

The Regular Meeting of the Board of Trustees will begin immediately following the conclusion of the Board of Trustees Workshop but not prior to the posted start time.



WESTLAKE ACADEMY

Mission / Vision Statement

Westlake Academy is a nurturing, community owned International Baccalaureate Charter School whose mission is to achieve academic excellence and to develop life-long learners who become well-balanced, responsible global citizens.

BOARD OF TRUSTEES MEETING

AGENDA

June 6, 2011

**WESTLAKE TOWN HALL
3 VILLAGE CIRCLE – 2ND FLOOR
WESTLAKE, TX 76262
COUNCIL CHAMBERS/MUNICIPAL COURT ROOM**

**Workshop Session 4:30 p.m.
Regular Session 6:00 p.m.**

Workshop Session

- 1. CALL TO ORDER**
- 2. PLEDGE OF ALLEGIANCE**
- 3. REVIEW OF CONSENT AGENDA ITEMS FROM JUNE 6, 2011, TRUSTEES REGULAR MEETING AGENDA.**

4. **REPORTS**

Reports are prepared for informational purposes and will be accepted as presented. (there will no presentations associated with the report items) There will be no separate discussion unless a Board Member requests that report be removed and considered separately.

- a. Report Analyzing Westlake Academy MYP TAKS and ISA results. (Applicable Strategic Plan Desired Outcomes: High Student Achievement; Effective Educators & Staff; and Strong Parent & Community Connections)

5. **DISCUSSION ITEMS**

- a. Presentation and discussion of a report concerning the planned activities of the Westlake Academy Foundation. Applicable Strategic Plan Desired Outcomes: High Student Achievement; and Strong Parent & Community Connections)
- b. Discussion of follow-up items from May 20, 2011, Strategic Planning Retreat. (Applicable Strategic Plan Desired Outcomes: High Student Achievement; Strong Parent & Community Connections; and Student Engagement – Extracurricular activities)
- c. Discussion of the Status of Portable Building Additions at Westlake Academy. Applicable Strategic Plan Desired Outcomes: High Student Achievement; Effective Educators & Staff and Financial Stewardship & Sustainability)
- d. Discussion of Board of Trustee governance as illustrated in Dr. Brian Carpenter's *Charter School Board University: An introduction to effective charter school governance*; Chapter 21.

6. **BOARD RECAP / STAFF DIRECTION**

7. **ADJOURNMENT**

Regular Session

1. **CALL TO ORDER**

2. **CITIZENS' PRESENTATIONS AND RECOGNITIONS:** This is an opportunity for citizens to address the Board on any matter whether or not it is posted on the agenda. The Board cannot by law take action nor have any discussion or deliberations on any presentation made to the Board at this time concerning an item not listed on the agenda. Any item presented may be noticed on a future agenda for deliberation or action.

Westlake Academy student presentations.

3. **CONSENT AGENDA:** All items listed below are considered routine by the Board of Trustees and will be enacted with one motion. There will be no separate discussion of items unless a Board member or citizen so requests, in which event the item will be removed from the general order of business and considered in its normal sequence.

- a. Consider approval of the minutes for the meeting held on May 9, 2011.
- b. Consider approval of the minutes for the meeting held on May 20, 2011.
- c. Consider approval of **Resolution 11-11**, Providing direction to the Superintendent related to facility needs, including a possible portable building, concerning a Technology/Media Center.

4. EXECUTIVE SESSION

The Board will conduct a closed session pursuant to Texas Government Code, annotated, Chapter 551, Subchapter D for the following:

- a. Section 551.071(2) – Consultation with School Attorney on a matter in which the duty of the attorney to the governmental body under the Texas Disciplinary Rules of Professional Conduct of the State Bar of Texas clearly conflicts with this chapter: Charter amendments including the Admissions Policy

5. RECONVENE MEETING

6. TAKE ANY ACTION, IF NEEDED, FROM EXECUTIVE SESSION.

7. BOARD CALENDAR

- BOT Budget Retreat
June 9, 2011, Town Hall (9:00 – 1:00 p.m.)
- BOT Meeting
August 15, 2011, 4:30 p.m.
- First Day of School
August 22, 2011

- 8. FUTURE AGENDA ITEMS:** Any Board member may request at a workshop and / or Board meeting, under "Future Agenda Item Requests", an agenda item for a future Board meeting. The Board member making the request will contact the Superintendent with the requested item and the Superintendent will list it on the agenda. At the meeting, the requesting Board member will explain the item, the need for Board discussion of the item, the item's relationship to the Board's strategic priorities, and the amount of estimated staff time necessary to prepare for Board discussion. If the requesting Board member receives a second, the Superintendent will place the item on the Board agenda calendar allowing for adequate time for staff preparation on the agenda item.

- **None**

9. ADJOURNMENT

ANY ITEM ON THIS POSTED AGENDA COULD BE DISCUSSED IN EXECUTIVE SESSION AS LONG AS IT IS WITHIN ONE OF THE PERMITTED CATEGORIES UNDER SECTIONS 551.071 THROUGH 551.076 AND SECTION 551.087 OF THE TEXAS GOVERNMENT CODE.

CERTIFICATION

I certify that the above notice was posted at the Town Hall of the Town of Westlake, 3 Village Circle, on June 3, 2011, by 11:00 a.m. under the Open Meetings Act, Chapter 551 of the Texas Government Code.

Kelly Edwards, Town Secretary

If you plan to attend this public meeting and have a disability that requires special needs, please advise the Town Secretary 48 hours in advance at 817-490-5710 and reasonable accommodations will be made to assist you.

Westlake Academy

Item # 2 – Pledge of Allegiance

Texas Pledge:

*"Honor the Texas
flag; I pledge
allegiance to thee,
Texas, one state under
God, one and
indivisible."*

Town of Westlake

Item # 3 – Review of Consent Agenda Items

CONSENT AGENDA: All items listed below are considered routine by the Town Council and will be enacted with one motion. There will be no separate discussion of items unless a Council Member or citizen so requests, in which event the item will be removed from the general order of business and considered in its normal sequence.

- a. Consider approval of the minutes for the meeting held on May 9, 2011.
- b. Consider approval of the minutes for the meeting held on May 20, 2011.
- c. Consider approval of **Resolution 11-11**, Providing direction to the Superintendent related to facility needs, including a possible portable building, concerning a Technology/Media Center.

Westlake Academy

Item # 4 – Reports

REPORTS

Reports are prepared for informational purposes and will be accepted as presented. (there will no presentations associated with the report items) There will be no separate discussion unless a Board Member requests that report be removed and considered separately.

- a. Report Analyzing Westlake Academy MYP TAKS and ISA results. (Applicable Strategic Plan Desired Outcomes: High Student Achievement; Effective Educators & Staff; and Strong Parent & Community Connections)

WESTLAKE ACADEMY AGENDA ITEM

Curriculum: MYP **Meeting Date:** June 6, 2011

Staff Contact: Rod Harding,
Secondary Principal **Report**

Subject: Report Analyzing Westlake Academy MYP TAKS and ISA Results

EXECUTIVE SUMMARY

Secondary Principal has prepared a report analyzing our Middle Years Programme TAKS and ISA test results. The purpose of this report is to:

1. Provide baseline data of student achievement in the areas of Reading, Writing and Mathematics.
2. Use the baseline data for curriculum improvement in the secondary section.
3. Use the baseline data to raise the achievement level of students.

The report also presents a summary of findings, recommendations, and an action plan to address them.

APPLICABLE STRATEGIC PLAN DESIRED OUTCOME

- High Student Achievement
- Strong Parent & Community Connections
- Financial Stewardship & Sustainability
- Student Engagement – Extracurricular activities
- Effective Educators & Staff

WESTLAKE ACADEMY VALUES

- Academic Achievement*
- PYP, MYP, DP (IB Continuum)*
- Caring Environment*
- Fiscal Stewardship*
- Communication/Transparency*
- Engaged Stakeholders*
- Maximizing Each Child's Potential*

FISCAL IMPACT

Funded Not Funded N/A

RECOMMENDATION / ACTION REQUESTED/ OPTIONS

No action required, report presented for Board information and review.

ATTACHMENTS

Report Analyzing WA's MYP TAKS and ISA results.

**STANDARDIZED TESTING REPORT FOR GRADE 8 TEXAS ASSESSMENT OF
KNOWLEDGE AND SKILLS (TAKS) AND INTERNATIONAL SCHOOLS ASSESSMENT (ISA)
2011**

The purpose of this report is to:

1. Provide baseline data of student achievement in the areas of Reading, Writing and Mathematics.
2. Use the baseline data for curriculum improvement in the secondary section.
3. Use the baseline data to raise the achievement level of students.

It is important to realize that standardized testing is only one measure of a student's performance. The other equally important aspect of any assessment or testing is the fact that there are multiple ways in which to measure academic performance. Using only one approach does not give a holistic view of student achievements.

TAKS

Mathematics and Reading performance was measured using a multiple-choice method. At Westlake Academy, teachers of Mathematics and Reading assess in different ways and may not concentrate for long periods on multiple choice type questions.

The TAKS mathematics practice booklet and last year's release test used for preparing students is not completely aligned with the subject content taught at Grade 8. The Grade 8 content at Westlake Academy is based on TEKS standards with the IB philosophy as the vehicle in which to deliver it in a meaningful context. Analysis revealed the following percentage break up of the mathematical concepts covered in the Mathematics practice and release tests:

Pre-test Type	Number	Probability	Geometry	Algebra	Statistics
Practice Booklet	22%	6%	28%	30%	8%
Release Test	22%	6%	26%	28%	12%

*Discrepancies in total percentages due to items involving discrete mathematics

This breakup may present a problem for our students since a larger percentage of content tested will not be taught until Grade 9 (Geometry). Grade 8 is an Algebra course, however the TAKS is requiring students to apply prior learning that took place up to a year ago in Grade 7 in Pre-Algebra. The compact nature of the MYP not having an additional year prior to Grade 8 and the compartmentalized approach (Pre-Algebra, Algebra I, Geometry and Algebra II) means that we are missing many mathematical concepts that are tested in the Middle Years Program.

Overall Results

Area	Av. Scale Score	Met Standard	Did Not Meet Standard	Commendations
Reading	861	37 or 100%	0	25 or 68%
Mathematics	759	34 or 89%	4 or 11%	4 or 11%

Scale Score: Provides the range of performance possible on an assessment (Range for Mathematics was from 673 to 907), Reading from 748 to 991 .

Reading results showed that 68% of students received commendations. Thirty seven (37) students took the Reading assessment. Two (2) were absent.

Analysis of Reading Concepts

Concept	Basic Understanding	Applying knowledge to Literary Elements	Using Strategies to Analyze	Applying Critical Thinking Skills
Items Correct	11.2/12	9.5/10	9.6/10	14.8/16
%	95	95	96	93

The following analysis of data clearly identifies those mathematical concepts where students on average did not meet the recognized standards.

There were a total of 38 students who took the Mathematics assessments. One (1) student was absent.

Analysis by Mathematical Concepts

Concept	Number, Operations and Quantitative Reasoning	Patterns, Relationships and Algebraic Reasoning	Geometry and Spatial Reasoning	Concepts and Uses of Measurement	Probability and Statistics	Mathematical Processes and Skills
Items Correct	7.2/10	7.5/10	5.2/7	2.7/5	6.4/8	7.7/10
%	72	75	74	53	80	77

ISA

The ISA measured student performance in Mathematical Literacy, Reading and Writing. Student performance was measured through multiple choice, short answer, justifying answers and creative writing. The emphasis was on application of knowledge and skills to a unknown situation. Timings for assessments range from 30min to 45min.

Mathematical Literacy concepts were Change and Relationships, Quantity, Space and Shape and Uncertainty.

Reading areas were Diagrams, Exposition, Map, Graph, Narrative and Poem

Writing areas were Narrative (Content, Language and Spelling) and Exposition/Argument (Content, ESOL and Structure)

Mathematical Literacy Analysis (32 items were assessed)

Comparative Groups	Av. Percentage	Av. Raw Score WA Grade	Scale Score
*% All Grade 8	61	-	515
% WA Grade 8	56	18	507

Scale Score: Provides the range of performance possible on an assessment (Range for Mathematical Literacy from 367 to 607).

Reading Analysis (34 items were assessed)

Comparative Groups	Av. Percentage	Av. Raw Score WA Grade	Scale Score
*% All Grade 8	52	-	493
% WA Grade 8	56	19	512

Scale Score: Provides the range of performance possible on an assessment (Range for Reading from 380 to 658).

Writing Analysis (Narrative Raw Score)

Comparative Groups	Content	Language	Spelling	Total Raw Score	Scale Score
Max. Raw Score	11	11	10	32	
All Grade 8 Average	6.9	6.7	6.5	-	538
This Grade Average	7	6.8	6.2	-	539

Scale Score: Provides the range of performance possible on an assessment (Range for Narrative Writing from 421 to 678).

Writing Analysis (Exposition/Argument Raw Score)

Comparative Groups	Content	ESOL	Structure	Total Raw Score	Scale Score
Max. Raw Score	10	7	9	26	-
All Grade 8 Average	6.6	4.9	5.8	-	552
This Grade Average	6.3	4.7	5.4	-	531

Scale Score: Provides the range of performance possible on an assessment (Range for Expository Writing from 425 to 637).

Summary of Findings

A baseline data analysis of the detailed individual items and the above tables indicate that mathematics and in particular Geometry/Shape and Space and Measurement are those areas that need improvement. While this baseline data does not indicate student's attitudes towards mathematics, a detailed attitudinal survey commencing in September 2011 should be undertaken. In addition teachers need to provide students with regular self-evaluation of how they feel about mathematics learning and concepts they find difficult.

The base line data in Reading is above the TAKS and ISA norms for the majority of students. No action at this time is warranted.

ISA data indicates that Grade 8 students are almost equal with the world average in narrative writing, however expository or argumentative writing falls below the world average.

Recommendations

1. Geometry and Spatial Reasoning, Concepts and Uses of Measurement (TAKS) and Shape and Space (ISA) are the main concept areas that need investigation as to how and when these areas are taught.
2. Resources need to be audited to determine if there is active and meaningful involvement of students and teachers in mathematical learning.
3. Review the vertical and horizontal alignment of mathematics from Primary through to Grade10
4. Review how we teach expository writing and what constitutes a balanced writing program.

Action Plan

Objective	Action Plan	Resources Needed	Impact on Student Learning and Teacher Development	Date
Review the development of mathematical concepts vertically and horizontally.	Distribute the TAKS and ISA Grade 8 results in mathematics to Teachers.	Whole school Wednesday meeting times.	Students will improve their mathematics achievement levels in standardized assessments.	May 2011
	Meet with teachers of mathematics at the whole school level to determine a sequence and order of concept development.	Use one day of Orientation week for curriculum reviews.	Teachers will be better informed of when and how mathematical concepts are taught at a whole school level.	August 2011
Use the above baseline data to create an audit of materials and resources that support progressive teaching methods in developing mathematical concepts.	Teachers and coordinators determine materials and resources necessary for successful learning.		Teachers will have greater knowledge of using activities that support mathematical concepts.	September 2011
	Apply to WAF for funds to support a one-day workshop with a mathematics consultant in teaching methods and support for active learning.		Teachers will understand how their students learn in different ways through surveys and questionnaires. Students will have opportunities to reflect on how they feel about mathematics to enable the teacher to better meet their needs.	August 2011

Review and develop teaching and learning methods/resources for expository writing.	An action plan has already been written by the English department to purchase resources that will develop expository writing in the MYP.	Purchase of teacher resources.	Increased academic performance in the ISA expository writing.	Ongoing 2011-2012
	Meeting between Primary and MYP teachers to discuss the process used to develop a balanced writing program.	Use one day of Orientation week for curriculum reviews.	Continued dialogue between teachers will result in a common approach and language to teach the writing process.	Ongoing 2011-2012

Report compiled by Rod Harding, MYP Principal

Westlake Academy

Item # 5 – Discussion Items

DISCUSSION ITEMS

- a. Presentation and discussion of a report concerning the planned activities of the Westlake Academy Foundation. **Applicable Strategic Plan Desired Outcomes: High Student Achievement; and Strong Parent & Community Connections)**
- b. Discussion of follow-up items from May 20, 2011, Strategic Planning Retreat. **(Applicable Strategic Plan Desired Outcomes: High Student Achievement; Strong Parent & Community Connections; and Student Engagement – Extracurricular activities)**
- c. Discussion of the Status of Portable Building Additions at Westlake Academy. **Applicable Strategic Plan Desired Outcomes: High Student Achievement; Effective Educators & Staff and Financial Stewardship & Sustainability)**
- d. Discussion of Board of Trustee governance as illustrated in Dr. Brian Carpenter's *Charter School Board University: An introduction to effective charter school governance*; Chapter 21.

WESTLAKE ACADEMY AGENDA ITEM

Curriculum: PYP/MYP/DP **Meeting Date:** June 6, 2011

Staff Contact: Tom Brymer, Superintendent **Discussion**

Subject: Presentation and Discussion of a Report Concerning the Planned Activities of the Westlake Academy Foundation.

EXECUTIVE SUMMARY

Per the Council/BOT Advisory Board/Affiliates policy, at least annually all Town advisory boards and Westlake Academy affiliate groups will meet with the Council and/or Board of Trustees to discuss their past year's activities and those planned for the next twelve months. The purpose of this workshop presentation is to engender coordinated planning and collaboration between the Board and the Westlake Academy Foundation in the pursuit of the Board's strategic objectives for the Academy.

APPLICABLE STRATEGIC PLAN DESIRED OUTCOME

- High Student Achievement
- Strong Parent & Community Connections
- Financial Stewardship & Sustainability
- Student Engagement – Extracurricular activities
- Effective Educators & Staff

WESTLAKE ACADEMY VALUES

- Academic Achievement*
- PYP, MYP, DP (IB Continuum)*
- Caring Environment*
- Fiscal Stewardship*
- Communication/Transparency*
- Engaged Stakeholders*
- Maximizing Each Child's Potential*

FISCAL IMPACT

- Funded Not Funded N/A

RECOMMENDATION / ACTION REQUESTED/ OPTIONS

Receive the Foundation's report, ask questions, and engage in collaborative dialogue and feedback to and with Foundation President and Executive Director about the Foundation's plans to support the Academy's operations and strategic plans.

ATTACHMENTS

Advisory Board and Affiliate Communications Policy



Town of Westlake / Westlake Academy

Town Council / Board of Trustees

CITIZEN ADVISORY

BOARD/COMMITTEE/AFFILIATE RELATIONS

AND COMMUNICATIONS POLICY

2008

CITIZEN ADVISORY BOARD/COMMITTEE/AFFILIATE RELATIONS AND COMMUNICATIONS POLICY

Contents

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I. POLICY PURPOSE. To establish a clear framework and process for enhanced collaborative interaction, communication, and mutual understanding of roles and responsibilities between the Town Council (TC) and the Board of Trustees (BOT) and their various citizen advisory boards, commissions, committees, and organizations affiliated with the Town of Westlake and/or Westlake Academy.

II. POLICY GOALS. The goals of this policy are:

- A. Enhanced two-way communication between the TC/BOT and its various advisory boards, commissions, committees and affiliate organizations (and vice versa).
- B. Reaching mutual agreement regarding annual programs of work for these various citizen advisory boards, commissions, committees, and affiliate organizations to enhance and assist in the pursuit of the TC's/BOT's strategic priorities.
- C. Achieving a common paradigm that all advisory boards, commissions, committees, and affiliates of the Town of Westlake and Westlake Academy exist to further the TC/BOT strategic agenda and are under the direct control of BOT/TC or, if they are a Westlake Academy affiliate, are under the day-to-day direction of the Head of School.
- D. Creating a clear understanding, coordination, and agreement by the TC/BOT and its citizen advisory boards, commissions, committees, and affiliate organizations as to each group's role, function, and scope of responsibility in terms of their relationship to the Town of Westlake and/or Westlake Academy.
- E. Establishing a direct link between Westlake Academy, its Head of School, and the Academy's Senior Management Team as being the first point of contact for coordinating the activities of Westlake Academy affiliates.

III. POLICY PARAMETERS. To achieve this policy's purpose and goals, the following parameters are put in place:

A. Annual Meeting with Board.

All TC/BOT advisory boards, committees, commissions, and affiliate organizations shall meet at least annually with the TC/BOT to:

- 1.) Report on progress to date in implementing that group's program of work for the current fiscal year
- 2.) Review a proposed program of work for the coming fiscal year as well as submit any budget requests and requested staff resources for this proposed program of work. Said program of work will be discussed within the context of the organization's program of work carrying out the TC's/BOA's strategic plan for both the Town and Westlake Academy. All funding requests should be submitted not later than the July 1st prior to the upcoming fiscal year. Requests received after that time will not be considered until the following fiscal year.
- 3.) Review fund raising activities underway or planned to support the current or proposed plan of work.

- 4.) The chair of each advisory board, committee, and/or affiliate organization shall schedule this annual meeting (or more frequent if needed) through the Town Secretary's office. The TC/BOT may choose to hold these meetings one or two times per year.
- 5.) All affiliates of Westlake Academy, prior to meeting with the TC/BOT, will meet with the Head of School to make sure they their proposed efforts are coordinated through the Head of School and his/her designates.

B. IRS Tax-Exempt Status Requests.

All advisory committees, commissions, boards, and affiliates seeking tax-exempt status from the Internal Revenue Service 501(c)3 must receive prior approval from the TC/BOT. When submitting a request to the TC/BOT to apply for this IRS 501(c)3 status, the organization wishing to apply must be able to demonstrate and illustrate to the TC/BOT the benefits of this status for achieving TC/BOT strategic priorities as well as the advantages of this designation not currently afforded by the Town's existing tax-exempt status. Further, the organization requesting to apply for this 501(c)3 status must be able to demonstrate to the TC/BOT their organizational capacity to administer and comply with all IRS regulations related to this status on an on-going basis.

C. Use of Town and Academy Name, Resources, and Logos.

Any advisory board, commission, or committee, as well as affiliate organizations of the Town or Westlake Academy, that wish to begin using the Town or Academy's name or logo in their operational efforts must receive prior approval from the TC/BOT. Said approval can be withdrawn at any time by the TC/BOT. Additionally, any on-going use of Town facilities, resources, and staff by an advisory committee, commission, board, or affiliate must be requested through the Town Manager's office and is subject to his/her approval prior to on-going utilization of those resources. Requests to add organizations covered by this policy to the Town's insurance policy shall be submitted to the Town Manager for his prior approval before any insurance coverage is extended. If approved, the annual cost of this insurance shall be borne by the requesting organization. Requests to add staff to support any advisory board, commission, committee, or affiliate shall be made through the Town Manger's office as a part of the annual budget preparation process and must be approved in advance by the TC/BOT. This request will include the identification of funding resources to pay for this position, the operational reporting arrangement for this position, and which payroll/insurance program this position will fall under.

D. Fiduciary/Stewardship Responsibilities and Requirements.

All advisory boards, commissions, committees, and affiliates that expend funds through their own bank accounts must first have TC/BOA approval to have separate bank accounts. All such groups will also submit their financial control procedures to the Town Manager or his/her designate for review and approval as to providing acceptable internal control on collection and expenditure of funds from these bank accounts.

Additionally, if this approval for separate bank accounts is authorized by the TC/BOT, a timely annual audit of this account(s) shall be submitted to the Town Manager or his/her designate for presentation to the TC/BOT. Said audit may be conducted by an external CPA auditing firm or may be conducted by the Town's Director of Finance with that decision being made by the Town Manager depending on staff workload requirements at the time. Since the Westlake Academy Foundation has IRS 501(c)3 status at the time of the adoption of this policy, that organization shall, at its cost, utilize the same external auditor concurrently used to audit Westlake Academy finances. This Westlake Academy Foundation audit shall be prepared on a timely basis for presentation to the TC/BOT at the same time that the Academy's audit is presented.

For those advisory boards, commissions, and committees funded by the TC/BOT through the Town or Academy approved budget, use of approved budgetary allocations shall be made on transaction by transaction basis. That is, the chair or president of that organization will identify the vendor they wish to utilize, contact the Town's Director of Finance, and submit necessary invoices so that the vendor can be paid by the Town for goods/services rendered to that advisory committee, commission, or board from their TC/BOT approved budget. Use of approved Town budgeted funds by these organizations shall be in accordance with State purchasing statutes and Town purchasing policies.

All by-laws for proposed for citizen advisory boards, commissions, committees, and organizations affiliated with the Town of Westlake and/or Westlake Academy shall first be reviewed and approved by the TC/BOT.

WESTLAKE ACADEMY AGENDA ITEM

Curriculum: PYP/MYP/DP **Meeting Date:** June 6, 2011
Staff Contact: Tom Brymer, Superintendent **Discussion**
Subject: Discussion of Follow-up Items from May 20, 2011 Strategic Planning Retreat

EXECUTIVE SUMMARY

On May 20, 2011 the Board of Trustees held a planning retreat with the Westlake Academy Leadership Team to work on a number of items. The purpose of this agenda item is to review work done at that retreat on revising the Academy's vision, mission, and value statements as well as provide direction to staff concerning same.

APPLICABLE STRATEGIC PLAN DESIRED OUTCOME

- High Student Achievement
- Strong Parent & Community Connections
- Financial Stewardship & Sustainability
- Student Engagement – Extracurricular activities
- Effective Educators & Staff

WESTLAKE ACADEMY VALUES

- Academic Achievement*
- PYP, MYP, DP (IB Continuum)*
- Caring Environment*
- Fiscal Stewardship*
- Communication/Transparency*
- Engaged Stakeholders*
- Maximizing Each Child's Potential*

FISCAL IMPACT

Funded Not Funded N/A

RECOMMENDATION / ACTION REQUESTED/ OPTIONS

Review the work the Board performed on WA's vision, mission, and values, and provide staff feedback and direction concerning it.

ATTACHMENTS

Draft vision, mission, and value statements. (to be delivered under separate cover)

WESTLAKE ACADEMY AGENDA ITEM

Curriculum: MYP/DP **Meeting Date:** June 6, 2011
Staff Contact: Tom Brymer,
Superintendent **Discussion**
Subject: Discussion of the Status of Portable Building Additions at
Westlake Academy

EXECUTIVE SUMMARY

Staff will present to the Board an update and status for Board discussion pertaining to portable building needs at the WA campus for the 2011-12 school year. This is a follow-up from discussions held at the Board's May 20, 2011 planning retreat related to needs for a technology/media center for WA secondary students.

APPLICABLE STRATEGIC PLAN DESIRED OUTCOME

- High Student Achievement
- Strong Parent & Community Connections
- Financial Stewardship & Sustainability
- Student Engagement – Extracurricular activities
- Effective Educators & Staff

WESTLAKE ACADEMY VALUES

- Academic Achievement*
- PYP, MYP, DP (IB Continuum)*
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- Engaged Stakeholders*
- Maximizing Each Child's Potential*

FISCAL IMPACT

- Funded Not Funded N/A

Note: one option to be discussed would require additional funding which in turn, would require a budget amendment and use of fund balance.

RECOMMENDATION / ACTION REQUESTED/ OPTIONS

A recommendation will be presented by staff at the workshop.

ATTACHMENTS

None

Resolving Complaints the Right Way:

It's Not That Difficult

Although I briefly addressed responding to parental complaints in Chapters 16 and 20, I decided to add the topic as its own chapter in this second edition because every board will have to resolve or address complaints at some time or another. I chose to place the chapter in this section because how the board handles parent complaints will strongly impact the board-executive relationship (as noted in the previous chapter). The good news is, as the chapter title says, resolving complaints the right way is not that difficult.

Like everything else pertaining to charter school operations, parental complaints require the board and executive to successfully navigate the intersection of governance and management. (See Chapter 7.) This is to say, that both the board and the executive have responsibilities when it comes to resolving parental complaints. These responsibilities sometimes intersect, but they do not overlap. As such, although this book is not written to school executives per se, I'm going to begin this chapter by discussing the executive's responsibilities.

Regardless of enrollment, a school executive will be faced with parental complaints. In my experience, most of these complaints are trivial (yet another application of Pareto's Law), *but that doesn't mean that they needn't be addressed*. In this instance, *trivial* simply means that addressing most parental concerns is not the *best* use of the executive's time, in that it is not one of the few activities that generate disproportionate

returns for the school. This fact alone, however, is insufficient to deter parents from bypassing teachers in seeking to resolve their complaints.

How to address parental complaints while not allowing them to bypass teachers troubled me as a school executive for years. It seemed as though I had a regular contingent of parents who came to me “confidentially” to complain about this or that teacher. Even when confidentiality wasn’t an issue, I couldn’t really do anything about most of the complaints because they were non-specific. I would hear things such as, “Mrs. Jones is mean to the kids,” or “Mr. Smith is too rigid about enforcing the dress code,” or “Mrs. Martin doesn’t like my child.”

I would listen and then respond with, “Well, have you talked to Mrs. Jones about this?”

“Oh no,” they would say. “I couldn’t do that. If I do that, she will take it out on my child. You don’t know what she’s really like. You have to take care of this anonymously.”

Right. So my job is to go to my faculty colleague and say, “Uh, Mrs. Jones, I need to talk with you about a problem. You see, a parent of one of your students has come to me anonymously and complained to me that you are too mean. What do you have to say about this?”

Here are the messages sent to Mrs. Jones (and the rest of the faculty):

1. The executive is untrustworthy, unprofessional, unfair, and he doesn’t respect you as a person or as a colleague.
2. The executive must like hiring faculty, because few teachers will stay around long working under such Kafkaesque conditions.

“But, wait a minute,” you say. “What if Mrs. Jones really is mean to the kids, and what if she really will exact revenge by subtly making their lives more difficult? If you don’t do something as the school’s executive, faculty can just do whatever they want.”

Thus, the dilemma.

I was driving home for lunch one day after having listened for most of the morning to another parent “concern” pertaining to one of my faculty members. The meeting ended with the parent being upset because I refused to “confidentially” address the complaint to the teacher. To compound matters, this particular parent happened to be the spouse of one of my board members. I began contemplating whether I should update my résumé, when an idea flashed into my mind.

When I returned from lunch, I called the printer and ordered a three-part carbonless, 5 x 7 form, which I dubbed, a Parent Concern Slip. (Clever, I know.) I then purchased a plastic 5 x 7 card holder with a set of tabbed dividers arranged alphabetically by the teachers’ last names.

My new stack of Parent Concern Slips arrived a few days later. Like a child eager for Christmas morning, I waited for the next “anonymous concern” to cross my desk. I didn’t have to wait long. The phone rang a day or two later. The following dialogue approximates the exchange between the parent and myself:

“Mr. Carpenter, I’m very upset about Mrs. Green’s eighth grade history class rules.”

“Okay, Mrs. Kline, tell me what’s on your mind.”

“Well, her rules are so rigid. If the kids don’t sit up straight, pay attention every minute of class, and do everything she says, she yells at them. My little Jenny came home crying.”

“I’m sorry to hear that. Let me see if I’ve understood you correctly. Your daughter came home from school upset because Mrs. Green creates an unfriendly classroom atmosphere.”

“Yes.”

“Anything else?”

“No. But what I want to know is, what are you going to do about this?”

“Well, as we were speaking, Mrs. Kline, I was making a note of your concern on what we call a *Parent Concern Slip*. What happens next is, I will place two copies in Mrs. Green’s mailbox. I will keep a copy in a box on my desk. My policy requires that teachers respond to all parent concern slips within 24 hours. After Mrs. Green responds to you, she is to briefly indicate how she addressed your concern on one copy and return it to me. (She keeps a copy for her files.) If she doesn’t respond within 24 hours, or if you are not satisfied with her response, then I invite you to call me back. At that point, I will get involved to whatever extent is necessary.”

“You mean, you wrote down what I said and you’re putting my name and phone number on that slip, and you are giving it to the teacher?”

“Well, yes, how else would she know to whom she should respond?”

“Yeah but, I didn’t want her to know where the complaint came from. Now she’ll know and she’ll take it out on Jenny.”

“Oh, I can pretty well guarantee that won’t happen. But if for any reason you feel that it does, then you call me again and I will fill out another Parent Concern Slip and the problem *will* be addressed.”

Number of complaints for the rest of the school year that bypassed the teachers by coming directly to me? Two or three.

Now here's the beauty of such a system:

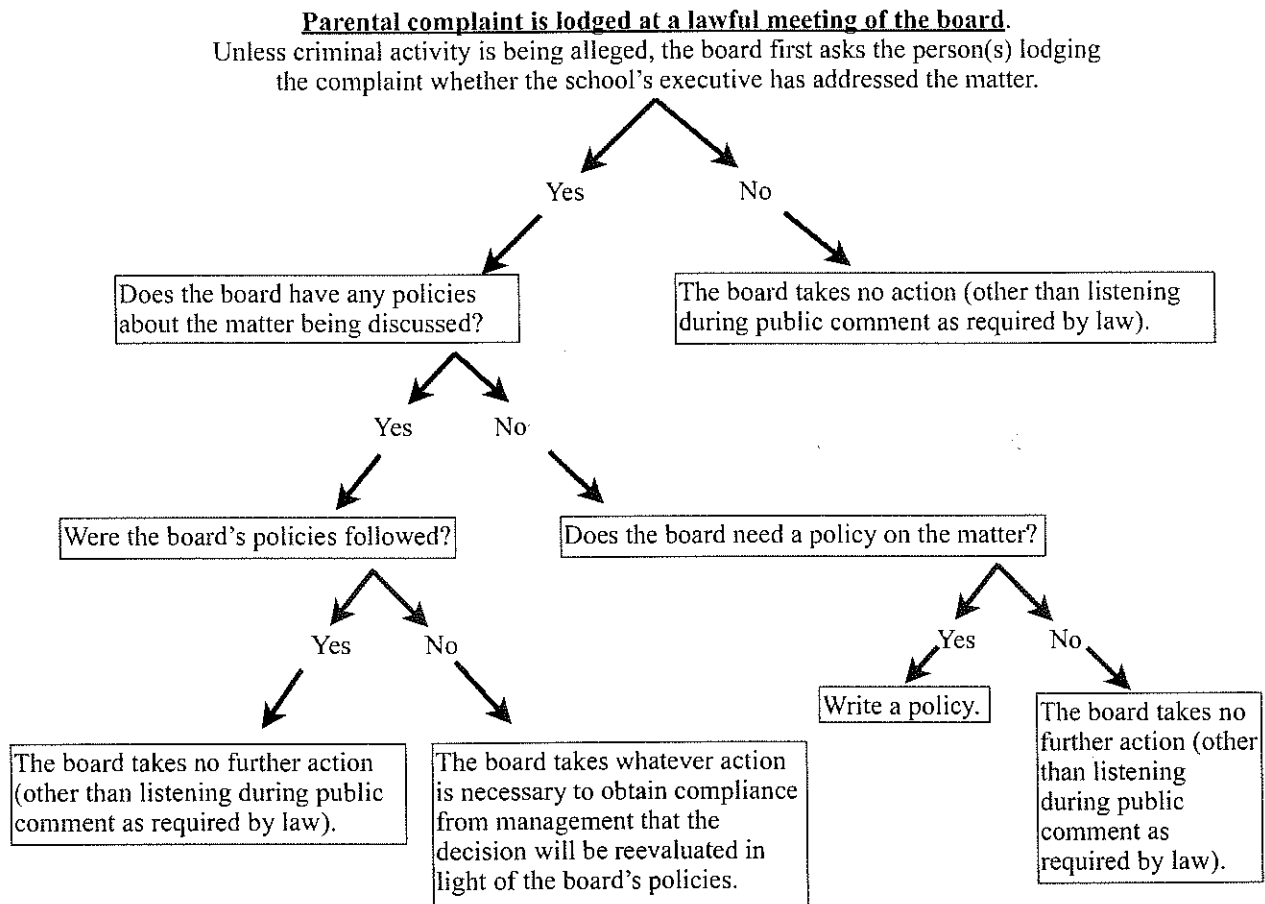
1. It encourages parents to go directly to teachers, thereby resolving 99% of all problems efficiently and fairly.
2. It promotes honesty and openness in the school community.
3. It treats faculty fairly, professionally, and respectfully. And they appreciate it.
4. It permits the executive to focus on *vital* matters because his or her time is not devoured by trying to resolve an endless stream of parental complaints.
5. Because copies of complaints are kept by the executive, he or she will be readily aware when a teacher really is chronically underperforming. In one particular year, for example, I hired a teacher that was a disaster in the classroom. In a school with about 75 teachers, she alone had a dozen Parent Concern Slips, whereas most of the other teachers had none. A few had one or two. By year's end, my decision not to renew her contract was easily documented.

Again, everything I've said in this chapter until now is directed to the school executive. Let's shift gears and discuss what happens when a parent goes to an individual board member or to the board as a whole.

First, let's discuss an individual board member's response. Unless the person lodging the complaint is alleging criminal activity,⁴² an individual board member *does not have any authority to get involved*. As pointed out in Chapter 16, the only time an individual board member possesses authority is when a legal quorum is present and a motion is being voted on. Thus, when a parent complains about this or that, the individual board member's best response is, "I have no authority in the matter. Our board's policy is that all complaints will be addressed to our executive before the board considers any other action. And if that is the case, you must bring the matter to the whole board."

⁴² If someone alleges criminal activity, contact your board attorney. Depending on the issue, you may be required to also notify proper authorities.

So what does the board do when the matter is brought to its attention? The answer to that question can be easily understood using the diagram below.⁴³ The diagram is a simple yes or no path analysis to guide the board in properly resolving complaints or addressing concerns.



⁴³ I do not recall if I've ever seen this diagram in print, but credit for the idea is unequivocally attributable to Dr. John Carver because I have seen him use a similar diagram in seminars to explain how problems are addressed by boards using Policy Governance (however, my diagram is not suitable for PG because it makes no distinction between ends and means policies).

By following this procedure, the board avoids second-guessing the executive while simultaneously fulfilling its obligations to the taxpayers that own the school.

The best part of this approach is not so much in the procedures as it is in the culture that your board will create, critical to the overall success of the school. Of course, creating culture is difficult. At a minimum, here's what will be required:

1. The executive must have some system (like the PCS described in this chapter) for resolving parental complaints while preserving the dignity of teachers.
2. Individual board members must understand that their ultimate obligation is to represent the interests of the owner's of the school.
3. Individual board members must understand and adhere to the limitations of their authority.
4. The board as a whole must have policies that properly limit the authority of the executive without hampering him or her to make decisions for the school.
5. The board as a whole must follow its own policies.

No one other than the board president should respond to the person making the complaint. Do not turn the board meeting into a dialogue between individual board members and parents (or whomever).

A few other suggestions about resolving parental complaints when they come to the board:

First, no one other than the board president should respond to the person making the complaint. *Do not turn the board meeting into a dialogue between individual board members and parents (or whomever).*

Second, do not write policies on every little thing that comes to the board. Policies are intentionally broad so that they cover a wide range of situations. To illustrate this point, let's consider the amount of homework that students do (a common complaint). By recalling that the board considers *how well* rather than *how* questions, it will immediately recognize that policies covering the *how* aspects of homework (e.g.,

no more than two hours per night) are not board policies. Thus, a sound homework policy at the board level might read something like this:

“The executive shall not fail to implement a homework policy that is designed to accomplish the school’s outcomes while taking into consideration the numerous outside demands on students in today’s world.”

Finally, as stated in Chapter 2, there is no way to please all the school’s parents, all of the time. Forget trying to write policies that satisfy everyone. While you can take diverse points of view into consideration, there is no such thing as a one-size-pleases-everyone policy. And not only should the board not waste time trying to write such policies, the board should never expect its executive to make everyone happy in the course of discharging his or her duties.

For Further Evaluation

Set aside 30 minutes in a board meeting to thoughtfully discuss the following questions:

1. Does your board have a policy that prevents individual board members from getting involved in resolving parental (or other) complaints?
2. Does your board use an approach that is similar to the diagram in this chapter?

Westlake Academy

Item #6
Board Recap /
Staff Direction

BOARD RECAP / STAFF DIRECTION

Westlake Academy

Item # 7 –
Workshop
Adjournment

Back up material has not
been provided for this item.

Westlake Academy

Item # 2 – Citizens' Presentations and recognitions

CITIZENS' PRESENTATIONS AND RECOGNITIONS: This is an opportunity for citizens to address the Board on any matter whether or not it is posted on the agenda. The Board cannot by law take action nor have any discussion or deliberations on any presentation made to the Board at this time concerning an item not listed on the agenda. Any item presented may be noticed on a future agenda for deliberation or action.

Westlake Academy student presentations.

Westlake Academy

Item # 3 - Consent Agenda Items

CONSENT AGENDA: All items listed below are considered routine by the Board of Trustees and will be enacted with one motion. There will be no separate discussion of items unless a Board member or citizen so requests, in which event the item will be removed from the general order of business and considered in its normal sequence.

- a. Consider approval of the minutes for the meeting held on May 9, 2011.
- b. Consider approval of the minutes for the meeting held on May 20, 2011.
- c. Consider approval of **Resolution 11-11**, Providing direction to the Superintendent related to facility needs, including a possible portable building, concerning a Technology/Media Center.



**WESTLAKE ACADEMY
BOARD OF TRUSTEES WORKSHOP & REGULAR MEETINGS**

May 9, 2011

PRESENT: President Laura Wheat and Trustees, Clif Cox, Carol Langdon, and Rick Rennhack.

ABSENT: Tim Brittan

OTHERS PRESENT: Superintendent Tom Brymer, School Attorney Janet Bubert, Board Secretary Kelly Edwards, Primary Principal Jamie Schmitz, Assistant to the Superintendent Ginger Awtry, Municipal Court and Special Projects Director Amanda DeGan, Finance Director Debbie Piper, Human Resources and Administrative Services Todd Wood and Facilities and Recreation Director Troy Meyer.

Workshop Session

1. CALL TO ORDER

President Wheat called the workshop meeting to order at 6:30 p.m.

2. PLEDGE OF ALLEGIANCE

President Wheat led the pledge of allegiance to the United States and Texas flags.

President Wheat asked for any public comments.

Mr. Allan Werst announced Decoration Day activities and his Poppy sales campaign benefiting the Roanoke VFW. He also encouraged people to support the Historical Society and announced upcoming events such as the auto show and historical marker presentations.

3. REVIEW OF CONSENT AGENDA ITEMS FROM MAY 9, 2011, TRUSTEES REGULAR MEETING AGENDA.

No discussion.

4. EXECUTIVE SESSION

The Board did not convene into executive session at this time.

The Board will conduct a closed session pursuant to Texas Government Code, annotated, Chapter 551, Subchapter D for the following:

- a. Section 551.071(2) – Consultation with School Attorney on a matter in which the duty of the attorney to the governmental body under the Texas Disciplinary Rules of Professional Conduct of the State Bar of Texas clearly conflicts with this chapter and Section 551.074(a) - Personnel Matters: Discussion of Westlake Academy Education Foundation and associated personnel issues.

5. RECONVENE MEETING

6. TAKE ANY ACTION, IF NEEDED, FROM EXECUTIVE SESSION ITEMS.

- No action taken.

7. REPORTS

- a. Mandarin Chinese report. (Applicable Strategic Plan Desired Outcomes: High Student Achievement; Strong Parent & Community Connections; and Student Engagement – Extracurricular activities)

Primary Principal Schmitz provided an overview of the report and answered questions.

Discussion ensued regarding the implementation of a second language, the grade Mandarin should be introduced to students, and the cost and availability of the program.

8. DISCUSSION ITEMS

- a. Discussion of the Westlake Academy Parents Survey for the 2010-11 School Year. (Applicable Strategic Plan Desired Outcomes: Strong Parent & Community Connections)

Superintendent Brymer provided an update and overview of the proposed questions on the Parents Survey. He stated this instrument includes new and legacy questions.

The Board will provide additional feedback regarding the proposed questions to Superintendent Brymer.

- b. Discussion of Board of Trustee governance as illustrated in Dr. Brian Carpenter's *Charter School Board University: An introduction to effective charter school governance*; Chapters 19-20.

The Board reviewed and discussed the questions in Chapters 19-20 as they relate to the academy.

9. BOARD RECAP / STAFF DIRECTION

The Board asked Staff to notify parents in advance of the survey mailing.

10. ADJOURNMENT

There being no further business before the Board, President Wheat adjourned the workshop at 7:31 p.m.

Regular Session

1. CALL TO ORDER

President Wheat called the Regular meeting to order at 7:31 p.m. with Trustee Brittan absent.

2. CITIZENS' PRESENTATIONS AND RECOGNITIONS:

No one addressed the Board.

3. CONSENT AGENDA:

- a. Consider approval of the minutes for the meeting held on April 4, 2011.
- b. Consider approval of **Resolution 11-10**, Amending the Nepotism policy.

MOTION: Trustee Cox made a motion to approve the consent agenda.
Trustee Langdon seconded the motion. The motion carried by a vote of 3-0.

4. EXECUTIVE SESSION

The Board convened into executive session at 7:34 p.m.

The Board will conduct a closed session pursuant to Texas Government Code, annotated, Chapter 551, Subchapter D for the following:

- a. Section 551.071(2) – Consultation with School Attorney on a matter in which the duty of the attorney to the governmental body under the Texas Disciplinary Rules of Professional Conduct of the State Bar of Texas clearly conflicts with this chapter and Section 551.074(a) - Personnel Matters: Discussion of Westlake Academy Education Foundation and associated personnel issues.

5. RECONVENE MEETING

President Wheat reconvened the meeting at 10:30 p.m.

6. TAKE ANY ACTION, IF NEEDED, FROM EXECUTIVE SESSION ITEMS.

- No action taken.

7. BOARD CALENDAR

- Bandana Bonanza
May 14, 2011, WA 3:00 – 7:00 p.m.
- BOT Planning Retreat
May 20, 2011, Embassy Suites (Outdoor World) 8:30 – 5:00 p.m.
- Decoration Day
May 30, 2011, 6:00 p.m. at the Westlake I.O.O.F Cemetery
- Senior Banquet
June 2, 2011, at the Petroleum Club, Fort Worth at 6:30 p.m.
- Senior Baccalaureate Program
June 3, 2011, at 10:45 a.m. in the WA Performance Hall
- End of Year Picnic
June 3, 2011, at 12:00 noon, WA on the green
- Graduation
June 4, 2011, Hurst Conference Center at 2:00 p.m.
- BOT Budget Retreat
June 9, 2011, Town Hall (8:30-5:00 p.m.)
- BOT Meeting
August 15, 2011, 4:30 p.m.
- First Day of School
August 22, 2011

8. FUTURE AGENDA ITEMS:

- None

9. ADJOURNMENT

MOTION: Trustee Rennhack made a motion to adjourn the meeting. Trustee Cox seconded the motion. The motion carried by a vote of 3-0.

President Wheat adjourned the meeting at 10:30 p.m.

APPROVED BY THE BOARD OF TRUSTEES ON JUNE 6, 2011.

Laura Wheat, Board President

ATTEST:

Kelly Edwards, Board Secretary



**WESTLAKE ACADEMY
BOARD OF TRUSTEES PLANNING WORKSHOP**

May 20, 2011

PRESENT: President Laura Wheat and Trustees, Tim Brittan, Clif Cox, Carol Langdon, and Rick Rennhack.

ABSENT: David Levitan

OTHERS PRESENT: Facilitator Mike Conduff, Superintendent Tom Brymer, Board Secretary Kelly Edwards, Assistant to the Superintendent Ginger Awtry, Primary Principal Jamie Schmitz, Middle Years Principal Rod Harding, Clint Calzini, Administrative Coordinator Ben Nibarger, PYP Coordinator Allison Schneider, Terri Watson, MYP Coordinator Tracy Odom, DP Coordinator Stacy Stoyanoff, Special Projects and Municipal Court Administrator Amanda DeGan, Finance Director Debbie Piper, Human Resources and Administrative Services Todd Wood, and Facilities and Recreation Director Troy Meyer.

Workshop Session

1. CALL TO ORDER

Facilitator Mike Conduff began the meeting at 8:49 a.m.

2. DISCUSSION ITEMS

I. Defining the High Performance Governance Team

Mike Conduff facilitated group introductions, provided an overview of individual profiles and descriptors, and the group reviewed the Board and WALT surveys regarding governance.

Discussion then ensued regarding the planning of the meetings, length of discussion per item, and how to focus the discussion of each item on the agenda.

II. Academy Strategic Planning

The group reviewed the current Mission, Vision, and Values statement. Each table proposed additional guiding principles.

Discussion ensued regarding the current mission and values, and additional values.

During the lunch break the Board conducted a break-out session to discuss in further detail the current Vision/Mission statement.

Superintendent Brymer and Administrative Coordinator Nibarger provided a presentation and overview of the current process of formatting a new strategic plan and the implementation of the Balanced Scorecard.

Discussion also ensued regarding the data that would be available for staff to incorporate into the Dashboard reports and the format linking the Strategic Plan to the agenda into an actionable format.

III. Financial Planning / Human Resources

Superintendent Brymer provided a presentation and overview of the Capital Improvement Plan and five-year financial forecast.

Discussion ensued regarding the Hayes facility report, financial assumptions, five-year financial forecast, and student and staff recruitment.

In depth discussion ensued regarding the current facilities, facilities as presented in the Hayes report, adding additional students, the academy culture, financial assumptions and debt issuance.

MYP Principal Harding provided a presentation and overview of Student and Teacher recruitment.

Discussion then ensued regarding recruitment and retention strategy and additional uses of Fund 100 such as recruitment fairs.

3. BOARD RECAP / STAFF DIRECTION

I. Defining the High Performance Governance Team

- a. Individual Profiles / Team Profile
 1. Quality of Decision Making
- b. Governance 101 – Diagnostic Tool
 1. Identify 4-5 things from the diagnostic tool and bring policy solutions to the Board.
 2. Implement the 'clock' system to improve effectiveness of workshops.

3. Re-administer the diagnostic tool and outcome on an annual basis.
- c. Board – Staff Team Development

II. Academy Strategic Planning

- a. Review and Revise Mission, Vision & Values
 1. "What one thing do you want to see at Westlake Academy that we don't have?"
 1. Follow-up: Staff will take draft's prepared at retreat of MVV – direction was for staff to refine and bring to Board for discussion and consideration at future workshop.
- b. Review formatting of the strategic planning document with IB Standards & Practices, BSC and dashboard
 1. Board consensus was to proceed with proposed SP framework as presented by staff. Directed that staff bring back answer to the Board as to completion time frame (i.e., hard dates for the deliverables).
- c. Discuss ways to integrate the strategic plan into the BOT agenda
 1. Tom's idea: Structure agenda items that report on aspects of the SP by each Desired Outcome and the BSC.

III. Financial Planning / Human Resources

- a. Five-year financial forecast ~ from 3/10
Option B with class size of 20 -
 1. Tom presented 5-year forecast and assumptions (including holding enrollment at 20 per class, 620 total students) on which it is based – showing the out year's based on the assumptions where school's general fund falls below the Board's 45 day fund balance policy in 13-14.
- b. Review Hayes report in conjunction with proposed CIP
- c. Five-year financial forecast relative to the Hayes projections
 1. Reviewed the Hayes report and draft CIP reflecting Hayes recommendations – Board directed a review of alternative approach with incremental implementation.
- d. Review financial policy
 1. Reviewed the Town's financial policy relative to debt issuance and indicated while it identified approved instruments of various kinds (GO, CO, revenue bonds, etc.), this policy doesn't prescribe a particular type of debt instrument for a particular type of project; which then doesn't provide guidance for the holding of an election. No Board consensus reached on this issue.
- e. Student & Staff Recruitment
 1. Board favored recommendations of staff for recruitment/retention strategy, including the proposal on the use of Fund 100; however, no decision was made regarding performance pay program as it relates to Fund 100.

IV. In-depth Governance Analysis

Deferred until Monday's retreat

- a. Board of Trustees Policy Manual
- b. Town Council / Board of Trustees Relations & Ethics Policy
- c. Advisory Board / Affiliates Policy

4. BOARD CALENDAR

- Decoration Day
May 30, 2011, Westlake I.O.O.F Cemetery 6:00 p.m.
- Westlake Academy Commendations Ceremony
June 3, 2011, (8:30-9:30 a.m. in the gymnasium)
- BOT Budget Retreat
June 09, 2011, (9:00 – 1:00 p.m.)
- BOT Meeting
August 15, 2011
- First Day of School
August 22, 2011

5. ADJOURNMENT

The meeting adjourned at 5:19 p.m.

APPROVED BY THE BOARD OF TRUSTEES ON JUNE 6, 2011.

Laura Wheat, Board President

ATTEST:

Kelly Edwards, Board Secretary

WESTLAKE ACADEMY AGENDA ITEM

Curriculum: MYP/DP **Meeting Date:** June 6, 2011

Staff Contact: Tom Brymer,
Superintendent **Regular**

Subject: Resolution Providing Direction to the Superintendent Related to Facility Needs, Including a Possible Portable Building, Concerning a Technology/Media Center

EXECUTIVE SUMMARY

At the workshop, staff will present to the Board an update and status for Board discussion pertaining to portable building needs at the WA campus for the 2011-12 school year. This is a follow-up from discussions held at the Board's May 20, 2011 planning retreat related to needs for a technology/media center for WA secondary students. At the regular meeting, the Superintendent is requesting consideration of a Board resolution providing Board direction that allows for flexibility in addressing the need for a technology center for secondary students prior to the Board's August meeting and the start of the 2011-12 school year (since the Board is not meeting in July).

APPLICABLE STRATEGIC PLAN DESIRED OUTCOME

- High Student Achievement
- Strong Parent & Community Connections
- Financial Stewardship & Sustainability
- Student Engagement – Extracurricular activities
- Effective Educators & Staff

WESTLAKE ACADEMY VALUES

- Academic Achievement*
- PYP, MYP, DP (IB Continuum)*
- Caring Environment*
- Fiscal Stewardship*
- Communication/Transparency*
- Engaged Stakeholders*
- Maximizing Each Child's Potential*

FISCAL IMPACT

Funded Not Funded N/A

Note: one option to be discussed would require additional funding which in turn, would require a budget amendment and use of fund balance.

RECOMMENDATION / ACTION REQUESTED/ OPTIONS

A recommendation will be presented by staff at the workshop and a resolution that would, if adopted, implement that recommendation will be presented at the regular meeting.

ATTACHMENTS: None

Westlake Academy

Item # 4 – Executive Session

EXECUTIVE SESSION

The Board will conduct a closed session pursuant to Texas Government Code, annotated, Chapter 551, Subchapter D for the following:

- a. Section 551.071(2) – Consultation with School Attorney on a matter in which the duty of the attorney to the governmental body under the Texas Disciplinary Rules of Professional Conduct of the State Bar of Texas clearly conflicts with this chapter: Charter amendments including the Admissions Policy

Westlake Academy

Item # 5 – Reconvene
Meeting

Westlake Academy

Item # 6 – Take any
Necessary Action, if
necessary

EXECUTIVE SESSION

The Board will conduct a closed session pursuant to Texas Government Code, annotated, Chapter 551, Subchapter D for the following:

- a. Section 551.071(2) – Consultation with School Attorney on a matter in which the duty of the attorney to the governmental body under the Texas Disciplinary Rules of Professional Conduct of the State Bar of Texas clearly conflicts with this chapter: Charter amendments including the Admissions Policy

Westlake Academy

Item #7 Board Calendar

BOARD CALENDAR

- BOT Budget Retreat
June 9, 2011, Town Hall (9:00 – 1:00 p.m.)
- BOT Meeting
August 15, 2011, 4:30 p.m.
- First Day of School
August 22, 2011

Westlake Academy

Item # 8 – Future Agenda Items

FUTURE AGENDA ITEMS: Any Board member may request at a workshop and / or Board meeting, under “Future Agenda Item Requests”, an agenda item for a future Board meeting. The Board member making the request will contact the CEO with the requested item and the CEO will list it on the agenda. At the meeting, the requesting Board member will explain the item, the need for Board discussion of the item, the item’s relationship to the Board’s strategic priorities, and the amount of estimated staff time necessary to prepare for Board discussion. If the requesting Board member receives a second, the CEO will place the item on the Board agenda calendar allowing for adequate time for staff preparation on the agenda item.

- **None**

Westlake Academy

Item # 9 – Adjournment

Back up material has not
been provided for this item.
