## APPENDIX 4.4: BOARD CALENDAR

**Figure 1: Chicago Preparatory Charter School Board Calendar - DRAFT**

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

*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?

<table>
<thead>
<tr>
<th>To a very great extent</th>
<th>To a great extent</th>
<th>To a little extent</th>
<th>To a very little extent</th>
<th>No opinion</th>
</tr>
</thead>
</table>
   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

   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. [ ] [ ] [ ] [ ]
g. The recruitment process solicits candidate suggestions from staff, committees and Directors. | Yes | Yes but needs improvement | No | Don’t know |
--- | --- | --- | --- |

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:

- 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 inquires 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. | | | |
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