



# Urban Montessori Charter School

## Executive & Governance Committee Regular Meeting

Amended on January 7, 2021 at 9:21 AM PST

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### Date and Time

Monday January 11, 2021 at 12:15 PM PST

### Location

Join Zoom Meeting

[https://us02web.zoom.us/j/5102904005?](https://us02web.zoom.us/j/5102904005?pwd=M1kxU2hXSzRSN1dCL3QwYVEzdkJ3Zz09)

[pwd=M1kxU2hXSzRSN1dCL3QwYVEzdkJ3Zz09](https://us02web.zoom.us/j/5102904005?pwd=M1kxU2hXSzRSN1dCL3QwYVEzdkJ3Zz09)

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PER GOVERNOR NEWSOM'S SHELTER IN PLACE EXECUTIVE ORDER DATED MARCH 19, 2020 ([WHICH IS HERE IN ITS ENTIRETY](#)) AND BY ORDER OF THE HEALTH OFFICER OF THE COUNTY OF ALAMEDA DATED JUNE 5, 2020 (Revised June 18, 2020, July 15, 2020, and August 20, 2020) ([WHICH IS HERE IN ITS ENTIRETY](#)):

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Members: Christina Greenberg (Chair), Greg Klein, Davis Leung

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## Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>12:15 PM</b>
<b>A.</b> Call the Meeting to Order		Christina Greenberg	
<b>B.</b> Record Attendance		Greg Klein	1 m
<b>C.</b> Approve Minutes from November 2, 2020 Executive & Governance Committee Meeting	Approve Minutes	Christina Greenberg	1 m
Approve minutes for Executive & Governance Committee Regular Meeting on November 2, 2020			
<b>D.</b> Approve Minutes from November 30, 2020 Executive & Governance Committee Special Meeting	Approve Minutes	Christina Greenberg	1 m
Approve minutes for Special Executive and Governance Committee Meeting on November 30, 2020			
<b>E.</b> Review of Action/Discussion Items	Discuss	Christina Greenberg	1 m
With input from the committee, the committee chair may decide, based upon a number of factors, to reorder the action/discussion items to best suit the needs of the meeting. No additional action/discussion items will be added at this time.			
<b>F.</b> Presentations from the Floor		Christina Greenberg	5 m
PRESENTATIONS ON NON-AGENDA ITEMS – Any person wishing to speak to any item not on the agenda will be granted three minutes to make a presentation. Speakers required translation will be granted double time.			
<b>II. Executive and Governance</b>			<b>12:24 PM</b>
<b>A.</b> BoardOnTrack & Board Training and Development	Discuss	Christina Greenberg	25 m
<ul style="list-style-type: none"> <li>• Discuss BoardOnTrack Success Plan Goals (likely with BoardOnTrack Coaches present at this meeting)</li> </ul>			

	Purpose	Presenter	Time
• Board recruitment and skill-assessment 2020-2021			
<b>B.</b> Discuss Board Recruitment, including Board member renewal terms	Discuss	Christina Greenberg	5 m
<b>C.</b> Review Anti-Racist Board Practices Docs	Discuss	Christina Greenberg	20 m
Discuss artifacts from anti-racist board practices sessions. <a href="#">Rubric</a> , anti-racist practices self-assessment and pledge form. Plan for any potential board actions and large group discussion around these topics.			
<b>D.</b> General Governance Materials	Discuss	Christina Greenberg	20 m
Review of governance resources that could support our committee and the board.			
<b>E.</b> Discuss External Head of School Job Description and Responsibilities re: succession planning		Krishna Feeney	10 m
<ul style="list-style-type: none"> <li>• <a href="#">HoS Job Description</a></li> <li>• <a href="#">Roles and Responsibilities</a></li> </ul>			
<b>F.</b> Discuss DRAFT: School Plan for Student Achievement	Discuss	Krishna Feeney	5 m
• <a href="#">DRAFT: School Plan for Student Achievement</a>			
<b>III. Closed Session</b>			<b>1:49 PM</b>
<b>A.</b> Public Employee Performance Evaluation - Head of School	Discuss	Christina Greenberg	5 m
"Closed Session" is always agendized ahead of time as a "Discuss" item. If any votes are taken during any Closed Session, those are reported out publicly upon return to Open Session.			
<b>B.</b> Report out of Closed Session	Vote	Christina Greenberg	2 m
"Return to Open Session" is always agendized ahead of time as a "Vote" item. It is not meant to indicate the the Board <i>shall</i> take an action at this time. If any votes are taken during any Closed Session, those are reported out publicly at this time on the agenda.			
<b>IV. Closing Items</b>			<b>1:56 PM</b>
<b>A.</b> Adjourn Meeting	Discuss	Christina Greenberg	1 m

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## Coversheet

### Approve Minutes from November 2, 2020 Executive & Governance Committee Meeting

**Section:** I. Opening Items  
**Item:** C. Approve Minutes from November 2, 2020 Executive & Governance  
Committee Meeting  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:**  
Minutes for Executive & Governance Committee Regular Meeting on November 2, 2020

APPROVED



## Urban Montessori Charter School

### Minutes

#### Executive & Governance Committee Regular Meeting

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##### Date and Time

Monday November 2, 2020 at 1:15 PM

##### Location

Join Zoom Meeting

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### **Committee Members Present**

C. Greenberg (remote), D. Leung (remote), G. Klein (remote)

### **Committee Members Absent**

*None*

### **Guests Present**

K. Feeney (remote)

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## **I. Opening Items**

### **A. Call the Meeting to Order**

C. Greenberg called a meeting of the Executive and Governance Committee of Urban Montessori Charter School to order on Monday Nov 2, 2020 at 1:20 PM.

### **B. Record Attendance**

**C.**

### **Approve Minutes from August 10, 2020 Executive & Governance Committee Meeting.**

G. Klein made a motion to approve the minutes from October 5 Executive & Governance Committee Regular Meeting on 10-05-20.

D. Leung seconded the motion.

This item was mistyped on the agenda. The minutes approved were from October 5th.

No public comment.

The committee **VOTED** unanimously to approve the motion.

#### **Roll Call**

K. Feeney Abstain

C. Greenberg Aye

D. Leung Aye

G. Klein Aye

### **D. Review of Action/Discussion Items**

No change needed.

### **E. Presentations from the Floor**

No public comment on items not on the agenda.

## **II. Executive and Governance**

### **A. BoardOnTrack & Board Training and Development**

Christina reported that she had previously shared Board Memo and Report with Krishna related to her 2019-2020 evaluation. We are working on and making progress on improving the timeline for this year. Goal of getting this to her again in June 2021.

Greg updated the committee on Success Plan conversation he had with BoardOnTrack. Priority areas are short/long term succession planning (not that anyone's going anywhere -- just trying to be planful!); further strengthening Academic Oversight Committee's role; and longer term planning. BoardOnTrack plans to join the January Exec Committee meeting. Brianna from BoardOnTrack will help create the goals and associated tasks in BoardOnTrack portal to help organize the work.

Krishna shared that finalizing agendas with chairs is going well. Still getting into that routine, but also generally positive, and also meets ahead of time with FAC leadership, too.

Christina shared that Board recruitment is also a top priority, too. Next steps are to remind the board of the Skills Inventory matrix. And the committee can take up this topic again in January.



No public comment on this item.

**B. Discuss BoardOnTrack Charter School CEO Compensation and Turnover presentation**

Krishna shared from the presentation that it may be helpful to develop an official salary schedule for the Head of School. Documents are attached to this meeting in BoardOnTrack.

Good data on which CEOs are most successful and what they say helps them, and what keeps them in their role.

It's the Board's role to review Head of School compensation.

Christina shared that it's important to do a full compensation survey. This happens to be Krishna's third year in her role and she remains at her original compensation level. Greg agreed that this is an important topic to work on before we head into 2021-2022 school year.

No public comment on this item.

**C. Discuss Renewal Membership Term**

Greg and Christina recommend that that Board renew Davis' term on the Board. Davis indicated that he would accept a renewal nomination.

No public comment on this item.

**D. Review Board Calendar by Topic**

Christina discussed that starting in January, this Committee can review key policies (about one per month) as part of annual review and updating as we build towards 2021-2022.

No public comment on this item.

**III. Closed Session**

**A. Public Employee Performance Evaluation - Head of School**

**B. Report out of Closed Session**

No action taken.

**IV. Closing Items**

**A.**

## Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 2:43 PM.

Respectfully Submitted,  
G. Klein

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## Documents used during the meeting

*None*

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## Coversheet

### Approve Minutes from November 30, 2020 Executive & Governance Committee Special Meeting

**Section:** I. Opening Items  
**Item:** D. Approve Minutes from November 30, 2020 Executive & Governance Committee Special Meeting  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Special Executive and Governance Committee Meeting on November 30, 2020

APPROVED



## Urban Montessori Charter School

### Minutes

#### Special Executive and Governance Committee Meeting

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##### Date and Time

Monday November 30, 2020 at 3:30 PM

##### Location

Zoom: <https://edgilityconsulting.zoom.us/j/81530827676?pwd=Qndiem8vYjVqQkxqbixZlIlZFRDdz09>

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**Committee Members Present**

C. Greenberg (remote), D. Leung (remote), G. Klein (remote)

**Committee Members Absent**

*None*

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**I. Opening Items**

**A. Call the Meeting to Order**

C. Greenberg called a meeting of the Executive and Governance Committee of Urban Montessori Charter School to order on Monday Nov 30, 2020 at 3:36 PM.

**B. Record Attendance**

**C. Review of Action/Discussion Items**

No changes.

**D. Presentations from the Floor**

Teacher Emily said thank you to for teacher and staff stipends.

**II. Executive and Governance**

**A. Staff Listening Session**

Eight staff members joined. The Board offered the following prompt for staff: "What is going well for our school? Of these areas, how (if at all) has the Head of School contributed?"

Staff responded and shared information. Five staff offered responses. Staff shared about getting help from Admin, improved supports, better communication.

The Board offered the following prompt for staff: "What is something for our school that needs resolution or feels "incomplete"? Of these areas, how might the Head of School further support and/or lead?"

Staff responded and shared information. Five offered responses. Staff shared about getting more help for social-emotional support for general education students, more information about how reopening could work with class sizes and facilities needs, about how NWEA administration occurred and how it was decided it would work, and about how to get further help in different areas of employment. Other topics that came up were clarifying org roles, longer-term planning for teachers.

No other public comment on this item.

### **III. Closed Session**

#### **A. Public Employee Performance Evaluation - Head of School**

#### **B. Report out of Closed Session**

No action taken.

### **IV. Closing Items**

#### **A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 4:30 PM.

Respectfully Submitted,  
G. Klein

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### **Documents used during the meeting**

*None*

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# Coversheet

## Review Anti-Racist Board Practices Docs

**Section:** II. Executive and Governance  
**Item:** C. Review Anti-Racist Board Practices Docs  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** Rubric Becoming an Anti-racist School Board member(1).pdf





## Rubric: Becoming an Anti-Racist School Board Member

This rubric is our first attempt to describe the critical difference between being equity-focused and being truly [anti-racist](#) in a way that we believe will dramatically increase the opportunity for our nation's children of color to thrive and self-actualize. This rubric was created after a year of working with our School Board Partners fellows and mentors in order to understand the current state of our nation's school boards and what is necessary to finally close our country's opportunity gap. We expect this rubric to change and improve over time as we learn alongside you. We plan to supplement it with specific examples, policies and templates as they are created. If you have suggestions or comments on this rubric, please email [carrie@schoolboardpartners.org](mailto:carrie@schoolboardpartners.org). Thank you for engaging with this concept, and thank you to the SBP fellows and mentors who provided feedback.

In many cases you will not fit perfectly into a level. Each of these areas are complex and nuanced, and this rubric is meant to be illustrative, not comprehensive.

	<b>Level 1 - Unaware</b>	<b>Level 2 - Equity-focused</b>	<b>Level 3 - Liberation</b>
<b>CHANGING HEARTS AND MINDS</b>			
<b>Board representation</b>	Our board does not reflect our school community. We have not made any effort to recruit or support diverse candidates, nor to set a community goal regarding board diversity.*	Our board reflects the student population and community along some demographic dimensions, but not all. We have not worked to create an active pipeline of Board members who reflect the communities in our district, or put in place meaningful supports for current and prospective board members of color.	Our board is representative of our student body with regards to race/ethnicity.* We have eliminated barriers to serving, including financial and childcare-related. We believe that representation is not a nice-to-have but is critical for the effective functioning of our democracy on behalf of everyone in our community. Our White school board members have committed to being anti-racist allies, and we openly and regularly discuss what that means. We hold information sessions for potential school board candidates with a focus on making them inclusive and accessible to diverse candidates.
<b>Board mindset</b>	Our board has never discussed issues of racism or oppression in our schools. Our board members have not completed individual or group race and equity training. Our board is not able to effectively engage in difficult conversations, especially across racial difference.	Our board has individually or as a group completed race and equity training. However, no follow-up on the training has been conducted to implement a plan, policy, or community engagement to move the district toward a racially equitable District. Our District is gathering data from staff to understand if POC feel like they belong and that our district is inclusive.	Everyone on our board has completed racial equity training and has a deep understanding of the ways our public schools were built on racist and oppressive systems and policies that continue to cause the opportunity gaps we see today. Our board has worked collaboratively towards being able to have effective dialogue about difficult subjects across differences, including across racial differences. All Board Members commit to having our District goals and vision be rooted in an anti-racist and equity lens. We expect the Superintendent and the

			<p>district-level staff to adopt this mindset across all departments and policy implementation. When creating our meeting agenda, we are thoughtful about the representation of speakers, topics covered, and ways data is presented. Our Board is committed to using our individual and collective political capital to provide political cover for difficult decisions made by the District to implement anti-racist policies.</p>
<p><b>Understanding of historic racist policies</b></p>	<p>Our board has not studied the long history of racist policy in American and how it continues to impact communities of color today.</p>	<p>Some people on our board have studied the history of racist policy-making in America. Very few, if any, school board conversations acknowledge that history and the need for significant investment and focus in order to mitigate centuries of disinvestment and harm.</p>	<p>Our board has committed to studying and understanding the big structural policies that have resulted in cumulative disinvestment and harm to communities of color, including:</p> <ul style="list-style-type: none"> <li>- GI Bill implementation</li> <li>- Redlining</li> <li>- Mass incarceration</li> <li>- Segregation by city &amp; neighborhood as well as integration &amp; bussing</li> <li>- School funding based on local property taxes</li> <li>- Parental school choice</li> <li>- Native American boarding schools</li> </ul> <p>In addition, we understand the compounding impact of intersectionality with being poor, LGBTQ+, speaking English as a second language or navigating a disability.</p>

<p><b>Educator mindset</b></p>	<p>Our district does not offer or encourage racial equity training for educators. Our district does not listen effectively to disenfranchised groups.</p>	<p>Our district offers optional racial equity training for educators, but it is not required and has touched only a fraction of the adults our students come in contact with. In surveys and focus groups, teachers and staff of color report that they do not feel that our district is inclusive. Most of our teachers and staff report that they are unprepared to lead conversations in their classrooms about difficult subjects including racism, microaggressions and bullying. A focus on equity differs from school to school based on the individual principal and teachers.</p>	<p>Every teacher and school staff member has completed racial equity training. We provide ongoing PD and conversation about how teachers and school staff can effectively facilitate discussions about racism and other difficult topics. Our district has acknowledged the history of systematic racism that is still perpetuated in today's systems and all staff are committed to interrupting that reality. Our district has committed to ensuring that teachers of color feel that they belong, and survey results indicate that POC agree that our district is inclusive. We have a multi-year plan to review and revisit this work since it is not a one-and-done set of activities.</p>
<p><b>POLICY &amp; PRACTICE CHANGE</b></p>			
<p><b>Curriculum</b></p>	<p>We select curriculum without considering diversity, equity and inclusion.</p>	<p>We select curriculum with more diverse photographs and stories than before, but that is still not anti-racist.</p>	<p>Our school board has acknowledged that historically all curriculum was written through a white lens and has told lies, erased the perspectives of other people, and can cause "<a href="#">curriculum trauma</a>." Our district has worked to select curriculum that is anti-racist, and where that is unavailable we have built a bank of supplemental resources that teachers can use to ensure their curriculum is representative of traditionally</p>

			marginalized cultures and perspectives.
<b>Discipline policy</b>	Our discipline policy does not acknowledge or track racial disparities.	We track racial disparities in our discipline rates but have not effectively changed policies to decrease that disparity.	Our discipline policy acknowledges the historical disparities inherent in discipline and the direct contribution to the school-to-prison pipeline. For example, we are committed to tracking discipline by race and have set a goal to have no racial disparities in our discipline data. We consider implementing alternative discipline policies such as restorative justice and positive behavioral supports and interventions, as well as reducing the harshness of penalties that disproportionately affects kids of color.
<b>Funding differentiation</b>	All schools receive an equal number of teachers for a given number of students by formula, rather than receiving funding to hire teachers that schools can allocate according to student needs and gaps, resulting in significant disparity in the amount of money spent on schools filled with historically disadvantaged students. This occurs because low income students tend to be taught by less experienced and less expensive teachers while more privileged students tend to be taught by more experienced and more expensive teachers.	Our district has implemented a funding structure in which funding follows students (including accounting for teacher pay), and higher need students are allocated more funding in the funding allocation formula. However, the differentiation is not significant enough to overcome the challenges faced by high-need student populations and specifically the historic and compounding disinvestment in communities of color.	Funding follows the student. Funding is significantly differentiated to acknowledge the long-term historical disinvestment in communities of color and the impact that has on student's readiness for school. Extra funding is invested in research-based and community-supported practices that help level the playing field.

<p><b>Educator hiring and retention</b></p>	<p>Our district has not prioritized hiring principals, teachers and staff who are POC, and does not track or report data on the racial diversity of staff.</p>	<p>Our district wants to hire more POC, but we struggle to recruit enough qualified principals and educators who are people of color.</p>	<p>Regardless of perceived obstacles, our Board and District holds our district accountable for hiring practices that result in leadership, teaching and support staff that reflect the racial demographics of our students. Staff who are people of color feel like they belong in our district according to an annual survey. We implement innovative practices to recruit and retain POC, including examples such as a pipeline program to help POC become EAs and teachers; providing bonuses to POC; mentoring teachers of color to become principals, and actively recruiting at universities that prioritize diversity. Incentives are provided to encourage our best teachers to teach at our most historically disadvantaged schools. We regularly analyze our hiring, retention, promotion and compensation data and there are no gaps between teachers based on race.</p>
<p><b>Data analysis</b></p>	<p>Data is reviewed a few times a year. We talk mostly about averages across the district or perhaps at the school level. Data is sometimes disaggregated by race and we know we have an achievement gap, but we haven't made it a top priority to close the gap.</p>	<p>Certain data is disaggregated by race and other demographics in order to address test scores. Once analyzed, the data is not placed into a plan or policy to address the gaps.</p>	<p>Closing the opportunity gap is our Board's top priority when looking at data. Every single data point we look at is disaggregated by race and other demographics. Overall success is not considered achieved if there is a gap between white students and students of color. We relentlessly analyze Data at the district, school and student level and we</p>

			<p>take ownership for helping every single individual student achieve their highest potential. We review data at the school and class level to ensure there are no racial disparities in access and outcomes for special programs, including AP and IB classes, CTE classes, extracurriculars and sports. (i.e. tracking by race) If there are racial disparities we hold school and district level staff accountable for figuring out why and addressing those underlying issues, and we follow up regularly. We have taken steps to ensure that schools are not grading students of color at <u>lower standards</u> than their white peers.</p>
<p><b>Parent choice and boundaries</b></p>	<p>Our district is made up of primarily neighborhood schools, where students are zoned to attend the school in their neighborhood. We have some choice schools but the make-up of their student body does not reflect the demographics of our district at large. Fundraising done by each PTAs stays at that school.</p>	<p>Our district has an open enrollment system where many students can apply to attend schools outside their neighborhood, with preference given to students who live in the attendance zone. We do not provide transportation to schools outside a student's attendance zone. The demographics at our magnet and choice schools do not reflect the make-up of our overall student body and students of color do not regularly access our highest performing schools. We are aware that housing policy and historic segregation impacts attendance</p>	<p>Our board is committed to ensuring that historic housing policy and neighborhood segregation does not continue to impact parent choice or the quality of school options available to students in each neighborhood. We have an open enrollment system that includes all district, charter and magnet schools and is weighted to ensure balanced demographics across all schools. Transportation and before &amp; after school care are provided for all schools so that all families can exercise their option to attend any school. Fundraising done by PTAs is pooled across the district and redistributed using an equity formula.</p>

		<p>zones, but have not taken steps to counteract it. 50% of fundraising by each PTA stays at the school, and 50% goes into a pool that is distributed equally across schools.</p>	
<p><b>Wrap around services &amp; preschool</b></p>	<p>Our district does not provide wrap-around services or free public preschool.</p>	<p>Our district occasionally offers wrap-around services and preschool on site, but usually relies on partners and does not ensure that all students, with a particular focus on students of color, are receiving needed services.</p>	<p>Our district acknowledges that the health and wellbeing of our students impacts their ability to learn, and that historical and compounding disparities persist between black-white health outcomes, family incomes, etc. We take responsibility for ensuring that every student has access to free public preschool, food, health &amp; dental services and mental health services. We partner whenever possible, but where partners don't exist, we provide the services ourselves and make the necessary tradeoffs in order to do so. We use our power as an elected official to advocate and influence city-wide policy and partnerships across entities to ensure our student's needs are met.</p>
<p><b>Economic Impact</b></p>	<p>Our district does not take location or ownership into consideration when making purchasing or partner selections.</p>	<p>Our district prioritizes locally-owned companies and vendors when possible.</p>	<p>Our board and district acknowledges that we have a large economic impact as one of the biggest purchasers in our community. We understand that systemic policies have made it more difficult for people of color to start and scale businesses. We prioritize vendors and businesses that are local and are <a href="#">minority or women owned businesses</a>. We have a DBE policy and</p>

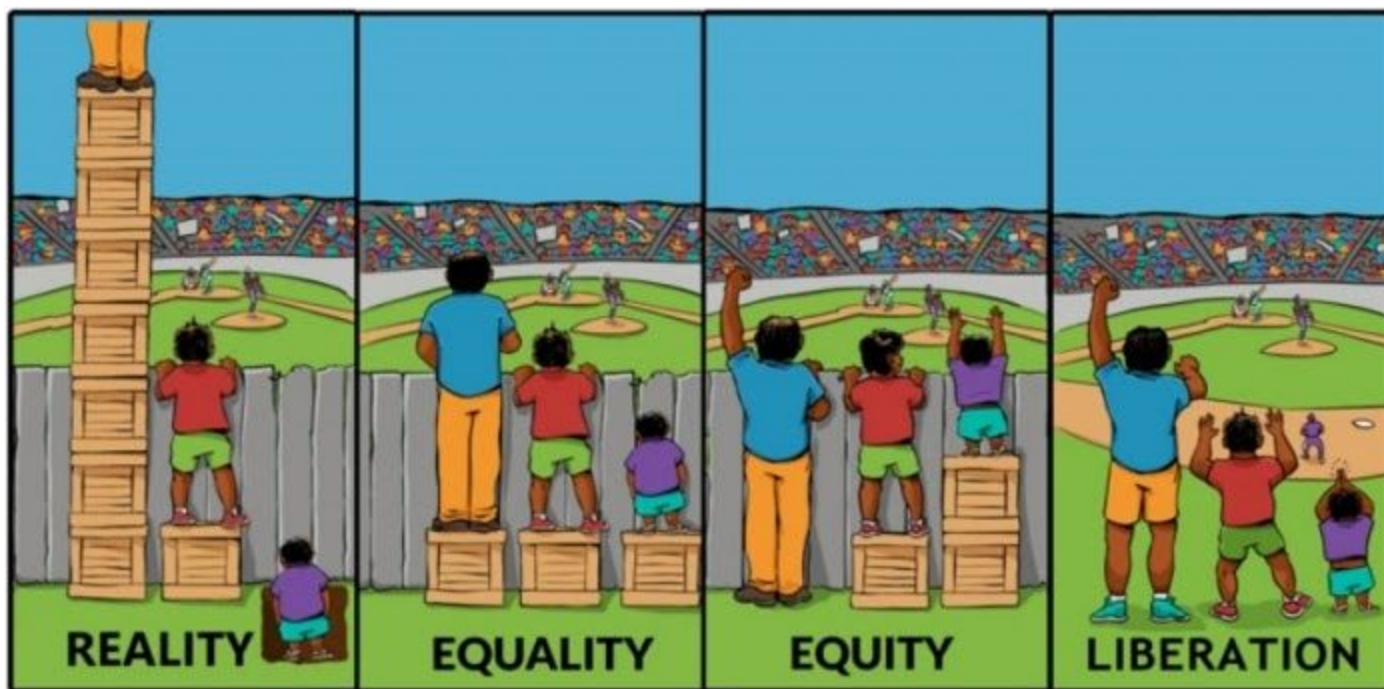


			meet or exceed the policy's DBE participation numbers.
<b>COMMUNITY EMPOWERMENT &amp; SUSTAINING THE CHANGE</b>			
<b>Community engagement</b>	Our board does not officially engage with the community outside of school board meetings.	Our board engages with the community on a limited basis once a year on predetermined topics to hear their input. Our board does not offer space to hear from the community on issues of their concern and we do not have a plan to address the concerns of the community (as opposed to our own priorities).	Our board and/or individual board members actively engage constituents, which could include: newsletters, social media, office hours, advisory committees, neighborhood association meetings, churches, town halls, etc. Engagement and communication is provided in multiple languages and takes place at a variety of locations and times that are welcoming to diverse constituents. The strategic direction of our district is shaped with direct participation from the community.
<b>Community participation</b>	We have not done anything to remove barriers to participation.	We have taken some steps to increase participation in school board meetings.	We have worked hard to include everyone in our community and to remove barriers to participation. That might include providing child care and food at school board meetings, holding school board meetings in community gathering places where people already are, providing translation services, livestreaming on Facebook and/or TV, etc. We arrange our agendas so that topics that involve the community are at the beginning. Feedback is regularly requested from constituents and is collected using best practices, such as affinity-based focus groups, trained facilitators, and surveys with statistically valid participation and responses

			disaggregated across demographics.
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^Equity is not the same as Equality. Check out [this link](#) for a quick explanation of why they should not be used interchangeably. At School Board Partners, we are working towards the liberation of black and brown children and families. This is a useful graphic representation of what that means:

*\*Please note that this rubric is focused specifically on work around racial equity. It does not discuss the work needed to address the needs of students who identify as low-income, have special needs, are English Language learners, experience a disability, or identify as LGBTQ+ - not because they aren't also important, but because being an anti-racist school board member requires an additional set of considerations to interrupt our nation's 250 years of systemic racism and oppression based on skin color. In some but not all cases, you could substitute "race" with "class" or "gender" or "sexual orientation" or "disability." We also believe that any action a school board takes to be anti-racist will likely benefit all students, especially those traditionally marginalized by our country's institutions.*



© Interaction Institute for Social Change | Artist: Angus Maguire

Partial reading list to learn more about white privilege and how to be anti-racist:

- [White Supremacy Culture by Tema Okun](#)
- *White fragility* - Robin DiAngelo
- *How to be an antiracist* - Ibram X Kendi
- [The Invisible Knapsack](#) by Peggy McIntire
- *The person you mean to be* - Dolly Chugh
- *Radical Dharma: Talking Race, Love and Liberation* - Rev angel Kyodo Williams, Lama Rod Owens
- [Blog post](#) from Laura Brewer (facilitator of Holding Whiteness Responsibly)
- [Seeing White Podcast](#) - Scene on Radio

# Coversheet

## General Governance Materials

<b>Section:</b>	II. Executive and Governance
<b>Item:</b>	D. General Governance Materials
<b>Purpose:</b>	Discuss
<b>Submitted by:</b>	
<b>Related Material:</b>	Head of School Evaluation Toolkit.pdf Succession Planning.pdf Onboarding New Board Members.pdf

# HEAD OF SCHOOL EVALUATION TOOLKIT



# INTRO

One of the most important responsibilities of the board of a public charter school board is to evaluate the Head of School. For the purposes of this tool, we define the Head of School as the individual who reports directly to the Board of Directors (e.g., Chief Executive Officer, Executive Director, Head of School).<sup>1</sup>

This evaluation is the board's most powerful opportunity to exercise effective oversight and hold the school accountable for academic, financial, and operational success. The Head of School is responsible for managing the school, setting ambitious goals, and meeting those goals. The board, in turn, is responsible for making sure the leader is doing so, offering them feedback to help them improve, providing professional support and development as needed, and recognizing excellent performance.

This is not easy. Boards often struggle to conduct a professional, thorough, comprehensive evaluation that provides a clear and accurate picture of how well the leader is performing in their job. This toolkit is designed to help.

The relationship between the board and the Head of School is the backbone of a good school and an effective board. The annual evaluation process should be the foundation of that relationship. Evaluation should be embraced as a positive, productive process, and the Head of School should be encouraged, and required, to ensure that the board has accurate and full information throughout the year about the school's performance. The evaluation process allows the board to engage formally with the Head of School about their strengths, challenges, and development opportunities in ways that ensure the school has the leadership it needs to drive student success.

## **An effective Head of School evaluation process allows the board to:**

- Develop clear performance measures and goals every year so the Head of School's work is aligned with and supports the school's strategic direction
- Assess the Head of School's ability to perform the core competencies of the position and to meet agreed-upon annual goals
- Identify proactively when the leader is not on track to meet their goals, and provide support, professional development, and timely feedback to help them improve
- Recognize and reward successes, which helps retain strong leaders
- Provide an opportunity for the Head of School to reflect on their performance
- Create a transparent structure for communicating with the Head of School about their performance regularly and routinely throughout the year
- Ensure that the board brings an equity lens to its oversight role by monitoring the Head of School's leadership with regard to equity and diversity among the school staff; equitable policies and processes; a clear focus on differences in student outcomes between students of different races, socio-economic backgrounds, genders, and special education needs; and the existence of an equity-focused school culture

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<sup>1</sup> This toolkit is meant for boards to use in evaluating the executive leader of the school/organization. It is not meant for school leaders to use in evaluating their direct reports (e.g., principals, instructional leaders, chief academic, finance, or operational officers, etc.)

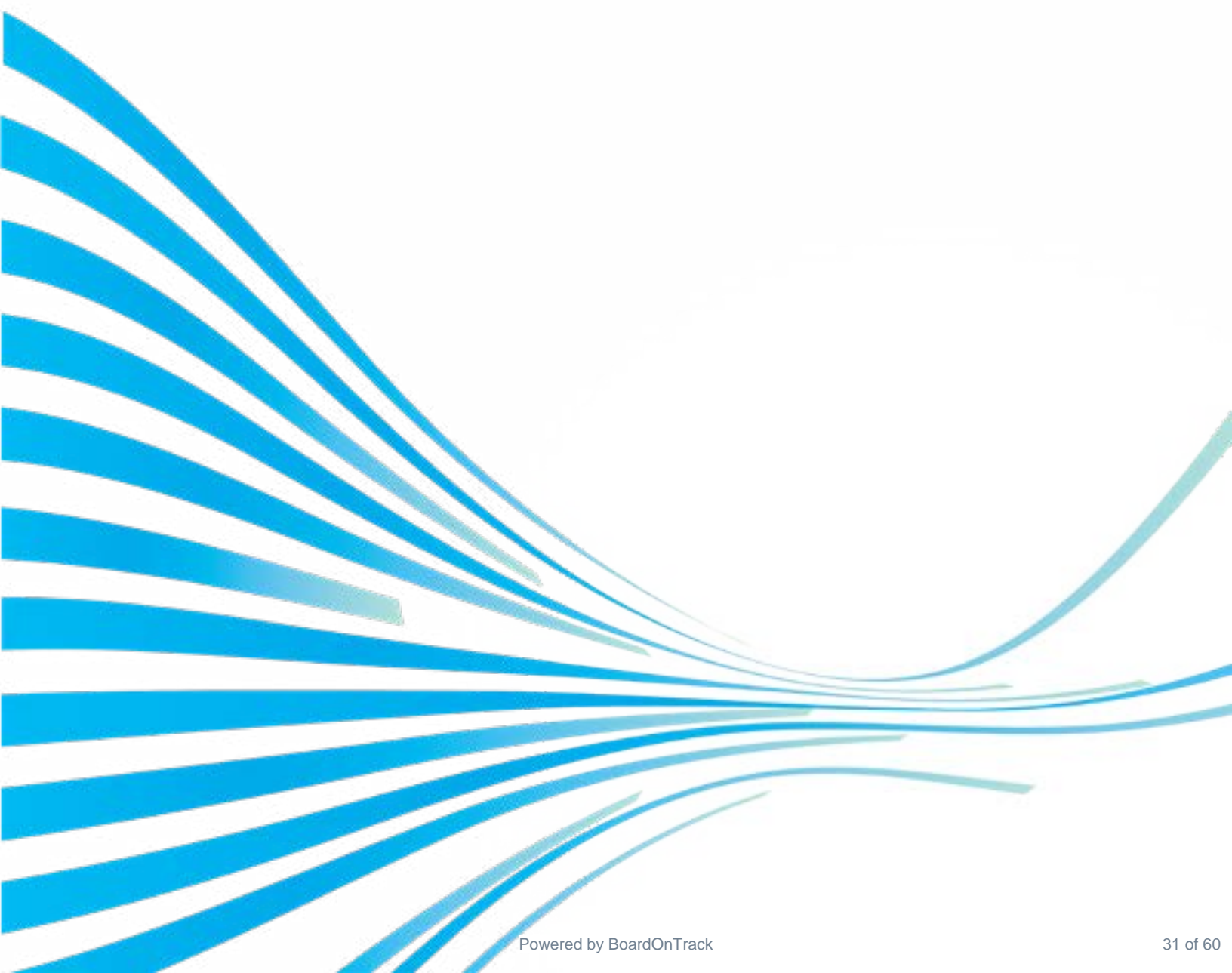
### **This toolkit offers:**

- A clear and streamlined process for boards to use in evaluating the Head of School's performance
- A list of data sources boards should tap to ensure they have full information about Head of School performance
- Templates for the board's evaluation and the leader's self evaluation
- Guidance around gathering input from parents, staff, and stakeholders
- FAQs
- Links to helpful resources/organizations

### **The toolkit is divided into three sections:**

1. **The Evaluation Process**
2. **Head of School Evaluation Tools and Resources**
3. **Frequently Asked Questions**

**For more information about our work, and for an editable version of this toolkit, please visit [www.edfuel.org](http://www.edfuel.org) and [www.edboards.org](http://www.edboards.org).**



# THE PERFORMANCE EVALUATION PROCESS

## The evaluation process includes six main steps:

1. Goal Setting
2. Regular Monitoring and Feedback
3. Data Gathering and Review
4. Head of School Self Evaluation
5. Board Review Discussion
6. Performance Evaluation Delivery

Each of these steps is explained in further detail below.

## STEP 1: GOAL SETTING

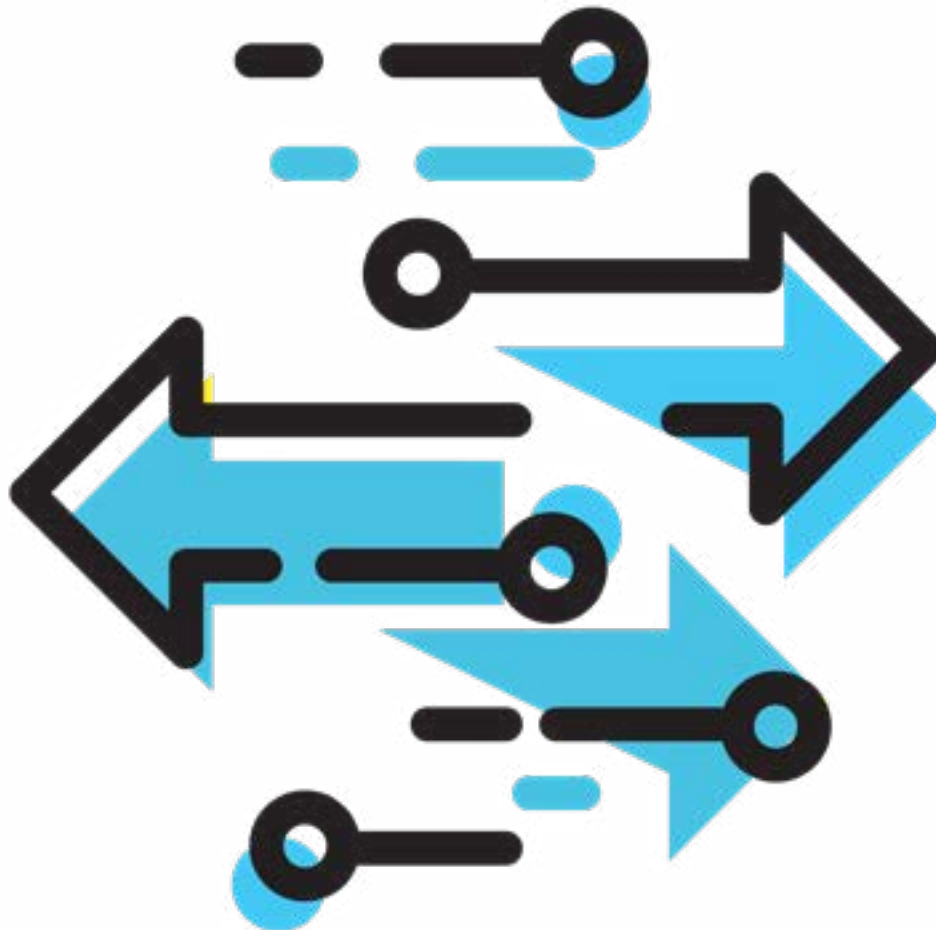
- The board and the Head of School ensure they are clear about what the Head of School will be evaluated on, what excellence looks like, and what data the board will use to evaluate performance, including both qualitative and quantitative data.
  - The entails reviewing the Head of School's job description and updating it each year to reflect any changes (e.g., moving to multiple campuses, launching new initiatives, etc.)
- The Head of School drafts three to five goals focused on improving academic outcomes and ensuring financial and operational health of the school. These should include professional development goals, and they should be aligned with the long-term strategy for the school. For examples of goals, please refer to the **Sample Goals** section below.
  - The board chair and the Head of School agree to the goals and share with the full board, for discussion and revision. The full board approves the goals.
- In addition to the goals, the Head of School and board should agree to a set of competencies that are required to accomplish the goals. These competencies should reflect the most important skills needed to achieve the goals.
  - The board should decide whether the full set of competencies required for the Head of School position will be included in the evaluation, or if the board will select a subset of competencies with the Head of School each year. For more information on how to make that decision, and for competency resources, please see the **Competency Resources** section below.
- The board and Head of School agree upon a tool to use to evaluate the Head of School, which should include assessment of meeting both goals and competencies
- The board selects one member to lead the Head of School evaluation process. This designated board member should not be the board chair, to ensure that more than one board member is involved in performance evaluation, monitoring progress, and providing feedback to the Head of School; this protects both the board and the Head of School from overreliance on the board chair, is a more inclusive approach to governance, increases board engagement, and limits the influence of one board member in performance evaluation.



## STEP 2: REGULAR MONITORING AND FEEDBACK

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- Throughout the year, the board holds itself accountable for always having an eye on what information will help inform their evaluation, what data is already being collected that the board can access (such as teacher and parent surveys), the timeline for information (such as when student test scores are released, and how difficult it is to administer surveys in the summer), and how the board can gain important insights throughout the year.
  - The designated board member should keep notes about Head of School performance as the school year unfolds, not just at the end of the year. This approach will help ensure that the board has a full and fair picture of the Head of School's performance.
- At regular, planned intervals throughout the year, the board provides concrete, direct feedback to the Head of School on their performance, progress towards goals, and management of ongoing school operations.
  - The board chair meets regularly and routinely with the Head of School to deliver this feedback, organized around progress towards goals
  - The board chair shares information with the full board at least quarterly to keep the board informed about ongoing performance
  - The Head of School presents a formal midyear report to the board on progress to goals and any other issues related to performance management and professional development



## STEP 3: DATA GATHERING AND REVIEW

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- The designated board member reviews relevant and accurate information related to Head of School performance, including:
  - Data that provides a complete picture of the overall academic performance of the organization, as measured by indicators of student academic performance, school culture, discipline, enrollment, graduation, social/emotional learning, etc.
  - Data that provides a clear picture of the overall financial performance of the organization, as measured by monthly financial statements, balance sheet, and the annual audit.
  - Data that provides comprehensive insight into the overall operational health of the organization, as measured by indicators such as the existence and quality of policies and procedures, staff retention/attrition data, etc.
  - Staff and direct report input
  - Parent and stakeholder input
  - Board member input
  - The Head of School's self evaluation
- The designated board member works with others on the board to be sure that the board is gathering and reviewing this information with an equity lens. Depending on the goals set by the board and the Head of School, some potential questions that assess for equity may include:
  - Do families of color re-enroll at different rates than white families?
  - Are white teachers promoted more often, paid more, or disciplined less than teachers of color?
  - Are there gaps in academic performance, discipline incidents, referral to special education or gifted programs etc., between students of different races, genders, socio-economic background, etc?
  - Does the Head of School display evidence of bias (conscious or subconscious) in their self-evaluation?
- The designated board member drafts a performance evaluation based on a detailed review of this data and sends it to the full Board of Directors, attaching key data (this toolkit provides a template for the report).

## STEP 4: HEAD OF SCHOOL SELF-EVALUATION

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- The board shares the self-evaluation tool with the Head of School and provides an overall timeline for the evaluation process (and then sticks to that timeline). The Head of School completes the same evaluation questions as the board will complete.
- The Head of School completes the self-evaluation and sends it to the designated board member.

## STEP 5: BOARD REVIEW DISCUSSION

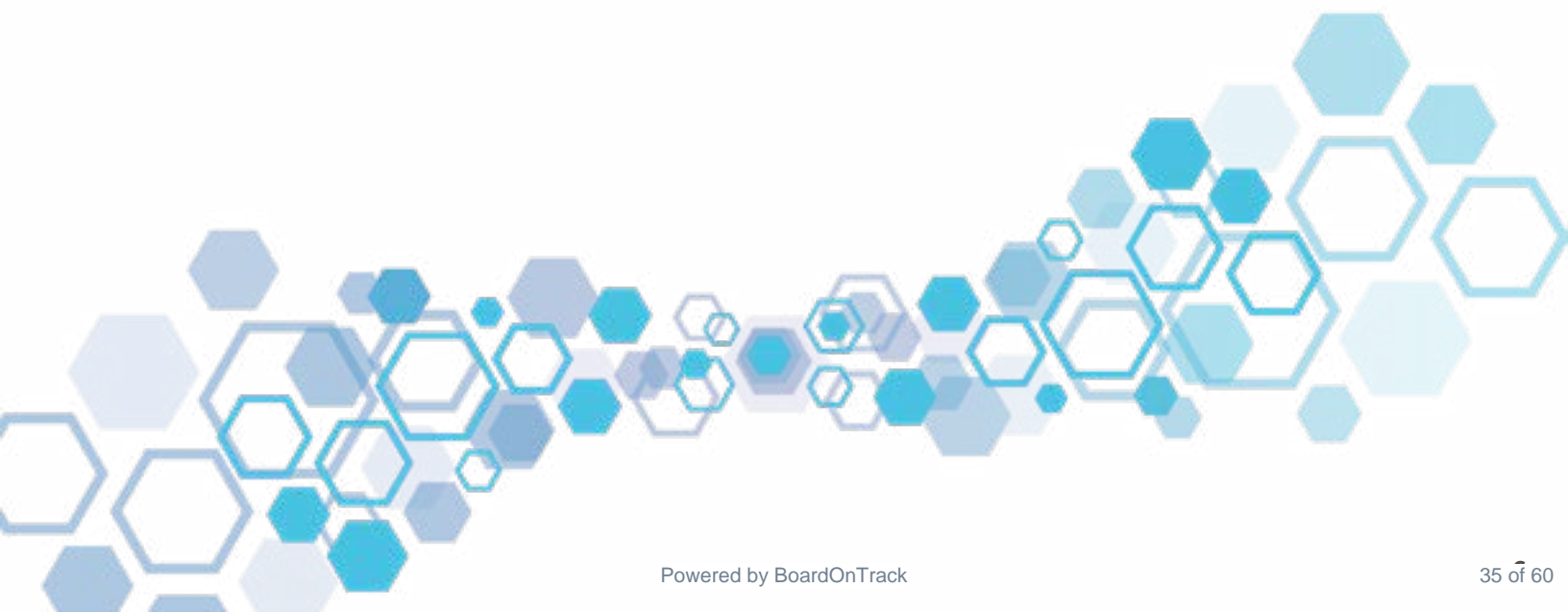
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- The designated board member sends the draft performance evaluation and the Head of School's self-evaluation to the full board, confidentially, at least 72 hours in advance of the meeting at which it will be discussed.
- During an executive session at a full board meeting, board members discuss the evaluation and share feedback with the designated board member on the evaluation.
- The designated board member incorporates any changes based on the feedback from the full board and sends the evaluation to the Head of School.

## STEP 6: PERFORMANCE EVALUATION DELIVERY

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- The Head of School, the board chair, and the designated board member meet to review each section of the evaluation, highlighting key points, discussing questions, and summarizing conclusions.
  - It is important to have an eye to who is in the room; for example, if the board chair and the designated board member are both white and the Head of School is a person of color, the board might consider adding another board member to this meeting, talking with the Head of School about whether she feels comfortable with the situation, and using this as an opportunity to discuss board diversity and inclusiveness.
  - It is essential that this discussion including both positive and constructive negative feedback, so the Head of School is both recognized for strong performance and given the opportunity for feedback on areas for growth and improvement.
- The Head of School, the board chair, and the designated board member draft next steps:
  - If necessary, agree on a performance improvement plan and assess progress against this plan in the coming weeks and months.
  - Set 3-5 goals to guide the Head of School's work for the next year.
- The evaluation is sent to the full Board of Directors and placed in the leader's personnel file.



# CYCLE OF HEAD OF SCHOOL EVALUATION



## HEAD OF SCHOOL EVALUATION TOOLS AND RESOURCES

This section includes a set of sample tools and resources for use in Head of School evaluations:

1. [Sample Timeline](#)
2. [Sample Goals](#)
3. [Evaluation Tools and Templates](#)
4. [Competency Resources](#)
5. [Sample 360 Survey Questions & Resources](#)
6. [Sample Professional Development Plans](#)

# 1 SAMPLE TIMELINE

The sample timeline below follows an academic year, but could be modified to follow a calendar year if preferable. The main point here is that evaluating the Head of School is an ongoing process that is part of the board's work all year long. The board should always have an eye on what information will help inform their evaluation, what data is already being collected that the board can access (such as teacher and parent surveys), the timeline for information (such as when student test scores are released, and how difficult it is to administer surveys in the summer), and how the board can gain important insights throughout the year. The designated board member should keep notes about Head of School performance as the school year unfolds, not just at the end of the year. This approach will help ensure that the board has a full and fair picture of the Head of School's performance.

## APRIL-JUNE: GOAL SETTING

- Select designated board member
- Finalize evaluation instrument.
- Set goals
- Board approves goals

## JULY-MAY: REGULAR MONITORING AND FEEDBACK

- Regular check-ins between board chair and Head of School
- Quarterly reports to board on progress towards goals
- Formal midyear report

## MAY-JUNE: DATA GATHERING AND REVIEW

- Designated board member oversees gathering of information from board members, parents, staff/faculty, stakeholders, etc.
- Designated board member drafts evaluation report and shares it with full board at least 1 week prior to board meeting
- *Note that this is the most time-intensive part of the evaluation process, and the designated board member, and all board members, should plan ahead to invest the necessary time over these 4-6 weeks*

## JUNE: HEAD OF SCHOOL SELF-EVALUATION

- Head of School completes self-evaluation
- Self-evaluation shared with full board

## JUNE: BOARD REVIEW DISCUSSION

- Board holds formal evaluation discussion in executive session

## JUNE-AUGUST: PERFORMANCE EVALUATION DELIVERY

- Board formally delivers evaluation to Head of School

## 2 SAMPLE GOALS

The following are example goals to provide a more concrete understanding of what the goals set by the board and Head of School should include. They are not meant to be comprehensive or a template for ideal goals.

### STUDENT PERFORMANCE AND ACADEMIC GOALS

- Based on the results of an internally developed assessment administered by October 31, at least 85% of students will show a 15% improvement in their test scores.
- Reduce the gap in standardized test scores between white students and students of color by at least 5%.
- By EOY 2019-2020: Student Growth/performance -Standardized Test Goal (80% proficient) -PreK-2 (80% would show sufficient growth on school benchmark)
  - By EOY, 80% of SpED and ELL subgroups meet growth targets on standardized tests.
  - Reduce student performance gap of economically disadvantaged students by X%.
- By the end of the school year, 90% of seniors will graduate and 100% of graduates will be accepted into college
- By April 15, XYZ Public Charter School will complete the English Language Arts and math curriculum for the fifth grade that will open in the fall.

### FINANCIAL GOALS

- By June 30, increase individual giving revenue by 20% over the fiscal year and the number of individual donors by 10%.
- By May 15, 2015, XYZ Public Charter School will be operating with a balanced budget for FY '20 including three months of operating cash on hand (\$500k) and \$2m in cash reserves to fund future capital expenditures.

### OPERATIONAL GOALS

- By January 5, ensure that the renovation of the middle school science lab is completed and that the temporary classrooms are dismantled, all while ensuring that the cost of the project remains within the board-approved budget.
- By March 31, present to the board the project plan for completing the renewal application, specifically highlighting the role of the Board in renewal.
- By September 1, 2019, meet or exceed annual enrollment projection (800 in SY19-20)

### SCHOOL CULTURE GOALS

- By mid year, parents are actively engaged and satisfied with school, as evidenced by 70% participation in school wide events, and 80% participation on parent survey with 60% satisfaction rates.
- By June 30, school culture will rank among the top Tier Schools (25%) when measured using the Insight Survey Metric System.

## PERSONNEL GOALS

- By December 2019, create and implement a new teacher recruitment and retention plan, including a new compensation model, to ensure retention of 80% of teachers rated effective or highly effective by their principal.
- By August 2020, complete individual principal evaluation processes that include formal and informal evaluations that hold principals accountable for achieving pre-determined goals and identify opportunities for ongoing support and professional development.
- By June 2020, reduce the preventable staff attrition rate by 10%.
  - *Note: preventable attrition includes any reasons that are within the school's control. Unpreventable attrition includes such actions as moving to another state for family reasons, etc.*
  - *“Desired” attrition (e.g. staff members who are not performing) should also be counted as unpreventable, although the board needs to assess the extent to which the school has a set of criteria for performance that ensures a lack of bias in who is considered high-performing. We recommend in absence of this criteria, the board should consider unpreventable reasons such as the ones listed above due to potential equity issues.*
- By June 2020, ensure the preventable staff attrition rates are consistent (within 5%) across subgroups by race and gender.

## 3 EVALUATION TOOLS AND TEMPLATES

**An effective Head of School evaluation should cover three areas:**

**1. Goals (what you got done)**

*What was your progress in reaching key goals for the year?*

**2. Competencies (how you got it done)**

*How are you demonstrating the skills essential to the position?*

**3. Overall Performance Assessment (overall, how well you did and next steps)**

*How did you do overall? What does the path forward look like?*

**In addition, we recommend adding a fourth aspect:**

**4. Feedback to the Board**

This section solicits input on how well the board worked with the Head of School.

## RATINGS

**The following scale is used for all ratings in the review:**

**Exceeds expectations** – consistently delivers exceptional results, is a model for others to follow, rare.

**Meets expectations** – consistently meets expectations in all areas.

**Partially meets expectations** – meets expectations in some areas, but needs improvement in others.

**Does not meet expectations** – needs significant improvement quickly.

## EXAMPLE OF RATINGS

**Example 1:** One of the goals set by the board and the Head of School at the beginning of the year was to reduce preventable staff attrition by 10%. In the prior year, the preventable staff attrition rate was 25%. At the end of the current year, the preventable staff attrition was 20%. The rating for this goal would be Partially Meets Expectations as the rate was reduced, but not to the full extent of the goal.

**Example 2:** One of the goals set by the board and the Head of School at the beginning of the year was to reduce the gap in standardized test scores between white students and students of color by at least 5%. The board and the Head of School agreed that if the gap was reduced by 10% or higher, it would be considered exceeding the expectation. At the end of the current year, the gap between white students and students of color was reduced by 12%. The rating for this goal would be Exceeds Expectations, as the gap was reduced by more than 10%.

## DIRECTIONS FOR USING THE SAMPLE HEAD OF SCHOOL EVALUATION INSTRUMENT

- **The same template should be used for the self-evaluation and the board evaluation:** The Head of School and the board should use the same instrument for the self evaluation and the board evaluation. This allows for consistency in questions answered.
- **The designated board member bears the responsibility of filling in the agreed-upon goals and competencies:** The board should fill in the agreed-upon goals and competencies in the evaluation template before sending to the Head of School to complete the self-evaluation.
- **The designated board member needs the self-evaluation in advance:** The board and the Head of School should agree to a timeframe by which the Head of School will send the self evaluation to the board representative. Typically, the self evaluation is sent to the board representative at least a few weeks in advance of the evaluation conversation to allow for time for the designated board member to complete the board evaluation and send it to the full board for feedback.
- **The self-evaluation should be utilized in the board evaluation:** The designated board member should carefully review and refer to the Head of School's self evaluation when filling out the board evaluation, and incorporate specific reflections from the Head of School into the evaluation.
- **The Head of School needs time to review the evaluation report in advance:** The designated board member should send the evaluation to the Head of School at least 48 hours in advance of the evaluation conversation (if not more) to allow time for the Head of School to review the evaluation.
- **Concise language is critical:** Reflections do not need to be lengthy, as it can reduce the extent of internalization of key information. Instead, the designated board member and the Head of School should focus on the most relevant information. Using bullet points is fully acceptable as the goal is to be concise and clear.



### SAMPLE HEAD OF SCHOOL EVALUATION INSTRUMENT

Head of School Name	
Board of Directors (list members)	
Review Period	
Date of Review	
Reviewed by	Self <input type="checkbox"/> Board of Directors <input type="checkbox"/>

#### SECTION I. ACHIEVING GOALS

*Directions: Identify your overall goals and corresponding results.*

Goals	Result(s)	Rating E: exceeds expectations M: meets expectations P: partially meets expectations D: Does not meet expectations

**Comments:** To what extent did you/the Head of School achieve the goals for the position this past period? To what extent did you/the Head of School do everything possible to reach the goals?



## 4 COMPETENCY RESOURCES

One resource that boards can look to when working with the Head of School to select a set of relevant competencies for their role is EdFuel’s **Blueprint for Success competency maps**. Developed in collaboration with the Broad Center, NewSchools Venture Fund, Harvard’s Graduate School of Education, the Bridgespan Group, and 40+ sector leaders, the initiative includes seven functional competency maps (academics and instruction, advocacy, development, information and data, finance, operations, and talent) to show the knowledge, skills, and relationships necessary to manage school districts/networks.



EdFuel’s **Blueprint for Success competency maps** outline the skills and behaviors necessary for success in 7 core areas: **Academics, Data, Development, Finance, Leadership, Operations,** and **Talent**. All maps are open-source and available for download on EdFuel’s website using the links above.

## 5 SAMPLE 360 SURVEY QUESTIONS & RESOURCES

Gathering feedback from staff, parents, and stakeholders is a critical component of a Head of School evaluation. The board must seek this feedback to develop a comprehensive understanding of the Head of School’s performance, successes, and opportunities for growth. This process can understandably be nerve-racking to a leader, and boards should work closely with their Head of School to ensure that the endeavor is framed with a growth and support perspective. Despite the challenges in gathering this feedback smoothly and handling it with sensitivity, this is a core responsibility of boards in exercising oversight and holding the Head of School accountable.

We recommend that a board member with experience in management, evaluation, and/or human resources lead this part of the evaluation process to ensure it is handled efficiently, effectively, and with the appropriate level of professionalism, thoughtfulness, and sensitivity.

There are many resources boards can tap for external support in collecting 360 feedback. EdFuel’s **myBlueprint 360 tool** captures and synthesizes feedback through a survey, tailored to competencies for the recipient’s role. Competencies are selected from EdFuel’s **open-source competency maps**. Once collected, the feedback is synthesized and shared out in a final report. This tool is designed primarily to gather feedback from direct reports and from board members.

**Sample from a myBlueprint report:**

Scale: 4 = Exemplary, 3 = Proficient, 2 = Developing, 1 = Not Demonstrated		
<b>Map: Academics</b>		
Design And Development Of Academic Model > Academic Model Development And Continuous Improvement > Senior Manager/Director		
	Self	360
Effectively develops program standards and supporting content aligned with federal, state, and college/career requirements.	3	3.5
Effectively assesses student performance data to drive continuous improvement of programs, with school leader input and considering differing student population needs.	4	3.4
Strategically sources, pilots, and scales innovative models (e.g., blended learning) for specific areas of focus.	2	2.6
Consistently elevates areas of potential conflict between academic model and specific programmatic instructions to academics team to adapt the model.	3	2.4

## ADVICE ON SEEKING FEEDBACK FROM FAMILIES:

**When asking for feedback from families, there are a few considerations a board should keep in mind:**

1. **Less is more:** While it can be tempting to ask families for input on a range of topics, a parent/family member is more likely to respond to a survey with fewer questions. You can find a set of sample questions below to use as a starting point.
  - a. *Note: the board should ask the Head of School what data is already being collected from families and utilize that information (in the aggregate) where possible, rather than collecting new data. If a family survey already exists, the board could consider adding a question or two to the existing survey rather than sending out another survey, which lowers response rate on both. See below for more information on the sample questions.*
2. **Accessibility matters:** A board should consider the community when designing the survey, particularly in regards to a few key areas.
  - a. **Language:** Do you have a high percentage of families who speak a language other than English? Boards should ensure that surveys are accessible to as many families as possible, and should use translation services when needed. Many schools utilize translation services in some capacity, and boards should work with their Head of School to determine if those services can be utilized for the purposes of survey translation
  - b. **Technology:** Many survey platforms are accessible by phone, but still require an email address to access the link itself. If possible, boards should work with their Head of School to determine how they can share information about the survey in other creative ways (e.g. providing the link on handouts that are sent home with students, giving access to a tablet during drop-off/pick-up, etc.)
3. **Tie to re-enrollment:** This survey is an opportune time for a board to gather feedback from families about the extent to which they are planning to stay at the school or leave at the end of the year. A final question that asks “How likely are you to re-enroll your child(ren) at this school next year, and why?” will allow a board to assess the extent to which families are satisfied with their overall experience.

## SAMPLE 360 FEEDBACK QUESTIONS FOR FAMILIES:

**The following are a set of sample questions that can be included in 360 surveys for families.**

**This list is not exhaustive and should be viewed as a starting point.**

1. How satisfied are you with the education your child(ren) are receiving at this school? (1 - 5 scale with 5 as highly satisfied)
2. How satisfied are you with the leadership of <INSERT HEAD OF SCHOOL> (1 - 5 scale with 5 as highly satisfied)
3. What do you appreciate most about <INSERT HEAD OF SCHOOL>'s leadership? (open-ended response)
4. What suggestions would you give to <INSERT HEAD OF SCHOOL> for improving their leadership? (open-ended response)
5. What do you enjoy most about being part of this school community? (open-ended response)
6. What do you enjoy least about being part of this school community? (open-ended response)
7. How likely are you to re-enroll your child(ren) at this school next year? (1 - 5 scale with 5 as highly likely)

## ADVICE ON SEEKING FEEDBACK FROM STAFF:

**When asking for feedback from staff, there are a few considerations a board should keep in mind:**

1. **Less is more:** While it can be tempting to ask staff for additional input on a range of topics, staff members likely already fill out several surveys over the course of the school year. The board should ask the Head of School what feedback is already collected from staff members, and determine if additional surveying is necessary. Rather than add another survey, the board should consider adding a small set of questions to an existing survey.. You can find a set of sample questions below to use as a starting point.
2. **Alignment with Head of School on who is asked:** the board should discuss the topic of who will be asked to provide feedback with the Head of School in the goal-setting conversation, so that there is full alignment between both parties in understanding whether the full staff will be asked or only a subset of staff members (e.g., a leadership team). This should be aligned with the culture of the school, the size of the school, and the extent to which existing surveys already collect staff feedback.

## SAMPLE 360 FEEDBACK QUESTIONS FOR STAFF:

The following are a set of sample questions that can be included in 360 surveys for staff. This list is not exhaustive and should be viewed as a starting point. If an organization already utilizes staff surveys (such as Insight), the board should consider adding to existing surveys rather than creating their own.

### Competency Questions

Competency questions should be front and center in the staff evaluation and should align with the competencies set by the board and the Head of School in the original goal-setting conversation. The structure of these questions can look like the following:

1. Please rate the <INSERT HEAD OF SCHOOL> on the following competencies, according to the following scale (4=fully demonstrates, 3=demonstrates, 2=partially demonstrates, 1=does not demonstrate)
  - a. **Advancement of a Culture Focused on Academics and Equity:** Promotes educational equity as a guiding principle across school network, and ensures it is reflected in curriculum, instruction, and program offerings
  - b. **Cultural Competence:** Creates an organizational culture that embraces the importance of seeking and listening to diverse perspectives, both within and outside of the organization

### General Questions

2. What are the top 1-2 strengths of <INSERT HEAD OF SCHOOL>? (open-ended response)
3. What are the top 1-2 growth areas of <INSERT HEAD OF SCHOOL> that could improve their leadership? (open-ended response)
4. How likely are you to return as a staff member next year? (1 - 5 scale with 5 as highly likely).
  - a. If rated 1, 2 or 3: What are the primary reasons you would consider leaving your position? (Open-ended or a subset of options that allow for the board to assess whether it's a preventable vs. unpreventable reason)

### School Culture and Satisfaction Questions

Most schools utilize a culture survey tool to assess teach and staff satisfaction, such as TNTP's Insight tool. Boards should work with the Head of School to utilize data from the existing survey rather than duplicate efforts. It is critical that the board understands staff perception when assessing the Head of School's performance. Thus, this data must be gathered and evaluated regularly. When reviewing the data, boards should disaggregate data by subgroups, such as race, ethnicity, gender, tenure, etc. to better understand whether gaps exist along lines of difference. For more information about assessing staff culture, please see the contact information for organizations at the end of this toolkit.

# 6 SAMPLE PROFESSIONAL DEVELOPMENT PLANS

The following are resources to utilize when developing a professional development plan in collaboration with the Head of School:

- Creating a Strong Professional Development Plan: A “How To”**
- Sample Script; Co-Creating a Strong Professional Development Plan**
- A Guide To Job-Embedded Training**
- Sample 70-20-10 Plan**

## Excerpt from EdFuel’s Guide to Job-Embedded Training

Many tools and guides to providing strong professional development already exist. One such tool is EdFuel’s Guide to Job-Embedded Training, which includes resources on how to have professional development conversations and sample tools that can be utilized. For more information, please see the resources listed above.



## FREQUENTLY ASKED QUESTIONS

### WHO IS RESPONSIBLE FOR EVALUATING THE HEAD OF SCHOOL?

Collectively, the entire board is responsible for evaluating the Head of School. One board member should be assigned the responsibility of coordinating the evaluation process. This could be the chair of a special Head of School Evaluation committee, the Governance Committee, or the Academic Performance Committee.

It is important that the designated board member not be the board chair. Having the board chair lead the evaluation puts too much power, and too much responsibility, in the hands of one board member, and limits the leader’s opportunities to build a close relationship and have avenues for candid conversation with more board members.

### I’VE NEVER RUN A SCHOOL. WHAT IF WE DON’T KNOW THE HEAD OF SCHOOL OR UNDERSTAND THEIR JOB WELL ENOUGH TO EVALUATE THEM?

If a board member attends all board meetings, participates on committees, and develops a personal relationship with the Head of School, he or she will be able to participate fully in the performance evaluation process. That being said, some board members often can provide more extensive feedback on certain competencies or goals than on others. Board members who joined the board less than three months prior to the formal evaluation may be excused from the evaluation process.

## HOW MUCH TIME SHOULD THE BOARD EXPECT TO SPEND ON THE HEAD OF SCHOOL'S EVALUATION?

**Each board member should anticipate spending a minimum of four hours each year on the Head of School's evaluation:**

- One hour for a mid-year evaluation meeting to discuss year-to-date progress on goals
- Two hours to complete an evaluation process, including reviewing data such as parent and staff surveys as well as student achievement data
- One and one-half hour for a year-end evaluation meeting in June
- Committee or task force members leading the process should anticipate spending an additional four hours spread throughout the year, with those additional hours dedicated toward developing or revising the evaluation tool, compiling and summarizing data, and meeting with the Head of School. While this work is ongoing, it is heavy in the late Spring (which may vary depending on departures from the recommended timeline.)

## HOW DO COMPETENCIES RELATE TO THE HEAD OF SCHOOL'S JOB DESCRIPTION?

When developing the core competencies against which the Head of School will be evaluated, the board should refer to the Head of School's position description. Ultimately, the board wants to choose competencies that, if demonstrated consistently by the Head of School, would indicate that the Head of School is able to achieve the goals set out in the goal-setting conversation. The board should discuss with the Head of School whether the Head of School will be evaluated on the full set of competencies aligned to the job description, or if a subset of competencies will be chosen each year that directly relate to the selected goals.

## WHAT IS A SMART GOAL?

A SMART goal is Specific, Measurable, Achievable, Relevant, and Time-specific. CBP offers a **goal-setting tool**.

## HOW DOES A SMART GOAL DIFFER FROM A HEAD OF SCHOOL'S GENERAL RESPONSIBILITIES?

SMART goals should define special aims and targets within the scope of the Head of School's and board's responsibilities, but beyond everyday tasks.<sup>2</sup> For example, the Head of School is responsible for enrollment, and a job description might state that the Head of School is "responsible for ensuring that the school is fully enrolled." However, an elementary school that is opening a middle school next year might create a SMART goal around the number of applications:

*To ensure that the sixth grade class of 45 students is fully enrolled: by January 31, collect signed agreements from 100% of the 25 fifth grade parents to determine those that will remain for sixth grade, and by February 15, collect at least 70 applications from new, prospective sixth grade students.*

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<sup>2</sup> SMART goals should be grounded in the Head of School's and board's responsibilities, but should not just be a rehashing of the responsibilities. Another example: the board is responsible for passing the school budget, but doing so should not be a goal. Passing the annual budget is the board's fiduciary obligation. It is an expected outcome (end result) but it does not count as a goal—i.e., something new to work toward.

## WHY SHOULD THE HEAD OF SCHOOL'S SELF-ASSESSMENT BE INCLUDED IN THE EVALUATION PROCESS?

The Head of School should complete a self-assessment using the same tool the board will use to evaluate the Head of School. Boards should work to incorporate the Head of School's reflections in the evaluation, either through quoting or paraphrasing, to ensure their perspectives are brought into the process.

## WHAT NEEDS TO BE IN PLACE PRIOR TO CONDUCTING A PERFORMANCE EVALUATION?

- An up-to-date job description for the Head of School
- A performance evaluation tool that the board and the Head of School mutually agree is appropriate for the school
- Pre-established goals and competencies against which the Head of School will be evaluated

## SHOULD PARENT AND STAFF FEEDBACK BE INCORPORATED INTO THE EVALUATION?

Yes. Board members need to understand what school staff and parents perceive with regard to Head of School performance. Boards should gather parent and staff feedback using structured, thoughtful, anonymous survey instruments. This feedback can inform and enrich the board's perspective on the leader's performance, with the understanding that executive leaders sometimes have to make decisions in the best interest of the school that upset some number of teachers and/or parents. A board member with experience in HR and performance evaluation can be extremely helpful in this regard.

## HOW FREQUENTLY SHOULD WE DISCUSS PERFORMANCE WITH OUR HEAD OF SCHOOL?

The designated board member responsible for the leader evaluation should formally meet with the Head of School at least twice during the year, once for a mid-year check-in and once to conduct the formal review. In addition, the Head of School should provide regular—at least quarterly—updates to the full board on their progress towards goals.

## HOW DO WE DELIVER CONSTRUCTIVE FEEDBACK TO THE HEAD OF SCHOOL?

Board members should be honest, transparent, and concrete in their feedback, keeping in mind it is the board's role to both hold the Head of School accountable and provide support for success. The board has to develop a strong relationship with the Head of School, be clear about performance expectations, include the Head of School's self-reflection in the evaluation process, and position the evaluation process as a performance management and professional development opportunity. Boards that take these key steps will find it easier to deliver constructive feedback that gives the leader the information and input she needs to grow, develop, and succeed.



# ADDITIONAL RESOURCES

The resources included in this toolkit are meant to provide a starting point for boards and should be adapted to best fit the needs of the Head of School and the organization. For more support, we suggest reaching out to any of the following organizations:

ORGANIZATION	MISSION	WEBSITE
<b>Education Board Partners (formally Charter Board Partners)</b>	To help ensure that every charter and autonomous school has an effective, strategic, diverse board that exercises strong oversight and works collaboratively with school leadership to ensure that all students achieve at high levels.	<a href="http://www.edboards.org">www.edboards.org</a>
<b>EdFuel</b>	To empower education organizations to effectively recruit and retain diverse and high-quality staff through comprehensive and equitable talent management systems.	<a href="http://www.edfuel.org">www.edfuel.org</a>
<b>School Leader Lab</b>	To grow and sustain high-quality schools by developing one of their greatest assets: leaders.	<a href="http://www.schoolleaderlab.org">www.schoolleaderlab.org</a>
<b>TNTP</b>	To end the injustice of educational inequality by providing excellent teachers to the students who need them most and by advancing policies and practices that ensure effective teaching in every classroom.	<a href="http://www.tntp.org">www.tntp.org</a>





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## Succession Planning

### Creating a Plan for Leadership Transitions

#### Overview

School/district leadership transitions are inevitable and pivotal points in a school's/district's life cycle. Leaders burn out, move, and change careers. On occasion, they leave abruptly in the midst of a school year. Sometimes boards must proactively replace the leader—either for poor performance or because the fit is no longer optimal. Succession plans are critical to a board's effectiveness in leading communities through leadership transitions. Despite their importance, CEO/Superintendent succession plans are about as common as a mid-summer snowstorm, but this shouldn't be the case.

A survey of 400 charter school leaders found that 71 percent planned to leave their school within five years.<sup>1</sup> *Are you listening, board members? Chances are your school leader is planning to leave in the next 60 months!* Nevertheless, just half of school leaders reported that their boards have prepared school leader succession plans. Most boards prioritize other responsibilities and continue on as if their school leader will never leave, avoiding the conversation completely.<sup>2</sup> But boards must prepare for this occurrence, as it *will* happen.

#### What Is a Succession Plan Exactly?

Succession plans are written instructions outlining the steps a charter school or district will take to address a change in leadership. While there are many frameworks for creating a succession plan, they generally include two main components:

1. Emergency succession strategy: Action plan used when the leader is suddenly unable to perform their job

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<sup>1</sup>Christine Campbell, "You're Leaving? Succession and Sustainability in Charter Schools," National Charter School Research Project, University of Washington's Center on Reinventing Public Education, Nov. 2010, [http://www.crpe.org/sites/default/files/pub\\_ICs\\_Succession\\_Nov10\\_web\\_0.pdf](http://www.crpe.org/sites/default/files/pub_ICs_Succession_Nov10_web_0.pdf).

<sup>2</sup> Ibid.

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2. Planned succession strategy: Action plan used when boards have advance notice of the upcoming transition

Once a plan is created, it should be revisited regularly for updating and familiarity, not packed away until needed (which could be several years after creation).

## Contents of a Succession Plan

Specifically, succession plans document how to:

- Identify a strong applicant pool
- Maintain the school's/district's day-to-day operations
- Identify an interim leader
- Create a job description
- Conduct the new CEO/Superintendent search
- Communicate the change
- Set the stage for the new leader's success
- Link to the strategic plan

### **Identify a Strong Applicant Pool**

Successful leaders take deliberate steps to develop the next leader, who is often a member of their leadership team. The succession plan should briefly outline the current strategy for grooming potential future school/district leaders to create a "pipeline" to the CEO/Superintendent role.

The leader should share their recommendations for a successor with the board in the event of a leadership emergency. Additionally, the leader should communicate this recommendation to the designated successor so that they are not taken by surprise, and this potential successor can prepare to interview with the board for that leadership role.

Some experts warn against recording a potential successor's name as—with the passage of time and circumstance—another unnamed candidate may be better suited for the role when

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the need arises. To guard against this conflict, the board should be vigilant in updating the plan regularly to reflect its latest thinking, minimizing this risk. The CEO/Superintendent should update their board on his/her recommendation for succession as this recommendation evolves.

## **Maintain the School's/District's Day-to-Day Operations**

Districts and charter schools must maintain a steady state of operations at all times—even when the leader is suddenly unable to perform their job. Succession plans inform boards on how to “keep the trains running” so student learning is uninterrupted. To that end, the succession plan should include the leader’s instructions on the district’s/school’s daily operations. As much as possible, the leader should document the information they rely on in their post, including who has access to bank accounts, who holds passcodes and other confidential information, and who can keep the district/school running smoothly.

Many districts/schools have a master reference file or binder that stores this information in one place. Review EBP’s sample template that details information your school board may need for reference.

## **Identify an Interim Leader**

In the event of an emergency, boards will need to identify an interim leader until either the leader returns to their post or a more in-depth search process can be launched to permanently replace the position. The succession plan should outline the course of action boards will pursue to identify that interim leader—most likely tapping the district’s/school’s leadership pipeline—and include a job description for the interim leader.

Communicate this part of the plan to the district/school leadership team before there is an emergency. If there is a leadership emergency, the team will know there is a plan, minimizing uncertainty amongst the staff.

## **Create a Job Description**

Leadership transitions are valuable opportunities to think carefully and strategically about the skills and experience the board is seeking for in the next leader. Charter schools are often founded by leaders who are incredible visionaries that break down barriers and build initial structures that operationalize the mission of the school. However, as a school becomes more stable, it may need a leader with expertise in sustainability and expansion.

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As in any industry, no one leader has all of the right skills for the full lifecycle of the organization. School boards should continue to track current school performance relative to the school's long-term goals. Creating a job description that reflects these goals helps boards to recruit leaders with the skills necessary to guide schools and students to the highest levels.

## **Conduct the New CEO/Superintendent Search**

The board must decide who of its members will spearhead the search for a new leader and whether a committee or a search firm will conduct the actual exploration. Be sure to include answers to the following questions in your succession plan:

- How will the full board be involved in the search?
- Who on the board will lead the search?
- Will there be a search committee? If so, what is the specific charge of that committee and who will join it?
- Will the board need to engage a search firm?
- What is the plan for reviewing internal candidates?
- What is the strategy for negotiating the compensation package?

## **Communicate the Change**

Communicating effectively with key staff, students, parents, charter authorizers, funders, partners, and the community about this change in leadership is extremely important. Identify what kinds of communication (e.g., press releases, personal calls) are best for each constituency, which persons or groups should be contacted first, and who within the district/school or on the board executes the communication strategy. The type of message will depend on whether this is a sudden or planned transition, but in either case, laying out the details to be shared and considering all that are affected by the situation will help avoid unnecessary and distracting mishaps or mistakes.

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**“Leadership succession planning is an ongoing practice that is focused on defining an organization’s strategic vision, identifying the leadership and managerial skills necessary to carry out that vision, and recruiting, developing, and retaining talented individuals who have or can develop those skills.” The Greater Milwaukee Foundation**

## **Set the Stage for the New Leader’s Success**

The board should outline the systems and supports it plans to use to ensure the new leader’s success. Include the commitment to the CEO/Superintendent having to have goals, an effective evaluation process, opportunities for professional development, and open lines of communication with the board.

## **Link to the Strategic Plan**

Finally, a succession plan must be a part of the district’s/school’s ongoing strategic planning process to ensure that a leadership change keeps the district/school on track to reach its long-term goals.

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## Onboarding

### Strategic Onboarding of New Members

#### Overview

Onboarding is a process of orienting newly selected members to the board with the end goal that every new board member feels engaged, ready to effectively contribute their skills, and rewarded by the board experience. Boards frequently underestimate the importance of onboarding new members; instead, new members are carelessly added to board meetings, barely getting an introduction to their new colleagues around the table. New members are often confused about what their role entails, how they fit into the work, and how they can make an impact. The board's governance committee is responsible for onboarding new members, and they must capitalize on this **important opportunity to cultivate and fully utilize new members, strategically engaging them in the work of the board.**

A strategic onboarding process achieves the following:

- Educates board members on the mission, history, results, successes, and challenges of the district/school and its board
- Motivates and inspires new members to fully commit to being active and productive
- Identifies specific ways each board member can positively impact the board and district/school
- Shares the norms, policies, and practices of the board

Every onboarding process should have an Orientation Training and each new member should receive a Board of Directors Manual.

#### Orientation Training

The governance committee typically plans and executes orientation for new board members immediately after the individual is voted onto the board. This orientation gives new (and old) board members the information they need to be successful and provides the opportunity to



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begin relationships with other board members, a critical feature of highly effective boards.

There are many ways to orient new board members, for example: a session during the school day that combines board discussion with classroom visits; a dinner at a board member's home or local restaurant; or a downtown lunch that includes onboarding objectives.

When developing the agenda for board orientation, poll current board members and ask, "What do you know now that you wish you had known when you first joined the board?" Use the responses as a guide for your agenda.

A sample onboarding training session could include:

**Introductions and time for socializing.** At the first board meeting with the new members, take time to introduce those around the table and provide name cards so new members can quickly learn names. Each current board member can share their own length of board service, and their personal story (interest in education, professional interests, etc.) including how they came to serve on the board.

**Overview of the mission, vision, and educational goals of the district/school.** The CEO/Superintendent might talk about the district's/school's founding, programs, and success; students and families; and key stakeholders.

**Responsibilities of board members and committees.** Clearly state the board's policy on attendance at meetings, whether attending by phone is permitted or discouraged, and requirements for board member committee participation.

**Long-term school goals, priorities, and strategic plans.** Include background information on key recent board decisions and those on the horizon.

**Finances and fundraising.** Overall financial situation of the school and fundraising expectations, including whether the board has a "give/get" policy, requiring board members to either contribute a specified amount of money or raise it from others, or expectations for each board member to give at a personally meaningful level.

**Cultural aspects of the board.** Discuss logistics for meetings (e.g., attire, whether food is provided), behavioral norms, and expected responsiveness to email communication.

**Data collection.** Orientation is a good time to make sure you have all contact information

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for new and current members and availability for meetings.

## Board Mentor

Assign each new board member a mentor or “buddy” who has served on the board long enough to offer support. This person can be the first point of contact to answer questions after orientation and can help the new member navigate any issues that may arise. Assigning this role to a different board member for each new board member reduces the burden on the board and governance chairs, helps build relationships across the board, and highlights the importance of onboarding new members.

## Board of Directors Manual

The board of directors manual gives new board members the critical documents they need to build their knowledge of the school and familiarity with the board. It does not matter whether the manual is printed in a binder or loaded into a password-protected online board portal, as long as there is *one* place where all relevant documents and materials can be accessed by any board member at any time. This manual should serve as the backbone for all orientation trainings, the archive for all critical documents, and a recruiting tool for future board members.

The governance committee must keep this manual and all board documentation current for both compliance and convenience. It is immensely helpful for busy board members to have one place to find all board materials and information that is clearly organized and up to date. Charter school boards are often surprised when the authorizer, funder, etc. requests certain materials (e.g., minutes, contracts, records) and collecting these documents retroactively is time consuming and likely frustrating (not to mention out of compliance). The governance committee chair should provide each new board member with the board manual a week before orientation begins to serve as the foundation for onboarding.

## Checklist for Board Manual

### **BOARD MEMBERS**

- Names, contact information, offices held (treasurer, secretary, etc.), term lengths, and short bios for each current board member

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- Contact information and short bio for the school leader
- Lists of committees and the chair for each, including contact information for any non-board members

## CALENDAR

- Board and committee meetings
- Events board members can or should to attend such as performances, demonstrations, or portfolio evaluations
- Key dates and milestones of all board and committee goals

## JOB DESCRIPTIONS

- The full board
- Officers
- Individual board members
- Committees
- CEO/Superintendent and leadership team

## SCHOOL INFORMATION

- School charter
- Mission, vision, and values
- Short history of the district/school—how, why, and when it was founded; results to date; and any events of significance
- Short description of the district's/school's programs
- Description of the students served: demographic information on poverty and English Language Learners; residential information; and other descriptive information about the student population
- Summary of student performance data: high-stakes test scores over the last several years, authorizer performance reports/ratings, relevant academic reports to the board
- District/school's strategic plan
- Organizational chart
- Most recent annual report
- News articles about the school, the city's and state's education sector, and relevant political events

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## **FINANCE AND FUNDRAISING INFORMATION**

- Financial reports, including most current and previous six months
- Most recent independent audit report
- Budget for the current year and previous one to three years
- Long-range financial plan
- Names and contact information for current funders

## **MANAGEMENT DOCUMENTS**

- Documents that detail relationship with a charter management organization (CMO) or education management organization (EMO), if your school contracts with one
- Contracts, reports, milestones, and any other documents relevant to the CMO/EMO or significant outside vendors

## **LEGAL AND POLICY DOCUMENTS**

- Articles of incorporation, bylaws, policies (conflict of interest, confidentiality, student discipline, etc.), and Internal Revenue Service Form 990: Return of Organization Exempt from Income Tax
- All legally required documents including meeting minutes<sup>1</sup>
- Insurance information that includes a copy of the school's certificate for the Directors' and Officers' Liability insurance

## **GOVERNANCE RESOURCES**

Education Board Partners offers resources tools and templates organized around our Standards for Effective Governance; these resources can be kept in your manual for reference.

## **Onboarding Matters**

Onboarding is an essential part of cultivating a truly effective board. By taking the time to develop a comprehensive manual, thoughtfully design a training process, and purposefully match newcomers with mentors, you are setting your board up for success. Boards function most effectively when everyone feels prepared and inspired to contribute in ways that are meaningful and fulfilling.

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<sup>1</sup> We recommend including minutes from the previous six meetings.