** There is a faculty report that is usually toward the beginning of the meeting, if things will stay the same and we can be a part of conversations I think that would be helpful. What happened at one of our last meetings, where I recused myself from the budget discussion, I felt there were things I could have contributed to that, not as a vote, but just the teacher perspective. It was hard to not interject. Are we 100% part of the discussion, and just not voting, or do we need to recuse ourselves from discussions that might benefit from our input. **Monica Rathjen** In an advisory committee it would be appropriate to talk about that. What makes it difficult, and what is addressed in the legal opinion, is if there is an appearance of conflict. It could be seen as a potential conflict whether it is or not. **Gesine Abraham** What if they recuse themselves from the discussion, but if the board has a clarifying question, could they ask? **Erik Johnsen** The next item on our agenda is the ethics training, and if we can get new board members to go, and faculty also it could shed some light on some of these issues. **Monica Rathjen** (read the officers description from bylaws) Faculty members could serve as officers without being voting members, and that would mean we didn't have to write a description of faculty liaison, it is already in our bylaws. I would like to ask what seems like the best role for faculty. **Sarah Trujillo** They could be considered a faculty chairperson, so they are participating members without the vote. **Monica Rathjen** I suggest, moving forward, with faculty as officers, as the clearest way to move forward, it is already spelled out, we don't need to form another committee or work session to write up a definition. **Alyssum Barber** I think that having them as non-voting officers is a good way to define the role. **Monica Rathjen** It is informal at

this point, so we can revisit at another time. **Sarah Trujillo** I like Gesines idea of having the board president, faculty chair, and director meet on a weekly or bi-weekly basis to keep communication open. **Monica Rathjen** Maybe we could add the business or office administrator. **Alyssum Barber** Will this start in September? **Monica Rathjen** I am committed to it, and I brought it to the faculty chairs, and they agreed it was a good idea. Karen is still here until June 30. Whoever the interim director is we can ask Tracy as well. After I talk to Tracy and if Karen we can move forward.

- c.) **Ethics training dates- Monica Rathjen** I contacted the Oregon Government Ethics Commission and spoke with a woman who does ethics trainings. She just did one at LOGOS, that some of our previous board members, as well as Sarah attended. She does a presentation that lasts about an hour, and then there is about 30 minutes for questions at the end. I told her we had a lot of questions from the board, and potentially from the faculty. I asked the faculty chairs if they would be interested in attending, because we need a minimum of 20 people. I think it would be great for the faculty to come to, so that they have a better understanding of the role of the board. It is free, I think it is a great beginning training especially with so many new board members coming on. She has Friday June 1st, or Tuesday June 12. **Sarah Trujillo** Would it be something that we might be able to make available to the general parent population? There have been a lot of questions over the last few months about board activity, and it might be helpful for parents that are interested. **Monica Rathjen** I will ask her about parent involvement. With 16 teachers 5 board members, and I would like to invite administrative staff, she also said we could invite other governing bodies. I will ask administrative staff, and check in with faculty, and see if June 1st works for everyone.
- d.) **Update on Charter Renewal- Monica Rathjen** Erik, Alyssum, Karen and I met with MSD on May 3rd. We did confirm with Michelle Cummings that we are in compliance, and she will be writing a letter stating that, so that we have that officially. **Erik Johnsen** We talked about the idea of different enrollment structures for next year, including the possibility to bringing back the double track, they didn't seem to have a problem with that, as long as we stay within our maximum enrollment. Karen might be having discussions with the faculty about different ways to meet our goals. Our meetings with the district are Wednesday, May 16, and 23. I tried to set up a budget committee, and Cori has said she would like to be involved. If there is another faculty member that wants to be involved I'd be happy to have them. Karen is working on some projections, but it sounds like adding 2 kids to grades 1-8 is roughly equivalent to adding a whole second class of a given grade. I would like to know what you think. It isn't really a topic of discussion with the district, so it doesn't need to happen before our next meeting with them, but the

sooner the better. **Alyssum Barber** It seemed like perusing the Title I status for our school for increasing funding might be something that we should look at. The board members that were there seems supportive of that, and they recommended that we talk to Terry Dahl. IT is a five-year renewal, and under that renewal Michelle would like to have annual measures met that are established in a school improvement plan that they will present to us on May 16. It sounds like mostly the annual measures would be growth goals that are determined by iReady testing, and that seems like a good thing to me. Those seem like easy goals to work in as far as faculty training and how to support kids in Waldorf and also in a way that makes them achieve on the test. I felt like the meeting was very positive, it will be interesting to see what is included in the school improvement plan, and how aggressive they want to be, we are at a disadvantage, because we are going to need to be in compliance with that to continue our five-year contract **Erik Johnsen** Obviously they have their preferred test, my take was that Michelle seemed open to ideas, but we haven't given her any. Any school or school district has two concerns, getting as much money as possible, and having some verifiable evidence that they are actually educating kids. They have their ways of doing it but seem open to ways for us to demonstrate what we are doing. From their site visit the didn't show a lot of confident that we had any way of measuring that. Does the faculty want to think of that, and come up with some new and creative ideas? **Jane Higgins** We have been doing this iReady for reading and math, and we have been doing growth monitoring. **Alyssum Barber** They are going to establish growth goals, and express in the school improvement plan, how much growth goal the school needs to make. It will not be anything we have done before. They had a lot of concern about how we are assessing kids, stuff that people in public schools are literate in, and it is nothing to be afraid of. With some education, the faculty could really get on board and make things happen, see it as an opportunity to show that Waldorf is superior to what other schools are doing. We are going to have to go back to teacher college and enhance learning with that. I think the faculty has expressed reservation around. We are going to need to prove the growth, and that we are willing to work with them. There is some education that need to happen for the district. We could take the opportunity to improve the site visit and show what makes us great. **Jane Higgins** It would be good to participate in the iReady trainings that they have, and have access the what the scores mean, and how to use the information. **Alyssum Barber** It is a talking point with them, if they are going to put that in our improvement plan, part of that negotiation should be access to that training, there are ways to enliven that. It is an advantage. I also think, as a MSD employee, that Madrone Trail is definitely on the outside. Access to district training seems like something they would be open to. There could be some effort from the district to make Madrone Trail part of the district. **Karen Bailey** For context, they did look at a two year renewal, and found

that was not legal in the state, it has to be five. All of their concerns are being put into the school improvement plan, which will be an annual review. It is a lot more accountability. If those marks are not met it would be cause for closing the school, or probation. **Alyssum Barber** My understanding is that LOGOS has the same annual review, so that might be the model they are working with. **Sarah Trujillo** It might be an opportunity for us to make improvements that we want to make anyway. **Alyssum Barber** I am hoping that it is something that the faculty can see as an opportunity, and not something to balk at. **Monica Rathjen** I think it was you, Gesine that spoke to that the way the charter school law is written, is that charter schools are asked to do more with less, and that was brought up again at the meeting. We are doubly challenged to rise to that expectation and prove it.

- e.) **Climate Survey- Monica Rathjen** I spoke with Louise, and Tracy was able to pay the annual fee for the survey company, I have the same questions as last year, it has been the same for the last three years, and in the interest of time, if everyone is okay with it, I was thinking we could keep it the same. We can start sending this out, I can send it out to Parent Council, Friday update, and each teacher. I have the account password, so as results come in we can collate that information.
- f.) **Board Meeting Schedule for upcoming year- Monica Rathjen** At our last meeting we had talked about June 20th, June 13th which would be our regular meeting day, is the last day of school, so we decided not to meet then. Usually we do not have a July meeting, but this year, I think we will have at least one. Does anyone have any needs for different date or time? I am proposing we revisit this at a later meeting, and get out our approved MSD calendar, and go month by month to schedule future meetings.
- g.) **Director Evaluation Monica Rathjen** We can come back in June and go into executive session and go over these substantive self-assessment and goals for the years. Just wanted to update you on that. So review what has been sent out, and bring back your evaluation and we can discuss at the June meeting. **Jane Higgins** It would be nice to include teacher feedback, this is the second year we have asked for that, and I am hoping that is something that can be added.
- h.) **Potential to hire administrative staff as it relates to the budget- Monica Rathjen** The board does not involve itself in operations, we give that authority to the director, our role overseeing governance of the school. It has come to my attention that even after hiring Dayna, there is still a heavy work load, so as it relates to the budget, is there room in the budget to hire someone else in order to help with the office work load? **Erik Johnsen** We should definitely look into that, as it goes into the general budget discussion. Justin Botiller and I have been

working on ways to make the budget more efficient. **Karen Bailey** There is no money to hire someone for this year, and the budget that was passed does not have that included. **Monica Rathjen** Do you have an idea of how many hours would be needed to ease that load, so there is no need for any one person to work overtime? **Karen Bailey** Last year the board talked about hiring a facilities manager, because Tracy is basically the facilities manager, the enrollment director, financial officer, so you could take various pieces of that job and give it to someone else. The facilities manager was I think the biggest one. **Alyssum Barber** I wonder depending on who we get as an administrator would we be able to pay somebody like Cori to do some of those tasks? **Karen Bailey** Cori has agreed to go full time as a paid faculty chair. She is coming up with the job description, and Tracy and Cori could talk about if any of those tasks overlap. **Monica Rathjen** do you have an idea of how much time the office manager spends on facilities management? **Karen Bailey** Tracy would have to answer that. With there old buildings, it would be good to have a whole survey, and see what needs to be replaces, and the cost of that. Basically, we deal with crisis as they come up. IT would be good to hire someone that could be a contractor that could actually do the work. I looked into combining that with the woodworking job a few years ago, which would be great, but we couldn't afford it. **Monica Rathjen** I could see the value in that. **Karen Bailey** At this point, Tracy has been instructed not to work overtime anymore, so that means she might have to leave things undone, or she won't be here on certain days. **Monica Rathjen** That is why I am asking, if she is not able to work overtime, is there a way for us to bring in someone else to come in and pick up that slack? **Karen Bailey** And pay someone instead of her? **Monica Rathjen** It won't be instead of her, it would be a lesser amount to help the school. She has expressed that she is overworked, even if she works the overtime it is a lot to ask. **Karen Bailey** It is possible to hire someone else, but we are a few weeks away from the end of the school year. **Monica Rathjen** I want to say, it is not that I don't want to hear Tracy's comments, it is that we need to have the appropriate item on the agenda, so that we can discuss that, we may need to go into executive session. We want to make sure that what we are saying is in the appropriate kind of session. **Alyssum Barber** Is there a way to meet with Tracy, and hash that out. **Monica Rathjen** That would be helpful to the board. We can invite her to come and talk to us as well, and hear it from her, so she can help us understand. **Alyssum Barber** It does seem like a specialized position, that I could never do. **Monica Rathjen** She takes on a lot. I am understanding that it is difficult to hire someone at the end of the year, it would be something that we could look at in our upcoming budget, since we have not formalized that, we don't have to send our formalized budget until July 1st, so we can continue to look at that.

- i.) **Potential Parent Council representative on the board- Monica Rathjen** I spoke with Julie Furrer, she expressed to me it was very helpful that Erik attended the last Parent Council meeting, and would like to know if there is someone from the board, or some way we can facilitate having a relationship, or have board members that attend the Parent Council meetings. Should it be one person, or should we rotate so they have a chance to meet more people. **Sarah Trujillo** I think rotating is a good idea, it give everyone the perspective of the Parent Council meetings, I have tried to go to both all year, but new job and other commitments have kept me from attending all the Parent Council meetings. I think it is a valuable perspective. I think it helps Parent Council to hear what is going on with the board and have that face to face. **Alyssum Barber** If the model that we are moving toward is more communication between the three realms it would be good. **Sarah Trujillo** One of the reasons I think rotating would be a good way to do it, it doesn't put the onus on one person to be the one spokesperson from both bodies. As diplomatic as we all try to be, that has been the biggest challenge for me, as a board member, and member of Parent Council is knowing how to express parent concerns at a board meeting, and how to explain board perspective at a Parent Council meeting, and not just be speaking for myself. I am both, but I am also just one person, and I don't feel comfortable representing the entire parent body. **Erik Johnsen** The next Parent Council meeting is their end of year social. Julie had mentioned possibly changing the time to 5pm to facilitate more people being able to attend. There seemed to be some interest in that. I think rotating board members is a good idea, we also want to maintain continuity, that if we commit to bringing something back to the next board meeting we follow through with that.
- j.) **Re-election/Election of board members- Monica Rathjen** We have spoken about having group A and group B board members, group A serves for one year to start, and group B for two, is there anyone who would love to be in one or the other. **Gesine Abraham** I am flexible. **Alyssum Barber** I would prefer one year, once the board gets a little healthier, I would like to serve one year, but possibly continue on a committee, or in an advisory role. **Erik Johnsen** Either is fine for me. **Monica Rathjen** I had been asked in the past if I was willing to be president, and at the time said no, but I am now willing to, because it is more than just my personal circle or family, it is a bigger family. I feel that I might be the best person at this time, since I have been on the board for the past two years. Then we need to have a secretary and treasurer. We have Erik who has a CPA and is a financial advisor, would you be willing to serve as treasurer. **Erik Johnsen** Yes. **Monica Rathjen** Secretary is one of the most time-consuming jobs on the board, Sarah is leaving, so if we have someone that is interested on the board now we can discuss that. If we think there is someone coming on that might be a good fit for that position, we can talk about that. **Alyssum Barber** It seems like waiting until we have the board a little bigger

and can find someone that has more time to offer. **Monica Rathjen** The other position is vice president, and that position, on some boards, is one that is seen as the next person to serve as president if the president were to leave, it can also be a person that can chair the board meeting if the president is unable to attend. There can be more than one vice president at a time. **Gesine Abraham** I think it might be wise to wait since we are likely to have more board members coming on. **Monica Rathjen** Yes, we can wait on that, and we do have more applicants coming, and potential for more board members.

- k.) Update on hiring Interim Director/Director- Monica Rathjen** The most recent I heard from one of our applicants is that they will be here May 15-19, and the week of the 21st. They would like to meet with the faculty, board and tour the school. I'm thinking of holding another special board meeting. **Erik Johnsen** That was their availability, and we need to move quickly to formalize the hiring committee. I just spoke a person, there are two formal applications, and I spoke to another person who plans to apply. We have some prospects we just need to get a process in place. **Monica Rathjen** There is a staff member that has agreed to go forward with the TSPC licensing, and that is an option if we need to have an interim director and we don't have one hired before Karen leaves. I am trying to facilitate that process, and Karen and Tracy have offered to help with that as well.

Open Executive Session ORS 192.660(2)(b) personnel issue

Close Executive Session ORS 192.660(2)(b) personnel issue

Karen Bailey left the meeting

- l.) Higgins out of state travel Jane Higgins** I would like to take my class to the Lava Beds National Monument June 11th and 12th, it will be an overnight, they have a group campsite there. We want to go caving to go with our geology studies, as well as astronomy and Native American history. We would like to do the Modoc Tribe tour. I have 9 parent chaperones, many of us are certified in CPR, Mary Jane is an RN. I sent in a proposal for a fee waiver to the campsite. I have an agenda, and behavior expectations, and parents will agree to come and get students if need be. I have sent a form that has insurance company policy number, allergies and medications that will need to be brought. All of these people are certified to drive, I just didn't get that information from Tracy, I will get that in writing.
- m.) Sprouts program- Leann Tourzan** I know it has been talked about whether we will continue the Sprouts program or not. It was implemented by Karen, I don't know the ins and outs. I did hear recently that it is barely breaking even, there are pros and cons. Parents are asking if it will continue. There had been discussion of blending with the kindergarten. Now that Karen is leaving, I would love your input,

and for us to figure out how to proceed. I think it is a good thing, Tina loves it and is dependent on that for income, but sometimes I wonder if it is the best thing for three-year olds to be at a one-day program at such a big school. I am wondering while looking at what it brings in and if it is worth it. I just want to bring it up and have it on our radar. There are a lot of questions **Gesine Abraham** My gut feeling is that this was Karen's project, and if she is not here, and we have so many things on our plate, and don't know who the director is going to be, it is not a good idea to keep it going. I think you are right that we should get more input, and if others feel it is a real value that could make me lean the other direction. My gut feeling is it is not a good time to hold onto it. **Erik Johnsen** When I met with Justin that was one of the main topics of discussion, in terms of analyzing our finances and making it more efficient. Justin said that he had a general idea the it was breaking even, but we need to check back on it to see if it is worth the time and effort. Should we come up with a deadline for a decision. **Leann Tourzan** I feel like kindergarten resources are being used there as well. **Monica Rathjen** I feel it is a director decision, it will continue through this school year, and then we have July 1st as the deadline for a finalized budget, so it would be best if it could be decided by then. **Erik Johnsen** I haven't seen it itemized in the budget, but it is our financial books, which is what Justin is working on. **Gesine Abraham** Leann and I could meet with Karen to try to answer some of these questions.

- n.) **Update on committees- Monica Rathjen** Gesine found the former Parent Handbook that stated that the committees report to the director. Mainly, what I wanted to talk about was because of the charter renewal happening we want to name who is on the charter renewal committee so those people can get started and the people negotiating with the MSD have input. I am chairing the committee, Jesse and Dara will be part of that advisory committee and bring it back to Erik and Alyssum. WE are forming a non-board committee in an informal process by consensus. Anther committee was budget advisory committee. Erik will chair that. **Jane Higgins** For that one we have Cori, Michelle, Dara, and Tracy if she can. **Erik Johnsen** Justin is on that as well. **Jane Higgins** Steve Farrington would be good too. **Monica Rathjen** Gesine will chair the sabbatical/looping advisory committee. **Leann Tourzan** I will send the names of faculty to Gesine. **Monica Rathjen** For all of these ask other people how you could include a parent on there as well. I think input from all bodies in important. **Monica Rathjen** Erik will chair the director hiring committee, and Gesine would like to be on that committee. It might be good to talk about what that committee needs to do, it might just be coordination of events, and phone calls and visits. It would be good to have a faculty rep and parent. I spoke with faculty chairs and they expressed interest in being on that committee.

- o.) **Update on Board self-evaluation- Monica Rathjen** This is for board members that have served this year, not new board members, if you haven't already filled them out, do so and get them to Sarah.

X. Action Items

a.) Re-election of Monica Rathjen

Motion Approved

Sarah Trujillo I nominate Monica Rathjen for president of Madrone Trail Public Charter School board of directors for a term of two years.

Alyssum Barber I second the nomination

(secret ballot)

Aye – 6

No – 0

Abstain- 1

b.) Re-election of Erik Johnsen

Motion approved

Monica Rathjen I nominate Erik Johnsen for treasurer for treasurer of Madrone Trail Public Charter School board of directors for a term of two years.

Alyssum Barber I second the nomination

(secret ballot)

Aye – 6

No – 0

Abstain- 1

c.) Re-election of Gesine Abraham

Motion Approved

Alyssum Barber I nominate Gesine Abraham to the board of directors of Madrone Trail Public Charter School for a term of two years.

Leann Tourzan I second the nomination

(secret ballot)

Aye – 6

No – 0

Abstain- 1

d.) Re-election of Alyssum Barber

Motion Approved

Jane Higgins I nominate Alyssum Barber to the board of directors for Madrone Trail Public Charter School for a term of one year

Sarah Trujillo I second the nomination

(secret ballot)

Aye – 6

No – 0

Abstain- 1

e.) Election of William Meiger

Motion Approved

Jane Higgins I nominate William Meiger to the board of directors for Madrone Trail Public Charter School for a term of one year

Leann Tourzan I second the nomination

(secret ballot)

Aye – 7

No – 0

f.) Election of Steve Farrington

Motion Approved

Alyssum Barber I nominate Steve Farrington to the board of directors for Madrone Trail Public Charter School for a term of one year

Jane Higgins I second the nomination

(secret ballot)

Aye – 7

No – 0

g.) Higgins out of state travel

Motion Approved

Sarah Trujillo I make a motion to approve the out of state travel request for Ms. Higgins class

Monica Rathjen I second the motion

Aye – 7 (Rathjen, Trujillo, Higgins, Tourzan, Johnsen, Abraham, Barber)

No – 0

XI. Summarize upcoming dates/ confirm next meeting

May 22nd there is a Field trip policy work session meeting at 5:00 pm. There will be an insurance agent there.

June 20th is the next regularly scheduled board meeting.

May 16th and May 23rd Charter negotiation meeting with Medford School District.

June 4th is the Medford School District board meeting, they will be voting on our charter.

XII. Closing verse

XIII. Meeting Adjourned

Minutes submitted by: Sarah Trujillo

Minutes approved by: _____

Board President