



F.A.M.E., Inc.

## FAME Board Meeting

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### Date and Time

Saturday October 20, 2018 at 10:00 AM CDT

### Location

Cafeteria, 428 Broadway St., New Orleans, LA 70118

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### Agenda

#### I. Opening Items

Opening Items

- A. Call the Meeting to Order
- B. Record Attendance and Guests
- C. Approve Minutes

#### II. Governance Committee

- A. Receive Recommendation from Governance Committee Regarding New Board Members

The committee would like to recommend that the FAME Board extend membership to Claire Lebas and Lourdes Moran based on their credentials, experience and eligibility to serve.

- B. CEO Contract Addendum

Review the CEO contract addendum with previously approved terms of contract extension and salary adjustment.

**C. Receive Policy Recommendation Re: Epipen**

Receive the recommendation from the committee to approve the provided Epipen Administration Policy.

**D. Receive Recommendation Re: Field Trip and Extracurricular Activities Policy**

Receive a recommendation from the committee to approve the attached Field Trip and Extracurricular Activities Policy

**III. OPSB Board Observation Results**

**A. Review OPSB's Board Observation Results of Audubon Schools' September 15, 2018 Board Meeting**

**IV. Finance Committee**

Finance

**A. Financial Statements (August-September 2018)**

**V. Facilities Committee**

Facility

**A. Report**

**VI. Closing Items**

**A. Announcements**

Next FAME Board Meeting: November 10, 2018

**B. Adjourn Meeting**

**VII. CEO's Report**

**A. Academic Update**

**B. Operations Updates**

**C. Development Updates**

**D. Beloved Community (Community Engagement and Recruitment) Final Report**

**E. Friends of Audubon Updates**

## Coversheet

### Receive Recommendation from Governance Committee Regarding New Board Members

<b>Section:</b>	II. Governance Committee
<b>Item:</b>	A. Receive Recommendation from Governance Committee Regarding
New Board Members	
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	CV Claire LEBAS Ph.D..pdf Lourdes Moran.pdf

February 19, 2018

## CURRICULUM VITAE

### PERSONAL DATA

Name: Claire Suzanne LEBAS

Date and Place of birth: March 25, 1961, Paris IX, France

Address: 3319 Magnolia Street, New Orleans, Louisiana 70115

Phone: (H) 504-269-9366; (C) 504-339-9366

Email: [clairelj@bellsouth.net](mailto:clairelj@bellsouth.net); [clebasjo@tulane.edu](mailto:clebasjo@tulane.edu); [cslebas@loyno.edu](mailto:cslebas@loyno.edu)

Citizenship: American since December 2009

### EDUCATION

University of Caen, France. Licence de Lettres Modernes, 1985

Tulane University, New Orleans, Louisiana, Master in French, 1994

Tulane University, New Orleans, Louisiana, Ph.D. in French, 2001

### PROFESSIONAL BACKGROUND

1985-1992: **Lycée Sainte-Ursule**, Caen, France. Teacher of French

1992-1999: **Tulane University**, New Orleans, Louisiana. Department of French and Italian.

Teaching and/or Grading Assistant. Courses taught: French 101-102-203-215-325

Summer 1997: **Alliance Française**, New Orleans, Louisiana. Teacher of French

Courses taught: Beginner- Intermediate- Advanced- Conversation

Summer 1998: **Alliance Française**, New Orleans, Louisiana. Teacher of French

Courses taught: Beginner- Intermediate- Advanced- Conversation

1999-2000: **Isidore Newman School**, New Orleans, Louisiana. Teacher of French

Courses taught: From 6<sup>th</sup> to 12<sup>th</sup> grade except for 7<sup>th</sup> grade

- 2001-2002: **Alliance Française**, New Orleans, Louisiana. Teacher of French  
Courses taught: Beginner- Intermediate- Advanced- Conversation
- 2004-2005: **Alliance Française**, New Orleans, Louisiana. Teacher of French  
Courses taught: Private classes at any level
- 2006-2012: **Alliance Française**, New Orleans, Louisiana. Teacher of French  
Courses taught: Private classes at any level- Literature- Conversation
- 2009: **Tulane University**, New Orleans, Louisiana. Department of French and Italian. Adjunct Assistant Professor. Course taught: French 1010  
**Loyola University**, New Orleans, Louisiana. Department of Classical and Modern Languages and Cultures. Instructor. Course taught: French 100
- 2010: **Loyola University**, New Orleans, Louisiana. Department of Classical and Modern Languages and Cultures. Instructor. Course taught: French 101  
**Tulane University**, New Orleans, Louisiana. Department of French and Italian. Adjunct Assistant Professor. Course taught: French 2030
- 2011: **Loyola University**, New Orleans, Louisiana. Department of Classical and Modern Languages and Cultures. Instructor. Course taught: French 200  
**Tulane University**, New Orleans, Louisiana. Department of French and Italian. Adjunct Assistant Professor. Courses taught: French 2030 and 1020
- 2012: **Tulane University**, New Orleans, Louisiana. Department of French and Italian. Adjunct Assistant Professor. Courses taught: French 1020 Honors and 1020; French 2030  
**Loyola University**, New Orleans, Louisiana. Department of Classical and Modern Languages and Cultures. Instructor. Course taught: French 101  
**Alliance Française**, New Orleans, Louisiana. Teacher of French. Course taught: Intermediate French at Loyola University College of Law
- 2013: **Loyola University**, New Orleans, Louisiana. Department of Classical and Modern Languages and Cultures. Instructor. Course taught: French 101  
**Loyola University**, New Orleans, Louisiana. College of Law. Instructor of French  
Courses taught: Beginner, Intermediate, Advanced and Conversation  
**Alliance Française**, New Orleans, Louisiana. Teacher of French. Courses taught: Advanced Grammar and Advanced Conversation
- 2014: **Loyola University**, New Orleans, Louisiana. College of Law. Instructor of French  
Courses taught: Beginner, Intermediate, Advanced and Conversation  
**Alliance Française**, New Orleans, Louisiana. Teacher of French. Courses taught: Advanced Grammar and Advanced Conversation  
**Tulane University**, New Orleans, Louisiana. Department of French and Italian. Adjunct Assistant Professor. Course taught: French 1020  
**Loyola University**, New Orleans, Louisiana. Department of Languages and Cultures. Instructor. Courses taught: French 100 and Introduction to French Theatre 355
- 2015: **Tulane University**, New Orleans, Louisiana. Department of French and Italian. Adjunct Assistant Professor. Course taught: French 2030  
**Loyola University**, New Orleans, Louisiana. Department of Languages and Cultures. Instructor. Courses taught: French 100 and French 101  
**Loyola University**, New Orleans, Louisiana. College of Law. Instructor of French  
Courses taught: Beginner, Intermediate/Advanced  
**Alliance Française**, New Orleans, Louisiana. Teacher of French  
Courses taught: Advanced Grammar and Advanced Conversation

- 2016: **Loyola University**, New Orleans, Louisiana. Department of Languages and Cultures. Instructor. Courses taught: French 100 and French 101  
**Loyola University**, New Orleans, Louisiana. College of Law. Instructor of French Courses taught: Beginner, Intermediate/Advanced  
**Tulane University**, New Orleans, Louisiana. Department of French and Italian. Adjunct Assistant Professor. Courses taught: French 1020 and 2030  
**Tulane University**, New Orleans, Louisiana. A.B. Freeman School of Business. Instructor of French. Course taught: French Language Survival  
**Alliance Française**, New Orleans, Louisiana. Teacher of French Courses taught: Advanced Grammar and Advanced Conversation  
**Private classes**: Preparation for French National Exams DELF/DALF
- 2017: **Tulane University**, New Orleans, Louisiana. Department of French and Italian. Adjunct Assistant Professor. Courses taught: French 2030 and French Reading Proficiency  
**Tulane University**, New Orleans, Louisiana. A.B. Freeman School of Business. Instructor of French. Courses taught: French Language Survival: Beginner and Intermediate  
**Tulane University**, New Orleans, Louisiana. School of Public Health & Tropical Medicine Instructor of French. Course taught: French Language Survival: Beginner  
**Loyola University**, New Orleans, Louisiana. College of Law. Instructor of French Courses taught: Beginner and Intermediate/Advanced  
**Alliance Française**, New Orleans, Louisiana. Teacher of French Courses taught: Advanced Grammar and Advanced Conversation  
**Private classes**: Preparation for French National Exams DELF/DALF
- 2018: **Tulane University**, New Orleans, Louisiana. A.B. Freeman School of Business. Instructor of French. Courses taught: French Language Survival: Beginner and Intermediate  
**Tulane University**, New Orleans, Louisiana. School of Public Health & Tropical Medicine Instructor of French. Courses taught: Beginner and Intermediate/Advanced  
**Loyola University**, New Orleans, Louisiana. College of Law. Instructor of French Courses taught: Beginner and Intermediate/Advanced  
**Alliance Française**, New Orleans, Louisiana. Teacher of French Courses taught: Advanced Grammar and Advanced Conversation  
**Private classes**: Preparation for French National Exams DELF/DALF

## PUBLICATIONS

- “Situation sociolinguistique dans une communauté créolophone de la Louisiane actuelle” in Plurilinguismes : U.F.R. de Linguistique René Descartes. Paris: 1996
- A la poursuite d’Arsène Lupin --ou pour la défense d’une littérature dite mineure--. Ann Harbor : UMI Dissertation Services, 2001

## **PRESENTATIONS**

- “Teaching French to Louisianan Lawyers”, International Civil Law Symposium, April 25, 2014, Lafayette, Louisiana
- Organization of conferences given by Attorney Warren Perrin, “Revisiting French in Louisiana: Constitutional right to speak French”, Loyola College of Law, October 9, 2014 and September 10, 2015, New Orleans, Louisiana
- “French Life in New Orleans”, Salon de Jeanne d’Arc, Loyola University, September 17, 2016, New Orleans, Louisiana

## **AREAS of MAJOR RESEARCH INTEREST**

XIX and XX French Literature, Detective Stories, French in Louisiana, Plurilinguism, Multiculturalism, Children Literature

## **OTHER QUALIFICATIONS**

Poetry Prize. Concours “Poésiades 1985”, Paris, France

## **MEMBERSHIPS**

- Les Causeries du Lundi
- L’Alliance Française
- Franco-American Chamber of Commerce

## Lourdes Moran

Accounting Professional, Altus Global Trade Solutions

Lourdes F. Moran, born in Honduras, Central America, has lived in the New Orleans area for 52 years, and has been an Algiers resident for over 20 years. She is passionately committed to ensuring Algiers' continued growth and prosperity, while maintaining its family friendly environment.

Mrs. Moran is an accounting professional, serving in positions such as Accounting Manager/Retirement & Benefits Administrator, with employers including Helis Oil and Gulf Ocean Shipping. She is currently employed with Altus Global Trade Solutions.

Mrs. Moran was a member of the Orleans Parish School Board for eight years, first elected in 2004. During her tenure she served as Chair of Budget and Finance and was elected Vice-President for five terms and President for one term. Mrs. Moran was instrumental in the creation of the Algiers Charter School Association, utilizing Federal funds to re-open schools offering educational choice post-Katrina. She used her financial expertise to guide the decisions that brought the public school system from the brink of bankruptcy to its first ever AAA bond rating by Moody's and Standards & Poor.

Mrs. Moran is on the Board of the Algiers Economic Development Foundation. She serves as a Board member on the newly authorized charter school "Rooted", as well as the Foundation for Science and Mathematics Education, Old Algiers Main Street and Form for Equality Louisiana. As a member of the Kiwanis Club of Algiers for 11 years, she is a past-president and currently serves as Treasurer.

Lourdes is married to Scott Moran and together they have three daughters and two granddaughters.



# Coversheet

## Receive Policy Recommendation Re: Epi pen

<b>Section:</b>	II. Governance Committee
<b>Item:</b>	C. Receive Policy Recommendation Re: Epi pen
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	Policy and Procedure for Epi pen administration- updated[11001].docx

## **AUDUBON CHARTER SCHOOLS STOCK EPI PEN ADMINISTRATION FOR SEVERE ALLERGIES**

### **POLICY**

The Audubon Charter Schools believes that the safety and wellbeing of children who are at risk of anaphylaxis is a whole community responsibility. Our schools are committed to:

- Providing as far as practice, a safe and healthy environment.
- Raising awareness about allergies and anaphylaxis among the school community and children in attendance.
- Ensuring each staff member and other relevant adults has adequate knowledge of allergies, anaphylaxis and emergency procedures.
- Facilitating communication between all staff, students and families to ensure the well-being of children at risk for anaphylaxis.

Anaphylaxis is a severe systemic allergic reaction from exposure to allergens that is rapid in onset and can cause death. Common Allergens include animal dander, fish, latex, milk, shellfish, tree nuts, eggs, insect venom, medications, peanuts, soy and wheat. The most dangerous symptoms include breathing difficulties and a drop in blood pressure or shock, which are potentially fatal. Other signs and symptoms are hives, itching, red water eyes, runny nose, vomiting, diarrhea, stomach cramps, change of voice, coughing, wheezing, throat tightness or closing, difficulty swallowing, difficulty breathing, sense of doom, dizziness, fainting or loss of conscience and/or change of skin color. A severe allergic reaction usually occurs quickly, but can occur up to one to two hours after exposure to the allergen. Parents of students with known life-threatening allergies and/or anaphylaxis should notify the school nurse and provide the school with written instructions and prescribed medications from the student's health care provider for handling anaphylaxis, on an annual basis.

In order to comply with the state legislation of Act 624; to enact R.S. 17:436.1 (K), it is the policy of Audubon Charter Schools to follow the guidelines developed for students with an identified severe allergy to food, insect stings, latex and/or unknown allergens, in addition to those who may have not yet had an identified allergy or condition which puts them at risk to exposure or unexpected events that are a potential risk for life-threatening reaction (anaphylaxis). These guidelines include:

- Education and Training for school personnel on the management of students with life-threatening severe allergies, including training related to the administration of medication with a cartridge injector.
- Procedures for responding to known and unknown life-threatening allergic reactions.

- A process for the development of individualized health care and allergy/anaphylaxis emergency action plans for every student with an identified allergy.
- Protocols to prevent exposure to food allergens or precautions to avoid exposure to other allergens.

Audubon Charter Schools will make every effort to provide at least two (2) doses of auto-injectable epinephrine (hereinafter called “unassigned or stock epinephrine”) in each school, under the standing order from a Louisiana licensed physician, to assist those students who may experience first time anaphylactic emergencies, without a prescribed treatment. Stock epinephrine auto-injectors will be available during the school day at each campus. Each campus for Audubon Charter will be stocked with 2 EpiPen Auto-injector packs, a junior dose (0.15mg) for those between 33 and 66 pounds and an adult dose (0.3 mg) for those over 66 pounds. They will be kept in a bright yellow EpiLocker outside of the main office near the AED on the 2nd floor. The stock epinephrine may be administered by a school nurse or employee of the school who is authorized and trained in the administration of epinephrine to any student, or staff member, who in good faith, is believed to be having an anaphylactic reaction on the school premises, during the academic day. This policy is not intended to replace or override students’ specific orders or currently prescribed medications for anaphylaxis. **This policy does not extend to activities off school grounds (including transportation to and from school, field trips, etc.) or outside of the academic day (sporting events, extra-curricular activities, etc.).**

### **IDENTIFICATION AND COMMUNICATION OF STUDENTS WITH ALLERGIES**

Communication of identified allergies to the appropriate personnel will be on a need to know basis, i.e. school principal, school nurse, teachers, coaches and sponsors for extra-curricular activities, cafeteria personnel, bus drivers, and before and after school personnel. A copy of the physician verified food allergy statement and diet restriction orders will be forwarded to the cafeteria manager so they may enter it into the food service electronic system.

It is requested that parents/guardians and students upon registration and the beginning of every school year thereafter, supply an up-to-date student health history including information on life-threatening allergies. Parents of students identified with life-threatening allergies will be required to bring the physician documentation verifying any indicated allergies, diet restriction, and/or prescribed medications for prevention and/or treatment of anaphylactic reaction.

The school nurse will create and Individual Health Care Plan (IHP), 504 plans and/ or Individualized educational plan (IEP) as required for students with a diagnosed anaphylactic allergy that include: the type of allergy and potential allergens, monitoring and avoidance

strategies and appropriate treatment of allergic reactions, and Emergency Care Plan (ECP) with emergency contact information, storage location and guidelines for epinephrine auto-injector use when applicable. Students with identified allergies will not be excluded from regular school activities, field trips, or any extracurricular events. Audubon Charter schools will provide a peanut/nut-sensitive environment.

The EpiPens will be available for individuals with unidentified allergies who experience an unexpected anaphylactic reaction during the school day. These are not intended for students who have identified severe allergies, and have a health plan requiring them to have an EpiPen available at all times.

At the beginning of each school year school staff members will be trained on EpiPen administration. Training will include the signs and symptoms of anaphylaxis, how to administer the EpiPen, call 911, and properly document each occurrence. The campus's school nurse will be responsible for the training of building personnel.

All documented anaphylactic events on the Anaphylactic Reaction Form will be forwarded to Dr. John Carlson at Tulane ([john.carlson@tulane.edu](mailto:john.carlson@tulane.edu)) within 24 hours of the incident. 911 will be called on all episodes of anaphylaxis after using an epi-pen.

The school nurse at each campus will be responsible for monitoring the expiration dates on the pens and requesting replacement pens as needed. Pens should be examined quarterly. Replacement pens will be requested after each event of anaphylaxis.

## Coversheet

### Receive Recommendation Re: Field Trip and Extracurricular Activities Policy

**Section:** II. Governance Committee  
**Item:** D. Receive Recommendation Re: Field Trip and Extracurricular Activities Policy  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Policy and Procedure for Field Trips or Extracurricular Activities for Audubon Charter Schools (2)(AR redline revisions Sept. 2018).docx

## Policy and Procedure for Field Trips or ~~Extracurricular~~Extracurricular ~~Activities~~Activities for Audubon Charter Schools

Field trips are offered to students during the school year to enhance the educational experience. The number of students with chronic health conditions requiring increasingly complex medical/nursing ~~procedures~~procedures continues to rise. Frequently, a student with significant health ~~health~~ issues will be eligible as a student with a disability under Section 504 of the Rehabilitation Act of 1973 or the Individuals with Disabilities Education Act and served under a Section 504 plan or Individualized Education Program (IEP). In any event, early and careful planning for students with health care needs is important to ensure these students are not properly excluded from an activity and can safely participate.

It is important to note that special legal protections apply to students with disabilities who have a Section 504 plan or IEP. School districts have a legal obligation to ensure students with disabilities are able to participate in the school's programs, including field trips and extracurricular activities, to the fullest extent possible, including ~~through~~through the use of ~~accommodations~~accommodations. Denying a student with special health care needs the right to participate in extracurricular activities or field trips solely due to the student's disability violates IDEA and/or Section 504. For eligible students, decisions about the student's participation in field trips should occur during the child's IEP or 504 meeting.

School nurses are essential to the decision making process when determining the level of health care that must be provided in any extracurricular activity or field trip. Factors to consider for the student's safe participation include:

- The length of the field trip or intensity of activity
- The destination or location
- The availability of adequate emergency response
- The ability to adequately supervise any assigned delegations including ability of the staff to contact the nurse with problems or questions
- The competency of the staff accompanying the students to provide the necessary health care and ratio of staff to students.

### General Recommendations:

- The student's case manager or activity coordinator should notify the school nurse of any upcoming field trips or extracurricular activities in sufficient time to provide input regarding safe care and the student's individual health plan during the trip or activity. The teacher will submit to administration and school nurse the Field Trip Instructional Plan in advance: 3 weeks for an in-town field trip, 8 weeks for an out-of-state/foreign country field trip, and 1 week for a walking field trip. Without advanced notice, the school nurse may be unable to provide training or delegate nursing services and the student's safety and/or participation in the field trip may be compromised. Exclusion of the student due to lack of planning will likely be considered disability discrimination.
- The Section 504, IEP team or other recognized process should include consideration of the school nurse's review of the student's health care, the -student's individual health plan ("IHP"),

needs and necessary ~~accommodations~~accommodations, recommendations for training, and plans for emergency care. If delegation is an issue, the school nurse will need to coordinate with ~~schools~~school administration regarding the level of care required to provide safe health care services for the student and the qualifications of the individuals who will provide such care.

- One or more individuals' responsible for the healthcare needs of the group should be specifically designated. Appropriate individuals may include a registered nurse, licensed practical nurse, Health Aide, or a staff member. If the healthcare provider is not a RN, a registered nurse must delegate medication administration/ First Aid and CPR, and any nursing care tasks that need to be performed following the delegation procedures described above. This designated staff member should be in close proximity to those students with special needs during the activity including during transport and familiar with the student's IHP where applicable.
- The parents should be asked to provide information on any special health care which the child will need as well as any physical problems which would limit the child's activity. Written authorization to obtain treatment in an emergency should be provided by parents as well as current parent contact information for all students participating in the field trip.
- ~~IHP's~~Healthcare plans are written by the school nurse for students with special health care needs and typically deal with the delivery of health services and/or emergencies during the school day. These care plans are not adequate for overnight, extended trips or trips out of the state or country and should be supplemented to reflect after hours care; however, the IHP should be consulted. It is important that the ~~IHP~~healthcare plan is available to EMS if emergency services are rendered for the student.
- Diabetic students are encouraged to have a parent or guardian attend all extra-curricular activities. However, a student may not be prevented from attending a field trip should the parent(s)/legal guardian decline attending. In the ~~absence~~absence of parent/guardian the registered nurse will attend. Emergency medications and equipment to check for blood sugars must be taken on all trips as well as compliance with the student's IHP where applicable.
- Parents or guardians should be made aware of how health care will be provided during the trip and qualifications of those providing the care. Their signature on the consent form indicates that they agree to the outlined plan of care for the trip, including accessing emergency services.
- Parents may attend the field trip and assume responsibility for providing health care services for their child but their attendance cannot be required as a condition of the child participating. In some cases, it may be appropriate for a parent or guardian to assign a family member, who is NOT an employee of Audubon Charter Schools, to carry out health care for their child during the field trip. The school district requires all chaperons to have a back ground check on file in the school's main office prior to attending a field trip.
- EMS (Emergency Medical Services) should be available within reasonable proximity to the field trip location. Adequate cell phone coverage should also be considered when planning the trip. At least one staff member on the trip should be up to date in CPR and trained in first aid training/medication administration. ~~A current class roster with emergency contact numbers~~
- If accompanying out of state field trips, the nurse will need to take into consideration whether that state participates in the multi-state Nurse Licensure Compact (NLC). If it does, the nurse needs to abide by the Nurse Practice Act in the state where the field ~~trip~~trip is taking place as well as any states through which transport and overnight stays are ~~occurring~~occurring. If the

state does not participate in the NLC, a temporary license may need to be obtained to ~~leagally~~legally practice nursing in that state.

- School districts who believe a student with a disability should not participate in a field trip or other extracurricular activity due to a legitimate health or safety risk for that student should seek additional guidance from the school district's own attorney prior to the student's IEP team convening to discuss the field trip. -

#### References:

National Association of School Nurses, Position Statement, *School Sponsored Trips, Roles of the School Nurse* (2014)

DRAFT



## Coversheet

### Review OPSB's Board Observation Results of Audubon Schools' September 15, 2018 Board Meeting

**Section:** III. OPSB Board Observation Results  
**Item:** A. Review OPSB's Board Observation Results of Audubon Schools'  
September 15, 2018 Board Meeting  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** Audubon Charter School Board Meeting Observation Form.pdf  
Audubon Schools GB Observation Debrief Email\_.pdf  
Charter Board Compliance Email.pdf



## Board Meeting Observation Form

*This observation tool is intended to provide feedback on OPSB expectations related to charter board meeting procedures. This tool and included written feedback is NOT a substitute for understanding LA Open Meetings Law, nor is it a comprehensive description of all applicable legal and contractual obligations. Additionally, it is not meant to explain or delineate OPSB strategic priorities.*

**School Name:** Audubon Charter School

**Meeting Date:** September 15, 2018

**Meeting Started at:** 10:01 AM – 11:43 AM

**Observer:** Dr. Erica A. Murray

*The following items pertain to regular board meetings and/or minutes:*

## Board Observation Tool

Item/Task	Yes	No	Comments
1. Was the meeting agenda, time & location posted at least 24 hours in advance?	X		Information was listed on the website timely and posted on the school gate.
2. Does the agenda list each item the board plans to discuss and identify each voting item?	X		
3. Was a quorum established prior to calling the meeting to order?	X		
4. If an item was added to the agenda, was its addition voted upon (with opportunity for public comment) and unanimously approved?	N/A		No items were added to the agenda.
5. Was there an opportunity for public comment on each voting item on the agenda?	X		The public was given an opportunity to comment before each vote.
6. Were public comment rules and procedures reasonable and made known to the public?	X		Before each vote, the floor was open for board comment, then members of the public.
7. Did all deliberations on agenda items happen aloud?	X		All deliberations were aloud and a microphone was utilized to ensure the public could hear the conversations.
8. Were all votes taken in open meeting and not in closed sessions?	X		All votes were publicly conducted
9. If an executive session was held, did the following occur? <ul style="list-style-type: none"> <li>• If anticipated, was the executive session properly listed on the published agenda?</li> <li>• A motion, followed by a second and two-thirds vote to enter executive session.</li> <li>• A statutorily permitted reason was expressly stated in the motion and/or on the agenda.</li> <li>• Individual votes on entering executive session were recorded.</li> </ul>	N/A		No executive session took place
10. Were the meeting minutes being recorded?	X		Ms. Eva Alito was actively taking notes.
11. Do the meeting minutes include the following: <ul style="list-style-type: none"> <li>• Names of all board members and whether they were present or absent.</li> <li>• A summary of actions taken at the meeting</li> </ul>	X		The previous board meeting minutes included board members and those that



<b>*To be completed once minutes are posted*</b>			arrived late. Summary of meeting contents were included.
12. Are the approved meeting minutes posted on school website within a reasonable time after the meeting? <b>*To be completed once minutes are posted*</b>	X		The approval of minutes for August 11, 2018 were approved on September 15, 2018 and a copy was available via the website on September 17, 2018.



September 24, 2018

Audubon Schools  
428 Broadway Street  
New Orleans, Louisiana 70115

**RE: Board Observation Visit Results**

Good Afternoon Javier Jalice:

Thank you for welcoming me to Audubon Schools on September 15, 2018 for the Governing Board Observation. As a component of the Charter School Accountability Framework (CSAF), the charter board is observed to ensure it is meeting its obligations related to hosting public meetings. Our observations are guided by our observation tool that allows observation and feedback on charter board procedures and practices, alongside gathering best practices for new and future charter boards.

Please find a copy of your charter board observation attached.

Per our debrief, I have outlined the areas that were not present in your meeting, and am requesting your attention to these areas.

Item/Task
Do not discuss any information that does not appear on your agenda that is a result of other conversations.
Do not open the floor for any questions about items that do not appear on your agenda.
Ensure that all committee agendas are posted timely.
If you do not have a quorum to begin the meeting, make a public announcement that the meeting will start when enough members of the board have arrive that will constitute a quorum.

I look forward to seeing these items in place and executed during my next observation of your meeting.

Thank you again for your time and if you have any questions, please let me know.

Best Regards,

**Erica A. Murray, Ph.D.**  
Director of Charter Board Compliance  
*Office of Equity and Accountability*  
**Orleans Parish School Board**  
2401 Westbend Parkway  
New Orleans, Louisiana 70114  
o: 504-359-8192 mobile: 504-343-2932  
[Erica\\_Murray@opsb.us](mailto:Erica_Murray@opsb.us)

# Board Observation Results

Murray, Erica <Erica\_Murray@opsb.us>

Mon 9/24/2018 11:12 PM

To: Javier Jalice <jjalice@auduboncharter.com>;

Cc: Peterson, Kelli <Kelli\_Peterson@opsb.us>;

📎 2 attachments (1 MB)

Audubon Schools GB Observation Debrief Email\_.pdf; Audubon Charter School Board Meeting Observation Form.pdf;

Dear Mr. Javier Jalice:

On **September 15, 2018** an official observation of your *Board of Directors* meeting was observed by the Director of Charter Board for the Orleans Parish School Board (OPSB). The observation tool used in our visit is intended to provide feedback on OPSB's expectations related to charter board meeting procedures. This measurement tool is **not** a replacement for understanding Louisiana Open Meeting Laws, nor is it a comprehensive description of all applicable legal and contractual obligations required.

**Please note our findings in the attachments accompanying this email.**

Thank you for your commitment to service and providing oversight to *Audubon Schools* and the New Orleans community.

If you should have any additional questions, please do not hesitate to contact me via email or telephone.

*In partnership,*

**Erica A. Murray, Ph.D.**

Director of Charter Board Compliance

Office of Equity and Accountability

**Orleans Parish School Board**

[2401 Westbend Parkway](#)

[New Orleans, Louisiana 70114](#)

o: 504-359-8192 mobile: 504-343-2932

[Erica\\_Murray@opsb.us](mailto:Erica_Murray@opsb.us)

