

### I. Call to Order

The meeting was called to order at 3:03 p.m. H. Kleiner, V. Jenkins, R. Kegerries, S. Pinkelman, P. Willis, and N. Vouvalis in attendance.

L. Summers joined at 3:07 p.m. M. Cannon joined the meeting at 3:08 p.m.

Steve Finley, Janet Adams, Karen Beard, and Janimarie Lester DeRose are also attending the meeting.

### II. Broadcast Learning Needs

J. Adams indicated that fewer than 30 days would be possible for the new broadcast units, given that HWire is helping with the installation. S. Finley noted that for a purchase like \$35,000 is possible, given our ability to hang on to our cash reserves in the purchase of the lot next door. So even if we can't swing these units out of our regular budget, reserves will allow for this purchase.

J. Adams indicated that the annual subscription fee would not kick in this year, but rather, next year; the \$3,000 per unit purchase likely includes the first year of subscription. L. Summers asked how our cash reserves were looking, given that we've had to use it lately for items related to the land purchase. S. Finley indicated that we were still in good shape given the expenditures that have hit reserves to date.

N. Vouvalis moves to authorize up to \$35,000 for the purchase of broadcast units and affiliated installation and subscription costs; primarily out of funds made available from the state due to COVID-related supports but dipping into reserves as appropriate. L. Summers seconds. All are in favor, none are opposed.

S. Finley exited the meeting at 3:14 p.m.

### III. Strong Start Proposal

J. Adams shared a proposal with the Board for a "Strong Start," to allow for additional time for teacher planning, building relationships with families, assessing students (particularly given the massive gap that occurred with school shutdowns last year), and other items.

L. Summers asked whether we had any updates on what Logan and Cache were doing. Logan is doing a soft start; Cache is not making substantive changes to their full return as best anyone can tell, with a broadcast option available.

M. Cannon asked whether there would be educational materials sent home for those two weeks. J. Adams indicated that it would be a one-time meeting, and curriculum delivery would begin following the two weeks.

H. Kleiner asked how the beginning-of-year assessments usually worked. J. Adams indicated that this is a unique year, because it was very difficult to monitor student progress at the end of the year. H. Kleiner

asked whether this might be useful in future years; one-on-one assessments sounds like a great idea, and students might benefit from teachers coming back a week earlier into the future.

R. Kegerries indicated that the list J. Adams provided seemed like typical requirements; J. Adams confirmed that those are the pre-scheduled training requirements.

V. Jenkins noted that when teachers are assessing at the start of the year, and when there is a review, it seems that teachers are unable to be with the students one-on-one. This is a different time, and it really necessitates that one-on-one time.

P. Willis noted that as a teacher, assessment certainly *can* take place with all of the students in the room, but it is more of a treading water situation than an effective teaching situation. She hopes that J. Adams will take this opportunity to see whether this might be a benefit into the future.

S. Pinkelman noted that not all calendar days are created equal; there are days where you're just getting off of the ground. Teachers really need good preparation to engage in good teaching. L. Summers noted that the end of the year is also a bit of a sacrifice, historically speaking, and she might be more comfortable with the initial sacrifice if we carried through with true instruction through the last day of school.

N. Vouvalis noted that the tradeoff was too great; the inability to plan ahead is an issue and we do need to work to support teacher preparation efforts. But trading off time for our students to learn is too great a cost, especially considering the possibility that school might close down again.

R. Kegerries noted that he was optimistic that we'd be able to stay in-person for the year. But 8 days seemed like too much of an ask.

#### IV. Public Comment

K. Beard, a parent in attendance, was concerned that if this were such critical need, it's concerning that it is only just now being visited. She expressed concern about the families who were planning on their children being back in school. She also noted that the testing seemed to usually be done in a couple of days, so 8 days seemed like a lot.

Janimarie Lester DeRose, the new art teacher, supported the idea that teachers would get more time to be prepared. As a parent who has children in other schools, she is concerned about the scheduling issues. As a teacher, it is critically important to have a good sense of where students were. It's a difficult balance to strike.

#### V. Strong Start - Revisited

**P. Willis moves that the 2020-2021 school year begin with five days of individual assessment and parent-teacher conferences with the cancellation of fall break, for a net loss of three days of instructional time. M. Cannon seconds the motion.**

Discussion: R. Kegerries noted that flexibility should be involved to permit teachers to stagger trainings and assessments as appropriate. S. Pinkelman inquired after adding the lost days on to the end of the

year. H. Kleiner and J. Adams noted that historically, it has been unpopular to come back after Memorial Day. N. Vouvalis noted that we could reserve the week after Memorial Day and examine pacing to see if we need it. Board members supported that proposal; it is a friendly amendment to the original motion.

**V. Jenkins, S. Pinkelman, M. Cannon, L. Summers, R. Kegerries, P. Willis in favor. N. Vouvalis opposed. The motion passes.**

#### VI. Back to School Night

H. Kleiner asked about a virtual back to school night. J. Adams suggested simply providing a recording. H. Kleiner indicated that it would be good to check with the SCA.

#### VII. Governor Feedback on Teacher Concerns

The Utah Charter Network forwarded an email from the Governor about the concerns that teachers have shared with his office. He is interested in learning about how the school is engaging with teachers about their concerns. J. Adams will contribute any relevant information regarding the school's concerns and challenges.

#### VIII. Literacy Plan

H. Kleiner shared the FY21 Literacy Plan.

**R. Kegerries moves to approve the FY21 Literacy Plan. L. Summers seconds. All are in favor, none opposed.**

#### IX. Closed Session

**P. Willis moves to go into a closed session; R. Kegerries seconds. All in favor, none opposed. The Board entered a closed session at 4:57 p.m.**

#### X. Adjourn

The Board returned from a closed session and adjourned at 6:12 p.m.