***New Board Member Onboarding***

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| **Big Goals for the Session** |
| **OBJECTIVE(S): What will the participants know and/or be able to do by the end of the session?** |
| **PWBAT:**   * *Understand the role of a charter school board member* * *Understand the framework for governing and compliance requirements* * *Understand the role of the charter school board in financial oversight* * *Understand the charter contract* * *Understand the role of the charter school board in strategic planning and goal setting* |

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| **Purposeful Plan for the Session** | | |
| **KEY POINTS – What three to five main ideas or steps will be emphasized in the session?** | **POTENTIAL PROBLEMS – What will participants potentially misunderstand or struggle with?** | **MATERIALS – What materials will be required to meet the learning objectives?** |
| * Charter school boards are unique in that their functions encompass those of both a school board and a nonprofit board. * Charter school boards are responsible for governance, financial oversight, managing the school leader, and strategic planning for the organization. * The charter school board must meet compliance and other requirements outlined in state statute and in the charter contract. | * Participants may not understand the difference between serving on a charter school board and serving on a nonprofit board. * Participants may not understand the role that compliance plays in board governance and decision-making. | Participant Resources   * [Dos and Don’ts of Board Bylaws](https://resources.csi.state.co.us/wp-content/uploads/2020/09/Dos-and-Donts-of-Board-Bylaws.pdf) * [Colorado Open Meetings Law Overview for Charter Schools](https://resources.csi.state.co.us/wp-content/uploads/2024/07/Colorado-Open-Meetings-Law-Overview.docx) * [Sample Board Policies](https://resources.csi.state.co.us/sample-policies/) * [Organizational Submissions and Audits](https://resources.csi.state.co.us/wp-content/uploads/2024/07/2024-25-Org-Submissions-and-Audit-Schedule.docx) * [Assurance of Compliance](https://resources.csi.state.co.us/wp-content/uploads/2024/07/2024-25-Assurance-of-Compliance.docx) |

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| **OPENING – How will you focus, prepare, and engage participants for the session’s objective?** | | **FACILITATOR’S NOTES** |
| ***Time*** | ***Information/Activity*** | ***Notes*** |
| 1 min. | Welcome   * Welcome participants * Facilitator introduction * Review session agenda   + Introductions   + Overview of charter school governance   + Governance framework and accountability   + Financial oversight   + Understanding the charter contract   + Strategic planning and goal setting   + Next steps * Let participants know that they are welcome to ask questions throughout the session (interjecting for in-person; putting questions in Chat for virtual) | *Slides 1-2* |
| 9 min. | Introductions   * Each participant will share the following information:   + Name, school, role   + Share why you decided to join a charter school board or what excites you most about working at your school. | *Slides 3-4* |

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| **LEARNING SEQUENCE – How will you convey the knowledge and/or skills of the session? What will the participants be doing to process this information? In what ways will the participants attempt to explain or do what the objectives outlined?** | | |
| ***Time*** | ***Information/Activity*** | ***Notes*** |
| 10 min.  *2 min.*  *3 min.*  *3 min.*  *2 min.* | Overview of Charter School Governance  In thinking about charter school governance, it’s important to understand the mission and vision, history, and achievements of the charter school and use these to ground your work as a board member.  *Mission and Vision*   * **Mission**   + What you do now   + For whom   + How you do it   + What this achieves * **Vision**   + Where you’re going   + What you want your mission to ultimately achieve for your students * Take a moment to go to your school’s website and look at the mission and vision. Reflect on what resonates for you and what role you play as a board member in achieving this mission and vision. * *Have participants share in the chat or verbally their thoughts based on their organization’s vision and mission.*   *History*  As a new board member, it’s good to know the history of the organization you have joined. You will be reviewing information and making decisions that impact the future of the organization and it’s important to know what happened in the past.   * School’s founding – Ask for the organization’s origin story. When was the school founded? What led to it’s creation? Who were the key leaders in the beginning? Were there any challenges? * Community context – Understanding the community where the school is located is important in understanding its history, provides context for how and why past decisions were made, and helps to inform current context related to the school’s culture and performance. * Board evolution – Understanding the evolution of the board upon which you are serving will help you to be the best board member you can be. Speak to school leadership and fellow board members about the history of the board. Who were the founding board members? Do any of them still sit on the board? Are there family members, students, or alumni on the board? How are board members selected? Founding boards are typically very hands-on in the beginning and then shift into an emerging board more focused on strategy. A mature board focuses on the sustainability of the organization. What type of board is this one?   Take a moment to write down any questions you have related to the history of the school that you want to make sure to ask. If you’re a school leader, think about items you want to make sure you share with any new board members.  *Achievements*  Understanding the achievements of the organization help you to be an advocate and champion for the organization.   * Academics – Educate yourself on the academic standing of the school. You’ll want to understand what goals have been set and the progress made in achieving these goals. While there may still be goals to hit in terms of academic performance, where has the school been most successful thus far? If you have high schools, what do graduation rates look like? Ask if there are other measures of academic success. * Awards – It’s exciting to be able to share awards the school has received. These might be awards for the school as a whole such as National Blue Ribbon designation or recognition for significant academic growth. The awards may also be for athletics, student activism, or sustainability efforts at the school. Awards could also be related to the staff or students. Perhaps you have a teacher of the year at the school or a student was selected to serve on a district, city, or state committee or advisory council. * Milestones – As a part of goal setting, there are milestones that the school and board set to gauge success. A few examples include academics, culture, enrollment, attendance, building projects, or board development. Learn more about how these milestones were achieved and if there have been challenges in hitting milestones, what steps were taken to address these challenges. * Financial – Research shows that one of the top reasons that charter schools have to close is because they are unable to remain financially solvent. It’s important to understand the financial achievements of the organization given that one of the board’s key responsibilities is to be the fiduciary agents of the organization. We’ll talk more in a bit about the financial responsibilities of the board and how to measure financial success. | *Slides 5-6*  *Slide 7*  *Slide 8*  *Slide 9*  One minute of work time for participants to make notes  *Slide 10* |
| 15 min.  *5 min.*  *2 min.*  *3 min.*  *3 min.*  *2 min.* | Governance Framework and Accountability  *Governance Framework*   * Each charter school board is established as a Colorado nonprofit corporation * Boards go through a series of stages based on the age and performance of the organization. * Outlined here you will see the three stages of a board and the work performed at each stage.   + Founding Board   + Emerging Board   + Maturing Board * These board stages most often evolve at different inflection points over the life of the organization. For charter schools, these are some of the key inflection points for when a board may shift from one stage to the next:   + Increase in the number and types of schools   + New school leader or executive director   + New Board Chair   + Introduction or changes in supports   + Political or regulatory changes   Think about how you would describe the board you are joining. Do you know the stage? Understanding where the board is currently in its governance stage and where it is headed will help you to better perform your board responsibilities. We’ll get into more details in future sessions about specific governance types of boards and best practices related to the governance framework.  Board Bylaws  Every board has a set of bylaws that outline how the board functions. You should review these bylaws to better understand the specific requirements your board has established for governance. A few of the key topics for you to review include:   * Powers and responsibilities – This section of the bylaws outlines the duties of the board. If your board has a board director job description, these responsibilities are most likely outlined there. * Membership and terms – These sections outline the minimum and maximum number of members on the board, the way board members are elected to the board, and the length of board terms. * Meetings – These sections outline the types of meetings held by the board. They are governed by the Colorado Open Meetings Law, which we’ll discuss on the next slide. * Officers – These sections outline the officers of the board and their responsibilities. It most likely also includes information about how board officers are elected and the length of their terms. * Committees – These sections outline the types of standing committees that your board has and the responsibilities of these committees. It may also outline how special committees of the board are created. In a future session. we’ll dive deeper into board committees and how to ensure they are effective.   Colorado Open Meetings Law  The Colorado Open Meetings Law are the standard for government transparency. It aims to ensure that the formation of public policy is conducted transparently and not in secret. This law mandates that public business must be open to public observation and participation.  Charter schools in Colorado are considered "local public bodies" under the Open Meetings Law. This designation means that charter school boards must adhere to the same transparency and public access requirements as other local public entities.  Under this law, there are requirements for how meetings are noticed and conducted. A meeting is defined as any time a quorum or three or more members of the board meet to discuss public board business. This includes in person, telephone, video, and email communication. These meetings must be publicly noticed at least 24 hours in advance.  If the board decides to hold an Executive Session, which is a meeting closed to the public, there are limits to topics that can be discussed. These include:   * Buying or selling property * Conferences with an attorney to receive legal advice * Matters required to be kept confidential by state or federal law (e.g., student academic records) * Security arrangements or investigations; * Determining contract negotiation strategies; * Personnel matters (Note that “personnel matters” does not include discussions concerning a member of the charter school board or the appointment of a person to fill a vacancy on the board. Nor does the topic include discussion of general personnel policies like salary schedules. The exception occurs only when an individual employee or group of employees are discussed.); * Consideration of documents protected from disclosure under the Open Records Act (for more on this see the discussion of that act below); * Discussion of individual students where public discussion would adversely affect the student involved * Negotiations concerning the terms of an employment contract with one or more finalists for the position of chief executive officer   Colorado Open Records Act (CORA)  Like the Open Records Law, the Open Records Act declares as its general purpose that all public records shall be open for inspection by the public. All public records shall be open for inspection by any person at reasonable times.  The definition of public records is extremely broad and includes  any kind of written, electronic or recorded communication, or document imaginable. Note that the term specifically includes email. This means that any emails among board members will be subject to production to any member of the public who wishes to see them.  The Open Records Act contains very specific and detailed instructions for the production of public records to a requesting member of the public. The procedures require the charter school to make the records available to the requesting party within three working days of the request unless there are extenuating circumstances justifying a greater time. However, the maximum period of time between the request and the production is seven working days.  There are many exceptions to what is released when a CORA request is received. A few examples include records that violate state and federal laws, test questions and scoring keys, real estate appraisals prior to title passing, medical records, personnel files, letters of reference, privileged information between attorneys and their clients, and address and telephone numbers of students that have not been approved to be shared in a school directory.  Each charter school should have a custodian of records to whom CORA requests are made. This person facilitates the process for gathering the records, fulfilling the request, and charging the fee for the request. Charges for a reasonable fee for providing requested copies of open records can include the cost of physical copies of the record and the time spent to research, retrieve and compile the records with the first hour provided at no charge.  *[Provide time for participant questions.]* | *Slides 11-12*  Give participants some think time and if ahead of schedule, ask people to share out or in the chat.  *Slide 13*  *Slide 14*  *Slide 15*  *Slide 16* |
| 10 min.  *1 min.*  *1 min.*  *1 min.*  *2 min.*  *2 min.*  *3 min.* | Accountability and Compliance  Colorado Charter School Institute (CSI) is the oversight body responsible for the overall performance and compliance of the charter school. Your charter school Board holds a contract with the CSI Board of Directors. There are a number of ways that CSI holds its schools accountable.  CSI Annual Review of Schools (CARS) Report   * The CARS is a report used to annually evaluate and accredit schools. * CSI Annual Review of Schools (CARS) refers to the process for collecting, analyzing, and reporting data on school performance. * As you can see here, there a variety of data points that are collected and then analyzed against criteria established by CSI. The final report is then shared out. * The audience for the CARS includes the community, the school, and the CSI Board. * The areas reviewed for the CARS encompass three buckets – academic, finance, and organizational. * Using a series of different criteria, which we will discuss more in-depth during a future session, * The data collected to inform the CARS is also used to assign the schools accreditation rating. The accreditation ratings are used to determine school supports:   + Performance with Distinction - Awarded to any CSI school in the top 25% of schools in Colorado – *this rating is unique to CSI*   + Performance/Improvement - Schools in these categories are not mandated to receive the level of supports as the rating categories below. However, schools with declining performance may be required to receive additional supports.   + Priority Improvement/Turnaround - Any school in these rating categories are placed on performance watch and receive additional supports and interventions, required by both CSI and the state. * Schools can use the data gathered through the CARS process and their assigned rating to inform their improvement planning. Additionally, the CSI Board will use the information gathered during the CARS process to inform charter renewal decisions.   *Compliance*  Each charter school is asked to certify an Assurance of Compliance on an annual basis. By signing the assurance, the school indicates it is aware of the statutes, rules, and policies as well as certain information from governing documents with which they must comply.  At a high level, areas of compliance include the following:   * Charter contract * Board governing documents * Operational areas (food service, Educational Service Provider, transportation) * Federal and State rules and policies   + Records   + Safety and discipline   + Educational accountability   + Curriculum, Instruction, and Extra-Curricular Activities   + Operations   + Employment   + Exceptional students   + Finance   *[Ask participants if they have any questions about accountability and compliance.]* | *Slide 17*  *Slide 18*  *Slide 19*  *Slide 20*  *Slide 21*  *Slide 22*  *Slide 23* |
| 16 min.  *1 min.*  *2 min.*  *1 min.*  *1 min.*  *1 min.*  *3 min.*  *2 min.*  *3 min.*  *2 min.* | Financial Oversight  We’re going to spend a few minutes now discussing the responsibilities of the board when it comes to the school’s finances. We’ll talk through:   * Board financial responsibilities * Assessing the school’s financial health * Working with school leadership   *Board Financial Responsibilities*  Every school district in the state of Colorado must adhere to requirements outlined in the Colorado Revised Statutes. As I mentioned at the beginning of our session, as a charter school board, you and your schools have the same requirements as a district school board. The statutes related to board financial responsibilities include:   * + CRS 22-45-102(1)(a) & (b)     - Accounting practices     - Financial transaction recording     - Monthly balancing of accounts     - Quarterly review of financial condition   *[full text of CRS 22-45-102(1)(a) & (b)]*   * + (1)(a) Each school district shall use the full accrual basis of accounting when budgeting and accounting for any enterprise funds included in the district budget. The board of education of each school district shall cause financial records to be kept in accordance with generally accepted principles of governmental accounting. The financial transactions of the school district shall be recorded in general, appropriation, revenue, and expenditure records. Appropriate entries from the adopted budget shall be made in the records for the respective funds. Separate accounts shall be maintained for each of the several funds prescribed by this article. Continuing balances of the various budgetary accounts shall be maintained on at least a monthly basis.   + (b) The board of education of each school district shall review the financial condition of said school district at least quarterly during the fiscal year. The board shall require the secretary, treasurer, or any employee who has duties which relate to the fiscal affairs of said school district to submit a financial report covering the fiscal actions involving the general fund, and other funds that the board may request, at least quarterly. At a minimum, the report shall include:  1. The actual amounts spent and received as of the date of the report from each of the several funds budgeted by the district for the fiscal year, expressed as dollar amounts and as percentages of the annual budget; 2. The actual amounts spent and received for each fund for the same period in the preceding fiscal year, expressed as dollar amounts and as percentages of the annual budget; 3. The expected year-end fund balances, expressed as dollar amounts and as percentages of the annual budget; and 4. A comparison of the expected year-end fund balances with the amount budgeted for that fiscal year.    * CRS 22-45-102(2)      + Maintaining files      + Monthly reconciliation      + Financial transparency and open records   *[full text of CRS 22-45-102(2)]*  (2) All records shall be maintained at the principal administrative offices of the school district. Accounts shall be posted and reconciled with fund resources at least monthly. Records shall be open for public inspection during reasonable business hours. The state board of education shall prescribe the minimum accounts to be maintained under the provisions of this article.  *Board Policy*  Colorado statutes require that every school district and charter school has a financial policies and procedures handbook. If you have not seen this document, please ask your Board Treasurer or school leader for a copy so you can review it and know what specific policies your organization has put into place. Types of policies that may be included in this handbook or that may be separate board policies include financial policies, investment policies, and the organization’s conflict of interest policy.  You can also visit the Financial Policies & Procedures section of the CSI website for more resources for your review.  *Charter Contract*  Your charter contract may have specific financial requirements outlined. One of the most important items related to finances that will be in your charter contract is the enrollment expectations for your school. Because the majority of funding for charter schools comes from your per pupil dollars, you’ll want to know the enrollment expectations for the school.  As we discussed earlier, the CARS also include a financial health section upon which the school will be evaluated on an annual basis. When we do a deeper dive into the CARS at our future section, we’ll look at the specifics for finances at that point.  *Debt Covenants*  The third area where your board may have financial responsibilities is around any debt covenants. If your school is in a building that is leased from a private entity or that the organization owns, there will be debt covenants that you must abide to. The information around the organization’s debts will also be part of the monthly/quarterly reporting received by the Board.  Assessing the School’s Financial Health  There are different roles that the full board, Finance Committee, and school staff play in assessing the school’s financial health:   * Full Board   + Budget adoption – Annually the board will approve the organization’s budget for the following school year. The school must submit a proposed budget to the board by June 1 and the board must approve the budget by June 30.   + Quarterly financial report review – Per state statute, the board should receive financial reports at least quarterly. Many charter school boards choose to share these reports on a monthly basis. In a future session, we’ll dig into the information in these reports and how to read them.   + Financial policy review and adoption – The board should review the financial policies and procedures of the organization on an annual basis. As changes occur, they can be reviewed and adopted more frequently.   + Independent audit review – The board will do an annual audit review of the organization. An independent auditor is recommended by the Finance Committee and approved by the board. * Finance Committee * Monthly financial report review – The Finance Committee will review the organization’s finances on a monthly basis. These may also be shared with the full board monthly or rolled up into the quarterly finance report. * Budget recommendations – The Finance Committee will work with school leadership to craft the annual budget. In doing so, the Finance Committee should also take into consideration the long-term financial standing of the organization and consider any changes that may occur due to enrollment changes, organizational costs, and changes in funding streams. * Financial policy and procedure review – The Finance Committee will do a deep dive into the organization’s financial policies and procedures on an annual basis. They will make recommended changes to go to the full board for approval. * Engage independent auditors and review with them the adequacy of the organization's internal controls – The Finance Committee will facilitate the engagement with the independent auditors and work with school leadership through the audit process and presentation of the final findings to the full board. * School Staff * Monthly financial report preparation and presentation – School staff will put together the monthly financials for review by the Finance Committee and the full board if this is the process followed by the organization. * Development of financial procedures – School staff will use their knowledge of the day-to-day financial operations to inform the development of the financial procedures. They will review these with the Finance Committee and the full board will approve them annually. * Day-to-day financial operations – All of the day-to-day financial operations will be implemented by the school staff. Per the organization’s financial policies and procedures, the Board Treasurer, Finance Committee, or full board will be engaged when applicable. * Implementation of board polices and financial procedures – When implementing the day-to-day financial operations, school staff will follow all board policies and financial procedures.   *Risk Mitigation*  More charter schools fail due to finance than any other reason. Ensuring a clear risk mitigation plan when it comes to the organization’s finances is essential to the financial solvency of the organization and is a key responsibility of the board.  *[Walk through the diagram.]*  Working with School Leadership  Key to ensuring a strong financial picture for the organization is the relationship between the board and school leadership. This starts with clear and frequent communication. Adhering to a regular cadence of Finance Committee meetings and other check-ins as needed will help maintain the lines of communication.  The board should offer support to school leadership as needed when it comes to the district’s finances. Most school leaders come into the role from the classroom and their expertise is in learning and instruction. Ensuring that the board has members with expertise in finance is a huge support to school leadership.  Because of the board’s fiduciary responsibilities, oversight of school leadership is key in maintain financial success. Establishing processes for this oversight, both through the policies and procedures approved by the board and through the communication and support processes established will help set the expectations for oversight.  *[Provide time for participants to ask questions about financial oversight.]* | *Slides 24-25*  *Slide 26*  *Slide 27*  *Slide 28*  *Slide 29*  *Slide 30*  *Slide 31* |
| 17 min.  *1 min.*  *1 min.*  *1 min.*  *2 min*  *2 min.*  *2 min.*  *2 min.*  *1 min.*  *1 min.*  *1 min.*  *3 min.* | Understanding the Charter Contract  We’re now going to take a look at the charter contract. We’ll discuss its purpose, the key components of the contract which is broken into eleven sections and various exhibits, and the way that modifications can be made to the contract.  *Purpose*  The charter contract is a legally binding agreement between the school governing board (the entity that holds the charter) and CSI Board. It stipulates the terms and conditions by which the school will operate and defines and rights and responsibilities of each party.  Not all of the CSI school contracts are the same. Most of the terms and provisions in the charter contract are similar for all of the schools that CSI oversees. However, there are specific terms that CSI negotiates with each school due to the school’s particular design or circumstances. CSI uses a contract template that contains “boilerplate” language that is applicable to any school CSI authorizes, and then school-specific terms are negotiated with individual schools. These school-specific items are found in the contract cover sheet and in the exhibits to the contract. School-specific changes may also be in the body of the contract if alternate language is negotiated.  The negotiation process for he contract takes place between the charter school and CSI following the application approval. Per state statute *(C.R.S. 22-30.5-510),* all terms of the contract must be agreed upon no later than forty-five days after the charter application approval.  *Key Components of the Contract*  The CSI contract contains eleven sections plus exhibits. Today we will review each of the sections at a high level. I encourage you to ask to review the full contract for your charter school.  Sections 1-3   1. Recitals – The first section in the contract is the contract recitals. The recitals affirm the legal authority of the authorizer and charter school to enter into a contract and the circumstances surrounding the contract. 2. Establishment of the School – Section 2 of the contract establishes the school’s status as a Colorado nonprofit corporation and establishes the term of the contract. The term is determined by the CSI Board during the charter application approval process. Contracts are awarded for limited, renewable terms, typically between three and five years. Some contracts include automatic extensions tied to established performance benchmarks (so for example, a three-year contract is approved but may be extended for an additional two years and become a five-year contract if certain conditions are met.) 3. Institute-School Relationship – The terms of the relationship between CSI and the charter school are established in Section 3. This section establishes CSI’s oversight authority. This means the school is accountable to CSI and subject to all applicable federal and state statutes, state regulations, and Institute policies except when waived. The section also establishes requirements for authorizer-school communications and addresses procedures related to data access, complaints, and notification requirements. Finally, this section also addresses procedures and requirements for CSI-school dispute resolution, contract breaches, contract nonrenewal, and revocation are also included in this section.   Sections 4-6   1. School Governance – This section outlines key components related to school governance that we discussed in the previous part of today’s session. High points include the requirement that the school is a Colorado nonprofit corporation, board members fiduciaries of the school and must operate under the board’s Articles of Incorporation and Bylaws, the school is subject to the Colorado Sunshine Law and the Colorado Open Records Act, the board adopt and enforce a conflict of interest policy and a grievance policy that is consistent with requirements established by CSI, and the school may apply for certain waivers from state law, as set forth in this section. 2. Operation of School – Section 5 outlines key operational terms ranging from insurance and facility guidelines and nonsectarian status to volunteers and non-discrimination requirements. 3. Enrollment and Demographics – Section 6 of the contract establishes expectations and requirements for student enrollment, including continuing enrollment and denial of admission. The contract provides requirements that recruitment and enrollment decisions are made in a nondiscriminatory manner. Additionally, this section outlines that any material changes to the school’s enrollment policy or requests for grade expansions must be approved by CSI.   Sections 7-8   1. Educational Program – Section 7 of the contract includes all of the key terms and requirements related to the school’s educational program, including the school calendar, curriculum, instructional program, services for exceptional students, performance goals, and school discipline and safety policies. This section also describes the CARS process we discussed earlier. Overall, Section 7 offers autonomy to schools to create their own educational program while also specifying how CSI will monitor and report on the school’s challenges and successes. 2. Financial Matters – Section 8 of the contract defines key funding processes and provisions and the financial responsibilities of CSI and the school. This section establishes requirements for CSI disbursement of federal and state funding and establishes requirements for schools to annually prepare and submit a board-approved budget, prepare and submit quarterly financial reports to CSI, annually submit enrollment projections to CSI , maintain appropriate financial records, undergo an annual independent financial audit, and meet TABOR reserve requirements.   Sections 9-11   1. Personnel – Section 9 outlines requirements for school employees, including, staff qualifications, background check and fingerprinting requirements, required personnel policies, and the requirements for the evaluation of the school leader. 2. Renewal, Revocation, and Closure – Section 10 of the charter contract establishes the requirements and timeline for charter renewal, authorizes the CSI Board to not renew or revoke a contract under certain conditions, outlines requirements for school-initiated closure, dissolution, and the handling of assets or property owned by the school that is closing. The contract provides that CSI-initiated termination cannot occur until the school has exhausted or waived its opportunity to appeal CSI’s decision to the State Board. 3. General Provisions – Section 11 includes additional terms regarding the contract, including the precedence of federal and state laws and regulations, as well as CSI policies and requirements for amendments and notices.   Exhibits  The contract also includes several important Exhibits that further outline the school’s operations, including:   * + Milestones, if applicable, and maximum projected enrollment   + Requested waivers from state law and the CSI board resolution approving of the contract   + Exhibits outlining school plans for transportation, food service, and online learning, if applicable   + Plans for contracting with an Education Service Provider, Preschool, and Homeschool support programs, if applicable.   Any changes to items in the Exhibits must be communicated and approved by CSI.  Contract Modifications – Notification Only  There may be times when the school needs to make modifications to the program and contract. To ensure that CSI schools can make needed changes, CSI has developed a School Program and Contract Modification Process. Some changes simply require notification to CSI. This list outlines the Notification Only list of changes.  Contract Modifications – Approval Needed  Changes to items listed here require CSI approval and may require a contract amendment. The items with the stars require a contract change. If a school is considering making a change to an item here, the Program and Contract Modification form found on the CSI website has instructions for submitting the item for review and approval.  *Ask if participants have to write down questions they have about their school’s charter contract specifics and to keep these to discuss with the school leader or other boards members after this session.* | *Slides 32*  *Slide 33*  *Slide 34*  *Slide 35*  *Slide 36*  *Slide 37*  *Slide 38*  *Slide 39*  *Slide 40*  *Slide 41*  *Slide 42*  *Slide 43* |
| 7 min.  *2 min.*  *2 min.*  *2 min.*  *1 min.* | Strategic Planning and Goal Setting  One of the responsibilities of the charter school board of directors is to determine the strategic direction of the organization. To this end, the board ensures the organization has a reasonable and current strategic plan for achieving a long‐term vision and that implementation decisions are driven by the organization’s mission. The main goal of strategic planning is to improve organizational effectiveness by utilizing a systemic approach to monitoring actions and results and making adjustments when necessary.  The strategic plan becomes the guide the board and school leader use to align leadership and improvement efforts. It allows the board to focus on effective governance processes and the school leader to direct their efforts on operational leadership practices. A well-developed strategic plan provides the structure for the board to monitor progress toward achieving goals and create a process for evaluating the school leader.  This visual gives you an idea of what the strategic plan might look like and how it is driven. The mission and vision of your organization are the ultimate objective you are trying to reach in your strategic plan.  To get there, you want to set goals that are specific, measurable, attainable, realistic, and can be achieved in a timely manner. I’ve included three examples here that are aligned with the CARS since these are the three areas that CSI is also monitoring on an annual basis.  In order to progress monitor towards accomplishing the goals of the strategic plan, you’ll want to understand the milestones or deliverables you expect to see along the way. These are the action plan for achieving the goal. By setting clearly articulating these milestones, including the people responsible for each, and developing an reporting schedule, the board will be positioned to use progress monitoring to improve and sustain the school.  The board can take a number of actions to prepare for the strategic planning process, annual goal setting, and progress monitoring of the plan. A few examples of board actions include:   * Working with school leadership to create the multi‐year strategic or financial plan * Oversee creation of an annual strategic plan * Perform landscape or SWOT analysis * Perform enrollment feasibility study * Oversee charter expansion process * Engage in a visioning / strategy retreat * Hire a strategic planning consultant   The first step for you as a new board member is to ask to see a copy of the organization’s most recent strategic plan. Some questions you can consider while reading the plan or that you may want to ask your fellow board colleagues include:   * When was the last strategic plan created? * How often is the plan reviewed and adjusted? * What are the goals outlined in the strategic plan? * How well has the organization done in the past in terms of executing a strategic plan and achieving its goals? | *Slide 44*  *Slide 45*  *Slide 46*  *Slide 47*  *Slide 48* |

| **CLOSING – How will the participants summarize what they’ve learned?** | | |
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| ***Time*** | ***Activity*** | ***Notes*** |
| 5 min*.*  *1 min.*  *1 min.*  *3 min.* | Next Steps  Following today’s session, I recommend that each of you do two things:   * Review school-specific documents discussed during today’s session (e.g., bylaws, financials, previous CARS, charter school contract, strategic plan). You should be able to get these from the Board Chair, school leadership, and the school’s website. * Make a list of questions you want to ask your board colleagues or school leadership related to your roles and responsibilities on the Board and set up a meeting with the appropriate person to discuss   There will be a series of governance sessions over the course of this year for all Board members. These will include:   * The Role of a Charter School Board Director * Charter School Board Governance and Compliance * School Leader Hiring, Development, and Evaluation * Charter School Board Development and Self-Assessment   *Take any final questions that participants may have and share contact information* | *Slide 49*  *Slide 50*  *Slide 51*  *Slide 52* |

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| **In-Session/Post-Session Notes: *What went really well? What needs to changed when presenting in the future?*** |
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