



Board Meeting Minutes

Meeting Information	
Date:	May 21, 2014
Time:	7:30pm
Location:	Renaissance Academy, 3435 North 1120 East, Lehi, UT. 1 st floor in the Rousseau room (Southwest corner classroom)
Next Meeting:	June 18, 2014

Attendee Information			
Board Members		Invited Guests	
Attended	Name	Attended	Name
x	Mariah Fralick, Board Vice Chair	x	Matt Lovell
x	Cameron Sabin, Board Member	Public in Attendance	
x	Jennifer Orten, Board Member	Attended	Name
Schoolhouse		x	Drew Wright
Attended	Name	x	Angel Holmes
x	Mark Ursic, Executive Director	x	Alicia Roberts
x	Stephanie McCappin, Dean	x	Tracy Scott
x	Holly Lyons, Executive Assistant		

Motions and Approvals			
#	Motion made by	Motion	Vote
1	Cameron Sabin	Cameron Sabin made a motion to approve the minutes from the March 19 th Board Meeting.	Jennifer Orten seconded the motion. All voted in favor. The minutes were approved.
2	Jennifer Orten	Jennifer Orten made a motion to move to a closed session.	Cameron Sabin seconded the motion. All voted in favor by name. The Board Moved into a closed session.
3	Cameron Sabin	Cameron Sabin made a motion to close the meeting.	Jennifer Orten seconded the motion. All voted in favor. The meeting was adjourned at 9:47pm.

Time	Topic/Subject Discussion
7:35pm	Welcome and Call to Order.
7:35pm	Approval of Minutes The minutes from the March 19, 2014 Board Meeting were approved with no changes.
7:35pm	Motion. Cameron made a motion to approve the minutes from the April 23, 2014 Board Meeting. Jennifer seconded the motion. All voted in favor.

7:36pm	<p>Executive Director Update</p> <p>HR Update</p> <p>Destiny Hanna, who has been the long term kindergarten substitute for Sarah Anderson, will not be coming back in the fall, so that position is open. Elise Sheldrake, who did a lot to develop the junior academy extended-day program, will also not be coming back. This leaves two openings from Destiny Hanna and Elise Sheldrake, and the administration has been recruiting and looking at resumes. Currently the administration is working on recruiting for an in-house business manager position, to replace Red Apple. They have gotten their hands on a few resumes, but are still looking. They have considered bringing on the help of a recruiter for the job, they will continue to expand the search, and they are looking for someone with a few years' experience.</p>
7:40pm	<p>School Report Card</p> <p>Performance Report</p> <p>This document (included in Board Meeting folder) takes the goals we have that come from UCA, DIBELS, the land trust and the charter, and aligns them with the Board of Directors' Annual Calendar. UCA goals change from year to year, therefore those will need to change or drop off accordingly, as they are accomplished. The goals coming from the charter are often broad statements, so this calendar has been created to show the metrics that will keep track of progress and alignment with those goals. The broadly defined ones will be tracked anecdotally (with examples).</p> <p>There are two teacher-related goals that won't get reported on until the next school year, because they will need greater definition before an action-plan can be implemented. One goal is for 100% of teachers to have lesson plans showing differentiated instruction (actually not on the annual calendar, because the reporting will happen monthly, however, it will be tacked on to the current document to keep it grouped with these other prioritized goals). The administration is working on what "100% of teachers with differentiated lesson plans" means. By the time school starts they intend to have a plan for teachers in place that would require deliberate thought on stratified class activities and projects. Mariah stated that the Board would like to see a plan like this so that they know the school is speaking to the needs of all its students. The other teacher-related goal is the five-year learning plan that the state requires. The state provides very little definition of a 5 year learning plan; it only states that teachers must have one. Last year, they said you should have a plan for the year you're in that is pretty detailed, the following (2nd) year should be similarly detailed, but then the plan can get increasingly broad 3-5 years out. The important thing is that the teachers make and work on goals, keeping them in mind throughout the year.</p> <p>Cameron asked if these requirements will be put in place for next year, Mark answered yes and affirmed that the teachers would be provided a formula for making 5 year plans. He continued to say that the 5 year goals would primarily require the teacher develop actionable goals, identify specific strategies, and then enact their plan.</p> <p>Angel Holmes commented that it would be easier for teachers to make their 5 year goals knowing what the school's 5 year goals are.</p> <p>Friday School/MS Grades</p> <p>Stephanie directed the board to look at the stats this week, pointing out that the numbers have made a significant drop. The Lagoon trip the week of the Board Meeting provided added incentive for kids to get their grades up and get out of Friday School for the day. This situation prompted several thoughts from the administration: are field trips motivational tools, or are they part of the class no matter what? How can they best be used for the advantage of the students? It was noted that this would be a point of</p>

discussion with the school house.

Cameron asked about whether the operation of Friday School has improved at all. Stephanie replied that a lot of the issues have remained the same, but with the numbers decreasing, it is apparent the system *has* helped some students.

Mariah mentioned that she and the Board want to make sure they work within the purposes of the Board's Global Ends and Executive Limitations. The grade data and student outcomes are what matter to the board.

Next year, the new schedule allows for all middle school teachers to be in Friday School with the students from 1pm-3pm. It operates as a study hall that lasts for only a couple of hours, rather than all day. Another change for Friday School operation next year will be that students won't have the option to get off the Friday School list last minute on Friday morning. It will be "if you're in, you're in." Also, students will be allocated to the classes to work with teachers in the subjects where they need the most help.

Tracy Scott made the comment that the Middle School Grade Report numbers jump around a lot and are heavily affected by the timing of assignments coming from teachers. She expressed her opinion that *more* data would provide a better understanding of how Friday School affects grades.

Mark and Mariah discussed that the main use of Friday School currently is to catch kids, keep track of them, and hopefully get them out of the cycle of failing. Cameron expressed concern that what we are doing so far is not enough, especially, he pointed out, because there is still a third of 7th and 8th graders with two or more Ds and Fs. Tracy Scott brought up the issue of lack of uniform deadlines and expectations across classes. Cameron agreed, saying that he believes the main problem is a lack of established and consistent expectations of accountability from teachers and parents. He said policies on late work and grading should be consistent across grades and classes. Angel Holmes asked if we have pulled year-to-year data from 6th to 7th grade. She described her concern with preparing elementary students for middle school. Mariah responded, saying we have pulled a lot of data, but not yet per-student data for students in grades before Middle School.

Mark said he looked at grade books to see grade distribution by teacher, and saw that there is clearly a lack of consistency, and that the school could benefit from standards-based grading policies. It is frustrating to see that the kids do well in the testing and even exhibit improvement throughout the standardized testing, but that this performance or improvement is not apparent in the class grading.

8:17pm

Red Apple Update

There have already been some big changes since the end of last month. Three categories in the expenses are well below the 83% for the year; those are: Benefits, Professional & Technical Services and Supplies & Materials. But within those categories there are expenses still to be sent out, such as the order for the Math curriculum (half was placed this month), pay-out for a couple of contract teachers, and the 401K payoff at the end of the year.

Everything in the federal funds that can be requested has been. Federal funds will come in by way of reimbursement. To be safe, Red Apple requests the money in two chunks, half in January, and the other half in May.

Mark asks if, in the prospective meeting, they roll over as many of the expenses that they can, how they roll over those amounts in the forecast. Matt replied that you cannot request the money and then roll it over, but that they have 27 months to make an expense.

Additional Title II funds will be requested once an invoice is provided by Instructure for the Canvas training.

Mariah asked Matt about the participation piece from SAGE testing. The Renaissance Academy opt-out rate was the highest out of all the schools that Red Apple works with. The State has advised us not to plan on any federal funds coming to schools with a 5%+ opt-out rate, and Renaissance Academy is well over the 5% opt-out rate. In budgeting, they will plan on not getting those funds.

The question was posed, “Was there anything wrong with alerting the parents about losing federal funds over SAGE opt-out?” The school was not allowed to persuade the parents one way or another on testing their children, and Mark was wary of using a method that might seem like intimidation. He did mention on Facebook the consequences, but he did not send out a letter or email directly to the parents.

The credit card machine in the main office at Renaissance Academy is now set up, and will get going for people paying fees this summer.

8:29pm

Head Injury Policy

A Head Injury Policy for the school is required by law. The model policy that the state puts out is tailored to athletics, and refers often to on-site medical personnel. In the policy re-worked for Renaissance Academy’s purposes, there remain most of the same standards and requirements, but the policy refers to teachers and aids rather than coaches and medical staff. Also, much of the return-to-play procedure has been eliminated, as it does not apply to a school that does not host contact sports. The Renaissance Academy Head Injury document provides a hybrid policy and procedure. We lower the threshold for dialing 911, since we don’t have medical personnel on staff.

Cameron suggested encouraging staff to send students to a centralized person when the issue arises, so that teachers aren’t dialing 911 in any unnecessary circumstances. Perhaps an office person could take that responsibility of receiving training in the procedures of the policy and becoming the go-to person for the faculty.

A key point in this policy should be to alert the parents immediately, encourage the parents to make the decision, and *only* in the case of unconsciousness or severe circumstance, call an ambulance without parental consent. As much as possible, the parents should be making the call on how their child is cared for, and the liability should be shifted to the parents.

The point was brought up that if we have a centralized person, there has to be a back-up, or the entire faculty should have *some* training and awareness regarding proper procedure. Mark described a situation last year where the parents were difficult to get a hold of—the kid’s condition worsened enough that they needed to take him to a medical professional before the parents responded.

Cameron gave a warning that individuals can get themselves into legal problems, if somebody questions how they did or did not respond to a policy. He gave encouragement for a policy that would back up and protect the faculty.

	Mark said he would do some re-writing and will bring a revised Head Injury Policy to the next meeting.
8:40pm	<p>Executive Limitations 9—Outcomes Focus of Grants and Contracts</p> <p>We have one grant right now; it is the Confucius Classroom Grant that we do every year. We only have one grant because they take a lot of work and time to write. The Board noted that in hiring a business manager, the school might look for someone who could do more grant writing for the school.</p> <p>The Confucius Classroom Grant provides \$10,000. They require a plan, submitted in July, the money comes in February, at the end of the year, at which time the school certifies that it has been spent as proposed. However, two out of the three years that the school has received this grant, the plan for the money has changed. Changing the grant spending plan just requires notifying the institution, and there is very little oversight. In the past, the money has been used for World Language, this year it was used for professional development; it has also been used for cd players, headphones, and iPads. The institution requires that a faculty member attend their annual conference. Julie went this year in LA, Mark attended last year in DC.</p> <p>For next year, the school submitted a grant application for math-related software. The grant would be coming from STEM initiative money from the state legislature. This state grant is atypical in that it gets added to your budget, rather than coming as a reimbursement.</p>
8:45pm	<p>Governance Process 4—Agenda Planning</p> <p>Cameron expressed that it would be nice for the Board to have goals (such as solving the Middle School grade problem and/or working out expansion in 2014). Mariah agreed that focal-points were needed, to plan in conjunction with administration and deem them overall school goals.</p> <p>Cameron proposed July for setting goals and conducting a strategy session for the next school year. He wanted the administration to come up with goals for the school and then use those as a springboard for Board goals. The first hour of the July planning session could be a work/brainstorm session, and the second hour a meeting.</p>
8:51pm	<p>Changes to Bylaws</p> <p>The Board discussed the relationship between the terms “trustee” and “director” in the charter and bylaws. The charter calls the board members “directors,” while the bylaws use the term “trustees.”</p> <p>Mariah raised the question about what the law requires, wondering if the terms make a difference in what legal powers a Board Member holds legally. It was explained that the corporation bylaws call a board member a “trustee” because the term denotes a higher level of fiduciary responsibility. When you file nonprofit, you use the term trustee. So then Mariah asked if the charter should be changed to match the bylaws, and Cameron answered that, if you call the same position by different names, you confuse people about whether there’s a distinction. He suggested that, at the beginning of the bylaws, the first time you definite the board, call it “board of trustees,” and define those “trustees” <i>as</i> “directors.” Doing this might eliminate the need to make changes throughout the document, and it won’t make a difference from an operational standpoint. Mark asked if it posed enough of a problem to make it worth an amendment, and Cameron responded that it <i>would</i> matter, if it were ever to <i>become</i> an issue, so he volunteered to look into the charter and bylaws for further assessment.</p>
8:55pm	<p>Motion. Jennifer made a motion to move into a closed session as described under Section 53-4-204 for “(a) a discussion of the character, professional competence, or physical or mental health of an individual and (d) strategy sessions to discuss the purchasing, exchange, lease or sale of real property.” Cameron seconded the motion. All voted in favor by name.</p>
9:47pm	<i>Back into open session</i>

9:47pm

Motion. Cameron moved to close the meeting. Jennifer seconded. All in favor. The meeting was adjourned at 9:47pm.

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