



Governing for Success – Tips for Building an Effective Board

Generation 32 Applicant Support Seminar
Valerie Trevino
Division Director, Charter School Authorizing

Agenda

Item	Time
Board Member Selection	5 min
The Advantages of a Diverse Board	5 min
Board Member Duties and Training Requirements	5 min
Q & A	5 min



Board Member Selection

Board Members Promote The Mission And Vision

Board members develop, promote, and evaluate the mission and vision of the school by:



- ensuring that the programs and activities of the school are in alignment with the school's mission and vision; and



- clearly communicating the school's vision, goals, and direction to students, staff, parents, and the community

Board Members Set Performance Expectations

Board members hold themselves responsible for the overall performance of the school by:



- setting goals for academic, financial, and operational performance;



- hiring a school leader to implement those goals;



- providing resources to assist in the completion of those goals; and



- establishing goal progress measures and a process to evaluate progress on a periodic basis

Board members hire the school leader and hold the leader accountable for the successful implementation of the school's mission and vision by:



- providing resources to ensure the efficient and effective operation of the school;



- allowing the leader to manage those resources to accomplish the performance goals of the school; and



- holding the leader accountable to ensure that the mission and vision are implemented successfully as measured by performance goals.

Board Members Seek Input And Advice

Board members listen to the concerns of students, parents, staff, and the charter community and act on those concerns by:



- establishing board committees to advise the board so that decisions are based on high-quality, relevant information; and



- seeking feedback through other processes such as surveys and open forums.

- What are the ways that I, as a board member, promote the mission and vision of the school? How do we do this as a board?
- As a board, have we set performance expectations for the school?
- Do we know what those metrics are? Are they measurable? How often do we review progress on performance expectations?
- Is the superintendent's evaluation linked to our performance expectations? What other performance measures are in place for our superintendent?
- As a board, do we have systems in place to get feedback from key stakeholders, including parents, staff, community members, and students?

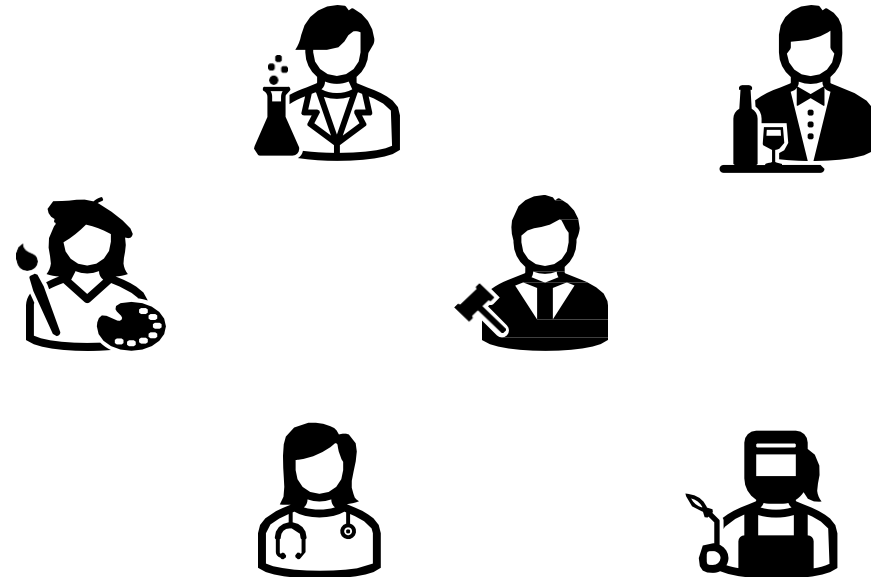




The Advantages of a Diverse Board

Individual board members should have personal and professional experiences and training that provide a rich array of skills that will benefit the school, including areas such as:

- Finance
- Education
- Real estate
- Law
- Service professions
- Human resources
- Medical professions
- Industry-based professions



Other Essential Traits Of Board Members

- The ability to ***communicate effectively*** to staff, parents, and students
- A willingness to ***grow professionally*** and become a knowledgeable board member
- A desire for ***personal accountability*** for the overall success of the school and the accomplishment of its mission and vision

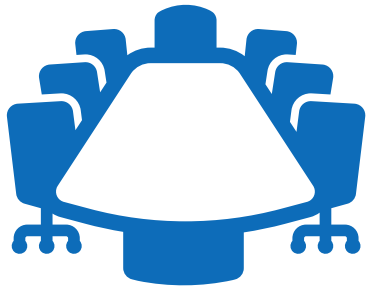
- Does our board membership reflect professional diversity?
- What are some areas of professional expertise that we need to add to our board?





Board Member Duties and Training Requirements

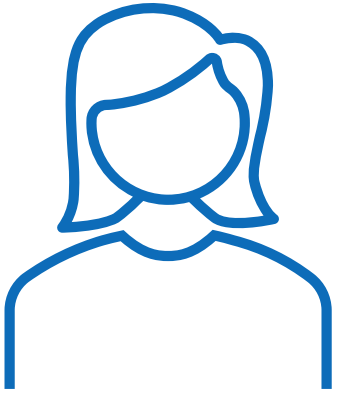
Non-delegable Duties of Charter Boards



Final authority to:

- hear grievances;
- adopt/amend budget;
- direct the disposition of records;
- adopt charter operation policies;
- approve annual audit reports; and
- select, employ, direct, evaluate, renew, non-renew, terminate, or set compensation for Chief Executive Officer (Superintendent).

19 TAC §100.1113(a)(1)



Final authority to:

- organize the charter school's central administration;
- approve reports or data submissions required by law; and
- to select and terminate charter school employees or officers.

19 TAC §100.1113(a)(2)



Training and Chapter 100 Rule Updates

Board Member Training: Traditional ISD vs. Charter

	Chapter 61 (ISDs)	Chapter 100 (Charters)
Initial Training	Local + TEC orientation (3+ hrs)	12-hour core training
Timeline	120 days post-election	6 months (partial), 1 year (full)
Continuing Education	5–10 hrs/year + 3-hr biennial student outcomes	6 hrs/year
Exemptions	None specified	Yes, for certified professionals
Delivery Methods	ESCs or registered providers	TEA-approved providers only
Topics	• Local Orientation (District Policies, Curriculum, Finance) • Basic Orientation to TEC • Legislative Updates • Team-Building with Superintendent • Student Performance (Literacy, Numeracy, CCMR)	• Charter Law • Accountability to the Public • Evaluating and Improving Student Outcomes (EISO) • Accountability for Public Funds • School Safety

§100.1115. Training Requirements for Governing Board Members and Officers

Providers:

- All training must be delivered by a training provider registered under §100.1125.

Training Delivery:

- Training may be provided online, but must offer interaction with the instructor in real time or incorporate interactive activities that assess learning and provide feedback.

Individuals Exempt from Training Requirements:

- Members of the governing body who also serve on the governing body of a government or that of higher education.
- Central admin officers who hold a superintendent certification.
- Campus admin officers who hold a principal certification.
- Business officers holding credentials from TASB or certified CPA.

Training Categories

Charter Law	Accountability to the Public	Evaluating and Improving Student Outcomes	Accountability for Public Funds	School Safety
- History and purpose of charter schools; - Contractual obligations to (TEA) - Charter holder bylaws, policies - CSPF - Charter renewal, charter amendments, contract revocation - Student enrollment and lotteries - Ensuring services to special populations - Student code of conduct, student discipline, and parental rights	- Texas Open Meetings Act - Texas Public Information Act - Nepotism and conflict of interest - Audits, investigations, and sanctions - Records privacy	- TEKS - STAAR - A-F Accountability - Setting student outcome goals - Early literacy/college readiness plans - Results Driven Accountability - Progress monitoring for student outcomes	- School finance in Texas - FIRST - Annual Financial and Compliance Report - Financial Accountability System Resource Guide - Annual Budgets	- School safety plans and audits - School emergency and safety drills - Behavioral threat assessment - School safety and security committee - School security guard - Traumatic injury response - Identifying child abuse and human trafficking - School safety facility standards

§100.1117. Core Training for New Governing Board Members and Officers

Training and Timeline:

- 10 hours completed within one calendar year of appointment

Subjects:

- Charter Law
- Accountability to the Public
- Evaluating and Improving Student Outcomes (EISO)
- Accountability for Public Funds
- School Safety

§100.1119. Additional Training for New Governing Board Members and Officers



■ **Training and Timeline:**

- After completion of 10 core hours, 20 hours additional hours completed within one calendar year of appointment

■ **Requirements by position:**

- Board members: 2 additional hours on best practices, including hiring/evaluating a superintendent, board duties, board meeting protocols
- Officer requirements:
 - Chief, Central Admin Officers: 20 additional hours
 - Campus Officers: No additional hours
 - Business Managers: 20 additional hours

■ **Excess hours:**

- 25% of instructional hours earned in excess may be carried over to the next year

§100.1121. Continuing Training for Governing Board Members and Officers

Training and Timeline:

- Training needs determined by the charter based on charter needs
- Covers topics in greater depth
- Addresses applicable topics if the charter holder has lower than a C for academic or financial accountability, or is sanctioned, investigated or required by TEA to take corrective action training.

Requirements by position:

- Board members: 6 hours annually
- Officer requirements:
 - Chief, Central Admin Officers: 15 annual hours
 - Campus Officers: 5 annual hours
 - Business Managers: 15 annual hours

Excess hours:

- 25% of instructional hours earned in excess may be carried over to the next year