

APPENDIX 4.4: BOARD CALENDAR

Figure 1: Chicago Preparatory Charter School Board Calendar - DRAFT

Month*	Actions/Key Dates	Categories
July	Fiscal year begins (July 1)	Fiscal Oversight
	Orientation for new Board Members; re-organize or form new committees	Board Development
August	Conduct annual strategic planning meeting (review and update academic and organizational goals; update Board calendar, etc.)	Academic, Fiscal, and Organizational Oversight; Board Development
September	Develop fundraising plan	Fiscal Oversight
October	Review IAR results (October or first monthly meeting after results are released)	Academic Oversight
November	Ensure filing of annual audit	Fiscal Oversight
December		
January	Finance Committee reviews initial draft of annual budget and provides feedback to Head of School/back-office provider	Fiscal Oversight
	Hire Head of School	Organizational Oversight
February	Identify needs of the Board and begin recruiting new Board Members	Board Development
March	Conduct Board self-evaluation	Board Development
	Review and update Board policies; Collect annual Conflict of Interest forms	Organizational Oversight
	Finance Committee presents annual budget draft to Board of Directors for questions and feedback	Fiscal Oversight
April		
May	Conduct annual Board Retreat	Academic, Fiscal, and Organizational Oversight; Board Development
	Approve budget for next fiscal year	Fiscal Oversight
June	Elect new Board Members	Board Development
	Select firm for annual audit	Fiscal Oversight
	Review NWEA MAP results	Academic Oversight
	Evaluate Head of School	Organizational Oversight

*Note: Monthly Board Meetings, and Monthly Committee Meetings (Academic, Finance, and Governance) take place in all 12 months.

Chicago Preparatory Charter School Board Self-Evaluation – DRAFT

Your opinion is critical. Please provide feedback on our work as a Board of Directors.

How many years have you served on the Board? _____

Section I: Your role as a Director

1. When you were asked to serve as a Director, to what extent were the following presented to you?

	To a very great extent	To a great extent	To a little extent	To a very little extent	No opinion
a. Expectations of the Board and you as a Director.	_____	_____	_____	_____	_____
b. Overview of the charter school and its challenges.	_____	_____	_____	_____	_____
c. Specific skill(s) and expertise you are expected to use on behalf of the charter school.	_____	_____	_____	_____	_____

2. How satisfied are you with the following?

a. Level of information, support and guidance to do your job as a Board and Director.	_____	_____	_____	_____	_____
b. Ability of the charter school to use your skills and expertise.	_____	_____	_____	_____	_____
c. Ability of the charter school to engage your interest.	_____	_____	_____	_____	_____

3. What are the 3 most important things the Board of the charter school does?

- 1.
- 2.
- 3.

4. What are the 3 most important things you do as a Director of the charter school?

- 1.
- 2.
- 3.

5. How would you rate the Board's overall performance on a scale of 1 - 5 with 5 being the highest? Please circle one only.

1 2 3 4 5

6. What are your top 3 areas of concern regarding Board effectiveness?

- 1.
- 2.
- 3.

Section II: Assessing the Board of Directors

Please respond by checking in the appropriate column. Please answer every question. Thank you.

1. Composition of the Board of Directors

	Yes	Yes but needs improvement	No	Don't know
a. The recruitment process considers issues of diversity, e.g. gender, ethnicity, age, skills, etc. when identifying Director candidates.	_____	_____	_____	_____
b. The Board is representative of the charter school's constituencies.	_____	_____	_____	_____
c. Bylaws limit tenure and ensure rotation of Directors.	_____	_____	_____	_____
d. The recruitment process ensures that the Board is comprised of experienced individuals to guarantee continuity and new members to encourage new ideas.	_____	_____	_____	_____

2. Selection, recruitment and evaluation of Directors

a. Written recruitment policy and procedures are used and reviewed by the Board regularly.	_____	_____	_____	_____
b. The recruitment policy and procedures include:				
• assessment of Boardroom expertise and identification of gaps	_____	_____	_____	_____
• personal interview process to screen candidates	_____	_____	_____	_____
• performance assessment of incumbents	_____	_____	_____	_____
c. Director qualifications and performance expectations are clearly articulated, orally and in writing, prior to nomination and regularly thereafter.	_____	_____	_____	_____
d. Candidates are personally interviewed, and their performance commitment is secured before nomination to the Board.	_____	_____	_____	_____
e. In addition to general expectations of Directorship, each candidate under consideration is asked to use a specific skill/expertise on behalf of the charter school.	_____	_____	_____	_____
f. Throughout the year, the recruitment process identifies and cultivates candidates for consideration.	_____	_____	_____	_____

	Yes	Yes but needs	No	Don't know
g. The recruitment process solicits candidate suggestions from staff, committees and Directors.	_____	_____	_____	_____
h. The chief executive officer of the charter school participates in the Director recruitment process.	_____	_____	_____	_____
i. Performance evaluation of Directors distinguishes between those who should be invited to continue service and those who should be thanked and released.	_____	_____	_____	_____
j. There is a process to discuss with Directors whether or not it is desirable for them to remain on the Board.	_____	_____	_____	_____

3. Orientation and development of the Board

a. An annual orientation is conducted for the entire Board of Directors.	_____	_____	_____	_____
b. Board orientation includes discussion of such items as roles and responsibilities of staff and Board, overview of mission and services, and committee operations.	_____	_____	_____	_____
c. Supporting information is provided at the orientation including such items as Board and committee job descriptions, bylaws, financial information, etc.	_____	_____	_____	_____
d. Education and training opportunities are provided to build Director skills and knowledge.	_____	_____	_____	_____

4. Board monitoring of organizational health

a. The Board has a vision for the charter school’s future—both program and infrastructure—articulated as a strategic long-range plan. The plan includes the following: <ul style="list-style-type: none"> • goals and action steps to achieve that vision • financial projections • process to monitor progress and evaluate performance 	_____	_____	_____	_____
b. The vision and mission are understood by all Directors.	_____	_____	_____	_____
c. The process to develop vision and plan involves key constituencies.	_____	_____	_____	_____
d. The Board spends an appropriate amount of time discussing the long-range future of the charter school.	_____	_____	_____	_____
e. The Board proposes changes in charter school direction.	_____	_____	_____	_____
f. The Board is prepared to deal with unforeseen charter school crises.	_____	_____	_____	_____
g. The Board has appropriate structures and processes to help evaluate charter school health including program, direction, and strategies.	_____	_____	_____	_____
h. The Board effectively inquiries into major performance deficiencies.	_____	_____	_____	_____
i. There is a healthy balance of power between Board and CEO/principal.	_____	_____	_____	_____
j. Board understands its role and authority as a collective and exercises due diligence – legal and moral – to ensure the charter school’s health.	_____	_____	_____	_____

	Yes	Yes but needs	No	Don't know
k. Board ensures fiscal integrity by:				
• thoroughly examining all budgets before approval	_____	_____	_____	_____
• comparing performance to budget and addressing trends and implications	_____	_____	_____	_____
• discussing annual audit and management letter	_____	_____	_____	_____
l. Board ensures that there is:				
• consistency between priorities and financial allocation	_____	_____	_____	_____
• sufficient resources for the future	_____	_____	_____	_____
• sustainability for the charter school	_____	_____	_____	_____

5. Board operations

a. The Board's group process fosters candor, rich discussion, and participation by everyone.	_____	_____	_____	_____
b. The Board encourages differences of opinion and Directors are encouraged to ask tough questions.	_____	_____	_____	_____
c. There are policies and procedures which address:				
• general functions and responsibilities of the Board of Directors	_____	_____	_____	_____
• performance expectations of the individual as a Director	_____	_____	_____	_____
• role and responsibilities of officers	_____	_____	_____	_____
• role and responsibilities of committees	_____	_____	_____	_____
• conflict of interest	_____	_____	_____	_____
• risk management	_____	_____	_____	_____
d. The Board spends its meeting time engaged in substantive discussion and decision making.	_____	_____	_____	_____
e. Board meetings are well organized, focusing on priority issues and handling routine matters quickly.	_____	_____	_____	_____
f. Board meetings occur on a regular schedule, frequently enough to ensure continuity and strategic discussion.	_____	_____	_____	_____
g. Communication regarding Board business is appropriately frequent, timely, informative and useful.	_____	_____	_____	_____
h. Board receives critical in-depth information for advance review in order to come to meetings prepared to discuss critical issues.	_____	_____	_____	_____
i. Concise, accurate minutes are distributed in a timely fashion after each Board meeting.	_____	_____	_____	_____
j. Staff appropriately direct and enable Directors and committees, clearly differentiating between governance and management.	_____	_____	_____	_____
k. Board distinguishes between management and governance and discusses and resolves any such conflicts.	_____	_____	_____	_____
l. The Board understands that the chief executive serves as official spokesperson for the charter school.	_____	_____	_____	_____
m. The Board has in place appropriate processes to assess the Head of School and does so on an annual basis.	_____	_____	_____	_____

- n. The Board has sufficient information for Head of School evaluation. _____
- o. The Board has an appropriate level of involvement in Head of School succession. _____

6. Committee or task force operations

- a. The Board has active committees and task forces through which work is channeled. _____
- b. Responsibilities of these committees/task forces are clearly articulated. _____
- c. The committees/task forces develop an annual work plan, based on the strategic plan, with specific assignments and timetables. _____
- d. The committees/task forces include Directors and non-Directors. _____
- e. These committees/task forces engage the Board in strategic dialogue, critical thinking and decision making. _____
- f. Committee and task force chairs provide appropriate leadership by:
 - facilitating active participation from all participants _____
 - monitoring activity through regular contact with participants _____
- g. Board’s presiding officer (called president or chair) provides appropriate leadership to these small groups by:
 - assigning responsibilities in consultation with the chief executive and Board _____
 - monitoring activity through regular contact with group leaders. _____

7. Evaluation of the Board

- a. The Board regularly evaluates its own effectiveness. _____
- b. Relationships between Board, staff, and committees are clearly articulated and evaluated regularly. _____
- c. There is strong attendance at Board meetings. _____
- d. Directors participate in Board dialogue by asking tough questions and focusing on strategic issues. _____
- e. Directors complete assigned tasks in a timely, effective way. _____
- f. The presiding officer of the Board discusses attendance and performance with Directors who are often absent or inactive. _____
- g. Directors are aware of activities and trends relevant to the charter school and use this information to inform Board deliberations. _____

- h. New leadership regularly emerges from the Board and its work groups. _____
- i. The Board recognizes when change is necessary and stimulates it. _____
- j. Leadership succession is assured. _____
- k. The Board and its members understand that they are the “owners” of the charter school and act and speak accordingly. _____

8. Fund development

- a. The charter school cultivates relationships well in order to develop future donors, Directors, and other volunteers. _____
- b. The Board understands the charter school’s fund development strategy. _____
- c. The charter school has a clear policy on the individual Director’s responsibility in cultivating and soliciting gifts and non-adherence to this policy is addressed. _____
- d. Each Director understands his/her role in:
 - identifying and cultivating donors and prospective donors _____
 - giving an annual financial gift to the best of personal ability _____
 - helping to raise funds on behalf of the charter school through diverse means _____
- e. A Board committee provides strategic leadership in fund development. _____
- f. The Board ensures that the charter school fulfills its accountability and reporting requirements to regulators and donors. _____
- g. The Board evaluates fund development by examining fund-raising productivity and return on investment and discussing strategic issues. _____

***Thank you for your
feedback***