

Board Packet Item 1

From: Brenda Perez [mailto:baperez8@gmail.com]

Sent: Thursday, January 26, 2012 9:54 PM

To: Kathi.Vanderluit@bridgescharter.org; Terri.Childs@BRIDGEScharter.org;

Kenny.Leopold@BRIDGEScharter.org; Kim.Convy@BRIDGEScharter.org; Jim.McGlynn@BRIDGEScharter.org;

Jon.Baker@BRIDGEScharter.org; Randy.Witt@BridgesCharter.org

Subject: Board meeting

Dear Board Members,

I had an opportunity to review the handout that was distributed yesterday evening in more detail and realized that the Physical Education teacher is not a credentialed teacher but an instructional assistant.

Attached, you will find a link from the California Department of Education that indicates that only credentialed teachers are allowed to teach Physical Education classes and that students require 200 minutes of physical education per every 10 school days. Please review the information to validate my findings.

Also, please support exhausting all other options prior to considering increasing class size. Increasing class size may potentially affect classroom behavior, learning potential and decrease current and future enrollment. I have spoken to several 2nd and 3rd grade families that are considering leaving Bridges and choosing Independent Study via the Golden View Charter school due to the possibility of increasing class size. When the final decision is to be made, please remember to adhere to the Bridges Charter School beliefs which can be located on page 8 of 104 (see cut and paste below) in the Bridges Charter Schools Petition that was submitted and approved by the Ventura County Board of Education.

Respectfully,
Brenda Perez

BRIDGES CHARTER SCHOOL OVERVIEW

Autonomous Decision-Making Regarding Staffing and Structure.

The Charter School Administrator, Board of Directors, and Charter School community will:

- Hire and retain educators who are philosophical-aligned with BRIDGES Charter School, and who have the qualifications and intrinsic abilities necessary for success.
- **Put the needs of our students first when deciding how to spend our state monies.**
- Help to ensure that all members of our community, including support staff, embrace and support our philosophy.

California Department of Education website: <http://www.cde.ca.gov/pd/ca/pe/physeducfaqs.asp>

Board Packet Item 2

Spaceholder for Minutes from Terri Childs

Board Packet Item 3

BRIDGES Charter School

PUBLIC MEETING OF THE GOVERNING BOARD

Monday, January 25, 2011

Meeting Location: Multipurpose Room, BRIDGES Campus,
1335 Calle Bouganvilla, Thousand Oaks, CA

MINUTES

A. OFFICIAL OPENING OF THE MEETING

1. Call to Order at 6:37 pm
2. Reminder to community to turn in Public Comment cards for Agenda Item B.
3. Roll Call and Establishment of Quorum

	Present	Absent
<i>Jon Baker</i>	X	
<i>Terri Childs</i>	X	
<i>Kim Convy</i>	X	
<i>Kenny Leopold</i>	X	
<i>Jim McGlynn</i>	X	
<i>Randy Witt</i>	X	

4. Approval of the Agenda for the current Public Meeting of BRIDGES Charter School Board of Directors.
 - Motion to approve Agenda for this meeting.
Motion made by: Jim
Motion seconded by: Jon
Action: 6 yes

B. PUBLIC COMMENTS

None.

C. CORRESPONDENCE

None.

D. ACTION ITEMS

These items are subject to being discussed, voted upon and approved by the board. All items are subject to public comment by submitting a speaker card prior to the call for a Board vote.

1. Consideration to approve of the formation of, and subsequently populate, a committee to respond to the VCOE letter of January 20, 2012. (Randy Witt)
 - a. Motion to develop committee to draft response to VCOE letter, with committee to include: Randy, Jon, Hilda, Jim and Juliet.
Motion made by: Randy
Motion seconded by: Jim
Action: 6 yes

D. STUDY SESSION:

(Discussion Only – No Action will be taken.) In order to encourage a school community in which all members are active participants, the board may offer time at each meeting for the community and the Board to discuss items of importance or concern on topics directly and specifically within the following category (ies). All speakers will get no more than two opportunities to speak, can speak for no more than 3 minutes each time and must address all comments to the board. This is NOT an area for grievances or dialog among audience members. If you are not specifically on topic, you will not be permitted to proceed.

1. Presentation by BSA representatives Cindy Hansen and Benny Martinez on the budget issues facing BRIDGES Charter school and potential remedies for those issues.
2. Consensus building event overseen by Greg Stuart on the potential solutions to the budget shortfall.

I. CLOSED SESSION

No items currently noted

J. REPORT FROM CLOSED SESSION

None necessary

K. ADJOURNMENT by 10:12 pm

- Motion made by: Jon
Motion seconded by: Jim
Action: 6 Yes Abstentions: 0

Respectfully submitted,

Board Packet Item 4

Policy on Nondiscrimination

The Founders of BRDIGES Charter School recognized that discrimination in any form interferes and is in conflict with the Whole Child Educational philosophy and pedagogy upon which the school is founded and is thus committed to providing a school for students, staff and the BRIDGES community that is free from discrimination.

To that end, BRIDGES Charter School prohibits discrimination of students and employees based upon race, religion, color, creed, national origin, ancestry, age, medical condition, marital status, sexual orientation or disability. Reports of discrimination will be investigated as set forth in the *Grievances and Complaints Policy*.

This policy reflects the intent of BRIDGES Charter School to comply with all federal, state and local nondiscrimination laws.

Board Packet Item 5

Policy on Board Meetings, Agendas and Supporting Information

The Charter School Board shall comply with the Brown Act and other applicable laws of the State of California with regard to open meetings and Board agendas.

Preparation of School Board Agenda

1. The Board President or designee shall be responsible for preparing the agendas for all Special and Regular Meetings of the Board.

Agenda Posting

1. The Board agenda with supporting information for a Regular Board Meeting shall be posted 72 hours in advance of such Meetings on the school's web site for public preview.
2. For Special Board Meetings, the agenda and supporting information shall be similarly posted at least 24 hours in advance of such Meetings.
3. The Board President or designee is responsible for posting the agenda and supporting information.
4. For purposes of providing proper notice under the law, the Board shall comply with the Americans with Disabilities Act.

Anonymous Letters

1. It shall be the policy of the Board not to introduce anonymous letters in the agendas for Board Meetings.

Principal Duties Concerning Agendas

1. The Board President or designee shall include on the agenda all items known to him/her to require action by the Board and other topics containing information necessary for the Board to carry out its responsibilities.

2. The Board President or designee shall include on the agenda items which relate to Board business as are requested for inclusion after approval by a majority vote of the director, Board President and Board Vice President.
3. The Board Member who requested an agenda item is responsible for preparing all supporting information necessary to accompany the agenda topic requested.

Requests for Agenda Items

1. A citizen may request that a topic directly related to Board business be placed on the agenda.
 - 1.1. The Director or Board President shall determine whether the citizen request is or is not an item directly related to Board business.
 - 1.2. Citizen-requested items may not be placed on the agenda if the item(s) are repetitive of a previous item placed on an agenda and considered by the Board.
2. Requests for items to be included on the Board agenda by the Board or Board Members, Charter School employees or citizens shall be in writing and submitted to the Board President or designee seven (7) working days prior to the next regularly scheduled Board meeting.
3. Members of the Board or the Executive Director or designee may request that a topic be placed on the agenda which has been recently considered and acted upon by the Board providing there is new and relevant information on the topic, but only for the purpose of the Board deciding whether or not to reconsider the agenda topic, which shall be done at the next Regular Board Meeting or as otherwise agreed upon by a majority vote of the Board.
4. Citizens who request to have a topic on the agenda are encouraged to submit, in writing, supporting information detailing their reason for having the topic placed on the agenda and what is being requested of the Board. This is intended to provide background information for Board members to help expedite the Board's handling of the topic at the Board meeting.

Board Action/Voting

1. The Board may only take action on items formally listed on the Board agenda except in emergency or other circumstances as authorized by law.
2. When there is a tie vote, the topic under consideration does not pass or fail.
3. When there is a tie vote on the agenda topic under consideration, the item shall be resubmitted to the Board at its next Regular Meeting.

Duration of Meetings

1. Exclusive of any necessary executive session discussions, board meetings will be limited to 2.5 hours.
2. If an extension of the meeting is required, the board members present, by majority vote, may extend the meeting no more than 1 hour. Such a vote must be taken no later than 2 hours into the meeting. There may only be one extension per meeting.
3. Unresolved agenda items will be added to the agenda of subsequent board meetings.
4. No limitations are currently placed on the duration of an executive session.

BOARD APPROVED ON: February 6, 2012

Board Packet Item 6

CODE OF ETHICS FOR BRIDGES' BOARD MEMBERS

As a member of the Board, I shall promote the best interests of BRIDGES Charter School as a whole and shall adhere to the following ethical standards:

Equity in Attitude

- I will be fair, just, and impartial in all of my decisions and actions.
- I will accord others the respect I wish for myself.
- I will encourage expressions of different opinions and listen with an open mind to others' ideas.
- I will act only as directed by the board and report regularly my progress with the tasks I have been given.

Trustworthiness in Stewardship

- I will be accountable to the public by representing BRIDGES' policies, programs, priorities, and progress accurately and equitably.
- I will be responsive to the community by seeking its involvement in the School's affairs and by communicating its priorities and concerns.
- I will work to ensure prudent and accountable use of BRIDGES' resources.
- I will make no personal promise or take private action that may compromise my performance or my responsibilities as a Board Member.

Honor in Conduct

- I will tell the truth.
- I will share my views while working for consensus.
- I will respect the majority decision as the decision of the Board.
- I will base my decisions on fact rather than supposition, opinion, or public favor.

Integrity of Character

- I will refuse to surrender judgment to any individual or group at the expense of the School as a whole.
- I will uphold all applicable laws, rules, policies, and governance procedures.
- I will not disclose information that is confidential by law or that will needlessly harm the BRIDGES if disclosed.

Commitment to Service

- I will focus my attention on fulfilling the Board's responsibilities of school governance, goal setting, policymaking, and evaluation.
- I will diligently prepare for and attend Board meetings.
- I will avoid personal involvement in activities the Board has delegated to the Executive Director or designee.
- I will remain mindful of my position and authority as a Board Member and not use this position or authority, intentionally or otherwise, to obtain information, favors or benefits to which I would otherwise not be entitled.
- I will seek continuing education that will enhance my ability to fulfill my duties effectively.
- I will strive to always operate within the guidelines and laws as set forth in the Ralph M. Brown Act and will support my fellow Board Members to do the same.

Student-Centered Focus

- I will be continuously guided by what is best for all students of BRIDGES Charter School.

BOARD APPROVED ON: February 6, 2012

Board Packet Item 7

INSTRUCTIONS FOR PRESENTATIONS TO THE BOARD BY PARENTS AND THE COMMUNITY

BRIDGES Charter School ("School") welcomes your participation at the School's Board meetings. The purpose of the public meeting of the Board of Directors ("Board") is to conduct the affairs of the School in public. We are pleased that you are in attendance and hope that you will visit these meetings often. We honor our partners in education. We recognize that we are a collective group of teachers, parents, students, and community. We encourage written and verbal communication. Your participation is vital to the healthy operation of our school. Our guidelines:

1. Agendas are available to all audience members at the door to the meeting or online through our campus-wide internet connection at <http://www.bridgescharter.org/content/board-meetings>
2. "Request to Speak" forms are available to all audience members who wish to speak on any agenda item(s) or under the general category of "Oral Communications".
3. "Public Comments" is set aside for members of the audience to address the Board. However, due to public meeting laws, the Board can only listen to your issue, not respond or take action. These presentations are limited to five (5) minutes each and total time allotted to non-agenda items that will not exceed thirty (30) minutes. The Board may give direction to staff to respond to your concern or you may be offered the opinion of returning with a community-requested item.
4. With regard to items that are on the agenda, you may specify that agenda item on your request form and you will be given an opportunity to speak for up to five (5) minutes when the Board discusses that item.
5. When addressing the Board, speakers are requested to state their name and affiliation with the School.
6. Community members may request that a topic related to School business be placed on future agenda in accordance with the guidelines in Board Governance Policy. Once such an item is properly agendaized and publicly noticed, the Board can discuss, respond, and possibly act upon such an item.
7. In compliance with the Americans with Disabilities Act (ADA) and upon request, the School may furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Individuals who require appropriate alternative modification of the agenda in order to participate in Board meetings are invited to contact the Director's office. To request assistance contact (805) 648-5503.
8. Public requests for agenda and materials should be directed in writing to the Director.

OUR MEETINGS ARE BUSINESS MEETINGS OF THE BAORD HELD IN
PUBLIC, NOT PUBLIC MEETINGS.

Board Packet Item 8

Policy for the Evaluation of the Director

Director picks one board member to work with as liaison for evaluation process

•August or early September – goal setting (S.M.A.R.T. goals):

Director writes out 1 goal from each area below and meets with liaison to discuss and set benchmarks/milestones (dates for completion). Board member reports out to whole board as needed.

- 1. Charter Goal** (one goal that is charter specific – i.e. a goal that supports a basic charter tenet or philosophical or pedagogical component that makes BRIDGES’ unique program)

EXAMPLE GOAL: To become more competent with positive discipline or NVC.

(Make sure goal is measurable)

- 2. School Leadership Goal** (one goal from *school leadership standards* – i.e. budget, personnel, assessments, etc.)

EXAMPLE GOAL: Make classroom observation of each teacher once a month.

- 3. Professional Development Goal** (one goal to develop professionally in an area based on personal desire for growth in that area).

4. **Personal Boundary Goal** (one goal that would empower director to set and keep boundaries with respect to personal space – i.e. no work on Sundays to keep day predictable for family)

•January – mid year check in:

Director and Board member liaison meet to assess goals and progress to date. Revise expectations or milestones as needed. Board member reports out to whole board as needed.

•June – end of year reflection:

Director writes a reflection (recap) of the year's progress in meeting goals. 2-3 paragraphs per goal.

•June – Board assessment:

Liaison Board member shares Director's reflection. Board uses teacher survey of director and Parent Climate survey to set goals for next year

Creating S.M.A.R.T. Goals

Specific

Masurable

Attainable

Realistic

T imely

Specific: A specific goal has a much greater chance of being accomplished than a general goal. To set a specific goal you must answer the six “W” questions:

*Who: Who is involved?

*What: What do I want to accomplish?

*Where: Identify a location.

*When: Establish a time frame.

*Which: Identify requirements and constraints.

*Why: Specific reasons, purpose or benefits of accomplishing the goal.

EXAMPLE: A general goal would be, “Get in shape.” But a specific goal would say, “Join a health club and workout 3 days a week.”

Measurable - Establish concrete criteria for measuring progress toward the attainment of each goal you set.

When you measure your progress, you stay on track, reach your target dates, and experience the exhilaration of achievement that spurs you on to continued effort required to reach your goal.

To determine if your goal is measurable, ask questions such as.....

How much? How many?

How will I know when it is accomplished?

Attainable – When you identify goals that are most important to you, you begin to figure out ways you can make them come true. You develop the attitudes, abilities, skills, and financial capacity to reach them. You begin seeing previously overlooked opportunities to bring yourself closer to the achievement of your goals.

You can attain most any goal you set when you plan your steps wisely and establish a time frame that allows you to carry out those steps. Goals that may have seemed far away and out of reach eventually move closer and become attainable, not because your goals shrink, but because you grow and expand to match them. When you list your goals you build your self-image. You see yourself as worthy of these goals, and develop the traits and personality that allow you to possess them.

Realistic- To be realistic, a goal must represent an objective toward which you are both *willing* and *able* to work. A goal can be both high and realistic; you are the only one who can decide just how high your goal should be. But be sure that every goal represents substantial progress.

A high goal is frequently easier to reach than a low one because a low goal exerts low motivational force. Some of the hardest jobs you ever accomplished actually seem easy simply because they were a labor of love.

Timely – A goal should be grounded within a time frame. With no time frame tied to it there’s no sense of urgency. If you want to lose 10 lbs, when do you want to lose it by? “Someday” won’t work. But if you anchor it within a timeframe, “by May 1st”, then you’ve set your unconscious mind into motion to begin working on the goal.

Your goal is probably realistic if you truly *believe* that it can be accomplished. Additional ways to know if your goal is realistic is to determine if you have accomplished anything similar in the past or ask yourself what conditions would have to exist to accomplish this goal.

T can also stand for Tangible – A goal is tangible when you can experience it with one of the senses, that is, taste, touch, smell, sight or hearing.

When your goal is tangible you have a better chance of making it specific and measurable and thus attainable.

Board Packet Item 9

Spaceholder for
paperwork from Larry
Green

Board Packet Item 10

Comments from Benny.

Insert corresponding

comments from Board

and staff.