

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

September 13, 2010

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

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

Workshop Session

- 1. CALL TO ORDER**
- 2. REVIEW OF CONSENT AGENDA ITEMS FROM SEPTEMBER 13, 2010, TRUSTEES REGULAR MEETING AGENDA.**
- 3. PRESENTATION AND DISCUSSION OF THE 2010 PARENTS' SURVEY.**
- 4. DISCUSSION OF A DRAFT PROPOSED VOLUNTEERS BOARD POLICY.**

5. **DISCUSSION REGARDING INDIRECT AND DIRECT COST FOR WESTLAKE ACADEMY.**
6. **DISCUSSION OF STRATEGIC PLAN DESIRED OUTCOME: EFFECTIVE EDUCATORS AND STAFF; INCLUDING A TEACHER RETENTION AND COMPENSATION SYSTEMS AS WELL AS PRESENTATION AND DISCUSSION OF THE NEWLY DESIGNED AND IMPLEMENTED FACULTY APPRAISAL SYSTEM.**
7. **BOARD RECAP / STAFF DIRECTION**
8. **DISCUSSION OF BOARD OF TRUSTEE GOVERNANCE AS ILLUSTRATED IN DR. BRIAN CARPENTER'S *AN INTRODUCTION TO EFFECTIVE CHARTER SCHOOL GOVERNANCE*, CHAPTERS 3-4.**
9. **ADJOURNMENT**

Regular Session

1. **CALL TO ORDER**
2. **PLEDGE OF ALLEGIANCE**
3. **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.
4. **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 August 16, 2010.
 - b. Consideration of a **Resolution 10-20**, Adopting a Board Policy Regarding Volunteers at Westlake Academy.
5. **BOARD RECAP / STAFF DIRECTION**
6. **BOARD CALENDAR**
 - Arbor Day
September 25, 2010
 - Westlake Baja at Vaquero
September 27, 2010

- Board of Trustee Meeting
October 4, 2010
- Board of Trustee Meeting
November 1, 2010
- Texas Charter Schools Association Conference
San Antonio
November 29-December 1, 2010 (contact Ben)

7. **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.

8. 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 September 8, 2010, by 5:00 p.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 – Review of Consent Agenda Items

REVIEW OF CONSENT AGENDA ITEMS FROM SEPTEMBER 13, 2010, TRUSTEES REGULAR MEETING AGENDA.

- a. Consider approval of the minutes for the meeting held on August 16, 2010.
- b. Consideration of a **Resolution 10-20**, Adopting a Board Policy Regarding Volunteers at Westlake Academy.

Westlake Academy

Memo

To: Honorable President and Members of the Board of Trustees

From: Tom Brymer, Superintendent

Subject: Meeting of September 13, 2010

Date: September 7, 2010

ITEM

Wkshp Presentation and Discussion of the 2010 Parents' Survey

WESTLAKE ACADEMY MISSION/ VISION STATEMENT

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WESTLAKE ACADEMY VALUES

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

BACKGROUND (including policy implications and options):

This will be second year that the Board has had a parents' survey conducted for Westlake Academy. The survey was performed by the ETC Institute and covers a plethora of topics related to the Academy including, but not limited to, its services and programs, parents' priorities, communication and outreach, and parent outreach.

FUNDING

N/A

RECOMMENDATION:

Hear the presentation regarding the 2010 parent survey, ask questions, and provide feedback to staff regarding the survey and ways to improve its usefulness to the Board.

ATTACHMENTS:

The final report of the 2010 Parents Survey will be distributed at the Board meeting.

Westlake Academy

Memo

To: Honorable President and Members of the Board of Trustees

From: Tom Brymer, Superintendent

Subject: Meetings of September 13, 2010

Date: September 7, 2010

ITEM

- Wkshp Discussion of a Draft Proposed Volunteers Board Policy
- Regular Consideration of a Resolution Adopting a Board Policy Regarding Volunteers at Westlake Academy (consent item)

WESTLAKE ACADEMY MISSION/ VISION STATEMENT

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BACKGROUND (including policy implications and options):

Over the last two (2) years, staff has been working with the Board to develop a Board Policy Manual to assist the Board in its governance role, and give staff appropriate policy direction to staff regarding the Academy's management. A number of Board policies have been drafted, adopted, and are contained in the Board's Policy Manual (available on-line). The attached draft policy provides policy parameters for the use of volunteers at Westlake Academy.

FUNDING: N/A

RECOMMENDATION

Discuss the proposed policy at the Workshop Meeting (note: this policy has been reviewed by the Leadership Team and our legal counsel), make Board desired revisions, and consider for adoption at the Regular Meeting

ATTACHMENTS:

Resolution
Board Volunteer Policy attached

WESTLAKE ACADEMY

RESOLUTION 10-20

A RESOLUTION OF THE WESTLAKE ACADEMY BOARD OF TRUSTEES APPROVING AND ADOPTING A POLICY REGARDING THE USE OF VOLUNTEERS AT WESTLAKE ACADEMY.

WHEREAS, the Board of Trustees desires to create a supportive learning environment with the ultimate outcome being the achievement of academic excellence and the development of life-long learning skills for the students at Westlake Academy; and,

WHEREAS, to achieve that end, it is desirable to utilize the time, talents, and abilities of volunteers to enhance this educational experience for Academy students, much of which would otherwise not be affordable or require the use of scarce Academy budget dollars to acquire; and,

WHEREAS, the Board of Trustees wishes to establish by policy parameters to guide Academy staff in the use of volunteers at Westlake Academy; and,

WHEREAS, the Board of Trustees finds that the passage of this Resolution is in the best interest of the citizens of Westlake as well as the students, their parents, and the faculty of Westlake Academy.

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF TRUSTEES OF WESTLAKE ACADEMY:

SECTION 1: THAT, all matters stated in the recitals hereinabove are found to be true and correct and are incorporated herein by reference as if copied in their entirety.

SECTION 2: THAT, the Board of Trustees for Westlake Academy, hereby approves the policy, *Volunteer Policy*, attached to this Resolution as ***Exhibit "A"***.

SECTION 3: IF, any portion of this Resolution shall, for any reason, be declared invalid by any court of competent jurisdiction, such invalidity shall not affect the remaining provisions hereof and the Board hereby determines that it would have adopted this Resolution without the invalid provision.

SECTION 4: THAT, this Resolution shall become effective from and after its date of passage.

PASSED AND APPROVED ON THIS THE 13th DAY OF SEPTEMBER, 2010.

Laura Wheat, President

ATTEST:

Kelly Edwards, Board Secretary

Thomas E. Brymer, Superintendent

APPROVED AS TO FORM:

L. Stanton Lowry, School Attorney

**TOWN OF WESTLAKE
WESTLAKE ACADEMY
BOARD OF TRUSTEES POLICY**

Policy No. 10-20:

Date Board Adopted:

Date Board Amended: N/A

Effective Date: September 13, 2010

Policy Name: Volunteer Policy

Policy Category: Parent, Student and Faculty Relations and Expectations

Policy Goal: Pursuit of the Academy's mission/vision for effective education via a teacher-student-parent partnership which promotes positive parent and community involvement at Westlake Academy through a volunteer program constructed according to appropriate policy guidelines.

Policy Description:

The purpose of this policy is to provide overall guidance and policy direction to faculty, staff, and volunteers regarding Westlake Academy's volunteer program. Westlake Academy's Board of Trustees supports the use of volunteers, subject to the requirements of this policy, as a means to utilize the many abilities and talents of volunteers to enhance the educational experience for Westlake Academy students. It is recognized that volunteers provide the staff and students at Westlake Academy with resources and talents that would otherwise not be affordable or would require use of scarce Academy budget dollars to acquire.

Unless specifically stated herein, this policy applies to all volunteers in all programs and projects undertaken at or on behalf of the Academy.

Accordingly, it is appropriate for Westlake Academy staff to develop processes and procedures to manage and administer a volunteer program within the following policy boundaries:

- Westlake Academy volunteers are those individuals who choose to perform services for the Academy as defined by Academy staff without compensation or expectation of compensation of any kind. Volunteers are not employees of Westlake Academy.
- Anyone interested in volunteer service at Westlake Academy shall first apply by completing a volunteer application packet, which is available at the Academy office and on-line.

- A volunteer may not perform any volunteer duties for the Academy until:
 1. The Academy has obtained all necessary criminal history record information related to the volunteer as may be required by state law and board policy; and
 2. The volunteer receives notice from the Superintendent's designee that his/her application for volunteer service has been approved.
- Approved volunteers will be assigned tasks and duties based upon the needs of the Academy as identified by Academy staff. All persons approved for volunteer service shall perform their volunteer service under the supervision of a Westlake Academy staff/faculty person. Volunteers will access their volunteer work stations at the Academy via the campus security system established by staff.
- All persons approved for volunteer service shall participate in and attend mandatory volunteer training, including completion of training on the Family Educational Rights and Privacy Act (FERPA) conducted by Academy staff prior to commencing their volunteer service at Westlake Academy. Additionally, all volunteers shall sign the Academy's Learning Commitment prior to commencing their volunteer service.
- Academy volunteers must comply with all applicable Academy policies and procedures at all times that volunteer services are provided; including, but not limited to, the Academy's acceptable use policies related to technology.
- Decisions on the appropriateness of volunteer service by any individual rests solely with the Academy's staff through the Superintendent or his/her designate.

Use of volunteers does not constitute, either implicitly or explicitly, a binding contractual or personnel agreement on behalf of Westlake Academy. The Board of Trustees reserves the right to change this policy or any other policy related to use of volunteers and require adherence by all new and current volunteers.

Westlake Academy

Memo

To: Honorable President and Members of the Board of Trustees

From: Tom Brymer, Superintendent

Subject: Workshop Meeting of September 13, 2010

Date: September 7, 2010

ITEM

Wkshp Discussion Regarding Indirect and Direct Cost for Westlake Academy.

WESTLAKE ACADEMY MISSION/ VISION STATEMENT

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BACKGROUND (including policy implications and options):

At the August 16, 2010 Board workshop, the Board requested this item be placed on a future workshop for discussion. At the June 18, 2010 Board budget workshop for the FY 10-11 WA Budget, the Board directed the staff to:

- move all direct cost related to the Academy's operation from the Town's municipal budget into the Academy's operating budget in FY 10-11 and,
- move all indirect cost related to the Academy now booked to the municipal budget to the WA operating budget in FY 11-12.

FUNDING:

To be discussed at the workshop.

RECOMMENDATION

N/A

ATTACHMENTS:

To be sent by separate cover

Westlake Academy

Memo

To: Honorable President and Members of the Board of Trustees

From: Jamie Schmitz, Primary Principal/Campus Coordinator
Rod Harding, MYP Principal

Subject: Board Workshop of September 13th, 2010

Date: September 8, 2010

ITEM

Wkshp

Discussion of Strategic Plan Desired Outcome: Effective Educators and Staff; Including a Teacher Retention and Compensation Systems as well as Presentation and Discussion of the Newly Designed and Implemented Faculty Appraisal System.

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BACKGROUND (including policy implications and options):

This item was touched on at the Board's June 18, 2010 budget retreat and was requested to be put on a workshop agenda for future discussion. "Effective Educators/Staff" is one of the five Desired Outcomes contained in the Academy's Strategic Plan. Specific Outcome 5.0 under this Desired Outcome relates specifically to this agenda item. The portion of the Strategic Plan related to this topic is attached to this agenda memo for the Board's review, information, and to provide context for the Board's discussion at this workshop.

Also related to this Desired Outcome is the new teacher evaluation system for the 2010-11 school year which will be reviewed with the Board at the workshop. Items covered will include:

Evaluation System Rationale and implementation:

1. The 10/11 WA Appraisal System rubrics are organized around six domains covering all aspects of a teacher's job performance:
 - A. Planning and Preparation for Learning
 - B. Classroom Management
 - C. Teaching Methodology
 - D. Monitoring, Assessment, and Follow-Up
 - E. Family and Community Outreach
 - F. Professional Responsibilities

The rubrics use a four-level rating scale with the following labels:

- 4 – Highly Effective
- 3 – Effective
- 2 – Improvement Necessary
- 1 – Does Not Meet Standards

The rubrics are designed to give teachers an ongoing and end-of-the-year assessment of where they stand in all performance areas – and detailed guidance on how to improve. They are not checklists for classroom visits. To knowledgeably fill out the rubrics, principals and coordinators need to have been in classrooms frequently throughout the year; it is irresponsible to fill out the rubrics based on one classroom observation. Unannounced mini-observations every 2 weeks followed by face-to-face conversations are the best way for principals and coordinators to have an accurate sense of teachers' performance, give formative praise and suggestions, and listen to push-back.

FUNDING

N/A

RECOMMENDATION

Hear presentation regarding the new teacher evaluation system and discuss this item within the context of the Board's Strategic Plan for WA.

ATTACHMENTS:

1. Westlake Appraisal System for 2010/11
2. Page 26 of the WA Strategic Plan re: Effective Educators/Staff
3. Board Approved Teacher Pay Scale
4. Excerpt from Board WA Financial Policies related to teacher compensation

Westlake Academy Teacher Evaluation System 10/11

Rationale and implementation:

1. The rubrics are organized around six domains covering all aspects of a teacher's job performance:
 - A. Planning and Preparation for Learning
 - B. Classroom Management
 - C. Teaching Methodology
 - D. Monitoring, Assessment, and Follow-Up
 - E. Family and Community Outreach
 - F. Professional Responsibilities

The rubrics use a four-level rating scale with the following labels:

- 4 – Highly Effective
- 3 – Effective
- 2 – Improvement Necessary
- 1 – Does Not Meet Standards

2. The rubrics are designed to give teachers an ongoing and end-of-the-year assessment of where they stand in all performance areas – and detailed guidance on how to improve. They are not checklists for classroom visits. To knowledgeably fill out the rubrics, principals and coordinators need to have been in classrooms frequently throughout the year; it is irresponsible to fill out the rubrics based on one classroom observation. Unannounced mini-observations every 2 weeks followed by face-to-face conversations are the best way for principals and coordinators to have an accurate sense of teachers' performance, give formative praise and suggestions, and listen to push-back.

3. The Effective level describes solid, expected professional performance; teachers should feel good about scoring at this level. The Highly Effective level is reserved for truly outstanding teaching that meets very demanding criteria; there will be relatively few ratings at this level. Improvement Necessary indicates that performance has real deficiencies; it is not a "gentleman's C" and nobody should be content to remain at this level. Performance at the Does Not Meet Standards level is clearly unacceptable and needs to be improved immediately.

4. When scoring, take each of the ten criteria, read across the four levels (Highly Effective, Effective, Improvement Necessary, and Does Not Meet Standards), find the level that best describes the teacher's (or your own) performance, and circle or highlight that cell. This creates a clear graphic display of areas for commendation and areas that need work. When all six pages have been scored, record the ratings on the summary sheet.

5. Evaluation conferences are greatly enhanced if the principal and teacher fill out the rubrics in advance, then meet and compare scores one page at a time. The principal or coordinator has the final say, of course, but the discussion should aim for consensus

based on actual evidence of the more accurate score for each criterion. Principals and coordinators should go into the evaluation process with some humility since they can't possibly know everything about a teacher's instructional activities, collegial interactions, parent outreach, and professional growth. Similarly, teachers should be open to feedback from someone with an outside perspective who has been in their classroom numerous times.

6. Some principals and coordinators sugar-coat criticism and give inflated scores so as not to hurt feelings. This does not help teachers improve. The kindest thing a principal can do for an underperforming teacher is give candid, evidence-based feedback, listen to the teacher's concerns, and provide robust follow-up support.

7. In addition to the abovementioned information, student-learning outcomes will also be taken into consideration when evaluating teachers. In particular, various metric tools will be utilized to determine whether a teacher's students are able to demonstrate:

1. *critical thinking and problem solving skills*
2. *collaboration across networks and leading by influence*
3. *agility and adaptability*
4. *initiative and entrepreneurialism*
5. *effective oral and written communication skills*
6. *the ability to access and analyze information*
7. *curiosity and imagination*

Metric tools may include:

- *Developmental Continua*
- *Subject and grade level Scope and Sequence expectations*
- *Formative and Summative assessments*
- *Examination results*
- *Stanford, ISA or PISA test results*
- *TAKS test results*

**Please note: This is not an exhaustive list and is subject to change at the discretion of the Westlake Academy Leadership Team (WALT)*

A. Planning and Preparation for Learning

| The Teacher | 4.Highly Effective | 3.Effective | 2.Improvement Necessary | 1.Does not meet Standards |
|---------------------------|--|---|---|---|
| a. Knowledge | Is expert in the subject area and has a cutting-edge grasp of child development and how students learn. | Knows the subject matter well and has a good grasp of child development and how students learn. | Is somewhat familiar with the subject and has a few ideas of ways students develop and learn. | Has little familiarity with the subject matter and few ideas on how to teach it and how students learn. |
| b. Strategy | Has a well-honed game plan for the year that is tightly aligned with the developmental continua/S and S | Plans the year so students will meet grade level expectations on the developmental continua/S and S | Has done some thinking about how to align with the developmental continua/S and S | Plans lesson by lesson and has little familiarity with the developmental continua/S and S |
| c. Alignment | Plans all units backwards, aligned with developmental continua/S and S | Plans most curriculum units backwards aligned with developmental continua/S and S | Plans lessons with some thought to larger goals and objectives and higher-order thinking skills. | Teaches on an ad hoc basis with little or no consideration for long-range curriculum goals. |
| d. Assessments | Prepares diagnostic, on-the-spot, formative, and summative assessments to monitor and inform student learning. | Plans on-the-spot and summative assessments to measure student learning. | Drafts unit assessments as instruction proceeds. | Writes summative assessments shortly before they are given. |
| e. Anticipation | Anticipates misconceptions that students are likely to have and plans how to overcome them. | Anticipates misconceptions and confusions that students might have. | Has a hunch about one or two ways that students might become confused with the concepts, content and skills | Proceeds without considering misconceptions that students might have about the material. |
| f. Lessons | Designs lessons with clear, measurable goals closely aligned with expectations and unit outcomes. | Designs lessons focused on measurable outcomes aligned with unit goals and expectations | Plans lessons with unit goals in mind. | Plans lessons aimed primarily at entertaining students or covering textbook chapters. |
| g. Engagement | Designs highly relevant lessons that will motivate all students and sweep them up in active learning. | Designs lessons that are relevant, motivating, and likely to engage students in active learning. | Plans lessons that will catch some students' interest and perhaps get a discussion going. | Plans lessons with very little likelihood of motivating or involving students. |
| h. Materials | Designs lessons involving a highly effective mix of multicultural and hands-on learning materials. | Designs lessons that use an effective mix of multicultural and hands-on learning materials. | Plans lessons that involve a mixture of good and mediocre learning materials. | Plans lessons that rely mainly on mediocre and low-quality textbooks, workbooks, or worksheets. |
| i. Differentiation | Designs lessons that break down complex tasks and address all learning needs, styles, and interests. | Designs lessons that target diverse learning needs, styles, and interests. | Plans lessons with some thought as to how to accommodate special needs students. | Plans lessons aimed at the "middle" of the class. |
| j. Environment | Artfully uses room arrangement, materials, and displays to maximize student learning of all material. | Organizes classroom furniture, materials, and displays to support unit and lesson goals. | Organizes furniture and materials to support the lesson, with only a few decorative displays. | Has a conventional furniture arrangement, hard-to-access materials, and few wall displays. |

B. Classroom Management

| The Teacher | 4.Highly Effective | 3.Effective | 2.Improvement Necessary | 1.Does not meet Standards |
|----------------------------|---|---|---|--|
| a. Expectations | Is direct, specific, consistent, and tenacious in communicating and enforcing very high expectations (developed with students). | Clearly communicates and consistently enforces high standards for student behavior (developed with students). | Announces and posts classroom agreements and consequences. | Comes up with ad hoc standards and consequences as events unfold during the year. |
| b. Relationships | Shows warmth, caring, respect, and fairness for all students and builds strong relationships. | Is fair and respectful toward students and builds positive relationships. | Is fair and respectful toward most students and builds positive relationships with some. | Is sometimes unfair and disrespectful to the class; plays favorites. |
| c. Respect | Wins all students' respect and creates a climate in which disruption of learning is unthinkable. | Commands respect and refuses to tolerate disruption. | Wins the respect of some students but there are regular disruptions in the classroom. | Is not respected by students and the classroom is frequently chaotic and sometimes dangerous. |
| d. Social-emotional | Implements a program that successfully develops positive interactions and social- emotional skills. | Fosters positive interactions among students and teaches useful social skills. | Often lectures students on the need for good behavior, and makes an example of "bad" students. | Publicly berates "bad" students, blaming them for their poor behavior. |
| e. Routines | Successfully inculcates class routines so that students maintain them throughout the year. | Teaches routines and has students maintain them all year. | Tries to train students in class routines but many of the routines are not maintained. | Does not teach routines and is constantly nagging, threatening, and punishing students. |
| f. Responsibility | Successfully develops students' self-discipline, self- confidence, and a sense of responsibility. | Develops students' self-discipline and teaches them to take responsibility for their own actions. | Tries to get students to be responsible for their actions, but many lack self-discipline. | Is unsuccessful in fostering self-discipline in students; they are dependent on the teacher to behave. |
| g. Repertoire | Has a highly effective discipline repertoire and can capture and hold students' attention any time. | Has a repertoire of discipline "moves" and can capture and maintain students' attention. | Has a limited disciplinary repertoire and students are frequently not paying attention. | Has few discipline "moves" and constantly struggles to get students' attention. |
| h. Efficiency | Uses coherence, lesson momentum, and silky-smooth transitions to get the most out of every minute. | Maximizes academic learning time through coherence, lesson momentum, and smooth transitions. | Sometimes loses teaching time due to lack of clarity, interruptions, and inefficient transitions. | Loses a great deal of instructional time because of confusion, interruptions, and ragged transitions. |
| i. Prevention | Is alert, poised, dynamic, and self-assured and nips virtually all discipline problems in the bud. | Is a confident, dynamic "presence" and nips most discipline problems in the bud. | Tries to prevent discipline problems but sometimes little things escalate into big problems. | Is unsuccessful at spotting and preventing discipline problems, and they frequently escalate. |
| j. Incentives | Gets students to buy into a highly effective system of incentives linked to intrinsic rewards. | Uses incentives wisely to encourage and reinforce student cooperation. | Uses extrinsic rewards in an attempt to get students to cooperate and comply. | Gives away "goodies" (e.g., free time) without using it as a lever to improve behavior. |

C. Teaching Methodology

| The Teacher | 4.Highly Effective | 3.Effective | 2.Improvement Necessary | 1.Does not meet Standards |
|---------------------------|--|---|--|---|
| a. Expectations | Exudes high expectations and determination and convinces all students that they will master and understand the material. | Conveys to students: This is important, you can do it, and I'm not going to give up on you. | Tells students that the subject matter is important and they need to work hard. | Gives up on some students as hopeless. |
| b. Effort-Based | Teaches students to be risk-takers, learn from mistakes, and believe that through effective effort, they will understand more. | Tells students it's okay to make mistakes; effective effort, not innate ability, is the key. | Tells students that making mistakes doesn't mean they're stupid; they can learn from errors. | Doesn't prevent many students from feeling embarrassed when they make mistakes in school. |
| c. Goals | Shows students exactly what's expected by posting essential questions, goals, rubrics, and exemplars. | Gives students a clear sense of purpose by posting the unit's essential questions and the lesson's goals. | Tells students the main learning objectives of each lesson. | Begins lessons without giving students a sense of where instruction is headed. |
| d. Connections | Always grabs students' interest and makes connections to prior knowledge, experience, and reading. | Activates students' prior knowledge and hooks their interest in each unit and lesson. | Tries to make the subject interesting and relate it to things students already know. | Rarely hooks students' interest or makes connections to their lives. |
| e. Clarity | Always presents material clearly and explicitly, with well-chosen examples and vivid and appropriate language. | Uses clear explanations, appropriate language, and good examples to present material. | Sometimes uses language and explanations that are fuzzy, confusing, or inappropriate. | Often presents material in a confusing way, using language that is inappropriate. |
| f. Repertoire | Orchestrates highly effective strategies, materials, and groupings to involve and motivate students. | Orchestrates effective strategies, materials, and classroom groupings to foster student learning. | Uses a limited range of classroom strategies, materials, and groupings with mixed success. | Uses only one or two teaching strategies and types of materials and fails to reach most students. |
| g. Engagement | Gets all students highly involved in focused work in which they are active learners and problem-solvers. | Has students actively think about, discuss, and use the ideas and skills being taught. | Attempts to get students actively involved but some students are disengaged. | Mostly lectures to passive students or has them plod through textbooks and worksheets. |
| h. Differentiation | Skillfully meets the learning needs and styles of all students by differentiating and scaffolding. | Differentiates and scaffolds instruction to accommodate most students' learning needs. | Attempts to accommodate students with special needs, with mixed success. | Fails to provide for differentiated instruction for students with special needs. |
| i. Nimbleness | Defly adapts lessons and units to exploit teachable moments and correct misunderstandings. | Is flexible about modifying lessons to take advantage of teachable moments. | Is focused on implementing lesson plans and sometimes misses teachable moments. | Is rigid and inflexible with lesson plans and rarely takes advantage of teachable moments. |
| j. Application | Consistently has students summarize and internalize what they learn and apply it to real-life situations. | Has students sum up what they have learned and apply it in a different context. | Asks students to think about real-life applications for what they are studying. | Moves on at the end of each lesson and unit without having students summarize. |

D. Monitoring, Assessment and Follow-up

| The Teacher | 4.Highly Effective | 3.Effective | 2.Improvement Necessary | 1.Does not meet Standards |
|---------------------------|---|---|---|---|
| a. Criteria | Posts and reviews the criteria for proficient work, including rubrics and exemplars, and students internalize them. | Posts clear criteria for proficiency, including rubrics and exemplars of student work. | Tells students some of the qualities that their finished work should exhibit. | Expects students to know (or figure out) what it takes to get good grades. |
| b. Diagnosis | Gives students a well-constructed diagnostic assessment up front, and uses the information to fine-tune instruction. | Diagnoses students' knowledge and skills up front and makes small adjustments based on the data. | Does a quick K-W-L (Know, Want to Know, Learned) exercise before beginning a unit. | Begins instruction without diagnosing students' skills and knowledge. |
| c. On-the-Spot | Uses a variety of effective methods to check for understanding; immediately unscrambles confusion and clarifies. | Frequently checks for understanding and gives students helpful information if they seem confused. | Uses moderately effective methods (e.g., thumbs up, thumbs down) to check for understanding during instruction. | Uses ineffective methods ("Is everyone with me?") to check for understanding. |
| d. Self-Assessment | Has students set ambitious goals, continuously self-assess, and take responsibility for improving performance. | Has students set goals, self-assess, and know where they stand academically at all times. | Urges students to look over their work, see where they had trouble, and aim to improve those areas. | Allows students to move on without assessing and improving problems in their work. |
| e. Recognition | Frequently posts students' work with rubrics and commentary and uses it to motivate and direct effort. | Regularly posts students' work to make visible and celebrate their progress with respect to standards. | Posts some 'A' student work as an example to others. | Posts only a few samples of student work or none at all. |
| f. Formative | Works with colleagues to use formative assessment data, fine-tune teaching, re-teach, and help struggling students. | Uses data from formative assessments to adjust teaching, re-teach, and follow up with failing students. | Looks over students' assessments to see if there is anything that needs to be re-taught. | Gives tests and moves on without analyzing them and following up with students. |
| g. Tenacity | Relentlessly follows up with struggling students with personal attention to reach proficiency. | Takes responsibility for students who are not succeeding and gives them extra help. | Offers students who fail assessments some additional time to study and do re-takes. | Tells students that if they fail a test, that's it; the class has to move on to cover the curriculum. |
| h. Support | Identifies and monitors students who may need help and immediately begins process of collecting and recording data necessary for referral for the SST | Identifies and monitors students who may need help and refers them to the SST | Sometimes doesn't refer students promptly for special help, or refers students who don't need it. | Fails to refer students for special services or refers students who do not need them. |
| i. Analysis | Works with colleagues to analyze and chart assessment data, draw action conclusions, and share them with others. | Analyzes data from assessments, draws conclusions, and shares them appropriately. | Records students' grades and notes some general patterns for future reference. | Records students' grades and moves on with the curriculum. |
| j. Reflection | Works with colleagues to reflect on what worked and what didn't and continuously improves instruction. | Reflects on the effectiveness of lessons and units and continuously works to improve them. | At the end of a teaching unit or semester, thinks about what might have been done better. | Does not draw lessons for the future when teaching is unsuccessful. |

F. Professional Responsibilities

| The Teacher | 4.Highly Effective | 3.Effective | 2.Improvement Necessary | 1.Does not meet Standards |
|-----------------------------|--|--|--|---|
| a. Attendance | Has perfect or near-perfect attendance. | Has very good attendance. | Has mediocre attendance. | Has poor attendance. |
| b. Reliability | Carries out assignments conscientiously and punctually, keeps meticulous records, and is never late. | Is punctual and reliable with paperwork, duties, and assignments; keeps accurate records. | Occasionally skips assignments, is late, makes errors in records, and misses paperwork deadlines. | Frequently skips assignments, is late, makes errors in records, and misses paperwork deadlines. |
| c. Professionalism | Presents as a consummate professional and always observes appropriate boundaries. | Demonstrates professional demeanor and maintains appropriate boundaries. | Occasionally acts and/or dresses in an unprofessional manner and violates boundaries. | Frequently acts and/or dresses in an unprofessional manner and violates boundaries. |
| d. Judgment | Is invariably ethical, honest, and above-board, uses impeccable judgment, and respects confidentiality. | Is ethical and above-board, uses good judgment, and maintains confidentiality with student records. | Sometimes uses questionable judgment, is less than completely honest, and discloses student information. | Acts in an ethically questionable manner, uses poor judgment, and/or discloses student information. |
| e. Teamwork | Is an important member of teacher teams and committees and frequently attends after- school activities. | Shares responsibility for grade- level and school-wide activities and volunteers to serve on committees. | When asked, will serve on a committee and attend an after- school activity. | Declines invitations to serve on committees and attend after school activities. |
| f. Contributions | Frequently contributes valuable ideas and expertise that further the school's mission. | Is a positive team player and contributes ideas, expertise, and time to the overall mission of the school. | Occasionally suggests an idea aimed at improving the school. | Rarely if ever contributes ideas that might help improve the school. |
| g. Communication | Informs the administration of any concerns and reaches out for help and suggestions when needed. | Keeps the administration informed about concerns and asks for help when it's needed. | Is reluctant to share concerns with the administration or ask for help. | Bottles up concerns or constantly complains, and is not open to help. |
| h. Openness | Actively seeks out feedback and suggestions and uses them to improve performance. | Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism. | Is somewhat defensive but does listen to feedback and suggestions. | Is very defensive about criticism and resistant to changing classroom practice. |
| i. Collaboration | Meets at least weekly with colleagues to plan units, share ideas, and analyze formative assessments. | Collaborates with colleagues to plan units, share teaching ideas, and look at student work. | Meets occasionally with colleagues to share ideas about teaching and students. | Meets infrequently with colleagues, and conversations lack educational substance. |
| j. Self- Improvement | Devours best practices from fellow professionals, workshops, reading, study groups, the Internet, and other sources. | Seeks out effective teaching ideas from supervisors, colleagues, workshops, reading, and the Internet. | Keeps an eye out for new ideas for improving teaching and learning. | Is not open to ideas for improving teaching and learning. |

E. Family and Community Outreach

| The Teacher | 4.Highly Effective | 3.Effective | 2.Improvement Necessary | 1.Does not meet Standards |
|--------------------------|---|--|---|--|
| a. Respect | Shows great sensitivity and respect for family and community culture, values, and beliefs. | Communicates respectfully with parents and is sensitive to different families' culture and values. | Tries to be sensitive to the culture and beliefs of students' families but sometimes has a tin ear. | Is often insensitive to the culture and beliefs of students' families. |
| b. Belief | Shows each parent an in-depth knowledge of their child and a strong belief he or she will meet or exceed standards. | Shows parents a genuine interest and belief in each child's ability to reach standards. | Tells parents that he or she cares about their children and wants the best for them. | Does not communicate to parents knowledge of individual children or concern about their future. |
| c. Expectations | Gives parents clear, user-friendly learning and behavior expectations and exemplars of proficient work. | Gives parents clear, succinct expectations for student learning and behavior for the year. | Sends home a list of classroom rules and the syllabus for the year. | Does not inform parents about learning and behavior expectations. |
| d. Communication | Makes sure parents hear positive news about their children first, and immediately flags any problems. | Promptly informs parents of behavior and learning problems, and also updates parents on good news. | Lets parents know about problems their children are having but rarely mentions positive news. | Seldom informs parents of concerns or positive news about their children. |
| e. Involving | Frequently involves parents in supporting and enriching the curriculum as it unfolds. | Updates parents on the unfolding curriculum and suggests ways to support learning at home. | Sends home occasional suggestions on how parents can help their children with schoolwork. | Rarely if ever communicates with parents on ways to help their children at home. |
| f. Homework | Assigns highly engaging homework, gets close to a 100% return, and provides rich feedback. | Assigns appropriate homework, holds students accountable for turning it in, and gives feedback. | Assigns homework, keeps track of compliance, but rarely follows up. | Assigns homework but is resigned to the fact that many students won't turn it in, and doesn't follow up. |
| g. Responsiveness | Deals immediately and successfully with parent concerns and makes parents feel welcome any time. | Responds promptly to parent concerns and makes parents feel welcome in the school. | Is slow to respond to some parent concerns and gives off an unwelcoming vibe. | Does not respond to parent concerns and makes parents feel unwelcome in the classroom. |
| h. Reporting | In conferences, report cards, and informal talks, gives parents detailed and helpful feedback on children's progress. | Uses conferences and report cards to give parents feedback on their children's progress. | Uses report card conferences to tell parents the areas in which their children can improve. | Gives out report cards and expects parents to deal with the areas that need improvement. |
| i. Outreach | Is successful in contacting and working with all parents, including those who are hard to reach. | Tries to contact all parents and is tenacious in contacting hard- to-reach parents. | Tries to contact all parents, but ends up talking mainly to the parents of high-achieving students. | Makes little or no effort to contact parents. |
| j. Resources | Successfully enlists classroom volunteers and extra resources from homes and the community. | Reaches out to families and community agencies to bring in volunteers and additional resources. | Asks parents to volunteer in the classroom and contribute extra resources. | Does not reach out for extra support from parents or the community. |

Evaluation Summary Page

Teacher's name:

School year:

Subject area:

Evaluator:

Position:

RATINGS ON INDIVIDUAL RUBRICS:

A. Planning and Preparation for Learning:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

B. Classroom Management:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

C. Teaching Methodology:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

D. Monitoring, Assessment, and Follow-Up:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

E. Family and Community Outreach:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

F. Professional Responsibilities:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

EVIDENCE THAT STUDENTS ARE ABLE TO DEMONSTRATE:

1. Critical thinking and problem solving skills

Evidence present: **yes / no**

Metric(s) used:

2. Collaboration across networks and leading by influence

Evidence present: **yes / no**

Metric(s) used:

3. Agility and adaptability

Evidence present: **yes / no**

Metric(s) used:

4. *Initiative and entrepreneurialism*

Evidence present: **yes / no**

Metric(s) used:

5. *Effective oral and written communication skills*

Evidence present: **yes / no**

Metric(s) used:

6. *The ability to access and analyze information*

Evidence present: **yes / no**

Metric(s) used:

7. *Curiosity and imagination*

Evidence present: **yes / no**

Metric(s) used:

OVERALL COMMENTS BY EVALUATOR:

OVERALL COMMENTS BY TEACHER:

Principal's signature: _____ Date: _____

Teacher's signature: _____ Date: _____

Westlake Academy Faculty Performance Improvement Plan

Addressed to:

| Rubric/Specific Area | Current Descriptor Level | Required Descriptor Level | Date to be achieved by | Evidence of success |
|----------------------|--------------------------|---------------------------|------------------------|---------------------|
| 1. | • | • | | |
| 2. | • | • | | |
| 3. | • | • | | |

Head of Section: _____ Date: _____

Appraisee: _____ Date: _____

Desired Outcome ~ Effective Educators and Staff, (cont.)

Specific Outcome:

- 5.0 WA will recruit, develop, and retain effective and highly qualified teachers, staff and management
Team Leader(s): Chief Executive Officer and Heads of Section – *Short-Range and On-going Goal*
- 5.1 Develop a specific profile and definition of the traits, abilities, skills, and competencies, which define an “effective, highly qualified and accomplished teacher, support staff (non-teaching) position, and Head of Section (principal) position” (see also, *High Student Achievement, 7.0*)
Estimated Completion Date: Fall, 2010
- 5.1.1 Incorporate the profile into the annual review process for Staff
- 5.2 Create teaching teams to support and review in-class presentations and teaching methods
Estimated Completion Date: Spring, 2012
- 5.2.1 Video tape four (4) classroom sessions for each teacher, on an annual basis, to create a method for coaching Staff
- 5.3 Review the use of ‘Fund 100’ for teacher and staff development opportunities (teacher grants, professional development, legacy teachers)
Estimated Completion Date: Spring, 2011
- 5.4 All teachers will receive IB training, as well as Staff and administrators becoming conversant in all state requirements
Estimated Completion Date: On-going Goal
- 5.5 Perform exit interviews with all teachers/staff to determine reasons for leaving and possible improvements
Estimated Completion Date: Fall, 2010
- 5.5.1 Closely monitor and track reasons for voluntary contract refusal

Specific Outcome:

- 6.0 Develop a multi-year technology plan for the Academy
Team Leader(s): Director of Administrative Services – *Mid-Range Goal*

Specific Outcome:

- 7.0 Structure, systems, and protocols that address academic and administrative needs will be implemented and communicated to Staff
Team Leader(s): Administrative Coordinator – *Mid-Range Goal*
- 7.1 Compile a list of all internal processes (e.g. field trip procedures, check requests, attendance, expense accounts, etc.) and place in a single manual for teachers/staff
Estimated Completion Date: Summer, 2012
- 7.2 Codify all procedures and protocols for the school and make the accessible to faculty and staff
Estimated Completion Date: Summer, 2012
- 7.2.1 Compile a list of all reports required for IB, state and federal authorities and put into place procedures to ensure full compliance

Westlake Academy 2010-2011 Salary Scale

Classroom Teachers, Counselors, Librarians, and Nurses

| Years Experience | 10-11 Salary (187 days) |
|-------------------------|--------------------------------|
| 0 | 45,044 |
| 1 | 45,490 |
| 2 | 46,169 |
| 3 | 46,481 |
| 4 | 47,087 |
| 5 | 47,283 |
| 6 | 48,073 |
| 7 | 48,482 |
| 8 | 48,841 |
| 9 | 49,143 |
| 10 | 49,306 |
| 11 | 49,682 |
| 12 | 50,093 |
| 13 | 50,350 |
| 14 | 50,533 |
| 15 | 50,762 |
| 16 | 51,476 |
| 17 | 51,642 |
| 18 | 51,921 |
| 19 | 52,889 |
| 20 | 53,880 |
| 21 | 55,091 |
| 22 | 56,000 |
| 23 | 56,684 |
| 24 | 57,115 |
| 25 | 57,614 |
| 26 | 59,391 |
| 27 | 60,278 |
| 28 | 60,906 |
| 29 | 61,549 |
| 30 | 61,652 |

V. EXPENDITURE CONTROL

- **Appropriations** – The point of budgetary control is at the function level in the General Fund and Special Revenue Funds. When budget adjustments among functions are necessary, they must be approved by the Board of Trustees.
- **Current Funding Basis** - The Academy shall operate on a current funding basis. Expenditures shall be budgeted and controlled so as not to exceed current revenues plus the planned use of fund balance accumulated through prior year savings. (The use of fund balance shall be guided by the Fund Balance/Retained Earnings Policy Statements.)
- **Avoidance of Operating Deficits** - The Academy shall take immediate corrective actions if at any time during the fiscal year expenditure and revenue re-estimates are such that an operating deficit (i.e., projected expenditures in excess of projected revenues) is projected at year-end. Corrective actions can include a hiring freeze, expenditure reductions, or use of fund balance within the Fund. Use of fund balance must be recommended by the Superintendent and approved by the Board of Trustees.
 - ❖ Expenditure deferrals into the following fiscal year, short-term loans, or use of one-time revenue sources shall be avoided to balance the budget.
- **Periodic Program Reviews** - The Superintendent or his designate shall undertake periodic staff and third-party reviews of Academy programs for both efficiency and effectiveness. Where appropriate, privatization and contracting with other governmental agencies will be evaluated as alternative approaches to service delivery. Service delivery which is determined to be inefficient and/or ineffective shall be reduced in scope or eliminated.
- **General and Administrative (G&A) Charges** – To the extent practical, an annual analysis of G&A charges will be performed and funding allocated, if available. The analysis shall involve an objective consideration of the service demands currently being met by municipal staff to support Academy operations and a determination of factors that will continue to affect and increase the time needed for the performance of these services. For example, new Academy staff requires additional support staff time to perform tasks related to insurance, payroll, etc. Where feasible, G&A costs will be charged to all funds for services of indirect general overhead costs, which may include general administration, finance, facility use, personnel, technology, engineering, legal counsel, and other costs as deemed appropriate. The charges will be determined through an indirect cost allocation study following accepted practices and procedures.
- **Purchasing** - The Academy shall make every effort to maximize any discounts offered by creditors/vendors. Staff shall also use purchasing cooperatives as well as competitive bidding in accordance with State law to attain the best possible price on goods and services.
- **Prompt Payment** - All invoices will be paid within 30 days of receipt in accordance with the prompt payment requirements of State law.
- **Salary** - The Academy shall strive to maintain competitive salary levels for faculty and staff. A salary survey will be conducted annually, sampling surrounding Independent School Districts and Charter Schools, to create a comparison. The Academy will strive to maintain salary levels within three percent (3%) of the median of surveyed schools.

Westlake Academy

Item #7
Board Recap /
Staff Direction

BOARD RECAP / STAFF DIRECTION

Westlake Academy

Memo

To: Honorable President and Members of the Board of Trustees
From: Tom Brymer, Superintendent
Subject: Workshop Meeting of September 13, 2010
Date: September 1, 2010

ITEM

Discussion of Board of Trustee Governance as illustrated in Dr. Brian Carpenter's *An Introduction to Effective Charter School Governance*, Chapters 3-4.

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 citizens.

WESTLAKE ACADEMY VALUES

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

BACKGROUND (including policy implications and options):

On December 7th 2010, the Board agreed to place on its future workshop agendas, as agenda workload permits, the discussion of chapters from Dr. Brian Carpenter's book, *An Introduction to Effective Charter School Governance*. The Board consensus was that each Board member would take a turn leading the discussion on the topics in Dr. Carpenter's book. Discuss Chapters 3 (*Accountability times Two: Part 2 – Authorizer Accountability*) and 4 (*Charter School Accountability: 588 Examples and Counting*)

FUNDING

N/A

RECOMMENDATION:

The purpose of this agenda item is pursuit of continuous improvement of the Board's governance role, in this case utilizing in-house learning methods and resources. It is recommended that all Board members read Chapters 1 and 2 from Dr. Carpenter's book. Further, come prepared to discuss them in the context of how this information and material relates to the Board's governance role for Westlake Academy.

ATTACHMENTS: None.

Accountability Times Two

Part 2-Authorizer Accountability

The preceding chapter dealt with the accountability of charter schools to the market. In this chapter, I discuss the other form of accountability unique to public schools: the accountability of a charter school board to an authorizer. Before discussing authorizer accountability, it may be helpful to clarify a couple of terms for those new to charter schools.

A chartered school comes into existence as a public school based on a contract between the board (sometimes known as the charter holder or charter operator) and another entity legally defined under each state's laws called an authorizer or sponsor. Regardless of the term used in your state, these entities are vested with the *authority* to approve, oversee, and terminate when necessary, schools which they charter. The fact that the school has been authorized qualifies it for the privilege of receiving taxpayer funds for each student it enrolls.

In exchange for the privilege of receiving taxpayer funding, the charter holder--the board--agrees to comply with varying oversight requirements, e.g., submitting to audits, etc. (Oversight requirements vary due to differences in state laws and authorizer expectations.) The cost of providing that oversight is also borne by the taxpayer, either as part of the amount paid by the state for the students in the schools in the authorizer's portfolio, or some other budgetary mechanism.

While conventional public schools have to submit various compliance reports, etc., I don't know of a single instance where a conventional public school forfeited its privilege to receive taxpayer funding because it failed to educate students or because it mishandled taxpayer funds. In contrast, more than 588 charter schools have gone out of business since 1993...

Describing authorizers in detail is beyond the scope of this book. However, because this book is read by charter school boards around the country, it is worth noting that there are six main kinds of authorizing entities. The state you're in may have only one or several of the types from the list that follows:

- state departments of education
- specifically created boards with statewide authorizing authority
- institutions of higher education, including universities and colleges
- non-profit organizations
- school districts and local school boards
- mayoral offices

With that said, let's go on to discuss how authorizers represent a unique kind of accountability to public schools.

In broad terms, accountability of a charter school board to an authorizer requires three things:

1. That the school produce measurable student achievement at some contractually defined level;
2. That the school properly manage and account for the taxpayer's money, and;
3. That the school comply with all applicable state, federal, and local laws, as well as authorizer requirements.

How unique is such accountability for public schools? Well, let me answer the question this way. While conventional public schools have to submit various compliance reports, etc., I don't know of a single instance where a conventional public school forfeited its privilege to receive taxpayer funding because it failed to educate students or because it mishandled taxpayer funds. In contrast, more than 588 charter schools have gone out of business since 1993 (see Chapter 4, *Charter School Accountability: 588 Examples and Counting*).

While terminating a charter is painful for everyone involved, there's nothing wrong with the authorizer doing so when the school isn't living up to its end of the bargain. Chartering was intended to create a different kind of public school, in that a charter school is granted the privilege of operating *if* it educates students and *if* it handles its finances properly and *if* it complies with all pertinent laws (and there are many of those). The board's job is *to ensure* that all three of these occur at its school. The authorizer's job is, in short, to ensure the board is doing its job.

Failure by your board to do its job can result in having your charter revoked before the end of the contract period (usually three to five years) or not renewed at the end of the contract period. Either way, the school goes out of business. Some charter school operators don't like this aspect much, but again, accountability to an authorizer has been an integral part of chartering since the idea was first written about.

So *how* does the board fulfill its accountability to its authorizer? Let me briefly answer with three key suggestions:

1. Focus on high student achievement by all students, and financial accountability. It is unlikely you will have significant problems with your authorizer by doing so.
2. Devote time in board meetings at least annually to reviewing the requirements established in your charter. I often meet boards that haven't even looked at their charter in the three or four years since it was issued. Big mistake.
3. Don't delegate the board's relationship with its authorizer entirely to the school's executive or management company. Yes, a wise executive will put forth sufficient effort at building and maintaining a sound relationship with the school's authorizer, but the board should cultivate its own authorizer relationship. Thus, if there is a problem from the authorizer's perspective with something the school's management is or isn't doing, the board's relationship with the authorizer helps to ensure that the board will have *accurate and timely* details about the matter. *Remember: the board holds the charter, not the executive or management company.*

A few final words about accountability to authorizers. Because I'm privileged to know many authorizers across the country on a personal basis, I can assure you that most of them are as committed to the success of the kids in your school as you are. They do not see themselves as adversaries although if they do their job well, they will invariably have to close some schools. In my opinion, having researched charter school closures, as a rule most could have been prevented had the charter school board in question done its job right.

The best antidote to an adversarial authorizer is a high-performing school.

There are occasional exceptions to the rule, mostly occurring, I think, in states where local districts and schools are *the only* authorizers. Sometimes (but certainly not always), district officials and board members are arrogant and adversarial. This arises from a fundamental conflict of interest which could be eliminated by changing your state law so that it permits multiple authorizing entities, such as universities and special chartering boards. Unfortunately, changing the laws to be more favorable toward charters has proven easier said than done. In a few instances, doing so only resulted in a political backlash, such as with the Florida Supreme Court decision mentioned in Chapter 1, in which the court torched the statewide authorizing board created by the Florida Legislature. If nothing else though, such examples illustrate the need for a strong statewide association to make the voice of its members heard, but even then, teacher union politics may prevail.

The best antidote to an adversarial authorizer is a high-performing school. I know of a few instances where superb charter schools ultimately turned their adversaries into allies. There's no guarantee that this will happen, but if a charter school is truly exemplary, it will be difficult for any authorizer to close it. I know of no instance where a demonstrably high-performing school was shuttered by an authorizer--adversarial or otherwise. That doesn't mean such examples don't exist, but in most cases, closed schools were mediocre or worse, for one or more reasons. But that doesn't stop the authorizer from being perceived by the school as adversarial.

In reality, if charter authorizers don't close lousy schools, the chartering idea will fail. Though few people celebrate the dissolution of a charter school, when you think about it, why should any public school, chartered or otherwise, be entitled to receive taxpayer support without producing student success and other indicators of responsible governance? Accountability to an authorizer is a good thing. Too bad all public schools aren't.

For Further Evaluation

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

1. Who is your authorizer and when did the board president last speak with them?
2. When did your board last review the requirements in your charter?
3. When is your charter up for renewal? Is your board on track to have it renewed?
4. Is your board having difficulty fulfilling its contractual obligations? If yes, why?

Additional Resources

See the nearby reprint of one of my commentaries published by the Mackinac Center for Public Policy (reprinted here with permission). It's a few years old, but it makes the case for charter school accountability to an authorizer.

To learn more about authorizing, visit the Web site of the only organization devoted to advancing quality standards within the profession, the National Association of Charter School Authorizers at www.charterauthorizers.org. They have many excellent publications you can download free of charge.

If you're interested in a scholarly analysis of authorizing, I recommend reading a 2006 study published by the Thomas B. Fordham Institute, *Trends in Charter School Authorizing* by Rebecca Gua.



When Will Conventional Public Schools Be as Accountable as Charters?

By Brian L. Carpenter

Summary

After Central Michigan University revoked the charter of Walter French Academy, it was forced to close. This action illustrates a commitment to reform that could also improve conventional public schools.

Main Text Word Count: 696

Envision a local public school that misappropriates federal grant monies, posts abysmal student test scores and carries an operating deficit on its books. After eight years of such poor performance, the state finally shuts it down. A bad school goes out of business. No such thing, you say? Think again.

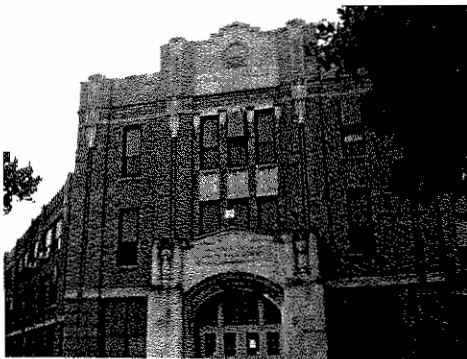
Accountability to this extent never happens in conventional public schools, in which problems like the above often constitute business as usual. Not so for Walter French Academy in Lansing. On June 30, it became the 15th charter school in Michigan since 1994 to be closed by its authorizer--and rightly so.

In a May 27 letter to the Academy's board president from the school's authorizer, the Charter Schools Office of Central Michigan University, the academy was informed that its contract — the legal charter to operate from which charter schools derive the name — would not be renewed. Justification for CMU's decision was ample:

- "deficit operating fund balances for six consecutive years ... [standing at] \$605,086" at the close of the 2003 fiscal year;
- "meetings [which] appear to have violated portions of the Open Meetings Act"; and
- "a poorly implemented educational program."

In addition to "these actions [which] demonstrate a consistent pattern of the Academy Board's lack of governance and leadership ..." was a finding by the Michigan Department of Education in February of 2004 that the Academy spent \$135,443 in federal monies on building repairs that were not part of the proposal that secured the grant. Amidst these — and a plethora of other problems — the CMU Charter School Office did what should be done with a chronically failing school: It cut off the flow of taxpayer dollars.

While Jim Goenner, Executive Director of the Charter Schools Office at CMU, says the decision to close the school was "heartbreaking," he regards CMU's decision as "a victory for the charter school movement because it fulfills the promise." The promise that Goenner refers to is that charter schools were created with the idea that "performance will be rewarded



Walter French Academy in Lansing is the 15th charter school in Michigan since 1994 to be closed by its authorizer for poor performance.

and poor performance will be sanctioned.” The ultimate sanction is to prevent the school from receiving public funds, which Goenner states simply as “accountability in action.”

Many conventional public schools across the state produce equally dismal performances, but the sanction of closure appears to be nowhere imminent. The Detroit public school district, for example, is practically legendary for its inability to account for money. And despite “well above-average operating expenditures” of \$9,532 per student (according to Standard & Poor’s School Evaluation Services), the district had a 30 percent passing rate on the 2002 MEAP test and a graduation rate of 69 percent. Modest improvements fostered by the reform-minded CEO, Kenneth Burnley, are often stymied by the unions and their political allies, and Burnley himself is the target of their ceaseless, aggravating efforts to thwart further change.

Whenever the possibility of competition arises, the teachers unions and their political allies can usually be counted on to oppose it at every turn. That happened most tragically just last fall in Detroit, when a \$200 million offer from a private philanthropist to open 15 charter high schools was nixed at the expense of the many inner city parents and students who thirst for such options. Raise the specter of more charter school options, and the usual suspects faithfully show up to block the schoolhouse door. With their own selfish interests a priority, they declare that “charter schools aren’t accountable,” even though no parents are compelled to send their children to them, and as the closure of the Walter French Academy illustrates, a bad one doesn’t have an entitlement to eternity.

Should public schools that spend a fortune as they fail to teach be allowed to continue, extracting more and more tax dollars year after year? Under the current arrangement, the answer depends on which public schools are in question. For Walter French Academy and other charter school closures which preceded it, the answer is no. If the schools are failing but are conventional public schools, the answer is yes. The question citizens should be contemplating is, When will conventional public schools ever be as accountable as charter schools?

#####

Brian L. Carpenter is director of leadership development at the Mackinac Center for Public Policy, a research and educational institute headquartered in Midland, Michigan. Permission to reprint in whole or in part is hereby granted, provided that the authors and the Center are properly cited.

Charter schools were created with the idea that “performance will be rewarded and poor performance will be sanctioned.”

Attention Editors and Producers

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Charter School Accountability:

588 Examples and Counting

The preceding two chapters discussed charter school accountability. I emphasize accountability in this book to make sure you understand that if your board fails to properly fulfill its duties, your school can close. The educational landscape is littered with such examples. Fortunately, as I indicated in the introduction, your board can learn valuable lessons at the expense of those boards that have failed. Let's begin by considering the scope of charter school closures.

The Center for Education Reform, a pro-charter, pro-parental choice advocacy organization, gathers data on every charter school closure in the country, and has published findings in 2002, 2006, and 2008. The cumulative number of closures in each report was 194, 438, and 588, respectively.⁹ The CER reports also establish the reasons the schools closed. The number one reason? About two-thirds of all charter school

⁹ Allen, J., Beaman, G., & Hornung, K. (2006). *Charter schools today: Changing the face of American education. Part 3: Charter school closures: The opportunity for accountability*. Washington, DC: Center for Education Reform.

Allen, J., & Consoletti, A. (2008). *Annual survey of America's charter schools: The Center for Education Reform*. Washington, DC.

Allen, J., & Heffernan, D. (2006). *Charter schools today: Changing the face of American education*. Washington, DC: The Center for Education Reform.

Allen, J., & Looney, M. (2002). Charter school closures: The opportunity for accountability. Retrieved October 11, 2006, from http://www.edreform.com/_upload/closures.pdf

closures are related to financial problems. About half of these were attributed to an insufficient enrollment.

What can your board learn from this? Two big things. First, recruiting and retaining students is critical to your survival. Second, the board needs to ensure that money is not being mismanaged or misspent. This oversight responsibility is so grave, that I discuss it at length in Chapters 13 and 14, and then explain in 15 how to make sure it gets reviewed in board meetings.

CER's reports provide a useful starting point in understanding the sweep of charter school closures, but questions about the roles played by the boards of these schools were beyond the scope of its studies. In fact, no detailed research on the role played by boards in charter school closures existed until September 2008. That's the date that I defended my doctoral dissertation.

I subsequently summarized some of the findings from my dissertation in a monograph I presented at the 2008 annual conference of the National Association of Charter School Authorizers.¹⁰ Because you can read the monograph, I won't repeat all the details here. I do, however, want to highlight two findings.

First, I want to share some data on insufficient enrollment so you can see some actual numbers. For the data presented in the gray boxes, you need to know that my research sample was composed of 100 random cases of charter school closures. This represents about 17% of the total 588 cases since 1993 documented by CER.

In the first gray box that follows, I've reprinted a portion of the monograph.

¹⁰ *Good to Gone: Five Lessons From Research About Charter Schools That Make the Leap . . . Into Extinction* by Dr. Brian L. Carpenter.

Lesson #1: Insufficient Enrollment is the Reason Most Charters Closed

In the study, I asked authorizers to provide the officially stated primary reason for which each school closed. The wording of the question implied at least two things: that schools can (and do) close for multiple reasons and that the stated reason may conceal other reasons (either intentionally or unintentionally . . .). Authorizers were asked to choose from eight possible answers:

1. Academic underperformance
2. Financial mismanagement
3. Financial improprieties
4. Non-compliance
5. Failure to obtain/retain viable enrollment
6. Political adversity
7. Other
8. Not known

Of the 100 dissolved schools in the sample, failure to attract/retain an enrollment sufficient for financial viability was officially stated as the primary reason for closure in 34 cases, a finding that is reasonably consistent with two reports by the Center for Education Reform (2002; 2006). Perhaps even more startling is the fact that an enrollment of ≤ 300 , while not given as the primary stated reason for closure in the other cases, appears to be an important variable in the demise of almost three-fourths of all the schools in the sample, as suggested by the data in the following table:

| Enrollment | Frequency | Cumulative % |
|------------|-----------|--------------|
| < 50 | 27 | 27% |
| 51-100 | 18 | 45% |
| 101-200 | 17 | 62% |
| 201-300 | 10 | 72% |

As the table above shows, *almost half the cases in the sample had 100 or fewer students* and nearly two-thirds of the schools in the sample had enrollments of 200 or fewer students at the time of closure.

Perhaps even more startling is the fact that an enrollment of ≤ 300 , while not given as the primary stated reason for closure in the other cases, appears to be an important variable in the demise of almost three-fourths of all the schools in the sample...

To be sure, my research design does not support saying that dysfunctional boards caused their schools to close.

The lesson I emphasize from the preceding data is this: generally speaking, your board should establish a minimum enrollment of 300 in order to be viable.

The second important thing that your board can learn from schools that have closed is that sloppy governance was prevalent among them. I simply refer to such boards as *dysfunctional*.¹¹

To be sure, my research design does not support saying that dysfunctional boards *caused* their schools to close. Indeed, it is very difficult to prove causal links in all social science phenomena, which is essentially what charter school closures are. The independent variables that *cause* charter school closures are likely difficult to isolate, operationalize, and measure. The research design itself would require an ex-post facto, quasi-experimental design that would be expensive and lengthy to conduct, to say the least.

Research gap aside, the operational implications of charter schools with dysfunctional boards are observable using a little common sense. To one degree or another, dysfunctional charter school boards result in schools with insufficient enrollments, financial problems, and poor academic achievement. These problems snowball until they are so bad the charter is revoked or not renewed.

Read the finding in the gray box below, also reprinted from the monograph.

Lesson #2: Sloppy Governance was Prevalent in Schools that Closed

Apart from the excellent work done by a few scholars (e.g., Hill & Lake, 2006; Hill, Lake & Celio, 2002), the role of boards in charter school performance has not been widely studied. To help close this gap in the literature, I focused my research on the actions, decisions and characteristics of the boards of failed charter schools.

¹¹ I use the term *dysfunctional*, not in any sense of passing moral judgment on others, but in its clinical sense, simply meaning that the board did not function as it should.

Not surprisingly, sloppy governance was prevalent in schools that eventually dissolved. To be clear, my research design did not permit causal conclusions to be drawn (e.g., boards committing such and such errors caused schools to close). But I can say with a high degree of certainty, in the views of authorizers discussing schools whose dissolution they had overseen, the following eleven actions, decisions, and characteristics of boards adversely impacted the schools in the sample:

1. Dominated by the founder of the school
2. Dominated by the management company
3. Violations of the duty of loyalty
4. Violations of the duty of oversight
5. Violations of the duty of obedience
6. Lack of internal cohesion
7. Well-intentioned people but lacking capacity
8. Excessive board member turnover
9. Behaving unprofessionally toward the school's staff
10. Role confusion among parent-board members
11. Individual board members acting outside the scope of their authority

To some extent, most of the constructs above are self-explanatory, but I have written about most of them to one degree or another throughout this book. Items 3, 4, and 5 are discussed in Chapter 10.

How can I best summarize these findings for the purpose of emphasizing that charter accountability is real? I would argue that the boards of dissolved charter schools demonstrated by their actions, decisions, and characteristics that they didn't understand the reason why they existed, and were thus incapable of fulfilling their obligations to taxpayers.

Some boards may protest by complaining that it was their school executive who did or didn't do this or that. Maybe so. But whose job is it to hire and evaluate the executive?

I would argue that the boards of dissolved charter schools demonstrated by their actions, decisions, and characteristics that they didn't understand the reason why they existed, and were thus incapable of fulfilling their obligations to taxpayers.

So, how does your board avoid joining the 588 closed charters?

As you will read throughout this book, a board must first understand why it exists (Chapter 6). It must understand, and adhere to the differences between governance and management (Chapter 7). It must establish and evaluate the outcomes to be achieved in the school (Chapters 13 and 18) and establish policy parameters within which those achievements are to occur (Chapter 11). It must hire an effective, multi-talented executive (Chapter 19), and learn to work with him or her (Chapter 20). If it considers hiring a management company instead, the board needs to conduct its due diligence *beforehand* (Chapter 22). In either case, the board must oversee the school's finances (Chapters 13 and 14). The board must have an attitude of humility, evidenced by its willingness to devote time to its own development and evaluate its own performance (Chapter 17). It should never shy away from asking hard questions (Chapter 25). And it must never lose sight of the fact that it is accountable to taxpayers in two ways that are unique to public schools, both through the market and to the school's authorizer (Chapters 2 and 3). In all this, it must always comply with the laws that govern public schools because charter schools are public schools (Chapter 24).

For Further Evaluation

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

1. Is your school having difficulties with any of the following:
 - Academic underperformance?
 - Financial mismanagement?
 - Financial improprieties?
 - Non-compliance?
 - Failure to obtain/retain viable enrollment?
 - Political adversity?

2. If yes to #1 above, what is your board doing about it?

3. Does your board exhibit any of the actions, decisions, or characteristics as those boards in the research?

- Dominated by the founder of the school
- Dominated by the management company
- Violations of the duty of loyalty
- Violations of the duty of oversight
- Violations of the duty of obedience
- Lack of internal cohesion
- Well-intentioned people but lacking capacity
- Excessive board member turnover
- Behaving unprofessionally toward the school's staff
- Role confusion among parent-board members
- Individual board members acting outside the scope of their authority

4. If yes to #3 above, what is your board doing about it?

Additional Resources

Good to Gone: Five Lessons From Research About Charter Schools That Make the Leap . . . Into Extinction by Dr. Brian L. Carpenter can be downloaded and reproduced free of charge, along with a variety of monographs, by going to the Institute's Web site www.NationalCharterSchools.org.

My dissertation can also be located on the Web. Here is its APA citation:

Carpenter, Brian L. (2008). Understanding how charter school boards impact school dissolution: An explanatory mixed methods study. Ph.D. dissertation, Capella University, United States -- Minnesota. Retrieved February 13, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 3329819).

Westlake Academy

Item # 9 –
Workshop
Adjournment

Back up material has not
been provided for this item.

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."*

Westlake Academy

Item # 3 – 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

Item # 4 - 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 August 16, 2010.
- b. Consideration of a **Resolution 10-20**, Adopting a Board Policy Regarding Volunteers at Westlake Academy.



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

August 16, 2010

PRESENT: President Laura Wheat and Trustees, Tim Brittan, Carol Langdon, and Rick Rennhack. Clif Cox arrived at 6:00 p.m.

ABSENT: Larry Corson

OTHERS PRESENT: Chief Executive Officer Thomas Brymer, Attorney Janet Bubert, Secretary Kelly Edwards, Secondary Principal Rod Harding, Primary Principal Jamie Schmitz, PYP Coordinator Terri Watson, DP Coordinator, Stacy Stoyanoff, Administrative Services Coordinator Ben Nibarger, Finance Director Debbie Piper, Municipal Court Administrator Amanda DeGan, Director of Human Resources and Administrative Services Todd Wood, Asst. to the Town Manager Ginger Awtry, Director of Parks and Recreation and Facilities Troy Meyer.

Workshop Session

1. CALL TO ORDER

President Wheat called the workshop meeting to order at 4:43 p.m.

2. REVIEW OF CONSENT AGENDA ITEMS FROM AUGUST 16, 2010, TRUSTEES REGULAR MEETING AGENDA.

Discussion ensued regarding social media and the uses between faculty members and students.

President Wheat recommended the Board approve the Personnel Manual with the revision as discussed.

3. PRESENTATION AND DISCUSSION FROM THE WESTLAKE ACADEMY HOUSE OF COMMONS SPEAKER REGARDING THE ACTIVITIES FROM THE 2009-2010 SCHOOL YEAR AND UPCOMING ACTIVITIES FOR THE 2010-2011 YEAR.

Mr. Rich Mueller provided a presentation and overview sponsored events in 2009-2010 and highlighted the new position and initiatives for the 2010-2011 year.

4. PRESENTATION AND DISCUSSION OF THE WESTLAKE ACADEMY FOUNDATION'S 2010 BLACKSMITH CAMPAIGN.

Debra Ziegler Foundation Co-Chair stated the Foundation is committed to seeing that the school is financially independent. The Foundation has prepared a new donation form, will categorize the donations based on the levels, track donors using Quick Books and send out weekly emails. To encourage participation they will offer incentive awards to donors such as tickets to Gallery Night for donors who participate during the soft push at Back to School Night. The goal they would like to achieve for 2010-2011 is \$600,000.00. To reach the goal they would need the participation of \$1032.00 per student.

Discussion ensued on how the Blacksmith funds are spent, the support that the Town has been providing to the Academy and how to get the correct message out to donors.

Superintendent Brymer stated we would need Blacksmith funds due to the fact that the amount of funding received from the State per student is not sufficient to provide the current level of service to our students.

5. PRESENTATION AND DISCUSSION OF THE ESTIMATED YEAR-END ACADEMIC SERVICES BUDGET FOR WESTLAKE ACADEMY FOR THE FISCAL YEAR ENDING AUGUST 31, 2010 AND ADOPTING THE PROPOSED BUDGET FOR THE FISCAL YEAR ENDING AUGUST 31, 2011.

Superintendent Brymer and the academy staff provided a presentation and overview of the FY 2010-2011 annual operating budget "Building Our Learning Community".

Superintendent Brymer provided an overview of the SLA's that were added as discussed during the workshop.

- Include recommended SLA's, add third 5th grade section, and 2% salary scale movement.
- Use a Five (5) class block schedule
- Increase enrollment in each class to 20 (except Kindergarten)
- Move direct costs into the WA budget
- Review user fees and examine Transportation Fund to segregate bus operating costs

Discussion ensued regarding the addition of students to fund the technology expenditure, new parking fees, transportation funding, the five (5) year forecast which includes debt service and the methodology to figure the direct and indirect cost of Town services.

6. DISCUSSION OF THE PROPOSED BOARD OF TRUSTEE POLICIES FOR 2010 – 2011 ACADEMIC YEAR.

President Wheat moved the discussion of this item to the regular meeting.

President Wheat adjourned the meeting at 6:29 p.m.

President Wheat reconvened the meeting at 6:51 p.m.

7. PRESENTATION AND DISCUSSION OF DIPLOMA PROGRAMME/ADVANCED PLACEMENT RESULTS FROM THE 2009-10 ACADEMIC YEAR.

DP Coordinator Stoyanoff presented an overview and observations from the DP exam results for the Class of 2010. He also stated that students were extremely successful with the AP exams in English Language and Composition and Macroeconomics and students will receive their certificates and diplomas this fall.

8. BOARD RECAP / STAFF DIRECTION

- None

9. ADJOURNMENT

There being no further business before the Board, President Wheat adjourned the workshop at 7:39 p.m.

Regular Session

1. CALL TO ORDER

President Wheat called the Regular meeting to order at 7:46 p.m. with all Trustees Brittan, Cox, Langdon, and Rennhack.

2. PLEDGE OF ALLEGIANCE

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

3. CITIZENS' PRESENTATIONS AND RECOGNITIONS

Rebecca Rollins, 13239 Roanoke Road, spoke regarding the School Trips policy. Mrs. Rollins stated that this policy fails to address the funding of field trips and that equity is not addressed in this policy and should be in all policies.

4. CONSENT AGENDA

- a. Consider approval of the minutes for the meeting held on May 10, 2010.
- b. Consider approval of the minutes for the joint workshop held on June 7, 2010.
- c. Consider approval of the minutes for the workshop held on June 18, 2010.
- d. Consider approval of **Resolution 10-10**, Amending the discipline policy.
- e. Consider approval of **Resolution 10-11**, Amending the trips policy.
- f. Consider approval of **Resolution 10-12**, Amending the parent – student handbook signature page.
- g. Consider approval of **Resolution 10-13**, Amending the academic honesty policy.
- h. Consider approval of **Resolution 10-14**, Amending the technology usage policy.
- i. Consider approval of **Resolution 10-15**, Adopting a transportation policy.
- j. Consider approval of **Resolution 10-16**, Adopting an electronic communication policy.
- k. Consider approval of **Resolution 10-17**, Adopting a community learning commitment policy.
- l. Consider approval of **Resolution 10-18**, Approving additions to the Westlake Academy Personnel Manual.

Superintendent Brymer recommended the Board remove items d through k of the consent agenda for separate discussion.

MOTION: Trustee Cox made a motion to approve items a, b, c and l the consent agenda to include language regarding prohibition of Facebook communications between faculty members and students be added to the Personal Manual. Trustee Langdon seconded the motion. The motion carried by a vote of 4-0.

Court Administrator DeGan provided an overview of the amended and new policies.

MOTION: Trustee Rennhack made a motion to approve **Resolution 10-10**, Amending the discipline policy. Trustee Brittan seconded the motion. The motion carried by a vote of 4-0.

Discussion ensued regarding the Trips policy and the communication of trip dates, the number of students required to participate to make a trip possible and the cost associated with each trip.

Attorney Bubert provided an overview of the regarding the out of state trip language that was added to the current policy. She also explained that if the trips were not required this policy it would not violate any laws.

MOTION: Trustee Rennhack made a motion to approve **Resolution 10-11**, Amending the trips policy, Trustee Cox seconded the motion. The motion carried by a vote of 4-0.

Court Administrator DeGan stated that students are now required to sign the final page policy and the clarifications added to the handbook regarding academic honesty.

MOTION: Trustee Langdon made a motion to approve **Resolution 10-12**, Amending the Parent – Student handbook signature page. Trustee Rennhack seconded the motion. The motion carried by a vote of 4-0.

Court Administrator DeGan provided an overview of the policy and the clarifications added to the handbook regarding academic honesty.

Discussion ensued regarding assistance provided to students such as a clarification of receiving or providing assistance with assignments.

MOTION: Trustee Rennhack made a motion to approve **Resolution 10-13**, Amending the academic honesty policy. Trustee Cox seconded the motion. The motion carried by a vote of 4-0.

Court Administrator DeGan provided an overview of the policy and the clarifications added to the policy.

MOTION: Trustee Cox made a motion to approve **Resolution 10-14**, Amending the technology usage policy. Trustee Rick seconded the motion. The motion carried by a vote of 4-0.

Court Administrator DeGan provided an overview of the new policy.

Discussion ensued regarding seatbelts and the implementation as required by law in September 2011 and drivers training.

MOTION: Trustee Langdon made a motion to approve **Resolution 10-15**, Adopting a transportation policy removing item 3 requiring CPR trained drivers. Trustee Brittan seconded the motion. The motion carried by a vote of 4-0.

Court Administrator DeGan provided an overview of the new policy.

MOTION: Trustee Brittan made a motion to approve **Resolution 10-16**, Adopting an electronic communication policy. Trustee Rennhack seconded the motion. The motion carried by a vote of 4-0.

Court Administrator DeGan provided an overview of the new policy.

MOTION: Trustee Cox made a motion to approve **Resolution 10-17**, Adopting a community learning commitment policy. Trustee Langdon seconded the motion. The motion carried by a vote of 4-0.

5. CONDUCT A PUBLIC HEARING AND CONSIDER RESOLUTION 10-19, APPROVING THE ESTIMATED YEAR-END ACADEMIC SERVICES BUDGET FOR WESTLAKE ACADEMY FOR THE FISCAL YEAR ENDING AUGUST 31, 2010 AND ADOPTING THE PROPOSED BUDGET FOR THE FISCAL YEAR ENDING AUGUST 31, 2011.

No one addressed the Council during the Public Hearing.

MOTION: Trustee Brittan made a motion to approve **Resolution 10-19**, approving. Trustee Langdon seconded the motion. The motion carried by a vote of 4-0.

6. BOARD RECAP / STAFF DIRECTION

The Board requested revisiting the Trips Policy and discussion of lunchroom logistics prior to the implementation of the Block Scheduling.

7. BOARD CALENDAR

- First Day of School
August 23, 2010
- Board Meeting
September 13, 2010
- Arbor Day
September 25, 2010
- Westlake Baja at Vaquero
September 27, 2010

8. FUTURE AGENDA ITEMS

President Wheat: discussion of BOT policy for seat belts in bus seats including contracted bus services for WA student trips.

Discussion ensued regarding the implementation of State law in 2011 and if the Academy could lease a Charter bus with seat belts.

9. ADJOURNMENT

There being no further business before the Board, President Wheat asked for a motion to adjourn.

MOTION: Trustee Cox made a motion to adjourn the meeting. Trustee Rennhack seconded the motion. The motion carried by a vote of 4-0.

President Wheat adjourned the meeting at 9:23 p.m.

APPROVED BY THE BOARD OF TRUSTEES ON SEPTEMBER 13, 2010.

Laura Wheat, Board President

ATTEST:

Kelly Edwards, Board Secretary

Westlake Academy

Memo

To: Honorable President and Members of the Board of Trustees

From: Tom Brymer, Superintendent

Subject: Meetings of September 13, 2010

Date: September 7, 2010

ITEM

- Wkshp Discussion of a Draft Proposed Volunteers Board Policy
- Regular Consideration of a Resolution Adopting a Board Policy Regarding Volunteers at Westlake Academy (consent item)

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 responsible global citizens.

WESTLAKE ACADEMY VALUES

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

BACKGROUND (including policy implications and options):

Over the last two (2) years, staff has been working with the Board to develop a Board Policy Manual to assist the Board in its governance role, and give staff appropriate policy direction to staff regarding the Academy's management. A number of Board policies have been drafted, adopted, and are contained in the Board's Policy Manual (available on-line). The attached draft policy provides policy parameters for the use of volunteers at Westlake Academy.

FUNDING: N/A

RECOMMENDATION

Discuss the proposed policy at the Workshop Meeting (note: this policy has been reviewed by the Leadership Team and our legal counsel), make Board desired revisions, and consider for adoption at the Regular Meeting

ATTACHMENTS:

Resolution
Board Volunteer Policy attached

WESTLAKE ACADEMY

RESOLUTION 10-20

A RESOLUTION OF THE WESTLAKE ACADEMY BOARD OF TRUSTEES APPROVING AND ADOPTING A POLICY REGARDING THE USE OF VOLUNTEERS AT WESTLAKE ACADEMY.

WHEREAS, the Board of Trustees desires to create a supportive learning environment with the ultimate outcome being the achievement of academic excellence and the development of life-long learning skills for the students at Westlake Academy; and,

WHEREAS, to achieve that end, it is desirable to utilize the time, talents, and abilities of volunteers to enhance this educational experience for Academy students, much of which would otherwise not be affordable or require the use of scarce Academy budget dollars to acquire; and,

WHEREAS, the Board of Trustees wishes to establish by policy parameters to guide Academy staff in the use of volunteers at Westlake Academy; and,

WHEREAS, the Board of Trustees finds that the passage of this Resolution is in the best interest of the citizens of Westlake as well as the students, their parents, and the faculty of Westlake Academy.

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF TRUSTEES OF WESTLAKE ACADEMY:

SECTION 1: THAT, all matters stated in the recitals hereinabove are found to be true and correct and are incorporated herein by reference as if copied in their entirety.

SECTION 2: THAT, the Board of Trustees for Westlake Academy, hereby approves the policy, *Volunteer Policy*, attached to this Resolution as ***Exhibit "A"***.

SECTION 3: IF, any portion of this Resolution shall, for any reason, be declared invalid by any court of competent jurisdiction, such invalidity shall not affect the remaining provisions hereof and the Board hereby determines that it would have adopted this Resolution without the invalid provision.

SECTION 4: THAT, this Resolution shall become effective from and after its date of passage.

PASSED AND APPROVED ON THIS THE 13th DAY OF SEPTEMBER, 2010.

Laura Wheat, President

ATTEST:

Kelly Edwards, Board Secretary

Thomas E. Brymer, Superintendent

APPROVED AS TO FORM:

L. Stanton Lowry, School Attorney

**TOWN OF WESTLAKE
WESTLAKE ACADEMY
BOARD OF TRUSTEES POLICY**

Policy No. 10-20:

Date Board Adopted:

Date Board Amended: N/A

Effective Date: September 13, 2010

Policy Name: Volunteer Policy

Policy Category: Parent, Student and Faculty Relations and Expectations

Policy Goal: Pursuit of the Academy's mission/vision for effective education via a teacher-student-parent partnership which promotes positive parent and community involvement at Westlake Academy through a volunteer program constructed according to appropriate policy guidelines.

Policy Description:

The purpose of this policy is to provide overall guidance and policy direction to faculty, staff, and volunteers regarding Westlake Academy's volunteer program. Westlake Academy's Board of Trustees supports the use of volunteers, subject to the requirements of this policy, as a means to utilize the many abilities and talents of volunteers to enhance the educational experience for Westlake Academy students. It is recognized that volunteers provide the staff and students at Westlake Academy with resources and talents that would otherwise not be affordable or would require use of scarce Academy budget dollars to acquire.

Unless specifically stated herein, this policy applies to all volunteers in all programs and projects undertaken at or on behalf of the Academy.

Accordingly, it is appropriate for Westlake Academy staff to develop processes and procedures to manage and administer a volunteer program within the following policy boundaries:

- Westlake Academy volunteers are those individuals who choose to perform services for the Academy as defined by Academy staff without compensation or expectation of compensation of any kind. Volunteers are not employees of Westlake Academy.
- Anyone interested in volunteer service at Westlake Academy shall first apply by completing a volunteer application packet, which is available at the Academy office and on-line.

- A volunteer may not perform any volunteer duties for the Academy until:
 1. The Academy has obtained all necessary criminal history record information related to the volunteer as may be required by state law and board policy; and
 2. The volunteer receives notice from the Superintendent's designee that his/her application for volunteer service has been approved.
- Approved volunteers will be assigned tasks and duties based upon the needs of the Academy as identified by Academy staff. All persons approved for volunteer service shall perform their volunteer service under the supervision of a Westlake Academy staff/faculty person. Volunteers will access their volunteer work stations at the Academy via the campus security system established by staff.
- All persons approved for volunteer service shall participate in and attend mandatory volunteer training, including completion of training on the Family Educational Rights and Privacy Act (FERPA) conducted by Academy staff prior to commencing their volunteer service at Westlake Academy. Additionally, all volunteers shall sign the Academy's Learning Commitment prior to commencing their volunteer service.
- Academy volunteers must comply with all applicable Academy policies and procedures at all times that volunteer services are provided; including, but not limited to, the Academy's acceptable use policies related to technology.
- Decisions on the appropriateness of volunteer service by any individual rests solely with the Academy's staff through the Superintendent or his/her designate.

Use of volunteers does not constitute, either implicitly or explicitly, a binding contractual or personnel agreement on behalf of Westlake Academy. The Board of Trustees reserves the right to change this policy or any other policy related to use of volunteers and require adherence by all new and current volunteers.

Westlake Academy

Item #5
Board Recap /
Staff Direction

BOARD RECAP / STAFF DIRECTION

Westlake Academy

Item #6 Board Calendar

BOARD CALENDAR

- Arbor Day
September 25, 2010
- Westlake Baja at Vaquero
September 27, 2010
- Board of Trustee Meeting
October 4, 2010
- Board of Trustee Meeting
November 1, 2010
- Texas Charter Schools Association Conference
San Antonio
November 29-December 1, 2010 (contact Ben)

Westlake Academy

Item # 7 – 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 # 8 – Adjournment

Back up material has not
been provided for this item.
