



THE CLASSICAL ACADEMY

BOARD OF DIRECTORS MEETING

MONDAY, MARCH 10, 2014, 5:30-10:30 P.M.

NORTH CAMPUS – TCA ROOM 2213/2214 (SECONDARY)

The Classical Academy exists to assist parents in their mission to develop exemplary citizens, equipped with analytical thinking skills, virtuous character, and a passion for learning, all built upon a solid foundation of knowledge.

MINUTES

Presentation/Question Time

- I. Call to Order (5:30 p.m.)
 - Called to order at 5:33
- II. Pledge of Allegiance / Roll Call 5 min
 - The following members were in attendance: Dr. Woody, Dr. Harrington, Mr. Palmer, Mr. Ramsdell, Dr. Cameron, and Mr. Carter. Dr. Leland excused.
- III. Approval of Agenda 5 min
 - There was a unanimous voice vote to approve the agenda.
- IV. Board Candidate Presentations 20 min / 10 min

Action: Mr. Carter, Mr. Dubois, Mr. LaValley, Mr. May
Motion: N/A
Rationale: TCA Board Candidates have 5 min to present why they want to be a TCA Board member. The presentation will be videotaped and placed on the TCA website for the TCA community to view. 10 minutes will be allowed for audience members to ask questions.

 - The four Board candidates had the opportunity to present 5 minute presentations as to why they wanted to be TCA Board members followed by a few questions by the audience.
 - The presentations were videotaped and placed on the TCA web site along with their bios.
- V. Comments from the Audience (Audience members have 5 minutes to address the Board) 10 min

(NOTE: Per procedural rules if more than one person is speaking on the same topic we request that one or two specific spokespersons speak on behalf of the group)

 - There were no comments from the audience.
- VI. Celebrating TCA 10 min
 - Nick Sullivan won a Sertoma Award for his paper/description of “What Freedom Means to Me” (See Attachment 1)
 - Nick read his paper to the Board. The Board gave him a round of applause.
 - Linda Retting was highlighted for her leadership in organizing the Arctic Read program at TCA Central.
 - During the event, students assembled a museum of Alaskan artifacts.
 - There was an opportunity to actually carve scrimshaw.

- The Space Foundation gave a presentation about the aurora borealis.
- The Bass Pro Shop gave a demonstration about winter survival
- Mrs. Retting said she enjoys these type of events because people come together to enjoy each other's company and have fun learning together.

VII. Board Development (VIA Classifications of Character Strengths) 15 min
Action: Simpson, Galvin, Brown

- Many of the Board had taken the character strengths evaluation.
- Mrs. Brown showed the video "The Science of Character." Key topics included:
 - Having a fixed mind set (born with certain abilities/limitations and mind set and we are incapable or unwilling to change them) versus a growth mind set (I can grow, change and improve if I set my mind to it; I can do anything)
 - Is what I am about to do who I am and what I want to be?
 - We can shape each other's character, as well as our own.
 - Whom do you admire and why?
 - There are 7 character strengths that can be game changers in academic success, achievement and happiness in life:
 - Optimism
 - Gratitude
 - Social Intelligence
 - Curiosity
 - Self-Control
 - Enthusiasm
 - Perseverance (grit)
 - Character can be learned, practiced and cultivated
- The purpose is to identify/self-evaluate your strengths and appreciate the character strengths you can identify in others; encourage others to develop the best of themselves.
- By understanding your strengths, you are able to grow and develop other positive character traits. Each person can change. You are not born with character. It must be developed.
- The essence is that understanding your character strengths determines what you want to be and how you want to act in life.
- TCA is using the book "Character Strengths and Virtues" as a base document to form a common language among the staff as we build a framework for our character program from kindergarten through 12th grade.

VIII. Report of the President & Cabinet Spotlights 10 min / 5 min
Motion: to receive the report

- Dr. Coulter referenced the following highlights of his report:
 - The Bylaws committee met one time. Mr. Kretchman attended the meeting to give his interpretation of why the founders decided to have parents as voting members (staff who have children attending TCA are considered members of TCA and eligible to vote in TCA Board elections) rather than include staff that did not have children attending TCA. Next meeting is March 13.
 - We had a town hall meeting in February concerning common core standards that was attended by 137 TCA parents.
 - Dr. Coulter, Dr. Sojourner, and Mr. Swanson met with Mr. Keith King (former Colorado State House/Senate representative and currently President of the Colorado Springs City Council) on 26 Feb to discuss the common core standards. His concerns included the cost of implementing the common core, the federal government intruding in state affairs, and manipulation of the curriculum. We posted his referendum on our web site not necessarily to support it but as a public service announcement; some people were for it and some were not.
 - Mr. Jolly was chosen to participate in a debate at the Colorado Charter School Convention concerning common core standards and performed admirably. It was not video taped.

- CDE is forming district and charter school committees to review the implementation of the common core standards. They have contacted to take part in the discussion and Dr. Coulter has selected Mr. Jolly to represent us.
- The parent survey has been taken by the TCA community and the results of the survey will be presented to the Board in April with action plans for each school being presented in May by the Senate.
 - This year, the most parents ever completed the survey (1616) due in large part to the Principals efforts in rallying the parents to take the survey.
- Mrs. Suzanne Dubois will be taking over the organization of the Titan of the Year with help from Mrs. Crissy Hintze (in this transition year). If you know of anyone that would be interested in helping Mrs. Dubois please let us know. Titan of the Year will be presented on Aug 8 due to not having any in-service days remaining because of the increased number of snow days used.
- The Board retreat is scheduled for Aug 1 and 2 at the Flying Horse Golf Club. Dr. Brian Carpenter will return as the guest facilitator.
- We have had a great year in regards to wrestling. We sent a record 9 wrestlers to the state meet.
- TCA continues to shine at the Pikes Peak Regional Science Fair. 77 students represented TCA. 16 students received invitations to compete at the state science fair. TCA students took first in 11 of 12 categories.
- The Colorado Conservatory of Dance will perform a rendition of “In of the Mountain King” at the North, East and Central Elementary schools (based upon a book written by TCA teacher Allison Flannery).
- Dr. Woody was concerned that the Colorado League of Charter Schools was not doing enough to address the issues of common core standards (amount of testing/costs associated with testing/the standards themselves).
- Dr. Cameron moved to accept the report and was 2seconded by Mr. Palmer.
- By unanimous voice vote the Board accepted the report.

IX. Consent Agenda

5 min

Board Directed items to be removed from Consent Agenda:

Motion: to accept the Consent Agenda

- A. Minutes: February 10 (Swanson)
- B. Written Reports of the Executive Director and Cabinet
 - 1. Human Resources (Schulz)
 - a. Matters Relating to Personnel Action
 - 2. Operations (Collins)
 - a. Ops Update
 - 3. Finance (VanGambleare)
 - a. January Financials
 - 4. Advancement Update (Laney)
 - a. January Annual Giving Update (\$Contributions)
 - b. February Annual Giving Update (% Families)
 - 5. Board Policy Review
 - a. Recruitment/Appointment/Evaluation of President
 - b. Communicate With the Board
 - 6. Minutes
 - a. Central SAC Meeting, Feb10, 2014
 - b. High School SAC Meeting, Feb 13, 2014
 - c. Senate Meeting, Feb 18, 2014

- Mr. Carter moved to accept the consent agenda and was seconded by Dr. Harrington.
- Dr. Woody noted that there was an up tick in the amount of contributions and number of families participating. Mr. Laney said this was due to the principals urging their parent community to participate.
- Mr. Ramsdell praised the principals for being enthusiastic about getting parents to contribute.
- We are higher in parent participation now than we were at the end of the year last year but the percentage is still only 1 out of 3 and the total dollar amount remains very low in comparison to the need.
 - Principals are taking an active role in getting advancement messaging out to parents.
 - Mr. Ramsdell and Dr. Harrington commented that the thermometer/sword (percentage of TCA parents giving) is a good visual.

- The best link between parents and information continues to be the teacher and the principal. We must look for ways to maximize this relationship.
- By role call vote, the Board unanimously accepted the consent agenda. (Dr. Cameron, Yea; Mr. Carter, Yea; Dr. Harrington, Yea; Mr. Palmer, Yea; Mr. Ramsdell, Yea; Dr. Woody, Yea)

X. Discussion Agenda Items

- A. Items removed from Consent Agenda
- B. Cabinet Level Reports

1. TCA Touchstones (TCA Creed) 10 min/10 min

Action: Brown, Simpson, Galvin

Motion: To approve the TCA Creed (vote)

Rationale: to approve the TCA Creed and receive an update as to how The TCA Creed will be rolled out to the TCA community; students, staff, parents, and coaches including how the TCA Creed will be implemented across the TCA K-12 spectrum; to include a timeline of events, display of the creed, staff/student/parent/coaches education/lessons, branding possibilities, fundraising implications, etc. (information)

- The Titan Creed will be rolled out to the staff, community, and students between now and May. A more formal rollout will begin in the fall.
- A letter will be sent to TCA staff and parents later this week announcing the Titan Creed.
- Teachers will be instructed on how they use the Titan Creed in their classrooms and evaluated via a rubric that identifies how the Creed should be displayed in the classroom and utilized in instruction.
- We will begin by training a small group of teachers in elementary and secondary school to help train the remainder of staff in proper use of the Creed.
- By the end of April all of our students from 5-12 will have had a conversation about the Creed.
- We have heard positive feedback from teachers and students who have already began to discuss the Creed.
- We are partnering with advancement and hosting a founders breakfast to role out the Creed (founding families, past and present board members will be invited).
- August will be the formal roll out with appropriate fan fare designed to motivate the staff and generate buy in.
- May 13 the Titan Exemplars will be announced and we will continue the Creed discussion.
- Mrs. Brown suggested carving the Creed into stone as one way to display the Creed.
- Dr. Woody expressed the great work that went into creating the Titan Creed. He wanted to ensure parents were properly informed about the Titan Creed and how that would occur.
 - One idea was to send home the creed on refrigerator magnets
 - In addition, continue to send out information to parents that would parallel what is being presented to students.
 - Advancement could follow along in the effort.
- Mr. Palmer moved to approve the Titan Creed and was seconded by Mr. Ramsdell.
- By role call vote, the Board unanimously approved the Titan Creed. (Dr. Cameron, Yea; Mr. Carter, Yea; Dr. Harrington, Yea; Mr. Palmer, Yea; Mr. Ramsdell, Yea; Dr. Woody, Yea)
- If the Creed is sent out by e-mail, Mr. Ramsdell wanted to ensure that in the subject line that he knows who it is coming from. He received 50 e-mails last week and he was worried it would get lost amongst all of the other e-mails.

2. District Purchased Services Report 5 min / 5 min
 Action: Collins, VanGambleare
 Motion: to review and accept the report.
 Rationale: to review the services purchased from ASD20 and to provide financial transparency
- The Board reviewed the purchased services that TCA uses each year.
 - This came out of Dr. Carpenters report and Dr. Woody asked that this be a separate piece of information.
 - This is discussed every year through the charter process.
 - A number of them are fixed costs, hourly rates, or costs per student.
 - Mr. VanGambleare and Mr. Collins discussed TCA's reasoning behind purchasing services from the District:
 - First, we want to be as independent as we can be.
 - Second, we want to realize the maximum saving as we can. It may be cheaper (IT and Security for example) to purchase from the district.
 - Dr. Woody moved to accept the report and was 2nd by Dr. Cameron.
 - By unanimous voice vote, the Board accepted the report.
3. TCA Charter with District 20 5 min / 5min
 Action: Collins
 Motion: Information
 Rationale: to inform on progress of the proposed changes to the 2014-15 Charter with ASD20
- Last Thursday we had a meeting with D20 to discuss IT services with the district and to review the formulas determining our costs.
 - We are well within the enrollment numbers.
 - We want to take the recall of TCA Board members out of the charter and put it in the bylaws
 - We will look at our registrar processes compared to the district practices
 - We will discuss renewing our charter every 3 years instead of annually and look at providing update to exhibits to verify compliance with the charter
 - We are evaluating all of our policies to review what polices are automatically waived by the state and district
 - Also, we update the MLO estimated and actual revenues
 - We will come to the Board in May for a first read after we have concluded meeting with the district .
4. Budget Projection Report (5 year) 10 min/10 min
 Action: VanGambleare
 Motion: to accept the report (info)
 Rationale: to review the financial wellness of TCA
- Dr. Coulter began the discussion:
 - The review of the projected budget for the next 5 years indicated that TCA will need a significant boost in recurring revenues to accomplish this year's #1 goal (to provide the staff with the pay raises and benefits that are fair and equitable)
 - The priorities for funding include:
 - Safety and security remain our number one priorities
 - Numerous safety and security improvements have been made at each school since over the last 18 months; we have made great strides but we are not completely finished and neither are we complacent.
 - The highest-rated area on the parent survey was that parents felt good about the safety and security of their children under TCA's care
 - Although safety and security will remain a priority, the issue of employee compensation is now at the top of my priority list.
 - There are inequities within our current pay structure that need to be addressed:

- As has been stated many times, this budget cycle is our best opportunity to solve these inequities.
- Basically, we are “taking a blank sheet of paper” and determining how to best compensate our teachers (as our number one priority) and the rest of our staff.
 - It will probably be a phased approach since we do not have enough money to solve the problem in one year
 - We will first focus on the teachers to ensure we make our system more understandable, fairer, and more equitable
 - It will require us to look at the information provided from CDE that compare us with other charter schools of the same size; we are 6.7% below the market
 - Our goal is to get our teachers back to rough parity (in regards to salary) with similar charter schools
 - We have developed three models that Mr. VanGambleare will present. These require that present very modest class size increases in grades K-2.
- Mr. VanGambleare continued the discussion by stating that this is a 5-year forecast that will have an impact on the 1st read of the TCA budget in April
 - He reviewed what he considered to be the gaps between where we are and where we need to be in the area of teacher compensation.
 - Due to Per Pupil Revenue (PPR) shortfalls, over the last 4 years we have scrubbed the budget and made over \$1 million/year cuts in various line items without, except where noted, affecting classroom parameters. Some of these include:
 - Reduce mentor program,
 - Adding students to 5th and 6th grade classrooms to adjust for the declining PPR in with the understanding that we would try to reverse course when PPR increased sufficiently,
 - Reduced instructional expenses across the board,
 - Reduced the amount of purchase services,
 - Reduced the amount of supply funds across the board,
 - Maintained or reduced staffing except where additional teachers are required,
 - HR has worked to reduce our overall health benefit costs or at least reduce the amount they wanted to increase them,
 - Stretched out our replacement cycle on our computers,
 - Reduced contracted cleaning services a couple of years ago and had students and teachers cleaning their own rooms which has sense been redacted,
 - Last year, we did a full scrub of all of our job positions and staffing.
 - Thus, we have looked at every expenditure line item that we can and we have now run out of options.
 - We will continue to be as efficient and frugal as we can on the expenditure side of the equation but we also have to develop reasonable steps to improve the income side.
 - Ultimately we had to look at our business model
 - We came to the conclusion that our business model did not support the revenue stream to achieve our goals with respect to taking care of our employees and running the school. The obvious solution at this time is to increase PPR (recurring revenue) by modestly increasing class size in K-2.

- If we use the 18/18/18 model we will basically break even or be “in the black” a modest \$25,000.
- If we use the 18/20/20 model we will be “in the black” \$280,000.
- In the past we were able to build up our cash reserves due to the mandatory contingency funds we placed in our budget; those contingency estimates have been greatly reduced in this budget proposal.
- It is important to realize that PPR for each student is not a constant; it fluctuates with the budget that the state allocates for education. In the past few years, it has decreased significantly is still below 2009 values. The current budget “assumes” compensatory increases will continue for at least the next 5 years.
- Dr. Cameron pointed out that, even if these assumptions are true, we will be “in the red” within 5 years if other budgetary adjustments are not made. Mr. VanGambleare noted that as those out years get closer, we will make even tougher decisions to address the shortfalls.
- The Board has asked the administration to review all expenditures including staffing, costs for programs/extracurricular activities, etc. to determine what cuts could be made to save or increase funds, as appropriate.
- The Board understands there are challenging decision to make (when it comes to increasing class sizes) and we must carefully balance our instructional philosophy with the economic needs of our school.
- The Board has asked the Administration to prepare a preliminary budget (1st read) for the April Board meeting that addresses the needs of TCA and possible solutions (everything is on the table for discussion)
- Dr. Woody moved to accept the report and was 2nd by Dr. Cameron.
- Mr. Ramsdell asked what the pay increases have been in the last 4 years and has that put us far behind the average salary for teachers comparatively speaking.
 - Mr. VanGambleare stated that in the past 4 years the pay increases have been 0%, 3%, 1% and 2% (**6% over four years**) and did not include a COLA raise
 - When you look at the Denver-Boulder index for COLA over the last 4 years it was **10.4%** so our employees are severely in arrears in terms of actual buying power.
- Dr. Cameron stated that in the past we have always said we are committed to small class sizes and to help him make his decision as to what needs to be done to address the budget shortfall, he would like an assessment of all of the current activities at TCA to include annual revenue, annual expenses, and what the net gain or loss would be so that he can more readily assess where savings can be realized to determine what path we should take (he is asking the consensus of the Board to ask the administration to complete this review of the current activities at TCA)
- Mr. Carter reference that 3 years ago we said we would not raise class size because TCA is TCA based upon our adherence to small class sizes, but we increased class sizes anyway, which produced a rift in the community. We will need to look at all of the ways to cut costs and not just increase class sizes to solve the problem.

It is imperative that we as the Board and you as the Administration have done our homework to address the budget concerns you have raised. We need to be prepared to develop a communications plan to inform the community of whatever

our decision will be. This will not be a quick decision and we need to think through the process. When we decide on the solution, it has to be more than just raising class size to raise PPR.

- Ms. Schulz (Director of HR) remarked that we have not communicated well enough with our parents that 16 students in a classroom is not sustainable. She also stated that the other schools that we modeled this design after have more money at their disposal.
- Mr. Carter reemphasized that when we went to 16 student that this was the optimal number for the education of our children. This was indorsed by the previous Presidents and Instructional Philosophy.
- Mr. Jolly (Director of Academic Services) stated that the Elementary Principals do not agree with increasing the class sizes but other principals do agree. Not everyone will agree. Sometimes we need to make tough calls. **He emphasized that historically, the average class size for the first 11 years of TCA's existence was 16/19/19 followed by 16/20/20. We promoted small class sizes for the first 11 years also and these class sizes were highly effective.**
- In 2008 we visited Ambleside School and, based on this visit, determined 16 was the appropriate number in regards to what we wanted to do relationally with students. If you look at Ambleside today, they still have 16 students but receive \$9,100 dollars per student (at their private school) and they do not have a high school. They get 40% more in per pupil revenue than TCA gets. To be able to match them, we would need to have 23 students in a class. The budget number that is scary is the \$1.7 million shortfall in the "out years" if we do nothing.
- Mr. Carter emphasized that the communication need to be done well or the kickback from the community will cause the relational trust within the community to be severely damaged. We must ensure we do our homework before we make any decisions.
- Mr. Ramsdell stated that some parents said no to the Ambleside model including himself. His daughter was in the Ambleside classroom and he looked at the business model and said that the ideas transfer but not the business model. Tonight, all we need to do is accept the report without making any decisions.
- Mr. Carter stated that if the communication to our parents is that we are only increasing class size without considering any other options is not acceptable. We need to provide transparent communication that lets our community understand that we reviewed all of the options, explain why they were not chosen, and include all of the savings we could determine before we considered raising class sizes.
- Dr. Harrington asked which of the proposals the Administration was recommending? Dr. Coulter said that the 18/20/20 option generates the most funds but we knew that an 18/18/18 solution would probably be more appealing to parents without raising the class size immediately to 20. He thought that the 18/18/18 model is the one we should put the most time into.
- Dr. Harrington also asked how many of the elementary teachers were for this proposal. Mrs. Nelson (East Elementary Teacher) sat down and talked with her K-2 teachers. She said that they would rise to any occasion but that they had some concerns as well.
- If you are full-time kindergarten teacher you have 32 students and not just 16. This would be adding significantly to their tasks as to report cards and testing.

We have significant testing requirement coming as they relate to kindergarten teachers (time factor). As you know when we had 20 students per classroom we had a one tutor for every two classrooms. Right now we have one tutor for every five classrooms. We also have some simple facility concern when you that many students to the school.

One of her teachers did say if this is only \$500 then no, it is not worth it. But if it was more significant, they do realize that they are being asked to do something that will benefit the entire community. They realize that a “no” from them would impact everyone. They recognize the gravity of the situation but they also recognize that there are things they would not be able to do. Her 1st grade teachers have an open invitation to come eat lunch with them and they would like you to come talk about this with them.

- Dr. Harrington relayed a story about attending a birthday party and bringing up the possibility of increasing class size to a parent and the parent reacted with dismay. She then asked the same parent if she knew teachers did not have a pay increase in 4 years. The same parent said, are you kidding me. The parent said she could just give more money. Dr. Harrington said she had been over the 5 year budget multiple times and we need to do something. At this time she was not in favor of the 18/20/20 option but was for the 18/18/18/ option. Mrs. Nelson suggested challenging the parents to see if they will rise to the occasion.
- Mr. Carter was more inclined to go to the parents to tell them where the Board stood before going to the 18/18/18 model. Dr. Harrington said the issue with parents giving money is that it is not always a sustainable source of revenue. Mr. Carter thought it was important to give the parents an opportunity to react to TCA’s situation before adopting one of the proposed models. If the parents do not respond and we need to increase class size to survive, we gave them the opportunity to participate.
- Mr. Collins stated that we already gave them the opportunity. Back in December of 2012 Mr. Kretchman and said if we go out and say we have to have this type of donation and they do not respond, maybe it is time we need to increase class size. Mr. Collins remembers that we have asked parents to participate in donating and the historical record is that it has not gone up a lot. We are still committed to keep on trying.
- Mr. Carter said were are communicating more with parents in the last 8 months better than we did in December 2012 from our perspective an yours. Mr. Carter is not for or against the 18/18/18 option at this time. This is much bigger in our community than simply increasing class size.
- Dr. Cameron emphasized the importance of transparent communication with our community concerning all of the options and things that were looked at to come up with the solution. Dr. Cameron had suggested that all of our activities be self-sustaining to take the pressure off the budget. Mr. VanGamble said he had already looked at that and revenues had exceeded expenditures by \$47,000 before stipends. If you add stipends, we would be about \$130,000 in the red.
- Dr. Woody disagreed with both positions. The only revenue source large enough and steady enough to deal with the issue is student PPR unless you want to shut down the high school. We don’t have a choice. He agrees we need to communicate effectively with the parents. However, he is in favor of the 18/20/20 model. I would prefer not going through the same process to address the same problem in a year’s time (death by a thousand cuts). As Mr. Jolly pointed out, we have been at 20 in the past in these classes. So, what we are trying to do is get back to the way we were before switching to the Ambleside model.

We made a lot of decisions based on one trip. We need to take the big step and go 18/20/20 and try to solve the problem. I have also suggested to the staff to step the solution to the pay raise in two years rather than trying to solve the problem in one year. I have also suggested a sensitivity analysis when it comes to pay raises but I'm not sure that would work either.

- Dr. Harrington understood Dr. Woody's point but the tutor program is not where it should be. Mr. Jolly stated that if we do increase the class size, we would increase the tutor ratio to 1 tutor for every 2.5 classrooms.
- Mr. Carter thought we needed another working session to discuss the options. Dr. Woody and Dr. Harrington reminded Mr. Carter that they had already had a working session to discuss these options.
- Mr. Palmer stated that there was too much data missing and he was not voting for anything. He was concerned that 3 elementary Principals were not in favor of increasing class sizes.
- Mr. Jolly reiterated that it was not a philosophical dilemma for the founders in the first 11 year when the class sizes were 20 students. We have to be careful using terminology; are upping class size or are we returning to the class sizes we once had.
- Mr. Carter understands that we may need to increase but if he had to vote tonight he would vote no because he needs more information. It is important that we are able to communicate our decision clearly, across the board, to our teachers and more importantly how we share this with our parents. I believe that you (administration) have looked at everything but we (the Board) haven't seen all of the numbers.
- Dr. Cameron suggested that the Board consider making a policy that creates a hard cap of 20 in those grades as a way of trying to let our parents know that we will not step this up further.
- Dr. Woody understands that communication is critical but the decision is not a choice. Even the 18/20/20 model does not get us to where we need to be 5 years from now. The issue is not whether we need to do it, it is that we have to do it (raise class sizes) if we are going to survive. The purpose of a 5 year plan is to understand how the decisions we make now will affect us in 5 years. What this shows us is that 5 years from now we are dead. Mr. Jolly pointed out that is only true if we want to increase pay raises. Dr. Harrington believes everything is on the table including the possibility of closing the high school.
- Next month the CFO will present the budget for FY 14-15 as a first read and voting on it in May.
- Mr. Ramsdell pointed out that 6 years ago he presented to TCA (researched data) that the most TCA could expect to generate from a fundraising perspective was about \$1.2 million unless you get a large corporate donor and it I not a sustainable source of revenue. We must also ensure we communicate to our parents that 16 is not the ideal number. We must be leaders that want to ensure we are thriving in the next decade. Mr. Ramsdell is confident in the administration and trusts that we have looked everywhere to cut spending. He does not want the administration to be tasked with running the numbers again. He felt that the administration had laid out the information professionally at the working session. If we were trying to sell 26 kids in a class we would look foolish

but we are not doing that. We are merely going back to our original model in grades 1 and 2.

- Mr. Palmer is not comfortable in making a decision at this point without further information and discussion.
- Mr. VanGambleare answered Mr. Carter's question about how much revenue we would bring in by going to 18/18/18: answer is \$500,000. If we went to the 18/20/20 model we would bring in \$714,000. To answer Dr. Woody's question, if we drop the amount of the pay increase by 1% it would save us \$167,000.
- Mr. VanGambleare then answered Mrs. Nelson's question about how much would it mean to a teacher's paycheck if we increased class size by 2 students. The answer is that it would be in a range from 3% to 15%. It is a range because we are fixing the grid and the teacher's exact position depends upon how long a teacher has been employed at TCA and where principals positioned them within the grid). At a minimum each teacher would get at least a 3% increase. The average was about 6.7% increase per teacher (about \$2200 per teacher).
- Mr. VanGambleare also stated it was important to make a decision so that P and C's (Position and Compensation offers) can be determined.
- By unanimous voice vote, the Board accepted the report.

5. Internal Financial Control Report 5 min / 5min

Action: VanGambleare

Motion: to accept the report (info)

Rationale: to verify that appropriate financial controls are in place

- Finance added a new position
- Dr. Cameron moved to accept the internal financial control report and was 2nd by Mr. Palmer.
- By unanimous voice vote the Board accepted the report.

C. Board Subcommittee Reports

1. Bylaw Review Update Report 15 min/ 10min

Action: Coulter/Kretchman

Motion: N/A (info)

Rationale: to begin to discuss changes to the bylaws (membership, voting, etc.)

- Dr. Coulter began by saying the information presented by Mr. Kretchman was very constructive and brought out a lot of information that he did not know; clarified the issue.
- Mr. Kretchman was asked by the Board to present his views on the principles the founders used to establish the current membership rules and voting procedures we currently use at TCA whereby only parents vote for Board members
 - See Attachment 2 for Mr. Kretchman's presentation
 - He stressed that these were his and Mrs. Kretchman's views and not those of all of the founders
 - This is not the first time this topic has come up
- The bylaws committee is weighing the option for staff (that do not have children attending TCA) to vote in Board elections/
- Dr. Cameron was wondering about the overlap of teachers who are also parents. Mr. Kretchman was not confused because they are parents and have the right to vote.

- Mr. Ramsdell was confident in not changing from our present rules for voting and thought it was Dr. Coulter's place to deal with the issue.
- Dr. Harrington thinks it is an issue because this issue does come up all of the time and that parents are not as involved as they were in the past.
- Mr. Kretchman thought it was important for the administration to communicate that it is not about trust or investment in TCA that staff (without students attending TCA) are not able to vote.
- Dr. Coulter reiterated that the reason the staff is bringing up this topic again is that they did not hear back from the Board when they brought it up almost a year and a half ago; it was unresolved.
- Dr. Coulter now can go back and explain the rationale behind who can and cannot vote and that he can resolve the situation.
- Dr. Woody recognized that the reason the question always comes up is that we have new Board members and staff who have not heard the reasoning.
- Maybe this topic could be a part of new Board member training.
- After hearing Mr. Kretchman's presentation, the Board placed an item on the April 2014 agenda to have a vote to determine whether the membership and voting procedures should remain the same or should be changed in the bylaws.
- Dr. Coulter asked to clarify what the task of the committee was to do. The committee's charge is to bring back a recommendation to either keep the bylaws the same as they are or to provide other options to address the membership and voting rules.

2. Quarterly FAC Report 10 min/ 10 min

Action: Woody

Motion: to accept the report

Rationale: to review 990 and other finance issues

- Dr. Woody highlighted the need for the Board to review the 990 presented.
- Mr. Ramsdell moved to accept the report and was 2nd by Dr. Cameron.
- By unanimous voice vote, the Board accepted the report

3. Core Value Document Review 10 min/ 10 min

Action: Palmer

Motion: The motion is to change the existing wording of the sentence/item, "A board committee focused on staff appreciation." To be read, "A board led initiative to demonstrate staff appreciation."

- The Board discussed the need to continue to have oversight of appreciation and that it was still a core value to ensure it continues.
- Mr. Carter volunteered to take the place of Mr. Kretchman on the appreciation sub-committee.
- Dr. Cameron moved to accept the motion and Dr. Woody 2nd.
- By unanimous voice nay vote, the motion did not pass.

Rationale: to discuss the Titan of the Year process

4. Senate Tasking 10 min/10 min

Action: Palmer

Motion:

1) The motion is to ask the Senate to follow up with the additional phases of the uniform policy review and implementation that was initiated by the Board in 2013. Specifically working with the administration to assess the call to higher levels of enforcement and education for students,

staff, and parents. Work with the Administration about potential school level changes looking for consistency across grade levels.

- Dr. Cameron moved to pass the motion and Dr. Woody 2nd.
- By unanimous voice vote, the Board approved the motion.
- The Board thought it would be important to get another perspective (from the Senate) on the effectiveness of the policy on uniforms as well as the enforcement of the policy

2) The motion is to ask the Senate to work with the Administration to implement the Titan of the Year awards and process.

- The board discussed its responsibility to keep oversight of the Titan of the Year.
- Dr. Cameron moved to pass the motion and Mr. Ramsdell 2nd.
- By 5 nay voice votes and one abstention, the motion did not pass.

Rationale: To periodically review the taskings of the Senate

5. Creation of Permanent Governance Subcommittee of the Board 10 min/15 min
Action: Palmer
Motion: The motion is to create a standing committee of the Board called, the Governance Committee. Membership would include the Chair, Vice Chair, and Secretary of the Board. The primary duties of this committee would be to oversee the annual election process for Directors; develop the process and plan for a leadership pipeline for Board related positions; oversee the annual review of Board Governance policies; and take responsibility for the review and signing of the Board Agreement document.
Rationale: to form a committee to review Governance processes each year; Board Policies, Election Process, Board Candidate Pipeline (actively search for qualified candidates), and Board Leadership.
- Mr. Ramsdell moved to pass the motion and was 2nd by Dr. Woody.
 - By unanimous voice vote, the Board approved the motion.

D. Board Development and Assessment

1. Board Retreat 5 min
Action: Palmer
Rational: Aug 1 and 2 is confirmed with Dr. Carpenter. Dr. Leland will work out the details with Dr. Carpenter for an evening discussion on August 1 and a full day on August 2. Bob will look for a place to hold the retreat (Community Bible Study 1st choice)
- Dr. Coulter said he would attend if it will help in the transition of Dr. Sojourner into the role as TCA's next President.
2. Board Communication Planned 5 min
Action: Carter
Rationale: to develop and approve of communication update to community
- Titan Creed
 - Science Fair Results

- E. Executive Session 20 min
Pursuant to C.R.S. 24-6-402 (4)(e) Determination of position relative to matters that may be subject to negotiations, development of strategy for negotiations and instruction of Negotiations; President/Property
- At 9:35 pm Dr. Woody moved to enter executive session was 2nd by Dr. Harrington.
 - The executive session ended at 9:55.

- F. Future Board Agenda Items 5 min
1. Board Working Session
- a. April 9, 2014, 7:00 p.m.-10:00 p.m., Community Bible Study Building
 - b. Objective 4, Administration (Tactics 1, 2); Board (Tactics 3, 4)
 - c. Board lead presenters (Carter, Cameron)

XI. Adjournment (Approx. 10:05 p.m.)

- Dr. Woody moved to enter executive session at 10:20 pm to discuss C.R.S. 24-6-402 (4)(f) and Dr. Harrington 2nd.
- By unanimous voice vote, the Board moved into executive session.
- The Board, having concluded Executive Session, returned and re-entered open/public session.
- Dr. Woody then moved to direct the TCA administration to solicit offers, to offer counter-offers and to enter negotiations regarding the sale of the Scarborough Property and was 2nd by Dr. Cameron.
 - a. Roll call vote: Dr. Cameron, Mr. Carter, Dr. Harrington, Mr. Ramsdell, Dr. Woody (Unanimous Approval)
- 2. Dr. Cameron moved to ratify the Letter of Acceptance signed by Dr. Russ Sojourner on February 14, 2014 regarding the position of President at The Classical Academy and was 2nd by Mr. Ramsdell.
 - a. Roll call vote: Dr. Cameron, Mr. Carter, Dr. Harrington, Mr. Ramsdell, Dr. Woody (Unanimous Approval)
- Meeting adjourned at 10:55pm

Attachments:

- 1) Nick Sullivan Paper "What Freedom Means to Me"
- 2) Mr. Ketchman Comments on Membership and Voting Privileges at TCA

Nic Sullivan
The Classical Academy

What Freedom Means to Me

Freedom should be looked upon as a blessing. Very few people have the privilege to experience true freedom. True freedom is having the power or right to act, speak, or think as one wants, without limitation or restraint. In today's culture, freedom is taken for granted; it is not understood or used to its full potential. People with freedom must use it responsibly or authority has the right to remove it. Freedom is a right that everyone, no matter who they are or where they live, should have access to.

The Encarta Dictionary states that freedom is "a state in which somebody is able to act and live as he or she chooses, without being subject to any undue restraints or restrictions". To me the most important and meaningful word in that definition is undue, referring to people not being subject to Undue restraints. It is significant because it implies that people's freedom can be altered or restrained if they act in an unforgivable way. People can give up or lose their freedom if they choose to make sinful decisions.

In today's culture, especially in America, freedom is expected. Hardly anyone knows the true meaning of freedom or what life is like when you have that freedom is removed. In America, people abuse their privilege of having freedom more often than not. The foremost reason our ancestors came to America was to gain freedom from Britain. Over 50 thousand Americans died fighting for our independence and freedom in the Revolutionary War, and the majority of Americans repay this irreversible debt by wasting or throwing away their freedom to gain little pleasures.

In today's culture freedom is not thought of as a blessing it should really be appreciated and accepted as a gift. It is a right that every living thing should have the entitlement to. People who do not get to experience freedom have been cheated in life and they deserve so much more. They should be able to make their own choice without the influence of others and be able to express themselves in whatever way they find suitable.

Freedom is not widely experienced in the majority of the world, but that is what makes it the most coveted gift of all. I challenge all those who have it, to go without freedom for any length of time and that will undoubtedly strengthen their appreciation for this most deserved gift.

Thank you for the opportunity to speak tonight. I want to make it clear that I believe my duty tonight is to provide the current Board with a historical view of the governance model of TCA and the reasons we setup the voting policy as it is, where only TCA parents vote for the Board. To the degree that I advocate rather than report, I want to make it clear that I speak only for myself and Mary, not any other families that helped start the school.

First, some background:

I'm hoping and assuming that you've read the read-ahead. I don't think that we will have time tonight to cover it all. Also, know that I got a chance to speak to the Board subcommittee, which Chris Carter attended along with Gary and a couple teachers and a parent rep. My role was to share the info in your read ahead with them. I've also seen some notes, remarks and emails from a few teachers. It's obvious that there is a great deal of confusion and emotion surrounding this topic.

THE RIGHT TO VOTE IS NOT ABOUT TRUST.

IT'S NOT ABOUT INVESTMENT IN TCA, COMMITMENT TO TCA, RESPECT OR LACK THEREOF.

If it were, or IF IT EVER BECOME THAT, AS I'VE SEEN PROPOSED, then it is understandable that those deemed "unworthy" to vote would be hurt and offended.

What THIS IS ABOUT ROLES, AND THEIR CORRESPONDING DOMAINS OF AUTHORITY. PROPER UNDERSTANDING OF OUR DIFFERENT ROLES WITHIN THE ORGANIZATION IS ESSENTIAL TO THE HEALTH OF TCA. We've come a very long way in the past year or two in understanding our proper roles, what it means to stay in our lanes, the difference between how versus how well, who is responsible for what duties, etc.

A CLEARLY DEFINED AND WELL UNDERSTOOD GOVERNANCE MODEL IS IN THE BEST INTEREST OF OUR TEACHERS. It is also in the best interest of our parents, students, and administration. Many of us can testify first-hand to the organizational pain and damage caused by poor definition, understanding and fidelity to our appropriate roles as stakeholders of TCA.

This is why my read-ahead began with the stakeholder model. I've used this model in discussions with various board members many times over the years. NOTE: EVERYONE ON THE MAP IS IMPORTANT. EVERYONE MATTERS. IT IS NOT HELPFUL TO WRESTLE WITH WHO MATTERS MOST.

For our purposes tonight, what's most essential is the distinction between the circles on the left versus the circles on the right. Everything on the right is the domain of management.

TCA WAS CREATED TO ADDRESS THE NEEDS OF PARENTS who wanted the type of education we were describing for their children.

TCA EXISTS TO CONTINUE TO ADDRESS THOSE NEEDS, HOPEFULLY IN A UNIQUE AND MEANINGFUL WAY. HENCE, OUR MISSION STATEMENT – TCA EXISTS TO ASSIST PARENT IN THEIR MISSION TO....

IT IS ABSURD TO HAVE THOUSANDS OF PARENTS VOTE ON EVERY DETAIL, SO THEY DELEGATE THEIR AUTHORITY TO A BOARD OF DIRECTORS, WHOSE DUTY IT IS TO FAITHFULLY REPRESENT THEM.

Again, who does the Board represent? To whom do they address the satisfaction survey? THE GOVT? THE ADMIN? THE STAFF? THE STUDENTS? THE ANSWER IS THE PARENTS (AS A COLLECTIVE GROUP, NOT INDIVIDUALS) who selected what TCA strives to offer as being what they want for their kids? We could have a long discussion about the distinction between serving the students directly verses what the parents want for the students, but that's outside of the scope of tonight's focus.

The Core Values reveal what we are trying to offer the parents as an educational option.

When the parents select TCA, they are declaring "this is what I want for my child." They are telling the state to send their portion of PPR to this school. They are entrusting TCA with their child. They are (should be) accepting their responsibilities within the TCA system. They are delegating authority the Board to represent them.

In turn, the Board delegates it's authority over day to day operations to an administration, which in turn hires the necessary faculty and staff to execute the strategic plan. The goal of the plan is to best use available resources to fulfill the mission.

DOMAINS OF AUTHORITY

I believe this is a critical concept and has been poorly understand and followed. This has always resulted in organizational (and personal) pain.

Does the Executive Director have a right to tell a parent how to parent in his own home?

Do parent have a right to tell a teacher how to teach?

Does the Board, even when the seven speak with one voice, tell a principal how to manage?

Is this because of a lack of trust? No. Does a parent forfeit the right to vote because he is doesn't donate, or should a big corporate donor be able to buy the right to vote? No.

Does the fact that a teacher serves tirelessly, giving blood, sweat and tears, mean he should be rewarded with a right to vote? Is this the right way to express parental gratitude? Is this the proper place for them to exercise their legitimate "voice" within the model? No.

Some say, aren't teachers in a better position to know what kind of Board members TCA needs? Arguably, yes.

Aren't they more dedicated to the school than parents? Most often, yes.

Do all parents behave responsibly in playing their role in the system? (are you kidding).

FINAL WORDS --

I KNOW we all believe that our teachers are special, give more of themselves, etc.

They are worthy of appreciation and gratitude. If the circles on the left side of the diagram are dropping this ball, then the board needs to rally the troupes. This includes donations, but also mood/tone/thankfulness and gratitude.

I offer you a letter that I wrote to the TCA community years ago that I'm told is still used today. It is evidence that I think parents owe appreciation to our teachers. But, without an ounce of ambivalence, I think modifying the governance model is the wrong approach. It creates role confusion, and that has proven time and again to be harmful to TCA. If our teachers are crying out, let's listen and take action. But be cautious about how you address their concerns.

Thank you,

Jim Kretchman

March 10, 2014