

**MINUTES OF THE SPECIAL MEETING
OF THE BOARD OF TRUSTEES OF
THE FRENCH AMERICAN INTERNATIONAL SCHOOL
HELD ON September 25 & 26, 2021 ZOOM REMOTE PLATFORM**

The Annual Retreat of the Board of Trustees of the French American International School (the “Corporation”) was called by email notice (the “Notice”) of the Board of Trustees in accordance with the notice provisions of the Oregon Revised Statute (ORS) and the Corporation’s bylaws. Such notice stated that such Meeting would be held as a virtual meeting on September 25 & 26, 2021 via the Zoom remote platform due to ongoing effects of the COVID-19 pandemic. An Agenda (attachment A) was sent electronically to all members of the Board of Trustees.

In accordance with the Notice, the meeting was held via Zoom, beginning at 9:00 AM. In attendance were the following members of the Board of Trustees, constituting a quorum of the members of the Board of Trustees:

Day One – Saturday, September 25, 2021

Attending: Cyreena Boston Ashby, Erin-Kate Barton, Matt Birchard, Amy Duryea, Julie Falk, Scott Hardister, Charles Jenkins, Dan Kirschner, Patti Shaffner Jordan, Larry Lewis, Denisse Reyes, Stacey Reiber, Jim Sever, Michael Smythe, Gaston Suarez, Laura Taylor

Absent: Conor Reitien

Facilitators: Judith Schechtman and Marc Frankel of Triangle Associates

Guests: Emmanuelle Burk, Shawna Foster, Lisa Johnson, Gabrielle Esbeck, Zach Laney, Aurore Molerus, Arezu Movahed, Diego Zaragoza Tejas

Welcome and Introductions

The meeting was called to order at 9:05 AM by Chair, Julie Falk with an overview of some housekeeping items and an introduction to the guest facilitators, Marc and Judith from Triangle Associates.

Multiple pre-reads were sent to Trustees, as well as an agenda.

All participants introduced themselves, with an exercise asking each person to state what animal they would like to be, along with their name and relationship to the school (trustee or staff member).

Note: Trustee Larry Lewis joined at 9:45 AM, during introductions.

Judith set the stage for what would be achieved during the two days of the retreat.

Trends in Independent and International Schools

Triangle Associates provided an overview of current trends, including discussion of demographic and generational changes, brand loyalty and a “consumerist” view of independent schools. Trends in student wellness, social/emotional learning is rising in importance, as is the need to solidify the school’s identity and to clearly articulate this.

Fall 2021 “Sixfecta”:

- Navigating the COVID “long tail”
- Global geopolitics
- Accelerating climate change impact
- Changing demography in independent schools

- Increasing concern about wellbeing in schools
- Massive ambient anxiety and anger

What Triangle Associates told schools in September 2020:

- Digital skills
- Agility is the new growth
- The future may look smaller
- Bravery is essential, a leadership attribute
- Those who act earlier, faster and more decisively do best

Today, where are we?

- Demography IS destiny
- Tight size is even more critical
- Clarity of purpose is key
- Knowing what parents hire you to do is essential
- Serving the needs of graduates of 2030
- Boldness matters

What future graduates need:

- Tech fluency
- Language fluency
- Multicultural awareness
- Curiosity
- Listening skills
- Ability to work in a team across cultures, languages and locations
- Ethics

Organizational Resilience:

- Robust vs. Resilient

How Organizations learn:

- Assimilation and accommodation

FAIS Mission

Scott Hardister gave a brief update on what the Mission Review Task Force has been working on, with the goal of having drafts for the Board to review by the December Board meeting.

History of Gilkey

Emmanuel Burk, Division Head of the Middle School, gave a presentation on the creation of the Middle School. This presentation was recorded. Highlights from the presentation:

- Board approval in March of 1996 to start a Middle School
- Intention to have a distinct identity from the lower school, but with an objective to keep French immersion.
- September 1998, Middle School opens:
 - 18 students

- 3 tracks: French, Spanish, International (no-previous immersion background)
- 8 teachers, all part time, some shared with lower school
- On Sylvan campus for 2 weeks, then moved to Satellite 3
- September 1999:
 - 36 students: all but one 5th grader stayed in 6th grade
- 2000-2001:
 - Enrollment keep increasing, strong retention
 - Partial immersion students joined full immersion in grade 6
 - June 2001 – Addition of international trip for 8th grade
 - June 200 – German School approached FAIS to host graduating 5th graders
- 2001-2002:
 - Addition of German track in grade 6
 - Changes in International Track curriculum
 - Part time staff transitioned to full time
 - Work on Satellite Four
 - New FAIS head of school
- 2003-2006:
 - French & International tracks are solid
 - German & Spanish tracks were small yet active
 - Board decided to discontinue Spanish and German, no new enrollees, finish programs.
 - Huge shift in culture and relationships with feeder schools
 - Built relationships with high schools
 - After school French program, DELF DALF center
- 2006-2010:
 - Prior Head of School returns
 - Partnerships with other immersion schools restored, the tracks were back
 - Added a Chinese track at the request of TIS
 - International Baccalaureate exploration begins
- Since 2010:
 - All tracks, all languages at two levels
 - Strong enrollment
 - MYP authorization in 2012 (IB)
 - French high school class at Lincoln High School
 - French After School program is daily
 - Continued curriculum and professional development
 - September 2019 – Moved into the new building, IB visit, COVID
 - New schedule, provides more balance

What new bold, innovative things are already happening at the school?

A brief overview of current bold/innovative things was provided by staff along with discussion by those in the meeting.

- Emmanuel shared that in the Middle School they've looked at processes and equity and inclusion. They've taken small but regular steps to look at inclusion. Looking at health in a more intentional way.
- There were some questions about how the school is integrating and introducing themes around identity.
- Questions and expectations around consistency for the teachers.
- Scott Hardister asked: Who we are and who do we want to be? How do we measure social/emotional learning?
- Discussions were had about being open to stopping doing something, looking for "off ramps"

- Bold example: Opened a third Preschool section and a second TPS section. Builds a strong foundation for future enrollment.
- Bold example: Split the lower school division head position into two, Maternelle Head and Lower School Head.
- Bold example: Add assistant Head of School position.
- Innovation example: Used Satellite three for a TPS library and maker space.
- Innovation example: Add French as a Second Language in Kindergarten.
- Innovation example: Added a teacher collaboration space in Satellite Three.
- Innovation example: Use of Satellite Three for Emergency Childcare for Essential Workers (ECEW).
- Aurore Molerus shared that the school is wrapping up a three year mission with the French government. We've merged out languages together, curriculum is no longer in parallel, now one supports the other. This is new compared to other French schools. We've also started literacy teaching in Kindergarten.

Note: Trustee Larry Lewis left the meeting early after this.

The Six Goals (from Survey Prior to Retreat):

Scott provided an introduction to these goals, and mentioned that all of them were brought up in his interview process for the Head of School position. Goals, ranked are:

- Faculty Compensation
- Facilities/Physical Plant
- Diversity, Equity, Inclusion & Belonging (DEI & B)
- Add an additional language track in Lower School
- Financial Aid
- Add a High School

Discussion followed. Marc from Triangle shared main drivers on enrollment are:

- Website & Social Media
- Site / Campus
- Student experience / Parent experience
- Anticipation of something grand yet to come

Name & Identity:

The group spent about thirty minutes in a lively discussion around name and identity, with varied views from all parties. Trustees agreed to prioritize continuing the conversation.

Adjourn Day One: 2:00 PM

Day Two – Sunday, September 26, 2021

Attending: Cyreena Boston Ashby, Erin-Kate Barton, Matt Birchard, Amy Duryea, Julie Falk, Scott Hardister, Charles Jenkins, Dan Kirschner, Patti Shaffner Jordan*, Larry Lewis*, Denisse Reyes, Stacey Reiber, Jim Sever, Michael Smythe, Gaston Suarez, Laura Taylor

Absent: Conor Reitien, *Patti Shaffner Jordan was absent for the morning session, *Larry Lewis was in and out of the meeting

Facilitators: Judith Schechtman and Marc Frankel of Triangle Associates

Guests: Emmanuelle Burk, Shawna Foster, Lisa Johnson, Gabrielle Esbeck, Zach Laney, Aurore Molerus, Arezu Movahed, Diego Zaragoza Tejas

Welcome and Review of Day One:

The group reviewed the prior day's discussions and white boarded some thoughts.

Small Group Breakouts to Work on Six Questions:

The large group broke out into three smaller groups to spend two 45 minute session working on two of the six questions. Then groups reported back in a large group session around the outcomes. The Six Questions were:

1. What would bold look like at FAIS? Would this affect our facilities? If so, how?
2. What would an inclusive community look like at FAIS?
3. How would we broaden the scope of our offerings? What would this mean in terms of facilities and program?
4. Do we grow? If so, how? How does that fit with who we are and our mission?
5. Are we one school? How does the two names fit with this?
6. Where are with the commitment to faculty salary and compensation? Where should we be?

It was noted during discussion that a benchmark for tuition growth would be CPI + 3% per year in order to maintain a competitive program.

Prioritization & Next Steps:

The full group used polling features of the Zoom platform to facilitate prioritization. Following this, next steps and timeline were discussed. It was reiterated that the outcome of the retreat was not to write the strategic plan.

Adjourn Day Two: 1:43 PM

Attachments:

A: Agenda

B: Diversity Responsive Schools

C: Diversity Responsive Schools Survey Results

D: Presentation on Previous Site Plans Review (video)

E: Branding & Positioning Report from Ian Symmonds & Associates (circa 2010)

F: High School Context & High School Next Steps Memo from 2015

G: Board Resolution on Faculty Salary Increase

H: Salary Comparison Chart