



# Sample Board Meeting Calendar & Focus Questions

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CSI School Board Resource

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## Sample Governing Board Calendar by Month

This resource can support charter school governing boards determine monthly board meeting topics. The scheduling of these topics may vary from school to school, depending on school year, board meeting, and assessment schedules.

In addition to the following, boards will schedule recurring board activities as needed, including:

- Policy review/revisions
- Committee work and updates (facility, fundraising, marketing committees, etc.)
- Quarterly School Accountability Committee report and update (following the quarterly SAC meeting)
- Board member recruitment, elections
- Annual school board retreat

Month	Academic	Enrollment	Staffing	Culture	Board	Finance
<b>Aug.</b>	<ul style="list-style-type: none"> <li>• Review state assessment results</li> <li>• Unified Improvement Plan (UIP) review</li> </ul>	<ul style="list-style-type: none"> <li>• Current enrollment (including all student groups)</li> <li>• Waitlist update</li> <li>• If enrollment is less than projected, ask School Leader to develop plan and have periodic updates (every 2 weeks) through October Count</li> <li>• Board support for student recruitment</li> </ul>	<ul style="list-style-type: none"> <li>• Review report on staffing (counts, ratios, experience, openings)</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in school events</li> <li>• Family engagement plan</li> </ul>	<ul style="list-style-type: none"> <li>• Review year in the charter contract</li> <li>• Board chair signs annual Assurance of Compliance for CSI, if not already done</li> <li>• Strategic Plan review</li> <li>• Ensure completion of any board member onboarding</li> <li>• Review board operating procedures and attendance expectations</li> <li>• Sign annual board agreement, if applicable</li> <li>• Ensure board webpage is up to date (contact information, calendar/participation link for meetings, etc.)</li> <li>• Establish school leader goals, evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>• Review previous year-end financial report July 1 – June 30</li> </ul>

Month	Academic	Enrollment	Staffing	Culture	Board	Finance
<b>Sept.</b>	<ul style="list-style-type: none"> <li>• School Performance Framework (SPF) review</li> <li>• Progress in carrying out UIP</li> <li>• Update on Fall interim assessment results</li> <li>• School accountability committee update</li> </ul>	<ul style="list-style-type: none"> <li>• Student Demographics Overview</li> <li>• Enrollment Update</li> <li>• Board support for student recruitment</li> </ul>	<ul style="list-style-type: none"> <li>• Staff retention</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in school events</li> </ul>	<ul style="list-style-type: none"> <li>• Review Annual Nondiscrimination Training</li> </ul>	<ul style="list-style-type: none"> <li>• Review Annual financial audit from Previous Fiscal Year</li> <li>• Board Chair signs Assurances for Financial Accreditation</li> <li>• Board passes resolution if school qualifies to submit a request for audit exemption</li> </ul>
<b>Oct.</b>	<ul style="list-style-type: none"> <li>• Update on Fall interim assessment results</li> <li>• CARS report review</li> </ul>	<ul style="list-style-type: none"> <li>• Final October Count Update</li> </ul>		<ul style="list-style-type: none"> <li>• Participation in school events</li> </ul>		<ul style="list-style-type: none"> <li>• Review quarterly financial report July - Sept</li> </ul>
<b>Nov.</b>				<ul style="list-style-type: none"> <li>• Participation in school events</li> </ul>		
<b>Dec.</b>	<ul style="list-style-type: none"> <li>• Progress in carrying out UIP</li> </ul>		<ul style="list-style-type: none"> <li>• Mid-year check-in w/ staff</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in school events</li> <li>• Student absentee rates</li> <li>• Mid-year school culture survey results, if applicable</li> <li>• Mid-year family engagement update</li> </ul>	<ul style="list-style-type: none"> <li>• Mid-year school leader evaluation and progress toward school leader goals</li> <li>• Mid-year strategic plan review</li> </ul>	<ul style="list-style-type: none"> <li>• Board receives update on PPR adjustments related to changes in Funded Pupil Counts and/or changes in PPR</li> <li>• Board receives proposed budget amendments</li> </ul>
<b>Jan.</b>	<ul style="list-style-type: none"> <li>• Review mid-year assessment data</li> <li>• School accountability committee update</li> </ul>	<ul style="list-style-type: none"> <li>• Update on Intent to Enrolls for next year</li> </ul>	<ul style="list-style-type: none"> <li>• Review staff PD plan</li> <li>• Update on employee intents to return for next year</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in school events</li> <li>• School leader to share Equity Focus and Plan (outcome of Equity Screener)</li> </ul>	<ul style="list-style-type: none"> <li>• Designate place(s) for posting of board meeting notices (and agendas)</li> <li>• Discuss school leader compensation structure and evaluation for next year</li> </ul>	<ul style="list-style-type: none"> <li>• Review quarterly financial report Oct - Dec</li> <li>• Board must pass resolution to adopt any amendments to the current year's Budget by January 31<sup>st</sup></li> </ul>

Month	Academic	Enrollment	Staffing	Culture	Board	Finance
<b>Feb.</b>	<ul style="list-style-type: none"> <li>Review mid-year assessment data (if needed)</li> </ul>	<ul style="list-style-type: none"> <li>Update on Intent to Enrolls for next year</li> <li>Update on Lottery or Waitlist</li> </ul>	<ul style="list-style-type: none"> <li>Update on employee intents to return for next year</li> <li>Review vacant positions</li> <li>Start recruiting staff</li> </ul>	<ul style="list-style-type: none"> <li>Participation in school events</li> </ul>	<ul style="list-style-type: none"> <li>Approve next year's school calendar</li> <li>Finalize school leader compensation structure and evaluation for next year</li> </ul>	<ul style="list-style-type: none"> <li>Board begins discussions and priority setting for next year's budget</li> </ul>
<b>March</b>	<ul style="list-style-type: none"> <li>Progress in carrying out UIP/plan for updating UIP</li> </ul>	<ul style="list-style-type: none"> <li>Reenrollment numbers</li> <li>Waitlist</li> </ul>	<ul style="list-style-type: none"> <li>Update on vacant positions</li> <li>Interviewing/recruiting</li> </ul>	<ul style="list-style-type: none"> <li>Participation in school events</li> <li>Finalize and administer the administrative, family, and staff surveys</li> </ul>		<ul style="list-style-type: none"> <li>Review proposed budget for upcoming year</li> </ul>
<b>April</b>		<ul style="list-style-type: none"> <li>Reenrollment numbers</li> <li>Waitlist</li> </ul>	<ul style="list-style-type: none"> <li>Update on vacant positions</li> </ul>	<ul style="list-style-type: none"> <li>Participation in school events</li> <li>Finalize staff offer letters /agreements</li> <li>Review administrative, family, and staff survey results</li> </ul>	<ul style="list-style-type: none"> <li>Final school leader evaluation (or sooner)</li> </ul>	<ul style="list-style-type: none"> <li>Review quarterly financial report Jan – March</li> <li>Review proposed budget for upcoming year</li> </ul>
<b>May</b>	<ul style="list-style-type: none"> <li>ACCESS results (if applicable)</li> <li>Fall to Spring interim data review</li> <li>School accountability committee update</li> </ul>		<ul style="list-style-type: none"> <li>Update on vacant positions</li> <li>Staff retention</li> </ul>	<ul style="list-style-type: none"> <li>Participation in school events</li> <li>Family engagement annual update</li> </ul>	<ul style="list-style-type: none"> <li>Board self-evaluation and Needs Assessment</li> <li>Finalize next year's board meeting schedule</li> <li>Review insurance coverages and make updates, as applicable</li> <li>Review Annual Organizational Submissions and Audits Schedule and establish plan for policy review/updates, as needed</li> </ul>	<ul style="list-style-type: none"> <li>Performance pay discussions</li> <li>Review proposed budget for upcoming year</li> </ul>
<b>June</b>	<ul style="list-style-type: none"> <li>Overview of updates to UIP</li> </ul>			<ul style="list-style-type: none"> <li>Participation in school events</li> </ul>	<ul style="list-style-type: none"> <li>Strategic Plan review</li> </ul>	<ul style="list-style-type: none"> <li>Finalize performance pay</li> </ul>

					<ul style="list-style-type: none"> <li>• Annual board retreat and needs assessment</li> <li>• Review and approve Employee and Family/Student Handbooks (and related policies) for upcoming school year</li> </ul>	<ul style="list-style-type: none"> <li>• Board passes resolution to adopt Budget for following fiscal year by June 30<sup>th</sup></li> <li>• Board passes separate resolution for any spending of beginning fund balance.</li> <li>• Board passes resolution for any outstanding supplemental budget changes</li> </ul>
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*Updated April 2022*

### **Annual Board Retreat Topics**

- Key terms of charter contract
- Perform needs assessment
- Review strategic plan and goals
  - Looking at:
    - Board self-evaluation
    - Board Needs Assessment
    - Student Performance
    - Family/Staff Satisfaction Surveys
    - Enrollment and Demographics
    - Finances
- Set School Leader goals
- Review policies, especially Grievance Policy, Discipline Policy, Financial Policies
- Board Recruitment
- Board fiduciary responsibilities

## School Board Focus Questions

This resource offers guiding questions for school board members to consider on a variety of important topics. Board members can use this resource to help plan out priorities for the year through the use of focused questions on key topics. This resource can be used in conjunction with the Sample Governing Board Calendar (above) to map out topics for the year.

The list of questions and topics is not exhaustive. Rather, this list can provide a starting point of questions for board members to consider based on their individual and the collective board's priorities.

### **Data Access**

- How does the board ensure that data it receives from school leaders is accurate and comprehensive? Are systems in place to quickly get the board additional data if needed?
- As part of the board's strategic plan, what data has the board identified/requested that should be included in the management/school leader's board reports?

### **Student Recruitment & Retention**

- Is the school on track to meet its projected student enrollment? If not, does the board need to make staffing or budgetary adjustments?
- To what extent do student demographics reflect local demographics?
- Is the school on track to meet its special population (i.e., students of color, students with IEPs, gifted and talented students, English Learners, economically disadvantaged students) enrollment targets? If not, what is the plan to do so?
- If enrollment is under budget after October Count, what adjustments are necessary for programming or budget? What caused lower enrollment and who will be responsible for adjusting strategies for next year?
- Has the board reviewed student recruitment, retention, and marketing plans? What does student retention look like at each grade level and by subgroup? If administered, do exit surveys provide a sense of the common reasons students leave the school?
- How will the school make good faith recruitments and retention efforts for students with disabilities, students eligible for free- or reduced-price lunch, and English Learner populations based on goals set from last year's outcomes? Are these efforts reflected in the student recruitment and retention plans?
- How is the board monitoring student recruitment and retention efforts for specific populations? What is the demographic breakdown of newly enrolled students and returning students?
- What is your school's enrollment process (first come, first served; lottery; weighted lottery)? When does the school leader report on enrollment efforts for the upcoming year to the board? Should there be any changes to the student recruitment plan based on the enrollment results including recruitment of target populations?

## **Staff Recruitment**

- What staff positions remain unfilled, and what is the plan to fill them with appropriately qualified people? What contingency plans are in place should certain staff roles remain unfilled before school opening?
- If vacant positions exist, what is the plan to fill those roles and how can the board support? How are school leaders ensuring functions of vacant roles are being completed?
- If administered, is the board reviewing staff satisfaction survey results? How is the data used to inform decision making and priorities? (For example, if staff are leaving due to low compensation, is the board considered working with the HOS to revise the salary schedule or increase compensation?)
- Has the board created annual goals for the head of school regarding staff recruitment and retention?
- To what extent do staff demographics reflect our student population? How is leadership addressing staff demographics in school staff recruitment strategies?
- How is the board evaluating the outcomes of staff recruitment and attrition from the prior school year? Are there any indications that it may be necessary to review benefits, culture, etc. to attract and retain well-qualified staff?

## **Culture**

- What are the key findings from the surveys sent to students, teachers and parents?
- What might be some themes that emerged from the survey that should be considered in the strategic planning or goals for the following year?
- Who is responsible for drafting and reviewing the survey that will be used? Who gathers the survey results? Are the surveys confidential and who has access?
- How is the school performing in early year indicators of school culture and discipline such as absences, tardies, and suspensions? How does this compare with strategic goals the board has established?
- What are your school's student attendance and suspension rates for the year? How does this rate compare to last year (three years, five years)? How do attendance and discipline rates compare for each subgroup?

## **School Leader Evaluation**

- Who is going to take the lead on the school leader evaluation process? What evaluation tool will be used?
- Is there a school evaluation process in place before the start of the school year? Has it been shared with the head of school?
- Have the school leader performance goals been set? Do the goals align with the board's strategic priorities and/or the school's mission and vision?
- How is the board checking in with the school leader on midyear progress against their performance goals? Does the board have plans and resources in place to support the school leader's development against those goals?
- Has the board started its process to evaluate school leadership and/or its CMO/EMO against the goals and priorities set at the beginning of the school year? Does the board have sufficient information to support these evaluation processes?
- What feedback is provided to the school leader in advance of the formal evaluation?
- Has the board completed the school leader evaluation process for the year?
- Is the school leader on track to complete the performance evaluation process for all school employees?



## **Student Outcomes**

### **State Assessment Data**

CSI provides an analysis of schools' state assessment data through the CARS (CSI Annual Review of Schools) report. The academic portion of the report is made available in August and the final version of the report, which also includes finance and organizational indicators, is available in November. Boards should review the report and may consider the following guiding questions for their school leaders:

- *Academic Achievement/Status:* Mean Scale Score (MSS) is used as a measure of academic achievement. Each time a student takes a state assessment, they receive a scale score. MSS is the average performance of a group of students on an assessment. The state provides cut scores that determine whether students do not meet (shown as red), approach (shown as yellow), meet (shown as green), or exceed (shown as blue) state expectations. Are students meeting state expectations for academic achievement?
- *Growth:* A Median Growth Percentile (MGP) of 50 generally represents about one year's growth (or learning) in one year's time. This means that students performing below grade level need an MGP higher than 50 to ever reach grade level. Is the overall growth of the school high enough to move students below grade level to proficiency?
- *Overall:* Are there disparities in performance between subgroups/grades/subjects? Why?
- How will the board review assessment results in relation to the school's goals, internal strategic plan, and school leader evaluation process?

### **Interim Assessment Data**

Interim Assessments provide an additional tool for schools to evaluate student performance throughout the year, outside of regular state assessments. Below are questions to consider regarding interim assessment data:

- Which assessment platforms are used?
- How often are interim assessments given?
- How often is interim data presented to the board?
- When interim data is presented, look for:
  - Participation. What percent of students are participating in this assessment? Are all student subgroups represented?
  - Trends over time. How are students doing (using both achievement and growth measures whenever possible) compared to the last interim administration? How are they doing compared to this time last year? Two years ago?
  - Data disaggregation by race/ethnicity, English Language Learner status, free and reduced lunch status, grade level, teacher, cohort (students who have been at the school 0-1 years, 2 years 3 years, etc.).
  - Patterns. Are certain subgroups, grades, or teachers outperforming/underperforming? Why?

### **Unified Improvement Plan (UIP)**

Colorado schools and districts can improve student learning and system effectiveness by engaging in a cycle of continuous improvement to manage their performance. To support this purpose, the Education Accountability Act of 2009 requires each Colorado district and school to create an annual improvement plan. Board should consider these questions when reviewing their school's UIP:

- Do the current Major Improvement Strategies address gaps in both state and interim assessment data?

- How does school leadership track that Major Improvement Strategies are being implemented?
- How does school leadership know that Major Improvement Strategies are having a positive impact on student outcomes?

### Assessment Administration

- What preparations have been made for administration of the state assessments? What do current academic results indicate about likely outcomes of state assessments? What efforts are in place to support all students, including students who are at risk of failure, in meeting or exceeding proficiency?

### Special Populations

If the school has populations of any subgroups (students with disabilities, ELLs, economically disadvantaged) that fall below the performance of similar students in the geographic district, have school leaders presented viable plans to address those gaps?

How is the board ensuring that school leaders have an accurate process in place for identifying students with disabilities and ELLs among newly enrolled students?

How is the school ensuring that it will be ready to serve new students with disabilities and ELLs? Who is reviewing new student applications/records for ELL status and IEPs?

### Resource Allocation

- How is the board ensuring that school leaders have the necessary resources to operate successfully from the first day of school?
- Do allocated resources align to priorities outlined by the school leader, SAC, and organizational goals?
- How is the school progressing compared to the metrics and measures in its strategic plan? Are there any additional resources needed based on student outcomes?
- How is the board ensuring that curriculum and other academic resources are effectively helping leaders and teachers meet academic achievement goals? Does the academic committee and/or school leaders feel that any adjustments to curriculum choices or resources are needed, and if so, what are they and why?
- What does the school's data indicate about its strengths and areas for improvement? How do these strengths and weaknesses reflect the ways in which the board has allocated resources, and how may the board want to adjust resources going forward?

### Postsecondary Outcomes

- How many students are graduating or have completed their final year at your school? Are all student groups achieving the same rates of graduation/completion—why or why not?
- Does your school have a process in place to track students after they graduate or matriculate?
- For high schools with a mission of college preparation, what tools is the school using to assess college readiness? What evidence does the school have that its program is or is not preparing students for college, and what does this evidence suggest?
- [For high schools with graduating classes] How is your school performing at preparing all students to meet graduation requirements? What is the school's college acceptance rate for 2- and 4-year colleges? How is the school tracking college persistence and remediation data for its graduates?

## **Finance & Operations**

- Is the school on target to meet the budgeted student count? If not, do current financial forecasts include the lower funded pupil count, and is there a plan to mitigate funding decreases?
- What is the school's fund balance? How does it compare to statutory requirements, CSI requirements, and the board's requirements and goals?
- Has the finance committee reviewed the following reports each month? Year-to-Date Profit and Loss, Balance Sheet, Cash Flow Forecast, and Bank Statement(s) for all bank accounts?
- Is the school's administration analyzing the school's cash flow needs?
- Has the board reviewed enrollment targets and plans for the upcoming school year, including with school leaders? How will the board receive updates on progress through the spring recruitment season?
- Has the board established a timeline and priorities for formulating next year's budget, including time to discuss any changing resource needs (e.g., new curricula, etc.) with school leaders?
- Does the budget align with the priorities that were previously established by the board and school leadership?
- Does the budget include a technology refresh plan? Has the board reviewed the technology refresh plan?
- Has the board reviewed a 3-5 year forecast annually?
- Has the board identified any long-term financing needs? Are there opportunities to refinance existing loans?
- Has the board reviewed its Financial Policies and Procedures, updated it to reflect most current systems and structures, and approved it by vote? Is there evidence or a process for verifying that all policies are being followed?
- What contracts are set to expire on/before June 30th? Has the board designated someone on the board to review, and someone in school leadership to negotiate expiring contracts?

## **Audit**

When an auditor presents an independent audit to the board (or the board's audit committee), the board asks the auditor questions. The board action is then to "accept" the audit. Boards do not approve it – nothing in the audit changes at this point, so approval/disapproval is not appropriate. The audit committee or the board should then discuss an evaluation of the auditor and determine whether to keep the auditor for the following year. Best practice is to change auditors every 3-5 years to maintain independence.

- What is the status of the financial audit? Is the auditor on target to meet the deadline as noted in the audit engagement letter? When can the board (or audit/finance committee – if appropriate) expect to see a draft of the report?
- Did the audit contain any findings and/or recommendations? If so, is administration preparing a response for the board's consideration at the next meeting?
- Has the audit (or finance) committee reviewed the current audit contract and discussed a contract for the next fiscal audit? When will it make a recommendation to the full board? Consider all deliverables from the auditor, deadlines met and responsive communication with the school.
- Was the management team cooperative and forthcoming with requested information and documentation?
- How do our accounting policies and procedures compare with those of other comparable nonprofits?

- Are there any items that might be disputed by the IRS? If yes, what documentation should be on hand to bolster the item?
- Did the management team follow suggestions noted by auditors in prior years to correct weaknesses in the internal accounting system?
- Did you discover anything regarding the financial statements or internal financial management procedures that should be brought to the attention of the board of directors?
- Do you have any suggestions for improvements in accounting, reporting, or operating procedures?
- How did the unaudited financial reporting compare to the audited financial statements? What steps can be taken to tighten up the unaudited financial reporting upon which the board relies?

## Facility

- How are any summer maintenance/renovation projects progressing? Are they within budget, and will they be completed in time for the start of school?
- Are all certificates of occupancy and insurance in place for the upcoming school year?
- Is there a long-term capital project plan for replacement of items like roofs, HVAC systems, etc.? If not, who should be in charge of studying and developing a plan for board review?
- Are there changes in facility for the following school year? Will the school have all the necessary documents to submit? Is the timeline for completion feasible and currently on time?
- Has the school submitted facility documents to the Institute for review and approval? If all documents have not been submitted, what is the plan to submit, and who is responsible?
- Does the school have a complete facility timeline? Who is responsible for facilities plans and keeping the board updated?
- Was the school's annual fire inspection completed and reported? Is any remedial action required? If not, who is responsible for contacting the proper fire department authority to perform the inspection?

## Legal & Compliance

- Are there new federal, state, regulatory or contractual requirements that impact the school? Does the board need to review and/or update any of its policies accordingly?
- Has the board chair and school leader reviewed/signed CSI's Assurance of Compliance document (typically required by CSI in August of each year)?
- How many years does the school have left on its current contract? When will the contract be up for renewal, and what does the board need to do to ensure the school is prepared for renewal?
- Are there any charter modifications the school might need to consider in the meantime? If so, has the school leader or board chair contacted CSI to discuss these plans? (See Charter Modification Process and form here: <https://resources.csi.state.co.us/charter-modification/>)
- Does the student Application/Intent to Enroll form require updates? Does the board need to make changes to the Enrollment Policy? (Proposed changes to enrollment policies should be sent to CSI for review. Board-approved policies should also be sent to CSI.)
- Has the Enrollment Timeline for the upcoming school year been published (including, for example, the deadline for student applications and the lottery date)? Are processes in place to notify students and parents of acceptance/waitlist status and to request

information needed for enrollment? How is the school keeping track of enrollment and waitlist numbers?

- Has the board reviewed its insurance coverages to ensure they are appropriate? Does the insurance need to be updated to include coverage for new sites? (Many certificates of liability run July 1 to June 30.)
- Has the board received assurance that all staff are appropriately fingerprinted?
- Has the board received assurance that all special education teaching staff meet appropriate certification requirements and other teaching staff are appropriately qualified for the courses they will teach?
- Has the board received assurance that new students have been identified for at-risk services and interventions are underway?
- Has the board received assurance that all students with disabilities and ELLs will receive services they are legally entitled to?
- Has the school finalized the school calendar for the upcoming school year?

## **Governance**

### **Capacity and Training**

- Does board membership meet the requirements established in the board bylaws? Has the board re-elected members whose terms have expired, elected new officers, etc.?
- What, if any, board terms expire in the upcoming year and what is the plan/process for filling upcoming vacancies?
- Have board members reviewed/signed the board member agreement and conflict of interest statement?
- What systems does the board have in place to ensure that changes in board membership and school leadership, are reported properly to CSI?
- Has the board reexamined its new board member orientation program to ensure maximum impact?
- Has the board discussed a calendar of board member development opportunities that align with the organizational goals and strategic plan?

### **Board Bylaws, Operating Procedures and Policies**

- Are the board bylaws and operating procedures working effectively? Are any changes needed to improve the board's functioning, and if so, what might those changes be?
- Have board policy updates been delivered, adopted and incorporated into the policy manual in a timely fashion? Has the board communicated the changes to CSI, as appropriate?
- Does the board have a sufficient plan for evaluating the school leader? Do any changes need to be made to the evaluation process?
- Is the Board reviewing board policies each year and updating policies when needed?

### **Board Meetings**

- Has the board developed a scope and schedule of meetings for the school year ahead and communicated it to members, school leaders, parents and other stakeholders? Is the schedule available on the board website?
- Has the board developed a plan for properly and timely posting meeting materials such as virtual sign-on information, agendas and minutes?

## Strategic Planning and Self-Evaluation

- Has the board developed its strategic plan and key metrics? How will the board know whether all constituencies understand and are prepared to act upon the identified goals?
- What is the plan for tracking progress on the strategic plan? What adjustments need to occur mid- year to ensure accomplishment of the strategic plan and goals?
- Does the board have a plan in place to step back and review its strategy, performance, and future development needs?

## Morale

- How is the board supporting school leader morale?
- How is the board assessing staff morale? Are there plans in place for the board to keep a pulse on this? How can the board support?
- How does the board plan to work with school leadership to celebrate the annual successes of the school?

## Family-School-Community Partnership

- How is the board maintaining a presence and active involvement in the school and family community?
- How will the school receive feedback from parents, students, and teachers?
- Does the school leader present a cohesive plan for engaging with school families over the course of the year?
- Does the school use partnerships with community organizations to deepen student learning? How?
- Does the community understand and support the mission and goals of the school? What else can be done to promote the school in the community?