



Fronteras Spanish Immersion Charter School

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APC Board Meeting

Location: (Building A – Multi Purpose Room)
February 08, 2011 7:00 P.M.



Meeting Minutes

- I. Call to Order/Pledge of Allegiance/Roll Call/Determine Quorum
- II. Approval of the meeting notes for January 11, 2011 and approval of the agenda for February 08, 2011
- III. Question and Answer Period for Meeting Participants
- IV. Review meeting protocol:
 - Try to keep meetings brief
 - Let people give their reports and ask questions after each report
 - Keep non-productive comments to a minimum
- V. **Consent Agenda**
 - A. Minutes-approved.
 - B. Board Updates
 - C. Committee/Team Reports
 - a. Facilities: No meeting last month. There will be a meeting next week with Mike Backus.
 - b. Treasurer's Report: H&R called, the tax return is done for last year. The two grants that we thought we were getting reverted back to the school, not the APC. Available APC funds: \$3,346.08. Hope Ronne is setting up an account on Pay Pal to sell the left over cook books.
 - c. Budget: Rearranging funds to see what can be spent before the deadline. We have a list of things that we are holding money for. Some of the items are:
 - Approximately \$47,000 can be used for computers.
 - Wiring was done for the computer lab.
 - We need to put up signs and fill up the barrels in the parking lot to keep them from blowing away. The sanding guy said that we need to put some snaps on the barrels. Need to hang reflectors on them, too.
 - \$597.58 has been earmarked for the library.
 - Setting aside funds that he knows can be set aside, waiting to hear back from the school district about some of them.
 - d. Principal's Report: Looked over the standards: On the encouraging of students to maintain high standards-the district is adapting CHAMPS. Using procedures and expectations that we've always had, just have to put it into place, non-negotiable things that they learn, like low voices in the hallway, no touching

others, etc. This will assist the children in knowing what is expected in public areas and classrooms. We've talked about using this....it's not a new program, it's been common knowledge that the schools have already been using.

- e. Finance committee: The need to inform the budget committee of things over \$2,500 is too low for the principal to operate on a day-to-day basis. It should be higher. Ernie said to make an accounting of it, make a list, no approval is necessary. Allocations that are changed, just inform the budget committee.
- d. What kind of computers do the teachers want in the lab? iMac? There is a \$5 difference between the two that were discussed. Casey is checking on the size. Is there a curriculum for the students? Are they going to learn the basics of basic programs, we need to start implementing it.
- e. Fundraising: We need to approve expenditure to buy tickets for raffle, \$500.
Motion: To approve-by Ernie, 2nd by Wendy,
Vote: Approved.
- f. Grants: A "gift" of \$7,500 came in from a family, some commitments where made in the proposal. It's to be used on the trip.
Subway cards: Check with Michelle Buehner. Where is the rest of the money that was collected with school activities? The funds should all be going to the same place.
Joe: We need to firm up our policy on fundraising, on where the funds should be deposited. Pioneer Saturday, Pizza, Calendars, Subway cards. Joe will check with Michelle B. Some of the funds are going into the activity account of the school budget.
- g. Academic & Curriculum Report: There is a meeting tomorrow.
- h. Amigos de Fronteras/ Family Activities: Talking about arranging to purchasing the supplies in bulk and selling to the families, shot down. No storage.
- i. Miscellaneous Reports-none.

V. Unfinished Business

- A. Enrollment Lottery Day/System and Enrollment Procedure – Draft #2. Reviewed. If anyone has any changes, they should submit them to Joyce.
- B. Fall Elections – scheduling staggered terms: Ernie was unable to get this task documented. Will do it this coming week. Up to four or five board members have terms expiring. Will layout the timeline.
- C. Administrative Performance Conversation and Planning Map – Additional Executive Sessions. 1. Ernie will send out a reminder tonight to do their surveys. 2. One of the things we need to do now is, follow up on the executive session from last month. How are things going; what can we (the APC) do to support you (the principal); what other changes need to happen? Need to set up a meeting with Casey.

There was discussion about an e-mail that went around and how it talked about what the purpose of the board is.

We want to meet with Casey.

Motion: That the parent board members meet with Casey to continue the progress, by Ernie, 2nd by Sharon.

Vote: Approved.

Along these same lines, during the Executive session there were a couple of items that we talked about, but not enough. The discussion said that we would like to have an Executive Session with both Casey and Wendy.

Motion: To have another exec session with Wendy and Casey by Ernie, 2nd by Sharon

Vote: Approved....parents only, no teachers except Wendy.

- Ernie discussed the need to provide the choice of having it as an Open Meeting as stated in Alaska law.
- Wendy has the right to bring teacher union-rep representation. Wendy said, "Noted."
- Have the meetings at Wendy and Casey's convenience. Executive Sessions are closed to the public.
- Suggest times that would work for them.
- Discussion of Administrators Standards and that Casey wants to do some education to the Board. He feels there is some confusion about the roles of the Board.

Begin the discussion of further clarifying the role of the board. Some of the trainees have come back with a very dry concept of what should be done. We can do it many ways. It must be an effective way.

VI. New Business:

- A. Teacher Board Positions- Sharon, Chris, Nicole, Casey and Wendy went to board training in October. One of the recommendations by the presenter was there not be teachers on the board. He has his doctorate, over 20 years of study/research of charter school organization, started two charter schools, one failed and one was successful, and was a charter school principal. He used charter school failures as his doctorate dissertation in 2008. "From my experience, I have never once seen it work well, in over 20 years (where teachers are on the Board)." The one specific thing he said that it is a direct conflict to be a teacher by day and a supervisor by night. Principal and teacher roles are integral, but not voting members.

A lot of things we are doing are different than what he is doing. Because this is a new school we are task-oriented. He wanted things brought to the board as summaries, not be involved in the day-to-day operations.

Sharon will e-mail the article about Preventing Charter School Train wrecks.

Mike Backus has seen us work, and also seen other schools, his two cents is that the number one benefit is to have a people on the board with a high level of interest in the school, people who have a vested interest in the school. Teachers should not be on the board. The board should be in the role of informing the principal, who then runs the school. The board should not be managing teachers, only talk to them to get their input.

- The board is charged with overseeing the Principal and the health and well-being of the school. We haven't quite evolved to the point of being completely clear about all of the separations of duty as we are still a relatively new school. The teachers at Twindly don't have the voting right.
 - We followed Roberts Rules of order unless we choose to suspend them.
 - We need to have a lot more discussion about this before moving forward.
 - An Immersion school attracts teachers that are more dedicated and able to work harder. If you don't have teachers on the board, you may have trouble finding people to fill those empty teacher slots. You need to find dedicated people. We do have very committed parents here at Fronteras.
 - Nicole and Casey need to present the five best things they learned at the training.
 - What are the specific reasons the trainer thinks what he thinks. Roll over to unfinished business.
 - We have to further clarify what exactly the role of the board for Fronteras is in regards to teacher participation on the board.
- B. Funds for Travel (abroad), availability of funds for second chaperone-Sharon: for the trip, whether there are any funds from the APC account, for the trip? We have nine students and two chaperones. There is a substitute teacher involved. It's a good deal to send the two non-native speakers to a two week immersion.
- Chris said he has to find the few items in the APC account that are insignificant, "Slush." What is available?
 - 8,732 includes the 7500, and the 900 from Pioneer Days. They will check with Solveig to get a final dollar amount.
 - Does the board want to participate in the funding of this trip? How important is this trip to the school, spending a lot of money for the 7th and 8th graders. Do we want a policy, if we want to do this on a bi-annual basis, needs to be organized. Don't need to re-invent the wheel each time. Is this something we want to do on a regular basis, is it a curriculum item? Is this important to our kids, then we need the support of the board and see it happen. It's a big responsibility for the teacher and parents to take on. As the class size grows, the responsibility grows.
 - There have been quite a few special fundraisers for this trip. Special purpose fundraisers.
 - When the money comes in, it has to be trackable by Chris. We should have "school fundraisers," and then allocate to the different teachers or grades.
 - Fundraising form put together by Nina, what is the money going to be used for? It sets priority for the funds. It sets policy when someone fills out the form.
 - Does the curriculum committee want to meet to add this to the curriculum?
 - Down the road, the bill for the trip would be much higher, because there are more children expected in the higher grades.
 - When those kids know that they are working towards something, they jump in and get involved. It's great character-building. There is a valuable element of learning from these fundraisers that we do not want to invalidate. The 7th/8th graders have put in a lot of work, and see the value.

- This school set the policy change as “approved” that the 7th/8th graders can travel to a Spanish speaking country. The kids will work a lot harder, if they know it is for the trip versus the General Fund.
 - Maybe the answer is that we have one general fundraiser and three specific fundraisers. They have to have a concrete goal for their fundraisers.
 - Parent meetings can motivate the fundraising activity(ies). The children always need to know they have to do the fundraising activities to earn their way on the trips.
 - Maybe talk about a percentage allocated by the board IF the funds are there. If the family knows that by the time they reach the 8th grade, the family needs to set aside the funds every year from kindergarten, and every year after that.
 - Matching funds may be one way to earn money for this trip. The primary questions: Does the APC think this is something worth funding this year. We have \$3,300 unencumbered. Are there funds in any of the other APC accounts that could be re-allocated?
 - Go-For-The-Gravy-fundraiser for Fronteras (in the future), to the general fund.
 - We need to go through the APC budget account and see what can re-allocated. Keep 10-15% Emergency Fund/Slush Fund.
 - Could also instate a use-by date. If this money has been sitting here for three years, it is time to think about it. It should be reviewed. If it is not spent in a certain amount of time....it should be reviewed.
 - 2600 teacher needs, playground equipment, slush fund is sitting there and could be spent.
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- At the moment, the group is already covered for their trip unless the airline ticket prices rise. The school clubs funds go through the activity account. The fundraiser funds go through the APC account. Joe, Chris and Casey will meet with Solveig to find out where the funds go.
 - “School funding cannot be used for field trips.” We have always had to raise money for field trips. Do we know if we can use this money to go out of country? We need to find out! This trip is important to the children. We should look into taking money out of the school budget.
 - Does the APC support this trip this time around? Sharon needs to find out what the total cost is and what is possibly in the school's budget.
 - We could commit \$300 per child, without much difficulty.
 - The curriculum committee needs to hammer out the details.
 - Where is the fundraising procedure coming from?
 - Could do the same things with parents / families being current on their volunteer hours in order to be eligible for scholarships for the clubs.
 - Everyone should continue to think about fundraising policy.
 - We need that calendar set up showing the fundraisers.
 - Fundraising Policy: - who is going to set this up?
 - Who can work with Sandra on this? No one volunteered. So we will present it to Sandra at the next meeting.
 - How many feel that a big trip at the end of school years, 7th&8th grade – it should be part of the curriculum. ...everyone agreed. It should happen in an appropriate educational manner. An educational experience for the children needs to be made.

- Straw vote: If Sharon comes back and says that the \$2,700 would be invaluable? $\$350$ (playground equipment, slush fund) = $3,150/9 = \$350$. Everyone is generally in favor of the trip!

Governing Board: Ernie will e-mail some information to us, for discussion next month.

VIII. Future Items/Future Business - Next meeting: March 8th, 2011

IX. Executive Session:

X. Adjournment: 9:05 P.M.

APC Governing Board Members

Wendy Bowen
 Joyce Boyd
 Chris Cadieux, Treasurer
 Kevin Cochran
 Joseph Dinwiddie, Vice Chair
 Ernie Hetrick, Chair
 Sandra McMillian
 Sharon Lasselle
 Nina Shaw
 Jennifer Ward
 Nicole Whittington-Evans, Secretary

Additional Attendees

Casey Bowen, Principal
 Mike Backus