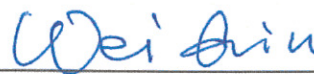


WSU Charter Academy
Board of Directors' Training
May 17, 2013

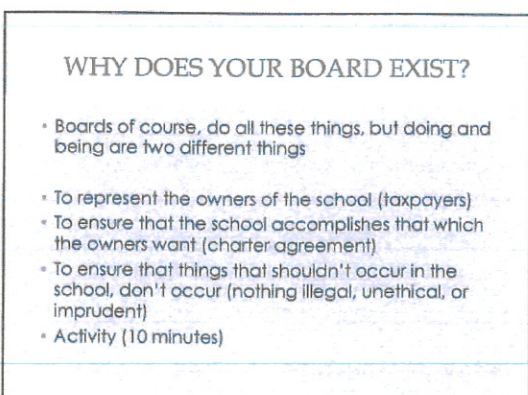
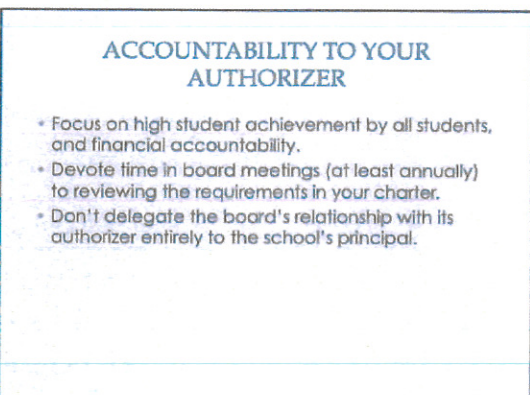
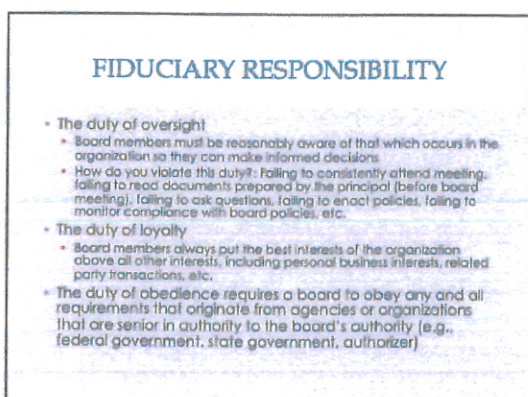
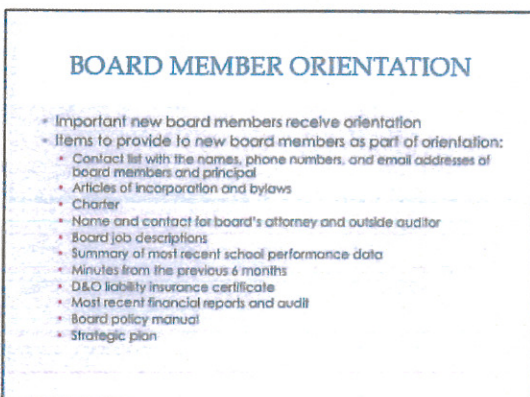
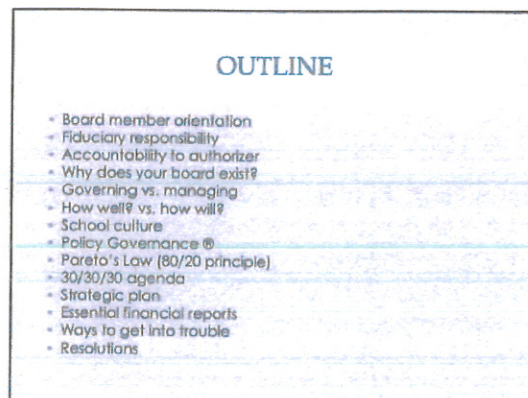
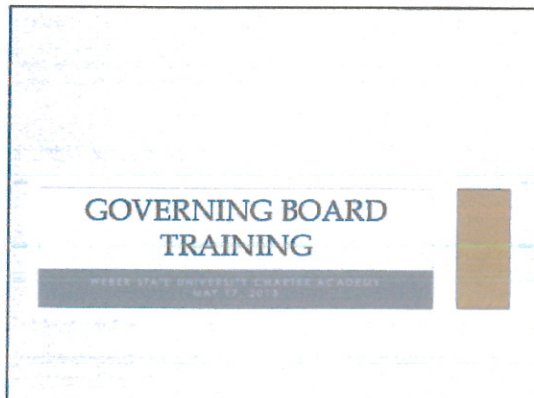
Attending: Chloe Merrill, Chair BOD, Asso. Dean, MCOE
Natalie Williams, Vice Chair BOD, Special Education Member
Wei Qiu, Secretary, Child & Family Studies
James Zagrodnik, Board Treasurer, HPHP Member
Jenny Kokai, Arts & Humanities Member
Bonnie Hofland, Teacher Education Member
Claudia Eliason, Community Member
Jessica Hunter, Student Member
Sara Gailey, Parent Member
Kimberly Hearn, Parent Member
Camie Bearden, WSUCA Principal
Carol VandenAkker, WSUCA Secretary/Business Administrator
Constance Hughes, Legal Adviser, WSUCA
Jack Rasmussen, Dean, Moyes College of Education

1. Welcome new members
2. Announced that lottery had been cancelled because the number of students who applied for lottery matched number of seats available.
3. Board training by Marlies Burns, Director of Charter Schools, USOE
4. Lunch
5. Board training by Marlies Burns, Director of Charter Schools, USOE
6. Announced that WSU Charter Academy will now be governed by Board of Directors and run by Camie Bearden, Principal.
7. Next meeting of the Board will be on June 4 at 5 p.m.
 - Any agenda items must be to C. Merrill or N. Williams by Thursday, May 23.

Meeting adjourned at 2:45 p.m.



Wei Qiu, Secretary

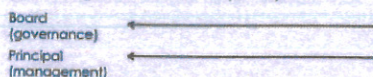


ACTIVITY

- Whom does your board think it represents?
- Do your bylaws reflect that the board exists to represent the school's owners, or merely stakeholders groups in the school?
- Would you characterize the board as spending more time discussing the owners' interest or stakeholder interests?

GOVERNING VS. MANAGING

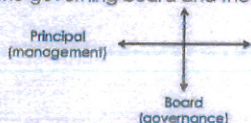
- How do you illustrate the relationship between the governing board and the principal?



- i.e., the board sees themselves as the super-superintendent
- This faulty understanding of governance leads to problems.

GOVERNING VS. MANAGING (CONT.)

- How should you illustrate the relationship between the governing board and the principal?



- i.e., the board and principal must learn how to successfully navigate the intersection of governance and management
- Activity (15 minutes)

ACTIVITY

- Has your board ever held a retreat where developing its own governance capacity was the topic?
- Does your board regularly allocate specific time on the agenda to develop its skills?
- Does your board read and discuss books on governance?

HOW WELL? VS. HOW WILL?

- Remember, the purpose of the board is broadly ensuring two things on behalf of owners. **Ensuring** is predominantly about establishing outcomes and subsequently evaluating "how well" those outcomes were achieved
- **Executing** is about getting things done, and is the role of the principal. Sound execution occurs as a result of selecting and incorporating the best processes to achieve the school's mission and vision. Execution focuses on "how will" questions

SCHOOL CULTURE

- Establish high standards for student achievement for all students
- Maintain a laser-like focus on achieving those standards
- Establish appropriate boundaries through policy governing principal action, *then stay out of her way*
- Designate authority to your principal to hire and fire whomever she chooses
- Hold the principal 100% accountable for student results with the stated policy boundaries

POLICY GOVERNANCE®

- Four sets of policies
- Two sets are the board's instructions to its principal
 - Ends policies: constitute the board's entire instructions to its principal regarding the outcomes to be achieved by the school. Ends means "benefits that the organization was created to produce for recipients the organization was created to serve"
 - Executive limitations: constitute the board's entire instructions to its principal regarding things she may not allow to exist in the school. These are worded proscriptively, or articulate what is not to occur or exist (e.g., students are not be unsafe, money is not to be handled or spent inappropriately).

POLICY GOVERNANCE® (CONT.)

- Two sets are the board's instructions to itself and its members
 - Board-Staff Linkage Policies: instruct the board and its individual members how to interact with the school's staff. These policies make clear that individual board members do not have any authority to give directions to staff members.
 - Governance-Process Policies: describe the focus of the board's work and should be invigorating and forward looking.

PARETO'S LAW (80/20 PRINCIPLE)

- First, distinguish inputs from outcomes
- The 80/20 principle says a small percentage of inputs (not necessarily 20%) generates or produces a large percentage of outcomes (not necessarily 80%)
- At governing board meetings, a small number of discussion, actions, and decisions have a hugely disproportionate impact on the school
- Activity (30 minutes)

ACTIVITY

- Make a list of everything your board discussed in its last three meetings. Use the minutes of those meetings, plus people's memories, to recall every single item that was discussed.
- Sort those items into two groups: the trivial many and the vital few. Each item can only fit into one of these two categories.
- How much time would you say your board spent discussing each?

30/30/30 AGENDA

- One implication of an effective 90-minute meeting is that the board must refrain from evaluating (or even looking at) the wrong information and asking the wrong questions.
- So then, what constitutes the right information and the the right questions in a board meeting? The answer is, information and questions which enable the board to fulfill its purpose (recall slide 6)

30/30/30 AGENDA (CONT.)

- First 30 minutes: How well are the students doing?
- To evaluate the answer, the board should have at least a vague notion of how well the students should be doing.
- Sample questions:
 - What percentage of students were reading at or above grade level when the school year started?
 - What percentage of students are reading at or above grade level now?
 - What percentage of students does the principal expect to be reading at or above grade level at the conclusion of the school year?
 - How does our performance as a school compare to the nearest district's performance? Other charter schools?
 - What percentage of students will achieve a year's worth of gains during a year's worth of instruction?
 - How well do students understand (or achieve) specific outcomes pertaining to our unique mission as a charter school?
- Note that none of the questions contain processes (how will?)

30/30/30 AGENDA (CONT.)

- Second 30 minutes: Is everything occurring appropriately?
- Items to evaluate:
 - Spending is not exceeding the budget
 - Students are not being treated unfairly or inappropriately
 - Students are never unsafe at school or at school events
 - Students are not being enrolled unlawfully
 - Enrollment is not insufficient to operate in the block
 - Teachers are not treated capriciously or unprofessionally
 - Assets above a certain dollar amount are not being acquired or sold without board authorization
 - Parents are not being improperly treated
 - Vendor selection does not occur without following PP&P
 - Federal laws applying to schools are not being ignored or overlooked
 - The school is not violating any parameters contained in the charter

30/30/30 AGENDA (CONT.)

- Third 30 minutes: Board assessment and development
- Examples: Use Brian Carpenter's "For Further Evaluation" questions at the end of each chapter in Charter School Board University; Discuss a GBOT module; Invite charter schools you want to emulate to share a governing board best practice; etc.
- What does it take to operate your meetings using the 30/30/30 agenda? Mostly, self-discipline as a board.

STRATEGIC PLAN (7 OUTS)

- **Figure out** what the school is to accomplish and how well it is to be accomplished
- **Find out** who else is already producing it and the principal should find out how they are doing it
- **Scope out** the external environment to determine its impact on the success of the school
- **Write out** (the principal should do this) the plan, which is about one-part outcomes and nine-parts process
- **Carry out** (the principal should do this) the plan
- **Measure out** how well the results align with the board's stated outcomes
- **Shout out** your results to teachers, students, parents, authorizer, financial contributors, media, legislators, etc.
- Use the strategic plan to evaluate the board

ESSENTIAL FINANCIAL REPORTS

- All financial report should be timely, accurate, and comprehensible
- Balance sheet
 - Shows the net worth of the organization at a single point in time. One of the board's financial goals should be for the school to generate and maintain a positive net worth as quickly as possible.
 - Cash flow statement
 - Shows all cash transactions for a particular period. Cash flow statements help the board and principal monitor the cash position of the school.
 - Income and expense statement
 - Shows all income earned (including that not received) and expenses incurred but not paid (accruals)
 - Budget vs. actual report
 - Cumulative report showing all income and expense activity from the start of the fiscal year July 1 and tells how the income and expenses compare with the projected amounts.

WAYS TO GET IN TROUBLE

- Utah's Open & Public Meetings Act
- Government Records Access Management Act (GRAMA)
- Family and Educational Rights and Privacy Act (FERPA)
- Failing to file reports
- Failing to ask hard questions

RESOLUTIONS

- Consider adopting the following resolutions:
- The Board of WSU Charter Academy hereby resolves that it will govern on behalf of the owners of the school (the taxpayers of your state) rather than stakeholders in the school
 - The Board of WSU Charter Academy hereby resolves it will focus on matters vital to the long-term success of the school by refraining from discussing any item that is trivial
 - The Board of WSU Charter Academy hereby resolves that it will develop its governance capacity by learning and evaluating its performance at every regular business meeting
 - The Board of WSU Charter Academy hereby resolves to respond to parent complaints only after our principal has addressed them or attempted to resolve them