



Board Retreat

Saturday, March 3, 2012

8:30am – 2:00 pm

Location: Blaine Sports Center, Schwann's Building

Mission: DaVinci Academy of Arts and Science will awaken a passion for learning through an enriched and individualized approach to education. Students, parents and teachers will work together to ensure positive character development and build a strong foundation for higher education.

Vision: DaVinci Academy of Arts and Science will be known and respected for providing a dynamic educational experience in which students become lifelong learners with a sense of responsibility to society.

Pillars: Arts and Science Focus, Enriched Learning Experience, Differentiated Instruction, Character Development

1. Call to order: 8:40am

2. Roll Call: Terri Sheehan (TS), Cory Klabunde (CK), Doug Hiatt (DH), Therese O'Meara (TO), Terry Moffatt (TM), Doug Dinndorf (DD), Dale Lieb (DL), Ravi Raghavapudi (RR)

3. Adoption of Agenda and Addendums

5 minutes

Doug H Motion to adopt, Doug D Seconded motion, Passed unanimously

4. Agenda

Time	Agenda Item	Facilitator
8:30 – 8:40	Welcome & breakfast	Terri Sheehan
8:40 – 8:50	Why are we here? (slide show)	Terry Moffatt – Reminder that we are here today for the children, Review of Mission and Vision.
8:50 – 9:10	Board Member Roles and Responsibilities	Doug Hiatt -Handout – Charger School Board Member Training: Board Governance; Roles and Responsibilities -Encouraged board members to read charter contract. Can be found under board documents on the website. - All board members must have training, see document for details. (Next training is June)
9:10 – 9:30	Meeting ground rules and agendas	Kami Peterson - See TSs document generated during the meeting -See DH if you are interested in seeing another school's board meeting (examples of well run board meetings). Ravi to create template for timed agenda with formulas.

9:30 – 10:00	Team Expectations	Terri Sheehan – Exercise in team expectations. Follow up needed for actions related to the exercise.
10:00 – 10:30	Arts & Science (definitions)	<p>Terri Sheehan -</p> <p>Need common understanding of what Arts and Sciences means for DaVinci</p> <ul style="list-style-type: none"> -Review of technical definitions -Discussion on history of Arts and Science thoughts for DaVinci – charter application - Review of Pillars <ul style="list-style-type: none"> - Outside art and science influence should be coming into the school (annually per charter app) - Board members discussed that science is happening throughout the school, we need to elaborate more. <p>What arts and science is for DaVinci What do we currently do? How do we get where we want to be? Is it different for elementary and secondary?</p>
10:30 – 10:40	BREAK	All
10:40 – 11:30	Why we do what we do. Who we want to be. How do we get there? How do we communicate?	<p>Terry Moffatt –</p> <p>Discussed strategies for academic excellence</p> <ul style="list-style-type: none"> - See notes from TS <p>Decision to make a team to address these issues. Terry to pull together group.</p>
11:30 – 12:00	LUNCH	All
12:00 – 12:45	High School Planning (i.e., school day start/end times, uniforms)	<p>Cory Klabunde – see TS notes</p> <p>Discussion</p> <p>School day start and end time – Discussion on sleep cycles and other issues related to research and materials about school start times. Discussed 8, 8:30 or 9 start times. Discussed pros and cons related to each and decided to look at 8 or 9 only and ask teachers for feedback and bring to the next Board meeting with a recommendation from the administration and the staff. Following the decision, a question will be included in the family survey to obtain additional feedback and review</p>

		<p>the decision if feedback warrants.</p> <p>Uniforms – CK and KP to make recommendations for color and style</p> <p>On-line component/Curriculum – Patrick H to bring Curriculum for approval, - confirm credits are in line with charter. On line electives to be considered – Patrick will be tasked with investigating this.</p>
12:45 – 1:15	Operations Calendar	<p>Cory Klabunde & Terri Sheehan</p> <p>Calendar reviewed and updated.</p>
1:15 – 1:45	Q-comp	Doug Hiatt – Due May 15. Must implement by October 1. Needs to be added to the April board meeting agenda.
1:45 – 2:00	Wrap-up	Terri Sheehan

5. Adjourn the meeting

Adjourned at 2:05 DL motion to adjourn, DD seconded, unanimous

Board Retreat – March 3, 2012
Terri Sheehan's Notes – not necessarily board consensus

I. Academic Excellence

Expectations/Strategic Plan

Partnership/shared responsibility (students, families, teachers, board/funds)

Who we are? Prepare children for higher education; rigorous, academic program.
How do we communicate that?

Stakeholders that come to DaVinci to help their kids catch up, what does that mean?

How did we get into this situation?

- Misunderstanding of differentiation
- Difference between differentiation (i.e., how we teach) and modification (i.e., 5 questions instead of 10)
- Outside/medical diagnosis versus a "school" diagnosis (IEP)
- Teachers have made modifications on their own
- Needing more resources for the teachers

What modifications do we want to allow, or not allow?

Take out, or better define, our literature – "we provide an individual learning plan (ILP) for each child"

Take out "ability grouping" (at grade level and above)

Higher and at-grade, versus higher and lower

Need definitions for

- Differentiation – how the information gets into the child's head; how we teach
- Modification
- Accommodation

Need to add "gifted programming"

- Gifted/Talented policy needed

If kids fail, what do I do as a teacher?

Expectations/Clarifications

- Differentiation – how the information gets into the child's head; how we teach
- No modifications or accommodations unless by law
- Additional learning opportunities: Use of homework club, Saturday school, morning math for children that are not at DaVinci's rigor

Actions

1. Terry and a core team create a recommendation/outline by March 26 board meeting
2. Terry leads a team to clarify who we are and how do we get there? (diverse stakeholders; not argumentative) Completion date May 30, 2012
 - Literacy Aide guidelines (read well by third grade) – every student to be at grade level or above
 - Policy for Gifted/Talented policy
 - Use of homework club, Saturday school, morning math for children that are not at DaVinci's rigor
 - A criterion needs to be defined for IEP, 504's, etc.
 - Clarify expectations of teachers; build expectations into teachers rubrics and evaluations
 - Proper training for our staff (i.e., processes such as referral for identification)
 - Communication plan – current families and incoming families
 - Revise language in our literature
 - Training for teachers this summer
 - Childs that do not meet standards go to after-school classes such as Saturday school
 - Techniques, styles for behavior; natural consequences

II. Team Expectations

Expectation	Define/Elaborate	Strategies to Strengthen
1. Team members are expected to be contributors.	<ul style="list-style-type: none"> • Benefit of the students • Prepared before meetings • Focusing on contributions as being part of the Mission/Vision/Pillars • Drive and lead your committee responsibilities • Being involved in the community and the school • Take initiative and action 	
2. Team members are expected to communicate honestly and respectfully with one another.	<ul style="list-style-type: none"> • Phrase questions in a way that is fact gathering • Seek to understand • Open dialogue • Taking information in context • Reserve judgments • Use appropriate/proper modes of communication • Communication plan 	
3. Team members are expected to cooperate and support one another.	<ul style="list-style-type: none"> • Be responsive • Speak your piece • Listen and respect • Help others understand with neutral facts; open minded • Speak with one voice after the vote has been made 	
4. Team members are expected to problem solve together.	<ul style="list-style-type: none"> • Be concise • Ask for clarification • Offer ideas/solutions without judgment • Be creative 	
5. Team members are expected to be learners.	<ul style="list-style-type: none"> • Share information with one another; report back • Charter schools and district • Understanding mission/vision/pillars • Core Knowledge • School Finance • Seek training • Do research • Benchmarking; other charter schools (i.e., 	

	agendas, minutes) • Active learners	
6. Team members are informed decision makers.	<ul style="list-style-type: none"> • Focus on mission/vision/pillars • Use what you've learned • Ground decisions in facts • Explore all known factors • Use analysis as needed • Consider input from others (i.e., stakeholders) • Keep the students in mind • Participate in the culture for a better understanding • Open dialogue • Timely decisions 	

Action:

1. Board members send to Terri Sheehan strategies for accomplishing expectations by March 17, 2012.

III. Defining DaVinci's Arts and Science Pillar

Arts Pillar

Research studies point to strong relationships between learning in the arts and fundamental cognitive skills and capabilities used to master other core subjects, including reading, writing and mathematics. Students at DaVinci Academy will follow the Core Knowledge curriculum, which has an increased focus on the arts.

What "The Arts" mean to DaVinci Academy?

Photography

Video

Digital Art – not hugely important for DaVinci

Partner with outside art influence

STEM is important

Science Pillar

Scientific literacy is increasingly more important in the workplace. More and more jobs require people to think critically, solve problems and use technology effectively. Furthermore, we need a scientific-literate public to compete successfully in the global marketplace. DaVinci Academy will expand the science knowledge of its students through increased instruction in the sciences.

What does "Science" mean to DaVinci?

Concept, reasoning, problem solving, predicting (i.e., language arts)

Technology

Science every day, all year (biology/life science, physical)

- Problem solving, critical thinking

Partner with outside science influence

Action: Continue discussion answering the following questions. We need to decide on a deadline.

1. What arts and science is for DaVinci?
2. What arts and science is not for DaVinci?
3. What do we currently do?
4. How do we get there?
5. Is it different for elementary and secondary?

IV. High School Planning

School day start/end times

- Two different bus routes will double our costs – this is not viable
- 8:30 – 3:30
- 8:00 – 3:00
- Keep it at 9:00 -4:00

Action:

1. Ask teachers about 8:00 – 3:00 at a staff meeting first
2. Then decide if to include in family survey; select one option – plan for review at March board meeting
 - a. 8:00 – 3:00
 - b. 8:30 – 3:30
 - c. 9:00 - 4:00
 - d. No preference

Family Survey

Action:

- 1) Cory will send out the last survey and results;
- 2) Board members will provide feedback regarding this year's survey to Doug D. by March 14th;
- 3) Doug D. proposes draft 2012 survey at the March 26 board meeting

Uniforms

- Middle School (grades 6-8)
- High School (grades 9-12)
- Uniform swap

Action: Recommendations for three polo shirt colors (elementary, middle & high school) and uniform style (i.e. polo dresses)

1. Cory and Kami will research and make recommendation at March 26 board meeting.

Letter Jackets/Prom/Student Council – tabled for later discussion

Curriculum

- Confirm we are in line with the charter otherwise bring to the board

Online component

- Electives (other partnerships, online)
- Optional online program

Class/subject size (# of students to offer a class) – tabled for later discussion