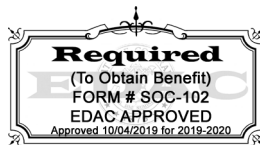


Sources of Evidence for Standard 9				
Documentation			Interviews	Observations
<ul style="list-style-type: none"> • Bylaws • Legal documents • Vision and mission statements • Board policies/policy handbook • Board meeting agendas • Board meeting minutes • Board planning schedule • Board needs assessment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

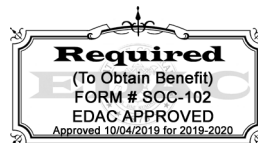


Standard 9: Strong Board Governance

The governing board demonstrates strong leadership through the following practices: promote the school’s vision and mission, establish a strong governance structure, engage in strategic governance, maintain knowledge of legislative issues, practice policy-driven governance, ensure qualified and engaged board membership, provide program assessment, oversee/support administrator, conduct efficient meetings, build effective committees, and establish networked community relationships.

Indicator 9.a. Vision/Mission and Governance Structure The governing board promotes the vision and mission of the school through a strong governance structure.

Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments
9.a.1. Implementation of Vision and Mission.	The board provides oversight to ensure a consistent implementation of the vision and mission throughout the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.a.2. Communication of Vision and Mission.	The board provides oversight to ensure the vision and mission are communicated publicly to stakeholders and the community through inclusion in all publications and conversations promoting the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.a.3. Founding Documents.	The board adheres to approved bylaws and Articles of Incorporation in carrying out the school’s vision and mission.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

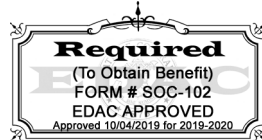


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Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments
9.a.4. Board Recruitment.	The board has adopted and implemented a written process to recruit highly qualified board members with an array of skills based on identified needs and a balanced board composition.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.a.5. Board Member Roles.	Board member and officer roles and expectations are clearly defined, and all board members understand their responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.a.6. Board Member Qualifications.	Board members are generally qualified for their roles on the board, thus contributing to a high-functioning board.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.a.7. Board Member Engagement.	Board members are highly engaged in fulfilling their board responsibilities, thus contributing to a high-functioning board.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



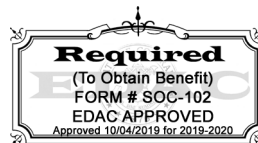
Required
(To Obtain Benefit)
FORM # SOC-102
EDAC APPROVED
Approved 10/04/2019 for 2019-2020

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Indicator 9.b. Strategic Governance The governing board promotes the vision and mission of the school through strategic governance.

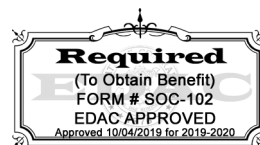
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments
9.b.1. Strategic Planning.	The board engages in a regular strategic planning process that leads to key objectives and deliverables linked to the school’s vision and mission.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.b.2. Systems and Procedures.	The board consistently engages in systems thinking and has implemented strong systems and procedures that will help the school thrive past the current board.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



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Indicator 9.c. Policies and Legal		The governing board policies adhere to legal obligations as a public entity. The board engages best practice in policy-driven governance.					
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments
9.c.1. Charter Contract and Waivers.	All board members are familiar with the charter contract and waivers; board practice and oversight of school activities reflect fidelity to these founding legal documents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.c.2. Comprehensive Board Policies.	The board has created or adopted a comprehensive set of policies that reflect the school’s vision and mission to guide school governance; all board members are familiar with these policies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



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9.c.3. Use of Board Policies.	The board engages in policy-driven leadership by consistently adhering to its policy manual when engaging in all strategic planning, oversight, decision-making, and other components of governance. All board initiatives and decisions reflect and align to its policies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.c.4. Community Access to Board Policies.	A comprehensive set of board policies are available to the public via the school’s website and/or the main office, and board members adhere to these policies in governing the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.c.5. Policies on Professionalism.	Board policies reflect expectations for professionalism and leading with integrity (e.g. duties of care, conflict of interest).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



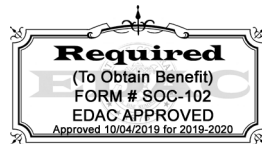
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9.c.6. Conflict and Crisis Resolution.	Processes are in place to resolve conflicts and prevent crises. A robust grievance policy is communicated to all relevant stakeholders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.c.7. Sunshine Laws.	Board practice complies with sunshine laws and open records and meeting requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.c.8. Legal Counsel.	The board and lead administrator have access to an independent legal counsel to proactively prepare for legal matters.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.c.9. Legislative Changes.	The board has a process to track legislative changes, and the school is proactive in aligning to new legislative requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

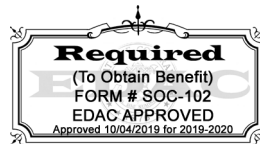


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Indicator 9.d. Professional Development The governing board engages in quality, needs-based professional development.

Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments
9.d.1. Board Orientation.	The board uses a documented process to quickly and effectively engage new members in full, rigorous training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.d.2. Board Evaluation.	A process exists to regularly evaluate board function and strengthen board practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.d.3. Board Needs Assessment.	Annual board evaluation or needs assessment results in effective professional development in identified areas of improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

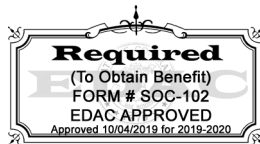


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Indicator 9.e. Program Assessment, Guidance and Renewal The governing board provides oversight in program assessment, guidance and renewal processes.

Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments
9.e.1. Data Monitoring.	The board actively monitors multiple robust data sources to guide, for example, academic performance, financial health and strategic growth, student behavioral data and post-secondary workforce readiness (secondary schools only). The board uses a systemic approach to monitor relevant data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.e.2. Stakeholder Input.	The board obtains input from both internal (e.g. parents, staff, students, School Accountability Committee) and external stakeholders (e.g. authorizer, businesses, community, third parties) to drive systemic improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



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Indicator 9.e. Program Assessment, Guidance and Renewal		The governing board provides oversight in program assessment, guidance and renewal processes.					
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments
9.e.3. Data-Driven Decision Making.	The board actively bases decisions on multiple robust data sources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.e.4. UIP Oversight.	The board is familiar with UIP development, monitoring and implementation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.e.5. Authorizer Relations.	The board complies with school responsibilities to the authorizer as outlined in the charter contract.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.e.6. Renewal Process.	The board actively engages in continuous improvement strategies to ensure steady progress toward renewal. The board uses the authorizer’s annual review if the authorizer provides one.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

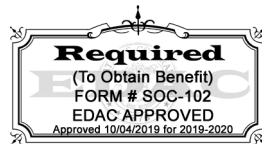


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Indicator 9.f. Administrator Hiring and Evaluation The governing board has a clear plan for hiring, retaining, supporting, and evaluating the lead administrator.

Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments
9.f.1. Board and Lead Administrator Responsibilities.	There is clear delineation of roles and responsibilities between the board and the school’s lead administrator.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.f.2. Lead Administrator Job Description.	The lead administrator’s job description is detailed and reflects the reality of the actual role.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.f.3. Lead Administrator Succession.	The board has adopted a written succession plan for the lead administrator should the position become vacant. The succession plan may address topics such as leadership pipeline, transition planning, and/or contingency planning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

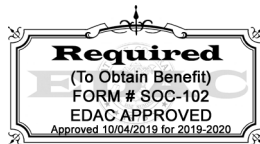


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9.f.4. Lead Administrator Hiring Plan.	The board has adopted a written hiring plan for securing a quality lead administrator should the position become vacant.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.f.5. Lead Administrator Evaluation.	The board uses a written lead administrator evaluation plan and conducts an annual evaluation that includes mutually agreed upon goals, benchmarks and timelines. The administrator understands the evaluation plan and process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

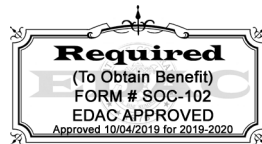


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Indicator 9.g. Meetings and Board Committees The governing board demonstrates effective use of meetings and board committees.

Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments
9.g.1. Board Meetings.	The board engages in timely, efficient, and productive meetings, as evidenced by timely decision-making that does not impede important operations of the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.g.2. Board Minutes.	Board minutes are comprehensive enough to provide a written record of board meetings and to inform the school community of decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.g.3. Availability of Board Minutes.	Board minutes are available to the school community via the school website and/or main office.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



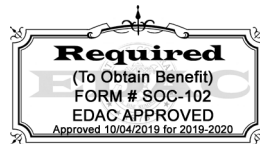
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9.g.4. Board Committees.	The board has established active board committees (including, at a minimum, a School Accountability Committee, and based on best practice a Finance Committee and others) that support board function, efficiency and oversight. The board establishes committees, such as a Facilities Committee, as necessary aligned to specific goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.g.5. Board Committee Reporting.	Board committees regularly report on progress or on their oversight functions to the board.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



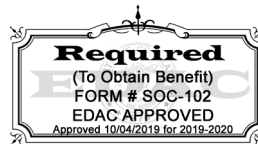
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9.g.6. Board Committee Effectiveness.	Board committees engage in an annual evaluation of their structure, responsibilities, and work to ensure quality and efficiency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



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Indicator 9.h. Stakeholder Management The governing board supports the mission/vision of the school by securing strong relationships with internal and external stakeholders.

Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments
9.h.1. External Networking.	The board actively networks with a variety of external stakeholders beyond the school to improve school and board function.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.h.2. Internal Satisfaction Surveys.	The board reviews results of (may be implemented by School Accountability Committee or external entity) an annual satisfaction survey of internal stakeholders including students, parents, teachers and staff for input and satisfaction. The board uses survey data for continuous improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



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9.h.3. Internal Relationships.	The board actively engages a wide variety of internal stakeholders (e.g. administration, staff, parents, students) to develop and maintain strong, positive working relationships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

