

MINUTES
VSWEA BOARD OF DIRECTORS REGULAR MEETING
WEDNESDAY MAY 20, 2020
VIA YOUTUBE LIVESTREAM | VIA ZOOM

<https://youtu.be/cbBszp4tLNg>

<https://us02web.zoom.us/j/83422386217?pwd=RkRLV1Y2c3NSMWNNoOWo1MVF2Mm41Zz09>

MEMBERS PRESENT:

Matthew Walker – President (M.W.)

John Tanner (J.T.)

John Elling – Treasurer (J.E.)

April Sauer (A.S.)

Gregory Schneider – Secretary (G.S.)

MEMBERS ABSENT

The President, Treasurer, and Secretary were present and a quorum was reached.

GUESTS

Invitees of the Board:

- Christie Kriegsfeld (C.K.)
- Laura Heaney
- Meghan Kelsey

Board Member Applicants:

- Harper Rose Harris
- Jill Thomas
- Martin Duncan
- Nathaniel Allen (N.A.)
- Steve Pawlo

Members of the public present via Zoom/YouTube/Registration through Google Forms:

- Adeline Carrera
- Barb Cunningham
- Becky King
- Colleen Pope
- Daniele Ippoliti and Luis Camacho
- Deborrah Allen
- Haines Family
- Jean Falconburg
- Jennifer Walker
- Jessica Franks
- Jim & Becky King
- jj
- Juli
- Katie Anderson
- Lisa Maynard

APPROVED 6/3/2020

- Michelle Kratzer
- Peter
- Peter Rennick
- Sami Rank

OPENING VERSE

Meeting was called to order at 6:32 p.m.

INTRODUCTIONS

Board Members introduced themselves and review of meeting procedure occurred.

BOARD PROCEDURES

Approval of Minutes

M.W. – move to approve minutes of 4/29/2020 meeting, J.E./J.T. second. Yea: J.E., J.T., A.S., M.W. / No: -- / Abstain: G.S. **Motion passes.**

Board Member Resignation

M.W. – Announces that former board member Julie Haines has resigned and thanked her for her service to the school.

Reminders Regarding Parent and Community Conduct

M.W. – Announced a reminder regarding emails to the board. Many emails the board receives are well crafted, compelling, and appropriate, even if they are in disagreement with the actions taken by the school and the board. Unfortunately, some comments are less than appropriate. For those listening, please reacquaint yourself with the Parent Code of Conduct. Please also feel free to disagree without being disagreeable. If you see others engaging in inappropriate behaviors, please ask them to refrain.

Continued Interview of Board Member Candidates

M.W. – Thanked the five applicants for their time – Nathaniel, Jill, Martin, Harper Rose, and Steve – and commitment to the community, and went over the procedure for continuing the interviews.

- **A.S. – Please share a success story that you have been involved with at our school.**
 - Martin Duncan – Evaluated H.R. policies then in existence to rework them and update them to be current and effective.
 - Nathaniel Allen – Helped undertake to finalize the shade structure on campus. The project had stagnated and I helped, along with Steve Pawlo, to complete the project.
 - Harper Rose Harris – Helped coordinate a successful Martinmas play presentation by the seventh grade, creating a reverent, loving experience for the community. The seventh grade then cleaned up everything leaving the campus in great shape at the end of the day.

- Jill Thomas – My first board meeting was the decision to turn the school from a private school into a charter school. I helped create the charter for school and proud of the work done to do so.
- Steve Pawlo – Last year during the Medieval Games, I realized we had forgotten to fill the mud pit. I coordinated with the local fire department to quickly fill the mud pit, securing the success of a key part of one of the school’s most important festivals.
- **M.W. – How would you continue to support DMS even if your application to the board is denied tonight?**
 - Harper Rose Harris – I have long term teaching aspirations at DMS. I have interest in exploring working group opportunities on campus. I will be further investing myself in what we do at the school and being a part of our journey together.
 - Nathaniel Allen – We love the school and our kids will be there. They are just starting so we’ll be there supporting the school and happy to help with as much or as little as I’m called upon to do.
 - Jill Thomas – Will continue to be involved where anyone asks me to be involved and will do so joyfully.
 - Martin Duncan – I’m involved in the background in a few smaller events. Will continue to be labor where I can help and also interested in helping support events around anthroposophy around campus.
 - Steve Pawlo – Have been with the school for a long time and will continue to support the school in every way I have in the past – from my regular job to extracurricular events.
- **Steve Pawlo – Do we have a sense of what the next few months are going to look as we try to restart the school?**
 - M.W. – We are going to reserve that issue for discussion a little later this evening.
- **G.S. – There have been many voices of criticism and dissent about board and school decisions over the last six months. What will you do to bring the community together if elected?**
 - Harper Rose Harris – Have thought a lot about the disharmony at the school. Some of the realms are not communicating as fluidly as could be. I would like to work together to bridge those communications and reestablish programs to welcome incoming community.
 - Jill Thomas – This is not the first time we have seen these types of issues. I would look to see an expansion of communication between the different realms. There are definitely different factions, but the sooner we can come together to realize our common goal of healthy and successful students. Not afraid to ask for outside help to get us there.
 - Martin Duncan – I think everyone needs an opportunity to speak and be heard. When you have a faculty who does not feel heard, you have problems. When the community does not feel heard, they will keep working until they are heard. I will work hard to make sure everyone feels heard.
 - Nathaniel Allen – Would like to do everything I can to get things moving and stop stagnating – whether that is because of financial issues or otherwise. We need to

create positive momentum and tap the many positive people and resources in the school so we don't get caught up in yesterday's bad news, and really concentrate on tomorrow and moving forward.

- Steve Pawlo – It's been a tough couple years. The faculty needs to be held in some regard that has drifted away a little bit. They feel a little vulnerable. The voices want to be heard and the feeling that they aren't is causing some problems with the lifeblood of the school. We need to be positive again and step over these hurdles so we can look to the future.
- **J.E. – We had the good fortune of getting a loan that helped out our financial situation quite a bit. But we do struggle with finances as a school because the materials we need to do the education we want to do here exceed what we can afford to spend. What ideas do you have to help the community support the school?**
 - Nathaniel Allen – I would focus on fundraising. I think we can do more smaller activities where there are smaller amounts of money, but with more consistent engagement. We need to establish an environment where it's not so uncomfortable to ask for \$50 – \$100 from families. This may be more of a novel approach to community fundraising. We need to be creative about what grants we seek outside of our community. The charter program doesn't give us enough money.
 - Jill Thomas – I would bring back the material fees, which is something we have always had. The wording of how we present it to the community is important, and what exactly it means and how it helps the school. This is not an unusual ask. Getting a firm policy in place and somebody to communicate about why we're asking for them.
 - Martin Duncan – I agree with Jill, materials fees are important. To go along with that, each one of the grades has specific materials needs and explaining those to the community.
 - Harper Rose Harris – We need to be transparent about acquiring the materials fees. Some classes, like mine, were able to purchase their own tools and that gives a different sense of the importance of these materials to students and parents alike.
 - Steve Pawlo – One of the things we do best at the school and have always done is fundraising. The classes have historically been able to raise substantial amounts of money. I'd like to get back on track with that.
- **M.W. – Nathaniel, at our last board meeting you said you'd like the board to get back to governance. Please tell us more about what you mean by that.**
 - Nathaniel Allen – My understanding is the board of directors' role is to set policy, but not necessarily to set procedures. When the board is exercising its role, they hire and fire the executive director. It is through the director that operations happen. We've not had a fully empowered executive director in the last little while. Seems Christie was asked to fill a role and then there were limitations set. Need to get the executive director to a place where they feel comfortable executing the board's vision.

- **M.W. – Martin, at our last meeting you mentioned at our last meeting you were interested in recruiting and retention of faculty. As a board member, how would you do that?**
 - Martin Duncan – As a board member you can't be directly involved. But I'd be interested in seeing the hiring process and criteria, although I wouldn't actually be involved in interviewing teachers. Teachers need to feel like they are being heard. Would like to empower teachers to focus more on anthroposophy as possible, so that they are excited to come here and happy to stay.
- **M.W. – Steve, at our last meeting you mentioned you'd like to help with site and facilities issues as a board member. That's closely aligned with your current role as an employee. What else would you help with as a board member?**
 - Would like to see a return to our core beliefs and support our Waldorf endeavors more. Would like to be a pivotal person to support our faculty, staff, and students to help them get the things they need to push into the future in a positive way to get out of this rut we've been in.
- **M.W. – Jill, at our last meeting, we asked if you could work with the board and you said yes (as did everyone). But at our March 18 meeting you submitted a public comment asking everyone to step down except for me. How can I square those two statements?**
 - Jill Thomas – I meant what I said. The one position the board is responsible for filling – Executive Director – remains unfilled. It seems like everything is stalled. But I have a lot of experience as a prior director of the school and hope I can bring the experience to bear as a board member.
- **M.W. – Nathaniel, at our last meeting, you said you thought the school could grow. What did you mean?**
 - When we elected to become a charter, we changed our financial model. Most of the money that keeps the school going is through the public charter that we hold. We have a great opportunity to scale the model of the school. The opportunity may look like extensions of the campus to bring Waldorf to the Phoenix metropolitan area. Need to get more people, early on, to fall in love with the curriculum. We have a charter that gives us a lot of flexibility to grow substantially.
- **J.T. – What do you think Waldorf is? I hear people throw that term around a lot, but I'm not entirely certain it has a specific meaning when they say it.**
 - Harper Rose Harris – As a teacher, it is a developmentally appropriate education for the child delivered at the right time. But it is bigger than the classroom, it takes a whole community to support the Waldorf vision of furthering the spirit-being of humankind based on right heart, action, and thought.
 - Nathaniel Allen – To me it's about wholeness. I look at the way other education platforms work and it doesn't seem like there is another educational platform that offers the same thing to children, to empower children to do and become whatever

they want. I love the educators because they have such a sensitivity to the child. The word wholeness is what I most associate with Waldorf.

- Jill Thomas – On a basic level it is a type of education. But 22 years in, it is part of being a community, a lifestyle, that reaches the children’s head, heart, and hands and is a way to bring them up in a beautiful way. I can trace my college-aged children’s success to their Waldorf education.
 - Steve Pawlo – I’ve had a couple kids who started this education in preschool. For me in watching the kids pass through this education system, I think their intellectual sense, emotional sense, is honed in a way that doesn’t happen in other environments. I like that there’s a faculty and staff community that embraces these ideals to help students develop into the individual they need to be.
 - Martin Duncan – One of the things that really appeals to me is that the children are more than a test score. In this curriculum you’re a child and you get to be a child. It allows the parents to invest in the teacher as a human being who will be a part of their child’s life. That differentiates Waldorf from so many other models not based on anthroposophy.
- **J.T. – What is going on at the school that you think is “not Waldorf”?**
 - Nathaniel Allen – Seems like we could use some more education on terminology about Waldorf education and what it means. My guess is that when people say “not Waldorf” they are saying something that’s not associated with their heart, something that seems cold and calculated.
 - Jill Thomas – When we voted to become a charter school some parents were very upset. We knew there would have to be testing and that scared a lot of us. I think a lot of people look at testing as a horrible, evil thing, but how it was described to me is it is a tool to measure performance of children. My statement is not that things are “not Waldorf” but rather that everything that happens, happens for a reason.
 - Martin Duncan – Something that doesn’t seem centered and thoughtful, people are going to make that charge. For example: a long time ago, the board decided we would not worry about state standards as much as other schools. I think community members make these charges when it seems like things are not done in a thoughtful way.
 - Steve Pawlo – I think this is a simple answer. A couple years ago we had a former administration that was very “Waldorf heavy” or pedagogically heavy and that was the ruling force of the school. That faction came under a fair amount of scrutiny and they are no longer with the school. With that came issues we had to address, and one of them was business. At the end of the day the school is a business. We had to weather some serious storms to get to the point where we are now. I think the changes have brought a new style and form and function that people are just not used to.
 - Harper Rose Harris – I think it goes back to the first question – what is Waldorf? To go from parent-to-parent, colleague-to-colleague, we’re all going to have different answers. That probably causes some friction. There is also a humor that Rudolf Steiner had that often gets overlooked. Overlooking that can create a dogmatic perspective that can overshadow your studies of Waldorf pedagogy and anthroposophy.

- **Harper Rose Harris – This has been an unprecedented election time where the board received a massive influx of opinions about board candidates. How did that influence you and your vote today?**
 - A.S. – I read every email with an objective eye and then do my own investigation into the facts so I can make my own opinion about what is going on.
 - G.S. – As an attorney, my day starts and ends with the facts. I am always trying to figure out what is going in between the lines. The other piece is I'm a big believer in the First Amendment and that more speech tends to lead to better outcomes, as painful as that process can be. In hearing the many opinions, it was good to hear from the many different parts of the community and to know the different forces competing.
 - J.E. – I considered every email and know many voices were speaking from a deeply emotional place. I considered their thoughts.
 - J.T. – The emails have not influenced my vote. I read every email, but the role of the board is to focus on the financial and leadership issues facing the school. We have a lot of work to do.
 - M.W. – I think the big themes have been touched on. I like to think people are not so swayed by the emails rather than their own inquiry. I paid attention to who was sending the emails. And as with any email campaign, there were many competing voices.

- **G.S. – Voting Results**
 - Harper Rose Harris – Unanimously opposed (M.W., J.E., G.S., A.S., J.T.)
 - Jill Thomas – Unanimously opposed (M.W., J.E., G.S., A.S., J.T.)
 - Martin Duncan – Unanimously opposed (M.W., J.E., G.S., A.S., J.T.)
 - Nathaniel Allen – Unanimously in favor (M.W., J.E., G.S., A.S., J.T.). **Nathaniel Allen is elected to the board of directors.**
 - Steve Pawlo – In favor (J.T.); opposed (M.W., J.E., G.S., A.S.)

Board President Statement

M.W. read the below statement:

During the Board's April 29 meeting, a Board member who has since resigned from the Board made a number of inaccurate and misinformed comments. I am not going to repeat those comments. But in reading this statement, I would like to correct the record and reiterate the Board's support for some of the truly important and beneficial work that has occurred, especially over the past 18 months.

I would also like to acknowledge that I could have, and in hindsight should have, stepped in to cut off the comments from this Board member who has since resigned. But I didn't interrupt this person's comments, and for that I apologize. I should have.

And for this statement, I will focus on two areas in particular. One is the Leadership & Development Council (or LDC), and the other is what's called the 301 Committee. And I will stick to the facts of what actually occurred, not personal opinions or assumptions.

Regarding the Leadership & Development Council (or LDC), I'd like to remind everyone of the background here. And in my efforts to be brief, I suspect that I will gloss over other facts and not mention every detail. But I'll begin about 2 years ago, when the prior Executive Director of DMS separated from the school.

APPROVED 6/3/2020

Fact: In the wake of the departure of DMS's prior Executive Director and how DMS had been run under his leadership, and to address several issues that needed attention, the Board created the Transition Planning Work Group.

Fact: From June through October of 2018, the Transition Planning Work Group held listening sessions with all parts of DMS. They interviewed Faculty from all the realms (including the specialty teachers), they interviewed Staff and classroom assistants, they interviewed members of the administration, and they interviewed members of the community.

Fact: After the Transition Planning Work Group was finished with their investigation, the Board assigned responsibility to the school to create a new organizational structure based on all of the feedback they had received. To do that work, another committee, the Transition Planning Committee, was formed. It was comprised of faculty and included representation of all realms. These Committee members would report back to their realms during faculty meetings and get feedback from them, which was in turn brought back to the Committee for consideration.

Fact: From these interviews and work by the Transition Planning Work Group, and from the work by the Transition Planning Committee and the broader faculty, emerged the concept for the LDC.

Fact: The purpose of the LDC is (1) to provide pedagogical development and other support to teachers within each LDC member's realm, and (2) to help ensure that DMS's education policies and curriculum align with the standards indicated by DMS's charter and the Arizona Department of Education -- in other words, to balance a Waldorf approach with AZ state educational standards. That work is essential to DMS.

Fact: It was recommended that the LDC have representation from all parts of the faculty --- Early Childhood, the grades, the high school, and Student Support Services.

Fact: The Transition Planning Work Group and Transition Planning Committee recommended that there be minimum qualifications for those who serve on the LDC.

Fact: All of this was gathered up --- the proposed LDC structure, the scope and functions of the LDC, the representation by all parts of the school, the qualifications needed, and the names of those teachers who would initially comprise the LDC --- all of this was gathered up and it was presented to the faculty. And the faculty voted. And the faculty approved it.

Fact: This was also presented to the Board. And it was expressly endorsed by the Board, and that was in June of 2019.

Fact: Also in June 2019, the Board approved a stipend for LDC members given the amount of work they would be doing over and above their day job as teachers. Stipends like this are common in the world of education.

Fact: The LDC then got started and had its first meeting on July 1, 2019 -- not even one year ago. And the LDC has provided essential support and guidance to DMS since then, especially since the Covid-19 crisis hit.

So that is a bit of the factual history behind the LDC. Let me also touch base on Arizona Prop 301 and at DMS what's called the 301 Committee.

APPROVED 6/3/2020

By way of background, in 2000, the State of Arizona approved Proposition 301, which created a funding stream using sales tax to increase teacher salaries and to give teachers an opportunity to earn extra pay based on their performance. Each year, in schools across Arizona, a committee reviews the performance pay plan that outlines eligibility and criteria for payment of the extra performance pay. These plans are subject to ratification of at least 70% of the eligible plan participants (ie, teachers) and the approval of the school's Board.

Fact: To help ensure that DMS's 301 Plan complies with Arizona law, the school has the 301 Committee.

Fact: DMS's 301 Plan, like other schools' plans, includes a variety of eligibility and criteria, some of which are mandated by the State and some of which are specific to DMS.

Fact: For more than 2 years now, the 301 Committee has met at least weekly to discuss the legalities and requirements of how 301 money is distributed.

Fact: To ensure fairness, the 301 Committee represents the faculty and is made up of at least one representative from each realm; one representative currently covers two realms.

Fact: If for some reason a teacher is not eligible to receive payment under the 301 Plan, the money in the Plan is distributed equally to all others who are eligible and is not directed to any one person or subset of eligible persons.

Fact: Regarding the 301 Plan for the 2018/2019 school year, that plan was created and then revised and then approved by the faculty, and it was then approved by the Board in March of 2019.

Fact: Regarding the 301 Plan for the 2019/2020 school year, that plan was approved by the faculty, and then approved by the Board in May of 2019.

Fact: The 301 Plan now in place at DMS is in full compliance with Arizona state law.

That concludes my Statement and correction of the record with respect to many inaccurate and misleading comments regarding the LDC and the 301 Committee which were made by a Board member, who has now resigned.

A lot of work, by a lot of people --- teachers, board members, administration, members of the community --- went into the creation of these 2 essential committees at DMS, namely the LDC and the 301 Committee. I am grateful for their hard work and their ongoing commitment to DMS and its students. They are essential to DMS's ongoing success.

Board Protocol in Responding to Emails from the Community

M.W., A.S., and G.S. discussed the history of responding to emails from the community and strategies for efficiently handling and responding to emails.

M.W. proposed that he and A.S. work together to come up with a plan to propose to the board regarding responding to community emails.

Board Meeting Dates for 2020/2021 School Year

M.W., G.S., and A.S. discussed the proposed dates. The proposed March 10 date was changed to March 3. G.S. will post the dates on school's website.

BUDGET AND FINANCE

Prop 301 Plan for 2020/2021 / Remaining Issues for Prop 301 Plan for 2019/2020 School Year
Meghan Kelsey reported for the committee and explained how the proposed plan would work.

- to be considered, teachers must be highly qualified and in good standing with the school and meet certain other requirements in terms of full time employment;
 - Exclusions from the plan include: leaving the school before the end of the school year (aside from medical reasons);
- teachers who were eligible for the 2019/2020 plan voted on the 2020/2021 plan.
 - 91% voted in favor of the plan.
 - that exceeds the 70% required by law;
- there is a points system beyond the basic requirements to determine whether those who are eligible have met the plan's requirements.

J.E., G.S., and Meghan Kelsey, and C.K. discussed the structure of the plan and the economic incentives behind the plan.

M.W. – moves for the board to ratify the 301 plan for 2020–2021 school year as presented.

G.S. seconds. No additional discussion. In favor: M.W., G.S., A.S., J.E. Opposed: none.

Abstaining: J.T. Not participating as a new board member: N.A. **The motion passes.**

PPP Loan / Regular Financial Update

J.E. provided an overview of how the PPP funds have been used and the projection for remaining funds were left over. N.A., G.S., and J.E., discussed ways to maximize the use of the funds.

J.E. – Also raised an issue with parent council funds, class funds, and history of recordkeeping for those.

A.S., N.A., G.S., and C.K. joined the discussion and the problem with bookkeeping prior to November 2019, the highly accurate bookkeeping since then, and how to make a plan to move forward. The records of administration and parent council do not match up.

RSF Update

M.W. – We remain in contact with Amy Bird. We signed the waiver permitting us to take the PPP loan without breaching our covenants. Amy has also asked for additional financial information, which we provided. After looking at the information, Amy asked for additional documents and we are working on gathering those and hope to deliver them in the next week. We are also trying to obtain a timeline for when and if the refinance is moving forward. Overall the relationship is in much better shape than it was before.

Annual Budget Update

M.W. – We continue to work with Aspire on our financial budget for next year. And I understand we are continuing to work toward meeting the state requirements.

C.K. – Everything required from the state has been pushed back. The state form we are required to complete was not even given to us until Friday. We are still receiving information from ADE about what measures we must take if we reopen in the fall. We still have time to meet all the deadlines. The rough draft of the budget I provided is really just an estimate of big picture items we know are coming.

M.W. – Good news to have more time to prepare, but bad in the sense that we do not have certainty. Sounds like there are many things we will need to prepare for – including additional cleaning and personnel costs to implement required procedures.

C.K. – Yes, it is a moving target. We are still getting new information daily, including today at 5:59 p.m. from ADE, and earlier today from the CDC.

M.W. – Any areas of certainty that we know about for non-Covid issues?

C.K. – It's tough to say right now without the full picture, but we are working very hard to figure out all the budget implications. The good news is that we are actively collecting quotes and have time to try to meet the (evolving) requirements.

J.E. – On the draft budget, under regular education, it shows \$1.235M for salaries. Does that include any additional positions?

C.K. – No, that does not include anything additional. It's just the staff we have right now.

J.E. – Under support services, for supplies, I see \$3500 for yearbooks and teachers. Could you tell us more?

C.K. – I will have to check and get back to you.

J.E. – Under the SpEd category, I see an actual cost for last year of \$93,803, but an estimated budget for FY21 of \$287,929. What accounts for the difference? Could be an area of substantial savings?

C.K. – I'm not sure how Aspire came up with that number. Will check and report back.

J.E. – Finally, looking at purchased services under SpEd, I see a much larger budget for FY21 than what our actual spending. Any idea what that was for?

C.K. – Yes that is for contracted services like OT and speech therapy.

J.E. – Are any of these areas where we're ready for the board to start digging into this?

C.K. – We need to finalize salaries and then I think the working group for the board can get to work on the budget.

COVID-19

M.W. – We have the report from C.K. Any particular questions based on the report?

[No questions.]

M.W. – Any updates on enrollment?

C.K. – We are updating our spreadsheets daily. We have 270 students enrolled for next year. There are a number of families who are in the process of completing their enrollment but haven't completely. We have a team reaching out to them to help them finalize their enrollment.

C.K. – Would like to thank all of the faculty and staff for all their hard work during this really unprecedented time. Every class – K-8 – is going through an end of year activity. It is a beautiful thing to see. None of this is natural for this kind of platform for how parents, teachers, students, and parents to interact. But everyone has been gracious and patient and full of love despite the many challenges we've been facing with distance learning.

C.K. – Couple other points. CDC and ADE have produced additional guidance about what it will take to reopen in the fall. We are readily digesting this information. We are working together to provide cohesive and compliant guidelines. Fingers crossed, we will re-open on August 13. It may look different but we will do whatever we can to make it as normal as possible.

EXECUTIVE DIRECTOR SEARCH

M.W. – Two main topics. One is the process and timeline forward. This discusses the high level organizational structure, positions we would expect the executive director to oversee, and potential new positions. Second is how we intend to deal with reviewing applicants and interviewing them.

G.S., J.E., and J.T. expressed their gratitude for M.W. and A.S. for their hard work on creating the plan and thought it looked like a good plan.

M.W. – Turning to the job description itself.

A.S. – Provided a history of coming up with the job description, including reviewing historical job description, information from other sources, and added items based on current community needs.

N.A. – Is this an annual process, something more permanent?

M.W. – I think the hope is that this would be a search for someone with more permanence than yearly.

M.W. – Any objections to using this job description?

[No objections.]

G.S. – moves to enter executive session to discuss the contract of an appointee of the board.

A.S. seconds. In favor: J.E., G.S., A.S., M.W., J.T.; Opposed: None.

Executive session begins at 10:24 p.m.

EXECUTIVE SESSION

[Minutes of executive session maintained in a separate, confidential document.]

Executive session ends at 11:13 p.m.

EXECUTIVE DIRECTOR SEARCH CONTINUED

APPROVED 6/3/2020

G.S. – Move for the board to grant M.W. authority to negotiate a contract with Christie Kriegsfeld for the 2020-2021 academic year on the terms we discussed in executive session; A.S. second. No further discussion. Unanimously in favor (G.S., J.E., M.W., J.T., A.S.) (N.A. not participating in vote as a new board member.)

ANNOUNCEMENTS

Next regular board meeting: 6/3/2020, 6:30 p.m., via YouTube live stream and Zoom webinar, links forthcoming.

CLOSING VERSE

G.S. – move to adjourn, M.W. second, Vote: Unanimous (G.S., J.E., M.W., J.T., A.S.) (N.A. not participating as new board member.). **Motion passes.**

Meeting was adjourned at 11:22 p.m.

Prepared by G.S. on 5/20/2020 and revised on 5/26/2020, incorporating comments from M.W. and A.S. herein.