



# Abby Kelley Foster Charter Public School

10 New Bond Street Worcester, MA 01606

Phone: (508) 854-8400 Fax: (508) 854-8484

[www.akfcs.org](http://www.akfcs.org)

## Board of Trustees Meeting Agenda-DIGITAL MEETING

Wednesday, September 28, 2022, 6:30 p.m.

<https://akfcs-org.zoom.us/j/99690752784?pwd=a0ZHSjhtdU5zS3RUcU5VL2FBL1dNUT09>

**Webinar ID:** 996 9075 2784 **Passcode:** 789741

**By phone:** +13092053325 **Webinar ID:** 996 9075 2784

- I. Call to Order- Mr. Patrick Royce, Chair
- II. Attendance Recorded
- III. Faithfulness to the Charter
  - a. Reading of the AKF Mission:

“The Mission of the Abby Kelley Foster Charter Public School is to assist parents in their role as primary educators of their children by providing a classical liberal arts education grounded in the great works of Western Civilization and aimed at academic excellence, musical competence, and character formation.”
  - b. Public Comments/Open Forum
  - c. Old Business
- IV. Review of the meeting Minutes from August 31, 2022
  - a. **Motion:** To approve the Meeting Minutes from August 31, 2022
- V. Executive Director Report- Ms. Heidi Paluk
- VI. Committee Updates
  - a. Facilities & Finance Committee- Ms. Bibiche Zagabe-Ndiku
  - b. Governance Committee- Mr. Patrick Royce
- VII. Strategic Plan Overview- Mr. Patrick Royce
- VIII. Executive Director Goal Process- Mr. Patrick Royce
- IX. Timely Topics as Identified by the Chair and/or ED



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## X. Upcoming Board/Committee Meeting

### 1. Board of Trustees

- a. Wednesday, October 26, 2022
- b. Wednesday, November 30, 2022

### 2. Education Committee

- a. Friday, September 29, 2022
- b. Friday, October 14, 2022

### 3. Facilities & Finance Committee

- a. Friday, October 21, 2022
- b. Friday, November 18, 2022

## XI. Adjournment



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### Board of Trustees Meeting Minutes-DRAFT

Wednesday, August 31, 2022, 6:30 p.m.

<https://akfcs-org.zoom.us/j/91920852706?pwd=akl6R1NRR2JZNzZSd3UvcVNKK0RqUT09>

**Webinar ID:** 919 2085 2706 **Passcode:** 478951

**By phone:** +19292056099 **Webinar ID:** 919 2085 2706

The meeting was called to order by Mr. Patrick Royce, Chair. The attendance was recorded and is attached.

Mr. Royce read the Abby Kelley Mission Statement and noted no public comments or old business.

Mr. Royce asked for a motion to accept the August 31, 2022, meeting minutes with corrections. Ms. Blue made the Motion, which Ms. Zagabe-Ndiku seconded. Mr. Royce performed a roll call to which Ms. Yarnie abstained.

Ms. Vernon pointed out the following corrections:

1. Top of the 2nd page: The correction/addition of the word “would.”
2. 1st Paragraph under Education Committee: Should be SEL and not ELA
3. Typo: The spelling of Evaluation

Ms. Blue pointed out the following correction:

1. The changing of the word Board Members to “Celia and Heidi” as not all Board members met with Mr. Beaudry.

### **Executive Director Report**

Mr. Royce began by thanking Ms. Paluk for her efforts in keeping the Board members informed on the various projects and changes occurring at Abby Kelley. Mr. Royce also commended the team on the aesthetically pleasing differences in the middle school.

Ms. Paluk began by welcoming everyone back to another school year. It was noted that while there were a few difficult transitions across the district, the staff has been placing the proper supports in place for them. It was also pointed out that the calendar was built for enhanced PD this year to ensure staff members are well trained. Ms. Paluk also said that the middle school principal, Ms. Hinds, Mr. Gero, the middle school assistant principal, and Ms. Regan met during the summer to prepare the school for the students. It was explained that new and clearer expectations and policies were created to instill much-needed change.

Ms. Paluk also explained that while facilities went through changes, the HR department also upgraded the payroll and HR system, now allowing some staff members not to have to punch in and out anymore. Ms.

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Paluk thanked Ms. Carpino for her hard efforts in this matter. Ms. Paluk also spoke about the summer school program and thanked Ms. Gould for her hard work and the teachers for the vacation time they gave up to participate in this. It was noted that there was no survey data for this and that while there was no time to conduct a pre and post-test, the students were known and would be monitored throughout the year.

Ms. Paluk spoke on the DESE-funded ELA Curriculum called Wonders that would align the schools with the rest of the District and noted that while many supplies came with it, the teachers were doing a great job organizing them. Ms. Paluk also updated the Board members on IT and the network rewiring that Mr. Beltran and his team were doing. It was noted these changes would allow the schools to be better secured in terms of preventing lockdowns and Phishing scams.

Ms. Paluk informed the Board members that Abby Kelley had been designated as a Community Eligibility Provision as part of the USDA program, allowing the students to have free breakfast and lunches for all students regardless of family income. It was also noted that Webster 5 Bank provided a grant for the student IDs and that the current Golf Tournament has been scheduled for October 17, 2022.

Ms. Paluk spoke on the facilities department's many projects and the mitigation that began for rooms 109 and 111 in the middle school. It was noted that there was no timeline, and it would be based on the extent of the water damage. It was also stated that this was being done in a controlled environment and that everything was disinfected. Ms. Paluk thanked everyone who helped prepare the schools for students and staff.

Ms. Vernon inquired about the HVAC system and the school it was done for, and it was noted that it was currently the high school that had that done. Ms. Vernon also inquired about the ES basement and whether it was online for the students. Ms. Paluk explained that significant progress was made in the last few days and that most of the finished work had started. Ms. Paluk explained that an issue arose with the refrigerators in the kitchen where food was being served. It was noted that the corrosion and damage inside of the units prohibited them from being used. Another unit was located but could not be brought into the school due to size. Ms. Paluk stated that a storage place for the unit was being located to get it up and running. Ms. Paluk said the hope was to have food being prepared in the cafeteria again and students back in the music room basement. It was also noted that some delays were due to the Board of Health and the signing off of permits. Without these signatures, it was pointed out that not much could be done.

Ms. Yarnie inquired about the students who took summer school and whether there was a plan to administer a qualitative assessment to gauge some questions. Ms. Gould explained there were surveys sent out to the staff members and the family members of students that participated. It was noted that anecdotal data was available that would be used to compare the performance of the students relative to the students that did not attend summer school. Ms. Gould explained that pre and post-monitoring of specific skills was the part of the surveys that were not yet reached, and therefore, the comparison of performance to other students would be made for the first year.

Ms. Zagabe-Ndiku inquired about the allocated monies set aside for the IT project. It was explained that most of the projected cost would have been reimbursed by E-rate, but because we did not spend the money as the work was done in-house, we would not be receiving that. Ms. Paluk also spoke on the Charter Renewal that would be taking place. It was noted that the application was in, and the other deadlines were also reached. The site visit was scheduled for September 14, 2022, and consultants from SchoolWorks would come in. Ms. Paluk

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stated that the team leaders would meet to finalize the structure. It was noted that the main focus would be classroom observation, and they would be spread out across the schools. It was also explained that we would have the opportunity to review the report for factual errors and edits, and the report would then go to the Commissioner for approval with the Board of Education.

### **Committee Updates**

#### **Education Committee**

Ms. Vernon began by explaining some of the changes that took place to the specials schedule in the middle school and the implementation of assessments for students in the elementary school. Ms. Vernon also provided an update on the handbook project and explained that the goal was to align them across the district and that they were getting ready to be placed on the website. It was also explained that due to the handbooks being such extensive documents, it would be noted on the school website that the translation would be available upon request. According to the document, Mr. Royce inquired about the met/did not meet criteria and stated that 77% of the core subject matter teachers were trained in IB. Mr. Royce inquired about the number of teachers that fell into that percentage. Ms. Little explained that with the rule changes from DESE during the pandemic, the options were met/not met and that this score was based on five years out. It was explained that we did meet this after the five-year time frame.

Ms. Zagabe-Ndiku inquired about the training teachers received for IB, and it was explained that the first year is available to teach teachers. It was stated that the teachers attend training and start teaching when they are comfortable and have a better grasp of the curriculum they're teaching. It was explained that most teachers in grades 10-12 had led at least one IB course.

#### **Facilities & Finance Committee**

Ms. Zagabe-Ndiku began by welcoming Adam Beaudry to the Facilities & Finance Committee and noted that there would be no actual financial update as we were only one month into the fiscal year. Ms. Zagabe-Ndiku also thanked Ms. Paluk for the hard work put into the schools this year and commended the decor updates in the middle school. It was also noted that there were other projects on the radar, such as the high school roof and the continuance of the IT update.

#### **Strategic Plan Process**

Mr. Royce stated that a conversation was needed on creating a starting point for enacting the strategic planning process. It was explained that the documents could be two different documents with two goals. It was explained that the most recent plan had expired at the end of last year and that the plan was to talk about timing and ensuring that we are on the path for creating the next 3-5 year plan. Ms. Paluk also mentioned the need to revisit the mission statement in the spring. It was explained that after the Charter Renewal has been approved



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around January, an accountability plan would have to be created based on the results of the charter renewal. It was noted that the accountability plan is a regulation, and that is the measurable factor.

Ms. Zagabe-Ndiku inquired about the data collected over time and enduring the flow of information is being done correctly so that the findings can be used. Mr. Royce stated that while there was an immense amount of data available, the Board needed to determine if this wealth of information would be handled and processed in-house or whether we would look to outsource all of the work or use a hybrid approach and bring in a consultant to assist. It was determined by the Board members that an outside consultant would be best as there is rich information, and this was something that was budgeted for.

It was determined that 6-8 months would be a reasonable timeframe for completing this project, allowing time to solicit different bids. It was noted that by November, the hope would be that most working sessions would be taking place so that a product could be delivered. Ms. Yarnie pointed out that a draft timeline would better drive the discussion, and it was noted that it would be worked on. It was noted that some work would be done within the next 30 days to start gathering information as needed. It was noted that Ms. Blue would assist Mr. Royce in gathering the necessary information before the next meeting.

### **Timely Topics**

Mr. Royce made note of the challenges that were dealt with in the Facilities department and encouraged the fellow Board members to make appointments to come out and see the changes that were done and the work still being done.

Mr. Royce made a motion to adjourn the meeting. Ms. Blue made the motion, and Ms. Vernon seconded it. Roll call was taken, and the Board voted unanimously to end the meeting at 7:47 p.m.

Name (Original Name)	User Email	Join Time	Leave Time	Duration (Minutes)
Naira Joseph	njoseph@akfcs.org	8/31/2022 17:20	8/31/2022 19:51	152
Amelie Cabral	acabral@akfcs.org	8/31/2022 18:24	8/31/2022 19:51	88
Shelly Yarnie# Clerk	syarnie@akfcs.org	8/31/2022 18:26	8/31/2022 19:51	86
Amy Vernon	avernon@akfcs.org	8/31/2022 18:26	8/31/2022 19:51	86
Alisha Carpino	arcarpino@akfcs.org	8/31/2022 18:28	8/31/2022 19:51	84
Heidi Paluk	hpaluk@akfcs.org	8/31/2022 18:29	8/31/2022 19:51	83
Shelly-Anne Hinds	shinds@akfcs.org	8/31/2022 18:29	8/31/2022 19:51	83
Patrick Royce# Chair	proyce@akfcs.org	8/31/2022 18:30	8/31/2022 19:51	82
Christopher Kursonis	ckursonis@akfcs.org	8/31/2022 18:30	8/31/2022 19:51	82
Bibiche Zagabe-Ndiku#	bndiku@akfcs.org	8/31/2022 18:30	8/31/2022 19:51	82
Kelly Gould	kgould@akfcs.org	8/31/2022 18:30	8/31/2022 19:51	82
Celia J. Blue	cblue@akfcs.org	8/31/2022 18:30	8/31/2022 19:51	81
Gabriel Beltran	gbeltran@akfcs.org	8/31/2022 18:31	8/31/2022 19:18	48
AnnMarie Little	amlittle@akfcs.org	8/31/2022 18:33	8/31/2022 19:18	45
Michelle Vigneux		8/31/2022 18:34	8/31/2022 19:51	78
Miss LaLancette		8/31/2022 18:34	8/31/2022 19:50	77
Sara Ramirez		8/31/2022 18:34	8/31/2022 19:20	47
Kaitlyn Greenwood		8/31/2022 18:34	8/31/2022 19:25	51
Adam Beaudry	abeaudry@akfcs.org	8/31/2022 18:34	8/31/2022 18:35	1
Adam Beaudry	abeaudry@akfcs.org	8/31/2022 18:35	8/31/2022 19:51	77
Mike Vigneux		8/31/2022 18:36	8/31/2022 19:03	27
KathyG		8/31/2022 18:36	8/31/2022 19:51	76
Peter Magerowski		8/31/2022 18:37	8/31/2022 19:48	72
jessica Regan	jregan@akfcs.org	8/31/2022 18:37	8/31/2022 19:51	75
Dr. Caroline Cole	ccole@akfcs.org	8/31/2022 18:38	8/31/2022 19:51	74
Jennifer Giusto		8/31/2022 18:55	8/31/2022 19:51	57
rob kerr		8/31/2022 19:13	8/31/2022 19:48	36
AnnMarie Little	amlittle@akfcs.org	8/31/2022 19:18	8/31/2022 19:51	34
Gabriel Beltran	gbeltran@akfcs.org	8/31/2022 19:18	8/31/2022 19:31	13
Gabriel Beltran	gbeltran@akfcs.org	8/31/2022 19:34	8/31/2022 19:51	18



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## Facilities and Finance Committee Meeting Agenda- DIGITAL MEETING

**Friday, September 16, 2022, 8:00 a.m**

<https://akfcs-org.zoom.us/j/91663515791?pwd=OXNJTWZFLy9qQjZCY1NTVHBNMkNrUT09>

**Meeting ID:** 916 6351 5791 **Passcode:** 070140

**By phone:** +1 929 205 6099 **Meeting ID:** 916 6351 5791

I. Call to Order- Ms. Bibiche Zagabe-Ndiku, Chair

II. Introductions/ Attendance Recorded

III. Review of the August 19, 2022, Meeting Minutes

a. **Motion:** To approve the August 19, 2022, Meeting Minutes

IV. Financial Report- Alisha Carpino

a. EOY '21-22 Financial Report

V. Audit Update- Alisha Carpino

VI. Facilities Update- Heidi Paluk

a. Middle School Project

b. Elementary School Project

VII. IT Update- Gabriel Beltran

VIII. Timely Topics as Identified by the Chair and/or ED

IX. Upcoming Facility & Finance Committee Meeting

a. Friday, October 21, 2022

X. Adjournment





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## Facilities and Finance Committee Meeting Minutes- DRAFT

Friday, August 19, 2022, 8:00 a.m.

<https://akfcs-org.zoom.us/j/91767841086?pwd=M0VRMUJEZFZYVFR4eWZZdWNYcVZ5Zz09>

**Meeting ID:** 917 6784 1086 **Passcode:** 400693

**By phone:** +1 646 931 3860 US **Meeting ID:** 917 6784 1086

The meeting was called to order by Ms. Bibiche Zagabe-Ndiku, Chair, at 9:03 am. The attendance was recorded as follows:

**Board/Committee Members:** Adam Beaudry, Patrick Royce, Bibiche Zagabe-Ndiku, Celia Blue

**Staff in attendance:** Heidi Paluk, Gabriel Beltran

Ms. Zagabe-Ndiku asked the Committee to review the Meeting Minutes from the June 17, 2022 meeting. Upon its review, Ms. Zagabe-Ndiku asked for a motion to approve the minutes from June 17, 2022, Facilities and Finance Meeting. Mr. Royce made the motion, and it was seconded by Ms. Zagabe-Ndiku. The committee unanimously approved the minutes.

### **Finance/Facilities Project Updates**

Ms. Paluk provided an update on the audit and explained that we would hear back from the auditors starting in September. It was noted that all documents needed so far had been submitted and that no questions were yet presented to the school. It was also explained that not many financials were available for reporting one month into the fiscal year. Ms. Paluk explained there would be some differences in how the financials looked in terms of ordering supplies and making sure that we were being mindful of the purchases made at the beginning of the school year. Mr. Royce inquired about the outstanding recommendations from AAF and whether they were completed, to which it was noted that there was nothing outstanding.

Ms. Paluk presented a PowerPoint photo presentation on the many projects currently taking place this summer. It was explained that while many things were accomplished, there were some projects still in progress and some projects that would not be completed yet. Ms. Paluk explained the days are spent managing the many contractors coming into the building and making sure schedules are done to avoid overcrowding.

Ms. Paluk presented the many accomplishments this summer, such as the entire middle school being painted and many carpentry repairs. It was noted that the objective was to bring the schools to standard and work on preventative maintenance. Ms. Paluk explained that she had great success with many contractors and that this situation has allowed us to be more aware of the many things happening



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in the schools. According to Ms. Paluk, the goal was to adhere to the preventative maintenance timeframes so that the schools are suitable for students.

Ms. Paluk explained that every building had significant and necessary work done and that there was still more work to do, including changing ceiling tiles and floor work. Ms. Paluk also spoke about the current facilities staff and the changes that would be happening in this department to better the schools' needs. Day porters would be coming in to assist with cleaning the schools.

Ms. Blue inquired about temporary agencies to assist to which Ms. Paluk explained that because of CORI checks, it would take time for them to start. It was explained that a new cleaning company now worked for the school, but like many other places, staff was limited, and they were doing projects that would have been done by the day staff. Ms. Blue also inquired about the emergency clause in place to assist with this, and it was noted that attempts were being made to outsource the day cleaning team and that the current company president had been notified of this request, and we would be waiting to see if this was possible. Mr. Royce also seconded Ms. Blue's idea and contracted a second company to assist.

Mr. Royce reiterated the need to take control of the facilities department and establish a committee to stay on top of the many things happening in the three buildings. Ms. Blue also suggested obtaining a general contractor, to which it was noted that BluSky, who was currently working in the ES basement, would be assisting with the other projects. It was also pointed out that there were supply issues even with the other companies and that we were working with BluSky to obtain what was needed for the school. The Board members ensured Ms. Paluk that they had her full support as the students' needs and safety were essential and thanked her for her hard work.

### **IT Update**

Mr. Belan explained that network updates were done and that 90% of the network implementation had been completed. It was explained that every device was upgraded to provide necessary software updates and recommendations. Mr. Beltran also explained that forty-five projectors were purchased, but due to supply and vendor issues, they would be installed either during thanksgiving break or Christmas break. It was also noted that new teachers were purchased for teachers as some computers were old and needed to be replaced. Chromebooks were also purchased for the student computers that needed to be replaced. Mr. Beltran also noted that he intended to resume the technology committee once pertinent upgrades were completed.

Mr. Beltran explained that he would be meeting with the vendor for printer toners to make sure that this was available for the school. Ms. Blue inquired about whether the IT department was fully staffed, to which it was noted that there are interviews currently going on for the open position and that they would be making a decision soon on that. Ms. Blue requested that a report on the overall projects, ongoing projects, and milestones for the year would be helpful for Board members to follow along.

Mr. Royce also inquired about the most recent update to the technology policy, to which it was noted that it is overdue and currently being worked on. Mr. Royce also voiced his support for the technology roadmap and projects. Ms. Zagabe-Ndiku inquired about student and family conduct in terms of technology being in the handbook, to which it was noted that this project would be worked on.



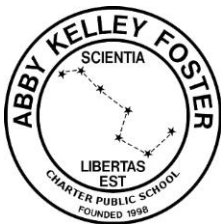
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Ms. Zagabe-Ndiku called for a motion to adjourn the meeting. Mr. Royce made the motion, and it was seconded by Ms. Blue. Roll call was taken, and the Board members voted unanimously to adjourn the meeting at 9:45 a.m.



## ABBY KELLEY FOSTER CHARTER PUBLIC SCHOOL

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September 16, 2022

Notes to Draft Financial Statements dated June 2022:

Attached are unaudited financial statements for the 12-month period ending June 30, 2022.

Following are explanations of various budget items and variances:

**Revenue from State Sources-** The actual for our tuition and transportation payments is \$332,966 above the budgeted amount. We are seeing an upward trend again as DESE increased our monthly payments to make up for what was missed during the winter months. This put us above the budgeted amount as tuition revenue was expected to be higher than budgeted due to changes that came after the budget was completed in relation to Student Opportunity Act and standard tuition increase.

**In District Transportation-** Costs related to this are above the budgeted number by \$41,783. This is due to \$33,204 in fuel adjustments payments made because of the rise in gas prices and a monitor needed due to some high needs situations.

**Nutrition-** While not spoken as Nutrition is a losing department, I wanted to note that in FY22 the Nutrition department ended with a small profit of \$53,085. This is due an increase in participation with the offering of free meals for all students, a new point of sales system for breakfast after the bell and bringing food from the High School for sixth and seventh graders in our Middle School. I am working with the Director of Nutrition to see how we can continue this trend going forward.

**Federal Grant Funding-** The actual here is \$572,173 above the budgeted number for the year. This is due to receiving extra grant funding that wasn't anticipated in the Title I grant and competitive federal grants that were received totaling over \$300,000.

**Staffing Costs-** Salaries ended \$400,393 under budget. This is due to positions that were open throughout the year along with replacements that came in at lower salaries than predicted.

**Benefits and Other Fixed Charges -** For FY22 we decided to stay with BCBS. This was budgeted at a 5%-9% increase based on information received from HRK. We ended up being able to renew at a 3% increase and this gave us significant savings from what we projected the cost to be. Due to this, the expense ends under the budgeted amount by \$463,303. Abby Kelly has also received a \$60,000 refund for unused HRA funds from last year. We were able to renew the health insurance with no increase for FY23

**Financing-** The FY22 Debt Service Coverage Ratio is 2.19:1, compared to a required ratio of 1.15:1.

**Abby Kelley Foster Charter Public School**  
**Statement of Activities - Unaudited**  
**July 2021 - June 2022**

	Actual	Budgeted		Budgeted	
	July 1, 2021- June 30, 2022	July 1, 2021- June 30, 2022	YTD Budget Variance as of June 30, 2022	Total Fiscal Year 2022	YTD Budget Variance Percentage
<b>Operating Revenues:</b>					
Revenue from State Sources	22,396,288.00	22,063,321.68	332,966.32	22,063,321.68	2%
State Grants	12,500.01	-	12,500.01	-	-
Revenue from Federal Sources	3,164,111.20	2,591,937.96	572,173.24	2,591,937.96	22%
Meal Program Revenues	966,317.46	650,000.04	316,317.42	650,000.04	49%
AKFCS Educational Foundation Funding	1,723.75	20,000.04	(18,276.29)	20,000.04	-91%
E-Rate Reimbursement	105,435.90	30,000.00	75,435.90	30,000.00	251%
Other Revenues	150,082.45	135,000.12	15,082.33	135,000.12	11%
<b>Total Revenue</b>	<b>26,796,458.77</b>	<b>25,490,259.84</b>	<b>1,306,198.93</b>	<b>25,490,259.84</b>	<b>5%</b>
<b>Operating Expenses:</b>					
<b>Administration:</b>					
Salaries- Leadership & Administration	914,538.16	889,331.64	25,206.52	889,331.64	3%
Contracted Services- District	216,693.35	221,760.00	(5,066.65)	221,760.00	-2%
Contracted Services- Legal	92,440.06	75,000.00	17,440.06	75,000.00	23%
Information Management & Technology	349,499.34	144,000.04	205,499.30	144,000.04	143%
Recruitment & Advertising	25,822.05	22,500.04	3,322.01	22,500.04	15%
Other Administrative Expenses	213,833.98	567,018.76	(353,184.78)	567,018.76	-62%
Depreciation	2,064.28	86,188.20	(84,123.92)	86,188.20	-98%
<b>Total Administration</b>	<b>1,814,891.22</b>	<b>2,005,798.68</b>	<b>(190,907.46)</b>	<b>2,005,798.68</b>	<b>-10%</b>
<b>Instructional Services:</b>					
Salaries- Instructional	12,045,488.41	12,304,570.92	(259,082.51)	12,304,570.92	-2%
Contracted Services- Instructional	331,262.39	200,100.00	131,162.39	200,100.00	66%
Professional Development	76,808.35	170,700.00	(93,891.65)	170,700.00	-55%
Supplies & Materials	452,541.77	270,308.00	182,233.77	270,308.00	67%
International Baccalaureate Program	71,844.15	49,866.84	21,977.31	49,866.84	44%
Depreciation	33,665.39	104,844.00	(71,178.61)	104,844.00	-68%
<b>Total Instructional Services</b>	<b>13,011,610.46</b>	<b>13,100,389.76</b>	<b>(88,779.30)</b>	<b>13,100,389.76</b>	<b>-1%</b>
<b>Pupil Services-Other</b>					
Salaries- Other Student Services	558,866.52	672,572.04	(113,705.52)	672,572.04	-17%
Student Transportation	1,398,375.14	1,356,592.20	41,782.94	1,356,592.20	3%
Food Services	579,911.26	463,608.24	116,303.02	463,608.24	25%
Nursing Supplies	1,720.96	6,000.12	(4,279.16)	6,000.12	-71%
Athletic Programs	175,783.75	202,986.60	(27,202.85)	202,986.60	-13%
Translations	14,892.22	30,000.00	(15,107.78)	30,000.00	-50%
Other Student Services	87,065.53	166,134.00	(79,068.47)	166,134.00	-48%
<b>Total Pupil Services</b>	<b>2,816,615.38</b>	<b>2,897,893.20</b>	<b>(81,277.82)</b>	<b>2,897,893.20</b>	<b>-3%</b>
<b>Operation and Maintenance of Plant:</b>					
Salaries	354,883.58	407,694.96	(52,811.38)	407,694.96	-13%
Contracted Cleaning Costs	253,644.00	-	253,644.00	-	-
Maintenance of Buildings, Grounds & Equipment	670,064.15	550,784.04	119,280.11	550,784.04	22%
Environmental Costs	-	-	-	-	-
Utilities	780,011.79	727,303.92	52,707.87	727,303.92	7%
Depreciation	1,378,210.23	1,780,502.40	(402,292.17)	1,780,502.40	-23%
<b>Total Operation &amp; Maintenance of Plant</b>	<b>3,436,813.75</b>	<b>3,466,285.32</b>	<b>(29,471.57)</b>	<b>3,466,285.32</b>	<b>-1%</b>
<b>Benefits and Other Fixed Charges</b>					
Retirement & Fringe Benefits	2,438,212.70	2,901,515.28	(463,302.58)	2,901,515.28	-16%
Rental/Lease of Buildings, Grounds & Equipment	116,089.32	84,000.00	32,089.32	84,000.00	38%
Insurance (non-employee)	139,802.42	154,240.83	(14,438.41)	154,240.83	-9%
<b>Total Benefits and Other Fixed Charges</b>	<b>2,694,104.44</b>	<b>3,139,756.11</b>	<b>(445,651.67)</b>	<b>3,139,756.11</b>	<b>-14%</b>
<b>Total Operating Expenses</b>	<b>23,774,035.25</b>	<b>24,610,123.07</b>	<b>(836,087.82)</b>	<b>24,610,123.07</b>	<b>-3%</b>
<b>Non-Operating Expenses:</b>					
Interest Expense- Long Term Debt	696,148.46	686,719.56	9,428.90	686,719.56	1%
Loss on Disposal	296,625.54	-	296,625.54	-	-
<b>Total Non-Operating Expenses</b>	<b>992,774.00</b>	<b>689,719.56</b>	<b>303,054.44</b>	<b>689,719.56</b>	<b>44%</b>
<b>Non-Operating Revenue:</b>					
Interest Income	6,014.50	3,000.00	3,014.50	3,000.00	100%
<b>Total Non-Operating Revenue</b>	<b>6,014.50</b>	<b>3,000.00</b>	<b>3,014.50</b>	<b>3,000.00</b>	<b>100%</b>
<b>Total Expenses</b>	<b>24,766,809.25</b>	<b>25,299,842.63</b>	<b>(533,033.38)</b>	<b>25,299,842.63</b>	<b>-2%</b>
<b>Change in Net Position</b>	<b>2,035,664.02</b>	<b>193,417.21</b>	<b>1,842,246.81</b>	<b>193,417.21</b>	<b>952%</b>

**Abby Kelley Foster Charter Public School**  
**Statement of Net Position**  
As of June 30, 2022

	As of Jun 30, 2022	As of Jun 30, 2021 (PY)	Total Change	% Change
<b>ASSETS</b>				
Current Assets				
Bank Accounts	9,429,993.64	8,941,531.15	488,462.49	5.46%
Accounts Receivable	12,147.55	3,400.00	8,747.55	257.28%
Other Current Assets	2,301,060.71	261,719.21	2,039,341.50	779.21%
Total Current Assets	<b>\$ 11,743,201.90</b>	<b>\$ 9,206,650.36</b>	<b>\$ 2,536,551.54</b>	<b>27.55%</b>
Fixed Assets	36,028,380.49	37,147,144.72	-1,118,764.23	-3.01%
Other Assets	0.00	0.00	0.00	
<b>TOTAL ASSETS</b>	<b>\$ 47,771,582.39</b>	<b>\$ 46,353,795.08</b>	<b>\$ 1,417,787.31</b>	<b>3.06%</b>
<b>LIABILITIES AND EQUITY</b>				
Liabilities				
Current Liabilities				
Accounts Payable	559,100.04	120,920.87	438,179.17	362.37%
Credit Cards	0.00	7,839.30	-7,839.30	-100.00%
Other Current Liabilities	3,397,754.98	2,098,088.64	1,299,666.34	61.95%
Total Current Liabilities	<b>\$ 3,956,855.02</b>	<b>\$ 2,226,848.81</b>	<b>\$ 1,730,006.21</b>	<b>77.69%</b>
Long-Term Liabilities	17,881,180.01	20,558,766.93	-2,677,586.92	-13.02%
Total Liabilities	<b>\$ 21,838,035.03</b>	<b>\$ 22,785,615.74</b>	<b>-\$ 947,580.71</b>	<b>-4.16%</b>
Equity	25,933,547.36	23,568,179.34	2,365,368.02	10.04%
<b>TOTAL LIABILITIES AND EQUITY</b>	<b>\$ 47,771,582.39</b>	<b>\$ 46,353,795.08</b>	<b>\$ 1,417,787.31</b>	<b>3.06%</b>

**Abby Kelley Foster Charter Public School**  
**Statement of Cash Flows (unaudited)**  
**July 1, 2021 thru June 30, 2022**

**OPERATING ACTIVITIES**

Change in Net Position	2,035,664.02
Adjustments to reconcile Net Income to net cash provided by Operations:	
Accounts Receivable	(2,063,576.02)
Prepaid Expenses	15,486.97
Accounts Payable	473,832.21
Fundraising Liabilities	356,685.23
Accrued Payroll Related Liabilities	(90,536.94)
Accrued Interest and Bond Costs	(5,071.18)
Accrued Environmental Expenses	(31,942.55)
Other Accrued Expenses	(5,682.17)
Total Adjustments to reconcile Net Income to Net Cash provided by operations:	(1,350,804.45)
Net cash provided by operating activities	684,859.57

**INVESTING ACTIVITIES**

Building Improvements	(76,376.06)
Buildings	922,481.61
Computers & Peripherals	(110,301.82)
Construction in Progress	(239,931.23)
FF&E	619,690.99
Land Improvements	(4,793.94)
Textbooks & Other Instructional	7,994.68
Net cash provided by investing activities	1,118,764.23

**FINANCING ACTIVITIES**

Principal Payments for Bond Payable	(1,315,161.31)
Amortization of Bond Costs	0.00
Net cash provided by financing activities	(1,315,161.31)

Net cash increase (decrease) for period (7/1/2021-6/30/2022)	488,462.49
Cash Balance @ Beginning of Period (7/1/2021)- unrestricted	8,941,531.15
Cash Balance @ End of Period (6/30/2022)- unrestricted	9,429,993.64

Abby Kelley Foster Charter Public School  
Middlesex Savings Bank  
Covenant Compliance Certificate  
For the Period Ending June 30, 2022 (unaudited)

**Debt Service Coverage Ratio: Tested Semi-Annually**

**CASH FLOW AVAILABLE FOR DEBT SERVICE:**

Change in Net Position	\$ 2,035,664
<i>Plus:</i>	
Depreciation	\$ 1,710,565
Amortization	\$ -
Interest Expense	\$ 696,148
<i>Minus/Plus:</i>	
Unrealized Gains/(Losses) on Investments	
Extraordinary Gains/(Losses)	
Net Operating Cash Flow	<u>\$ 4,442,378</u>

**DEBT SERVICE:**

Interest Expense	\$ 696,148
Current Maturities of Long Term Debt (ytd)	<u>\$ 1,330,483</u>
Total Debt Service	<u>\$ 2,026,632</u>
 Required Ratio	 <b>1.15</b>
Actual Ratio (unaudited YTD)	<b>2.19</b>
Compliance	<b>yes</b>



**Abby Kelley Foster Charter Public School**  
**Check Detail**  
**Jun-22**

Date	Transaction Type	Name	Memo/Description	Amount
06/01/2022	Expenditure	Blue Cross Blue Shield of MA	External Withdrawal BCBS MASS BC External Withdrawal BCBS MASS BCBSMA - PREMIUM REF*BFP	-148,274.46
06/01/2022	Expenditure	Blue Cross Blue Shield of MA	External Withdrawal BCBS MASS BC External Withdrawal BCBS MASS BCBSMA - PREMIUM REF*BFP	-13,308.87
06/01/2022	Expenditure	Blue Cross Blue Shield of MA	External Withdrawal BCBS MASS BC External Withdrawal BCBS MASS BCBSMA - PREMIUM REF*BFP	-11,140.49
06/01/2022	Expenditure	Blue Cross Blue Shield of MA	External Withdrawal BCBS MASS BC External Withdrawal BCBS MASS BCBSMA - PREMIUM REF*BFP	-3,249.00
06/01/2022	Bill Payment (Check)	Middlesex Savings Bank	# 164157127May22	-96,095.73
06/01/2022	Bill Payment (Check)	Middlesex Savings Bank	# 164157466May22	-71,182.80
06/02/2022	Expenditure	Blue Cross Blue Shield of MA	External Withdrawal EBPA LLC - External Withdrawal EBPA LLC - INS PREM	-1,503.45
06/02/2022	Expenditure	TASC- FlexSystem	External Withdrawal TASC - TASC External Withdrawal TASC - TASCFUNDS e980f1067286914	-5,038.00
06/06/2022	Bill Payment (Check)	Citizens Bank	# 5530950000014104May22	-19,041.70
06/06/2022	Expenditure	TASC- FlexSystem	External Withdrawal TASC TASC - External Withdrawal TASC TASC - FUNDING a46cc5f13549ee	-4,315.43
06/06/2022	Expenditure	HR Knowledge Inc.	External Withdrawal HR KNOWLEDGE External Withdrawal HR KNOWLEDGE DEB - PAYROLL	-4,697.59
06/07/2022	Bill Payment (Check)	Herff Jones	Multiple invoices	-1,667.71
06/07/2022	Bill Payment (Check)	REPUBLIC SERVICES	Acct #309540019731 - Inv #0954-002098541	-3,604.07
06/07/2022	Expenditure	USable Life	External Withdrawal USABLE LIFE External Withdrawal USABLE LIFE - PREM PAYMT	-5,817.79
06/07/2022	Expenditure	Nationwide Trust Company, FSB	External Withdrawal NW TRUST TRU External Withdrawal NW TRUST TRUST COLLECTIONS - CONTR	-25,220.74
06/08/2022	Bill Payment (Check)	AA Transportation	Multiple invoices	-141,782.00
06/08/2022	Bill Payment (Check)	City of Worcester Police Dept	Acct #WPDS0000C47 - Multiple invoices	-1,856.52
06/08/2022	Bill Payment (Check)	DIY Mobile Box	Multiple invoices (details on stub)	-370.00
06/08/2022	Bill Payment (Check)	Duva Distributors	Multiple invoices	-565.93
06/08/2022	Bill Payment (Check)	French River Ed. System	Multiple invoices (details on stub)	-43,477.00
06/08/2022	Bill Payment (Check)	Frontline Technologies Group LLC	Multiple invoices	-3,883.82
06/08/2022	Bill Payment (Check)	Fuhr, Lindsay	Multiple invoices (details on stub)	-643.12
06/08/2022	Bill Payment (Check)	Guertin Graphics, Inc.	Multiple invoices (details on stub)	-1,619.10
06/08/2022	Bill Payment (Check)	Melissa Couepel	Multiple invoices	-82.71
06/08/2022	Bill Payment (Check)	AFI Technologies Inc	Inv #B3B555F0-0001	-415.50
06/08/2022	Bill Payment (Check)	Ahern, John	Inv #5/25 Volleyball	-153.00
06/08/2022	Bill Payment (Check)	Alexandra Connell	Inv #MTEL Courses	-230.00
06/08/2022	Bill Payment (Check)	Andrea Pinkney	Inv #6-13-22	-3,000.00
06/08/2022	Bill Payment (Check)	Ben Siimes	Inv #Physics Supplies	-123.43
06/08/2022	Bill Payment (Check)	Boykin, Allyssa	Inv #FY22 Individual PD	-198.97
06/08/2022	Bill Payment (Check)	Christine Abbott	Inv #Bio/Forensic	-151.43
06/08/2022	Bill Payment (Check)	Cox, Katelyn	Inv #PD Principal's Fund	-97.00
06/08/2022	Bill Payment (Check)	Elite Fitness Professionals DBA SLS Fitness	Inv #4	-3,000.00
06/08/2022	Bill Payment (Check)	Gould, Kelly	Inv #Pizza GR 1 & 2	-350.00
06/08/2022	Bill Payment (Check)	Hampton, Tamara	Inv #Cheer Varsity & MS	-718.33
06/08/2022	Bill Payment (Check)	Heil, Lynn	Inv #Books for the library	-64.25
06/08/2022	Bill Payment (Check)	Houck, Laura	Inv #Flags	-176.21
06/08/2022	Bill Payment (Check)	J.W.Pepper	Inv #364326596	-150.00
06/08/2022	Bill Payment (Check)	Mansoor, Mary	Inv #FY22 PD	-194.00
06/08/2022	Bill Payment (Check)	Music is Elementary	Inv #INV-18347	-504.35
06/08/2022	Bill Payment (Check)	Neillio's At Lexington	Inv #47897	-1,425.00
06/08/2022	Bill Payment (Check)	Pineda, Olga	Inv #MS Spring Concert	-63.96
06/08/2022	Bill Payment (Check)	Prest, Cynthia	Inv #FY22 PD	-400.00
06/08/2022	Bill Payment (Check)	Regan, Jessica	Inv #MCAS Balloons	-22.00
06/08/2022	Bill Payment (Check)	Reynolds, Alyssa	Inv #YAH Shirts	-265.92
06/08/2022	Bill Payment (Check)	Simmarano, Michael	Inv #Spring 2022	-219.00
06/08/2022	Bill Payment (Check)	T. Lee Associates	Inv #05312022	-1,620.00
06/08/2022	Bill Payment (Check)	Thurston Foods, Inc.	Acct #19950 - Inv #1120899	-994.85
06/08/2022	Bill Payment (Check)	Vitali, Richard	Inv #5/25 Volleyball	-153.00
06/08/2022	Bill Payment (Check)	Wasgatt, Dianne	Inv #FY22 Individual PD	-198.97
06/08/2022	Bill Payment (Check)	MacGill, W. Nurse Supply Co.	Inv #IN0796321	-63.94
06/08/2022	Bill Payment (Check)	Preferred Meal Systems, Inc.	Multiple invoices	-30,466.07
06/08/2022	Deposit	Heil, Lynn	DEPOSIT - Lost Library Book	13.00
06/09/2022	Payment	FC United LLC		3,900.00
06/09/2022	Payment	D P Sports & Fitness		5,714.32
06/10/2022	Bill Payment (Check)	Sal's Pizza	Inv #0124688	-343.20
06/10/2022	Bill Payment (Check)	Preferred Meal Systems, Inc.	Inv #CDIM/1295233	-3,180.07
06/10/2022	Expenditure	M.T.R.S.	External Withdrawal MTRS - P External Withdrawal MTRS - Payment REF*AA*05202205935	-100,232.15
06/13/2022	Bill Payment (Check)	Wells Fargo Financial Leasing	Multiple invoices	-6,338.10
06/13/2022	Bill Payment (Check)	Alisha Carpino	Inv #SNHU Class PD	-1,881.00
06/13/2022	Bill Payment (Check)	Cherry Road Technologies	Inv #ACC-SINV-2022-00694	-3,341.25
06/13/2022	Bill Payment (Check)	Cogent	Inv #ABBYKELL0001Jun2022	-3,264.00
06/13/2022	Bill Payment (Check)	Commonwealth of Massachusetts DPS Boiler	Inv #167673	-450.00
06/13/2022	Bill Payment (Check)	Connors, Jennifer	Inv #FY22PD	-400.00
06/13/2022	Bill Payment (Check)	EDS Mechanical Inc	Inv #11977	-1,375.76
06/13/2022	Bill Payment (Check)	Herff Jones	Inv #1129030	-30.21
06/13/2022	Bill Payment (Check)	MacGill, W. Nurse Supply Co.	Inv #IN0797262	-117.46

06/13/2022	Bill Payment (Check)	Mansfield Paper Company, Inc.	Acct #2355 - Inv #457280	-907.94
06/13/2022	Bill Payment (Check)	Staples	Acct #1625462BOS - Inv #3509677174	-377.47
06/13/2022	Bill Payment (Check)	Caroline Lyman	Inv #Windshield	-329.02
06/14/2022	Bill Payment (Check)	Gleason, Denise	Inv #FY22PD	-400.00
06/15/2022	Deposit		Deposit Internet Transfer from x Deposit Internet Transfer from xxx2848	900,000.00
06/16/2022	Expenditure	USABLE Life	External Withdrawal USABLE LIFE External Withdrawal USABLE LIFE - PREM PAYMT	-6,896.95
06/17/2022	Deposit		DEPOSIT	1,800.00
06/17/2022	Deposit		DEPOSIT	1,167.53
06/21/2022	Expenditure	TASC- FlexSystem	External Withdrawal TASC TASC - External Withdrawal TASC TASC - FUNDING ab92c7b43fe696	-4,315.43
06/22/2022	Deposit	Houck, Laura	Class of 2025	562.00
06/22/2022	Expenditure	Nationwide Trust Company, FSB	External Withdrawal NW TRUST TRU External Withdrawal NW TRUST TRUST COLLECTIONS - CONTR	-25,231.95
06/24/2022	Bill Payment (Check)	College Board, The	Acct #39966 - Inv #ES00147621	-458.00
06/24/2022	Bill Payment (Check)	Crystal Rock	Acct #11174381270102 - Inv #1270102 060122	-190.34
06/24/2022	Bill Payment (Check)	Hanover Insurance Co.	Acct #1502972751-001-000 - Inv #1502972751001000Jun22	-481.40
06/24/2022	Bill Payment (Check)	Herff Jones	Inv #2810636	-541.83
06/24/2022	Bill Payment (Check)	Institute for Multi-Sensory Education	Inv #174307	-1,275.00
06/24/2022	Bill Payment (Check)	PDC-IDenticard	Inv #934350228795	-1,526.49
06/24/2022	Bill Payment (Check)	SHI International	Acct #1128388 - Inv #B15329779	-32,959.00
06/24/2022	Bill Payment (Check)	Teacher Created Resources	Inv #6580380	-36.97
06/24/2022	Bill Payment (Check)	Lakeshore Learning Materials	Inv #159383060722	-152.68
06/24/2022	Bill Payment (Check)	Trane U.S., Inc.	Inv #312665768	-963.00
06/24/2022	Bill Payment (Check)	Fluid Media Technologies		-2,688.00
06/24/2022	Expenditure	HR Knowledge Inc.	External Withdrawal HR KNOWLEDGE External Withdrawal HR KNOWLEDGE DEB - PAYROLL	-3,278.56
06/27/2022	Bill Payment (Check)	AA Transportation	Multiple invoices	-19,088.71
06/27/2022	Bill Payment (Check)	Best Plumbing Specialties, Inc	Multiple invoices (details on stub)	-2,393.84
06/27/2022	Bill Payment (Check)	Booster Spirit Wear	Multiple invoices (details on stub)	-2,721.60
06/27/2022	Bill Payment (Check)	Club Z! In-Home Tutoring of Northborough	Multiple invoices (details on stub)	-4,590.00
06/27/2022	Bill Payment (Check)	Duva Distributors	Multiple invoices	-353.50
06/27/2022	Bill Payment (Check)	JP Pest Services, LLC	Multiple invoices	-346.20
06/27/2022	Bill Payment (Check)	New England Ice Cream	Multiple invoices (details on stub)	-309.26
06/27/2022	Bill Payment (Check)	OHI Engineering, Inc	Multiple invoices	-4,779.79
06/27/2022	Bill Payment (Check)	Preferred Meal Systems, Inc.	Multiple invoices	-18,134.63
06/27/2022	Bill Payment (Check)	AFI Technologies Inc	Inv #B3B555F0-0002	-415.50
06/27/2022	Bill Payment (Check)	Ascentria Community Services, Inc	Acct #AKFCS - Inv #0422-T16	-898.69
06/27/2022	Bill Payment (Check)	Barnes & Noble	Inv #4276962	-335.52
06/27/2022	Bill Payment (Check)	Booster Enterprises Inc.	Inv #2022 - 1.0	-4,557.17
06/27/2022	Bill Payment (Check)	City Of Worcester Water/Sewer	Acct #15-0088-F00 - Inv #4411521, 15-0046-000	-607.50
06/27/2022	Bill Payment (Check)	Didonna, Amy	Inv #May 2022	-3,320.00
06/27/2022	Bill Payment (Check)	DIY Mobile Box	Inv #18887	-200.00
06/27/2022	Bill Payment (Check)	Earthlink Business/Windstream	Inv #74865929	-461.81
06/27/2022	Bill Payment (Check)	Eversource (formally NSTAR-1639-Elern)	Acct #16399370010 - Inv #16399370010May9-Jun8	-91.93
06/27/2022	Bill Payment (Check)	Eversource (formally Nstar-2845- HS)	Inv #28458270023May9-Jun8	-1,040.01
06/27/2022	Bill Payment (Check)	Eversource (formerly NStar-1638- MS)	Acct #16382880025 - Inv #16382880025May9-Jun8	-414.48
06/27/2022	Bill Payment (Check)	Facilities Management & Maintenance, Inc.	Inv #40221	-21,137.33
06/27/2022	Bill Payment (Check)	French River Ed. System	Inv #11744	-38,737.00
06/27/2022	Bill Payment (Check)	Gould, Kelly	Inv #Doughnuts	-85.71
06/27/2022	Bill Payment (Check)	International Baccalaureate Americas	Acct #S004965 - Inv #12235461	-11,650.00
06/27/2022	Bill Payment (Check)	Joubert, Melissa	Inv #Nursing Supplies	-66.94
06/27/2022	Bill Payment (Check)	Kaitlyn Perrin	Inv #FY22 Individual PD	-400.00
06/27/2022	Bill Payment (Check)	Karen Dascoli	Inv #FY22 PD	-400.00
06/27/2022	Bill Payment (Check)	Mastro's Power Washing Service	Voided - Inv #6/10/2022	0.00
06/27/2022	Bill Payment (Check)	Melissa Couepel	Inv #6/6-3/15/2022	-73.52
06/27/2022	Bill Payment (Check)	Moriah Marable	Inv #Refund of Meal Acct	-99.95
06/27/2022	Bill Payment (Check)	National Grid 38928-53023	Inv #38928-53023June9	-6,064.76
06/27/2022	Bill Payment (Check)	National Grid 69923-82006	Inv #69923-82006-June9	-8,687.21
06/27/2022	Bill Payment (Check)	National Grid-6 New Bond	Acct #3922905023 - Inv #39229-05023May10-Jun8	-21,315.11
06/27/2022	Bill Payment (Check)	Next Gen Supply Group	Inv #316875-01	-212.76
06/27/2022	Bill Payment (Check)	Pamela Choinski	Inv #FY22 PD Balance	-225.00
06/27/2022	Bill Payment (Check)	Pineda, Olga	Inv #Pizza MICCA	-150.70
06/27/2022	Bill Payment (Check)	Quadient Financial USA, Inc	Acct #7900044050672835 - Inv #7900044050672835Jun22	-250.00
06/27/2022	Bill Payment (Check)	Rediker Software, Inc.	Inv #INV-14824	-37,760.00
06/27/2022	Bill Payment (Check)	Ryder, Stephanie Collins	Inv #10/27-5/24 Travel	-183.46
06/27/2022	Bill Payment (Check)	Scichilone, Lynn	Inv #FY22 PD	-354.00
06/27/2022	Bill Payment (Check)	Shapiro Educational & Behavioral Consulta	Inv #AK0522S	-25,672.50
06/27/2022	Bill Payment (Check)	Staples	Acct #1625462BOS - Inv #3510584172	-95.03
06/27/2022	Bill Payment (Check)	Staples	Acct #1625462BOS - Inv #3510584173	-47.54
06/27/2022	Bill Payment (Check)	Stone, Michael	Inv #Graduation 2022	-500.00
06/27/2022	Bill Payment (Check)	Thurston Foods, Inc.	Acct #19950 - Inv #1125560	-968.20
06/27/2022	Bill Payment (Check)	Warhol, Kendra	Inv #FY22 PD	-100.00
06/27/2022	Bill Payment (Check)	Wasgatt, Dianne	Inv #FY22 PD Balance	-97.00
06/27/2022	Bill Payment (Check)	YMCA of Central Massachusetts	Inv #CM10020	-606.75
06/27/2022	Bill Payment (Check)	City of Worcester Police Dept	Acct #WPDS0000C47 - Multiple invoices	-1,650.24

06/27/2022	Bill Payment (Check)	Learners Edge LLC	Multiple invoices (details on stub)	-6,193.00
06/27/2022	Bill Payment (Check)	Liberty MA Portfolio Fee LLC	Acct #600419881 - Multiple invoices (details on stub)	-972.00
06/27/2022	Bill Payment (Check)	McGraw Hill Co.	Acct #327732 - Multiple invoices (details on stub)	-166,080.69
06/30/2022	Bill Payment (Check)	McGraw Hill Co.	Acct # 327732 - Inv #123225454001A	-22,952.12
06/30/2022	Bill Payment (Check)	Federal Express	Acct #2329-2265-6 - Inv #7-793-08925	-27.31
06/30/2022	Bill Payment (Check)	Herff Jones	Inv #2833154	-28.75
06/30/2022	Bill Payment (Check)	Mirick O'Connell Attorneys at Law	Inv #539134	-4,595.50



# Abby Kelley Foster Charter Public School

10 New Bond Street Worcester, MA 01606

Phone: (508) 854-8400 Fax: (508) 854-8484

[www.akfcs.org](http://www.akfcs.org)

## Facilities and Finance Committee Meeting Minutes-DRAFT

Friday, September 16, 2022, 8:00 a.m

<https://akfcs-org.zoom.us/j/91663515791?pwd=OXNJTWZFLy9qQjZCY1NTVHBNMkNrUT09>

**Meeting ID:** 916 6351 5791 **Passcode:** 070140

**By phone:** +1 929 205 6099 **Meeting ID:** 916 6351 5791

The meeting was called to order by Ms. Zagabe-Ndiku. The attendance was recorded and is attached.

Ms. Zagabe-Ndiku asked the Committee to review the Meeting Minutes from the August 19, 2022 meeting. Upon its review, Ms. Zagabe-Ndiku asked for a motion to approve the minutes from the August 19, 2022, Facilities and Finance Meeting. Mr. Beaudry made the motion, and Mr. Royce seconded it. The committee unanimously approved the minutes.

### **Financial Report**

Ms. Carpino began by explaining what the loss of disposal line item meant. It was explained that this was a fixed asset section that had not been cleaned up in many years, and because of this, many things were not fully depreciated, and because they were not being sold, they had to be picked up as a loss on disposal. Because of the financial instability, it was decided that we would not pick up the expense on items not being used in the building.

With the revenue from state sources, the budget was showing an additional \$300,000 above the projected amount, and this was due to tuition that received a rate increase and the SOA. Transportation was almost \$40,000 over budget due to the price of gas currently. It was noted that this number would hopefully decrease as gas prices dropped and that bus monitors were being looked at for students, which would be another expense. Ms. Carpino also noted that the nutrition department was added to the list this year, and there was a surplus of \$53,000 from that department, and she commended the staff for the hard work they put into it.

It was explained that with federal grants, the funds reached about \$572,000, and extra money was received from the Title 1 grant. It was said that the Title 1 grant would also be happening again and that it was budgeted for what was received, as the actual amount received can be higher or lower. It was also noted that competitive grants were also filled out, totaling \$300,000. It was also explained that salaries ended \$400,000 below budget due to Covid and open positions. It was also noted that only a 3% increase happened with the insurance, allowing the budget to be under. Debt to service ratio ended at 2.19%

Mr. Royce inquired about the food budget, and it was explained that an allocated amount was given per meal, and any profit would be counted as surplus. Mr. Royce also inquired about a high-level summary, to which Ms. Carpino stated she would send the spreadsheet to the Board members.



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### **Audit Update**

It was explained that the auditors would be in the office next week to review documents. It was noted that everything looked good at the moment and that they would look forward to having them on campus.

### **Facilities Update**

Ms. Paluk informed the committee that the new Director of Facilities, Andy Cruickshank, would start on Monday. He recently came from Vandenberg Air Force base, where he worked in the Space Force overseeing their housing units. It was also noted that there were currently five open positions and that the structure would be looked at as a night maintenance worker was also needed. It was explained that once the new maintenance director started, he would work on creating his team and working with Allan to obtain the necessary information required for the betterment of the school.

Ms. Paluk also spoke about the day porters that have been helping and commended the work that they were doing. She also spoke about the refrigeration unit being sent in to replace the ones that received water damage and the work that would be done for it to fit as it was about 8 inches too high. Ms. Paluk also explained that the ES basement project was nearly complete and that the abatement project in the middle school was finished, and the air sampling returned as great. It was the hope of Ms. Paluk that the classrooms would be opened on Monday for use.

Ms. Paluk spoke on the budget concern with the water-damaged walls that were the source of the mold. It was explained that an area of problem does not belong to the school and that the building owner of the Liberty property has made it clear that they would not be paying to fix it as the building was not being leased. There was a question about the next step as it was not yet determined if legal would have to be involved in this situation. It was noted that a meeting would be scheduled with the owner of the building to walk the property.

Ms. Paluk also spoke on the work being done in the high school and noted that this was still an ongoing project. It was explained that roofers would come back to inspect the roof and find a leaking water source. It was also explained that an estimate of \$1,000,000 was given to the school in terms of the amount it would cost to fix the HS roof and that this was something that we would have to plan for. Ms. Paluk determined that the capital plan would be revisited with Mr. Royce to update it as many factors have changed.

Ms. Paluk provided an IT update and stated that the new network update for devices would take place on September 26, 2022, to make the school safer.

Ms. Zagabe-Ndiku asked for a motion to adjourn the meeting. Ms. Blue made the motion, and Mr. Beaudry seconded it. The meeting was adjourned at 9:00 a.m.



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## Governance Committee Meeting Agenda- DIGITAL MEETING

**Friday, September 19, 2022, 10:00 a.m.**

<https://akfcs-org.zoom.us/j/91629707856?pwd=SnFqZUdYcDBhVGt5OTBSb2FKeFIWZz09>

**Meeting ID:** 916 2970 7856 **Passcode:** 271924

**By phone:** +19292056099 **Meeting ID:** 916 2970 7856

- I. Welcome
- II. Attendance Recorded
- III. Vision/Mission Statement of the Governance Committee
  - a. **Motion:** To Approve the Governance Committee Vision/Mission Statement as presented.  
  
*“ The Abby Kelley Foster Governance Committee is responsible for ensuring Board adherence to the Bylaws and reviewing governance structures and practices of the Board of Trustees and its Committees. ”*
- IV. Identifying Candidates for the Board of Trustees
- V. Board Leadership/Succession
- VI. Upcoming Governance Committee Meeting(s):
  - a. Friday, December 2, 2022
  - b. Friday, March 3, 2022
- VII. Adjournment

## MCPSA Board Governance Tools and Resources Guide

Topic	Resources
Accountability	<ul style="list-style-type: none"> <li>How Charter Boards Govern for Quality and Accountability – October 7, 2019 – BoardOnTrack <ul style="list-style-type: none"> <li><a href="#">Presentation</a></li> <li><a href="#">Webinar Recording</a></li> </ul> </li> </ul>
Board Composition Tools	<ul style="list-style-type: none"> <li><a href="#">Template: Board Composition/Recruitment Matrix</a></li> <li><a href="#">Board Composition Toolkit</a></li> <li><a href="#">Board Recruitment Tools</a></li> <li><a href="#">Recruiting for Diversity</a></li> <li><a href="#">Are you Ready for a Diverse Board?</a> (video)</li> <li><a href="#">Steps of an Effective Recruiting Process</a></li> <li><a href="#">Strategic Interview Process</a></li> <li><a href="#">Onboarding New Members</a></li> </ul>
Board Meeting Tools	<ul style="list-style-type: none"> <li><a href="#">Holding Effective Meetings</a></li> <li><a href="#">Agendas</a></li> <li><a href="#">Meeting Minutes</a></li> <li><a href="#">School Leader Reports</a></li> </ul>
Board Member/ Officer Tools	<ul style="list-style-type: none"> <li><a href="#">Board Member Agreements</a></li> <li>Committee Charges <ul style="list-style-type: none"> <li><a href="#">Finance Committee</a></li> <li><a href="#">School Performance Committee</a></li> <li><a href="#">Governance Committee</a></li> </ul> </li> <li>Monthly Calendar Examples <ul style="list-style-type: none"> <li><a href="#">Sample Calendar</a></li> <li><a href="#">Sample Committee Calendar</a></li> </ul> </li> <li>Job Descriptions <ul style="list-style-type: none"> <li><a href="#">Board Chair</a></li> <li><a href="#">Vice Chair</a></li> <li><a href="#">Secretary</a></li> <li><a href="#">Treasurer</a></li> </ul> </li> <li><a href="#">Top 10 Tips for Board Chairs</a></li> <li><a href="#">The Public Charter's Guide to Board Committees</a></li> </ul>

Bylaws	<ul style="list-style-type: none"> <li>• <a href="#">Bylaws</a></li> </ul>
Decision Making	<ul style="list-style-type: none"> <li>• Who Decides What? Decision Making in Challenging Times - May 27, 2021 - <a href="#">Education Board Partners</a>, Carrie Irvin <ul style="list-style-type: none"> <li>◦ <a href="#">Presentation</a></li> <li>◦ <a href="#">Webinar Recording</a></li> </ul> </li> </ul>
Diversity, Equity, & Inclusion (DEI)	<ul style="list-style-type: none"> <li>• Moving Towards Equity-Focused Governance – November 16, 2021- <a href="#">Education Board Partners</a>, Carrie Irvin <ul style="list-style-type: none"> <li>◦ <a href="#">Presentation</a></li> <li>◦ <a href="#">Webinar Recording</a> (Password: Dyw^g&amp;e9)</li> </ul> </li> <li>• <a href="#">Resources</a> (See Equity Focused Governance Tab) - <b>Password: MCPSA</b> <ul style="list-style-type: none"> <li>◦ EBP Equity Toolkit Part I: Getting started with your board- three strands: individual, organizational, systemic</li> <li>◦ EBP Equity Toolkit Part II: Six steps towards equity focused governance</li> <li>◦ EBP Equity Toolkit Part III: Actions and activities a board can make to practice equity-centered governance (based on EBP Six Standards of Effective Charter School Governance)</li> <li>◦ Race to Lead report: A report that shares key findings in closing the nonprofit racial leadership gap</li> <li>◦ Race to Lead Revisited report: A report that shares obstacles and opportunities in addressing the nonprofit racial leadership gap</li> <li>◦ The Governance Gap by Koya Leadership Partners: A survey and report on how to build nonprofit boards that reflect the clients they serve</li> <li>◦ NonProfit Quarterly article by Martin Levine: Diversifying Boards Means Ceding Control—Are White Nonprofit Leaders Ready</li> <li>◦ Racial Equity Impact Assessment by Race Forward: A tool that helps boards systematically examine how different racial and ethnic groups will likely be affected by a proposed action or decision</li> </ul> </li> </ul>
Executive Compensation	<ul style="list-style-type: none"> <li>• Executive Compensation – December 17, 2019 – <a href="#">Education Board Partners</a>, Carrie Irvin <ul style="list-style-type: none"> <li>◦ <a href="#">Presentation</a></li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>○ <a href="#">Webinar Recording</a></li> </ul>
Foundation Boards / Mission Affiliate Organizations	<ul style="list-style-type: none"> <li>● Charter Public Schools and their Foundation and Friends Organizations: Organization, Operation and Fundraising - May 5, 2022 - Krokidas &amp; Bluestein LLP, <a href="#">Elka Sachs</a> and <a href="#">Bettina Toner</a>, and AAFCPAs, <a href="#">John Buckley</a> <ul style="list-style-type: none"> <li>○ <a href="#">Presentation</a></li> </ul> </li> </ul>
Fundraising / Development	<ul style="list-style-type: none"> <li>● <a href="#">MCPSA Development Guide</a></li> <li>● What You Can Do as a Board Member to Increase Your School's Access to Funding – May 6, 2019 – <a href="#">BDG Consulting</a> – Barbara Gross <ul style="list-style-type: none"> <li>○ <a href="#">Presentation</a></li> <li>○ <a href="#">Webinar Recording</a></li> </ul> </li> </ul>
Fraud Prevention	<ul style="list-style-type: none"> <li>● Is Fraud Preventable? Safeguard Your School's Fiscal Operations – June 3, 2021 – Facilitated by John R. Buckley and Nichole Reilly, <a href="#">AAFCPAs</a> <ul style="list-style-type: none"> <li>○ <a href="#">Presentation</a></li> <li>○ <a href="#">Webinar Recording</a></li> </ul> </li> </ul>
Goal Setting and Monitoring Tools	<ul style="list-style-type: none"> <li>● <a href="#">Annual Goal Setting</a></li> <li>● <a href="#">Intro to Building Academic Dashboards</a></li> <li>● <a href="#">Set Goals and Metrics</a></li> <li>● <a href="#">Design a Clear, Simple Dashboard</a></li> <li>● <a href="#">Using your Dashboard</a></li> <li>● <a href="#">Basic Goal Setting Template</a></li> </ul>
Governance / Management Tools	<ul style="list-style-type: none"> <li>● <a href="#">Governance/Management Intro</a></li> <li>● <a href="#">Governance/Management Framework</a></li> <li>● To Govern, Not To Manage: What Good Charter School Boards Do To Support Quality in Their Schools – April 1, 2019 – <a href="#">Education Board Partners</a>, Carrie Irvin <ul style="list-style-type: none"> <li>○ <a href="#">Presentation</a></li> <li>○ <a href="#">Webinar Recording</a></li> </ul> </li> </ul>
Job Description/Board	<ul style="list-style-type: none"> <li>● <a href="#">Here</a> is a sample (see #3)</li> </ul>

Member Agreement	
MA Open Meeting Law and Public Records Law Resources	<ul style="list-style-type: none"> <li>• <a href="#">Message from DESE - Reminders about expectations related to the Charter School Performance Criteria (for site visits)</a> - November 19, 2021</li> <li>• Open Meeting Law 101 - October 19, 2021 - MA Assistant Attorney General, Kerry Kilcoyne <ul style="list-style-type: none"> <li>○ <a href="#">Presentation</a></li> <li>○ <a href="#">Common OML DESE findings during renewal inspections</a></li> <li>○ <a href="#">Session recording</a> (Passcode: 9dPn!Bjy)</li> <li>○ <a href="#">Questions/Answers raised during the presentation</a></li> </ul> </li> <li>• <a href="#">Open Meeting Law - Frequently Asked Questions (from the MA Attorney General's Office)</a></li> <li>• <a href="#">DESE's Open Meeting Law Documents and Public Body Checklists (useful for school site visits)</a></li> <li>• <a href="#">How to Simplify Open Meeting Law Compliance</a> - August 25, 2021 - Board on Track</li> <li>• Open Meeting and Public Records Laws Webinar – March 26, 2020 – Barton Gilman, LLC <ul style="list-style-type: none"> <li>○ <a href="#">Presentation</a></li> <li>○ <a href="#">Webinar Recording</a></li> </ul> </li> </ul>
School Leader Evaluation	<ul style="list-style-type: none"> <li>• <a href="#">School Leader Evaluation Toolkit</a></li> <li>• Charter School Leader Collaboration, Supervision &amp; Evaluation – June 3, 2019 – <a href="#">Education Board Partners</a>, Carrie Irvin <ul style="list-style-type: none"> <li>○ <a href="#">Presentation</a></li> <li>○ <a href="#">Webinar Recording</a></li> </ul> </li> </ul>
Stakeholder Engagement	<ul style="list-style-type: none"> <li>• <a href="#">Stakeholder Engagement Guidelines</a></li> </ul>
Strategic Planning	<ul style="list-style-type: none"> <li>• <a href="#">MCPSA Strategic Planning Guide</a></li> </ul>
Succession Planning	<ul style="list-style-type: none"> <li>• <a href="#">MCPSA School Leader Succession Planning and Transition Guide</a></li> <li>• <a href="#">Creating An Effective School Leader Job Description</a></li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">Succession Planning: Creating a Plan</a></li> <li>• <a href="#">Succession Planning Frequently Asked Questions</a></li> <li>• <a href="#">Checklist and Action Steps</a></li> <li>• <a href="#">Gates Foundation Report</a></li> <li>• Recommended Books and Reports <ul style="list-style-type: none"> <li>○ The Nonprofit Leadership and Transition Guide, Tom Adams. Jossey-Bass. 2010</li> <li>○ You're Leaving? Succession and Sustainability in Charter Schools, Christine Campbell</li> <li>○ National Charter School Research Project. Center on Reinventing Public Education. University of Washington. 2010</li> <li>○ Chief Executive Succession Planning, Second Edition, Nancy R. Axelrod, BoardSource. 2010</li> </ul> </li> <li>• School Leader Hiring, Retention, and Succession Planning – December 10, 2019 – <a href="#">Education Board Partners</a>, Carrie Irvin <ul style="list-style-type: none"> <li>○ <a href="#">Presentation</a></li> <li>○ <a href="#">Webinar Recording</a></li> </ul> </li> </ul>
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# Charter School Governing Board Composition

## A Toolkit for Board Members



The National Charter School Resource Center ([www.charterschoolcenter.ed.gov](http://www.charterschoolcenter.ed.gov)) is dedicated to supporting the development of high-quality charter schools. The NCSRC provides technical assistance to sector stakeholders and has a comprehensive collection of online resources addressing the challenges charter schools face. The NCSRC is funded by the U.S. Department of Education and led by education consulting firm Safal Partners.

### Prepared By:



Safal Partners ([www.safalpartners.com](http://www.safalpartners.com)) is a mission-driven strategy consulting firm that supports education reform efforts at the federal, state, district, and school levels.



Charter Board Partners ([www.charterboards.org](http://www.charterboards.org)), a national nonprofit that works to ensure that the boards governing public charter schools are focused on quality, equity, and accountability.

### Authors

Charter Board Partners

### Acknowledgments

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Charter Board Partners. (2018). Charter School Board Composition: A Toolkit for Board Members.

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## INTRODUCTION

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Every child deserves to attend an excellent school. Public charter schools are governed by independent boards, and great charter schools need great boards. Serving on a charter school board is an excellent way to have a substantial, and ongoing, impact on a school and in your community. Charter Board Partners (CBP) supports charter school boards to be their best. This resource<sup>1</sup> is designed to support boards in building the best membership to ensure student success.

## I. BUILDING YOUR BOARD

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Having the right skills and experience around the board table is essential to effective governance. Charter school boards need the right mix of people who bring the skills, perspectives, experiences, and networks the board needs to achieve its goals. Board size may be determined by local authorizers and will be affected by the stage your board is in (founding boards may be smaller than fully operational boards), however CBP recommends that there are enough members to effectively staff the committees and ensure work gets accomplished. Effective boards build a deliberate and strategic recruiting process to maintain a balanced board composition. Read on for tips on how to develop a successful recruiting process, recruit purposefully for diversity, and select the right new board members.

### DEVELOPING AN EFFECTIVE RECRUITING PROCESS

Before launching into the search for new board members, boards need to set up a system that they will follow for every search. This allows for consistency and fairness, and ensures you get the right people around the table. Following are steps to get your board on its way.

#### **1. Build a strong governance committee.**

Governance committees are responsible for designing and running a board member recruiting process. Governance committees drive the process, assess board needs in relation to goals, inventory current composition, and recruit and interview new members to the board. Make sure this committee knows its duties and is fully “staffed” with board members. Recruiting talented board members is a process that requires a significant investment of time and should not be left to a committee of one individual.

Governance committees should document the board’s recruiting process and share it with the full board so that they are prepared to play their role in securing high-performing board members.

#### **2. Create/review key recruiting documents and interview process.**

Before the board launches the recruiting process, it is critical to prepare. Boards need to share key information with candidates such as a Board Member Agreement and Bylaws in the interview process. Approaching candidates prepared with this information demonstrates that the board is organized, efficient, and transparent.

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<sup>1</sup> The primer is comprised of a series of tools offered to CBP clients. They have been edited for the purposes of this report. CBP acknowledges all people who wrote the original tools.

### **3. Determine the board composition needed to achieve the board's goals over next three years.**

Board member recruitment should directly align with the school's strategic plan and goals. Your board will need people with different skillsets depending on what you are trying to achieve.

For example, if your school needs to acquire a new building in three years because the strategic plan articulates plans for expansion, incorporate that goal into your recruiting plan. Consider what kind of real estate expertise you need on the board (e.g., finance, law, construction, commercial leasing, etc.) so you build the membership needed to open the school's new doors on time.

Also, ask the committee chairs to inform the governance committee of their upcoming needs. Encourage your board to be as specific as possible in documenting what they might like the new member to accomplish. For example, building on the real estate example above, the facilities committee may request recruiting someone with construction expertise. Adding a board member with specific, relevant knowledge will provide needed leadership and guidance throughout the school's upcoming construction project. Specifying construction expertise helps the governance committee identify which real estate expertise would be most valuable.

As you look forward, also consider board member succession.

- What are the dates that each officer will complete board service?
- Which board members' terms expire in the next few years?
- How should the board consider proactively filling these vacancies?

While every school has different specific recruiting needs depending on its lifecycle, goals, and current status, there are key categories of skills that are essential for any board including:

- |                                   |  |
|-----------------------------------|--|
| • <b>Finance</b>                  | • <b>Education</b>   |
| • <b>Fundraising</b>              | • <b>Human resources</b>                                   |
| • <b>Real estate</b>              | • <b>Legal</b>   |
| • <b>Leadership</b>               | • <b>Strategic planning</b>                                |
| • <b>Governance</b>               | • <b>Experience relevant to the organization's mission</b> |
| • <b>Communications/marketing</b> |  |

### **4. Assess current board composition.**

Now that you know where your board composition needs to go, assess the skills, demographics, and characteristics your current board members bring to the table. Consider the following:

- Do you have enough people on each committee to manage the committee's workload? Do not underestimate the committee hours needed to deliver on the work promised. CBP recommends at least three members serve on each committee.
- Do you have the right mix of skills to accomplish the board's long-term goals?



- Do you have the right mix of working styles, available time, networks, and personalities for fruitful discussion, delivery of work, and overall leadership? Boards need members who will:
  - Believe that all kids can succeed at the highest level regardless of income.
  - Rise to the high stakes nature of the board membership role.
  - Make the time, with a “no excuses” commitment.
  - Ask hard questions, even when they do not know the answers.
  - Make hard decisions.
  - Keep a sense of humor

Create a thorough board inventory to track current board members’ strengths and the characteristics needed for future members to maintain a healthy and effective board.

### 5. Compare current composition to future needs and create recruiting priorities.

Once you know what skills your board needs, you can hone in on recruiting. Remember, these recruiting priorities are your guideposts—no one individual will have all of your priority skills, experience, demographics, and perspectives. Articulate your recruiting priorities in writing and share them with the full board so they can be prepared to help where needed and contribute to recruiting these amazing people.

### 6. Start recruiting!

Now that you have clarity on who you are trying to recruit, start brainstorming on how you are going to find these people. Here’s an example of how one board defined its priorities and began a plan to find the people who are the right fit:

Recruiting Priorities	Ideas for where to start	Timeline
<b>Finance expertise especially around creating budgets and presenting financial projections</b>	--Jan’s PricewaterhouseCoopers neighbor --Local Chamber of Commerce (Beth knows someone there) --Beth’s accountant’s firm	Initial contact with 5 people by September 1; interviews set with 2 by September 15
<b>Emerging leaders who have all-around strong strategy and writing skills who can work with committees to complete their part of the applications.</b>	--Business school alumni groups (Sam can talk to his cousin) --McKinsey, etc. (get intro to local office)	Initial contact with 3 people by September 1; interviews set with 2 by September 15
<b>Individual who might bring the perspective of our target parent community to ensure we are building a school that will meet community needs</b>	--parent advocacy groups (find that guy who spoke at that conference) --contact local elected officials/campaign organizers (Jan knows people here)	Initial contact with 6 people by September 1; group lunch for 10 people by September 15; interviews set with 3 by October 1

Once your governance committee has identified prospects, they should develop and articulate a recruiting and interview plan with deadlines and assign tasks to board members and school leadership as appropriate.

## RECRUITING FOR DIVERSITY

Boards comprised of directors with diverse skills and backgrounds tend to outperform boards lacking a varied composition<sup>2</sup>. Diversity encompasses identities such as race, ethnicity, gender, gender identity, sexual orientation, national origin, socio-economic background, age, physical ability, religious beliefs, political beliefs, ideologies, and other attributes that make each of us unique. When we talk about board diversity, we mean all of that plus a complex set of professional skills, experience level, community clout, and personality traits that make a governing body effective. Consider the following recommendations for engaging in a purposeful process to diversify your board:

### 1. Become comfortable speaking about racial and ethnic diversity or the lack thereof.

The reality in our country is that race, class, and academic achievement intersect in meaningful and important ways. All of us who work in education must be comfortable naming and discussing this if we hope to close the racial and socio-economic achievement gap. Part of that is being able to articulate why diversity is important at all levels of your organization.

Boards that are committed to truly diversifying their membership should consider reading *Reinventing Diversity: Transforming Organizational Community to Strengthen People, Purpose, and Performance* by Howard Ross and Julianne Malveaux as well as Howard Ross' newest book, *Everyday Bias: Identifying and Navigating Unconscious Judgments in Our Daily Lives*, which provides not only the rationale for why diversity is important but will also help you and your board develop a toolkit for discussions and action.

Some charter schools are already leading the way. E.L. Haynes Public Charter School in Washington, D.C., is doing work on diversity and inclusion in its Professional Learning Communities-inspired former middle school principal Michelle Molitor to found FREE (Fellowship for Race and Equity in Education). The school built FREE in response to the urgency for culturally-responsive systemic change for our most vulnerable students—not just in Washington, D.C., but nationwide. FREE has the mission of creating equitable educational settings for all students through honest and open dialogue across differences, and collective anti-racist action.

### 2. Mine current board members' networks.

At its core, board building is development work. Your school's development team should include someone skilled at individual donor prospect research for fundraising. If this person is not in place yet, consider hiring a consultant who knows how to use Wealth Engine, Muckety, and other industry research tools. This person should do prospecting of all board members and present an individualized relationship map to each board member. Often, people are unaware of the connections within their own network. Personal networks are the low-hanging fruit of board recruiting.

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<sup>2</sup> Is there a payoff from top-team diversity? Thomas Barta, Markus Kleiner, and Tilo Neumann. McKinsey Quarterly. April 2012. [http://www.mckinsey.com/insights/organization/is\\_there\\_a\\_payoff\\_from\\_top-team\\_diversity](http://www.mckinsey.com/insights/organization/is_there_a_payoff_from_top-team_diversity). The Secret of Top Performing Companies: More Women On The Board. <http://www.forbes.com/sites/davidprosser/2014/09/25/the-secret-of-top-performing-companies-more-women-on-the-board/>.

### 3. Get LinkedIn savvy.

LinkedIn Board Member Connect allows non-profit organizations to post volunteer board opportunities and to search users who have indicated interest in board service. Take a tour, and research the benefits of an upgraded account like Business Premium, which provides access to advanced search options and InMail credits that allow users to send direct messages to people outside one's personal network.

### 4. Connect with local professional associations and organizations.

Most cities and states have local chapters of national convening organizations for professionals, people of color, and women. Do not be afraid to do cold outreach—although before you do that, comb the list of staff members and board members and check them out on LinkedIn and social media to see if you know someone in common. Many organizations, networks, affinity groups, associations, etc. are looking for opportunities for their members get involved in the community—you could be helping them achieve these goals. This is by no means an exhaustive list, but can provide you with a start:

- Accounting and Finance
  - Association for Financial Professionals
  - The Association of Accountants and Financial Professionals in Business
- Business Leaders
  - Local Chambers of Commerce
- Human Resources
  - National Human Resources Association
  - Society for Human Resource Management
- Law
  - American Bar Association
  - The National Bar Association
- Public Relations
  - Public Relations Society of America
- People of Color
  - Monster.com's list of Top 21 African American Professional Associations
  - Monster.com's list of Top 15 Hispanic/Latino Professional Associations

## INTERVIEWING AND SELECTING NEW BOARD MEMBERS

Selecting new board members is one of the most important functions of a board. While there will always be room for “gut feeling,” a strategic and effective interview process is critical to help you maximize the chances that the fit between the board and the candidate is a good one. Through this process, board members get to know each candidate and his/her background, experience, skills, and personality, and the candidate gains a clear understanding of the board's needs, the role

he/she can play, and the board's expectations of its members. Best practice supports the following steps:

### **1. Create or review the road map.**

The governance committee is responsible for developing a clear candidate interview and selection process and ensuring that all board members are familiar with the process. The governance chair or board chair should also share the process with each board candidate, so he/she is clear about the process from the beginning. While the specifics of the process will vary from board to board, CBP recommends that the interview process assign roles for the following steps:

- Initial contact
- Meeting with the school leader and school tour
- Interview with the board members
- Observation of a board meeting

Do not let busy schedules derail the process! Instead, push to carry out the interview process in as timely a manner as possible. A process that drags out for months can sap the board's enthusiasm for a candidate and drains the candidate's motivation and excitement. Maintain communication with the candidate throughout, even just to touch base and explain next steps, asking if he/she has any questions.

### **2. Contact the candidate.**

The board's initial contact with a prospective board member makes an important first impression. The board chair or governance committee chair should reach out as soon as possible to a board candidate, introduce him/herself, thank the candidate for his/her interest in the board, explain the interview and selection process, and establish a timeframe for the whole process, including:

- How many weeks the interview process is expected to take
- When the board anticipates deciding whether or not to elect the candidate
- When the new board member's service would begin

During this initial conversation or email exchange, we recommend scheduling the school tour and the interviews; matching up people's calendars can be very challenging and can delay and drag out the whole process. We find that many excellent board candidates decide not to join boards simply because the process takes so long, and the board falls out of touch with the candidate.

### **3. School tour, board meeting observation, and interviews.**

This is the meat of the process and should be thoughtful and methodical. Make sure everyone understands his/her role and responsibilities. We recommend sharing information about the school and the board with candidates prior to the interviews, equipping them with enough knowledge and context to answer your questions thoughtfully and ask questions of their own. Suggestions for what information to give to the candidate up front include:

- Board Member Agreement (which will spell out the expectations for a board member's commitment level)
- Board meeting schedule for the year

- Committee meeting schedules, if possible
- Policy governing financial contributions to the school
- Board manual
- Board bylaws

School Leader meeting/school tour: It is critical that the school leader and each serious candidate meet. Every potential board member should feel a connection to the leader and have the chance to ask him/her questions about the school, its mission, and his/her goals and vision. Likewise, the school leader should have an opportunity to share feedback and insights about each candidate with the governance committee. Consider combining this meeting with a tour of the school, which is typically hosted by the school leader. The tour should include:

- Reviewing the school's history (including recent successes and hurdles), mission, programs, etc.
- Seeing the facilities and walking the halls
- Observing teaching and visiting classrooms
- Getting a sense of the student population and school culture

Board meeting observation: Observing a board meeting in person gives a candidate a clear picture of board service and can offer additional insight to the governance committee by seeking feedback and reflections from the candidate following the meeting.

Interviews: These interviews do not have to be lengthy, but they offer the best opportunity for all parties to gain critical insight into whether the fit between the candidate and the board is a good one. Be sure to explicitly tell each candidate what the expectations are for time and financial contributions, if any. While it should be stated in the board member agreement, being upfront about commitment levels can greatly reduce the chance of a poor match. Each serious candidate must have an opportunity to meet:

- The school leader
- The board chair
- The governance committee chair
- At least two other board members
- Committee chair of cvommittee candidate would likely serve on

Finally, every board member should have the candidate's resume, bio, and any other available background information before the interviews. Without advance planning, educating the candidate, and informing board members about the candidate, the interviews can easily be a wasted opportunity and fail to generate the kind of information and discussion that will help board members make strategic decisions about each candidate.

Suggested interview questions:

- Why are you interested in serving on a charter school board?

- Have you served on other boards before? If so, what are a few aspects of your board service that were notably either positive or negative for you?
- Why does this particular school board appeal to you?
- What skills, networks, experiences, and other assets will you bring to this board? How will this school benefit from your participation on the board?
- Can you meet the requirements stated in our Board Member Agreement? In particular, how much time do you anticipate being able to devote to board service?
- Do you have any initial preference in terms of committee participation?
- Are you willing to make a financial commitment to the school that is personally meaningful to you? We ask our members to make the school a personal philanthropic priority.
- What questions do you have about this board, our expectations for board members, or anything else regarding becoming a member of this board?

It is helpful for all board members who interview the candidate to take notes using a rubric based on the interview questions. This allows the governance committee to easily collect and consolidate the feedback from all the interviewers, ultimately facilitating an informed discussion and comparison of impressions of the candidate.

#### 4. To join or not to join.

Once a candidate completes all these steps, the governance committee needs to prepare a recommendation for the full board about whether to elect him or her to the board. Boards should always consult their bylaws for any rules regarding this process and follow those rules accordingly. We recommend the following steps:

Discuss: The governance committee meets as soon as possible after all interviews are complete to discuss each candidate in depth, including the school leader in the discussions to the extent possible and desired.

Decide: The governance committee decides which candidate to present to the full board. The committee should release its recommendation at least one week prior to a board meeting to allow board members time to review and ask questions.

Vote: The board needs to discuss each candidate the governance committee recommends and take a formal vote on each one. It is important for the board to vote on each candidate separately—not as a group—and record the votes by candidate.

Strategize: Once the board votes to elect a new member, consider the best representative to invite the candidate to join the board the position. Choose a board member with a personal connection, other friends of the school, or the school leader, whoever might best encourage the candidate to accept the offer to join the board.

Notify: Immediately after the vote, let each candidate know the decision as follows.

- Candidates elected to the board:
  - Consider who should contact a candidate to ask him/her to join the board.

- The designated person contacts the elected candidate to officially ask him/her to join the board, offering congratulations and welcome.
- Provide key dates at this time: upcoming board meetings, an upcoming retreat, significant school events, etc.
- Explain the onboarding process.
- Candidates not elected to the board:
  - Consider candidate for other opportunities at school or with the board (for example, could the person join a board committee?).
  - Consider who should contact the candidate; this is most likely the governance committee chair. Thank him/her for interest in the board, indicate that there were a number of compelling candidates, and, as appropriate, ask if you can stay in touch in the event of future board openings.

Onboard: The governance committee is responsible for selecting and, with the school leader, onboarding new members. They must capitalize on this important opportunity to cultivate and fully utilize new members, strategically engaging them in the work of the board. A strategic onboarding process achieves the following:

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

## ONBOARDING

Onboarding is the process of orienting newly-selected members to the board with the end goal that every new board member feels engaged, ready to effectively contribute his/her skills, and rewarded by the board experience. Boards that underestimate the importance of onboarding new members end up with new members who are often confused about what their role entails, how they fit into the work, and how they can make an impact. The board's governance committee is responsible for selecting and onboarding new members (ideally involving the school leader).

A strategic onboarding process achieves the following:

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

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

## ORIENTATION TRAINING

The governance committee typically plans and executes orientation for new board members immediately after the individual is voted onto the board. This orientation gives new board members information they need to be successful and provides the opportunity to begin relationships with other board members, a critical feature of highly effective boards.

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

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

A sample onboarding training session could include:

- **Introductions and time for socializing:** Take time to introduce those around the table and provide name cards so new members can quickly learn names. Each current board member can share his/her own length of board service, and his/her personal story (interest in education, professional interests, etc.) including how he/she came to serve on the board.
- **Overview of the mission, vision, and educational goals of the charter school:** The school leader should talk about the school's founding, programs, and success; students and families; and key stakeholders.
- **Responsibilities of board members and committees:** Clearly state the board's policy on attendance at meetings, whether attending by phone/video is permitted or discouraged, and requirements for board member committee participation.
- **Long-term school goals, organizational priorities, and strategic plans:** Include background information on key recent board decisions and those on the horizon.
- **Finances and fundraising:** Be explicit about the overall financial situation of the school and fundraising expectations, including whether the board has a "give/get" policy, requiring board members to either contribute or fundraise a specified amount of money, or expectations for each board member to give at a personally meaningful level.
- **Cultural aspects of the board:** Discuss logistics for meetings (e.g., attire, whether food is provided), behavioral norms, and expected responsiveness to email communication.
- **Data collection:** Orientation is a good time to make sure you have all contact information for new and current members and availability for meetings.
- **Compliance:** Forms and documents that may need to be completed and submitted to the school's authorizer

## BOARD MENTOR

Assign each new board member a mentor or "buddy" who has served on the board long enough to offer support. This person can be the first point of contact to answer questions after orientation and can help the new member navigate any issues that may arise. Assigning this role to a different



board member for each new board member reduces the burden on the board and governance chairs, helps build relationships across the board, and highlights the importance of onboarding new members.

## **BOARD OF DIRECTORS MANUAL**

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

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

## **BOARD MEMBERS**

- Names, contact information, offices held (treasurer, secretary, etc.), term lengths, and short bios for each current board member
- Contact information and short bio for the school leader
- Lists of committees and the chair for each, including contact information for any non-board members

## **CALENDAR**

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

## **JOB DESCRIPTIONS**

- The full board
- Officers
- Individual board members
- Committees
- School leader and leadership team

## **SCHOOL INFORMATION**

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

## **FINANCE AND FUNDRAISING INFORMATION**

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

## **MANAGEMENT DOCUMENTS**

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

## **LEGAL AND POLICY DOCUMENTS**

- Articles of incorporation, bylaws, policies (conflict of interest, confidentiality, student discipline, etc.), and Internal Revenue Service Form 990: Return of Organization Exempt from Income Tax

- All legally required documents including meeting minutes<sup>3</sup>
- Insurance information that includes a copy of the school's certificate for the Directors' and Officers' Liability insurance

## GOVERNANCE RESOURCES

- BoardSource provides myriad resources to support boards in reaching the standards that you can keep in your manual for reference

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

## II. BOARD LEADERSHIP

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Great boards need great board chairs. Being a board chair is an important leadership position that offers the opportunity to make a difference for children. This section offers top tips for new (and veteran) board chairs on understanding the role and leading effectively.

### BOARD CHAIR DESCRIPTION

Every great board must have a strong, well-trained board chair. The board chair assumes responsibility for the overall functioning of the board. He/she facilitates board meetings, oversees the work of the committees, and works most closely with the school leader. Often, the board chair also has special authority (e.g., sign checks, approve contracts, etc.) and is the point of contact for the school's authorizer.

The board chair also plays an extremely important role on the interpersonal side of the board. He/she must be responsive to other board members' views, maintain a collegial atmosphere, manage different personalities and perspectives, and work hard to foster a trusting yet candid relationship with the school leader. Ultimately, the board chair must monitor and nurture positive dynamics by creating an environment in which board members feel engaged, included, respected, and able to make a positive contribution.

### Overarching Duties

- Ensures the board is functioning effectively and meeting high standards for effective governance
- Holds the board accountable for executing key board functions
- Facilitates all meetings of the board and other meetings or events as necessary

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<sup>3</sup> We recommend including minutes from the previous six meetings.

- Develops board meeting agendas in partnership with the school leader that reflect the school's and board's priorities, drive strategic conversation and decision making, and keep the board's work focused on the goals
- Makes sure that the board conducts a self-assessment each year and addresses areas for improvement
- Leads the discussion on planning board retreats

### **Committee Work**

- Sets clear expectations for committee operations and communication with the board
- Holds committees accountable for achieving their annual goals
- Consistent with any relevant rules in a board's bylaws, the board chair appoints committee and task force chairs, and assigns members to committees

### **School Leader Relationship**

- Builds a constructive, candid relationship with the school leader
- Participates in regularly scheduled check-ins with the school leader to discuss strategic issues, monitor progress toward goals, and identify opportunities where he/she needs support from the board
- Guides the board through the process of hiring, evaluating, and supporting the school leader

### **Compliance**

- Serves as the main point of contact with the authorizer
- Ensures all board actions and board members meet and understand legal and ethical compliance standards
- Shares all relevant information from the authorizer with the full board

### **Leadership Skills**

- Models effective networking with community members and stakeholders by serving as the board's ambassador
- Champions diversity and inclusion on the board
- Supports and recognizes board members who make positive contributions to the board
- Takes the lead in removing board members who are persistently disruptive or disengaged

### **Communication**

- Respects and engages every board member while encouraging an open and constructive line of communication
- Is approachable, available, and responsive

- Makes sure that each board member has a clear role to play on the board
- Listens and communicates well, including being available for conversations after hours and on weekends when necessary

## TOP 10 TIPS FOR BEING A GREAT BOARD CHAIR

Here are 10 great tips to help the board chair be his/her best:

### 1. Take on this role knowing that it is hard.

Being a board chair is intellectually challenging, takes a lot of time, and requires strategic thinking. It also has huge benefits in terms of personal and external impact. Be ready to play the role well.

### 2. Get to know your fellow board members well.

Leading a board is about managing a team. Learn your individual board members' skill sets, personalities, and optimal working conditions. Find how to bring out the best in your colleagues so you may leverage their leadership most effectively.

### 3. Spread the work.

Remember, you have a full board of amazing leaders to rely on. Maximize your team.

### 4. Strategically assign members to committees.

Be thoughtful about who you ask to serve on each committee. Keep board member committee preferences in mind but build the committee structure in ways that maximize individual talents. Use your observations of individuals' strengths and the committees' needs to make the most advantageous appointments. If a board member absolutely does not want to be on or chair a particular committee, listen to that; you don't want a disengaged committee member.

### 5. Make sure each board member is engaged and hold them accountable.

Engagement begins with individual board members having key roles to play in the board achieving its goals. For example, if a great real estate attorney just joined your board as a finance committee member, be explicit with the role you need her to play in securing the new school building. People do their best work and feel most invested when they have clear direction and expectations.

Check in regularly with committee chairs and members to ensure all board members are delivering on their commitments. When board members fail to meet assigned commitments, have conversations with these members to identify barriers and solutions for moving forward. If members are unable to fulfill their role, then the board chair must take leadership in addressing this problem.

### 6. Don't overreact.

Unexpected things happen all the time in schools. Consider all points of view and options before you jump to conclusions. Make sure you always take the time to see the full picture.

### 7. Be a great facilitator.

Make sure all board members are heard. Ideally, all board members speak at least once during each meeting. Do not let the conversation veer off the agenda or drag on beyond the allotted time.

**8. Get into the school and bring other board members with you.**

Model the importance of visiting the school outside of board meetings. Go to plays, portfolio presentations, community meetings, and back-to-school night. Board members must know the school, families, and the students they serve. Remember, when visiting the school, you are always representing the board. Be careful not to overstep that role.

**9. Value your regular check-ins with the school leader.**

Make sure you are giving ongoing feedback and support and understand the differences between oversight and management. You will end up knowing more about the day-to-day happenings in the school than your board colleagues—take the time to update them on important events (i.e., compliance citations) before or at the next board meeting.

Start the check-in with something positive, perhaps asking the school leader to tell you something great that happened at school this week. Ask what problems at the school worry your school leader most. Also, always ask the school leader how he/she is doing as an individual—this is a job with high burn out. Make sure you are sending the message to the school leader that you care about him or her as a professional and as an individual.

**10. Know that retreats are critical.**

Boards need time away from the regular work. Retreats help the board focus on long-term strategy, encourage innovation and group motivation, and strengthen relationships that improve team effectiveness. As chair, make sure that the retreats not only happen, but also are effective.

**THE FIRST 30 DAYS AS BOARD CHAIR**

Perhaps the most important thing you can do to start off well in your new role is to build a shared vision for your partnership with the school leader. CBP recommends spending a fair amount of time together, in person, in your first 30 days as chair. These conversations should set the tone you would like to characterize your relationship.

Start off your term by setting up a one-hour, in-person meeting with the school leader where you both candidly discuss the best ways to work together.

- Ask the school leader what he/she needs from you as the chair
- Ask what worked well and did not work well with previous chairs
- Share your thoughts about how you plan to approach your role
- Talk together about what kind of relationship you want (trusting, transparent, candid, responsive, etc.).

**Decide on Norms**

During your first 30 days, you and the school leader will want to address the following topics:

- Communication
  - Email guidelines (e.g., when to copy the board chair; whether both parties prefer many shorter emails each day/week or one long comprehensive email per day/week)

- Phone call guidelines (e.g., when evening and weekend calls are appropriate; what times of the day are mutually preferable)
- Responsiveness norms (e.g., the school leader and chair respond to each other within 48 hours, 24 hours, weekly, etc.)
- Formal weekly check-ins
  - Weekly check-ins are not optional. Choose a time and consider that time protected on your calendar, much as you would protect a weekly staff meeting or check-ins with your direct reports at work.
  - Check-ins should be structured and focused conversations. Each check-in should have an agenda; we recommend using a running list of topics that both you and the school leader can update (briefly) before the check-in.
  - The agenda should generally be structured around the school leader's and board's goals for the year, to keep the conversations substantive and targeted, with room each week for new business, pressing issues, or unexpected issues. Agree on a consistent format; for example, it could mirror the school leader's report structure (updates, items for discussion, items for action).
  - Each quarter, devote the whole check-in to a more formal discussion of progress toward goals.
  - Especially in the first few months, regularly discuss the value of the check-ins to both the board chair and the school leader. If either feels they are not a benefit to their role, decide together how to bolster their value; do NOT cancel or start to skip the check-ins.
- Process for putting together and disseminating board materials
  - Develop a process for creating strategic board meeting agendas.
  - Discuss who bears primary responsibility for compiling board materials from committee chairs, key school staff members, etc.
  - Identify the best way to get materials to board members (e.g., online portal, email, hard copy).

### **Cultivate Relationships with Fellow Board Members and the School Leader**

Tips for building strong relationships that will form the foundation of a cohesive and highly functioning board include:

- Instead of doing your school leader check-in on the phone every week, offer to bring lunch to the school and meet in person occasionally.
- Schedule coffee or lunch with each board member individually during your first three months as chair to get to know more about their interests, skills, feedback, and goals for their board service.
- Schedule a board social event at least once a year to help the board come together as a group.

## Review and Understand Key Information About Your Charter School and Board

Charter school board chairs need key information to perform their duties. Be sure you have read the following:

- School information
  - The school's charter agreement and goals laid out in the charter
  - Student academic performance data
  - Crisis management procedures and communication
  - Trends in enrollment and parent satisfaction
  - The school's financial position
- Compliance topics
  - Bylaws and policies
  - Authorizer and funder reporting requirements
  - Any lawsuits, employee complaints, or authorizer warnings
- Board calendar of events and key milestones

## Engage Key Stakeholders as Appropriate

With your school leader, discuss the most effective way to reach out to:

- Parents association representatives
  - The board plays a very different role from the parents' association, and it is important for both groups to understand each other's goals and priorities.
- Teachers and staff
  - The board does not manage staff beyond the school leader and must respect that line between oversight and management. However, the board does ensure the conditions that support teacher and staff success are in place. Brainstorm with your school leader about the best way to help the staff understand the board's role and show that the board supports and appreciates them. For example, throw a staff back-to-school breakfast sponsored and attended by the board, and tell them how grateful you are for their hard work.
- Donors
  - Collaborate with the school leader to determine how you might be most helpful in stewarding donors.

## Request Knowledge Transfer from the Outgoing Chair

Ask the outgoing board chair for any advice, insight, and support he or she may have to offer. Note that while your leadership style or approach may vary from the outgoing chair's, the board may benefit from this shift. Do not just try to emulate your predecessor. Specifically, you might ask the outgoing board chair:



- What went well and what went poorly in the partnership with the school leader last term
- What he/she feels is worth continuing and what should change going forward
- Whether he/she is willing to meet should questions arise for you as the new board chair

### **Use Data from Your Board's Self-Evaluation to Lead Towards Best Governance Practices**

All boards should complete a self-assessment to measure how they are performing against a set of high standards; CBP uses Standards for Effective Charter School Governance, highlighted on the National Charter School Resource Center website. If your board has completed this analysis, review this data at the beginning of your term to have a strong sense of your board's effectiveness, successes, and key challenges. Knowing this, you can guide the board toward ongoing improvement. If your board has not yet completed an annual self-evaluation, administer one immediately to provide you and the board with the data you need to progress in the coming year.

## **III. COMMITTEES AND COMMITTEE LEADERSHIP**

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Committees are the workhorses of the board. Each board member needs to clearly understand the purpose of the committee(s) they serve on. We include charges for six common charter board committees: development, executive, finance, governance, school performance, and strategic planning. Each board's needs may necessitate the creation of a new committee, for example, facilities if the school is moving or renovating—just be sure to outline expectations in writing. Each committee should have a chairperson to lead it and minutes should be kept for all committee meetings.

### **DEVELOPMENT COMMITTEE**

The development committee<sup>4</sup> drives the board's vital fundraising activities. Members of this committee work closely with administrators to engage the board in regular and effective fundraising activities for the school. The school leader, the director of development (where applicable), and at least three board members—one of whom serves as the committee chair—comprise the development committee. The committee meets at least once between every board meeting and submits committee minutes to the full board to communicate progress.

The development committee holds itself accountable for the following:

- Setting goals
  - Recommends organizational fundraising goals for the charter school to ensure short- and long-term sustainability and success
  - Identifies its own committee goals to track the committee's progress over time
- Leading the board's culture of gift cultivation
  - Establishes the board-giving policy

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<sup>4</sup> Boards should decide whether to have a development committee or a development and external affairs committee. This document is applicable to either committee.

- Develops policies for the board and school leadership regarding gift solicitation and recognition
- Crafts a compelling and accurate case for support <sup>5</sup>
- Motivating individual board members to get involved in the development and acquisition of gifts
  - Leads by example
  - Arranges fundraising training for the board as needed
  - Reinforces the commitment of every board member to contribute within his or her means
- Ensuring the board reaches its fundraising goals
  - Monitors progress toward annual fulfillment of fundraising goals
  - Shares the case for support and specific fundraising projects during board meetings
  - Partners with school leadership to make sure the board is aware of the school's specific fundraising needs
- Raising awareness for the school
  - Leverages the board to attend key community, school social, and political events
  - Speaks highly of the school outside of the board meeting, cultivating new donors and champions

## EXECUTIVE COMMITTEE

An executive committee can be empowered to act on behalf of the board on urgent issues in between board meetings. BoardSource, a national organization working to strengthen non-profit board leadership, points out the key distinction of executive committees is that “unlike other standing committees, the Executive Committee speaks to the board as well as for the board.”<sup>6</sup> The executive committee typically includes the board chair, all other officers, and the school leader playing the same role as he/she does on the full board (either ex officio or voting member). The committee meets only as needed and can meet in executive session without the school leader when it so chooses (e.g., when his or her evaluation is being addressed). Only executive committee members and invited guests may attend executive committee meetings.<sup>7</sup>

## Informing the Rest of the Board

Minutes of executive committee meetings are shared promptly with the board to ensure transparency and keep the other board members well informed. If the executive committee makes significant decisions, all board members should be informed within 24 hours, and the full board must ratify the decision at its next meeting. Depending on a state's open meeting law, technology

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<sup>5</sup> The case of support is used in the fundraising world to describe a written statement that answers the question, “Why does your charter school need and desire philanthropic support?”

<sup>6</sup> Andringa, Robert C. *The Nonprofit Board Answer Book: A Practical Guide for Board Members and Chief Executives*. San Francisco, CA: Jossey-Bass, 2007. 62. Print.

<sup>7</sup> Check local open meeting laws to ensure your executive committee stays in compliance.

can make it easier for boards to “meet” in non-scheduled situations and electronic voting can eliminate the need for the executive committee to take action without first consulting the full board. Be sure to consult your state’s guidelines since some have strict rules about technology and board meetings.

### **Use Sparingly**

Be aware of how this committee can become an inclusive entity.<sup>8</sup> Executive committees risk becoming a “mini board” when too many board-related conversations are limited to the executive committee and the rest of the board is not fully leveraged.

### **Outline Authority**

Bylaws should clearly articulate what this committee can and cannot do. For example, most bylaws state that executive committees do not have the authority to take key actions such as dissolving the charter school, hiring or firing the school leader, amending the bylaws, changing the budget, or electing board members.

Keep in mind that Executive Committees can serve a beneficial and proactive role on the board. For example, they can:

- Act as a mini-think tank for the board by identifying key strategic issues and the best way to frame them for board discussion
- Actively develop new leadership on the board
- Model best governance practices for the rest of the board

## **FINANCE COMMITTEE**

The finance committee oversees the school’s budget and asset management. This committee approves short- and long-term financial goals for the charter school, recommends and monitors a budget aligned with the school’s strategic priorities, ensures compliance with official policies, and raises financial concerns and solutions to safeguard the school’s resources. The finance committee includes the school leader, Chief Financial Officer (CFO), and at least three board members—one of whom serves as the committee chair. The committee meets at least once between every board meeting and submits committee minutes to the full board to communicate progress.

The finance committee holds itself accountable for the following:

- Recommending a budget aligned to the school’s strategic priorities
  - Works with the school leader and CFO to prepare and recommend an annual budget for the board’s consideration and approval
  - Ensures the annual budget is prepared in a timely manner
- Overseeing the school’s financial resources
  - Reviews financial statements regularly to monitor progress throughout the year, and suggests adjustments as required

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<sup>8</sup> Just like other committees, the executive committee reports to the board.

- Identifies short- and long-term financial challenges before they become urgent issues
- Serves as an ongoing resource and advisor to staff on financial issues
- Providing training or onboarding to ensure all board members understand the school's finances
- Driving progress toward financial goals
  - Sets short- and long-term fiscal goals to ensure school sustainability and success
  - Sets annual committee goals and regularly monitors progress
- Ensuring financial compliance<sup>9</sup>
  - Confirms appropriate financial policies and procedures are in place and followed
  - Recommends the selection of an auditor<sup>10</sup>
  - Meets with the auditor before the board's audit review and approval
- Identifying actions needed to resolve complex financial issues
  - Determines whether the complexity or scale of financial operations requires the committee to split into two separate board committees: finance committee and audit committee
  - Recommends the creation of an investment committee<sup>11</sup> when appropriate

## GOVERNANCE COMMITTEE

In some ways, the governance committee is the most influential committee on the board as it is responsible for maintaining proper board composition and ensuring that the board governs effectively. This committee drives a comprehensive board self-assessment process, fosters the development of new and existing board members, manages board member recruitment, and nominates candidates for officer positions. The governance committee includes the board chair and at least three other board members, one of whom serves as the committee chair.<sup>12</sup> The school leader or another staff member also often serves on this committee. This committee meets at least once between every board meeting and submits committee minutes to the full board to communicate progress.

The governance committee holds itself accountable for the following:

- Monitoring and maintaining board-wide adherence to governance best practices
  - Conducts a board self-assessment every one to two years

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<sup>9</sup> Some boards ask the finance committee to oversee all charter school compliance, including authorizer reporting requirements, etc. Other boards assign this role to the executive committee.

<sup>10</sup> The committee should make sure its school changes auditors (or audit partners) approximately every five years.

<sup>11</sup> An investment committee manages the school's investment portfolio and determines the level of risk desired (high or low) for investments.

<sup>12</sup> Certain requirements may vary by state; review your state's laws to be certain you are in compliance.

- Assesses the school's governance needs by periodically reviewing the board's size, strategic composition, and committee structure; and recommends changes as needed<sup>13</sup>
- In partnership with the school leader and board chair, creates an annual board calendar for approval by the full board
- Reviews and recommends changes to bylaws and board policies every two years
- Articulates the responsibilities of individual board members by creating a board member agreement that is signed annually by each board member
- Monitors board member performance in relation to the board member agreement, and supports the board chair in ensuring all members uphold their board commitments
- Onboarding and training new and existing board members
  - Orients members to school and board policies, practices, and responsibilities
  - Provides ongoing governance training and support
  - Creates opportunities for board members to build relationships and interact socially
- Guaranteeing steady board leadership
  - Identifies, cultivates, and nominates new board members to build a strategically composed board
  - Recruits for demographic and skill diversity among board members, including diversity of race, gender, age, skill set, perspective, and experience
  - Maintains an officer succession plan that grooms high-performing board members to serve as chair, vice chair, secretary, and treasurer (or finance committee chair)
  - Tracks term expirations and maintains a succession plan for board vacancies
  - Recruits non-board members to committees to add value and potentially serve as future board members<sup>14</sup>
- Setting goals
  - Supports the board chair in designing and executing an annual board goal-setting process
  - Identifies governance committee goals to track committee progress

## SCHOOL PERFORMANCE COMMITTEE

Although the school leader is responsible for the school community (students, parents, and staff), the board hires and oversees the school leader to make sure that students excel. The school exists to provide great educational experiences and outcomes for students, and the school performance committee leads the board in upholding this duty. Through appropriate board oversight, the school

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<sup>13</sup> Ask whether your board has the right skills and all of the committees needed. Review your bylaws for committee requirements.

<sup>14</sup> Check local regulations about non-voting committee members.

performance committee monitors student performance against rigorous academic goals and raises strategic issues for board discussion. The school performance committee must include the school leader and at least three board members, one of whom will serve as the committee chair.<sup>15</sup> The committee meets at least once between every board meeting and provides committee minutes to the full board to communicate progress.

It is important to note that this is a committee that can easily overstep its bounds from oversight to management. The board's role is to ask the questions, provide advice, and hold the school leader accountable for results. The board does not make program-level decisions.

The school performance committee holds itself accountable for the following:

- Partnering with the school leader to set and reach rigorous academic goals
  - Defines excellent school performance based on the charter school's mission and vision
  - Supports school leader in developing annual academic performance goals for the school, and recommends these academic goals to the board for approval
  - Verifies that school administrators are using student performance data to constructively inform decisions
  - Monitors the school leader's efforts to improve areas of subpar student performance<sup>16</sup>
  - Upon request, serves as an ongoing resource to administrators for academic issues and programming
- Building board-wide understanding of the school's academic performance and progress toward goals
  - Supports the school leadership in developing and presenting academic dashboards that measure progress towards annual academic goals
  - Updates the board, in partnership with the school leader, on performance data and factors currently impacting student achievement
  - Identifies challenges to the academic program before they become urgent issues
  - Evaluates the school's student achievement against neighboring schools and national standards<sup>17</sup>
  - Attends authorizer trainings on academic accountability
  - Delivers onboarding and supplemental trainings to foster a working knowledge of student performance data and measurements among all board members

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<sup>15</sup> In schools that have a leadership structure, including a school leader and principals, the committee may choose to add the principals as committee members as well.

<sup>16</sup> For example, if a school showed low test scores in math, the board should ask the school leader tough questions about why this occurred and what he/she will do to address it. The board should not tell the school leader what he/she should do about that result (e.g., suggesting a specific math curriculum or teaching strategy).

<sup>17</sup> Committee members may visit other high-performing schools in the area to learn best practices that inform their work.

- Setting committee goals and maintaining a strong committee membership
  - Identifies committee goals to track academic committee progress
  - Recruits non-board members—if charter school bylaws allow—with educational expertise relative to the school’s model to advise the committee

## STRATEGIC PLANNING COMMITTEE

The strategic planning committee is responsible for partnering with the school leader to write, review, and propose changes to the school’s long-term strategic plan.<sup>18</sup> The committee includes the school leader and at least three other board members, one of whom will serve as the committee chair.<sup>19</sup>

The strategic planning committee holds itself accountable for the following:

- Partnering with the school leader to determine the process for creating, reviewing, and updating the strategic plan
  - This includes a clear articulation of roles, decision-making authority, and responsibilities (e.g., board, school leadership, consultant)
- Making a recommendation to the board on whether to hire an outside consultant to facilitate the strategic planning process
- Creating a timeline for the strategic planning process, and holding all parties accountable for meeting deadlines
- Overseeing the completion of a clear, actionable, and concise strategic plan
- Monitoring key organizational, community, and market trends to minimize risk, and maximize opportunity to achieve goals outlined in the strategic plan
- Creating a dashboard that clearly tracks progress toward goals in strategic plan
- Evaluating the strategic planning committee’s effectiveness, and documenting suggested improvements to the process for the board to consider in future years

## IV. BOARD OFFICERS

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Every charter school board should have a full slate of officers at all times to maintain consistent leadership and clarity of roles. Charter school boards can use the familiar board officer structure—board chair, vice chair, treasurer, and secretary—that most nonprofits use. The board chair leads the officer team. The process for selecting and installing officers should be contained in your board’s bylaws. Having thoughtful job descriptions for every officer helps set high expectations and

<sup>18</sup> Note that each board should designate whether the strategic planning committee is a standing committee (meaning its purpose is to address long-term, ongoing, and primary activities of the board) or an ad hoc committee that addresses more short-term assignments that have a finite end. For most boards, it is common to establish this group as an ad hoc committee that stops meeting regularly upon completion of the planning process.

<sup>19</sup> Consider including members from multiple committees.

ensures that the board selects people with the right characteristics, experience, and expertise for the roles. Read on for officer basics.

## **SECRETARY**

Overall, the secretary is responsible for ensuring that accurate documentation exists to meet legal requirements and for the authorizer “to determine when, how, and by whom the board's business was conducted.”<sup>20</sup>

### **Responsibilities**

The secretary supports the board’s organizational needs so that the board can achieve its goals and operates in accordance with its bylaws in the following areas:

- Keeps accurate minutes for each board meeting
- Shares minutes with the board in a timely fashion
- Ensures that minutes are approved by the board in a recorded vote
- Makes sure the board adheres to open meeting laws and other legal requirements
- Assumes responsibilities of the chair in the absence of the board chair and vice chair
- Provides notice of board and committee meetings to all board members (we recommend using calendar invites as well as emails and reminders)
- Keeps all legal and official documents up-to-date
- Maintains the board's records and archives for future reference by board members, the authorizer, and others

## **TREASURER**

The treasurer of a charter school board oversees all matters related to the school’s finances, property, and budget. CBP often uses the terms treasurer and finance committee chair interchangeably—board members who serve as treasurer typically chair the finance committee, although not always. Ideally, the treasurer has a strong working relationship with the school leader as well as the school’s CFO. He or she also oversees the school’s leadership in the areas of money management and compliance.

### **Responsibilities**

A charter school board treasurer directs the board’s financial work so that the board can achieve its goals and operates in accordance with its bylaws in the following areas:

- Leadership
  - Serves as the chair of the finance committee, and leads the committee in setting and meeting annual goals

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<sup>20</sup> “Secretary of the Board of Treasurers Job Description.” Nathan Garber & Associates. Garber, Nathan, et. al. Web. 2014.



- Ensures that all members of the board fully comprehend the financial matters of the school and receive reliable and timely information regarding those matters
- Works with the finance committee, school leader, and CFO in leading the development of an annual school budget and presenting the budget to the full board for approval
- Accounting & Reports
  - Understands financial accounting for nonprofit organizations or charter schools
  - Works with the CFO or other appropriate school leadership to deliver accurate and complete financial reports to the board on a regular basis
  - Keeps all records of school accounts current
  - Oversees and reviews the annual audit process
- Ethics
  - Handles all work related to the school's financial affairs with integrity and care
  - Remains apprised of legal and ethical requirements for the position

## **VICE CHAIR**

The vice chair of a board is essentially the board chair's understudy and second in command. In the event that the board chair is absent, temporarily unable to perform his/her responsibilities, or permanently unable to continue in the position, the vice chair acts as the board chair. Under normal circumstances, the vice chair assists with the overall functioning of the board and serves as an advisor and deputy to the chair. An active and engaged vice chair with clear roles and responsibilities can be a tremendous asset to a charter school board, as he/she can share the workload that typically falls solely on the chair's shoulders (a hardship that frustrates recruiting a strong board chair).

On some boards, the position of vice chair is a chair-elect position, which means that after serving for one or two years, the vice chair automatically moves into the chair role. Because this process is not uniform across all boards, the bylaws should clearly outline the process for board chair succession.

## **Responsibilities**

The vice chair helps the board chair lead the full charter school board to achieve its goals and operate in accordance with its bylaws. The vice chair also:

- Executes specific projects at the request of the board chair<sup>21</sup>
- Helps the board chair develop and implement officer transition or succession plans
- Understands the responsibilities and duties of the board chair, and is ready and prepared to stand in for the board chair as needed
- Actively recruits new board members, and helps to retain current board members

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<sup>21</sup> This could mean chairing an ad hoc committee, providing extra support to a flagging committee, monitoring committees' progress toward their goals, and/or leading the process for the evaluation of the school leader.

- Provides leadership and direction to the board in concert with the board chair
- Ensures transparent communication between all board members



NATIONAL  
CHARTER SCHOOL  
RESOURCE CENTER  
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# Charter School Governing Board Recruitment Tools





The National Charter School Resource Center ([www.charterschoolcenter.ed.gov](http://www.charterschoolcenter.ed.gov)) is dedicated to supporting the development of high-quality charter schools. The NCSRC provides technical assistance to sector stakeholders and has a comprehensive collection of online resources addressing the challenges charter schools face. The NCSRC is funded by the U.S. Department of Education and led by education consulting firm Safal Partners.

### Prepared By:



Safal Partners ([www.safalpartners.com](http://www.safalpartners.com)) is a mission-driven strategy consulting firm that supports education reform efforts at the federal, state, district, and school levels.



Charter Board Partners ([www.charterboards.org](http://www.charterboards.org)), a national nonprofit that works to ensure that the boards governing public charter schools are focused on quality, equity, and accountability.

### Authors

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## ASSESSING YOUR BOARD — WHAT GAPS ARE YOU LOOKING TO FILL?

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To recruit strategically, boards must know the qualities and skills that already exist around the table and what they are seeking. This tool provides assessments and sample board matrices for boards to understand their needs.

Before launching into the search for new board members, boards need to set up a system that can be followed for every search. This allows for consistency and fairness, and ensures you get the right people around the table. Following are steps to get your board on its way.

### **1. Determine the board composition needed to achieve the board's goal over next three years.**

Board member recruitment should directly align with the school's strategic plan and goals. Your board will need different kinds of people depending on what you are trying to achieve.

For example, if your school needs to acquire a new building in three years because the strategic plan articulates plans for expansion, incorporate that goal into your recruiting plan. Consider what kind of real estate expertise you need on the board (e.g., finance, law, construction, commercial leasing, etc.) so you build the membership needed to open the school's new doors on time.

Also, ask the committee chairs to inform the governance committee of their upcoming needs. Encourage your board to be as specific as possible in documenting what they might like the new member to accomplish. For example, building on the real estate example above, the facilities committee may request recruiting someone with construction expertise. Adding a board member with specific, relevant knowledge will provide needed leadership and guidance throughout the school's upcoming construction project. Specifying construction expertise helps the governance committee identify which real estate expertise would be most valuable.

As you look forward, also consider board member succession:

- What are the dates that each officer will complete board service?
- Which board members' terms expire in the next few years?
- How should the board consider proactively filling these vacancies?

While every school has different specific recruiting needs depending on its lifecycle, goals, and current status, there are key categories of skills that are essential for any board, including:

- 
- Finance
  - Fundraising
  - Real estate
  - Leadership
  - Governance
  - Communications/Marketing
  - Education

- Human Resources
- Legal
- Strategic planning
- Experience relevant to the organization's mission

## 2. Assess current board composition.

Now that you know where your board composition needs to go, assess the skills, demographics, and characteristics your current board members bring to the table. Consider the following:

- Do you have enough people on each committee to manage the committee's workload? Do not underestimate the committee hours needed to deliver on the work promised. Charter Board Partners (CBP) recommends at least three members serve on each committee.
- Do you have the right mix of skills to accomplish the board's long-term goals?
- Do you have the right mix of working styles, available time, networks, and personalities for fruitful discussion, delivery of work, and overall leadership? Boards need members who will:
  - Believe that all kids can succeed at the highest level regardless of income.
  - Rise to the high stakes nature of the board membership role.
  - Make the time, with a "no excuses" commitment.
  - Ask hard questions, even when they do not know the answers.
  - Make hard decisions.
  - Keep a sense of humor.

Create a thorough board inventory to track current board members' strengths and the characteristics needed for future members to maintain a healthy and effective board.

## 3. Compare current composition to future needs, and create recruiting priorities.

Once you know what skills your board needs, you can hone in on recruiting. Remember, these recruiting priorities are your guideposts—no one individual will have all of your priority skills, experience, demographics, and perspectives. Articulate your recruiting priorities in writing and share them with the full board so they can be prepared to help where needed and contribute to recruiting these amazing people.

# STEPS OF AN EFFECTIVE RECRUITING PROCESS

## 1. Build a strong governance committee

Governance committees are responsible for designing and running a board member recruiting process. Governance committees drive the process, assess board needs in relation to goals, inventory current composition, and recruit and interview new members to the board. Make sure this committee knows its duties and is fully "staffed" with board members. Recruiting talented board members is a process that requires a significant investment of time and should not be left to a committee of one individual.

Governance committees should document the board's recruiting process and share it with the full board so that they are prepared to play their role in securing high-performing board members.

## **2. Create/review key recruiting documents and interview processes.**

Before the board launches the recruiting process, it is critical to prepare. Boards need to share key information with candidates such as a Board Member Agreement and bylaws in the interview process. Approaching candidates prepared with this information demonstrates that the board is organized, efficient, and transparent.

## **3. Determine the board composition needed to achieve the board's goals over next three years.**

Board member recruitment should directly align with the school's strategic plan and goals. Your board will need people with different skill sets depending on what you are trying to achieve.

For example, if your school needs to acquire a new building in three years because the strategic plan articulates plans for expansion, incorporate that goal into your recruiting plan. Consider what kind of real estate expertise you need on the board (e.g., finance, law, construction, commercial leasing, etc.) so you build the membership needed to open the school's new doors on time.

Also, ask the committee chairs to inform the governance committee of their upcoming needs. Encourage your board to be as specific as possible in documenting what they might like the new member to accomplish. For example, building on the real estate example above, the facilities committee may request recruiting someone with construction expertise. Adding a board member with specific, relevant knowledge will provide needed leadership and guidance throughout the school's upcoming construction project. Specifying construction expertise helps the governance committee identify which real estate expertise would be most valuable.

## **4. Start recruiting!**

Now that you have clarity on who you are trying to recruit, start brainstorming on how you are going to find these people. Here's an example of how one board defined its priorities and began a plan to find the people who are the right fit:



Recruiting Priorities	Ideas for Where to Start	Timeline
Finance expertise, especially around creating budgets and presenting financial projections.	<ul style="list-style-type: none"> <li>-- Jan's PWC neighbor</li> <li>-- Business school alumni groups (Sam can talk to his cousin)</li> <li>--McKinsey, etc. (get intro to local office through Mike)</li> </ul>	Initial contact with 5 people by September 1; Interview set with 2 people by September 15
Emerging leaders who have all-around strong strategy skills who can work with committees to complete their parts for strategic plan and any grant applications.	<ul style="list-style-type: none"> <li>--Business school alumni groups (Sam can talk to his cousin)</li> <li>--McKinsey, etc. (get intro to local office through Mike)</li> </ul>	Initial contact with 3 people by September 1; Interview set with 2 people by September 15
Individual who might bring the perspective of our target parent community to ensure our school meets community needs.	<ul style="list-style-type: none"> <li>--Local parent advocacy groups (find that guy who spoke at the conference)</li> <li>--Contact local elected officials/campaign organizers (Jan knows people)</li> </ul>	Initial contact with 6 people by September 1; Group lunch with 8 people by September 15; Interviews set with 3 people by October 1

Once your governance committee has identified prospects, they should develop and articulate a recruiting and interview plan with deadlines and assign tasks to board members and school leadership as appropriate.

## RECRUITING A DIVERSE BOARD

Having the right skills and experience around the board table is essential to effective governance. This tool provides some tips to help you recruit a diverse board. Also, it is essential to ensure the board represents the population it serves.

Boards comprised of directors with diverse skills and backgrounds tend to outperform boards lacking a varied composition. <sup>1</sup> Diversity encompasses identities such as race, ethnicity, gender, gender identity, sexual orientation, national origin, socio-economic background, age, physical ability, religious beliefs, political beliefs, ideologies, and other attributes that make each of us unique. When we talk about board diversity, we mean all of that plus a complex set of professional skills, experience level, community clout, and personality traits that make a governing body effective. Consider the following recommendations for engaging in a purposeful process to diversify your board:

## **Become comfortable speaking about racial and ethnic diversity or the lack thereof.**

The reality in our country is that race, class, and academic achievement intersect in meaningful and important ways. All of us who work in education must be comfortable naming and discussing this if we hope to close the racial and socio-economic achievement gap. Part of that is being able to articulate why diversity is important at all levels of your organization.

Boards that are committed to truly diversifying their membership should consider reading *Reinventing Diversity: Transforming Organizational Community to Strengthen People, Purpose, and Performance*, by Howard Ross and Julianne Malveaux. Boards should also consider reading Howard Ross' newer book, *Everyday Bias: Identifying and Navigating Unconscious Judgments in Our Daily Lives*, which provides not only the rationale for why diversity is important but will also help you and your board develop a toolkit for discussions and action.

Some charter schools are already leading the way. [E.L. Haynes Public Charter School](#) in Washington, DC, is doing work on diversity and inclusion in its Professional Learning Communities and inspired former middle school principal Michelle Molitor to found [FREE](#) (Fellowship for Race and Equity in Education). The school built FREE in response to the urgency for culturally-responsive systemic change for our most vulnerable students—not just in Washington, DC, but nationwide. FREE has the mission of creating equitable educational settings for all students through honest and open dialogue across differences, and collective anti-racist action.

## **Mine current board members' networks.**

At its core, board building is development work. Your school's development team should include someone skilled at individual donor prospect research for fundraising. If this person is not in place yet, consider hiring a consultant who knows how to use [Wealth Engine](#), [Muckety](#), and other industry research tools. This person should do prospecting of all board members and present an individualized relationship map to each board member. Often, people are unaware of the connections within their own network. Personal networks are the low-hanging fruit of board recruiting.

## **Get LinkedIn savvy.**

[LinkedIn Board Member Connect](#) allows non-profit organizations to post volunteer board opportunities and to search users who have indicated interest in board service. Take a tour, and research the benefits of an upgraded account like [Business Premium](#), which provides access to advanced search options and InMail credits that allow users to send direct messages to people outside one's personal network.

## **Connect with local professional associations and organizations.**

Most cities and states have local chapters of national convening organizations for professionals, people of color, and women. Do not be afraid to do cold outreach—although before you do that, comb the list of staff members and board members and check them out on LinkedIn and social media to see if you know someone in common. Many organizations, networks, affinity groups, associations, etc. are looking for opportunities for their members to get involved in the community—you could be helping them achieve these goals. This is by no means an exhaustive list, but can provide you with a start:

- Accounting and Finance
  - [Association for Financial Professionals](#)
  - [The Association of Accountants and Financial Professionals in Business](#)
- Business Leaders
  - [Local Chambers of Commerce](#)
- Human Resources
  - [National Human Resources Association](#)
  - [Society for Human Resource Management](#)
- Law
  - [American Bar Association](#)
  - [The National Bar Association](#)
- Public Relations
  - [Public Relations Society of America](#)
- People of Color
  - Monster.com's list of [Top 21 African American Professional Associations](#)
  - Monster.com's list of [Top 15 Hispanic/Latino Professional Associations](#)

## SELECTION OF NEW MEMBERS — SUGGESTIONS FOR A STRATEGIC INTERVIEW PROCESS

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This tool offers guidance for strategically interviewing board candidates and selecting new board members.

### Interviewing and Selecting New Board Members

Selecting new board members is one of the most important functions of a board. While there will always be room for “gut feeling,” a strategic and effective interview process is critical to help you maximize the chances that the fit between the board and the candidate is a good one. Through this process, board members get to know each candidate and his/her background, experience, skills, and personality, and the candidate gains a clear understanding of the board’s needs, the role he/she can play, and the board’s expectations of its members. Best practice supports the following steps:

#### 1. Create or review the road map.

The governance committee is responsible for developing a clear candidate interview and selection process, along with ensuring that all board members are familiar with the process. The governance chair or board chair should also share the process with each board candidate so he/she is clear about the process from the beginning. While the specifics of the process will vary from board to board, CBP recommends that the interview process lay out a process and assign roles for the following steps:

- Initial contact.
- Meeting with the school leader and school tour.

- Interview with the board members.
- Observation of a board meeting.

Do not let busy schedules derail the process! Instead, push to carry out the interview process in as timely a manner as possible. A process that drags out for months can sap the board's enthusiasm for a candidate and drains the candidate's motivation and excitement. Maintain communication with the candidate throughout, even just to touch base and explain next steps, asking if he/she has any questions.

## **2. Contact the candidate.**

The board's initial contact with a prospective board member makes an important first impression. The board chair or governance committee chair should reach out as soon as possible to a board candidate, introduce him/herself, thank the candidate for his/her interest in the board, explain the interview and selection process, and establish a timeframe for the whole process, including:

- How many weeks the interview process is expected to take.
- When the board anticipates deciding whether or not to elect the candidate.
- When the new board member's service would begin.

During this initial conversation or email exchange, we recommend scheduling the school tour and the interviews; matching up calendars can be very challenging and can delay and drag out the whole process. We find that many excellent board candidates decide not to join boards simply because the process takes so long and the board falls out of touch with the candidate.

## **3. School tour, board meeting observation, and interviews.**

This is the meat of the process and should be thoughtful and methodical. Make sure everyone understands his/her role and responsibilities. We recommend sharing information about the school and the board with candidates prior to the interviews, equipping them with enough knowledge and context to answer your questions thoughtfully and ask questions of their own. Suggestions for what information to give to the candidate up front include:

- Board Member Agreement (which will spell out the expectations for a board member's commitment level).
- Board meeting schedule for the year.
- Committee meeting schedules, if possible.
- Policy governing financial contributions to the school.
- Board Manual.
- Board Bylaws.
- School Leader meeting/school tour: It is critical that the school leader and each serious candidate meet. Every potential board member should feel a connection to the leader and have the chance to ask him/her questions about the school, its mission, and his/her goals and vision. Likewise, the school leader should have an opportunity to share feedback and insights about each candidate with the governance committee. Consider combining this meeting with a tour of the school, which is typically hosted by the school leader. The tour should include:

- Reviewing the school's history (including recent successes and hurdles), mission, programs, etc.
- Seeing the facilities and walking the halls.
- Observing teaching and visiting classrooms.
- Getting a sense of the student population and school culture.
- Board meeting observation: Observing a board meeting in person gives a candidate a clear picture of board service and can offer additional insight to the governance committee by seeking feedback and reflections from the candidate following the meeting.
- Interviews: These interviews do not have to be lengthy, but they offer the best opportunity for all parties to gain critical insight into whether the fit between the candidate and the board is a good one. Be sure to explicitly tell each candidate what the expectations are for time and financial contributions, if any. While it should be stated in the board member agreement, being upfront about commitment levels can greatly reduce the chance of a poor match. Each serious candidate must have an opportunity to meet:
  - The school leader.
  - The board chair.
  - The governance committee chair.
  - At least two other board members.
  - Chair of the committee the candidate would likely serve on.

Finally, every board member should have the candidate's resume and bio and any other available background information before the interviews. Without advance planning, educating the candidate, and informing board members about the candidate, the interviews can easily be a wasted opportunity and fail to generate the kind of information and discussion that will help board members make strategic decisions about each candidate.

- Suggested interview questions:
  - Why are you interested in serving on a charter school board?
  - Have you served on other boards before? If so, what are a few aspects of your board service that were notably positive or negative for you?
  - Why does this particular school board appeal to you?
  - What skills, networks, experiences, and other assets will you bring to this board? How will this school benefit from your participation on the board?
  - Can you meet the requirements stated in our Board Member Agreement? In particular, how much time do you anticipate being able to devote to board service?
  - Do you have any initial preference in terms of committee participation?
  - Are you willing to make a financial commitment to the school that is personally meaningful to you? We ask our members to make the school a personal philanthropic priority.
  - What questions do you have about this board, our expectations for board members, or anything else regarding becoming a member of this board?

It is helpful for all board members who interview the candidate to take notes using a rubric based on the interview questions. This allows the governance committee to easily collect and consolidate the feedback from all the interviewers, ultimately facilitating an informed discussion and comparison of impressions of the candidate.

#### 4. To join or not to join.

Once a candidate completes all these steps, the governance committee needs to prepare a recommendation for the full board about whether to elect him or her to the board. We recommend the following steps:

- **Discuss:** The governance committee meets as soon as possible after all interviews are complete to discuss each candidate in depth, including the school leader in the discussions to the extent possible and desired.
- **Decide:** The governance committee decides whether to present to the full board its recommendation for the candidate or not. The committee should release its recommendation at least one week prior to a board meeting to allow board members time to review and ask questions.
- **Vote:** The board needs to discuss each candidate the governance committee recommends and take a formal vote on each one. It is important for the board to vote on each candidate separately—not as a group—and record the votes by candidate. Boards must also follow their bylaws; for example, there may need to be three quarters board approval versus just a majority for a new trustee.
- **Strategize:** Once the board votes to elect a new member, consider the best representative to invite the candidate to join the board position. Choose a board member with a personal connection, other friends of the school, or the school leader, whoever might best encourage the candidate to accept the offer to join the board.
- **Notify:** Immediately after the vote, let each candidate know the decision as follows:
  - **Candidates elected to the board:**
    - Consider who should contact a candidate to ask him/her to join the board.
    - The designated person contacts the elected candidate to officially ask him/her to join the board, offering congratulations and welcome.
    - Provide key dates at this time—upcoming board meetings, an upcoming retreat, significant school events, etc.
    - Explain the onboarding process.
  - **Candidates not elected to the board:**
    - Consider the candidate for other opportunities at the school or with the board (for example, could the person join a board committee?).
    - Consider who should contact the candidate. This is most likely the governance committee chair. Thank him/her for interest in the board, indicate that there were a number of compelling candidates, and, if appropriate, ask if you can stay in touch in the event of future board openings.

- Ensure board compliance: Once the candidate accepts, the governance committee should update the board roster and the authorizer. New board members should complete a board agreement, conflict of interest, and any disclosure documents.
- Onboard: The governance committee is responsible for selecting, and with the school leader, onboarding new members. The committee must capitalize on this important opportunity to cultivate and fully utilize new members, strategically engaging them in the work of the board.

## ONBOARDING NEW MEMBERS

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Onboarding is an essential part of cultivating a truly effective board. Learn the essential components every onboarding process should have.

Onboarding is the process of orienting newly-selected members to the board with the end goal that every new board member feels engaged, ready to effectively contribute his/her skills, and rewarded by the board experience. Boards that underestimate the importance of onboarding new members end up with new members that are often confused about what their role entails, how they fit into the work, and how they can make an impact. The board's governance committee is responsible for selecting and onboarding new members (ideally involving the school leader).

A strategic onboarding process achieves the following:

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

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

### Orientation Training

The governance committee typically plans and executes orientation for new board members immediately after the individual is voted onto the board. This orientation gives new (and old) board members information they need to be successful and provides the opportunity to begin relationships with other board members, a critical feature of highly effective boards.

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

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

A sample onboarding training session could include:

- Introductions and time for socializing: Take time to introduce those around the table and provide name cards so new members can quickly learn names. Each current board member can share his/her own length of board service and personal story (interest in education, professional interests, etc.), including how he/she came to serve on the board.
- Overview of the mission, vision, and educational goals of the charter school: The school leader should talk about the school's founding, programs, and success; students and families; and key stakeholders.
- Responsibilities of board members and committees: Clearly state the board's policy on attendance at meetings, whether attending by phone/video is permitted or discouraged, and requirements for board member committee participation.
- Long-term school goals, organizational priorities, and strategic plans: Include background information on recent key board decisions and those on the horizon.
- Finances and fundraising: Be explicit about the overall financial situation of the school and fundraising expectations, including whether the board has a "give/get" policy, requiring board members to either contribute or fundraise a specified amount of money, or expectations for each board member to give at a personally meaningful level.
- Cultural aspects of the board: Discuss logistics for meetings (e.g., attire, whether food is provided), behavioral norms, and expected responsiveness to email communication.
- Data collection: Orientation is a good time to make sure you have all contact information for new and current members and availability for meetings.
- Compliance: Forms and documents that may need to be completed and submitted to the school's authorizer.

### **Board Mentor**

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

### **Board of Directors Manual**

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

The governance committee must keep this manual and all board documentation current for both compliance and convenience. It is immensely helpful for busy board members to have one place to find all board materials and information that is clearly organized and up-to-date. Charter school boards are often surprised when the authorizer or funder requests certain materials (e.g., minutes, contracts, records), and collecting these documents retroactively is time-consuming and likely



frustrating (not to mention out of compliance). The governance committee chair should provide each new board member with the board manual a week before orientation begins to serve as the foundation for onboarding. The manual should include:

## **BOARD MEMBERS**

- Names, contact information, offices held (treasurer, secretary, etc.), term lengths, and short bios for each current board member.
- Contact information and short bio for the school leader.
- Lists of committees and the chair for each, including contact information for any non-board members.

## **CALENDAR**

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

## **JOB DESCRIPTIONS**

- The full board.
- Officers.
- Individual board members.
- Committees.
- School leader and leadership team.

## **SCHOOL INFORMATION**

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

- News articles about the school, the city's and state's charter sector, and relevant political events.

## **FINANCE AND FUNDRAISING INFORMATION**

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

## **MANAGEMENT DOCUMENTS**

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

## **LEGAL AND POLICY DOCUMENTS**

- Articles of incorporation, bylaws, policies (conflict of interest, confidentiality, student discipline, etc.), and Internal Revenue Service Form 990: Return of Organization Exempt from Income Tax.
- All legally required documents, including meeting minutes. <sup>2</sup>
- Insurance information that includes a copy of the school's certificate for the Directors' and Officers' Liability insurance.

## **GOVERNANCE RESOURCES**

- The NCSRC and CBP provide myriad resources, including tools and templates to support boards in reaching the standards that you can keep in your manual for reference.

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

## **INTEGRATING NEW MEMBERS ONTO THE BOARD**

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Whether it is through a mentor/buddy program or a retreat, this too will help boards ensure there is ample attention given to getting to know new board members and getting them up to speed to be effective team members around the table.

*A boat doesn't go forward if each one is rowing their own way. – Swahili Proverb*

Have you ever started a new job and walked in on day one knowing everyone, completely understanding the culture, and instinctively knowing all the workplace norms? Did not think so. Do not expect new board members to fully grasp all the nuances of the board without a little help. Even if your recruitment process thoroughly explained expectations and your onboarding was stellar, the board is a community in itself, and new members must be welcomed and oriented to its norms and culture.

Before the first board meeting, ensure that the new board member is added to the email list for notification, has access to any online system for document sharing, and has all the logistics for the meeting, including parking, where to enter, if food will be provided, and how long the meeting should expect to last. Share the full board calendar, including meetings and events, and provide expectations for attendance.

During the first meeting, make sure there is ample time for introductions. Have everyone share a little about themselves and the reason they joined the board. A short ice-breaker like having everyone share their favorite book, food, or vacation spot provides a great opportunity to get to know fellow board members in a different way.

If your board does not already have one, consider developing a “buddy” or mentor program. This can be as simple as pairing a more seasoned board member with a new member to provide additional context to discussions. The new board member should feel comfortable asking questions during the meeting, but also suggest that they jot down notes when they feel they need additional information, background details, or context. This can be reviewed with their buddy after the first meeting and whenever necessary.

If there are a few new board members beginning around the same time, a board retreat can help everyone get to know one another and start on the same page. The retreat can focus on team building and communication styles to establish good working relationships. With everyone together, the board has an opportunity to reflect on board dynamics, review roles and responsibilities, and consider how effective current processes are and if any changes need to be made.

And after those new board members are not so new anymore, do not forget to ask what worked in helping them integrate onto the board and what they wished they would have known. Great boards continue to tweak their practices and learning.

## CREATING RAMPS TO SERVICE

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All good things must come to an end, and board service is no different. This tool ensures your board has the right processes in place for when it is appropriate for board members to roll off.

*Term /tərm/ noun: a fixed or limited period for which something lasts or is intended to last.*

Notice the definition for “term” includes the words fixed or limited. Board members should not serve unlimited terms. Even if the board is high functioning and effective, schools evolve, and boards must evolve with them. As with any situation in life, there will be times when the board will be sad to see board members go and there will be times when the departure of a board member will actually benefit the board as a whole. There are a few policies and procedures boards should have in place to make sure expectations of service are set and to also ensure smooth transition of members.

**Board member agreements:** A board member agreement outlines each board member's commitment to uphold The governance committee, in collaboration with the school leader, should create the board member agreement, which the full board should then review, discuss, and approve. All board candidates should review the agreement as part of their interview process to confirm they understand the nature of the commitment. New board members should sign the agreement upon joining the board, existing board members should renew it annually, and the full board should make a habit of discussing the expectations in the agreement. A great time to do this is at the first meeting of each new school year. Review printed copies of the board member agreement during the Governance Committee's report and sign it together.

While your board member agreement should be specific to your board and reference the applicable legal requirements in your state, we recommend that your agreement cover the topics outlined below.

## **Board Member Responsibilities**

The board member agreement should explicitly list the overarching duties of a board member. This can be done by putting your board member job description in the agreement or creating a summary list. We recommend using the CBP standards to frame these responsibilities:

- Standard #1 Focus Relentlessly on Student Achievement
- Standard #2 Ensure Exceptional School Leadership
- Standard #3 Commit to Exemplary Governance
- Standard #4 Act Strategically
- Standard #5 Raise and Use Resources Wisely
- Standard #6 Maintain Legal and Regulatory Compliance

Additionally, board members should agree to sign and abide by all board policies.

## **Belief in Mission & Familiarity with Key Guiding Documents**

Every board member must know, believe in, and commit to the mission of the school. The introduction of the board member agreement should clearly state the mission. Running a charter school—as with running any nonprofit—is mission-driven work: board members should be the most knowledgeable and indefatigable advocates for the school's mission and its importance in providing a top-quality education to its students. The agreement should also outline the main goals of the charter. Every board member must agree to read the school charter and board's bylaws prior to beginning board service.

## **Expectations for Meeting & Event Attendance**

The agreement must detail expectations for board member attendance at board meetings, committee meetings, and school events. The board member agreement should align with the bylaws and allow board members the opportunity to demonstrate an understanding of the bylaws and agreement to abide by them. <sup>3</sup> Make sure to articulate expectations for each of the categories detailed below.

## Meeting Attendance & Absences

It should be clear that board members are expected, absent a compelling reason, to attend all meetings of the full board, all meetings of their assigned committee, and board retreats. Set a policy for virtual meeting participation (e.g., conference call, Skype, videoconference, etc.) in the bylaws, and then state the expectations in the agreement. Board members should commit to reading all board materials sent in preparation for the meeting, assuming they are sent with enough advance notice.<sup>4</sup>

Members should be required to notify the board in advance in the event of an unavoidable absence: “If you are unable to attend a board meeting, you must notify the board chair by email/text/phone at least 24 hours before the meeting begins.” Be explicit about how many absences are considered reasonable, and articulate consequences of a failure to meet this expectation: “After two consecutive missed meetings, the board member will meet with the board chair and/or governance chair to discuss. After three missed meetings in one year, the governance committee will discuss whether the board member is still a good fit for the board.”

## Event Attendance

Many boards request that board members visit the school and attend a school event at least once each year. Make these expectations clear, and—if possible—provide a school calendar with the agreement. Spending some time in the school allows board members to deepen their understanding of the charter school’s model, students, faculty, and results. Similarly, familiarity makes board members more credible and effective advocates for the schools. Each board should set its own expectation for how much time board members should spend in the school and provide board members with a calendar of events, daily schedule, and ideas for opportunities to interact with students and teachers (e.g., lunch with teachers).

## **Board Member Behavioral Norms**

The governance committee should describe expectations regarding board member behavior in the agreement. Norms may include:

- Treating fellow board members, school staff, and school families with respect.
- Displaying humility, avoiding arrogance, and remaining open-minded to the viewpoints of others.
- Acting with integrity at all times.
- Acting in accordance with a genuine belief that all children can learn at high levels and that it is the school’s responsibility to educate all students equitably.
- Responding to board-related communications within a specified and reasonable time frame.
- Limiting the use of emails addressed to the entire board and “reply-all” responses to only important matters, showing respect for other people’s time.

## Board Member Training & Education

The agreement should detail training opportunities for board members and indicate that it is expected that board members will participate in trainings, read relevant background material, connect with board members at other schools, and attend education-related events to become knowledgeable about charter schools, effective charter school board governance, and academic performance metrics.

## Financial Commitment

Be upfront about the expectations for personal philanthropic giving by board members. Some schools have a “give/get” policy and require board members to either personally donate or raise a certain amount of money. Other schools ask that board members give an amount each year that is personally meaningful. We believe that every charter school board should ask that 100 percent of board members contribute financially and include this expectation in the board member agreement. Part of board service for almost all nonprofits includes a philanthropic commitment, and charter schools are no exception.

Annual board assessment: Just like the head of school, teachers, and students are evaluated each year, the board should assess itself annually. This is a time to review the board member agreements and determine if all board members have fulfilled their responsibilities and/or are willing to continue to fulfill their responsibilities.

Board norms and meeting ground rules: Establishing a set of operational norms will create a framework for how board members communicate and interact with one another. These should be included in the board agreement, discussed when new members join the board, and reviewed annually. No amount of written policy statements or role descriptions can substitute for regular attention to good communication practices in board meetings and e-mail communication. Boards need to have a conversation about such practices on a regular basis. Meeting “ground rules” can help. Boards should devote some time, at least once a year—perhaps at a retreat or when new board members come on—to reflect on and discuss good communication practices.

Diverse boards come at problems and situations from all different angles and have healthy conflict that leads to inclusion of various viewpoints. Unhealthy conflict occurs when board members refuse to see each other’s points of view, are at an impasse more often than not, and have ineffective communication strategies. This behavior needs to be addressed and the root of the problem discussed.

## Exit Strategies for When a Good Thing Comes to an End

- There are many reasons why great board members leave. Whether they have limited time to give or their skills are no longer the focus of the board, there are ways to harness their contributions:
- Advisory board members: Perhaps the board member rolling off has great expertise, but not the time to devote to full board membership. Ask if the board can use them as a sounding board or in an advisory capacity.

- Ad hoc committees: Similar to an advisory board member, someone with expertise and knowledge can help with ad hoc projects and committees, bringing their deep knowledge and context of the board to the project at hand.
- Document history of decisions or projects: Boards are required to keep meeting minutes, but sometimes the evolution of policies, procedures, decisions, or projects gets lost along the way. If the exiting board member had a big role in developing any of these, have them document the who, what, where, when, and how to ensure that history is preserved.

If possible, allow great board members who are rolling off the board the opportunity to orient and transition new board members to fill their place.

## Exit Strategies for When Things Just Are Not Working

Like all relationships, sometimes things just do not work out with board members. Before giving a board member the “it’s not you, it’s me” speech, make sure the governance committee or board chair have had at least one conversation about the egregious behavior. If expectations are not being met, try to discover if there is a reason. Refer back to the board agreement and let the member know that they are not meeting expectations. If things continue to be problematic for that person or the board, it is time to have that person exit the board. A strong board chair should remove disengaged or disruptive board members if they are not fulfilling their duties. These conversations are difficult, but necessary. Having someone on the board who is not pulling his/her weight or is not the right fit takes up a valuable spot—imagine if it was filled with someone who would help move things forward. That is the why it is important to set expectations, assess the board regularly, and remove members who are not working out.

## EXIT SURVEYS

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Boards are always evolving, and lessons can be learned from each exiting board member. This tool will help boards design effective exit surveys and learn what to do with the information gained.

While exit interviews are common for employees leaving an organization, they are far less common for exiting board members. The opportunity to learn and improve is just as important when interviewing an outgoing board member as it is for an employee, with an additional added benefit—the chance to keep this individual connected to the school as a supporter and donor. The exit interview is a graceful way to thank an outgoing board member, recognize his/her accomplishments, and end involvement on a positive note.

### **Who conducts the exit interview for board members?**

The Board Chair should decide who and how the exit interview process is handled. The Board Chair and Head of School may conduct the exit interview, or perhaps the task is assigned to the Governance Committee. Some boards take the outgoing board member to lunch, thank them, and get their advice on improving board service. What matters most is that the organization establishes a process to routinely thank its board volunteers and learn from their experiences.

**Examples of questions to ask in a survey or in person.**

- How would you describe your board experience? How would you describe its culture? What did you like about being on the board? What things about the board could use improvement?
- Were board and committee meetings productive? Was your time used effectively? If you were Board Chair, what would you do differently?
- Did you feel like your contributions to the board were fully appreciated? Did you feel you were listened to and respected in meetings?
- Did a long-range planning process occur during your time on the board? What did you think of it?
- Did you feel prepared for your board responsibility? Were board expectations made clear? Were you surprised by anything?
- What do you think about how decisions were made by the board? Any suggestions for improvement?
- What are some things that would be important to tell board candidates about the board?
- What is the single most important project or process the board has accomplished in the last year?
- Overall, how would you suggest improving the working of this board?
- If a friend asked you, would you recommend that they join this board?
- If you could change anything about how the board operates, what would it be?
- How do you feel the board work addressed the fiduciary, strategic, and generative aspects of its work for the school? Which of these, if any, did the board spend too little or too much time on?
- What upcoming projects or challenges do you see for the school most clearly? What are projects or other areas that are receiving too much board attention?
- Is there anything else that we should know about your time on the board, with the school, or anything else related to your valuable service?
- How would you like to stay involved with the board/school?

Finally, put the input you get from the interviews into action. Nothing would be worse than to go through the motions of exit interviews and not learn from the input. Make sure that you put the input into actionable items that will help your future board and school.



## ENDNOTES

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<sup>1</sup> *Is there a payoff from top-team diversity?* Thomas Barta, Markus Kleiner, and Tilo Neumann. McKinsey Quarterly. April 2012.  
[http://www.mckinsey.com/insights/organization/is\\_there\\_a\\_payoff\\_from\\_top-team\\_diversity](http://www.mckinsey.com/insights/organization/is_there_a_payoff_from_top-team_diversity)

The Secret of Top Performing Companies: More Women On The Board.  
<http://www.forbes.com/sites/davidprosser/2014/09/25/the-secret-of-top-performing-companies-more-women-on-the-board/>

<sup>2</sup> We recommend including minutes from the previous six meetings.

<sup>3</sup> Note that the board's bylaws should have a clear policy about expectations for attending meetings including whether attending by phone is acceptable.

<sup>4</sup> We recommend sending board packets at least four business days in advance of the meeting.



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**Governance Committee Meeting Minutes- DRAFT**

**Friday, September 19, 2022, 10:00 a.m.**

<https://akfcs-org.zoom.us/j/91629707856?pwd=SnFqZUdYcDBhVGt5OTBSb2FKeFIWZz09>

**Meeting ID:** 916 2970 7856 **Passcode:** 271924

**By phone:** +19292056099 **Meeting ID:** 916 2970 7856

- I. Welcome
- II. Attendance Recorded
- III. Vision/Mission Statement of the Governance Committee

**a. Motion:** To Approve the Governance Committee Vision/Mission Statement as presented.

*“ The Abby Kelley Foster Governance Committee is responsible for ensuring Board adherence to the Bylaws and reviewing governance structures and practices of the Board of Trustees and its Committees. ”*

The final draft of the mission statement was presented to the members for a vote. Mr. Royce requested a motion to approve the mission statement. Ms. Zagabe-Ndiku made the motion, and Ms. Blue seconded it. The Board members voted unanimously to approve the mission statement.

- IV. Identifying Candidates for the Board of Trustees

Committee members discussed the current process for the addition of new Board members. The committee members also discussed the skill sets currently needed on the Board, such as an attorney and someone in higher education. It was noted that at the next Education meeting, feedback would be obtained about who they think would be ideal for joining the Board in terms of higher education. It was also stated that other ways of recruitment would be examined to expand the board member job description to the community.



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Mr. Royce also wanted to add two additional Board members by December 2022. The job posting was suggested to be shared but not currently on LinkedIn, as Mr. Royce originally suggested.

### V. Board Leadership/Succession

Mr. Royce stated that making recommendations for officers every year should be the job of the Governance committee. It was also noted that future chairperson recommendations should come from the Governance committee. Fellow committee members also agreed with Mr. Royce.

### VI. Adjournment

Mr. Royce called for a motion to adjourn the meeting. Ms. Blue made the motion, and Ms. Zagabe-Ndiku seconded it. The meeting was adjourned at 11:15 a.m.