



## **JRCS Meeting Minutes**

January 19, 2016

Meeting called to order at 5:30. Board members present: Andrea Haitz, Krista Kuncir-McGill, Charity Brockman, Pam Middlemas, George Rau, Layne Myers, Nicole Miller, Cathy Staten, Laura Carter. Others present: Donald Samson, Alice Dussart, Patrick Ebel.

**Opening Activity** – Donald shared with the board the premise of science instruction in a Waldorf school, which is phenomenologically-based: children are asked to observe and experience scientific phenomena. It should be noted that children are not told beforehand what is happening; rather, observations are made and students relate what they are seeing to what they already know, perhaps forming new constructs from the observations being made. The role of the teacher is to guide the students in this process.

**Minutes** from December 15, 2015 meeting approved.

**Agenda approved**, with the addition of the following: school calendar, American flag, and Pledge of Allegiance.

### **Committee Reports**

**Director's Report** – See attached. Patrick is working on a safety plan for the school

**Finance Committee Report** – George: Utility bills are a little higher than expected. For next year, there is a projection of 45 new students, which will bring in about \$310,000. Generally, we are in good shape, but there is a chance of the PPR changing next year.

**Task List** – See attached. Charity read through the task list, which the board is gradually getting a handle on.

**Grievance Committee Report** – There are currently two active grievances, both brought by staff members. A grievance committee has been formed for each. Recommendations for resolution will be made at or prior to the next board meeting.

**School Accountability Committee (SAC) Report** – See attached.

### **Old Business**

**Vision/Mission/I Care Statements** – The Vision and Mission statements were submitted to the JRCS staff for comments or suggestions. Pam, Krista and Laura will have the Mission statement ready to be submitted to staff by the February board meeting.

**Discipline Policy** – See attached. The newly-updated policy was approved by consensus. A small discussion took place about a restorative circle, which takes place to reincorporate a suspended child back into class after a bullying or violent incident or series of incidents.

**Enrollment Process Changes for 2016-2017 School Year** – See attached. The JRCS Parent Agreement has been updated. Patrick shared this agreement with the board.

**Funding Guidelines** – The Resource Development Committee has had to reconvene. They're still getting going with new guidelines. Layne asked that we be cognizant of partnering with any group who has

**Ren Faire Update** – Things are moving right along (website, liquor license, e-mail, phone number, vendor applications, performer applications, Educational Program 2-hour experience coming together). The feeling about this is upbeat and excited!

**Vote to Approve Posting Area for Board Meeting Agendas** – The board agreed, by consensus, to post the agenda on the board outside the front office door.

**School Year 2016-2017 Calendar** – Patrick presented this calendar, attached, for the board's approval. Notable changes to the calendar include a full week off at Thanksgiving. The calendar was approved by consensus.

**Materials Fees** – It was brought up that it may be time, because of costs, to increase the school supplies fee. The board asked, before this is done, for a delineated list of costs from Crystal.

**Rules of Order for JRCS Board of Stewards** – Layne: will put these out over e-mail and call for a vote.

**JRCS High School Vision** – Patrick passed around a sheet of 9<sup>th</sup> Grade Curriculum Components, which the board discussed. Patrick is working to put together informational meetings for parents of our current 8<sup>th</sup> grade students. Patrick's vision right now: Many programs to meet many needs.

**Flag** – A parent concern has arisen regarding the saying of the pledge and the fact that our school does not have a flag pole. After a discussion, the board concluded that the pledge, patriotic songs and the proper respect for the flag is taught in 5<sup>th</sup> and 8<sup>th</sup> grade curriculums, which is sufficient. Also, flagpoles can be very expensive, and there is a plan in place to have one on our new campus.

The next meeting of the JRCS Board of Stewards will be on February 16, 2016.

Meeting adjourned at 7:50.

Respectfully submitted,  
Pam Middlemas  
January 27, 2016

## To do list from January 2016 JRCS Board meeting

What	Who	What is Happening?	When
Approved Policy/ Procedures	Patrick Board (Layne, Andrea, Nicole)	Update Handbooks. Make documents available on web and in office. Alert parents to updated versions and how to access. Board By Laws, Handbook and Consensus model approved in Dec mtg. - Great progress!	This task is a holdover from July. Parent, Teacher and Aftercare Handbooks are in proofing. Board: Winter retreat? To put new book with all policies together, get things posted.
Credentialing	Patrick	Teachers have been given forms & schedules. New Fed legislation may end the need for highly qualified.	progress report at Feb meeting.
Discipline Policy	Patrick	Will email policy to Board for review.	Before Feb meeting.
Exit Interviews	Exec Comm	Make process and Committee	This task is a holdover from Nov. Progress by Feb meeting.
Rules of Order	Layne	Finalize RoO document.	Vote over email by Feb meeting.
Vision/ Mission/ ICARE	Pam, Laura, Nicole	Finalize word smithing of Mission statement. Email to group for review.	Vote on all three <i>final</i> versions at March mtg.
Admin Director Review Committee	Exec	Review A D. evaluation paperwork and discuss possibility of outside evaluator.	Progress report at Feb mtg.
Approve Funding Guidelines	Charity, Laura Nicole	Develop a set of guidelines to ensure grants are appropriate for our school.	Progress report at Feb meeting
Winter Retreat	Layne, Charity	Planning	Progress report at Feb meeting

## JRCS Director's Board Report

January 19, 2016

As always, email me with questions.

My top 3 priorities at this moment:

1. Complete the plan for our High School program
2. Focus on moving the process of new facility acquisition along
3. Get prepared for spring testing

### Enrollment:

Our enrollment is currently 258 students.

We have completed several drafts of the parent expectations/contract and will have it ready for the first information night. Recommitment forms will go out in February.

Information meetings will begin January 20<sup>th</sup>. Our plan is to separate kinder information evenings from the grades. We will have a kinder teacher at every kinder info meeting. The focus of the information meetings will shift somewhat from Waldorf education to understanding and agreeing to our expectations. We will start our marketing push at that time as well. Open enrollment is slated for March 1 through March 24.

Lottery is scheduled for April 8.

### Students:

- We have continued to work on our care plan to meet student needs.
- We will have implemented our first Restorative circle to help reintegrate a student back into class who has exhibited bullying behaviors by the time the board meets. I'll let you know how it went.
- We have held a meeting with Carolyn Allison, the Executive Director for Student Services. She is in charge of special education and is helping us with several children in our school.

### Staff:

- We have received all of our recommitment forms from the staff and are planning on our hiring needs for next year. We currently will need to hire 2 full-time staff and have budgeted for a 3<sup>rd</sup> which will cover the expenses of part-time instructors for the high school. We will make the positions that we are hiring for known after the families of the classes have been informed.
- Eugene Schwartz is coming to present at our February conference!

### District and State:

- We are continuing to provide reading support to students identified as having a significant reading deficiency during our fall testing cycle.
- The UIP is finished and I will be distributing a copy to whomever wants to see it soon. It was all online this year and in a different format. PARCC scores could not be used for accountability measures this year.
- We did receive our PARCC scores. They were low, as was expected. While we expected it, they were significantly lower as compared to the district than we want. We will be continuing our intervention program to help catch up struggling students. I sent home a letter to parents explaining our position.
- We, in theory, will have the option of requesting a paper/pencil version of PARCC this year for all grades. As discussed in the SAC committee meeting, we will do so for at least 3, 4, & 5 grades.

#### Building and Grounds:

- ☑ Garden work: Laura has started preparations for next year and is continuing our garden ed program with classes indoors.
- ☑ Green house: Jerry and Laura are coordinating on getting it put to use. Jerry is working on a heater for it as well as ordering seeds.

#### New Campus:

- ☑ Progress on 3 proposed sites:
  - Power Line Rd.: We have sent out the Letter of Interest to Robert Small, one of the owners.
  - 26 ½ & Horizon: Dust will continue the conversation with Dr. Merkle.
  - Dustin has completed a project timeline which he has shared with the building committee.
  - Dustin will be here on January 25<sup>th</sup> to meeting with the building committee.

#### High School:

- ☑ The survey for interest in the new High School has been sent out. I do not have results to report at this time.
- ☑ I am meeting with Mathew Diers, the Executive Director of High Schools on Wednesday to discuss requirements and how the district can support us in this endeavor.

Respectfully Submitted,

Patrick Ebel

Administrative Director

Minutes from SAC Meeting:

Wednesday, January 6, 2016

In attendance: Patrick Ebel, Judy Drake, Pam Middlemas, Britt Kuhns

We reviewed PARCC score reports for the school as compared to other district schools as well as individual class reports. It was determined that the scores were lower than we want.

Reviewed last year's UIP and the action plans and discussed what has been implemented and what still needs to be done.

Discussed the current UIP, root causes of low scores and strategies for improvement. One root cause discussed is the need for test taking skill instruction.

It was decided that we need to devote more time to teaching the students what to expect on the test and how to take the test.

It was decided that we should request paper/pencil version of the PARCC test for grades 3, 4, & 5 at the minimum.

We also discussed whether we are taking the right course of action in our literacy instruction. There was concern by one member whether we were waiting too long, especially in our writing instruction. No decision was made as a result of this discussion, other than giving the students more preparation for the tests.

# STUDENT DISCIPLINE POLICY

**Expectation: Teachers must inform the office the reason that a child is being sent to the office for disciplinary reasons.**

**Expectation: Teachers are expected to notify parents if a child is sent to the office for disciplinary reasons.**

**Expectation: Teachers are expected to keep track of and document inappropriate behavior for each child using a Behavioral Referral Form or through the Think Time process. This documentation must be shared with the administrator and/or the Intervention Coordinator.**

JRCS is dedicated to a positive discipline approach. We support the philosophy that as children grow, they may make inappropriate choices. Such choices require they experience natural consequences for their actions. If a child hurts another child, the child will be given the opportunity to make things right. We endeavor to develop a sense of responsibility for one's actions and an intrinsic desire to make things right. We also believe that parents have a right to know when their child has been hurt or when they have needed consequences for inappropriate actions at school. In cases where the law has been breached we must follow MCVSD 51 Guidelines.

JRCS's Discipline Policy is guided by our understanding that all children are unique and should be treated with love and respect. In every situation where our students require guidance in their behavior, every effort should be made to ascertain all of the contributing factors in order to find the correct solution specific to the situation and the student. In every instance requiring intervention, the following steps should be taken:

1. The classroom teacher should be given the support and guidance to address the situation within the class community.
2. The teacher will make every effort to involve the child's parents and/or guardians.
3. If the situation becomes more than the teacher and the classroom community can rectify, then the student should be sent to one of the administrators for further intervention. *If at all possible, a JRCS Behavior Referral Form must accompany the student.*
4. The administrator and/or the Intervention Coordinator will conduct a further investigation, which will involve interviewing the student, other students involved, and any staff members with pertinent information.
5. The administrator and/or the Intervention Coordinator will determine appropriate actions and/or consequences to be applied based on their investigations.
6. The administrator and/or the Intervention Coordinator will communicate with the teacher concerning the results of their investigation and the actions/consequences they deemed appropriate for the situation.
7. The administrator and/or the Intervention Coordinator will contact the parents and/or guardians and involve them in the process of helping the child learn and be able to demonstrate correct behaviors within the school day.

8. At all times, staff members and administrators will document actions taken and file them in the discipline folder in the office.
9. If initial interventions are unsuccessful, the class teacher will refer the student to the CARE Team. That team will be responsible for gathering all pertinent information, setting goals for behavior, and recommending specific intervention strategies to the staff and parents/guardians.
10. At all times, the safety of the troubled student, his or her classmates, and the school as a whole will be the main guiding principle in dealing with the student.
11. If the safety of students is in anyway at issue, the parents of the student in question will be asked to take them home until a satisfactory solution to their problem can be found. Formal suspension paperwork will be filed with the district depending on the situation and length of suspension.

It is the belief of JRCS that every student is a wonderfully unique human being. Some come to us with less than ideal sets of circumstances, which could involve physical as well as psychological issues. Every effort will be made to understand and meet all students where they are at their particular stage of life. If their behavior while at school becomes an issue, we will endeavor to ascertain any contributing conditions and address the underlying causes of the behavior. JRCS will always strive to be a school where all children are loved and respected as well as feeling safe and welcome.

#### Student Behavior Code

- We expect students to honor all safety guidelines, respecting the need for a safe learning environment.
- We expect students to treat others with respect and consideration, using polite language with no profanity, unwanted teasing or put-downs.
- We expect students to treat school property and the environment with respect and use it responsibly. This includes desks, bathrooms, equipment, books and materials.
- We expect students to choose positive alternatives to physical or verbally abusive confrontations. Such alternatives may include seeking teacher assistance for help in conflict management.
- We expect students to be in class on time and to make proper use of instructional time, assuming the responsibility of being on task and completing assignments.
- We expect students to stay within school boundaries and within sight of adult supervision.
- We expect students to follow JRCS's dress code.
- Students must not break the law by bringing drugs or weapons of any kind to school, including facsimiles of weapons.

- Improper use of the internet or texting will have consequences in accord with D51 policy, including involvement by law enforcement if the student is 10 years old or older.
- Bullying behaviors will and must be addressed. Habitual bullying will have consequences.

#### Bullying Policy

JRCS does not allow harassment, bullying or intimidation of students or staff on school property or during school sponsored events. Such breaks in policy will be recorded and kept in the student's discipline file. JRCS follows the District 51 bullying policy for reporting purposes.

If a student refuses to follow these guidelines, staff will use such actions as called for by law and the JRCS Discipline Policy. In cases where natural consequences will assist the student in changing the behavior, such consequences as Think Time, informal talk, restriction of privileges or assignment of duties to help the school will be used. If a student's behavior is so out of control that it threatens his/her safety or the safety of others, a parent or guardian will be called immediately to pick up the child. A meeting may be set up with the parents present to create a Student Behavior Plan, as needed.

#### **Compliance with MCVSD 51 Policies**

As a charter school under the auspices of District 51, we are required to be in compliance with their Discipline Code. Such things as bringing controlled substances, weapons and habitual behaviors that are detrimental to the children and to the school environment may be reported to District 51 where appropriate. Both major and minor offenses will be tracked by the school and copies will be kept in the student's confidential file. In addition, we follow state laws regarding compulsory attendance. JRCS also follows District 51 policies and regulations regarding suspension and expulsion in accordance with Federal and State law. In cases where the law has been breached we must follow State and local Guidelines.