



Stargate School

Governance Board Meeting

Published on March 19, 2025 at 4:06 PM MDT

Date and Time

Thursday March 20, 2025 at 6:00 PM MDT

Location

Virtual meeting only

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 March 20, 2025 Governance Board Meeting
 - 2) Minutes for Governance Board Meeting held February 12, 2025
 - 3) Minutes for Special Governance Board Meeting held March 5, 2025

- B.** Minutes for Governance Board Meeting held February 12, 2025 Approve Minutes

- C.** Minutes for Special Governance Board Meeting held March 5, 2025 Approve Minutes

III. School Operations

- A.** Executive Director of Academics Report FYI Robin Greene
 Staff Update: Dr. Rundquist will present Panorama survey results

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 or may attend the next board meeting to do so. Please 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

Purpose Presenter

A. Written Committee Reports

FYI

B. SAC: Survey Results

FYI

L Paquette and L Challa

[2025 Community Survey Results](#)

2025 Staff Survey Results (not public - to be emailed)

C. Recruiting: Board Election and Independent Directors

FYI

Danielle Fox

VI. Action Items

A. 2025-2026 School Calendar

Vote

Lindsey Paquette

VII. Discussion Items

A. Bond Update

FYI

Samantha Howorko

B. Proposed Bylaw Amendments

Discuss

Lisa Hosfelt

[DRAFT](#)

Follow-up discussion:

Term Limits: 5.3.5

Thresholds: 5.5, 7.3, 7.3.3, 10.1.2, 10.1.3

Requests to discuss additional proposals:

1-year gap: 5.3.2

Remove "in the month of May" from 5.3.7

Quorum: 5.8

C. Plan for State of the School

Discuss

L Paquette

[Draft Agenda](#)

D. Board Self-Evaluation

Discuss

Lindsey Paquette

We could use the [Updated CSSI Rubric](#) from CDE (Domain 5), which maps fairly closely to CSSI Standard 9 that we used in the past, or we could use the CLCS Sample Board Evaluation survey. Both attached here for reference.

E. Strategic Plan Tracking

FYI

L Paquette and L Griffin

Engaged Community

Purpose Presenter

[Strategic Objectives Tracking](#)

- | | | | |
|-----------|-----------------------------|---------|--------------------------|
| F. | Board Onboarding Review | Discuss | K Lindgren and L Griffin |
| G. | League Conference Follow-Up | FYI | L Paquette and L Challa |

Sessions attended: Board Responsibilities, Title IX, Enrollment Strategies, AI in education, Uncertainty

- | | | | |
|-----------|--------------------------|-----|--|
| H. | FYI - Legislative Update | FYI | |
|-----------|--------------------------|-----|--|

[Past Newsletters](#)

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
State of the School | Discuss | |

IX. Closing Items

- | | | | |
|-----------|-----------------|------|------------------|
| A. | Adjourn Meeting | Vote | Lindsey Paquette |
|-----------|-----------------|------|------------------|

Coversheet

Minutes for Governance Board Meeting held February 12, 2025

Section: II. Approve Consent Agenda Items
Item: B. Minutes for Governance Board Meeting held February 12, 2025
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Governance Board Meeting on February 12, 2025

APPROVED



Stargate School

Minutes

Governance Board Meeting

Date and Time

Wednesday February 12, 2025 at 6:00 PM

Location

Secondary Library

Directors Present

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

Directors Absent

K. Lindgren, L. Paquette

Guests Present

1 Staff Member, 1 Staff Members (remote), 2 SAC Members, 3 Community Members (remote),
M. Anderson, R. Greene

I. Opening Items**A. Call the Meeting to Order**

L. Challa called a meeting of the board of directors of Stargate School to order on
Wednesday Feb 12, 2025 at 6:04 PM.

Meryl joined the meeting at 6:08 pm

B. Roll Call**C.**

Reading of Stargate Mission

D. Recognitions and Appreciations

Lisa G - Everyone who helped with the Multicultural Fest.

Lauren McLeese for serving as student body president, running concessions at games, and participating in high school sports

Lumakar - All who helped with and attended the Multicultural Fest.

Samantha - Sheila and Rob for stepping up to run finances

Lisa H. - Mrs. Smart for all her work with students on their Esperanza Rising projects, and for inviting parents to come see their presentations.

Bibi - Members of CRC and others who helped with the Multicultural Fest.

Meryl - All winter season athletic coaches for their work with students.

E. Board News and Events

Lisa G - Multicultural Fest, high school basketball games, one-act play festival

Lumakar - Multicultural Fest

Lisa H. - high school boys' basketball games, middle school girls' basketball games, 4th grade Esperanza Rising showcase

Bibi - Multicultural Fest

Meryl - middle school girls' basketball games

II. Approve Consent Agenda Items

A. Approve Consent Agenda

L. Challa made a motion to approve the Consent Agenda.

S. Howorko seconded the motion.

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

B. Minutes for Governance Board Meeting held January 15, 2025

L. Challa made a motion to approve the minutes from Governance Board Meeting on 01-15-25.

S. Howorko seconded the motion.

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

C. Minutes for Executive Session held January 15, 2025

L. Challa made a motion to approve the minutes from Executive Session for Executive Director Mid-Year Review on 01-15-25.

S. Howorko seconded the motion.

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

III. School Operations

A.

Executive Director of Academics Report

See attachments.

Ms. Whitney discussed the current status of the bonds.

The district is unable to issue any new debt until they retire outstanding debt. They also are structuring bond issues around construction timelines.

Stargate will be receiving \$5.5 million in the next few weeks as part of the first tranche.

The district has offered to issue 2nd tranche for charters schools in late 2027 and pay the full allotment then (rather than having a 3rd issuance).

Our first option is to borrow the money for construction planned, or we can delay construction to May 2028 when our full bond issuance has been received.

Cash flow schedule (attached) represents current plan.

Underwriters suggest a short-term bond anticipation note for \$20 million. Cost of issuance would be about \$429k, which would be rolled into the bond issue. Interest rate is about 3.92% with maturity of December of 2027. Interest rate cost would be about \$2 million. If \$20 million is invested, we would earn about \$450k in interest, which would help offset the cost of the loan, reducing total cost to about \$1.5 million.

Underwriters will also seek options from the banking market, as we can use district's bond rating.

We need to make a decision on whether to seek financing by May.

Board member recommended that the district updates procedures for bond issuance to include representatives from all charter schools. Robin has reached out to other charters to have conversations about how to work with the district to amend the process in the future. Carleen represented charter schools in discussions with the district.

The Board will also need to consider the impact of construction escalation on costs if construction is delayed. Estimate is about 11% per year.

The Finance Committee discussed the options in their recent meeting and agreed to have the underwriter seek financing.

Moody's credit opinion was updated and is attached.

Ms. Mischke presented the updated financial KPIs. All items are on target. The surplus is actually 10.72% instead of 11.49%.

PPR increased \$7 per pupil from original budget.

Need to address days cash on hand and how to utilize funds.

Dr. Greene presented an update on operations. See attached report.

Presented [application data](#). Now tracking multiple levels of data, and Dr. Greene will present analysis in future meeting. If all seats are accepted, we will be at enrollment of 1598.

The 2025-2026 calendar will be available in March.

IV. Public Comment

A. Public Comment

none

B. Public Comment Response

V. Committee Reports

A. Written Committee Reports

none

B. SAC KPI Report, Enrollment & Demographic Report, State Assessment Report

Mr. Banta, a member of SAC, presented the [KPI report](#) and reviewed updates. The Board and SAC members discussed including different metrics in the Engaged Community section.

Mrs. Morin presented the [Enrollment and Demographic Report](#) and the [State Assessment Results](#).

C. Signed Committee Handbooks

Reminder to committee liaisons to upload signed handbooks

VI. Discussion Items

A. Bond - Path Forward

Refer to notes in Executive Director report.

B. Strategic Plan Tracking

[Strategic Planning tracking](#)

C. Bylaws Proposed Changes

The changes initially proposed in 2024 have been carried over for evaluation. The Board discussed some of the proposed amendments, including Board composition, SAC election, thresholds for community action, and term limits.

Term limits and community thresholds will be revisited in March when more Board members are present. Board members are encouraged to review all the changes before the March meeting so that the language can be finalized.

D. Board Training Questions (if any)

no discussion

VII. Future Planning

A. Next Board Meeting Agenda and Board Packet

Discussed items for next month's agenda.

B. Next Admin Sync Meeting

C. Upcoming Events

League of Charter Schools Conference
Discussed who will attend.

VIII. Closing Items

A. Adjourn Meeting

Meryl left the meeting at 9:08 pm

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:41 PM.

Respectfully Submitted,
L. Hosfelt

Documents used during the meeting

- EDA Report February 2025.pdf
- February KPI report.pdf
- Cash Flow Stargate Charter School - 12.16.2024.pdf
- Stargate Moody's Rating 2025.pdf
- Sources and Uses of Funds CECFA Bond Anticipation Note.pdf

Coversheet

Minutes for Special Governance Board Meeting held March 5, 2025

Section: II. Approve Consent Agenda Items
Item: C. Minutes for Special Governance Board Meeting held March 5, 2025
Purpose: Approve Minutes
Submitted by:
Related Material:
Minutes for Special Session: Approve underwriter and contractor engagements (Virtual only) on March 5, 2025

APPROVED



Stargate School

Minutes

Special Session: Approve underwriter and contractor engagements
(Virtual only)

Date and Time

Wednesday March 5, 2025 at 6:00 PM

Location

Virtual only

<https://zoom.us/j/83148823532?pwd=qLJr9OMQdsLBsjht95dyr3CcdC5G4M.1>

Directors Present

B. Paul (remote), L. Hosfelt (remote), L. Paquette (remote), M. Faulkner (remote), S. Howorko

Directors Absent

K. Lindgren, L. Challa, L. Griffin

Guests Present

Finance Committee Member (remote), Lynne Whitney (remote), R. Greene (remote)

I. Opening Items

A. Call the Meeting to Order

L. Paquette called a meeting of the board of directors of Stargate School to order on Wednesday Mar 5, 2025 at 6:04 PM.

B.

Roll Call

C. Reading of Stargate Mission

II. Staff Report: Finance

A. Present recommendation for DA Davidson as underwriter for bond anticipation financing and JHL as contractor for bond construction projects

Finance Committee met on Monday. Discussed whether to proceed with financing late spring to complete projects on previously planned timeline, or wait until full tranche is received from district. Finance approved financing proposal, including DA Davidson as underwriter and to engage JHL as contractor. DA Davidson will obtain financing options for the Board to vote on in coming months.

Estimate for cost of all projects is about \$18.5 million.

When JHL was selected as the school's contractor, they were compared against six other contractors. Our owner's rep continues to recommend the relationship.

III. Public Comment

A. Public Comment

no public comment

B. Public Comment Response

IV. Action Items

A. Approve DA Davidson as underwriter for bond anticipation funding

S. Howorko made a motion to engage DA Davidson to pursue financing options for the bond construction projects.

L. Paquette seconded the motion.

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

B. Approve JHL as contractor for bond construction project

S. Howorko made a motion to approve JHL as the contractor for the bond construction projects.

L. Paquette seconded the motion.

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

V. 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 6:25 PM.

Respectfully Submitted,
L. Hosfelt

Coversheet

Executive Director of Academics Report

Section: III. School Operations
Item: A. Executive Director of Academics Report
Purpose: FYI
Submitted by:
Related Material: EDA Report March 2025.docx
DRAFT 2025-2026 Master Calendar DRAFT.xlsx
Panorama March 2025.pptx
Stargate Lockdown Drill Survey Results - Spring 2025.pdf



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

Date: 3-14-2025

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

Strategic Work:

- **Responsible Leadership**
 - Safety and Security
 - RedBag Drill and feedback
 - Student Survey
 - Staff Survey
 - PIO training
- **Engaged Community**
 - Continuous work with Lisa and Bibi regarding needs assessment
 - Reviewing volunteer database with Stacy and preparing for Volunteer Appreciation in April
 - Elementary-focused Coffee Chat
 - Community U events (child care offered)
- **Financial Stability**
 - Sheila is continuing training with Lynne to take over cash-flow- transfer this month/beginning of April
 - Budgeting “what if” scenarios
 - What if per pupil goes down
 - What if our enrollment decreases
- **Exceptional Staff**
 - Work load conversations
 - Meeting with staff members
 - Including conversation about what staff consider support to share with administration
 - H.R. preparing surveys of school admin
- **Differentiated Learning Environment**
 - Continuation of Sprint Cycles
 - Continued implementation of Sources of Strength
 - Panorama Results
 - Increased campaigns

- Planning for additional systemic

Admissions/Enrollment:

- [Current enrollment numbers](#)
- Held a second round of testing for Kindergarten waitlist and 1st grade

Calendar

- Draft calendar feedback received and responses
- See draft calendar
- Still waiting to hear from the district as to which days will be assessment days
- Calendar will be ready for adoption in March

Bond Update

- We have received our deposit from the first tranche
-

Miscellaneous/FYI:

Marketing:

- Stargate Highschool/interview with Mr. Cable will be in the in the 2025 Livability Magazine for Adams County
- We have a student who will be featured in the Thornton Sentinel for her work on bringing composting to Stargate.

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](#):

DRAFT 2025-2026 Master Calendar DRAFT.xlsx



Panorama Student Surveys

2024-2025



Panorama Student Surveys

- Gathers student perception data about teaching, learning, and school climate.
- Developed... [in] collaboration... [with] the Harvard Graduate School of Education, the [Panorama Student Surveys](#) are grounded in advanced survey methodology and practice.

Overview

Three Surveys Given in early December, 2024

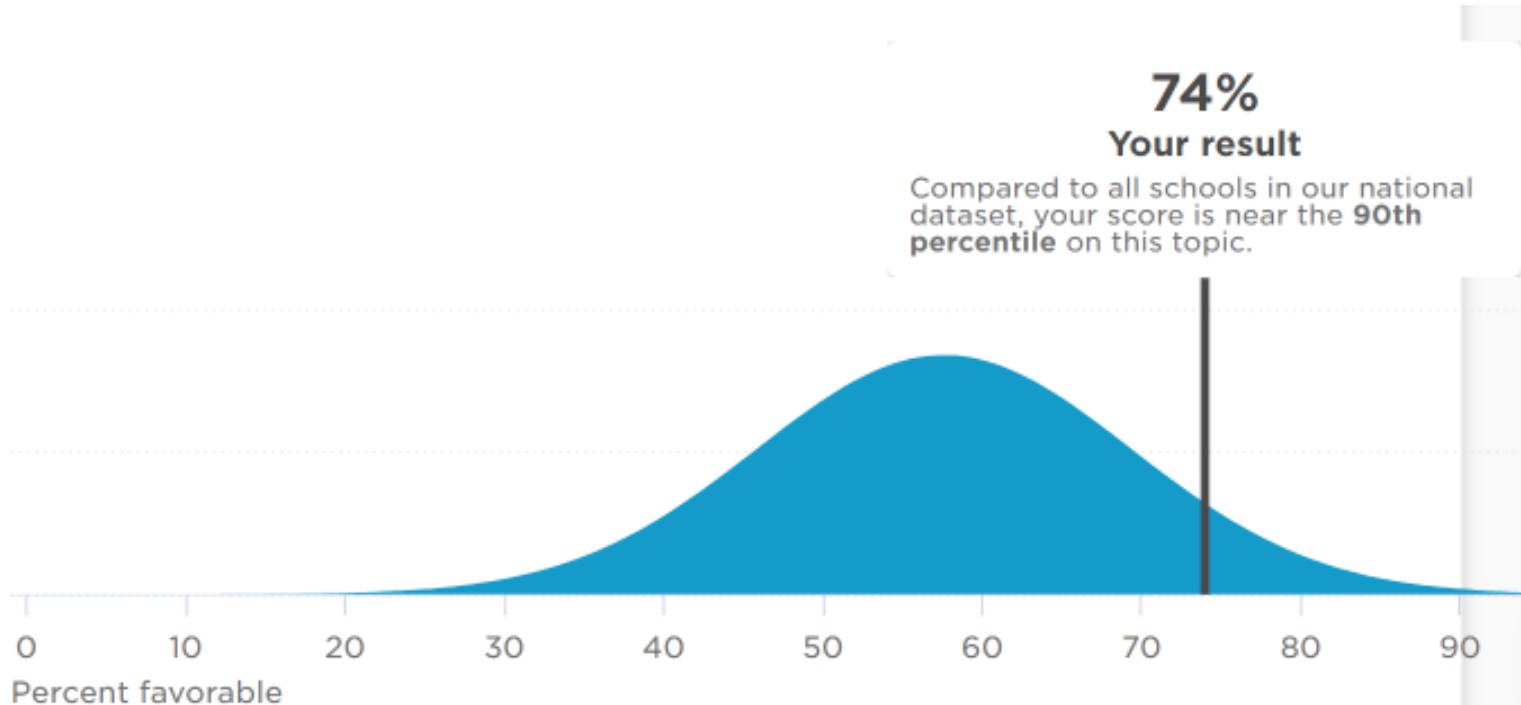
- **Student Supports and Environment** (grades 3-12)
 - [Elementary](#) 311 responses
 - [Secondary](#) 603 responses
- **Equity and Inclusion** (grades 6-12)
 - [Link](#) - 633 responses

Topics

Student Supports & Environment Topics	Equity and Inclusion Topics
School Safety	Diversity and Inclusion
Readiness for Learning	Cultural Awareness and Action
School-Life Balance	
Valuing of School	
Rigorous Expectations	
Teacher-Student Relationship	
Sense of Belonging	
School Climate	
Engagement	
Sources of Strength	

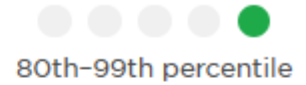
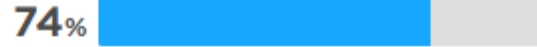
Reading the Results: School and National Rating

Example: Elementary School Safety

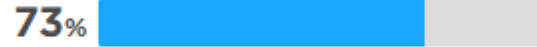


Why No National Ranking?

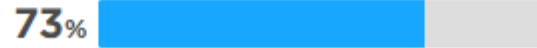
School Safety ⓘ



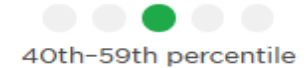
Readiness for Learning



School-Life Balance



Engagement ⓘ

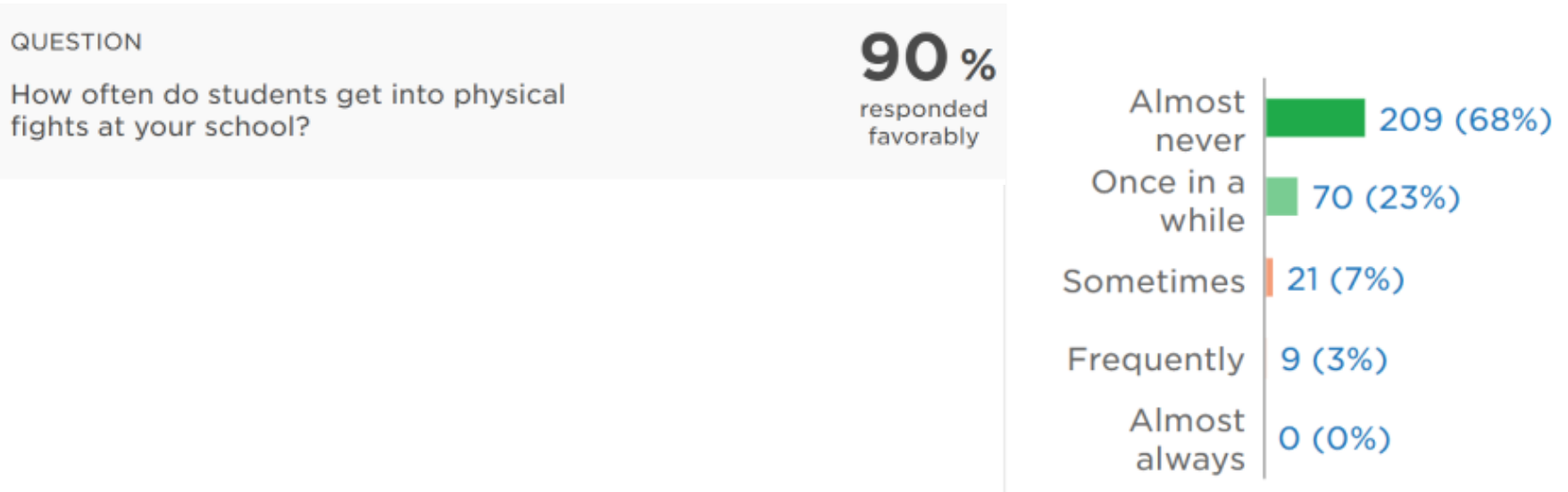


Sources of Strength



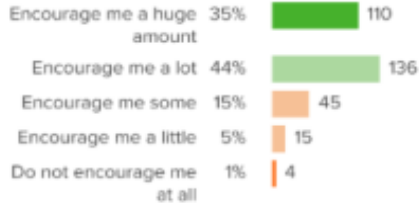
Scale - Understanding the Favorability Rating

Five choices with only top two choices rated as favorable – not the neutral answer. For example, this is a question from the 3-5 survey on School Safety.



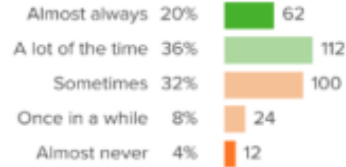
Complexity Within Rating

Q.1: How much do you feel your teachers encourage you to do your best?



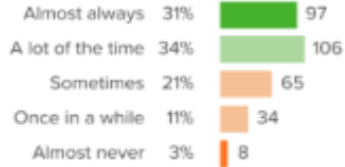
Favorable: 79%

Q.2: How often do your teachers ask you to explain your answers?



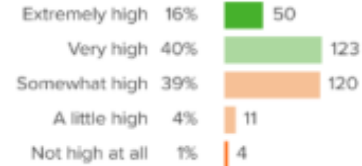
Favorable: 56%

Q.3: How often do your teachers take time to make sure you understand your schoolwork?



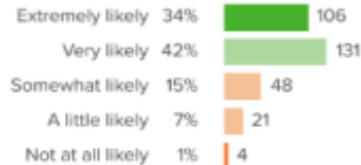
Favorable: 65%

Q.4: How high are your teachers' expectations of you?



Favorable: 56%

Q.5: When you feel like giving up, how likely is it that your teachers will ask you to keep trying?



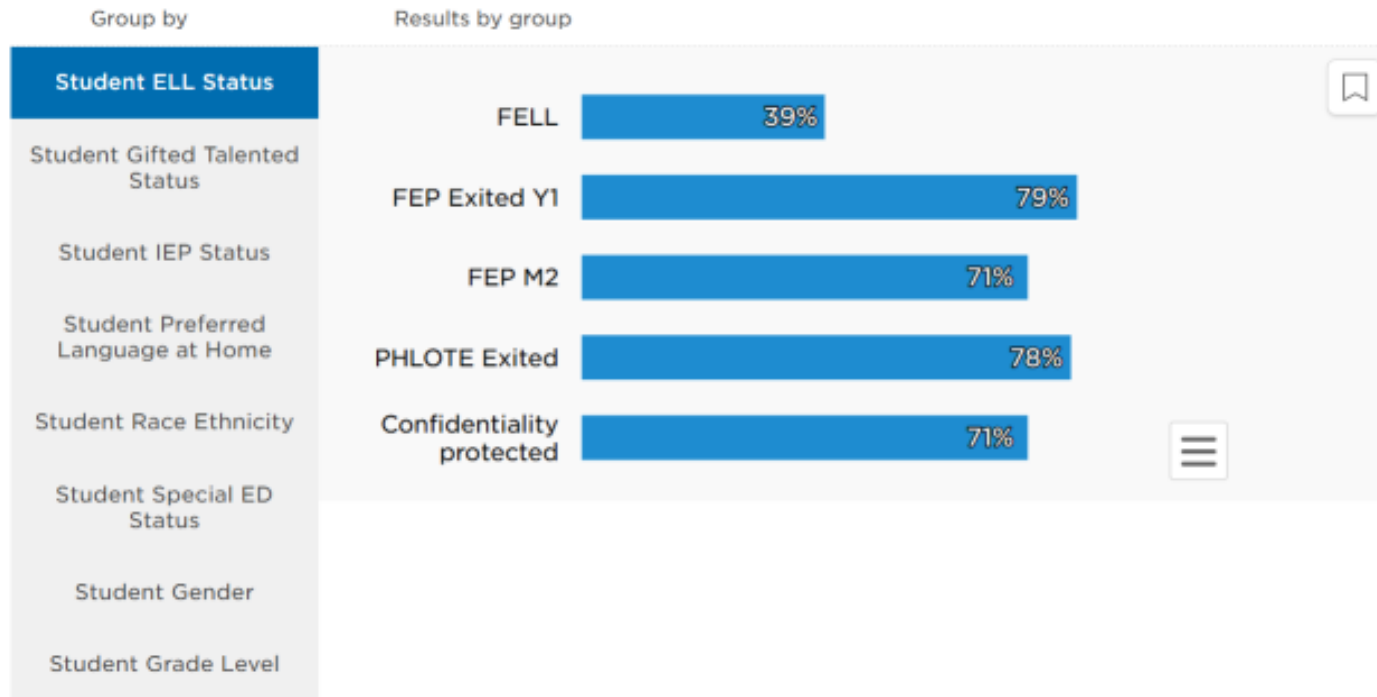
Rigorous Expectations 0



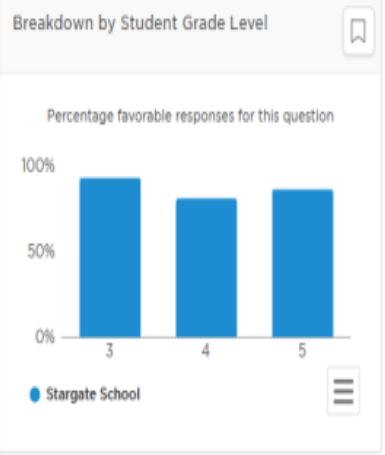
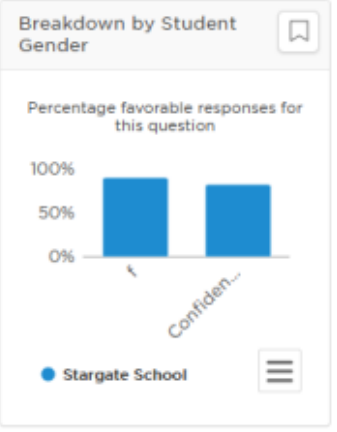
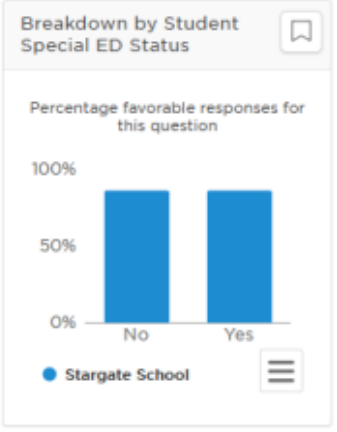
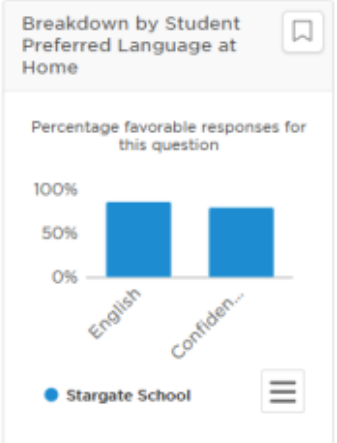
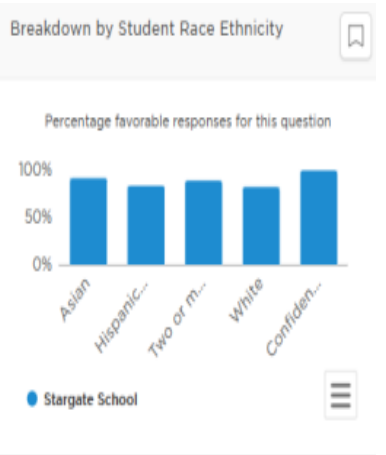
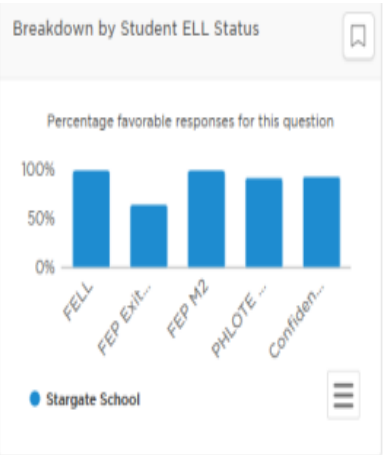
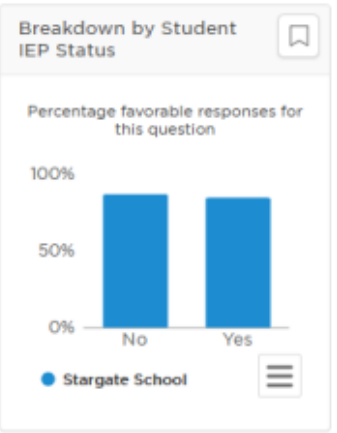
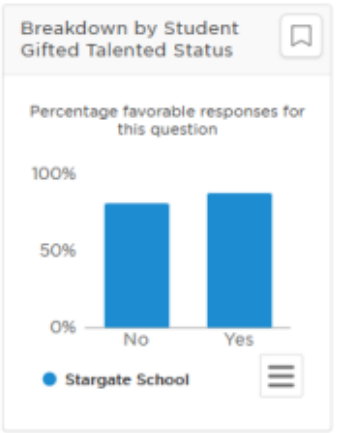
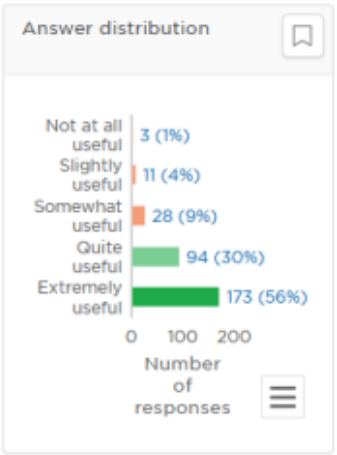
20th-39th percentile

Demographic Breakdown

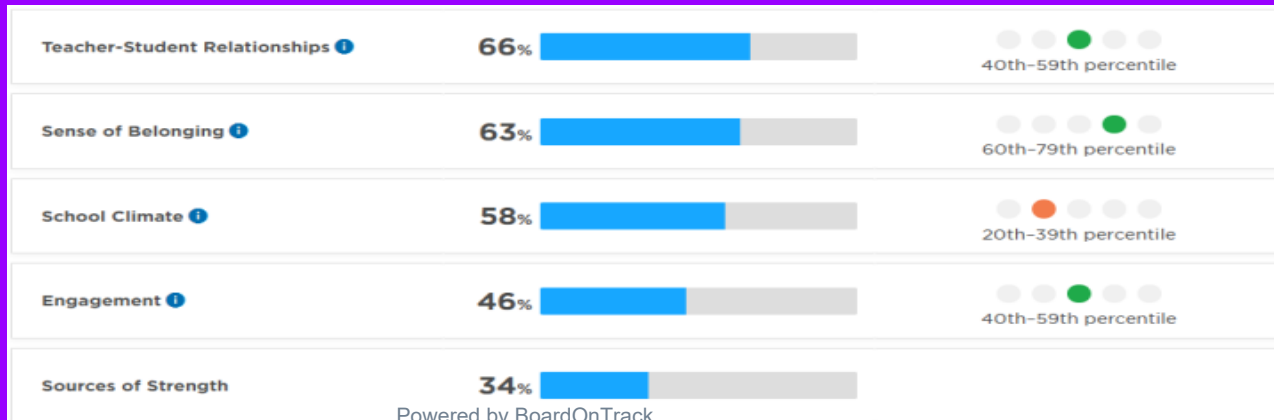
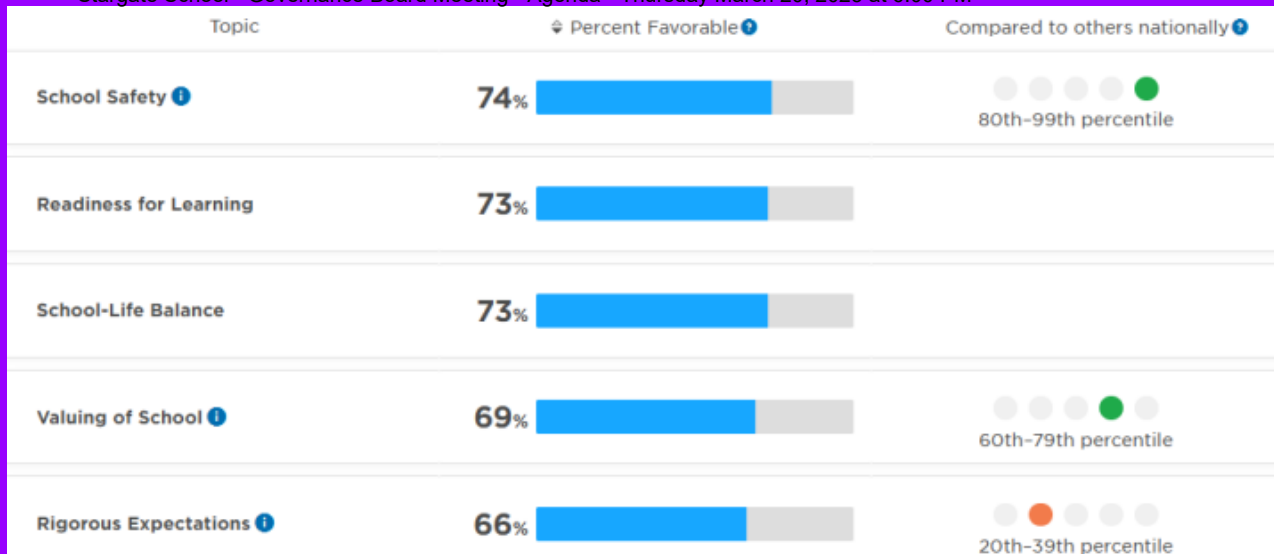
How did different groups respond?



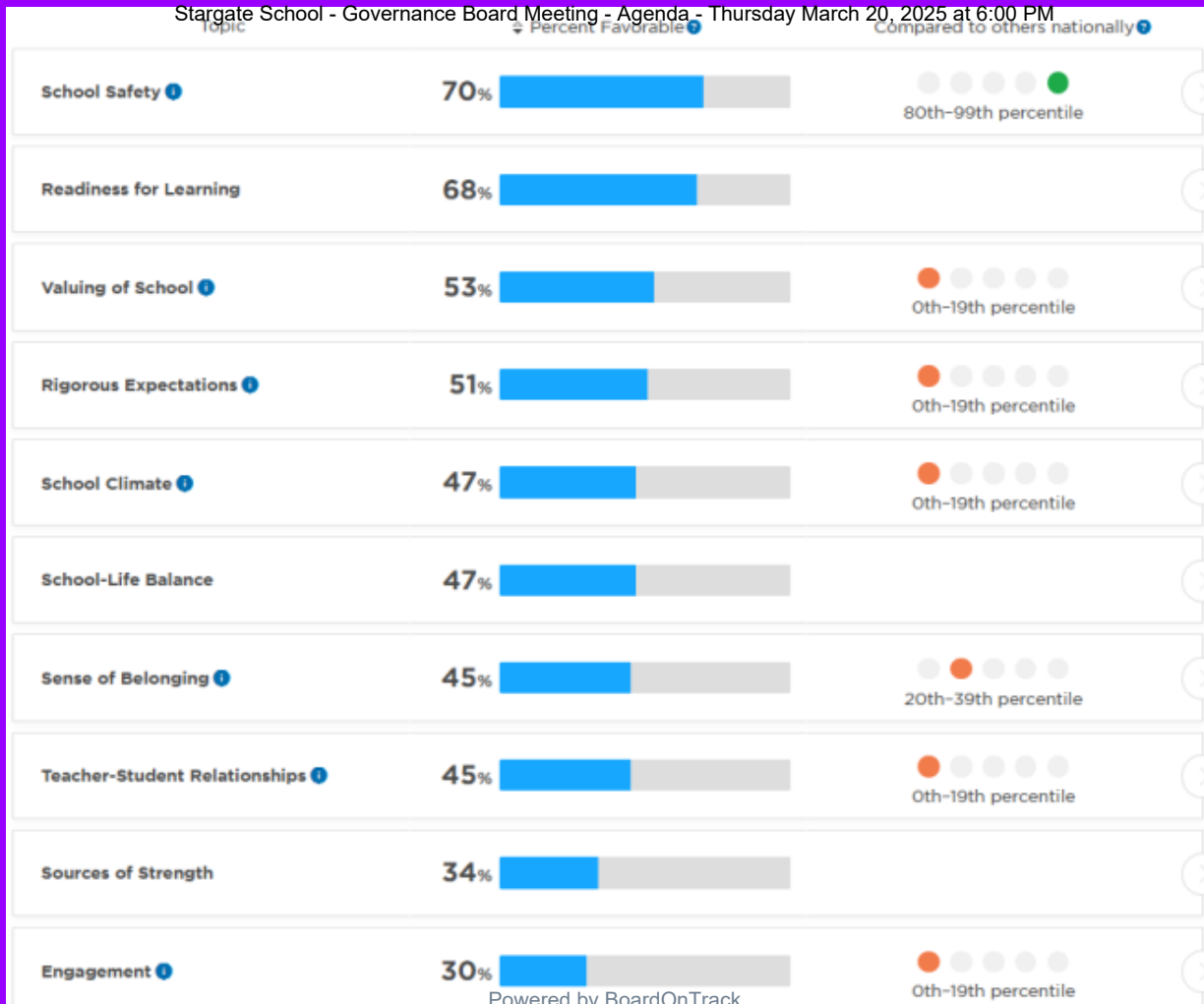
86% responded favorably



All Topics - Ratings - Elementary

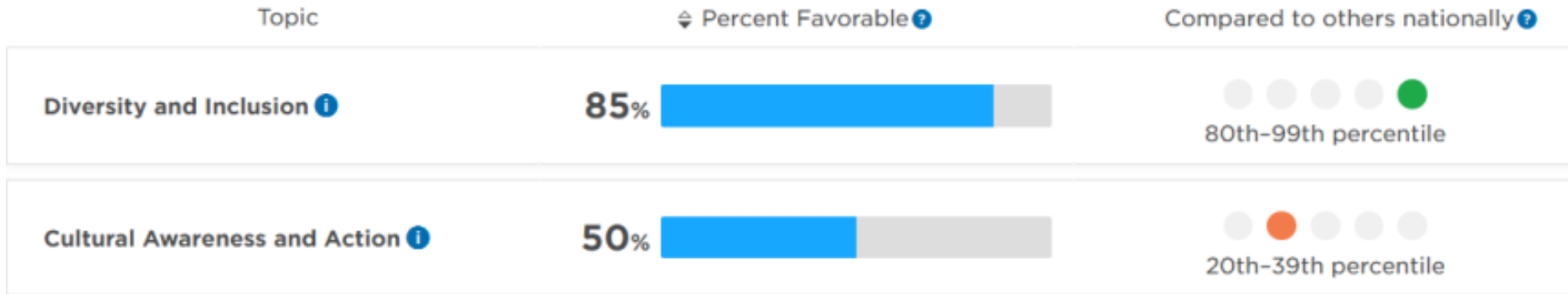


Ratings - Secondary

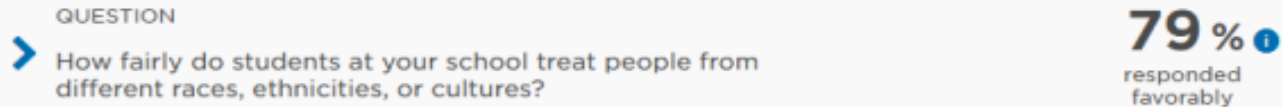
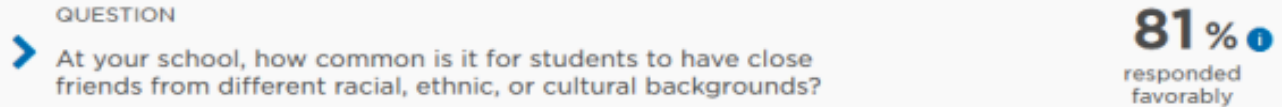
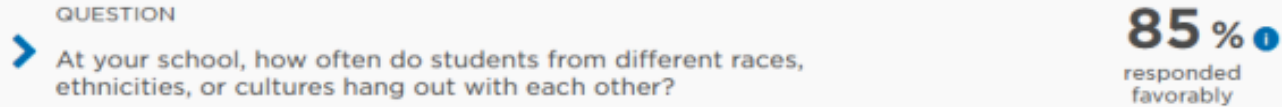
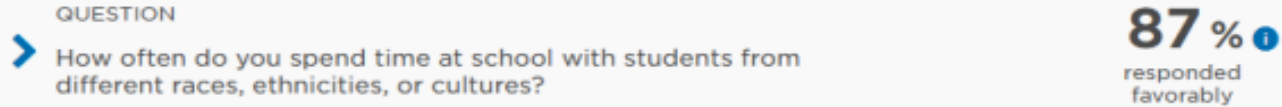
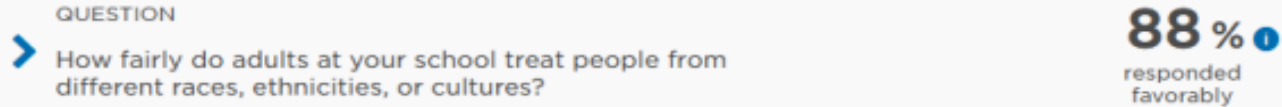
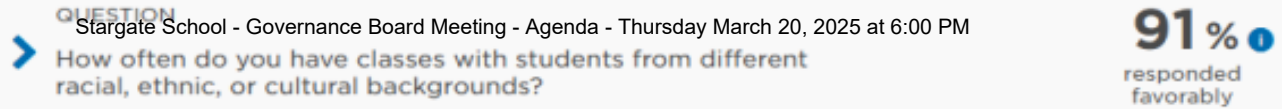


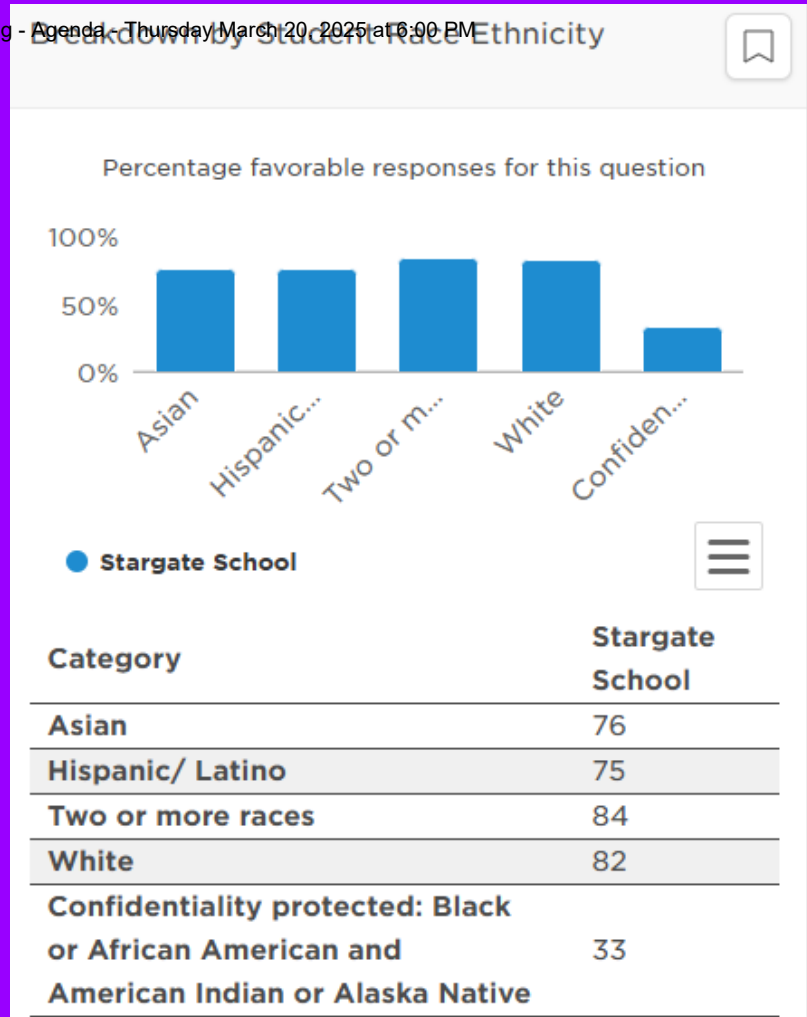
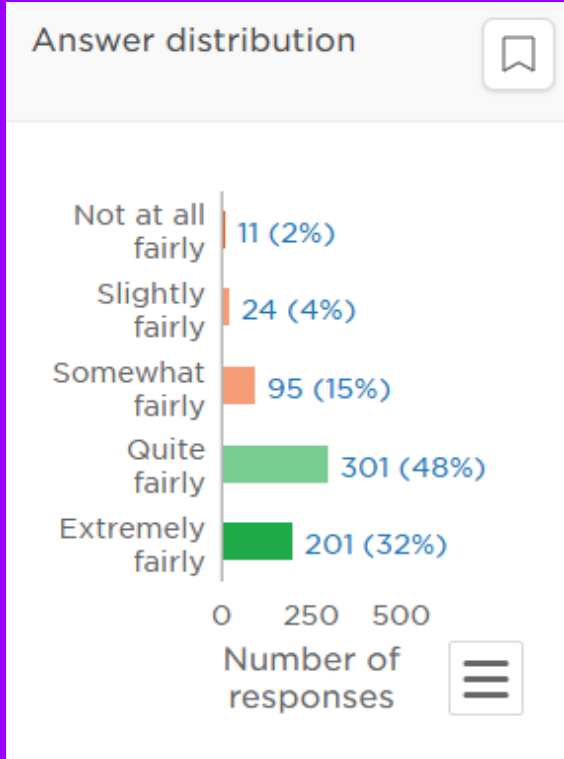
Equity & Inclusion

Given to Secondary (6 - 12)



Diversity & Inclusion Questions





Cultural Awareness & Action Questions

QUESTION	68%
> How often do you think about what someone of a different race, ethnicity, or culture experiences?	responded favorably
QUESTION	58%
> At your school, how often are you encouraged to think more deeply about race-related topics?	responded favorably
QUESTION	55%
> When there are major news events related to race, how often do adults at your school talk about them with students?	responded favorably
QUESTION	51%
> How confident are you that students at your school can have honest conversations with each other about race?	responded favorably
QUESTION	44%
> How comfortable are you sharing your thoughts about race-related topics with other students at your school?	responded favorably
QUESTION	44%
> How often do students at your school have important conversations about race, even when they might be uncomfortable?	responded favorably
QUESTION	43%
> How well does your school help students speak out against racism?	responded favorably
QUESTION	36%
> How often do teachers encourage you to learn about people from different races, ethnicities, or cultures?	responded favorably

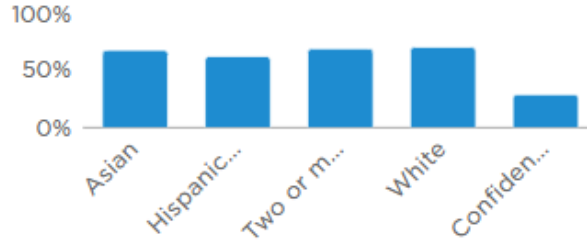


How often do you think about what someone of a different race, ethnicity, or culture experiences?

68%
responded favorably

Breakdown by Student Race Ethnicity

Percentage favorable responses for this question



● Stargate School

Category	Stargate School
Asian	67
Hispanic/ Latino	62
Two or more races	69
White	70
Confidentiality protected: Black or African American and American Indian or Alaska Native	29

Now What?

- Full administrative team analyzing data
- Chosen two school wide topics for focus around the Student Supports surveys:
 - Engagement
 - Sense of Belonging

Lockdown Drill - Dashboard

74

 Viewed


60

 Total Responses


49

 Completed

81.67%

 Completion Rate

11

 Dropouts

2 min

 Average Time

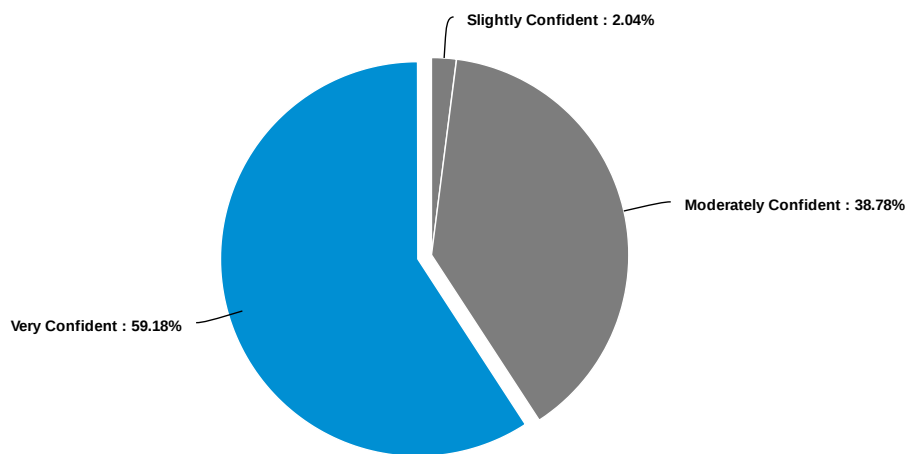
Answer : 3.57 | 89.29%



Powered by AI

Question	Count	Score	Not at all confident	Slightly Confident	Moderately Confident	Very Confident
Answer	49	3.57				
Average		3.57				

Answer



Answer	Count	Percent	20%	40%	60%	80%	100%
Not at all confident	0	0%					
Slightly Confident	1	2.04%					
Moderately Confident	19	38.78%					
Very Confident	29	59.18%					
Total	49	100 %					

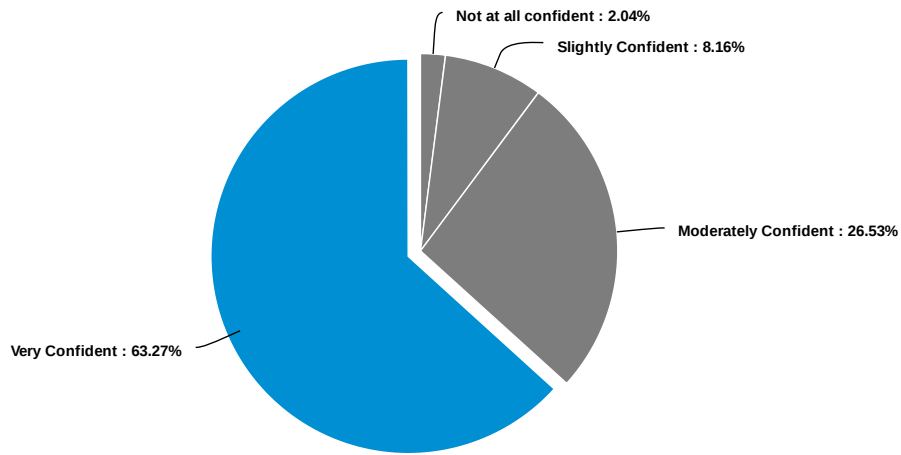
Answer : 3.51 | 87.76%



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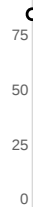
Question	Count	Score	Not at all confident	Slightly Confident	Moderately Confident	Very Confident
Answer	49	3.51				
Average		3.51				

Answer



Answer	Count	Percent	20%	40%	60%	80%	100%
Not at all confident	1	2.04%					
Slightly Confident	4	8.16%					
Moderately Confident	13	26.53%					
Very Confident	31	63.27%					
Total	49	100 %					

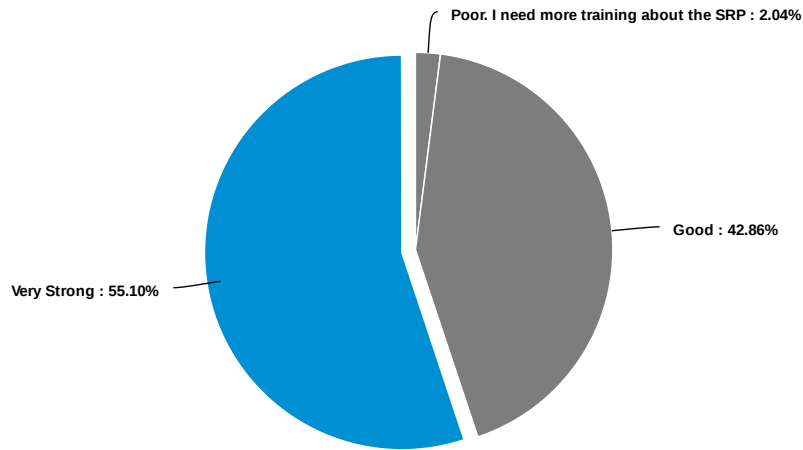
Answer : 3.53 | 88.27%



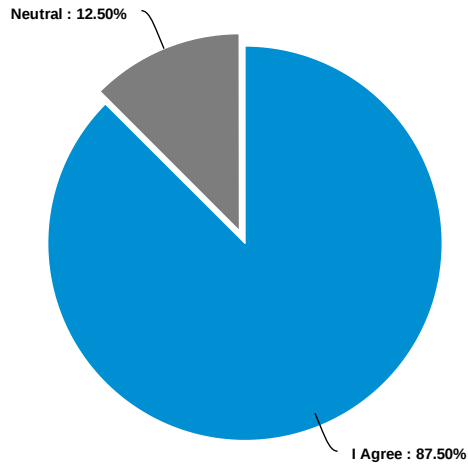
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Question	Count	Score	I don't really know what the SRP is	Poor. I need more training about the SRP	Good	Very Strong
Answer	49	3.53				
Average		3.53				

Answer



Answer	Count	Percent	20%	40%	60%	80%	100%
I don't really know what the SRP is	0	0%					
Poor. I need more training about the SRP	1	2.04%					
Good	21	42.86%					
Very Strong	27	55.1%					
Total	49	100%					



Answer	Count	Percent	20%	40%	60%	80%	100%
I Agree	42	87.5%					
Neutral	6	12.5%					
I Disagree	0	0%					
Total	48	100 %					

03/12/2025	134965551	I would like an official SRP training focusing on lockdowns. I haven't been trained at this school specifically, and only once in my teaching career - back when I did my very first district training to be a sub in the district. I've worked in AD12 for 7 years, and things have changed. I would like to make sure I'm up to date on everything, including how to answer kids' questions about "what do I do if?"
03/12/2025	134958982	The officer who checked on us did not use the code word, which concerned students.
03/12/2025	134958912	n/a
03/12/2025	134957145	Loved the messaging in real time and felt like I was in the loop even though it was just a drill
03/12/2025	134956312	My only reason for saying neutral is that I worry in a real emergency I wonder how focused I would be on scanning a code and awaiting for instructions. would I be shaking and so scared that I would just forget all about the procedures? I love the concept, I just worry that in a real situation how would I react.
03/12/2025	134955116	Field House- too much equipment to fit all students, difficult to count in a room like that, lock does not feel secure
03/12/2025	134954720	nope
03/12/2025	134954357	Thank you for bringing this program to our school, it makes me feel more secure!
03/12/2025	134952034	nope
03/12/2025	134951999	Thank you for this training.
03/12/2025	134951679	
03/12/2025	134951455	None
03/12/2025	134951367	None
03/12/2025	134950292	The only two issues I found is that when I went to the past announcements, there wasn't a simple button to take me back to the main screen. I hit the back arrow and it took me out of the site. Not a big deal - I just rescanned the badge. Second, since we are turning out lights, my phone was still able to scan the QR code but it was pretty dark. I wonder if there's another type of ink or paper that those could be printed on so they show better in the dark. Otherwise it's a great system and a huge advancement in how we react and communicate.
03/11/2025	134937429	no
03/11/2025	134936696	I was unable to access the redbag website on my phone. I had no issues when we were in the secondary commons, but in my room I was unable to access it through the QR code.
03/11/2025	134935618	I appreciate this initiative and I believe RedBag is a great communication tool and resource to have in our school :)
03/11/2025	134934596	Need to know about the shortened announcement.
03/11/2025	134934285	Not really
03/11/2025	134934220	None at this time
03/11/2025	134934120	no
03/11/2025	134933933	None
03/11/2025	134933913	The code word was not used when police knocked, this frightened my students. Also not all rooms were cleared, I had to alert police of the closet in my room that they were unaware of.
03/11/2025	134933789	I don't understand why there is a safe word. It wasn't used today in the drill (the officer just opened the door and said, "Good job.") and I wouldn't open the door anyway even if the person trying to enter knew what it was. So what's the purpose?

03/12/2025 134956312 Jeff Spletzer
Gym
720-629-1080
jeff.spletzer@stargateschool.org

03/12/2025 134952901 Shalaine Root
219
303-450-3936
shalaine.root@stargateschool.org

03/12/2025 134952138 Monique Landry

03/12/2025 134951455 Tim Cuevas
234

03/12/2025 134950292 Aaron Hollingshead
139
aaron.hollingshead@stargateschool.org

03/11/2025 134936696 Donna McLeod
Adroit elementary
720-272-9645
donna.mcleod@stargateschool.org

03/11/2025 134935618 Emily Kite
255

03/11/2025 134933789 Jen Hanna
232
303-304-6964
Jennifer.hanna@stargateschool.org

Coversheet

Recruiting: Board Election and Independent Directors

Section: V. Committee Reports
Item: C. Recruiting: Board Election and Independent Directors
Purpose: FYI
Submitted by:
Related Material: Recruiting March Board Report.docx

Monthly Report to the Stargate Governance Board March

Committee Name:	Recruiting
Members:	Danielle Fox, Lisa Hosfelt (Board Liaison), Bibi Paul (Board Liaison)
Report Date:	
Meeting Dates:	3/17/2025

Major Accomplishments / Work Completed or In Progress:

Important Information:

- 3 parent director terms
 - 2 for 3-year terms
 - 1 for 2-year term
- Nominations open 4/14 and close on 4/28

Work Completed:

- Recruiting is fully ready to go!
 - Items completed:
 - Board information to be posted at both front offices - QR code will direct to the nomination form. Handouts will be attached to the posters for the taking
 - Handouts will go out in elementary Monday folders on 4/14
 - Communications are complete and will be sent to Stacy on 4/7
 - Nomination form has been updated and is ready to go live on the website
 - Website blurbs are prepared and will be posted on website at midnight on 4/14
 - Yard signs will be up around the campus on 4/14 indicating the open nomination period
 - Recruiting efforts:
 - Postings will be at the following:
 - Parent Education Night (4/14)
 - Volunteer Appreciation Celebration (4/15)
 - HS Boys Volleyball game (4/15)
 - Spring Musical Production (4/17, 4/18, 4/19)
 - K-5 Art Show K5 (4/23)
 - HS Art Show (4/23)
 - Junior Case Study Night (4/23)
 - CommUnity U: Parent Education Series (4/24)

Potential Interest:

- 1 elementary parent (contacted for interest in SAC, said she was wanting to run for the Board)
- 1 middle school parent (contacted about being interested in helping on committees but also was wanting to run for the Board)
- Running Document contains previous interest. Will begin soft touch reach out week of 4/7

Questions for the Board:

- Will the Board be conducting an Independent Board Member search this term?
- Suggestions for direct reach

Coversheet

Proposed Bylaw Amendments

Section: VII. Discussion Items
Item: B. Proposed Bylaw Amendments
Purpose: Discuss
Submitted by:
Related Material: 2025 Proposed Bylaw Amendments with Rationale.pdf

Summary of 2025 Proposed Amendments to Stargate School Bylaws

In 2023, the Governance Board engaged Carleen Clark, a local attorney who works with charter schools on founding documents and policies. She conducted an in-depth evaluation of Stagate's current Bylaws to ensure legal compliance, promote clarity, and encourage longevity of terms and conditions set forth. This document summarizes the proposed amendments made in consultation with Ms. Clark. Amendments are detailed by section.

As stated in Section 10.1.2.1, some sections of the Bylaws can be amended by a two-thirds vote of the Board, while others require a two-thirds vote of the Members with 30% of the Members voting. Sections detailed below are those that require a membership vote. This will take place in May 2025.

The most recent version of the Amended and Restated Bylaws, approved in 2024, can be found on the school [website](#).

Section 3.1 Purpose

Current:

The purpose of the School is to provide a differentiated educational opportunity for identified intellectually gifted and talented students principally in the Adams Twelve School District. The corporation's powers will be limited to the operation of a charter school pursuant to the Colorado Charter School Act, Colo. Rev. Stat. § 22-30.5-101, et seq., and in accordance with Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, and the Treasury Regulations thereunder. The School will be operated in accordance with the Charter entered into between the School and the Adams Twelve School District, as amended.

Proposed:

The purpose of the corporation is to *operate a charter school providing a differentiated educational opportunity for intellectually gifted and talented students principally in the Adams Twelve Five Star Schools, school district. The School will be operated in accordance with a Charter School Contract ("Charter Contract") entered into between the School and the Adams Twelve Five Star Schools school district, or other lawful Colorado charter school authorizer ("Authorizer"), as amended. The corporation's purposes will be limited to the operation of a charter school pursuant to the Colorado Charter Schools Act, C.R.S. §22-30.5-101, et seq. (the "Charter Act"), and purposes ancillary thereto, and to be and remain organized exclusively for educational purposes within the meaning of section 501(c)(3) of the Internal Revenue Code of 1986, as amended from time to time (the "Code").*

Reasons for change:

- Add clarifying language and additional legal references
 - Remove "identified" as qualifier of intellectually gifted and talented students because incoming students qualify for admission but may not yet be formally identified
 - Authorize charter contract with district or other charter school authorizer
-

Section 4.1 Members

Current:

There are two classes of Members of the School. Each parent or legal guardian of a child enrolled at the School will be a "Parent Member" of the School and each full-time employee of the faculty or administration of the School will be a "Staff Member."
Membership as a Parent Member will terminate when the person no longer has a child enrolled at the School. For purposes of these Bylaws, a child is considered enrolled at the School until the first day of attendance at a different school. Membership as a Staff Member will terminate when the person's employment by the School terminates. The date of record for membership shall be twenty days prior to any action requiring a count or vote of the members.

Proposed:

The School shall have members ("Members"). There are two classes of Members of the School. Each parent or legal guardian of a child enrolled at *and currently attending* the School will be a "Parent Member" of the School and each employee of the School will be a "Staff Member." *As used in these Bylaws, a "Staff Member" shall mean any individual who is an employee, as defined in the School's Staff Handbook as approved by the Board from time to time.*
Membership as a Parent Member will terminate when the person no longer has a child enrolled at the School. For purposes of these Bylaws, a child is considered enrolled at the School until the date that the student *is withdrawn, expelled, or otherwise no longer legally considered to be enrolled at the School.* Membership of a Staff Member will terminate when the person's employment by the School terminates, unless such individual remains a Parent Member. The date of record for membership determination shall be *as provided in Section 4.3.4 below.*

Reasons for change:

- Clarify definition of Parent Member (enrollment begins when currently enrolled and attending and terminates "the date that the student is withdrawn, expelled, or otherwise no longer legally enrolled").
-

Section 5.3 Number, Qualifications and Tenure

Current:

The number of Directors of the School shall be five Parent Members and up to four Independent Directors. Should the Board increase or decrease in size, there shall continue to be a Parent Director majority

Proposed:

The number of Directors of the School *shall be at least five and no more than nine, as determined from time to time by resolution of the Board, and shall consist of Parent Members and up to four Independent Directors, defined below.* Should the Board increase or decrease in size, there shall continue to be a Parent Director majority. *Any person who is an Employee of the School may not be a Director, even if they are a Parent Member.*

Reason for change:

- Provide flexibility for board composition to adjust to changing needs (to be set by resolution as needed), but independents are still limited to four and Parent Directors must be a majority. No employees may be Directors.
-

Section 5.3.1 Parent Director

Remove “A Staff Member, even if a Parent Member, may not be a Parent Director.”

Reason for change:

- This is now clarified in 5.3 (“Any person who is an Employee of the School may not be a Director.” Employee is defined in 4.1).
-

Section 5.3.2 Independent Director

Current:

An “Independent Director” shall refer to a Director who is neither a Parent Member nor a Staff Member and who has not been either within one year of appointment.

Proposed:

An “Independent Director shall refer to a Director who is neither a Parent Member nor a Staff Member.

Current:

The Board shall appoint, by a majority vote, a person eligible to be an Independent Director. There can be up to four Independent Directors at any time. Independent Directors will serve the duration of a three-year term. The Independent Director(s) will serve their respective terms beginning the month following appointment and ending corresponding with the fiscal year of their third year.

Proposed:

The Board shall appoint, by a majority vote, a person to be an Independent Director. *The Board shall provide notice to the School community and the broader community when it is seeking to appoint an Independent Director, and the eligibility criteria, qualifications, or skills sought, as determined by Board policy or resolution from time to time.* There can be up to four Independent Directors at any time, but in no event shall Independent Directors be a majority of the Board. Independent Directors will serve their respective terms beginning the month following appointment and ending *after their third year, or such shorter term adopted by resolution of the Board to allow for properly staggered terms. In the event that the Board has a vacancy in a seat approved for an Independent Director, and cannot fill it with an acceptable Independent Director, the Board may by resolution determine to leave it vacant for a period of time or temporarily or permanently convert it to a Parent Director position. In such case, the additional Parent Director seat term would be set to end at three years or such shorter term adopted by resolution of the Board to allow for properly staggered terms.*

Reasons for change:

- Eliminate one-year gap requirement
 - Add language about providing notice to community
 - Align end of term language with Parent Director terms
 - Address vacancy - Board can leave vacant or replace with Parent Director
-

5.3.3 Executive Director(s)

Current:

The Executive Administrator(s) and at least one additional Staff Member, selected by the Board, shall serve the Board in an advisory capacity (together, "Advisors").

Proposed:

The Executive Director(s) shall report to the Board and shall attend Board meetings, or with permission of the Board, appoint a designee to attend.

Reason for change:

- Clarify involvement of staff with Board
-

Section 5.3.6 Director Disqualification

Add additional qualifier for disqualification: *"or does not agree to uphold or agree to uphold the Board policies and handbook, any Board code of conduct, or the mission and vision of the School."*

Reason for change:

- Provide emphasis on duties to uphold policies and mission and vision
-

Section 5.3.7 Director Elections

Paragraph 1

Current:

Directors will serve rotating terms such that the term of at least one Parent Director will expire each year. Each Parent Member and each Staff Member, as defined in Article IV, shall have one vote per vacancy or issue to be voted upon. No family shall have more than two votes per vacancy. Staff Members who are also Parent Members shall have one vote per vacancy. The candidate(s) or issues receiving the greatest number of votes is deemed elected or passed.

Proposed:

Directors will serve *staggered* terms such that *ideally no more than a third of Director terms shall expire in any given year.*

Reason for change:

- Clarification for staggered terms
- Remove redundant language (votes are defined in 4.3.3).

Paragraph 2

Current:

Parent Directors shall be elected by Parent and Staff Members at the annual election as per the election policy.

Proposed:

Parent Directors shall be elected by Parent Members and Staff Members as per the election policy *established and modified from time to time by the Board. The candidate(s) or issue(s) receiving the greatest number of votes is deemed elected. Cumulative voting is prohibited; that is, Members will have one vote per open position.*

Reason for change:

- Remove "at the annual election" to allow additional election should the Board decide to add Parent Director seats
- Election policy may be modified by board
- Prohibit cumulative voting

- Language from previous paragraph added here (“The candidate(s) receiving greatest number of votes is deemed elected.”)

Paragraph 3

Current:

The voting method(s), nomination method (for elections), and timing will be set forth in an election policy adopted by resolution of the Board and announced to all Members at least twenty days prior to any election. The Board will designate a “Nomination Period” of no less than twenty days prior to each election. The Nomination Period will close no more than fifteen and no less than five days prior to the scheduled election. The Parent Directors elected by the Members in accordance with this paragraph will serve their respective terms beginning with the first meeting of the Board held after June 30th.

Proposed:

The voting method(s), *qualifications for Directors*, nomination method (for elections), and timing will be set forth in an election policy adopted by resolution of the Board. *The election policy shall be posted on the School’s website and shall be published at least annually and announced to all Members at least sixty days prior to any election. Elections shall be conducted in accordance with the election policy.* The Parent Directors elected by the Members in accordance with this paragraph will serve their respective terms beginning with the first meeting of the Board held after *the election*.

Reasons for change:

- Add clarifying language
- Remove confusing nomination timelines. Necessary timelines will be addressed in the election policy
- Board members would begin term at meeting immediately following election

5.3.8 Vacancies

Current:

Within thirty days of a vacancy, the Board shall select, by a majority vote, a Parent Member to fill the vacancy. Any such Director vacancy will only be filled on an interim basis until the next election, at which time a Director will be elected to fill the remaining term in accordance with Section 5.2.

Proposed:

Within thirty days of a *vacancy of a Parent Member Board seat*, the Board shall select *at a regular or special meeting*, by a majority vote, a Parent Member to fill the vacancy. Any such Director vacancy will only be filled on an interim basis until the *regular Board meeting following* the next election, at which time a Director will have been elected to fill the remaining term in accordance with Section 5.3.

Reason for change:

- Clarify that appointments will be made at a special or regular meeting, and the interim appointment is made until the next elected Director takes office, rather than until the election.

Remove: “In the event that there are no Directors on the Board, the District liaison shall be contacted by the Executive Administrator(s) for assistance in facilitating an emergency election.”

Reason for change:

- This is addressed in Section 10.3 (h).
-

Section 5.4 Regular Meetings

Current:

Regular meetings of the Board shall be held at least eight times a year at the School. Meetings are open to the public and shall include a minimum of fifteen minutes dedicated to open microphone to allow for community input. Notice of all meetings shall be posted on the entrance to the School, *the School website*, or any other manner as school policy mandates and in a manner in accordance with Colorado's Open Meetings Law (§24-6-402, C.R.S.). After approval, minutes of Board meetings shall be posted on the website within ten days.

Proposed:

Regular meetings of the Board shall be held at least eight times a year at the School, *as determined and scheduled from time to time by the Board. Regularly scheduled meetings as established by a Board-adopted calendar shall require no other notice to Directors.* Meetings are open to the public and shall include a minimum of fifteen minutes *dedicated to public comment, in accordance with established policies and procedures adopted by the Board for the same.* Notice of all meetings shall be posted on the School website, or any other manner as School policy mandates and in *compliance with the Open Meetings Law.* After approval, minutes of Board meetings shall be posted on the website within ten days.

Reason for change:

- Additional clarifying language
-

Section 5.5 Special Meetings

Current:

Special meetings of the Board may be called by the President, any two Directors, or upon written request of ten percent of the Members. The meeting shall be held at the School and the President of the Board, or the Board, will fix a time within fifteen days of the request for holding the meeting. A notice of any special meeting of the Board will be posted at the School at least five days prior to any special meeting.

The President or the Board may, at its discretion, determine that the subject matter of the special meeting is of such urgency that the period of notice may be shortened. Under no circumstances shall the period of notice be less than 24 hours. When notice will be less than five days, notice will also be provided to each Member via e-mail to the Member's e-mail address of record, or such similar method as defined by School protocol.

Proposed:

Special meetings of the Board may be called by the President or any two Directors. A notice of any special meeting of the Board will be posted on the School website in the same manner as regular meetings, but such notice shall specify the agenda items for such special meeting.

Reason for change:

- New section 4.2 covers description and requirements related to special meetings of members
-

Section 5.5.1 Annual Update to Members (formerly 5.4.1 Presentation Meetings)

- **Current:**

The Governing Board of Directors, in conjunction with the Accountability Committee, shall also hold a 'State of the School' presentation no later than twenty days prior to the annual election and proposal for by-law changes. The 'State of the School' shall include but not be limited to the results of survey results, financial status, fundraising and progress on educational goals. The State of the School presentation shall be posted on the school website within ten days of the public presentation.

Proposed:

The Board of Directors, in conjunction with the *School* Accountability Committee, *shall upon at least twenty days' prior notice to Members also choose to hold a 'State of the School' presentation, which may cover such matters as survey results, financial status, fundraising, and progress on educational goals. Any such presentation information, if different than the information contained in the annual update, shall be posted on the School website. Any 'State of the School' presentation may be done at the annual Member meeting.*

Reasons for change:

- Provides flexibility for content and timing of State of the School presentation
- Allows for possibility of combining the two annual member meetings to one (currently we hold a Stakeholder Presentation in the fall and a State of the School in the spring)

Section 5.8 Quorum

Current:

A majority of the then seated Directors shall constitute a quorum for the transaction of business at any meeting of the Board, but if less than such majority is present at a meeting, a majority of the Directors present may adjourn the meeting without further notice, for a period not to exceed forty days at any one adjournment.

Proposed:

A majority of the Directors then in office shall constitute a quorum for the transaction of business at any meeting of the Board, *as long as such majority consists of Parent Directors. But* if less than such majority is present at a meeting, a majority of the Directors present may adjourn the meeting without further notice, for a period not to exceed forty days at any one adjournment.

Reason for change:

- Ensure that a quorum consists of a Parent Director majority

Section 5.9 Manner of Acting

Current:

The act of the majority present at any meeting at which a quorum is present will be the act of the Board. In the event of a tie vote, the motion fails.

Proposed:

The *approval of the majority of Board members* present at any meeting at which a quorum is present will be the act of the Board, *unless otherwise required in these Bylaws or the Nonprofit Act.* In the event of a tie vote, the motion fails.

Reason for change:

- Add clarifying language
-

Section 5.12 Committees

Paragraph 1

Current:

The Board shall be served the elected School Accountability Committee and the standing Finance Committee.

Proposed:

The Board shall *have* a School Accountability Committee and a Finance Committee.

Reasons for change:

- No longer require that SAC be an elected committee. This allows the determination of membership to be defined in the SAC charter rather than the Bylaws, with election still being a possibility.

Paragraph 2

Current:

Each standing committee shall have an approved charter and follow the duties and responsibilities set forth therein. Ad hoc committees do not require an approved charter but will receive direction directly from the Board.

Proposed:

Each standing committee shall have a *Board-approved* charter, *including a purpose, composition, scope and parameters* and follow the duties and responsibilities set forth therein. Ad hoc committees do not require an approved charter but will receive direction directly from the Board, *as approved by resolution*.

Reasons for change:

- Add descriptions for committee charters
-

Section 5.12.1 School Accountability Committee (SAC)

Current:

The School Accountability Committee shall be elected by the Members.
Per the requirements of CRS 22-11-402 et seq. including all subsequent amendments, the School Accountability Committee (SAC) is responsible for preparing the school's Unified Improvement Plan (UIP) per Colorado Department of Education requirements. The SAC will meet at least quarterly to discuss preparation of the school's UIP and other progress pertinent to the school's accreditation contract with the District.
The School Accountability Committee shall be responsible for the following specific tasks:

- To provide input to the Board of Directors to assist in establishing goals and improvement plans based on the needs of the school and consistent with the mission and vision of the school and the strategic plan;
- To track the progress made toward meeting improvement goals and strategic plan objectives;
- To conduct surveys of the stakeholder community assessment and evaluation;
- To submit the Unified Improvement Plan (UIP) to the Executive Director(s) and to the Board for review and approval.

Proposed:

The School Accountability Committee (“SAC”) shall consist, at a minimum of members defined by the requirements of C.R.S. §22-11-402 et seq. as amended from time to time, and other members as defined by the Board in policy.

(a) The SAC is responsible to advise the Executive Director of the School concerning the preparation of a School’s annual Unified Improvement Plan (UIP) pursuant to C.R.S. §22-11-210. The SAC will meet at least quarterly to discuss preparation of the School’s UIP and other progress pertinent to the School’s accreditation contract with the Authorizer.

(b) The SAC is also responsible for other matters as designated in C.R.S. §22-11-402 as amended from time to time, including but not limited to providing to the Board: (i) priority spending recommendations for the School budget, (ii) input and recommendations on an advisory basis regarding principal development plans and evaluations; and (iii) to increase the level of parent engagement in the School.

(c) The Board may, upon resolution or established policy, delegate to the SAC other duties and tasks, including but not limited to parent surveys, and other matters.

Reasons for change:

- Remove: “The School Accountability shall be elected by the Members.” This allows the determination of membership to be defined in the SAC charter rather than the Bylaws.
 - Change description to align with statutory definition
-

Section 5.12.2 Elected Committee Vacancies

Remove section

Reason for change:

- No longer needed due to proposed changes in 5.12 and 5.12.1. If SAC charter specifies elected members, member vacancies can be addressed in that charter.
-

Section 5.15.8 Periodic Review of Contracts (formerly Agreements)

Replace “ The Board shall conduct an annual review of the following” with “The Board shall conduct a periodic review as reasonably determined by the Board, but no less than every three years, of the following”

Reason for change:

- Provide flexibility for review of documents, ensuring that the board retains responsibility for review
-

Section 7.3 Recall of Directors

Current:

Such petition, containing original signatures of at least ten percent of the Members, or a notarized copy thereof, must be submitted to a Board Officer and the subject Director of the recall pursuant to Section 5.7. Within five days of the submission of the petition, the Board, or its designee shall verify that the petition complies with the requirements of this section.

Proposed:

Such petition, *containing signatures* of at least *fifteen* percent of the Members *must be submitted in writing to an Officer* and the subject Director of the recall. Within *ten days* of the submission of the petition, the Board, or its designee, shall verify that the petition complies with the requirements of this section.

Reason for change:

- Remove “original” from signature description
 - Increase percentage to more closely align with standard practice
 - Allow 10 days (rather than 5) for verification of signatures
-

Section 7.3.2 Recall Election

Replace “date of the submission of the petition” with “date of the verification of the validity of the petition.”

Reason for change:

- Legal clarity
-

Section 10.1 Amendments to Bylaws and Articles (formerly Amendments)

Current:

These Bylaws will be reviewed by the Board for any useful or necessary amendments at least biennially. The Bylaws may be amended through Membership Amendments (10.1.1), Board Amendments (10.1.2.1), and amendments proposed by the Board and submitted to the Membership for a vote (10.1.2.2).

Proposed:

The Articles and these Bylaws will be reviewed by the Board for any useful or necessary amendments at least at least every three years, and any appropriate amendments shall be made as set forth below.

Reasons for change:

- Add the Articles of Incorporation to list of documents set for periodic review
 - Reduce repetitive language from other sections
-

Section 10.1.1 Membership Amendments

Remove

Reason for change:

- Addressed elsewhere in this section
-

Section 10.1.1 (formerly Board Amendments) Bylaw Amendments by Board

Current:

The Directors may by a two-third vote alter, amend, add or repeal any section of these bylaws except the following sections:

Proposed:

The Directors may by *an affirmative vote of two-thirds of the Directors then in office*, alter, amend, add or repeal any section of these Bylaws except the following sections, *which shall only be altered, amended or repealed by a vote of the Members (sections listed include underlying sections)*:

Add 4.2, 4.3. (Meetings of Members, Voting Rights)

Remove 5.1.2 - This language states a fundamental principle of corporate operations (both for profit and nonprofit). No individual board member has authority to bind the entity, or speak for it unless authorized by act of the board or some other resolution or policy. So this likely will never be changed, and should not require member approval to do so. If the law changes, however unlikely, then the language should reflect the state of the law.

Remove 5.4 - Standard process under the Nonprofit Act.

Remove 5.9 - Standard practice under the Nonprofit Act CRS 7-128-205(3). It would never be less than a majority of the directors present, if a quorum exists as that is the statutory minimum (except in the emergency situations addressed by those provisions), but it could be made higher, as it has in specific provisions. This is the standard practice for boards under the law and under Roberts Rules, so again it should not need member vote to alter.

Remove 5.12.2 - Section removed as committee elected vacancies would not need to be addressed considering proposed change to 5.12

Remove 5.13 - Nonprofit Act, CRS 7-128-401 - this is the standard of the duty and the protections to an officer/director and what they are entitled to rely on as a safe harbor. Language tracks the statute; should the statute change we should be able to change without member vote.

Remove 5.15.8 Periodic Review of Agreements as recommended by legal counsel

Update section numbers

List sections in bulleted list

Reasons for change:

- Require amendment vote for new sections pertaining to members
- Update section references
- Eliminate sections unnecessary for member vote as recommended by legal counsel (some cannot be changed due to state statute)
- Reformat for clarity

Section 10.1.2 (formerly Board Amendments Requiring Membership Vote) Bylaw Amendments Requiring Membership Vote

Current:

If upon review of the Bylaws pursuant to Section 10.1 the Board determines there should be proposed changes to provisions other than those set forth in 10.1.2.1, the Board will submit the proposed changes to the Members for a vote. The Board will publish the proposed changes to the Membership at least twenty days prior to the vote. In order for any amendment to take effect, at least thirty percent of the Members must vote and at least sixty-seven percent of the ballots must be cast in favor of the amendment.

Proposed:

If upon review of the Bylaws pursuant to Section 10.1 the Board determines there should be proposed changes to provisions set forth in 10.1.1 that require Member approval, the Board will submit the proposed changes to the Members for a vote, *as provided in Section 4.3.5 or 4.3.6 above*. The Board will publish the proposed changes to the Members at least twenty days prior to the vote. In order for any amendment to take effect, at least thirty percent of Members must vote and at least sixty-seven percent of the votes must be cast in favor of the amendment.

Reasons for change:

- Update section references
 - Refer to voting process as defined in 4.3.5 and 4.3.6
-
-

Section 10.1.3 (formerly Member Amendment Process) Bylaw Amendment by Members: Process

Current

To alter, amend, add or repeal any section of these bylaws, a Member must present a petition reflecting that ten percent of the Members support the amendment. At the next regularly scheduled election, the ballot shall include the proposed amendment(s). In order for any amendment to take effect, at least thirty percent of the Members must vote and at least sixty-seven percent of the ballots cast must be in favor of the amendment.

Proposed

To alter, amend, add or repeal any section of these Bylaws, a Member must present a petition reflecting that fifteen percent of Members support the amendment. The Board shall present a vote to Members if the petition verifies the required threshold of Member support. The Board will submit the proposed changes to the Members for a vote as provided in Section 4.3.5 or 4.3.6. The Board will publish the proposed changes to the Members at least twenty days prior to the vote. In order for any amendment to take effect, thirty percent of Members must vote and at least sixty-seven percent of the votes cast must be in favor of the amendment.

Reasons for change:

- Increase threshold to 15% to align with requirements for Member petitions and participation set forth in 4.2.2 and 4.3.4
 - Provides guidance for how the Board will submit the amendments petitioned by Members to all Members
-

Coversheet

Board Self-Evaluation

Section: VII. Discussion Items
Item: D. Board Self-Evaluation
Purpose: Discuss
Submitted by:
Related Material: MASTER Domain 5 Strong Board Governance_.xlsx
Module 9 Board Continuous Improvement.pdf

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](#):

MASTER Domain 5 Strong Board Governance_.xlsx

BOARD CONTINUOUS IMPROVEMENT

INTRODUCTION

We recommend that charter school governing boards get into the practice of regular evaluation of their own work and committing themselves to their own professional growth. If you are going through a governance training provided by the Colorado League of Charter Schools and using this manual, you are moving in the right direction!

We provide information here about a number of key board practices for continuous improvement: professional development, board meeting evaluation, annual self-evaluation, and an external evaluation. The most important strategy for making these things happen is to build them into the annual calendar. At an annual retreat, set aside some time to determine when these practices will happen in the year and make them a priority.

PROFESSIONAL DEVELOPMENT

Just as boards would expect that professional development is an integral part of the school's programs, it should also be an ongoing part of the board's work. Boards are typically appointing or electing several new board members each year; as a result, the need for frequent orientation and training is ongoing. There are a number of ways boards can integrate professional development into their ongoing work:

- ✓ **Customized Training** – The Colorado League of Charter Schools and other support organizations offer half- and full-day trainings that can be tailored precisely to a board's needs. Often having an outside presenter or facilitator can be very healthy for a board, especially if the board is experiencing any turmoil or feeling stagnant in its work.
- ✓ **Conferences** – The League offers an annual charter school conference with sessions designed specifically for board members as well as other events through the year. The National Alliance for Public Charter Schools also offers an annual national charter schools conference. The national conference can be helpful, particularly for more experienced board members and board officers, to gain exposure to schools and perspectives outside the state.
- ✓ **Mini-Trainings at Board Meetings** – Sometimes the idea of carving out a full day for a board training or conference can prevent a board from participating in professional development. If this is the case, consider mini-trainings alongside regular board meetings. For example, your board could convene an hour earlier and receive a one-hour training on a specific topic, such as how to review financial statements, understand the School Performance Framework, or write strong academic goals. This could be taught by a school employee, another board member or the League. If your board meets in the evening, include dinner while doing the one-hour training and it will feel much more fun. The key is embracing and integrating opportunities for learning and growth at the board level.

BOARD MEETING EVALUATION

A great practice we see more and more boards doing is a quick self-evaluation at the end of each meeting. This only needs to take five minutes and is very informal, but creates a culture of self-reflection and continuous improvement.

BOARD CONTINUOUS IMPROVEMENT

The most common process for evaluating a meeting is to do “plusses” and “deltas.” Take a large sheet of chart paper and draw a line down the middle. On the left side, put a + at the top of the column; on the right side, put a \triangle .

- ✓ Plusses should be the things that are working well, practices the board wants to maintain and build upon, and anything that is working for the team.
- ✓ Deltas should be opportunities for improvement in order for the board to function more effectively. They should be action-oriented and begin with a verb (not simply complaints). They should be specific and realistic. The board should act upon suggestions for improvement as quickly as possible.

We offer a quick example of a plusses and delta chart below:

+	\triangle
<ul style="list-style-type: none"> ✓ Open, honest conversation ✓ Everyone participated ✓ Clear next steps for action ✓ We stuck to the agenda and didn't get off-track ✓ Materials provided in advance were helpful 	<ul style="list-style-type: none"> ✓ Monitor noise level ✓ Group commits to not texting or emailing during meeting ✓ Explain educational jargon; don't assume we all know it ✓ Have a 5-minute break halfway through the meeting ✓ Commit to starting on time, even if some members aren't here yet

ANNUAL SELF-EVALUATION

A best practice for charter school boards is to dedicate time to a more formal annual evaluation. We recommend including a couple questions about the board's work on the annual staff and parent/guardian satisfaction survey. With this data in hand, as well as any other feedback gathered over the course of the year, the board should conduct a self-evaluation. Each board member should take the self-evaluation individually; someone should then take the responses and compile them for review by the whole. The self-evaluation questions should focus on both the individual's work and board's collective work.

After the results have been compiled and shared, allow time for a meaningful board discussion about the results. Identify those areas where people's ratings were lowest and keep them at the front of everyone's attention when setting annual board goals and professional development plans for the year.

We offer an example self-evaluation here, but there are a number of templates available on the internet or from the Colorado League of Charter Schools. We like the example included here (based on a self-

BOARD CONTINUOUS IMPROVEMENT

evaluation created by Board Source¹) because it is broken into sections aligned with the board's key responsibilities and also has a section that focuses on individual self-evaluation.

We recommend plugging your board self-evaluation into Survey Monkey, Google Forms, or some other online tool that makes it easier to complete the evaluation and compile the results.

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
RESPONSIBILITY 1: Determine the School's Mission and Purpose				
1.1 All board members are familiar with the school's mission and vision statements.				
1.2 The current mission and vision statements are appropriate for the school's role in the next three to five years.				
1.3 The board's policy decisions and the school's programs and services reflect the mission.				
RESPONSIBILITY 2: Select and Support the School Leader and Review His or Her Performance Periodically				
2.1 The written job description clearly spells out the responsibilities of the school leader.				
2.2 The board respects the responsibilities distinct to the school leader.				
2.3 The board conducted its last search for a school leader in a professional and competent manner.				
2.4 The board assesses the school leader in a systematic and fair way on a regular basis.				
RESPONSIBILITY 3: Approve and Monitor the School's Programs and Services				
3.1 The board is knowledgeable about the school's current programs and services.				
3.2 The board knows the strengths and weaknesses of each major school program.				
3.3 The board periodically considers adopting new programs, and modifying or discontinuing				

¹ More information about Board Source is available on their website: www.boardsource.org
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BOARD CONTINUOUS IMPROVEMENT

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
current programs.				
RESPONSIBILITY 4: Ensure Adequate Resources				
4.1 The board understands the fundraising strategy for the school.				
4.2 The full board contributes personally in financial support of the school on an annual basis.				
4.3 Board members actively ask others in the community to provide financial support to the school.				
4.4 The board has a clear policy on the individual board members' responsibility to raise money.				
RESPONSIBILITY 5: Ensure Effective Fiscal Management				
5.1 The board discusses thoroughly the annual operating budget of the school before approving it.				
5.2 The board takes advantage of the budget process to consider the most effective allocation of limited resources.				
5.3 The board receives financial reports on a regular basis that are understandable, accurate, and timely.				
5.4 The board requires an annual audit and considers all recommendations made in the independent auditor's report and management letter.				
RESPONSIBILITY 6: Engage in Strategic Planning				
6.1 The board focuses much of its attention on long-term significant policy issues rather than on short-term administrative matters.				
6.2 The board has a strategic vision of how the school should be evolving over the next three to five years.				

BOARD CONTINUOUS IMPROVEMENT

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
6.3 The board periodically engages in a strategic planning process that helps it consider how the school should meet new opportunities and challenges.				
RESPONSIBILITY 7: Carefully Select and Orient New Board Members				
7.1 The board has an effective process to identify the qualification and expertise that new board members should bring to the school.				
7.2 The board's composition reflects the diversity of the students.				
7.3 The board cultivates and recruits candidates who possess the qualities needed to strengthen board composition.				
7.4 The board provides new members with a comprehensive orientation to board responsibilities, the school's programs and services, and administrative procedures.				
7.5 The board has established policies for length of board service and rotation of board members.				
RESPONSIBILITY 8: Understand the Relationship between Board and Staff				
8.1 The respective roles of the board and staff are clearly defined and understood.				
8.2 A climate of mutual trust and respect exists between the board and the school leader.				
8.3 The board gives the school leader enough authority and responsibility to lead and manage the school successfully.				
8.4 The board has adopted adequate policies for staff selection, training, promotion, and grievance procedures.				
RESPONSIBILITY 9: Enhance the School's Public Image				
9.1 The board has approved an effective				

BOARD CONTINUOUS IMPROVEMENT

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
marketing and public relations strategy for the school.				
9.2 Board members promote a positive image of the school in the community.				
9.3 The board understands who can serve as the official spokesperson for the school.				
RESPONSIBILITY 10: Organize Itself so that the Board Operates Efficiently				
10.1 Board members are familiar with the bylaws and charter contract.				
10.2 The board regularly reviews its policies, procedures, bylaws, and charter contract.				
10.3 Board members receive clear and succinct agendas and supporting written material sufficiently prior to board and committee meetings.				
10.4 The agendas of board meetings focus on substantive issues appropriate for board consideration.				
10.5 Board members have adequate opportunities to discuss issues and ask questions.				
10.6 Board meetings are reserved for strategic discussions, not information sharing.				
10.7 Current committee structure contributes to board productivity.				
10.8 Committee assignments reflect the interests, experience, and skills of the board members.				
10.9 Each committee has a stated purpose and an annual plan of work.				
10.10 Policies regarding committee assignments offer adequate opportunities for leadership development.				
RESPONSIBILITY 11: Ensure Sound Risk Management Policies				

BOARD CONTINUOUS IMPROVEMENT

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
11.1 The board has approved a policy to enable the school to manage and reduce risks to a tolerable level.				
11.2 The board has an adequate amount of liability insurance to cover board members and staff in the event of lawsuits filed against them as individuals or against the school as a whole.				
11.3 The board periodically reviews all of the insurance carried by the school to ensure that it is adequate, meets the requirements of the charter contract, and is competitively priced (e.g., directors' and officers', general liability, workers' compensation, etc.).				
INDIVIDUAL SELF-EVALUATION				
1. I understand the school's mission and vision.				
2. I support the mission and vision.				
3. I have a good working relationship with other board members and the school leader.				
4. I am knowledgeable about the school's philosophy of education, major programs, and services.				
5. I follow trends and important developments in education and charter school policy.				
6. I assist in fundraising by, for example, identifying prospective donors, personally asking others to make a contribution, or signing thank-you letters to contributors.				
7. I give or get an annual financial gift to the school in an amount that is personally meaningful.				
8. I read and understand the school's financial statements.				
9. I act knowledgeably and prudently when				

BOARD CONTINUOUS IMPROVEMENT

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
making recommendations about how the school's funds should be invested or spent.				
10. I focus my attention on long-term and significant policy issues rather than short-term administrative matters.				
11. I recommend qualified individuals with relevant skills and experience as possible nominees for the board.				
12. I prepare for and participate at board committee meetings, as well as other activities of the school.				
13. I willingly volunteer and use my special skills to further the school's mission.				
14. I complete all assignments in a responsible and timely manner.				
15. I take advantage of opportunities to enhance the school's public image by periodically speaking to leaders in the community about the work of the school.				
16. I respect the confidentiality of the board's executive sessions.				
17. I respect and support board decisions when made, even if I was a dissenting vote when the decision was made.				
18. I speak for the board or school only when authorized to do so.				
19. I suggest agenda items for future board and committee meetings.				
20. I advise and assist the school leader when my help is requested.				
21. I avoid burdening the staff with requests for special favors.				
22. I ensure that any communication with staff				

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BOARD CONTINUOUS IMPROVEMENT

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
other than the school leader does not undermine the relationship between the school leader and the staff.				
23. I avoid, in fact and in perception, conflicts of interest that might embarrass the board or school and disclose to the board in a timely manner any possible conflicts.				
24. I am heard and considered when I give my opinions and views.				
25. I find serving on the board to be a satisfying and rewarding experience.				

Board Application:

After reviewing the board self-evaluation sample above, is there anything you feel is missing that you would want to add to a tool being used by your board? Anything above that you feel is extraneous and could be removed? Spend a few minutes reflecting individually and then share out as a group.

EXTERNAL EVALUATION

Another way schools can focus on continuous improvement is by having an external team come in and do an evaluation of the school. Accreditation agencies can do this or the school can contract with an organization like the Colorado League of Charter Schools to conduct an external evaluation. The most common external evaluation that charter schools undergo is the Colorado School Support Initiative (CSSI), which is a requirement for all new schools that receive a Colorado Charter Schools Program Grant through the Colorado Department of Education². New schools typically have a CSSI external evaluation in year two of initial operations or commencement of an expansion project.

The CSSI process mirrors the Colorado Title I School Support evaluation process and CDE's School Quality rubric. Specially trained teams of education experts provide schools a comprehensive evaluation based on the Standards-Based Teaching/Learning Cycle (second edition) research basis and the Colorado Standards and Indicators for Continuous School Improvement. For charter schools, CDE has added a 9th standard covering board leadership and an 10th standard addressing charter school financial and operational practices. The purpose of engaging in this process is to set a course for self-improvement in the early years of development. The CSSI process begins with an intensive three-day site visit, after which the school receives a detailed report based on the rubric, with recommendations for research-based steps to improve school performance.

² <http://www.cde.state.co.us/cdechart/grantprograms>

BOARD CONTINUOUS IMPROVEMENT

We include below Standard 9 (with indicators and rubric) from the CSSI process³ as it pertains specifically to charter school governance. These indicators are a helpful summary of strong governance practices and should be reviewed and discussed by charter school boards periodically.

³ <http://www.cde.state.co.us/cdechart/cssi.asp>

BOARD CONTINUOUS IMPROVEMENT

Standard 9 – Strong Board Governance

Sources of Evidence for Standard 9				
Documentation			Interviews	Observations
<ul style="list-style-type: none"> Bylaws Legal documents Vision and mission statements Board policies/policy handbook Board meeting agendas Board meeting minutes Board planning schedule Board needs assessment Business or Strategic Plan SAC reports 	<ul style="list-style-type: none"> School accreditation plan/School Performance Framework Unified Improvement Plan School improvement goals Professional development plan/training records Website School publications Policies posted on the web and/or made available without charge 	<ul style="list-style-type: none"> Administrator evaluation documents (instrument and evaluation) CCSP grant application Grant applications Charter contract Waivers Authorizer review 	<ul style="list-style-type: none"> Board members Board treasurer Board president Board secretary CMO/EMO interviews (as applicable) Business manager/CFO Authorizer Teaching & administrative staff Parents Students Other stakeholder interviews 	<ul style="list-style-type: none"> SAC Meeting Board Meeting

BOARD CONTINUOUS IMPROVEMENT

Standard 9: Strong Board Governance		The school board demonstrates strong leadership through its procedures to promote the school's mission, strategic planning, current knowledge of legislative issues, policy development, commitment to professional development, provision of resources, oversight/support of administrator, ability to build effective committees, and establishing networked community relationships.						
Indicator 9.a. Vision/Mission and Governance Structure		The Governing Board promotes the vision and mission of the school through a strong governance structure.						
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments	
9.a.1. Use of Vision and Mission to Promote School.	The vision and mission is communicated publicly to stakeholders and the community through inclusion in all publications and conversations promoting the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
9.a.2. Articulation of Vision and Mission.	The board is consistent in its articulation of how the vision and mission is implemented throughout the school and educational programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
9.a.3. Founding Documents.	Board and board members adhere to approved bylaws and Articles of Incorporation in carrying out the school's mission and vision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

BOARD CONTINUOUS IMPROVEMENT

Standard 9: Strong Board Governance		The school board demonstrates strong leadership through its procedures to promote the school's mission, strategic planning, current knowledge of legislative issues, policy development, commitment to professional development, provision of resources, oversight/support of administrator, ability to build effective committees, and establishing networked community relationships.					
Indicator 9.a. Vision/Mission and Governance Structure		The Governing Board promotes the vision and mission of the school through a strong governance structure.					
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments
9.a.4. Board Member Roles.	Board member and officer roles and expectations are clearly defined and implemented.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.a.4. Board Recruitment.	A process exists to recruit highly qualified board members based on identified needs and a balanced board composition.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.a.5. Board Evaluation.	A process exists to regularly evaluate board function and strengthen board practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

BOARD CONTINUOUS IMPROVEMENT

Standard 9: Strong Board Governance		The school board demonstrates strong leadership through its procedures to promote the school's mission, strategic planning, current knowledge of legislative issues, policy development, commitment to professional development, provision of resources, oversight/support of administrator, ability to build effective committees, and establishing networked community relationships.					
Indicator 9.b. Strategic Planning		The Governing Board promotes the vision and mission of the school through strategic planning.					
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments
9.b.1. Strategic Planning.	The board engages in a regular strategic planning process that leads to key objectives and deliverables linked to the school's vision, mission, and UIP.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

BOARD CONTINUOUS IMPROVEMENT

Standard 9: Strong Board Governance		The school board demonstrates strong leadership through its procedures to promote the school’s mission, strategic planning, current knowledge of legislative issues, policy development, commitment to professional development, provision of resources, oversight/support of administrator, ability to build effective committees, and establishing networked community relationships.						
Indicator 9.c. Policies and Legal		The Governing Board policies adhere to legal obligations as a public entity.						
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments	
9.c.1. Charter Contract and Waivers.	Board practice and oversight of school activities reflect fidelity to the school’s charter contract and waivers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
9.c.2. Board Policies.	Board policies align with federal laws, state laws and rules, and district policies (unless waived).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
9.c.3. Sunshine Laws.	Board practice complies with sunshine laws and open records and meeting requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
9.c.4. Board Professionalism.	Board policies reflect expectations for professionalism, requiring board members to lead with integrity (e.g. duties of care, loyalty, obedience, conflict resolution).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

BOARD CONTINUOUS IMPROVEMENT

Standard 9: Strong Board Governance		The school board demonstrates strong leadership through its procedures to promote the school’s mission, strategic planning, current knowledge of legislative issues, policy development, commitment to professional development, provision of resources, oversight/support of administrator, ability to build effective committees, and establishing networked community relationships.						
Indicator 9.c. Policies and Legal		The Governing Board policies adhere to legal obligations as a public entity.						
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments	
9.c.5. Conflict and Crisis Resolution.	Processes are in place to deal with conflict and prevent escalation or crisis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
9.c.6. Access and use of Board Policies.	Board policies are available to the public via the school’s website, and board members utilize these policies in governing the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
9.c.7. Legal Counsel.	The board utilizes independent legal counsel to proactively prepare for legal matters.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
9.c.8. Legislative Changes.	Legislative changes are tracked regularly and the school is proactive in aligning to new legislative requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

BOARD CONTINUOUS IMPROVEMENT

Standard 9: Strong Board Governance		The school board demonstrates strong leadership through its procedures to promote the school's mission, strategic planning, current knowledge of legislative issues, policy development, commitment to professional development, provision of resources, oversight/support of administrator, ability to build effective committees, and establishing networked community relationships.						
Indicator 9.d. Professional Development		The Governing Board engages in quality, needs-based professional development.						
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments	
9.d.1. Board Needs Assessment.	Annual board needs assessments and evaluations result in consistent, ongoing professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
9.d.2. Board Training and Orientation.	The board quickly and effectively engages new members in full, rigorous training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

BOARD CONTINUOUS IMPROVEMENT

Standard 9: Strong Board Governance		The school board demonstrates strong leadership through its procedures to promote the school's mission, strategic planning, current knowledge of legislative issues, policy development, commitment to professional development, provision of resources, oversight/support of administrator, ability to build effective committees, and establishing networked community relationships.					
Indicator 9.e. Program Assessment and Renewal		The Governing Board provides guidance in program assessment and renewal processes.					
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments
9.e.1. Data Collection.	The board has a data dashboard that includes data monitoring in at least these areas: <ul style="list-style-type: none"> Academic performance Financial health 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.e.2. Input.	The board obtains input from internal stakeholders (e.g. parents, staff, students, School Accountability Committee) and external stakeholders (e.g. authorizer, businesses, community, third parties) to drive the Unified Improvement Plan (UIP) for the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.e.3. Data-Driven Decision Making.	The board demonstrates frequent use of the data dashboard to drive decision-making.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

BOARD CONTINUOUS IMPROVEMENT

Standard 9: Strong Board Governance		The school board demonstrates strong leadership through its procedures to promote the school's mission, strategic planning, current knowledge of legislative issues, policy development, commitment to professional development, provision of resources, oversight/support of administrator, ability to build effective committees, and establishing networked community relationships.					
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Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments
9.e.4. Renewal Process	The board utilizes its authorizer's annual review to ensure steady progress toward charter contract renewal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

BOARD CONTINUOUS IMPROVEMENT

Standard 9: Strong Board Governance		The school board demonstrates strong leadership through its procedures to promote the school’s mission, strategic planning, current knowledge of legislative issues, policy development, commitment to professional development, provision of resources, oversight/support of administrator, ability to build effective committees, and establishing networked community relationships.						
Indicator 9.f. Administrator Hiring and Evaluation		The Governing Board has a clear plan for hiring, retaining, supporting, and evaluating the lead administrator.						
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments	
9.f.1. Board and Lead Administrator Relationship.	There is clear delineation of responsibilities between The board and the school’s lead administrator.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
9.f.2. Lead Administrator Job Description.	The lead administrator’s job description is feasible, detailed, and reflects the reality of the actual role.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
9.f.3. Lead Administrator Hiring and Succession.	A hiring and succession plan for securing a quality lead administrator is evident.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
9.f.4. Lead Administrator Evaluation.	The board uses an evaluation plan that focuses on mutually agreed upon targeted goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

BOARD CONTINUOUS IMPROVEMENT

Standard 9: Strong Board Governance		The school board demonstrates strong leadership through its procedures to promote the school’s mission, strategic planning, current knowledge of legislative issues, policy development, commitment to professional development, provision of resources, oversight/support of administrator, ability to build effective committees, and establishing networked community relationships.					
Indicator 9.g. Meetings and Committees		The Governing Board demonstrates effective use of meetings and committees.					
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments
9.g.1. Board Meetings.	The board engages in timely, efficient, and productive meetings, as evidenced by timely decision making that does not impede important operations of the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.g.2. Committee Goals.	Committee goals are established, are actively being met, and support the school’s mission and vision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.g.3. Committee Reporting.	Committee work is regularly reported to The board.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.g.4. Committee Effectiveness.	Committee structure, responsibilities, and work are regularly evaluated to ensure efficacy, quality, and efficiency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

BOARD CONTINUOUS IMPROVEMENT

Standard 9: Strong Board Governance		The school board demonstrates strong leadership through its procedures to promote the school's mission, strategic planning, current knowledge of legislative issues, policy development, commitment to professional development, provision of resources, oversight/support of administrator, ability to build effective committees, and establishing networked community relationships.					
Indicator 9.h. Stakeholder Management		The Governing Board supports the mission/vision of the school by securing strong relationships with internal and external stakeholders.					
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments
9.h.1. External Networking.	The board actively networks with a variety of external stakeholders beyond the school to improve school and board function.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.h.2. Internal Relationships.	The board actively engages a wide variety of internal stakeholders (e.g. administration, staff, parents, students) to develop and maintain strong, positive working relationships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

BOARD CONTINUOUS IMPROVEMENT

Board Application:

Spend some time reflecting on your board’s self-evaluation and professional development practices. What are some strategies you would like to see put into place? When will these happen?

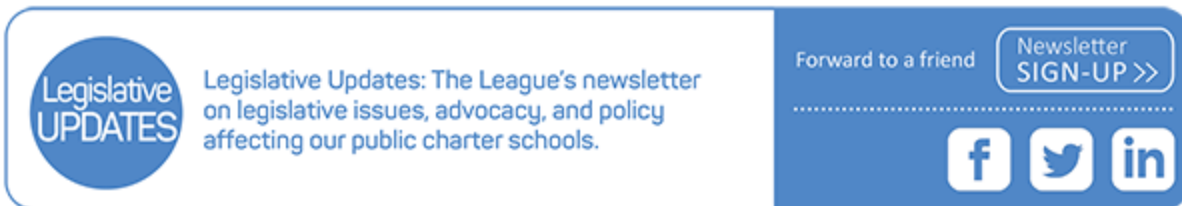
Continuous Improvement Practice for Implementation	Timeline

**BOARD CONTINUOUS IMPROVEMENT:
Notes, Questions, or Items for Follow-Up**

Coversheet

FYI - Legislative Update

Section: VII. Discussion Items
Item: H. FYI - Legislative Update
Purpose: FYI
Submitted by:
Related Material:
Legislative Update_ Colorado's Budget Crisis & Key Charter School Policies.pdf



Legislative UPDATES Legislative Updates: The League's newsletter on legislative issues, advocacy, and policy affecting our public charter schools.

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It's hard to believe over a third of the Legislative session is already over (who's counting?!). With the 75th General Assembly now in full swing and nearly 450 bills introduced, our team is keeping you informed on the major legislative developments that impact charter schools.

Colorado Faces Serious Budget Challenges

Colorado's budget crisis continues to deepen.

[A report](#) last week revealed that the state must cut \$1.1 billion to balance next year's budget, with potential deficits extending through 2029-2030.

These financial challenges could have a significant impact across K-12 education, including the charter sector.

First, there is growing debate over whether the new funding formula passed last year can be implemented as planned. Currently, the formula is set to phase in over the next six years, with an annual investment of approximately \$90 million. However, budget writers at the Capitol are expressing concerns about whether this timeline is financially feasible.

Second, proposed adjustments to the BEST program are under consideration. The Governor's budget plan – which is tied into full implementation of the new funding formula as originally planned – includes transferring a portion of BEST funding to the State Public School Fund, which covers a significant share of the state's annual education spending.



Finally, a heated debate is underway regarding how school districts are funded. As mentioned in [our last update](#), Colorado previously calculated district funding using a five-year average of student enrollment, which was then reduced to a four-year average last year. Now, Governor Polis has proposed eliminating enrollment averaging altogether, shifting to a model that funds schools based solely on their current-year enrollment.

The League is actively engaged in discussions with legislative leadership and the Governor's office to ensure that charter school interests are protected in each of these budget debates. If cuts prove necessary, we will be fighting to ensure charter schools do not bear a disproportionate share compared to their traditional school counterparts.

Proactive policies

As members know, the League is not only monitoring legislation to safeguard our schools but also actively advancing proactive policies. We are currently

pursuing three distinct policy initiatives. However, given the ongoing budget uncertainty, any proposal with a financial impact will face significant challenges in the legislative process.



1. [Increase in the Moral Obligation Cap](#): The Moral Obligation Program is reaching its limit, and we are working with the Treasurer's Office to see if the cap can be increased so that more charter schools can continue to have access to the lower-interest financing that this program provides.
2. [Freeing up time for our schools](#): A bipartisan bill we helped draft will require the Colorado Department of Education to audit its data reporting requirements for schools. Additionally, it will allow most schools to use their own templates for Unified Improvement Planning, reducing administrative burden and saving valuable time for school leaders.
3. [Strengthening our Alternative Education Campuses](#): Given the disproportionate percentage of Colorado Alternative Education Campuses (AECs) that are

charter schools, we are leading on an initiative to ensure AECs receive greater support in areas ranging from student counts to grant access.

Additionally, as many of you are aware, PERA came out with guidance last year stating that substitute teachers hired by third-party contractors must be PERA members, creating additional hiring challenges for many of our schools. In response, the League has filed [an amicus brief](#) in support of an appeal of this decision in Denver District Court. We will continue to provide updates as the case progresses through the legal system.

Increasing Volume of Education Bills

New education bills are being introduced daily. To keep you informed, we will provide continuous updates to the [Bill Tracker](#). Many of these bills are now being scheduled for hearings, so be sure to check the tracker regularly for the latest developments.

Monitoring Legislation:

In addition to the bills mentioned above, we have our eyes on several other bills that we have actively engaged on:

[Communication Devices in Schools](#): HB 1135 initially required every school board to establish a district-wide cell phone policy that all schools under its jurisdiction must follow. Through our advocacy, we successfully added an amendment allowing local charter school boards to create their own policies separate from the local district board. The bill's sponsors supported this amendment, and we are actively monitoring the legislation to ensure it remains intact.

[Library Resource Decision Standards for Public Schools](#): Similar to the cell phone policy bill, this bill initially established a statewide process for the removal of library resources. It was later amended to grant local school boards the authority to make those decisions. With our advocacy, an additional amendment now ensures that local charter schools have the same autonomy in managing their library resources.

[Financial Literacy Graduation Requirement](#): This bill adds successful completion of a financial literacy course to the requirements for high school graduation and requires students to complete the FAFSA unless an exemption is granted.

Stay Engaged:

Legislative Lunches: In addition to the Bill Tracker, we have our [legislative lunches](#) from 12:00 to 12:30, an informal conversation where members get to hear the latest news in an informal manner, including time for questions and answers from members. **February 28th Legislative Lunch is canceled.**



Legislative Updates: Stay informed with our regular email updates throughout the legislative calendar. [Access past newsletters here.](#)

Direct Contact: Have questions, ideas, or feedback? Reach out to our advocacy team or contact Prateek at Pdutta@clcsaction.org or text Prateek at (720) 440-1160.

Sincerely,

The League's Policy and Advocacy Team

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Denver, CO 80203
(303) 989-5356

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