

CHARTER SCHOOL BOARD MEETING

16 February 2006

ATTENDING:

Irene Rytting, Erik Olson, Shana Heyn, Cheri Jackson, Brandon Clarke

1. Boundaries: The state has set specific guidelines regarding geographic restrictions/preferences. The only option we have is if we convert rather than start from scratch.
 - a. To convert, we'd need to make a proposal. Parents, principal, or teachers can propose to convert to charter. If we get 2/3 of licensed educators (they don't necessarily and at least 2/3 of parents and guardians must have signed a petition. Must submit the proposal to either the Granite or state board — whoever we want to go through. But first, it must be approved by local school board; the only terms by which they can deny our request is A) the students not wanting to be with the charter have another alternative nearby and B) those teachers who don't want to teach at the charter have an option to switch to another school. In both cases, we have options.

The district will have to grant the proposal to convert if the requirements are satisfied. They can't deny the request on grounds of how the charter may or may not affect the district or other schools (e.g. competing enrollment, etc).

- b. District Sponsored Charter: individuals and entities who are seeking to convert may enter into an agreement with a local school board. Funding is done through the school board. The funding either way is a wash. The district cannot terminate us unless we violate the law.
- c. John Broberg: He didn't really know about the conversion provisions — in order to convert we would need to do it now. "to my knowledge, district sponsored charters are not bound by 10 month waiting period. This means that they would forgo the first years federal funding, but will get it the following year — for the next 3 years. SL District is sponsoring 2 Charters and will pass them off to the state after 2 or 3 years (or so)
- d. We don't know what the status of the building will be in this conversion scenario. We don't know whether conversion will mandate the district having to give us the building.
- e. NEXT STEPS: Erik will speak with Martin Bates tomorrow. We need to do some recon with some of the district-sponsored schools; Shanna, Cheri, and Irene will speak to some of these schools (Irene will speak with the Park City school that tried to convert and went back; Cheri will speak with Itinerus; Shanna will also speak with SL Academy for Arts. We will still press forward on the application; we will add a provision for the additional proposal with all the signatures etc.

2. Building Issues:

- a. Keith Bradshaw — cold at first wanted to cut to the chase; asked about \$3.00/sq. foot; he said it was way off and suggested it would be more along the lines of \$11.00/Sq. foot. When asked why so high compared to Libby Edwards, Keith said that was because it was a State school.
- b. Hank: “I give you my word I will give you a fair opportunity to obtain the building.” We can’t favor anybody. The district is supportive of the charter; we have to give a lease rate that will stand up for public scrutiny — we would have a fair opportunity because as far as he knows there’s nobody waiting in the wings (Keith said there is a drawer full of applicants — when presented with that, Hank said there was none that he knew of); Conversion would be to our advantage if we are looking to start in the fall; as far as getting the building is concerned. He said to speak to Carol. Shanna asked if he really thinks the district will support the charter — he said there are some who think it will compete with other schools in the area; she reminded him of the provision in the code, which he knew about. Then Hank said, talk to real estate people and find out what a Class C office space is in a 5 mile radius on the east side.
- c. Jared Boothe: Coldwell Banking; feels the appraisal will cost ~\$5,000-\$10,000; he felt the land value would be around \$2.2mm + another \$1mm for the building.

3. Application:

- a. Uniforms: our most volatile topic; we quickly tip-toed through the issue because of strong feelings on both sides. Studies both support and detract from their adoption. We will look into it further.
- b. The board needs to determine appointment policies. We discussed the policy of having neighborhood representation.
- c. We need to determine the policy
- d. Who are the founding parents; only important if we take federal funding and move to a lottery.
- e. Letters of support — she needs three; Aimee said she will have all the letters by March 1.
- f. Section 7; attachment F; complete background information by Saturday.

QUESTIONS FOR JED

- Hot meals? Do we really need to have a kitchen manager; if we convert will we need to do hot lunch?
- Why the difference in line 35?
- Feelings on conversion???????
- If we convert and discriminate will we lose federal funding?