



# Stargate School

## Governance Board Meeting

Published on January 14, 2025 at 11:55 AM MST

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### Date and Time

Wednesday January 15, 2025 at 6:00 PM MST

### Location

Secondary Library

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### Agenda

Purpose Presenter

#### I. Opening Items

A. Call the Meeting to Order Lindsey Paquette

B. Roll Call Lindsey Paquette

C. Reading of Stargate Mission

Stargate School will provide a differentiated program designed specifically to meet the needs of identified intellectually gifted learners in order to challenge each student's academic abilities, support their unique emotional needs, promote individual character development and encourage a life-long love of learning.

D. Recognitions and Appreciations Discuss All Board Members

E. Board News and Events Discuss All Board Members

Purpose Presenter

**II. Approve Consent Agenda Items**

- A.** Approve Consent Agenda Vote Lindsey Paquette
  - 1) Agenda for January 15, 2025 Governance Board Meeting
  - 2) Minutes for Governance Board Meeting held November 21, 2024
  - 3) Minutes for Executive Session held November 21, 2024
  
- B.** Minutes for Governance Board Meeting held November 21, 2024 Approve Minutes
  
- C.** Minutes for Executive Session held November 21, 2024 Approve Minutes

**III. School Operations**

- A.** Finance Report FYI Lynne Whitney
  - December Consolidated Detail
  - Quarterly Financials
  - Quarterly KPIs
  - 2024-2025 Budget Revisions
  - District Bond Disbursement Plan & Impact on Construction
  
- B.** Operational Review Final Report FYI John Brendza
  
- C.** Executive Director of Academics Report FYI Robin Greene

**IV. Public Comment**

Public Comments Reminder: The board meeting is structured to allow the Governance Board to conduct its business in a timely manner. Comments may not be immediately addressed but may be considered as future agenda items. Anyone wishing to speak must sign-in before the public comment portion of the meeting. Comments are limited to 3 minutes each, and total time allotted for all public comments will not exceed 45 minutes. Those wishing to speak that do not get the opportunity to do so can submit their comments to [governance@stargateschool.org](mailto:governance@stargateschool.org) or may attend the next board meeting to do so. Please

Purpose                      Presenter

note that time may not be donated to others and comments are expected to maintain professional courtesy, civility, and respect.

- A. Public Comment                      FYI
- B. Public Comment Response                      FYI

**V. Committee Reports**

- A. Written Committee Reports                      FYI
  - Finance
  - FAC
- B. SAC Survey Plan                      FYI                      Therese Morin
  - 1/17/25 - Survey opens. SRL sends out surveys directly to recipients
  - 1/31/25 - Survey closes
  - 2/02/25 - 2/28/25 - SRL creates output, SAC performs quality control
  - 3/3/25 - Stargate School Accountability Committee reviews survey data output
  - 3/12/25 - Stargate Governance Board reviews survey data output
  - 4/09/25 - Stargate presents Parent Survey results at our annual "State of the School"
  - 4/14/25 - (tentative) Stargate presents Staff Survey results at Staff Professional Development day

**VI. Action Items**

- A. Revised Budget, Appropriation Resolution, and two Use of Fund Balance Resolutions                      Vote                      Samantha Howorko
- B. Bond Disbursement and Construction Timeline                      Vote
- C. Executive Director-level Org Structure decision based on Operational Review                      Vote                      Lindsey Paquette
- D. 2024-2025 School Calendar - Update for 5th Grade                      Vote                      Lindsey Paquette

**VII. Discussion Items**

- A. Strategic Plan Tracking                      FYI                      Lindsey Paquette
  - [Strategic Objectives Tracking](#)
- B. Board Onboarding & Training Review                      Discuss                      Karla Lindgren and Lisa Griffin

Purpose                      Presenter

**C.** Bylaw Revisions                      Discuss                      Lisa Hosfelt

**VIII. Future Planning**

**A.** Next Board Meeting Agenda and Board Packet                      Discuss                      Lindsey Paquette

**B.** Next Admin Sync Meeting                      Discuss                      Lindsey Paquette

**C.** Upcoming Events                      Discuss

**IX. Closing Items**

**A.** Adjourn Meeting                      Vote                      Lindsey Paquette

# Coversheet

## Minutes for Governance Board Meeting held November 21, 2024

**Section:** II. Approve Consent Agenda Items  
**Item:** B. Minutes for Governance Board Meeting held November 21, 2024  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Governance Board Meeting on November 21, 2024

APPROVED



## Stargate School

### Minutes

#### Governance Board Meeting

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**Date and Time**

Thursday November 21, 2024 at 6:00 PM

**Location**

Virtual

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**Directors Present**

B. Paul (remote), K. Lindgren (remote), L. Challa (remote), L. Griffin (remote), L. Hosfelt (remote), L. Paquette (remote), M. Faulkner (remote), S. Howorko (remote)

**Directors Absent**

*None*

**Guests Present**

8 staff and community members (remote), M. Anderson (remote), R. Greene (remote)

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**I. Opening Items**

- A. Call the Meeting to Order**
- B. Roll Call**
- C. Reading of Stargate Mission**
- D. Recognitions and Appreciations**

Lisa G - Parents who attended stakeholders meeting in October.

Lisa - Elementary teachers who host after school clubs, Danielle Fox for spending a lot of volunteer hours running Eddie's nest.

Samantha - Rob Goodrow for taking on several new responsibilities.

Bibi - Lisa H for organizing the dinner for outgoing Board members. Mayor Jan Kulmann for agreeing to speak at the 30th anniversary celebration.

Meryl - Middle school admin team for a smooth transition into new leadership positions.

Karla - Kara Bates for leading the Community U session. Dr. Greene for her messaging and communication.

Lumakar - Ms for addressing off campus rules. Mr. on Boondocks event for

Lindsey - The finance and accounting team for annual audit, bond and construction plans, KPIs, and consistent financial reporting.

#### **E. Board News and Events**

Lindsey - 6th grade field trip

Lisa G - HS girls volleyball games, HS boys soccer games, fall play, NHS induction

Lumakar - Coffee chat

Bibi - Community U, 30th anniversary committee meeting

Karla - Community U

## **II. Approve Consent Agenda Items**

### **A. Approve Consent Agenda**

S. Howorko made a motion to remove the agenda for the November 21 meetings from the consent agenda.

L. Paquette seconded the motion.

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

S. Howorko made a motion to approve the consent agenda for November 21, 2024.

L. Paquette seconded the motion.

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

S. Howorko made a motion to approve the agenda for the November 21, 2024 meeting.

L. Challa seconded the motion.

Edits made to the November 21, 2024 agenda:

Remove agenda from consent agenda

Add Executive Session at 7:15 as item VI F to discuss unemployment matters

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

### **B. Minutes for Governance Board Meeting held October 23, 2024**

S. Howorko made a motion to approve the minutes from Governance Board Meeting on 10-23-24.

L. Challa seconded the motion.

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

### III. School Operations

#### A. Finance: Audit Report, November Financials, and Bond Update/Construction Budget

Ms. Whitney presented an update on school financials. The district issued new funding sheets, and the PPR for Stargate did not reflect our long-term status. The district recently issued the adjustment, which means KPIs will need to be recalculated versus details that were provided in the original agenda.

Ms. Whitney shared details of the new funding formula. Projected PPR will be between 2.5-3% increase. The consolidated detail budget was reviewed, Purchased services are high this month due to food services, as we have not yet received reimbursements. The net fund balance increase will be about 100-150k per month for this school year. Forecasting shows we may not have that kind of surplus next year.

Jim Hinkle, auditor, presented the annual audit. He reported no significant deficiencies, and stated financial statements have been prepared in accordance with General Accounting principles. The audit went smoothly with no errors found or adjustments needing to be made. The auditors felt that there was open transparency throughout the process.

Ms. Whitney presented an update on the bond timeline and proposed projects. A meeting will be held with the district on December 2 to discuss final details of allocation. The project budget is currently about \$23.7 million, and the school is expecting an allocation of \$25 million. The architects are in the schematic phase so that we can get pricing from contractors next month. The school will be ready to request permits in March, and can hopefully break ground in June. The projects have a projected timeline of 10-12 months.

Because the mill levy did not pass and PPR is projected to increase minimally, the school will probably delay plans to reduce class sizes and add additional staff.

#### B. Executive Director of Academics Report

Report attached

Dr. Greene and the Board discussed online options for high school students. The admin team will evaluate the effectiveness of Edgenuity and compare against other options.

The admin team is analyzing different lunch options and whether it is possible to offer additional portions.



Dr. Greene and the Board discussed the viability of the Bond Committee. The Finance Committee is already involved in the bond process and is positioned to carry the responsibility. Admin will discuss with Bond Committee members the ways they can continue to be involved.

**C. SRO & Student Report: Redbag**

Officer Couture and two students presented details on the RedBag program.  
link Report

An upfront cost of \$22,000 is to implement the system, including installation of RedBags in each classroom, onboarding of staff, and software initiation. The monthly fee covers replenishment of any items used, along with communication services during emergencies. Tara Rickerson is working on obtaining a grant to cover the upfront cost, as well as the monthly fee.

L. Paquette made a motion to enter into Executive Session pursuant to: CRS 24-6-402(4) (b) Conferences with an attorney for the local public body for the purposes of receiving legal advice on specific legal questions. Mere presence or participation of an attorney at an executive session of the local public body is not sufficient to satisfy the requirements of this subsection (4). This is to discuss terms of legal matters regarding an unemployment claim.

S. Howorko seconded the motion.

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

**IV. Public Comment**

**A. Public Comment**

none

**B. Public Comment Response**

none

**V. Committee Reports**

**A. Written Committee Reports and Committee Goals**

Finance Committee reports attached.

Noted that Recruiting Committee expenses will be reimbursed with Board funds.

**B. SAC 9/30/24 KPI Update, Charter, and Draft Survey Questions**

Discussed changes to SAC charter.

Reviewed survey questions.

Reviewed KPI report (attached).

## VI. Action Items

### A. Audit Report

S. Howorko made a motion to approve the 2024 audit as presented.

L. Griffin seconded the motion.

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

### B. Bond

S. Howorko made a motion to create a \$3 million capital project fund for upfront bond expenses from unrestricted reserve funds.

L. Griffin seconded the motion.

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

### C. SAC Survey Questions

L. Paquette made a motion to approve the parent and staff survey questions as discussed.

L. Challa seconded the motion.

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

### D. Committee Charters

L. Paquette made a motion to approve the committee charters as discussed.

L. Challa seconded the motion.

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

### E. FAC Request - RedBag

S. Howorko made a motion to approve up to \$25,000 from Fundraising for purchase of the RedBag services.

K. Lindgren seconded the motion.

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

## VII. Discussion Items

### A. Unemployment Matters

S. Howorko made a motion to appoint Samantha and Meryl to continue working with legal counsel on the unemployment issue.

L. Paquette seconded the motion.

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

### B.

### **Governance Board Onboarding Review**

Karla and Lisa G. will lead the process of reviewing current Board onboarding methods.

#### **C. Committee Signed Handbooks**

Committees will submit signed handbooks once the final version has been shared.

#### **D. Strategic Plan Tracking**

Will be updated in coming months

S. Howorko made a motion to appoint Lindsey and Lumakar to schedule staff and parent survey dates.

L. Paquette seconded the motion.

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

### **VIII. Future Planning**

#### **A. Next Board Meeting Agenda and Board Packet**

L. Paquette made a motion to cancel the December business meeting.

L. Challa seconded the motion.

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

Discussed January meeting plans

#### **B. Next Admin Sync Meeting**

Samantha and Karla will attend

#### **C. Upcoming Events**

none

### **IX. 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 8:38 PM.

Respectfully Submitted,

L. Hosfelt

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

- 2024 Stargate Charter School Financial Statements.pdf
- Board KPI Report November 21 2024.docx.pdf

- Financial Statements October 2024.xlsx - Special Revenue Students.pdf
- Consolidated Detail.xls - Income-Budgets Summary.pdf
- EDA Report November 2024.pdf
- Stargate Finance Committee Meeting Notes - 10.21.2024.docx.pdf
- Finance Goals 2024-2025.docx.pdf
- KPI Report 9.30.24.pdf

# Coversheet

## Minutes for Executive Session held November 21, 2024

**Section:** II. Approve Consent Agenda Items  
**Item:** C. Minutes for Executive Session held November 21, 2024  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Executive Session on November 21, 2024

APPROVED



## Stargate School

### Minutes

#### Executive Session

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#### Date and Time

Thursday November 21, 2024 at 7:15 PM

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#### Directors Present

B. Paul (remote), K. Lindgren (remote), L. Challa (remote), L. Griffin (remote), L. Hosfelt (remote), L. Paquette (remote), M. Faulkner (remote), S. Howorko (remote)

#### Directors Absent

*None*

#### Guests Present

R. Greene (remote)

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#### I. Opening Items

- A. Enter into Executive Session pursuant to: CRS 24-6-402(4)(b) Conferences with an attorney for the local public body for the purposes of receiving legal advice on specific legal questions. Mere presence or participation of an attorney at an executive session of the local public body is not sufficient to satisfy the requirements of this subsection (4). This is to discuss terms of legal matters regarding an unemployment claim.**
  
- B. Call the Meeting to Order**

#### II. 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 7:56 PM.

Respectfully Submitted,  
L. Hosfelt

# Coversheet

## Finance Report

**Section:** III. School Operations

**Item:** A. Finance Report

**Purpose:** FYI

**Submitted by:**

**Related Material:**

1. Consolidated Detail 12.31.24.xls
2. Quarterly Financial Statements December 2024.xlsx
3. Board KPI Report January 15, 2025.docx
- 4A. FY24-25 Uniform Budget Summary Revised Budget.xlsx
- 4B. FY 2024-2025 Budget Worksheet Stargate-Revised 01.15.2025.xlsx
- 4C. Appropriation Resolution FY2024-2025 Revised Budget.docx
- 4D. Fund Balance Resolution FY2024-2025 Revised Budget.docx
- 4E. Fund Balance Resolution FY2024-2025 Revised Budget Fund 52.docx



## Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. [Adobe Reader](#):

1. Consolidated Detail 12.31.24.xls

## Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. [Adobe Reader](#):

2. Quarterly Financial Statements December 2024.xlsx

# STARGATE SCHOOL

14530 WASHINGTON STREET | THORNTON, CO 80023

OFFICE: 303.450.3936 | FAX: 303.450.3941 | INFO@STARGATESCHOOL.ORG

## KPI Update-January 15, 2025

09/30/2024	KPI	Actual	Budget
Cash Reserve			
Days Cash on Hand		149	
Budget Performance			
Revenue	>100%	48.95%	50.00%
Expenses	<100%	45.04%	50.00%
Revenue Distribution			
Salaries	>45%	45.43%	50%
Benefits	>15%	14.41%	15%
Other Expenses	<17%	17.97%	17%
Surplus/Loss		11.49%	5%
DSCR	1.1	2.05	1.23

- December financial statements are attached. Stargate’s financial performance is strong and on target for the year with the exception of Eagle’s Landing.
- Investment income continues to keep pace with last year at \$35,000-\$40,000 per month. We expect \$450,000 in interest income in the General Fund and another \$140,000 from excess interest in the Building Corp.
- Eagle’s Landing is underperforming from a revenue standpoint, and staffing continues to be a challenge. Revenue projections have been downgraded and there is no longer a projection of any contributed revenue to the general fund from the program.
- We will discuss additional budget revisions with the revised budget presentation.



## Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. [Adobe Reader](#):

4A. FY24-25 Uniform Budget Summary Revised Budget.xlsx

## Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. [Adobe Reader](#):

4B. FY 2024-2025 Budget Worksheet Stargate-Revised 01.15.2025.xlsx





14530 WASHINGTON STREET | THORNTON, CO 80023

OFFICE: 303.450.3936 | FAX: 303.450.3941 | INFO@STARGATESCHOOL.ORG

Stargate Charter School  
 Fiscal Year 2024-2025  
 Appropriation Resolution

BE IT RESOLVED by the Board of Directors of Stargate Charter School, Adams County State of Colorado that the amounts set forth in the following schedule be appropriated to each fund as specified in the “Revised Budget” for the fiscal year beginning July 1, 2024 and ending June 30, 2025:

General Fund	\$ 31,791,818.00
Special Revenue Fund (Athletics)	\$ 354,827.00
Special Revenue Fund (Pupils)	\$ 299,945.00
Special Revenue Fund Fund Raising	\$ 367,865.00
Before and After School Care	\$ 560,144.00
Capital Projects Fund	\$ 300,000.00
Special Revenue Fund (Foundation)	\$ 4,942,061.00
Bond Projects Fund	\$ 5,463,616.00
TOTAL	<u>\$ 44,080,276.00</u>

BE IT FURTHER RESOLVED that all 2023-2024 fiscal year ending fund and account balances reports, maintained or held by and on behalf of the charter school that are not excluded from “fiscal year spending” under Article X, Section 20 of the Colorado Constitution, are hereby designated, budgeted, and appropriated as “reserves “in the 2023-2024 fiscal year and are available for current and subsequent fiscal years’ expenditures;and

BE IT FURTHER RESOLVED that the adoption of this Appropriation Resolution shall be deemed to include the exercise of the school’s rights, if any, to renew for the 2024-2025 fiscal year its lease with Stargate Foundation and any other leases, lease purchase agreements, lease agreements with an option to purchase, or other agreements in accordance with their terms that have been authorized and approved by the Board of Directors;and

BE IT FURTHER RESOLVED that the designation “Budget Resolution” the name Stargate Charter School, the date of adoption and the signature of the president of the Board of Directors be entered upon the Budget Resolution and that the Budget, the Budget Resolution and this Appropriation Resolution be placed on file at the principal administrative office of the school, where they shall remain throughout the 2024-2025 fiscal year and be open for inspection during reasonable business hours.



# STARGATE SCHOOL

14530 WASHINGTON STREET | THORNTON, CO 80023

OFFICE: 303.450.3936 | FAX: 303.450.3941 | [INFO@STARGATESCHOOL.ORG](mailto:INFO@STARGATESCHOOL.ORG)

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Lindsey Paquette- President, Board of Directors







# STARGATE SCHOOL

14530 WASHINGTON STREET | THORNTON, CO 80023

OFFICE: 303.450.3936 | FAX: 303.450.3941 | INFO@STARGATE\$CHOOL.ORG

## Stargate Charter School Fiscal Year 2024-2025 Use of Fund Balance Resolution

BE IT RESOLVED by the Board of Directors of Stargate Charter School, Adams County State of Colorado use of the beginning fund balance is authorized by Colorado Statutes.

Whereas, C.R.S 22-44-105 states that a budget duly adopted pursuant to this article, shall not provide for expenditures, interfund transfers, of reserves in excess of available revenues and beginning fund balance

Whereas, Stargate Charter School’s Board of Directors may authorize the use of a portion of beginning fund balance in the budget, stating the amount used, the purpose for which the expenditure is needed, and the school’s plan to ensure that the use of beginning fund balance will not lead to an ongoing deficit.

Whereas Stargate’s Board of Directors has determined the beginning fund balance in the Fundraising Special Revenue Fund are sufficient to allow for the one-time expenditure and the action will not lead to ongoing deficit.

NOW THEREFORE BE IT RESOLVED:

In accordance with C.R.S 22-44-105, Stargate’s Board of Directors authorizes the use of a portion of the FY 2024-2025 beginning fund balance in the amount of \$70,000 for school improvements and other possible expense contingencies.

BE IT FURTHER RESOLVED , the use of this portion of the beginning fund balance for the purpose set forth will not lead to deficits in the fund

I, the undersigned certify that the preceding resolution was duly adopted by the Stargate Charter School Board of Directors.

Lindsey Paquette-President, Board of Directors

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# STARGATE SCHOOL

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OFFICE: 303.450.3936 | FAX: 303.450.3941 | INFO@STARGATESCHOOL.ORG

## Stargate Charter School Fiscal Year 2024-2025 Use of Fund Balance Resolution

BE IT RESOLVED by the Board of Directors of Stargate Charter School, Adams County State of Colorado use of the beginning fund balance is authorized by Colorado Statutes.

Whereas, C.R.S 22-44-105 states that a budget duly adopted pursuant to this article, shall not provide for expenditures, interfund transfers of reserves in excess of available revenues and beginning fund balance

Whereas, Stargate Charter School's Board of Directors may authorize the use of a portion of beginning fund balance in the budget, stating the amount used, the purpose for which the expenditure is needed, and the school's plan to ensure that the use of beginning fund balance will not lead to an ongoing deficit.

Whereas Stargate's Board of Directors has determined the beginning fund balance in the Fund 52 BASE enterprise fund are sufficient to allow for the one-time expenditure and the action will not lead to ongoing deficit.

NOW THEREFORE BE IT RESOLVED:

In accordance with C.R.S 22-44-105, Stargate's Board of Directors authorizes the use of a portion of the FY 2024-2025 beginning fund balance in the amount of \$25,000 for excess benefits costs and other possible expense contingencies.

BE IT FURTHER RESOLVED , the use of this portion of the beginning fund balance for the purpose set forth will not lead to deficits in the fund

I, the undersigned certify that the preceding resolution was duly adopted by the Stargate Charter School Board of Directors.

Lindsey Paquette-President, Board of Directors

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# Coversheet

## Operational Review Final Report

**Section:** III. School Operations  
**Item:** B. Operational Review Final Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** Stargate Org Review Final 12.24 J Brendza.pdf  
Module 1 Board Roles and Responsibilities.pdf  
Stargate Org Chrt Sample 1 from J Brendza.pdf  
Stargate Org Chrt Sample 2 from J Brendza.pdf

# Stargate School

ORGANIZATIONAL LEADERSHIP REVIEW

JOHN BRENDZA, EDUCATION & NONPROFIT LEADERSHIP  
CONSULTANTS

## **Introduction**

The Stargate School Board of Directors requested a comprehensive review of the school's leadership structure, practices and potential challenges. The purpose of the review was to provide the board and leadership team with recommendations that include:

- Executive leadership structure and the board supervision model.
- Leadership organizational structure, job descriptions and best practice recommendations for board and executive director leadership.
- Recommendations for implementation and next steps.

As the school board begins to prepare for the 2025-2026 school year, these recommendations may help guide the strategic process.

Five objectives identified to complete.

### **1. Get to know Stargate**

- General review of the history, core values, mission and vision.
- Examined current governance, academic and operational structures.
- Reviewed current board polices and documents (Articles of Incorporation, Authorization Contract, Bylaws, organizational charts, Leadership/Board Job Descriptions, key policies, etc.)
- Reviewed current financial oversight processes and budget.
- Reviewed current strategic plan and key performance indicators.
- Assessed current School Performance Frameworks (SPF) from authorizer.

### **2. Conduct Board/leadership interviews**

- Fourteen interviews were conducted that included 6 board and 8 staff/faculty members.
- Board interviews included the president, treasurer and secretary.
- Faculty and staff members included senior leadership, department/program leaders, and support staff.
- Participants were asked to consider/share perspectives of the school's leadership structure and what would be most productive moving forward.

### **3. Review situational analysis documents**

- Board SWOT (strengths, weaknesses, opportunities and threats) conducted recently.
- Review most recent school surveys completed by parents and staff.
- Identify key themes, root causes and applicable steps moving forward.

#### **4. Research and comparisons of like size charter schools**

- Identify similar size charter schools to compare/evaluate current leadership organizational structures and considerations for SS moving forward.
- Examine and identify best practices in public school organizational structure. This would include charter schools and traditional school districts (particularly those with similar enrollment numbers).
- Identify key public school labor market indicators and projections if applicable.

#### **5. Development of final report and recommendations**

### **Findings**

#### **Get to know Stargate**

Stargate School was created in 1994 to serve the needs of students identified as gifted and ensure that the school could meet their unique and complex learning and social-emotional needs. A core value of the institution is that “every child should have access to an education commensurate with his or her abilities, that parents should be significantly involved with their child's education, and that students would be educated in such a way as to help them become responsible, ethical, socially aware adults, who were not only life-long learners, but would contribute to their communities in a positive way.”

#### **Mission Statement**

- Stargate School will provide a differentiated program designed specifically to meet the needs of identified intellectually gifted learners in order to challenge each students’ academic abilities, support their unique emotional needs, promote individual character development and encourage a life-long love of learning.

#### **Vision Statement**

- Stargate community will be a leader and innovator in intellectually gifted education by providing a learning environment to meet gifted students’ needs.

#### **Core Values**

- We believe in a Stargate community that celebrates diversity, honors differences, and builds connections with empathy in a safe environment.
- We believe in approaching situations with optimism, positivity, passion and professionalism.
- We believe that all our decisions and actions center around the unique intellectual, emotional and physical needs of gifted students.



- We believe in healthy risk taking and being open to new ideas and experiences in order to grow and learn.

Since its opening, Stargate has been a leader in gifted education. It's academic success and strong focus on parental and community involvement has created a thriving learning environment where students and family's feel safe and welcomed. The academic program has consistently been rated as a "Performance" level, John Irwin School of Excellence, by the Colorado Department of Education (CDE). This means the school has historically exceeded expectations on state performance indicators (CMAS, PSAT, SAT, and drop out, matriculation and graduation rates) identified by CDE. The collective commitment to the school's mission and vision have been guiding factors in its academic performance and success.

There are over 1,500 students enrolled and the annual budget ranges between \$25-30M. Financially, the school has consistently been very successful. Compliance requirements are met, regular monitoring of the budget by the board and leadership are conducted and, the board has sanctioned and maintained an active finance committee. A significant factor in the school's financial success has been consistent/uninterrupted leadership from the Director of Finance for the past twenty-two years. With the director's retirement, the board must now decide how that position will be structured moving forward.

The board of Directors successfully negotiated the school's authorization contract with the Adam's Five Star School District in May 2024. The five-year contract exemplifies the district's trust in the Stargate School Board of Directors and their support of the school. Required governing documents and policies have been reviewed and/or revised over the last two years. Additionally, federal and state compliance requirements (programs, grants, policies etc.) are met and reviewed/revised when necessary.

For the 2024-25 school year, the board developed a strategic plan that focused on five critical areas: *Responsible Leadership, Financial Stability, Engaged Community, Exceptional Staff and a Differentiated Learning Environment*. Each respective area includes 4-5 indicators that reflect either a quantitative or qualitative measure of accomplishment. Also included in the strategic plan are seven Culture and Climate objectives:

- Mission, Vision and Core Values
- Clarify Stargate Stakeholder Roles
- Create a Shared Decision-Making Model
- Facilitate Team culture Building
- Activating a New Mind-Set: Trust
- Activating a New Mind-Set: Collaboration

- Activating a New Mind Set: Transparency

The plan is intended to guide leadership work for one year.

### **Board and Staff Interviews**

In total, there were fourteen board and staff interviews conducted. These included six board members: the president, treasurer, secretary and three directors. Both parent and community members were included. Staff interviews included senior leadership, department and program leaders, principals and support staff. Each interview was forty-five minutes, and participants were asked to share their experience and thoughts around Stargates leadership effectiveness and structure. To insure confidentiality, participant responses were used to identify themes.

The following questions were used to guide the discussions. Under each question are italicized themes identified from the interviews. These are listed according to how frequently they were mentioned during interviews.

- What is the greatest strength of the current Stargate School leadership structure? Why?
  - *Current ED leadership*
  - *Current, single ED leadership structure*
  - *Improved communication between senior leadership and staff in last year*
  - *Improved/positive school climate and environment in last year*
  - *School financial stability*
  - *Historical academic success of the school*
  - *Low instructional staff turnover and consistency of excellence with teachers*
  - *Relationship with Adams Five Star School District*
- What is the most critical weakness of the current leadership structure and what recommendation(s) do you have that would improve the system moving forward?
  - *Turnover in executive level leadership since the school opened.*
  - *Concern with executive level “burn-out” due to the complexity of the ED role and intensity of board expectations. This concern was consistently expressed regarding the impact it could have on current leadership.*
  - *Board of Directors micromanaging the executive director(s) work.*
  - *The dual executive leadership model and the challenges it created.*
  - *Need for more board transparency.*
  - *Impatience by the board to get immediate results when changes are implemented.*
  - *The need for the board to actively use the strategic plan to guide their work.*

- *Numerous changes in leadership structure/expectations by the board(s) since the school opened.*
  - *Not having a succession plans for board and executive leadership roles.*
  - *Having a more effective operational leadership structure. Clearly defined titles, roles/responsibilities, reporting structure etc.*
  - *Remembering that the school is also a business.*
- Do you believe that having one vs. two leaders reporting to the board is the most efficient structure for the board to hold leaders accountable for their performance? Which model best serves the students and families at Stargate? Which model best serves the staff? Why?
    - *There was overwhelming support from board members and staff interviewed (13/14) that the single ED leadership model was more effective and should be used moving forward.*
    - *Interviewees shared numerous examples of challenges created by using the dual ED leadership models (conflicting/inconsistent communications with staff and parents, lack of unified leadership identity, cost of dual ED model, polarizing staff support of one leader vs. the other, lack of clarity around where “the buck stops,” searching for compatible candidates when openings occur etc.).*
- What is the most critical need for the board and executive leadership to consider in developing a leadership structure for the next 5-10 years.
    - *To identify what leadership model will be used and to stick with it moving forward.*
    - *To create a stable leadership environment where the board knows their roles and responsibilities and empowers and trust the ED to make decisions in the best interest of the school.*
    - *To develop an effective operational leadership team structure to support to work of the ED.*
    - *To create a leadership culture where operational department heads and school principals are empowered and trusted to make decisions.*
- What other thoughts/recommendations do you have that would help the board to make the best decision?
    - *The board needs to recognize the positive changes that staff and community have experienced this school year and sustain the positive direction that has been created.*

## **Review situational analysis documents**

In September 2024, the Stargate Board of Directors developed the school one-year strategic plan. During the process, members completed a Strengths, Weaknesses, Opportunity, and Threats (SWOT) analysis. The intention of this process is to allow participants to identify **internal** strengths and weaknesses of the organization, and **external** threats and opportunities that may exist. Key themes that align with those from the board and staff interviews and/or are critical for the board to consider include:

### **Strengths**

- *Financial strength*
- *Staff competency and excellence*
- *Current ED leadership*
- *Improved communication*
- *Improved staff moral and school climate*
- *Successful academic program*
- *Relationship with Adams Five Star School District*

### **Weaknesses**

- *Board of Directors micromanaging leadership*
- *Concern with leadership burnout*
- *Inconsistent communication between leadership and staff*
- *Organizational leadership structure*
- *Leadership succession planning*
- *Differing interpretations of what defines giftedness and how students qualify*

### **Opportunities**

- *Improving Stargates marketing efforts/program*
- *Continuing efforts to diversify the student population*

### **Threats**

- *Leadership, faculty and staff retention.*
- *Tight labor market for qualified candidates for all positions (leadership, staff, faculty).*

## **Research/Comparisons of Like Size Charter Schools**

### **Best Practices**

As in any business, charter schools are only as good as their leadership. The board of directors and head of school are the foundation of successful schools, and it is their leadership that determines the success or failure of the institution. This partnership must be grounded in open, honest and trusting relationships. The board must empower and trust the head of school to lead in making both academic and operational decisions. Both must have a clear understanding of each other's roles and responsibilities. The system is structured so that the board governs, and the head of school leads/manages academic and operational responsibilities. The system works when both parties can do their jobs without the other interfering.

Being the leader of a charter school is challenging. The job requires a person who can lead a complex system of relationships, accountability and transparency. They must be adept at public relations and communications; competent in the financial management and oversight of public funds; able to navigate the education bureaucracy; and capable of managing a board of directors. They also must be competent instructional leaders or have a strong individual in a subordinate role (Principal, Academic Director etc.) leading student learning. The job of a charter school leader is more closely aligned to that of public-school superintendents than to a school principal's role.

The head of school's responsibilities include:

- Staffing
- Program Oversight
- Internal systems and process
- Communications
- Compliance, annual goals and accountability

Boards of Director are a critical part of charter schools. They are the responsible party for the existence of the school. The board is responsible for the charter contract with the authorizer. Without this agreement the school does not have legal access to the public funding necessary to run the institution. They are the board chosen by the community who are entrusted with ensuring the survival of the school. The boards responsibilities include:

- Contractual and legal requirements
- Head of School - the boards only employee
- Governance
- Mission, vision and values
- School health and viability

- Long term survival

The importance of the board and head of school relationship cannot be overstated. Being able to work in tandem is critical to the success of the school. There are areas of responsibility that the board and head of school share:

- Strategic planning
- Annual evaluation of school (School Performance Frameworks – SPF)
- Financial policies
- Enrollment
- Employment terms

When charter school leadership structures, including roles and responsibilities are understood and honored, the school is well positioned for success. It is the boards responsibility to ensure that they have the right person serving as the head of school. The head of school's responsibility is to carry out the will of the board. Both must hold each other accountable for their leadership performance. Their collective work is what builds the path for the school to move successfully forward.

### **Leadership Structure**

The most common leadership structure found in charter schools is to have a single executive director who is the only employee (direct report) of the board. This is also the most common leadership model employed by school districts across the country. As a result, there is limited information available pertaining to dual leadership models in public school systems. In related areas such as non-profit institutions, dual leadership models exist primarily in organizations dealing with the arts. In these cases, one individual focus exclusively on the business aspects of the organization and the second's focus is on the arts side. In public schools it is not common to find models where there is more than one individual reporting to the board.

Since the beginning of charter schools in Colorado there have been few examples of dual leadership structures. Currently, only one school (Peak to Peak Charter School in Lafayette) was identified that uses a dual leadership approach where one leader focuses of operations and the other on academic performance. This model was implemented by the board for the 2024-2025 school year. In virtually every school that has implemented a dual model approach, the board returned to a single report model when one or both leaders chose to leave their role.

The appeal (theoretically) of a dual leadership model, is that by having two individuals splitting responsibilities, it reduces the workload and time requirements for each leader and provides the board with a more comprehensive picture of operational reality. These models have the potential to be successful when the following are present:

- Strong board relationships, trust and communication between all three parties
- Specific job descriptions for each role
- Clear understanding and acceptance of shared responsibilities
- Respecting each other's competencies and where they intersect
- Clear focus on common values and strategic priorities
- Transparency and honesty about individual agendas and career ambitions
- Individual leaders who have absolute trust in their partners

Additionally, these models have been successful when two already proven school leaders in an organization propose this model to the board and are able to positively honor each other's leadership without reservation. When these elements are present and both leaders demonstrate unequivocal trust for one another, the dual leadership model can be effective.

Why then do few charter schools choose the dual leadership approach? The risks with the dual leadership structure are such, that even a minor disruption to any of the previously identified leadership elements can cause a rift in the relationship and a risk to effective leadership. Some of the common reasons that threaten this model of leadership are:

- It requires another full layer of relationship building, monitoring and evaluating for the board of directors. The board will be responsible for holding two individuals accountable for their performance, keeping them engaged in their leadership and mediating disagreements/disputes between the leaders when they emerge.
- Competing values/egos of the two school leaders. To be successful, the dual leadership model requires that both leaders fully trust one another.
- They need to be able to set their personal ambitions aside and focus of the collective needs of the school. When one leader feels like they have more responsibility; that the board treats them differently; or the other is getting more positive attention, it can become very disruptive.
- When school community members don't know where "the buck stops," or there is confusion as to what leader is responsible for decision making, it can become challenging. It can lead to staff, parents and students playing one leader against the other. This will clearly be damaging for one leader initially but ultimately erode trust and faith in both leaders and the board.
- Resolving conflicts that arise between the leaders. This will result in the board having to intervene if it can't be resolved by the leaders.
- The additional cost to the school budget to have two executive salary and benefits packages. Considering that school executive salaries are consistently six figures in today's market and the added expenses associated with benefits



(medical insurance, PERA, bonuses, transportation etc.) this could become a very expensive model to implement.

- Having the dual leadership structure exposes the school boards efforts to micromanage operational decisions. When boards begin to overstep their authority and not follow their own bylaws and policies it results in leadership burnout/turnover.
- When any of the previously listed reasons occur, it will result in the board having to clean the situation up. It will take time and can cause disruptions in the school climate.

## **Recommendations**

### **Board of Directors**

- Continue with a single leader structure for the school moving forward. This is the most manageable, efficient and cost-effective structure to use.
- The current school leader has proven to be effective in their efforts to unify the community and improve the overall school climate and culture. It is in the boards best interest to recognize the impact that positive leadership has on the entire school and to maintain that positive direction moving forward. Continue with your current head of school. Sustain the positive relationship that exists between the school leader and board. Empower and trust that they will make academic and operational decisions that are in the best interest of students, faculty and staff and parents. Create a leadership environment that sustains effective school leaders.
- The strategic plan is ultimately the responsibility of the Board of Directors. Use the plan to guide and structure the boards governance work. Be strategic in your thinking. Clarify what long range (3-5 year) goals are and annual strategic priorities. The priorities reflect what you want to accomplish in the current school year. The completion of the annual priorities should demonstrate progress toward the long-range goals. Board meeting agendas should be aligned to the strategic priorities and goals identified in the plan.
- The strategic plan was developed and goals identified to be accomplished in 2024-25 school year. This is a daunting and unrealistic expectation. With the five identified strategic content areas (*Responsible Leadership, Financial Stability, Engaged Community, Exceptional Staff and a Differentiated Learning Environment*) alone, it will take more than a year to accomplish all the expectations. When the seven Culture and Climate objectives are added it could easily take the board and head of school years to accomplish this amount of work. The magnitude of these type of expectations can be a factor in leadership burnout and turn over. Consider extending this plan to a 3–5-year timeframe. Consider how you can reduce and/or realign responsibilities.
- Many of the themes identified in the 2024-25 strategic plan began emerging in 2022 and are still relevant. The goals haven't been met. This is an indication that the board is not using the strategic plan to guide their work. If the plan and goals are important, accomplish those goals.



- Currently the board requires members to complete the CDE governance training modules. This should be followed with 2-4 hours of additional training (annually), and it should be led by an outside facilitator who can guide the boards discussion. The board must be able to understand the theory of good governance and more importantly how to apply it in practice. Also, the board must understand and honor the roles and responsibilities of the board and the school leader. They must focus on governance and not micromanage and/or insert themselves into issues that are the responsibility of the school leader or other staff.
- The board needs to develop and follow a plan for how they intend to manage the school marketing and fund-raising efforts. This includes brand identity, donations, events and the parent/community volunteer program.

## Operations

- Evaluate and decide how to structure financial services (having a staff CFO who is hired by and reports to the head of school; or contracting with one of the charter school financial service providers (including a staff finance manager/accountant selected by and reporting to the head of school). Contact financial service providers to present to the board (or finance committee under the boards direction) as soon as possible. It may take a few months to make the transitions if this direction is chosen.
- If it's decided to have a staff CFO, they would be a direct report to the school leader, not the board. The school leader leads the recruiting/hiring effort. It would be appropriate to have a board member serve on the CFO hiring committee, in addition to critical staff members (operational manager, finance committee non-board members, etc.). Begin searching for qualified candidates (job postings in key locations: Colorado League of Charter Schools, Colorado Association of School Leaders (CASE), etc.) not later than the end of January 2025.
- Develop a concise school organization chart (see attached examples) with clearly defined leadership assignments and direct report structure. Every leadership role in the school should have a job description that defines their roles and responsibilities.
- The school has written job descriptions included in job postings/announcements for the head of school, department/section leaders (Principals, Finance, Operations, Academics, GT). The job descriptions and matrices for each leadership role should be formalized and included in HR policies/documents.
- Succession planning for the head of school should be developed to ensure that the board can initiate a streamlined recruiting and selection process when a vacancy arises. The process should include: a selection criterion aligned to the school mission, vision and core values; core leadership traits valued by the school community that position candidates to be successful; a selection process including initial job posting locations and timelines, hiring committee structure (including board, administrative, faculty, staff and parent representatives and how they are selected), and communications. More information regarding succession planning can be found in the Colorado League of Charter Schools training modules titled Basic Board roles and Responsibilities – Hiring the School Leader.

- The current labor market for teachers and school leaders (nationally) is at a critical level and very competitive. Over 400,000 teachers and countless school leader have left education since the COVID pandemic. Universities have seen a serious decline in the number of students pursuing education degrees and future projections are not promising. To address these challenges, consider how Stargate can create opportunities for candidates to become teachers or school leaders. Embrace alternative licensure programs (offered by colleges and Boards of Cooperative Educational Services (BOCES) in Colorado) to give teacher and school leaders manageable options for joining your team. Identify current staff with leadership, instructional or operational potential and provide them with exposure to experiences and training to prepare them for needed roles. The more that you can control access to quality individuals to fill future openings in instructional and leadership roles, the better prepared you will be to sustain your performance expectations.

Stargate School has a great deal to celebrate after serving the needs of gifted students in the Denver metro area for thirty years. As a John Irwin School of Excellence, its academic program is amongst the finest in the state. Financially, Stargate continues to demonstrate outstanding oversight and compliance. Opportunities for parental and community engagement/feedback are consistently available, and the board strives to be as transparent as possible. The most evident challenge facing the Stargate community is the historic turn over in executive leadership. The board can address this issue by focusing on governance and entrusting that the head of school will lead and manage both academic and operational system. By recognizing this structure and working jointly with the head of school to identify annual strategic priorities, both will be better positioned to ensure that Stargate continues to serve gifted students well into the future.

## Basic Board Roles and Responsibilities

### CHARTER BOARD BASIC RESPONSIBILITIES

The ten basic responsibilities of a charter school board are identified in the table below:

Responsibility	Evaluation
<p><b>1. Determine the school's mission and purpose</b> It is the board's responsibility to create and review a statement of mission and purpose that articulates and guides the school's goals, means, and primary constituents served.</p>	
<p><b>2. Provide proper financial oversight.</b> The board must assist in developing the annual budget and ensuring that proper financial controls are in place.</p>	
<p><b>3. Select the school leader.</b> Boards must reach consensus on the school leader's responsibilities and undertake a careful search to find the most qualified individual for the position.</p>	
<p><b>4. Ensure adequate resources.</b> One of the board's foremost responsibilities is to provide adequate resources for the school to fulfill its mission, including fundraising.</p>	
<p><b>5. Ensure legal and ethical integrity and maintain accountability.</b> The board is ultimately responsible for ensuring adherence to legal standards and ethical norms and meet authorizer and state accountability requirements.</p>	
<p><b>6. Ensure effective organizational planning.</b> Boards must actively participate in an overall planning process and assist in implementing and monitoring the plan's goals.</p>	
<p><b>7. Recruit and orient new board members and assess board performance.</b> All boards have a responsibility to articulate prerequisites for candidates, orient new members, and periodically and comprehensively evaluate its own performance.</p>	
<p><b>8. Enhance the school's public standing.</b> The board should clearly articulate the school's mission, accomplishments, and goals to the public and garner support from the community.</p>	
<p><b>9. Determine, monitor, and strengthen the school's programs and services.</b> The board's responsibility is to determine which programs are consistent with the school's mission, set goals for achieving outcomes, and monitor effectiveness toward achieving these goals.</p>	
<p><b>10. Support the school leader and assess his/her performance.</b> The board should ensure that the school leader has the moral and professional</p>	

## Basic Board Roles and Responsibilities

support he or she needs to further the goals of the school, and assess their performance in accomplishing these goals.	
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### **Board Application:**

Reflect on how your board measures up to the list of key board responsibilities above. Put a star by the three responsibilities where you feel your board is strongest; put a check by the three responsibilities where you think your board most needs improvement. When everyone has finished this exercise individually, have each board member identify their three strengths and three areas of needed growth on a master list and collectively identify the areas where the board should focus its attention.

## **VISION AND MISSION**

One of the first and most important roles of the board is to establish a vision and mission for the organization. The vision states how the charter school will look once it is operating (the big picture view). The mission states how the school intends to make that vision a reality. An easy way to understand the difference between the vision and mission is that the mission focuses on the school's present state and day-to-day fundamentals of the school, while the vision focuses on the school's future.

The vision and mission statements should be succinct, easy to understand, and easy to remember and defines your school for potential students, parents and staff. It is important for these statements to be clear and straightforward so that they can easily be implement over the life of the charter school.

### **The vision statement:**

- Concisely articulates what the board envisions for the school and its long term impact for the future 5-10 years.
- The vision statement expresses the ideal, long-term impact, scope and scale of the school. It articulates what the school hopes to be, but not how the school will reach that vision.
- The vision should focus on essentials, be research based, and provide guidance to the board and administration as the school grows.
- The vision statement is focused on the future. It concisely and succinctly defines what the school looks like when it is "all grown up."

### **The mission statement:**

- Concisely expresses clear, focused and compelling purposes and priorities that will guide school implementation and operations. It is not a motto or marketing slogan, but rather should include elements that are meaningful, measurable, and attainable and explain how the school will reach its vision.
- Focuses on high quality educational outcomes that are the driving force and rationale behind all other components of the application.

## Basic Board Roles and Responsibilities

- The mission statement should address the fundamental questions of “what do we want students to learn,” “what are the key programmatic elements that will get us to that end,” and “how will we know students have learned it.” It defines what skills, knowledge, and competencies a student who graduates from the school will possess, and provides the entire community with a clear picture of what the school aims to achieve.

A strong vision and mission are essential as strategic planning, implementation, and operation of the school all take direction from these statements, bringing them to fruition through everyday practice and decision making. Revisiting the vision and mission statements as a board on a scheduled basis is important to ensuring continued clarity of direction for all involved with the school.

### RESPONSIBILITIES OF INDIVIDUAL BOARD MEMBERS

We provide here two lists – the individual responsibilities of a board members and important personal characteristics for board members leading to a healthy, high-functioning board.

Independently review these items and thoughtfully consider three areas of responsibility or characteristics in which you personally would like to improve your board practice in the coming year. Identify those items in the space that follows.

#### Individual Board Member Responsibilities

- Attend all board meetings, committee meetings, and required school functions, including special events. (This generally averages out to approximately 8-10 hours per month.)
- Be informed about the school's vision and mission, services, policies, and programs.
- Review agenda and supporting materials prior to board and committee meetings.
- Serve on committees or task forces and offer to take on special assignments.
- 
- Consider a personal financial contribution to the school in an amount that is personally meaningful.
- Inform others about the school...be an ambassador.
- Suggest possible nominees to the board who can make significant contributions to the work of the board and the school.
- Keep up-to-date on developments in education and charter school issues.
- Follow conflict of interest and confidentiality policies. Openly disclose perceived or actual conflicts of interest.
- Refrain from making any direct requests of the staff.
- Assist the board in carrying out its fiduciary responsibilities, such as reviewing financial statements for the school.

#### Personal Characteristics that Make for Healthy Board Dynamics

- Ability to listen
- Ability to analyze
- Ability to think clearly and creatively
- Ability to work well with people individually *and* in a group

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# Basic Board Roles and Responsibilities

- Willing to prepare for and attend board and committee meetings
- Willing to ask questions
- Willing to take responsibility and follow through on a given assignment
- Willing to contribute personal and/or financial resources in a generous way according to circumstances
- Willing to open doors in the community
- Willing to evaluate oneself
- Develop certain skills if you do not already possess them, such as to: cultivate and solicit funds, cultivate and recruit board members and other volunteers, read and understand financial statements, learn more about the substantive program area of the school.
- Possess: honesty, sensitivity to and tolerance of differing views, a friendly, responsive, and patient approach, community-building skills, personal integrity, a developed sense of values, concern for your school's development, and a sense of humor.

I commit myself to improving my board practice in the following three areas this year:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## BOARD MEMBER AGREEMENT/NORMS

It is highly recommended that boards adopt a board agreement or board norms for board members and ask board members to sign this document annually indicating their commitment to a standard for board participation.

What issues are important to address in your school’s board member agreement?

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Review the sample board member agreement on the next page and consider whether having a document like this would benefit your school. While you are reading, cross out the items that don’t apply and note points you feel should be added.

# Basic Board Roles and Responsibilities

## Sample Board Member Agreement

I, \_\_\_\_\_ understand that as a member of the Board of Directors of ABC Charter School, I have a legal and moral responsibility to ensure that the organization does the best work possible in pursuit of its goals. I understand my legal responsibilities to meet the duty of care, duty of loyalty, and duty of obedience. I believe in the purpose and the mission of the organization, and I will act responsibly and prudently as its steward.

I understand that I do not have authority to make decisions as an individual, but that my authority is only through the collective decision-making of the Board. After a decision has been made by the board, I will support it.

I have read and understand the Board Responsibilities and the Individual Board Member Responsibilities that govern my work on the Board. I will perform my duty as a board member by fulfilling my responsibilities as an individual board member as specified here and by partnering with other board members to fulfill the responsibilities of the collective Board as specified in our Board Manual.

If I don't fulfill these commitments to the organization, I will expect the board Chair to call me and discuss my responsibilities with me. After discussion, if I still feel unable to fulfill these expectations, I will resign from the Board.

**I commit to:**

1. Support and be an active ambassador for the values, mission, and vision of ABC Charter School.
2. Work with fellow board members to fulfill the obligations of Board membership.
3. Behave in ways that clearly contribute to the effective operation of the Board of Directors:
  - A. Focus on the good of the organization and group, not on personal agenda(s),
  - B. Support Board decisions once they are made,
  - C. Participate in an honest appraisal of my own performance and that of the Board, and
  - D. Build awareness of and vigilance toward governance matters rather than management.
4. Regularly attend Board and committee meetings in accordance with the Board's absenteeism policy, prepare for these meetings by reviewing materials and bringing the materials to meetings, and if unable to attend, notify the Board or committee Chair.
5. Keep informed about the school and its issues by reviewing materials, participating in discussions, and asking strategic questions.
6. Actively participate in one or more fundraising event(s) annually.
7. Use personal and professional contacts and expertise for the benefit of ABC Charter School.
8. Serve as a committee chair or member, as directed by the Board.
9. Give an annual financial contribution at a level that is personally meaningful. [It is the percentage of participation that is most important, rather than the dollar amount.]
10. Inform the Board of Directors of ABC Charter School of any potential conflicts of interest, whether real or perceived, in accordance with the Board's Conflict of Interest Policy, and abide by the decision of the Board related to the situation.
11. Commit to continuous improvement of the Board through annual self-evaluation and ongoing professional development.

\_\_\_\_\_ Date: \_\_\_\_\_  
 Member, Board of Directors

## Basic Board Roles and Responsibilities

### BOARD OFFICER JOB DESCRIPTIONS

Board officers play important roles in maintaining order and structure for the board. The following descriptions provide an idea of the typical function of charter school board officers. These are meant to be guidelines and should be modified to meet each school's unique needs.

#### Board President or Chair

- Oversee board and executive committee meetings
- Serve as ex-officio member of all committees
- Work in partnership with the school leader to make sure board resolutions are carried out
- Call special meetings, if necessary
- Appoint all committee chairs and, with the school leader, recommend who will serve on committees
- Assist school leader in preparing agenda for board meetings
- Assist school leader in conducting new board member orientation
- Oversee searches for a new school leader
- Coordinate school leader's annual performance evaluation
- Work with the nominating committee to recruit new board members
- Act as an alternate spokesperson for the organization
- Periodically consult with board members on their roles and help them assess their performance

#### Board Vice-President or Vice-Chair

- Serve on the executive committee
- Carry out special assignments as requested by the board chair
- Understand the responsibilities of the board chair and be able to perform these duties in the chair's absence
- Participate as a vital part of the board leadership

#### Board Secretary

- Serve on the executive committee
- Develop and maintain a working knowledge of Open Meeting law and Open Records Act requirements.
- Maintain all board records in an organized manner and ensure their accuracy
- Review board minutes
- Assume responsibilities of the chair in the absence of the board chair, chair-elect, and vice chair
- Provide notice of meetings of the board and/or of a committee when such notice is required

#### Board Treasurer

- Maintain knowledge of the school and personal commitment to its goals and objectives
- Understand financial accounting for nonprofit organizations and for public schools
- Maintain an understanding of financial reporting and transparency requirements for charter schools.
- Serve as financial officer of the organization and as chairperson of the finance committee.
- Manage, with the finance committee, the board's review of and action related to the board's financial responsibilities.
- Work with the school leader and the school finance personnel to ensure that appropriate financial reports are made available to the board on a timely basis.

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# Basic Board Roles and Responsibilities

- Assist the school leader and/or the school finance personnel in preparing the annual budget and presenting the budget to the board and finance committee for approval.
- Review the annual audit and answers board members' questions about the audit.

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**Board Application:**

Review your school’s board officer job descriptions. Compare them with the lists above and determine if anything is missing or needs to be changed. Are the current officer responsibilities meeting the school and board’s needs?

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## GOVERNANCE VERSUS OPERATIONS

Who does what? Often times charter school boards struggle with the delineation of roles and responsibilities. Are we in the weeds? Are we closer to the moon? Finding the right balance of appropriate governance and oversight is important. The typical breakdown between governance and operations is as follows:

Board of Directors	School Administration
Policies	Operations
Focus: ENDS/Outcomes	Focus: MEANS/Methods
Questions to Ask: Why? What? How Much?	Questions to Ask: When? Where? Who? How?
Actions: Monitor, Vote	Actions: Implement, Recommend

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**Board Application:**

Spend a few minutes thinking about board and administrative roles and responsibilities at your school. In what areas has the distinction between governance and operations been ambiguous or challenging? Note your thoughts below and spend a few minutes sharing these as a whole group.

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# Basic Board Roles and Responsibilities

This time and attention graph provides a helpful visual for the distinction between board and administrative roles and those responsibilities that are shared:

<b>Responsibilities</b>	<b>Time and Attention Graph</b>
<p><b>Governance</b></p> <ul style="list-style-type: none"> <li>• Mission</li> <li>• Values</li> <li>• Goals</li> <li>• Organizational Health and Viability</li> <li>• Survival</li> </ul>	<p><b>Board's Decisions</b></p> <p style="text-align: right;">Administrator Advises</p>
<p><b>Partnership</b></p> <ul style="list-style-type: none"> <li>• Strategic Planning</li> <li>• School Evaluation</li> <li>• Finance Policies</li> <li>• Enrollment</li> <li>• Employment Terms</li> </ul>	<p><b>Shared Decisions: Board and Administrator</b></p>
<p><b>Operational</b></p> <ul style="list-style-type: none"> <li>• Staffing</li> <li>• Program Management</li> <li>• Internal Systems</li> </ul>	<p style="text-align: left;">Board Advises</p> <p><b>Administrator's Decisions</b></p>

## Basic Board Roles and Responsibilities

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### Scenarios for Consideration:

Break into pairs and define the board's role and the school leader's role in each of these scenarios. After about 10 minutes of discussion, have each group share their thoughts about one of the scenarios.

1. It is the fall of your second year of school. The state test scores come out and your students are doing exceptionally well in English Language Arts (ELA), but their math scores are terrible.
  2. It is June and the school leader is giving the board a wrap-up of the school year. The board is shocked to hear that 60% of the teachers are not going to return next year.
  3. The board hears anecdotal evidence that the school is doing a wonderful job with the lowest performers, but that the highest achieving kids in the school are not being challenged and many of them have left or are planning to leave the school.
  4. During the winter of the school's first year the senior management team of the school has crafted a policy to determine which students will need to repeat a grade and which students will be promoted to the next grade.
  5. The board and the school leader agreed to pay bonuses to teachers and there is a lump sum in the budget from which to draw from.
  6. A teacher has a conflict with the school leader, comes to a Board meeting and talks about the conflict, catching everyone unaware.
  7. The Board chair and the school leader have a serious disagreement about a major policy issue.
  8. The Board receives an anonymous letter complaining about the school leader.
  9. A reporter, investigating rumors about teacher unrest at the School, calls a Board member at home.
-

## Basic Board Roles and Responsibilities

### Committee Roles

Committees assist the board by conducting research and oversight on critical issues, enabling the board as a whole to focus on the big picture during board meetings. The role of committees in carrying out governance and operations responsibilities can cause confusion in terms of who is responsible for what. The following table provides a helpful breakdown of specific responsibilities for board, administration, and committees in some broad categories. For more information on using committees see Module 4: Board Committees.

Responsibility	Board of Directors	School Leader	Committee
<b>Legal</b>	<ul style="list-style-type: none"> <li>• Exercises fiduciary role to ensure that the charter school is properly managed.</li> <li>• Ensure legal compliance with relevant and pertinent law and district/state policy.</li> <li>• Ensure the proper paperwork is submitted to governmental agencies.</li> <li>• Reviews financial and business dealings and exercises proper judgment in self-dealing transactions—avoidance of conflicts of interest.</li> </ul>	<ul style="list-style-type: none"> <li>• Must provide concrete data to the board to demonstrate that the charter school is well-managed and in legal compliance with the contract.</li> <li>• Compiles info (waivers, etc.) for annual filing requirements.</li> <li>• Makes the board aware of potential legal issues.</li> <li>• Establishes procedures that are compliant with relevant and pertinent law and district/state policy.</li> </ul>	<ul style="list-style-type: none"> <li>• Tracking regulatory and legislative changes.</li> </ul>
<b>Budget, Finance and Accounting</b>	<ul style="list-style-type: none"> <li>• Approves annual budget.</li> <li>• Reviews regular, periodic financial reports (balance sheet, income statement, changes in financial position).</li> <li>• Ensures that proper internal controls are in place.</li> <li>• Hires auditor and oversees annual audit.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare annual budget with input from staff and finance committee.</li> <li>• Oversees preparation of periodic financial reports.</li> <li>• Implements proper financial controls.</li> <li>• Provides info during audit process.</li> </ul>	Finance Committee: <ul style="list-style-type: none"> <li>• Provides input to the school leader and board about the setting of budget priorities.</li> <li>• Provides input to the school leader and board about the allocation of the budget.</li> <li>• Provides input to the board re: areas of concern after reviewing periodic financial statements.</li> </ul>

# Basic Board Roles and Responsibilities

<b>Planning and Accountability</b>	<ul style="list-style-type: none"> <li>Establishes mission and program direction for the charter school and approves goals and objectives designed to achieve those ends.</li> <li>Reviews strategic plan and progress.</li> <li>Assesses compliance/progress in achieving academic goals and other outcomes agreed to in the charter contract.</li> <li>Assesses program evaluation plan.</li> </ul>	<ul style="list-style-type: none"> <li>Participates in establishing mission and program direction for the charter school. Contributes to vision of the charter school and assists the board in maintaining focus and momentum for the school.</li> <li>Develops specific program goals and objectives based on the board-specific mission.</li> <li>Develops reports or oversees staff development of reports to demonstrate program progress.</li> </ul>	<p>Accountability Committee:</p> <ul style="list-style-type: none"> <li>Monitors the implementation of the mission/goals/objectives of the charter school through providing feedback to the school leader and the board of directors.</li> <li>Provides input into the development of the annual goals and objectives of the school.</li> <li>Conducts an annual satisfaction survey for students, parents, staff and community members.</li> </ul>
<b>Policy</b>	<ul style="list-style-type: none"> <li>Develops and adopts written board and school policies.</li> <li>Responsible for reviewing policies periodically.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies need for new school policies</li> <li>Responsible for assuring the implementation of policies and for assisting the board in analyzing policy options.</li> </ul>	<p>Accountability Committee:</p> <ul style="list-style-type: none"> <li>Identifies the need for new school policies.</li> <li>Makes proposals for policy to the school leader and board of directors.</li> </ul>
<b>Personnel</b>	<ul style="list-style-type: none"> <li>Sets and reviews personnel policies.</li> <li>Hires and evaluates the school leader performance.</li> </ul>	<ul style="list-style-type: none"> <li>Implements personnel policies.</li> <li>Recommends changes in personnel policies to the board.</li> <li>Hires all personnel and evaluates performance of staff members (or delegates to appropriate supervisor).</li> </ul>	<p>Hiring Committee:</p> <ul style="list-style-type: none"> <li>Participates with the process of hiring the school leader according to Personnel Policy.</li> </ul>
<b>Education Program and Curriculum</b>	<ul style="list-style-type: none"> <li>Establishes academic and non-academic goals for student performance that are aligned with the mission of the charter.</li> <li>Approves programmatic /curricular changes.</li> </ul>	<ul style="list-style-type: none"> <li>Coordinates and leads the faculty in the design, implementation, evaluation and critique of the school’s education program as a means to accomplish the board-approved academic and non-academic goals for student performance.</li> <li>Analyzes information and recommends curricular changes.</li> </ul>	<p>Accountability Committee:</p> <ul style="list-style-type: none"> <li>Provides info to the school leader and board about the effectiveness of the education program as a means to accomplish the board-approved academic and non-academic goals for student performance.</li> <li>Makes recommendations for change.</li> </ul>

## Basic Board Roles and Responsibilities

### HIRING THE SCHOOL LEADER

When a school faces a transition in leadership, it is important for the board to engage in a strong recruitment and hiring process to ensure successful appointment of a new leader. The board should not wait until a vacancy arises to create a transition plan, but rather should develop a succession plan and transition process before the need arises, so that it can immediately engage the process to ensure a minimal gap, if any, in school leadership. There is no question that leadership makes a huge difference in a school's success; a board looking to hire a new school leader should spend the time to ensure this process done strategically.

The NewSchools' Venture Fund<sup>1</sup> published a document called *School leader Development: Selection, Support, and Evaluation: Key Strategies from NewSchools' Portfolio Ventures* (2008). In this publication, NewSchools' offers three key steps for a successful hiring process, explained below. These steps are drawn from their work with several successful networks of public charter schools.

#### Step 1: Develop Clear Selection Criteria

These criteria should be articulated prior to starting the search process and should be aligned with the school's mission and culture. NewSchools' note, "The criteria should be both detailed enough to describe a clear vision of proficiency and broad enough to span the full range of instructional, interpersonal, cultural, organizational, and community-building competencies needed to be a successful principal" (p. 8).

#### Step 2: Identify "Non-Negotiable" Traits

The board should spend some time reaching consensus on those traits that it deems non-negotiable in hiring a new school leader. An important distinction in this process is "coachable" skills (for example, team building, management) and "non-coachable" skills (deeply held beliefs about education and students). Your board should consider how much time and energy it can devote to hiring a school leader that might be missing some key skills, so long as they are "coachable." The board may be justified in hiring a school leader who needs a bit of coaching, so long as there is adequate time and resources to provide the needed coaching. The coaching would typically be provided through a mentor, leadership program, or personal coach – usually such coaching is not typically provided by board members who may not have expertise themselves in school administrative leadership.

Each school must identify its own non-negotiable traits in a school leader based on its mission, values, and educational philosophy. As an example, NewSchools holds these three traits as non-negotiables:

- A fundamental belief that all students can learn: A passion and relentless drive to ensure high academic achievement for every child regardless of background.
- Strong knowledge of teaching and learning: An ability to distinguish outstanding teaching and provide guidance to improve instruction.
- An unyielding focus on goals and results: A goal-oriented disposition and holds self personally responsible for setting and achieving goals.

<sup>1</sup> [www.newschools.org](http://www.newschools.org)

# Basic Board Roles and Responsibilities

## Step 3: Create a Multi-Modal, Values-Aligned Selection Process

Once a school has identified its mission-aligned hiring criteria, the resume screening and interview processes must align with the qualities the school ideally seeks in a leader. Develop interview questions specifically designed to get at specific values or characteristics that have been identified as critical. In addition to an interview process, many schools also find some sort of simulation exercise to be helpful tool in identifying mission-aligned candidates. For teachers, this involves demonstrating a short lesson. For a school leader, it might be conducting an analysis of the school’s actual student performance data, observing a class or video lesson and providing feedback, or leading a sample professional development session with staff.

## SCHOOL LEADER AND BOARD RELATIONSHIP

### School Leader Professional Development

School boards should ensure that they have put adequate supports in place to ensure the school leader’s ongoing professional development and growth. There are a number of strategies that can be used including coaching or mentoring, collaborative learning through peer groups (for example, quarterly school leaders luncheons or monthly meetings among leaders of similar types of schools), and targeted training based on the school’s leaders specific goals for professional growth.

### Ensuring Clear Delineation of Roles

We offer the tool below, which is designed for use by charter schools that are already operating. It should be completed via a discussion by governing board members, the school leader, the business manager and/or other senior administrative staff, as appropriate for the charter school. The board should specify when subcommittees have a role. Note that each particular school’s delineation of roles may look different initially and shift over time as the school is established and matures. It is thus good to revisit the tool periodically, for example, every 2-3 years at a time of strategic planning, to ensure the delineation remains a fit for purpose for the school.

The purpose of the instrument is to have a detailed discussion about roles and responsibilities and keep the documentation for future reference. The list of items is not exhaustive and may be adjusted to suit the unique needs of the charter school. We offer here some suggested descriptions for use during this board/administrator delineation exercise:

Establishes policy	Makes management decision	Takes lead role
Proposes policy	Proposes action	Takes supporting role
Recommends action	Authorizes	Informs
Schedules	Full authority	Carries out

**Note:** In the chart, the word “blend” means the board and administration may each have a role. In the case of blended roles, specific delineations should be noted in the “notes” column.

Task/Issue	Board	Administrator	Blend	Notes
<i>School</i>				
Maintains the vision/mission				
Implements the vision/mission on a daily basis				
Ensures compliance with the original charter				

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# Basic Board Roles and Responsibilities

Task/Issue	Board	Administrator	Blend	Notes
Maintains legal status; ensures proper paperwork is filed				
Develops the strategic plan & implements it				
Monitors progress of the strategic plan				
Prepares board meeting agendas				
Prepares & distributes board packets				
Posts board meeting notices				
Maintains corporate records				
Identifies the need for new board policies				
Maintain contact with the authorizer				
Maintains relations with key community members				
Monitors charter school legislation				
Networks with other charter school leaders				
Records school history				
Recruits new board members				
Provides new board member induction				
Ensures adequate student enrollment				
Ensures board accountability				
Secures legal counsel when needed				
Negotiates charter contract with the authorizer				
Creates annual school calendar				
Ensures state & district waivers are valid				
Provides documentation for charter renewal				
Other:				
Other:				
<b><i>Finance/Business Ops</i></b>				
Creates & monitors annual budget				
Approves annual budget				
Reviews monthly financial statements				
Approves daily budget expenditures				
Arranges for annual financial audit				
Develops long-range financial plan				
Makes financial decisions within the parameters of the budget				
Ensures proper insurance coverage				
Establishes/changes payroll system				
Ensures federal entitlement funds are received				
Develops job descriptions				
Guarantees staff contracts are signed				
Maintains HR files				
Establishes contracts with vendors				
Implements substitute plan				
Provides legally-required staff training				
Ensures purchasing compliance				
Provides for asset management				
Manages facility maintenance				
Pursues grants & private funding				
Establishes annual fee schedules				
Implements the school crisis plan				
Provides for risk management				
Ensures organizational efficiency				
Other:				
Other:				

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# Basic Board Roles and Responsibilities

Task/Issue	Board	Administrator	Blend	Notes
<b>Staffing</b>				
Hires/fires/non-renews instructional staff				
Hires/fires/non-renews administrative staff				
Evaluates instructional staff				
Evaluates administrative staff				
Develops initial personnel policies				
Implements personnel policies				
Responds to parental complaints regarding staff members				
Responds to staff's complaints				
Develops staff professional development plan				
Ensures adequate communication among staff				
Ensures personnel law compliance				
Researches & implements new program ideas with staff				
Creates & implements the employee handbook				
Other:				
Other:				
<b>Academic</b>				
Sets student academic achievement goals				
Ensures educational program is in alignment with state content standards				
Ensures instructional program is effective & properly implemented				
Provides supplemental classroom resources				
Ensures compliance with IDEA & 504 laws				
Ensures adequate programming for ELL students & GT students				
Implements a comprehensive RtI program & continued training				
Evaluates school performance				
Makes adaptations to program based on data				
Ensures adequate instructional time				
Other:				
Other:				
<b>Parent/Student Relations</b>				
Ensures adequate communication with school families				
Maintains external community relations				
Ensures students have met enrollment qualifications				
Informs new families of pertinent information				
Creates & maintains the parent/student handbook				
Provides new student/parent orientation				
Communicates with the PTO				
Selects & maintains student records (hard copy & electronic)				
Provides for fair & equitable student enrollment				
Ensures parent volunteers are screened & effectively utilized				
Maintains visitor check-in & monitoring process				
Provides due process for suspended & expelled				

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# Basic Board Roles and Responsibilities

Task/Issue	Board	Administrator	Blend	Notes
students				
Provides extracurricular (including sports) programming				
Other:				
Other:				

## Example of Completed Worksheet

Task/Issue	Board	Administrator	Blend	Notes
Creates annual budget	Initial draft from Finance Subcommittee.; presented to board in March & considered in April for adoption	Member of Finance Subcommittee.	Finance Subcommittee.	Finance Subcommittee. Includes Board Treasurer, School leader, Business Manager, parent with financial expertise; meets quarterly
Approves annual budget	Adopts in April	Oversees creation of budget.	Reviews draft budget in depth and highlights concerns and provides recommendations.	
Reviews monthly financial statements	Monitors	Creates and ensures positive cash flow & adherence to budget.	Reviews in depth monthly and highlights concerns.	Business Manager provides daily operations & School leader monitors Business Manager generation the monthly financial statements for inclusion in board packet
Arranges for annual financial audit	Board Treasurer acts on behalf of the Board & presents motion to the Board by May meeting	Works with Business Manager to provide a recommended audit firm and timeline. Submits all needed documents to the auditor.	Finance Subcommittee.	Finance Committee recommends audit firm to the Board. Committee reviews audit report in depth and shares concerns and recommendations with the Board.
Implements proper financial controls	Board Treasurer ultimate responsibility	Monitors implementation. Creates procedures.		Quarterly audit by Board Treasurer. Business Manager complies with financial policies & procedures while performing daily operations.

## SCHOOL LEADER EVALUATION

One of a charter school board’s most important responsibilities is evaluation of the school leader... and yet many charter school boards historically have not conducted a strategic and comprehensive annual school leader evaluation. Or it is conducted in such a way that it is perceived by the school leader as

## Basic Board Roles and Responsibilities

being unhelpful (at best) or causes an irreconcilable rift between the board and the school leader (at worst).<sup>2</sup> Why does this happen?

- ✓ As startup organizations, it is easy to let the school leader evaluation get pushed to the back burner as there are always issues that seem more pressing.
- ✓ The school leader may be reluctant to be evaluated.
- ✓ Most boards do not understand the “teaching and learning” side of the school and don’t know how to evaluate it.
- ✓ Boards often create a process that is either too quick and superficial to be meaningful, or the process is so involved that it becomes unwieldy and not very useful.

The most common mistakes charter school boards make in evaluating the school leader are as follows:

- ✓ Rushing into the process at the end of the year.
- ✓ Having an inappropriate or ineffective timeline for the process.
- ✓ Board members themselves directly soliciting faculty and parents for input.
- ✓ Not creating a written process detailing how the evaluation will be conducted that is voted on by the full board and is reviewed with the school leader ahead of time.
- ✓ Not using the important documents and information right at their fingertips, including:
  - Charter contract
  - Strategic plan
  - School leader job description
  - School performance data

We include here a sample school leader evaluation timeline:

### General Principles to Guide the Performance Evaluation Process

- Process and evaluation should be easy to administer, measure and advance ABC Charter School’s Vision/Mission and unique culture
- Intended to capture and acknowledge results and accomplishments, as well as to identify development opportunities
- Strive to be a fair process, data/fact-driven, no big surprises
- Align with the requirements of SB 10-191 Educator Effectiveness requirements<sup>3</sup>, including required Metrics and tie to student performance (unless waived in whole or in part)
- Collaboration and shared ownership with school leader for performance and development
- School leader has opportunity for input into evaluation process
- Self-assessment process
- Seek continuous improvements based on learning, and researched-based data

<sup>2</sup> Much of the information in this section was originally developed from a presentation conducted by Marci Cornell-Feist and The High Bar at the National Charter Schools Conference on June 23, 2008.

<sup>3</sup> The Great Teachers and Leaders Act, C.R.S. §22-9-106 and Colorado State Board of Education rule 1 CCR 301-87  
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# Basic Board Roles and Responsibilities

## Process and Timeline

### Summer/Prior to Start of School - Set Performance Goals for School Year.

1. Board holds Annual Summer Retreat/Strategic Planning Session
2. School leader develops goals against strategic plan focus areas and job description and submits to the Board President
3. Board reviews and approves performance plan
4. Board President communicates any changes and approval of plan
5. School leader development is planned/agreed upon.

**January - Mid-Year Evaluation:** A “check-in” on progress of performance. May re-assess and re-assign goals at this time.

1. School leader writes Mid-Year Self-Assessment against pre-set goals
2. Board reviews, gives performance feedback, approves any changes to the initial goals in writing
3. Board makes a decision for school leader contract renewal for upcoming school year
4. Board President provides collective board feedback, delivers mid-year performance evaluation
5. Check-in on school leader development plan progress
6. Board President presents new school leader contract for the upcoming year

**Late Spring - Year-End Evaluation:** A review of full-year performance.

1. School leader writes year-end self-assessment
2. Feedback is collected
3. Board reviews, gives performance feedback, approves final written evaluation
4. Board President provides collective feedback, delivers performance evaluation, discussion and review of professional development plan

**Ongoing – Continuous feedback:** Opportunity for positive reinforcement on good results and/or course-correct throughout the year.

1. Dashboard report-outs on policy compliance, school accountability committee, other committee report-outs, progress monitoring of critical data
2. Board President provides any feedback, as needed, throughout the school year
3. Continue development plan work throughout the school year

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### Board Application:

Based on your current board practice, go through the checklist below which includes the steps boards should take for an effective school leader evaluation process. After reflecting individually, share your results with a partner or the whole group. Discuss next steps for improving your school leader evaluation process.

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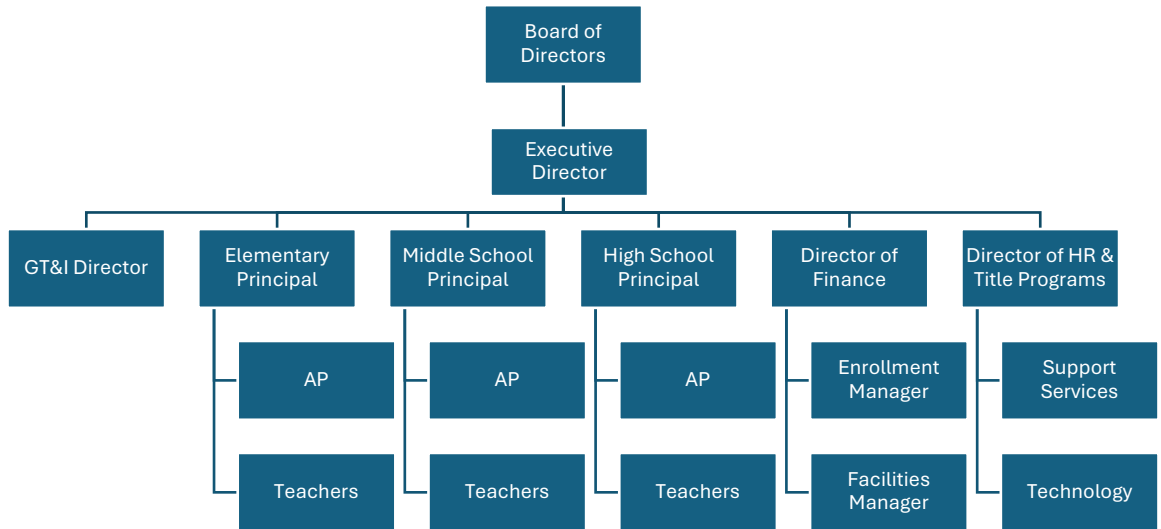
School Leader Evaluation Steps	Yes	No	Unsure
1. Everyone understands that the school leader evaluation process is a year-long process of exchanging feedback between the board and school leader.			
2. The board and school leader establish goals for the process. These are written down and define what the board and school			

## Basic Board Roles and Responsibilities

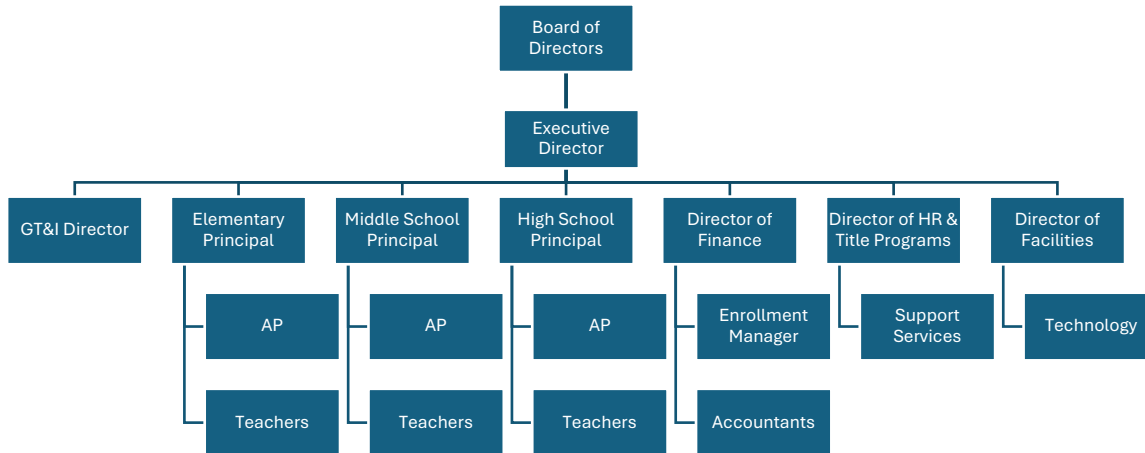
leader hope to achieve with the process. The board uses this as a check to make sure the process is meeting these mutually established expectations.			
3. The board establishes a school leader evaluation committee, which should include three to four board members.			
4. The school leader evaluation committee develops a written process that details what will happen throughout the year, the timeline, and who is responsible.			
5. The full board approves the process and timeline at the beginning of the school year.			
6. The school leader evaluation committee develops an evaluation tool that aligns with the charter contract, state Educator Effectiveness requirements, strategic plan goals, Unified Improvement Plan goals, and the school leader job description.			
7. The full board approves the evaluation tool at the beginning of the school year.			
Next Steps for Improving Our School Leader Evaluation Process:			

### **BOARD ROLES AND RESPONSIBILITIES: Notes, Questions, or Items for Follow-Up**

# STARGATE SCHOOL ORGANIZATION CHART SAMPLE 1



# STARGATE SCHOOL ORGANIZATION CHART SAMPLE 2



# Coversheet

## Executive Director of Academics Report

**Section:** III. School Operations  
**Item:** C. Executive Director of Academics Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** EDA Report January 2025.pdf





## **Executive Director- Academics Governance Board of Directors Report**

**Date: 1/15/2025**

**Prepared by:** Dr. Robin Greene, Executive Director- Academics

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### **Academics:**

- Culture of Belonging
  - “Sprint Cycles” in Secondary
  - Feedback from students on Panorama
- Mission and vision work shared and incorporated into walkthrough plans

### **Adams12 Board of Education Resolution**

- Resolution made on 1/15/2025 in support of students who are undocumented and/or immigrants. I propose that our Governance Board reviews that resolution and mirrors language in support of our students and families.

### **Admissions**

- 993 Applications
  - 280 Kindergarten
  - Reviewed/Processed 168 of the 280
  - On track to fill enrollment needs

### **Budget/Accounting**

- Report from Sheila and Lynne

### **Strategic Plan:**

- Implementation of SEL
  - Mission and vision
  - Decision Matrix on track for development
  - Team building ongoing
- 

**Miscellaneous/FYI: N/A**

