

ECHS Board of Governors

Meeting Minutes

Aug. 31, 2005

Present: Gary Carlston, Deborah Hobbs, Gayle Bowen, Mary Bennett, Tamalyn Calder, Stu Howell, Nancy Kennedy, Nevaloni Pulotu, Allyson Saunders, Frank Stewart

Next meeting: Sept. 12, 2005, 2:30 p.m., Dean's Conference Room, USU Education Building

I. Announcements

Co-Board Chairman: Gary Carlston
Co-Board Chairman: Deborah Hobbs

II. Summary

Dean Strong discusses partnership between USU and the ECHS
Diversity Issue: 15% of student body – must be met
20% of student body – projected percent
Briefing Sheet: Available in other languages: Spanish, Korean, and Chinese, other languages can be made available
Grants: 4 grants already wrote and submitted, more to be wrote
Building Status: Working on a donor
Covered for first two years at Innovation Campus if no donor found
Student Body: Open Enrollment – Blind Lottery System
Possibly bus student from other schools for classes
Not offered at regular school.
Extra Curricular Activities: None

III. Discussion

Dean Strong – Introduction Speech: School has to be partnership: at least 1 school district, University, and whatever businesses would like to be involved. Steve Zsiray was picked as principal out of many candidates, and then the Board of Governor's was picked. This is an opportunity for high school students and the University faculty to work together in a cooperative stance. President Albrecht would like to see full partnership between the ECHS and USU. Many campus colleges would like to get involved and participate in the ECHS. High school students will have courses on campus; Frank Stewart, Director of Development, to help find donors for building and equipping the school.

Full Discussion – School will help diverse & advanced students; 3 parent meetings have been held to date and more are to be held in the future; the briefing sheet has been passed out at these meetings, and it is available in other languages (Spanish, Chinese, and Korean), if more languages needed, it will happen. Try for a balance between boys and girls. Diversity: 15% of student body must be diverse; the goal is for 20%. One main focus in families who have not had a college graduate. Connect to any entity that will help students: online testing, online classes, state of the art technology, BYU Independent courses, electronic high schools, etc. School Library to be 1st class, have bigger selection of fiction because of partnership with USU

nonfiction selection. 60 Computers in School Library Media Center to be used for library databases.

Building Covered for first two years if no donor can be found by opening date.

Target population – 4 regional school districts, 9-12 grade levels – 75 students per grade.

Students picked by blind lottery system, talk to other charter school about system.

Advertisement – newspaper articles and ads, radio and television ads to be used also.

Student body – open enrollment, under represented population, no competitive sports, not as competitive orchestra program, secure students who may not be served by regular schools. Will discuss with US the efficacy of holding summer camps if possible to help with math, reading and writing, 2 -3 weeks for perspective students; the camps would be geared for passing the UBSCT; help parents realize the importance of UBSCT. Start later in the morning – 9:00 a.m.

Refer to Charter school application – Blocking schedule – close to USU schedule as possible – semester model. Starting date Aug. 26, 2006 – patterned after European schools.

Facilities – 20,000 square foot building, laptops, wireless system, no desks – all tables and chairs. We would like to see laptops for every student! (In regards to Deborah Hobbs question). School not only to teach writing and reading but how to think creatively.

Advising groups – Philosophy and curriculum group; helps generate ideas and discuss the school. 27 credits required to graduate with a high school diploma. No sports but there will be an orchestra, Academic Olympiad, debate, chess, etc., if students want sports, it's suggested they go to regular high school.

Questions – Can student come part time and do the other half at the regular high school? Possible scheduling conflicts with that? What to do as alternative for students who don't have motivation or act out adversely? Student representation on the board?

Quality Teaching: Students cannot take classes from TA's; they don't meet the quality teaching standards.

USU Contributions – Land, Office space, and much more.