



**Elko Institute for Academic Achievement Meeting Minutes
February 01, 2010**

Elko Institute for Academic Achievement Multi-Purpose Room

Meeting Called to Order: 5:39 PM

Board Present:

- Leslie Creel
- Carrie Allard
- Mary Glaser
- Cheryl Hecht
- Brenna Malone

Board Not Present:

- Kathe Linnell
- Iris Scott

Public Present:

- Pat Tsunemori
- Allen Mariluch
- Kellie Nicola
- Kim Paris
- Chuck Peterson
- Melinda Quillia
- Sidney Quillia
- Lita Piffero
- Mark Paris
- Sarah Schmidt
- Tom Schmidt
- Jen Schuler
- Richard Barrows, arrived at 6:20 PM

Mary Glaser moved to approve the minutes from January 19, 2010. All in favor.

PUBLIC COMMENT PERIOD

Chuck Peterson spoke to the Governing Body about his 4th and 6th grade students. They are happy with how people have been attentive to what they have to say. He wants to congratulate everyone, the board, the principal and the teachers, for handling things and say Thank You for all the hard work. His kids love coming to school here and are thriving academically and thinks it's great to see.

Brenna Malone spoke for Head Start, as the organizations Executive Director. Brenna received a phone call from a parent that volunteers at the Charter School. The parent discussed how students were speaking inappropriately and wanted the name of the Head Start teacher who reprimanded EIAA students. The parent, who regularly volunteers, said this is an ongoing problem. She would like to see that this behavior is addressed. Brenna submitted a letter from the teacher aid who dealt with the situation.

BUDGET AND FINANCE

TSA will be addressed next year.

Mark Paris presented an Unpaid Bills Detail for approval, totaling \$507,948.68, which included a transfer to Wells Fargo Bank of 500,000. Leslie Creel moved to approve the total and all agreed.

Mark Paris presented a Payments to Vendors summary to the board for their reference.

Oasis online. Leslie volunteered to discuss the price for IT services and PowerSchool support with them. AGENDA ITEM for next meeting to approve contract with them.

AGENDA ITEM for next meeting to vote on lawncare maintenance for aeration, etc.

Peaceful Playgrounds. There is currently an Inventory Clearance Sale. AGENDA ITEM for such purchases.

The eighth grade would like to do a Spirit Fundraiser. They are working on a Coyote logo. They are asking for initial capital to purchase 6 or 7 shirts.

Russ and Lucy Downer need a trailer to gather furniture from Enviroscientists in Reno: the items are newer furniture, desks, bookcases.

PUBLIC RELATIONS

February 8th is 100 years in scouting. Scouts can wear their tops on that day. The VFW is going to come and do a flag ceremony and teach them how to fold a flag. This could be a positive opportunity to submit to the paper.

POLICIES AND PROCEDURES MANUAL

Cheryl Hecht transferred all of the Education Policy, Section 2 into the updated format. She made a Table of Contents. AGENDA ITEM next meeting to approve any changes.

No teacher requests.

Mark reiterated his request from last meeting to get teacher request for texts that are still needed or projected to be needed.

Physical Education. Pat hasn't heard anything back from NEAT bus.

Brenna moved to approve the first phase of an Objective-Setting program. All in favor.

Leslie moved to approve Run for Something Better School Awards grant submittal by Yong Pratt. All in favor.

Curriculum Differentiation Specialist job description is tabled until next year.

Brenna asked for clarification on sending out a newsletter to parents every nine weeks (grading period). The items to be discussed are kudos for dress code compliance, language, appropriate conversation, playground behavior, volunteerism, possession of ipods, cell phones, Nintendo DSI's.

Carrie Allard read a Parent Concern Procedure Form. This can be included in the next newsletter. Governing Body approved.

The Governing Body voted on holding Grade Level meetings, sponsored by the Governing Body. Leslie Creel moved to approve and all approved. Carrie will meet with teachers to discuss and then schedule meetings.

PRINCIPAL'S REPORT

Pat is working on the teacher aide schedule. Every teacher gets 2 ½ hours each week. Carrie's only concern is a teacher that gets 3 hours is a teacher that has less responsibility overall. He said we'll work on it some more, then.

Pat asked what the lottery procedure is? Leslie passed him the lottery procedure as downloaded from the web.

Speech Therapist, starting at \$70/hour, will be moving here. She will contract with EIAA one day a week and is seeking other clients, such as the nursing home.

The SmartBoards have come in. He is waiting on a bid to install from MicroBits and has Quantum. He will call MicroBits tomorrow. Quantum already provided a bid.

FUNDRAISING

PTSO is selling the Round Table Pizza cards for \$10/card. 300 Papa Murphy's cards are being sold for \$10/card. The PTSO is sponsoring a Book-a-Thon, 50% of the money will be donated back to the school in books. At the beginning of March, they are organizing Dr.Seuss' Green Eggs and Ham.

A \$350 donation from the Barrick PAC fund was received today.

STAFF

Carrie will speak with Lori Miner about requesting parent help with organizing a playground activity.

Carrie read Staff Letters of Recognition to the Governing Body for approval: Jamie Brown, Kim Paris, Cari Dethlefs, Melinda Quillia, Amanda Hylton, and Lori Miner. Carrie said governing bodies will continue to circulate through the school and get back to the rest of the teachers as comments come back from parents.

Carrie asked Pat if he could collect teacher likes and dislikes. The board will get them to her.

PERSONNEL SESSION

Pat waived his right to have a closed session.

Pat did not notify the board that his attorney, Richard Barrows, would be here, hence the governing body is not.

Carrie ran through the timeline.

Discipline log was returned to the school.

Immunization complete and compliant

All visitors are signing in. The doors being locked has helped. This is going well.

Reprimands. He has not followed up on the attachment that a teacher made to hers. Carrie has asked to follow up on that issue.

2nd to 3rd grade move articulation. We've asked for it a couple of times. We've received some different follow-ups when it was noted that it's not up to par. Carrie says we are looking for a plan, with timelines and objectives. Several of these kids are getting 80-90% and some are in the 90%, but how are these students going to be handled. Pat said we talked about doing ungraded classrooms. Pat said we will rectify it next year. Carrie said it needs to be addressed now with the parents.

Panic bars are in on the back door.

Dress code enforcement. The enforcement has been going well. Carrie's concern was that a parent was irate with Lori about dress code violation. She told Lori that she needs to direct them to Pat. Carrie said it isn't clear what the consequences are. Pat needs to make those consequences clear.

Special Ed. Carrie said he lists what their needs are. They are the needs based on what their current IEP's are. At the beginning, the idea was to get the parents in and ask what they want. We need to get a consultant in to meet with all parties. Carrie will meet with Pat as these issues are very specific to certain children. Pat doesn't know off the top of his head how many more he needs to meet with.

Documentation as requested through his attorney. Carrie will review the pile she received today at 4:00 PM and get with him privately. Carrie asked for the agenda's for his last meeting. He will get them to Carrie tomorrow.

PowerSchool. He has rewritten the PowerSchool documentation several times. She would like more documentation.

Daily ongoing curbside attempts. Carrie said she would like him to use the volunteer database and get a parent out there to help. Recruiting the help of a teacher is a good idea. Pat said getting a crosswalk out there would be helpful.

All calendar dates reported and reviewed daily. Carrie got the follow-up today. He printed it out today with the pull-down printed. Thank you for getting it to us.

Contracts, Student Handbook, Principal presentation on student expectations. He enforced the homework policy as laid out in the Handbook. We need to clarify this as it is a concern, more specifically in the upper grades.

Discipline policy. System's committee, Pat, and Jen may need to meet to discuss how misbehavior is handled. This is clear on the playground. Set up a time at Jen Schuler's convenience to set up some clear boundaries on how to handle those situations.

CPR training is scheduled.

All teachers using state-approved curriculum, which should read textbooks as per EIAA's charter. Is the lesson being taught, or the worksheet just being sent home? Most of the M3 lessons are 1-1.5 weeks long before they should be doing the activities. If teachers need help, they need to be resourcing Kim, the Differentiation Specialist.

Noise levels are under control. It seems to escalate at the end of the day, particularly as the younger kids are wearing out. Make sure incoming subs understand the noise level requirements and ensure students are respectful.

Implementation of schoolwide cleaning program. Carrie has the first one that was just a narrative, the second one was a little more. We are looking for timeframes. The days they have done it, how is it working? *There are some issues with students not knowing where to put trash, or oversized bags.* Carrie recommends having kids wipe light switches.

Report card templates.

Volunteer Database. We need a plan. It's a narrative. How do you get the information out to the teachers? How much notice do you give to parents? Work with teachers on developing objectives and how you make it happen? Cheryl expressed her disappointment that Pat did not address the items outlined in a Disciplinary Action form that were recommended with respect to volunteer database.

Teacher's lounge. Pat mentioned that teachers mentioned wanting long tables. We need to go to OfficeMax and just purchase them. Get rid of the folders and move them to the storage unit, or let teachers know they can use them. Place a fridge as a request into the newsletter.

OSHA. Do you know where we stand with all the stuff from OSHA? *Just what the letter says and what Dean Hartwig walked through with me.* Complete.

Staff Development. He talks about staff appreciation (May 3-7); breakfasts or lunch during the week.

E Rate funding is due soon; Frontier would help us with that. We have G wireless access point and N is the next level up.

Intent to re-enroll; this is an NRS code. Pat doesn't know.

AGENDA ITEM for just one half-day kindergarten class is a Governing Body vote for next meeting.

If we are planning to do ungraded classes, what is our plan for ensuring we get kids properly placed. Early registration so we can asses on an as-needed basis.

Pat had to go to two training and he notified the board of both of those. When he leaves someone in charge, there needs to be a clear outline and plan and what is supposed to take place: How do we close up? If a kid has been an ongoing problem, there needs to be a handover.

Discipline Records into PowerSchool. Has this been done? Yes

Received a letter, not dates and times for when he meet with staff letters.

Follow up on evaluations and observations lesson-plans.

Standards report card templates need to be completed. *Those are very time-consuming.* Yes, and they were asked for, from the time school began.

Exit interview forms to be given to parents leaving school. These comments will be sent to McMullen-McPhee, compiled and shared with Pat.

Fingerprinting as per 386.588. We've paid for multiple fingerprintings that we didn't need to pay for at \$70 each, that's over \$800 or \$900. It's Pats responsibility to know this code.

The contract in his file is different from the one in Mark's office. *Only the signed sheets got put in.* They can only be contracted for a certain number of days and hours.

Carrie asked Pat to gather assessments from teachers so she could present it to the Governing Body. We have talked about the feel and the climate of the school. The letter he wrote to teachers stated Carrie wanted these assessments. As a leader, he needs to take ownership of these directives, understand them and direct staff toward the request. Multiple parents want Kim to correct them. Kim does not have time. She has to be in each classroom twice a month, and it does require prep time. Carrie will go through the documentation provided at the end of the day and identify what assessments are being used.

Enrollment for 2010 and 2011. Has he looked at it? *No I haven't, not recently.* It starts today. These dates should be in your calendar so you know what's happening.

SEM. You have received SEM documentation multiple times. On Nov 4, when asked where are we with SEM, you responded "I believe we are implementing it." We asked for a SEM over the last month. It's a plan for Kim to do everything. Expectations of her are to assess, teach in the classroom and fully implement SEM. She does not have time. SEM is a schoolwide program.

Cheryl Hecht stated that the Curriculum and Differentiation Specialist is very key in the success of SEM. Describe how he has worked with her to implement different strategies within the SEM model. *Not very much. We've tried to set up meetings and nothing has happened.* Is that where it stops? *It appears to be.*

We set up some of those meetings and training with Kim. How many have there been? *There have been some half-day training and whole-day training.* The collaborations – are you using that as a synonym for professional development. What is it that they work on? *I don't know. I don't go in and sit in on them.* We have given you information on different learning styles. Do you know how your teachers have implemented them? *I don't know. I've seen teachers use differentiation.*

Kim, do you see your collaboration with staff as staff development? *During staff development, you might discuss something such as the word "differentiation" so that everyone is on the same page. Everyone has their own slightly different idea of the meaning.*

What are your teacher's strength?

How do you facilitate their growth? Through discussion and observation within the framework of the school.

Could you describe some interest-based high-end learning that is occurring? *Blacksmith, tech learning, life science.* How can we extend that to the rest of the population? Follow up on Type I level presentations and get the teachers to ask the kids about what they're interested in? And follow up on

some of those? What follow up occurred with Cowboy Poetry week? I haven't talked to teachers about that. Brenna asked if teachers are aware that is an objective. Not as much as they could be. Carrie explained "eye candy" education. Purposeful and meaningful education involves pre- and post-preparation. That's not what our school is about.

Brenna asked how is he working to capitalize on those high interests in the classroom. Is the staff aware that this is an expectation?

Give examples of how staff has made this school more inviting, friendly and enjoyable. *They have worked to find interest topics for students by asking them. The biggest one he sees is that kids who are low reading level get material that interests them. We've had students move into other grades that they are reading in. That's good, we would like to see more of it.*

Carrie stated to Pat that he is the supervisor who needs to educate the staff on what they signed on for. She stated Pat needs to take some time to understand the SEM model and impart that to teachers.

Review of personnel evaluation as attached. Carrie said we can meet with him on Tuesday, Thursday, or Friday to discuss his response.

The board closed the meeting to discuss teacher evaluations.

Meeting closed at 9:10 PM.