Laureate Academy Charter School Board of Directors

Laureate Academy Board Meeting

Published on July 23, 2022 at 12:03 PM CDT
Amended on July 27, 2022 at 5:52 PM CDT

Date and Time

Wednesday July 27, 2022 at 5:30 PM CDT

The matters listed are those reasonably anticipated by the Chair to be discussed at the meeting. Not all items listed may, in fact, be discussed. Other items not listed may be brought up for discussion to the extent permitted by law. All agenda items are informational unless otherwise denoted, though all committee reports require a vote for acceptance. Unless otherwise stated due to COVID-19 precautions, the meeting will be held on the campus of the school (2115 Oakmere Drive Harvey, LA 70058)

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**5:30 PM**
A.	Record Attendance		Jaime Behen	1 m
B.	Call the Meeting to Order		Nicholas Aucoin	1 m
C.	Approve Minutes	Approve Minutes	Nicholas Aucoin	2 m
	Approve minutes for Laureate Academy Board Meeting on May 25, 2022			
II.	**Head of School Update**			**5:34 PM**

		Purpose	Presenter	Time
A.	General updates provided by Head of School **See Head of School Report.**	Discuss	Claire Heckerman	15 m
III.	**Approve Board Member**			**5:49 PM**
A.	Vote to Approve Caitlyn Scales on the Board	Vote	Nicholas Aucoin	5 m
IV.	**Compass Rubric**			**5:54 PM**
A.	Head of School Evaluation	Discuss	Jordan Whittenburg	5 m
V.	**Review Meeting Calendar**			**5:59 PM**
A.	Review Board Meeting Calendar for the Year Access the calendar here	Vote	Jaime Behen	5 m
VI.	**Finance Committee**			**6:04 PM**
A.	General Update	Discuss	Jake Krupa	5 m
B.	Approve Pay Scales	Vote	Jake Krupa	5 m
VII.	**Closing Items**			**6:14 PM**
A.	Public Comments	Discuss	Nicholas Aucoin	1 m
B.	Adjourn Meeting	Vote	Nicholas Aucoin	

College Starts in Kindergarten

Coversheet

Approve Minutes

Section: I. Opening Items
Item: C. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Laureate Academy Board Meeting on May 25, 2022

APPROVED

Laureate Academy Charter School Board of Directors

Minutes

Laureate Academy Board Meeting

Date and Time
Wednesday May 25, 2022 at 5:45 PM

The matters listed are those reasonably anticipated by the Chair to be discussed at the meeting. Not all items listed may, in fact, be discussed. Other items not listed may be brought up for discussion to the extent permitted by law. All agenda items are informational unless otherwise denoted, though all committee reports require a vote for acceptance. Unless otherwise stated due to COVID-19 precautions, the meeting will be held on the campus of the school (2115 Oakmere Drive Harvey, LA 70058)

Directors Present
David Huete (remote), Jaime Behen, Jake Krupa, Jordan Whittenburg, Nicholas Aucoin

Directors Absent
Lisa Rebowe, Michelle Beaty, Pat Leblanc, Shawn Williams

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

Nicholas Aucoin called a meeting of the board of directors of Laureate Academy Charter School Board of Directors to order on Wednesday May 25, 2022 at 5:55 PM.

C.

Approve Minutes

Jaime Behen made a motion to approve the minutes from Board Meeting to Review Budget on 04-13-22.
Jake Krupa seconded the motion.
The board **VOTED** to approve the motion.

II. Head of School update

A. General updates provided by Head of School

High Level:

- Last day of school is on Friday, instead of next week due to COVID.
    - 89% of families elected to end on Friday instead of going until next week.
- Shoutout to the staff who has worked really hard all year.
- Celebrations are next week- Kinder graduation, 5th & 7th Grade Step Up and then we start summer school.
- Staff celebration is next Thursday at 330pm.
- Have had a partnership with the local music studio and kids have been having lessons there.
- They have a talent show on Friday that will all be virtual, hosted by their music teacher.
- Gotten some traction with some great candidates for next year.
- Instructional team for next year is set and has had multiple meetings.
- There are some exciting curriculum updates for next year.
- Focused on doing a building update, like new paint, décor, etc. to focus on a fresh start for next year and general building updates.

B. Laureate Academy Charter School: Uniform Policy 2022-2023

Went over changes to the uniform policy for 2022-2023.

C. Laureate Academy Scholar and Family Handbook 2022-2023

- Looked at some of the edits.
- Going to table the conversation until late June.

- Included a discussion about the calendar & the proposed edits.
    - Need to approve changes:
        - May 25th last day for kids
        - May 26th last day for adults

Nick voted to accept the changes. Jake seconded the motion. Board unanimously agreed and the motion was approved.

III. Finance Committee Update

A. Vote on Proposed AY 2022-2023 Budget

Since we met in mid-April, there was some changes:

- Inputted 60K for dependent care coverage.
- Removed a compliance coordinator role, salary and benefits were removed.
- SEL Position was also removed, salary and benefits were removed.
- Concerns around finding a qualified nurse so updated salary.
- Laptops for team leads were increased.
- BoT subscription wasn't in there and had to be added.
- Net surplus 161,000.
- Budget was posted to the website in compliance.
- Nothing to do now but approve & discuss.

Jaime Behen made a motion to approve the 2022-2023 budget.
Jordan Whittenburg seconded the motion.
The board **VOTED** to approve the motion.

B. Update on AY 2021-2022 Financials

Update on this year's financials:

- Based off results from February, we're running a 400K surplus but projecting a 300K surplus.
- Potentially need to hire a local bookkeeper to close the books at the end of each month.

IV. Other Business

A. Date for Summer Retreat

7.23.2022 Morning 8am-12pm.
Ideally, we'd have folks ready to roll on to the board.

V. Closing Items

A. Public Comments

B. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:56 PM.

Respectfully Submitted,
Jaime Behen

College Starts in Kindergarten

Coversheet

Head of School Evaluation

Section: IV. Compass Rubric
Item: A. Head of School Evaluation
Purpose: Discuss
Submitted by:
Related Material:
LACS_Annual_Head_of_School_Evaluation_Overview.docx
DRAFT_2022-2023_Laureate_Academy_Head_of_School_Evaluation.docx

Laureate Academy Annual
Head of School Evaluation Overview

Overview and Accountabilities

Within the school board's primary responsibilities is the hiring, evaluation, and development of the head of school. The head of school evaluation process is particularly important because, when done correctly, it provides good clarity between the head and board around the school's strategic goals. It ensures that agreement is reached on the goals and objectives for a given year and that appropriate assessments of these goals are put in place.

The head of school evaluation process should be structured to intentionally focus only on areas relevant to the board's expectations of the head. The board should assess the head on effectiveness as the CEO of the school since the board's sole focus as fiduciary for the school is to do that which is best for the school.

The evaluation of the head is solely the responsibility of the board and should never be relegated to stakeholders outside of the board. This tends to imply that individuals other than board members have an evaluative voice. For example, when a faculty member is asked to provide input into the head evaluation process, the impression is given that his or her input is a de facto vote in the evaluation.

This reality, however, should not be interpreted to mean that the attitudes of stakeholders are unimportant. In fact, a school's sustainability is dependent on positive attitudes from stakeholders. These attitudes should be assessed without implying to the stakeholders that their responses are part of the head evaluation.

Stakeholder input exists for the assessment of given constructs that help the board understand whether or not goals are being met, not as direct input in the head evaluation.

A construct is a conceptual understanding of a set of more complex ideas. It is an explanatory variable that is not directly observable such as intelligence or motivation. Several constructs are imbedded in virtually every school's mission and therefore are important to assess to determine if the mission is being accomplished. Life-long-learner, civic responsibility, and academic excellence are examples of a few constructs regularly found in independent school missions.

Furthermore, it is appropriate for the board to evaluate the head on various other constructs such as community relations and parent satisfaction if determined that they are important to mission fulfillment. However, the assessment of these constructs is a process that should remain separate from the head's evaluation even when their results contribute to the head's evaluation. For example, if the board agrees that faculty morale is important to fulfilling the school's mission, this construct could be included as one of the criteria on which the head is evaluated. However, an assessment of faculty morale should be undertaken separately from the head's evaluation process.

Common constructs that can influence the head's evaluation and are measured outside of the evaluation process are:

- All mission-based constructs (i.e. academic excellence, life-long-learner)
- Faculty morale
- Student achievement

Along with defined expectations, there are industry expectations that should influence the annual evaluation or in certain extreme cases provide cause for a midyear evaluation. The head of school is expected to act legally and ethically. Additionally, the head is expected to know and adhere to policies established by the board, including areas such as budgetary, admissions, and financial aid policies.

Important key understandings for the evaluation of the head are:

- The annual head evaluation is only the responsibility of the board only. It is appropriate to assess key constructs for which the head might be held responsible; however, these assessments should be undertaken with an understanding that no one outside of the board has a vote in the evaluation.
- Boards should take special care in identifying the goals, objectives, and constructs that should be used in the evaluation process. Upon defining these items, a plan to assess them in a reliable and valid manner is important.
- Clearly stated goals and areas of evaluation should be defined prior to the year for which the head will be evaluated. As much as possible the goals should be developed jointly by the board and the head; however, the head evaluation should be conducted on areas that have been defined in advance.
- It is expected that the head act in a legal and ethical manner. It also is expected that the head of school adhere to board policies regarding the administration of all school business.

Assessing Constructs

Once the constructs to be assessed are identified, it is important for the board to agree on an operational definition for each. This operational definition provides the basis for measuring the construct. For example, a construct of Parent Satisfaction could be defined as the degree to which current families would make the decision to enroll in your school if they had it to do over, feel proud to be members of the school community, and encourage other families to send their children to your school. Obviously, the assessment should be designed around the operational definition; therefore, if a commercial assessment is used, it will necessarily dictate the operational definition.

Once the construct is described, there are a variety of methods to assess them. The school administration rather than the board itself will manage most of these assessments; however, there may be certain assessments that are more appropriately administered by the board. Listed below are some methods of assessing constructs:

- Surveys are commonly used which can be commercially developed or self-developed. A survey should be both reliable and valid.
- Focus groups are also a good way to assess certain constructs. To ensure the process is reliable, it is important that the facilitator be trained in focus group methodologies.
- Personal interviews of individuals from the target demographic can also be very effective. If interviews are conducted, it is important to create a safe environment for those interviewed to ensure the most honest responses. It is advisable to use one interviewer; however, if it is

necessary to use multiple 4 interviewers, a highly structured process should be implemented to create a high degree of inter-rater reliability. This addresses the degree to which each of the interviewers provides an identical or consistent experience for those interviewed.

- School data already exists on many levels. For instance, data on academic achievement such as LEAP, MAP, SAT, ACT, or ERB scores currently exists. Development data includes dollar amounts generated by the Annual Fund or Capital Campaign.
- Qualitative assessment from individual trustees is, on some issues, the most appropriate measure. It is impossible to quantify every facet of the evaluation and there are areas in which trustees should be asked to make a judgment on the head's performance. This should occur through a survey to board members, on which they are asked to make a judgment on the head's performance in areas previously identified as a part of the evaluation process. Care should be taken to ensure that the judgments are made only on areas appropriate to the evaluation and that it does not provide a forum for trivial complaints or nit picking which is irrelevant to the head's role.

Evaluation Strategy

The appropriate evaluation strategy and preparation by the board to undertake an annual evaluation of the head of school is:

1. Review, as a board, the school's mission and determine what expectations are appropriate to ensure that the mission is being implemented to the fullest degree. This could include things such as the admission of mission appropriate students, adherence to school policies, management of the board approved budget.
2. Review, as a board, the importance of other constructs on the sustainability of the school. This should be a comprehensive discussion that honestly recognizes how these constructs interact with a variety of other factors. For example, how faculty morale might be impacted by a board mandated reduction in faculty or reduction in budgets.
3. In collaboration with the head of school, establish goals and objectives for the upcoming school year. These goals and objectives should be central to fulfilling the school's mission and should be measurable, either by quantitative or qualitative methods.
4. In collaboration with the head of school, decide what data should be collected, how it will be reported, and the process of assessing the goals and objectives.
5. Use the data to inform the head evaluation as well as the strategic initiatives of the school.

Board Evaluation Survey

Surveys are often administered to trustees seeking individual ratings for the head's performance on several items. The areas that should be represented on the trustee survey pertain to the head's performance and effectiveness on goals, expectations, and the generally understood areas of performance.

Sample Evaluation Timeline

Prior to the start of the year: Establish jointly with the board and the head of school goals, objectives, and expectations for the year.

Prior to the start of year: Identify additional constructs or areas to be evaluated. Throughout year: Commission an assessment of additional constructs identified to influence the board's evaluation.

Bi-monthly: Board chair and head discuss progress toward goals, objectives, and expectations at regular intervals throughout the school year.

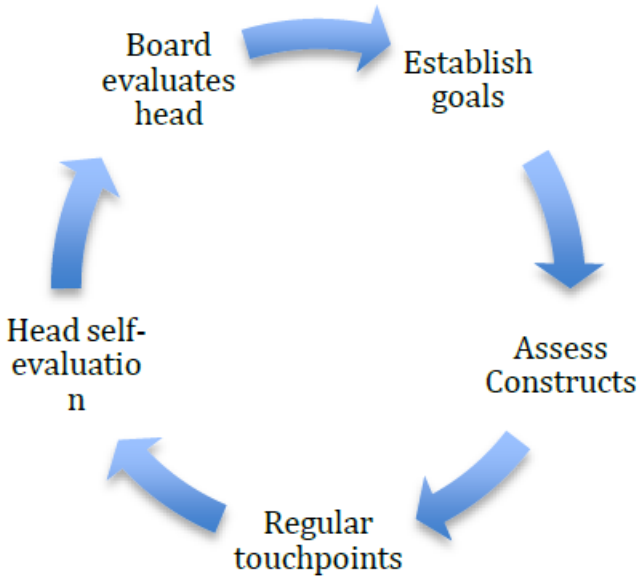
Late spring: Request of the head of school a self-evaluation related to goals for the year. Late spring: Request of the head proposed goals for the following year.

Late spring: Administer the head evaluation survey to all trustees

End of school year: Convene board or evaluation committee to discuss the head's self-evaluations and trustee evaluations.

Prior to start of next year: Draft evaluation report for approval by the board. Prior to start of next year: Present evaluation report to head of school and establish goals for the following year.

Following presentation of the evaluation to the head: Identify any areas in which the head would benefit from a specific professional development opportunity.



2022-2023 Laureate Academy
Head of School Evaluation

Academic Achievement

- LEAP and MAP data
    - Both standardized tests have their own metrics, benchmarks, and timeline.
    - Biggest metrics:
        - 5-10% growth in all subjects on LEAP. There should be a category for where they land and for growth.
        - Similar measures for MAP.
        - Considering having a long-term goal for LEAP that the school-based grade is maintained or moved every three years.
        - To give a range of performance:
            - Ineffective- way below grade level (D, F)
            - Effective Emerging- below grade level (C >)
            - Effective Proficient- grade level (B >)
            - Highly Effective- Above grade level (A >)
        - LEAP is once a year in April. Results are in August.
        - MAP is 3x a year in August, December, and March. Results in 48 hours.
    - Head of the Academic Achievement Committee will compile the findings and deliver the results.

Finance

- Composed of metrics, pass/fail budgets, and audit outcomes incorporated.
    - Quarterly metrics
        - Quick Ratio (Benchmark >1.1)
        - Debt to Asset Ratio (Benchmark < 0.9)
        - Cash Ratio (Benchmark > 1.5)
        - Days of Cash on Hand (Benchmark > 30 Days)
    - Annual metrics
        - Operate within annual budget forecast (Pass/Fail)
        - Audit Opinion (Clean opinion required)
            - Prior year's findings remediated (Pass/Fail)
- LACS Finance Department is accountable to gather necessary data for the metrics above.
- Board Treasurer to deliver to HoS at the Finance Committee meeting following quarter close.

Operations

- Biannual administration in December and May.
- Quantitative assessment of operational capacity
    - # of filled roles / total # of roles in current staffing plan.

        - >95% equals Green Status
        - 85%-94.9% equals Yellow Status
        - <85% equals Red Status
    - Calculation should stay current if staffing plan changes throughout the year.
    - Student Retention – What's the number of kids necessary to run smoothly?
        - Regrettable turnover?
- Qualitative feedback from LACS Exec Team and Lead Teachers
    - Structured questions, 5-point scale + open comment section, anonymous participation.
        - Items:
            1. I have a clear understanding of my accountabilities and how they support the LACS mission statement.
            2. I have access to the resources needed to excel in my role.
            3. I receive the coaching that I need to further my professional development.
            4. If I were offered the same position with similar pay and benefits at another school, I would choose to stay at LACS.
            5. [OPEN COMMENT] Related to the strategic direction of LACS, is there anything else you wish to share with the Board of Directors? (Note: All responses will be anonymously shared with Head of School)
- Who is accountable to send the survey and pull the results together?
- Who is accountable to deliver the results to HoS?

Direct Board of Directors Feedback

- Biannual administration in December and May.
- Structured questions, 5-point scale, and an open comment section.
        - Items:
            1. The Head of School makes decisions with the LACS mission statement in mind.
            2. The Head of School demonstrates long term vision through developing a strategic plan.
            3. The Head of School is an ambassador of the LACS brand and is regularly involved in community outreach.
            4. The Head of School ensures effective meetings by providing the board with materials and insights in a timely manner.
            5. The Head of School advises the board on fundraising goals and executes on fundraising activities.
            6. [OPEN COMMENT]
- Each board member is accountable to complete the survey and be open to deliver feedback directly to HoS; encouraging direct conversations to improve performance. All Governance Board Committee members will have 1-1 conversations regarding the results with the HoS.

Head of School Authorization: _____

Date: _____

Board Chair Authorization: _____

Date: _____