



DENVER LANGUAGE SCHOOL

MEETING OF THE DENVER LANGUAGE SCHOOL BOARD OF DIRECTORS

Meeting Minutes

Monday, July 22nd, 2019

Location: Perkins Cole Building, 1900 16th Street, Ste 1400

Time: 1:00 PM – 7:00 PM

Conference Call (303) 557-5869 Pin 1234

Mission Statement – Achieve academic excellence and intercultural competence through language immersion education

In Attendance:

Board Members Lisa Peloso, Corelle Spettigue, Parker Schenken, Josh Lin, Carter Davidson, Bryan Snow, Dave St. John-Larkin, Susan Hennessey, Faye Caronan Chen, Shawna Mounsey

Absent Board Members None

Non-Board Members Kathy Benzel, Camilla Modesitt, Doug Seligman, Robert Newman, Monique Davis

Meeting Called to Order: 1:19 p.m.

Public Comment: None

Business:

Approval of Minutes: Lisa moves to approve minutes from June 19, 2019. Parker seconds. All in favor. Motion carries. Minutes Approved.

Board Term Renewals: Lisa moves to elect Corelle to serve as chair of the DLS Board of Directors for SY2019-20. Carter seconds. Corelle abstains. Faye and Josh are absent for the vote. No discussion. All in favor. Motion carries.

Bryan moves to elect Dave to serve as DLS Board of Directors

vice-chair for SY2019-20. Susan seconds. No discussion. Dave abstains. Josh is absent for the vote. All in favor. Motion carries.

Parker moves to elect Lisa to serve as board interim secretary For SY2019-20. Lisa abstains. Josh is absent for the vote. No discussion. All in favor. Motion carries.

Carter moves to elect Bryan as 2019-20 Treasurer. Shawna seconds. Bryan abstains. Josh is absent for the vote. All in favor. Motion carries.

Carter moves to elect Corelle and Lisa for renewed terms. Shawna seconds. No discussion. Lisa and Corelle abstain from the vote. Josh is absent for the vote. All in favor. Motion carries.

Approval of 2019 - 2020 Meeting Schedule: Parker moves to assign a new standing meeting time of the 1st Tuesday of every month with the meeting location alternating between the Whiteman and Gilpin campuses. Susan seconds. No discussion. All in favor. Josh absent. Meeting location will change from the Whiteman to the Gilpin campus.

DLS Administrative follow up to parent letter regarding the hiring of 7th/8th grade Mandarin math teacher. Kathy shared the draft of the administration's response letter. Board members had no questions or comments.

Board Best Practice and Positive Board Culture

Review of good board behavior and best practices. Good to revisit annually. Retreat a great opportunity to do so.

- Roles and responsibilities
 - Refine development goals
 - Define/identify board capacity
 - Bring in an outside focus. Bring back information from national and potentially international sources and resources to better inform the board.
- Collective body - Align policies/procedures
 - Design accountability that is constructive and supportive (includes innovation and change)
 - Create capacity building participatory governance meaning collaboration of fiduciary, strategy, mission alignment, and ED support
 - Listen better, ask more questions
 - Understanding where/how to take action
 - Who is responsible for the decision?
 - Identify board member as the ambassador of good governance
 - serves as a resource for the board
 - Identify someone who is responsible for the professional development of the board
 - Everyone should be well versed in finance (?prof development area)
 - Everyone contributes to the development program at whatever level is meaningful for them.
 - Importance of awareness of the ripple effect of each board member
 - Keep board deliberations confidential within the legal bounds of board duty

- Separate needs of school from individual needs
- When people come to you simply acknowledge them, instill confidence, make sure they know appropriate pathways

Full participation - policies, procedures, parent handbook

Challenges:

- Personal agendas
- Ambushes
- Knowing policies for correct interventions
- Dual role as parent/board member

Small group break out to review case studies

Review of Strategic Objectives

Culture and Engagement

- Review of summary/proposals/challenges
- Board to define/design its own efforts to parallel the administration's efforts
- Group to try to define and identify shared components of the overall culture and engagement goals
 - Maybe pick a few things to focus on and develop
 - ? DL3 community-wide
 - increased communications with parent and teaching community
 - ID very specific metrics

Final focus - culture/DL3 is something that touches everyone in our community. Everyone has to live within those guidelines. The goal is to communicate this out to all branches of our community. Make sure we translate each of those concepts of DLS to our parents and staff.

Equity and Inclusion

- Are there any hot topic issues?
- On the staff side, have we identified an issue or issues?
 - DLS3 community-wide value
- Go beyond just celebrating diversity. Make sure diversity is inclusive, addressed and transformative
 - if can talk about the above, it can be an invitation to the community
- Find/strike balance between our culture and cultural norms and the cultures and cultural norms that all of the individuals in our community bring to our school. How do you make that happen? How do you figure that out?
 - How our culture and norms need "greater diversity".

Final Focus - provide an equitable student experience with parent, faculty and staff support

Learning Institute and Program for Alumni:

- Now is the time - an exciting new era for duplicating language immersion model
- Alumni focus could have a real impact
- What is the initial focus/starting point? Challenge of time
- Start-up funds were for:
 - 1) creating concurrent enrollment courses for high school students

2) creating an alumni network. Added the creation of two professional development opportunities for language immersion community.

-How does board support? Support the launch, messaging, fiduciary guidance and support.

-Corelle raised concerns about funding requests for school vs Center for Excellence. Is there a conflict of interest in terms of board fiduciary obligations. Camilla assured that funding sources would be different for each.

-Parker - could Center for Excellence at some point evolve into high school option. The current concept is a great recruiting and retention tool in lieu of an actual high school.

-Bryan - from a treasurer perspective, he is a little concerned about immediate co-mingling of funding this year. What does Lori Deacon think about this? What kind of separation is required by DPS?

Final Focus - 1) concurrent enrollment program, 2) the alumni network, 3) two professional development and training opportunities.

Board will support with 1) clarity of messaging through launch and 2) look at financial oversight

Facilities

Road safety discussion regarding both campuses

Must do's Gilpin:

1) quality and safety of the field

-Robert working his way through DPS. Asked about a financial partnership to hasten the project. Won't even allow external bid.

-parents asking if they can contact DPS directly

-the plan is for continued pressure on DPS with board help. Encourage parents to call/write in.

2) heat mitigation

Must do's at Whiteman:

1) walkie talkies

2) card reader for the new addition

3) signage consistent with Gilpin

For fundraising purposes: Gilpin field, water refill stations, and signage

Messaging for the community that work is being done

Final Focus - "I don't know bucket" - what will DPS cover

Estimates and potential funding needs

Policies and Procedures

-Numerous policies and procedures at both the school and board levels need to re-examined. Any change in school policy has to reviewed by the board

-Board needs to consider how to approach its own policies and procedures

-Grievance Policy currently in place is very broad and merits re-examination.

-Kathy suggested following up with the Colorado League of Charters and Charter Legal

Final Focus - Both board and school will be updating their policies- considering DL3 and equity

Development

Annual Fund vs. Gala:

Evergreen budget items are covered under the annual fund which includes items such as technology, financial assistance, curriculum (above and beyond)

Board identifies budget line and the development director work with ED to determine how to get there. In terms of Gala

In terms of school budgeting, a school sets its budget and then moves forward to determine how it is going to spend those dollars.

1) Within one month, Robert and facilities to work with DPS First Call Center to consider a plan for mitigation of the most egregious problems with the field.

2) Set two to three-month goal to meet with DPS to determine the extent and cost of work on the field and if this is something that DPS will support. Concurrently, Parker and Corelle to look into hiring an engineering company to provide for an estimate of cost/scope of work.

3) Bryan to look into an independent financial consultant for the DLS budget

***Final focus** - board members need to support development goals set for this year via active participation and messaging.*

Corelle moves to end the meeting. Lisa seconds. No discussion. All in favor. Motion carries.

Meeting Adjourned: 6:53pm