

The background of the slide is a composite image. The top half shows a panoramic view of the Austin skyline at dusk, with several skyscrapers illuminated against a blue and orange sky. The bottom half shows an aerial view of a lake with a marina, surrounded by lush green trees and some buildings. A white rectangular box is superimposed over the center of the image, containing the title text.

Governing for Success – Tips for Building an Effective Board

TEA Charter Support Seminar

Agenda

Item	Time
Board Member Selection	10 min
The Advantages of a Diverse Board	10 min
Personal Integrity and the Duties of Care, Loyalty, and Obedience	5 min
Board Member Duties and Training Requirements	5 min
Q & A	5 min

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Board Member Selection

Board Members Promote The Mission And Vision

- Board members develop, promote, and evaluate the mission and vision of the school by:
 - clearly communicating the school's vision, goals, and direction to students, staff, parents, and the community; and
 - ensuring that the programs and activities of the school are in alignment with the school's mission and vision.



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;



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



- providing resources to assist in the completion of those goals.

Board Members Hold The Superintendent Accountable

- 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.

Questions for Discussion

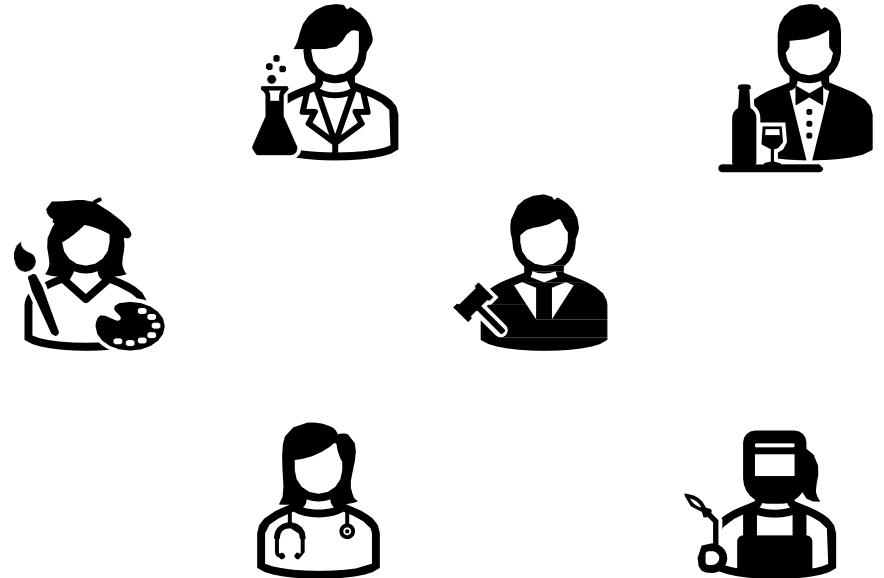
- What are the ways that I, as a board member, promote the mission and vision of the school? How do we do this as a board?
- As a board, have we set performance expectations for the school?
- Do we know what those metrics are? Are they measurable? How often do we review progress on performance expectations?
- 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 background of the slide is a composite image. The top half shows a wide-angle view of the Austin skyline at dusk, with several skyscrapers illuminated against a blue and orange sky. The bottom half shows a closer view of a river, likely the Colorado River, with a bridge crossing it. The river reflects the sky and the surrounding city buildings. There are green trees and some smaller buildings along the riverbanks.

The Advantages of a Diverse Board

Professional Diversity

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



Personal And Representational Diversity

- Board membership should reflect a broad spectrum of personal characteristics that compliment the diversity of the school and reflect the students and community that they serve through a diversity of:

- Gender
- Race
- Age
- Education and training
- Income
- Home addresses



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

Questions for Discussion

- Does our board membership reflect professional diversity? What are some areas of professional expertise that we need to add to our board?
- Does our board membership resemble the student population of the students we serve? How could our board be strengthened through personal or representational diversity?

The background of the slide is a composite image. The top half shows a panoramic view of the Austin skyline at dusk, with several skyscrapers illuminated against a blue and orange sky. The bottom half shows an aerial view of a lake with a small dock and colorful umbrellas, surrounded by lush green trees and some buildings.

Personal Integrity and the Duties of Care, Loyalty, and Obedience

The Foundational Duties of Boards

- Charter school boards are trusted with the responsibility to ensure the school is well managed, has high academic expectations and performance, and is fiscally sound. Fiduciary duties fall into three categories:

- Duty of care



- Duty of loyalty



- Duty of obedience



Duty of Care

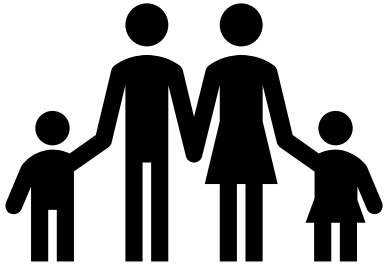
The duty of care requires board members to be reasonably aware of what is occurring at the school so they can make informed decisions.



As part of the duty of care, board members should be prepared for meetings, actively participate in planning and decision-making, and make informed judgments.

Duty of Loyalty

Duty of loyalty requires board members to always put the best interests of the school above any personal or professional interests.



Board members should not serve on the board for financial, or other, gain for themselves or their families.

Fulfilling this duty requires board members to be free of real conflicts of interest, be free of perceived conflicts of interest and not engage in related party transactions.

Duty of Obedience

Duty of obedience requires board members to ensure that the school complies with all applicable state and federal laws, rules, and regulations.



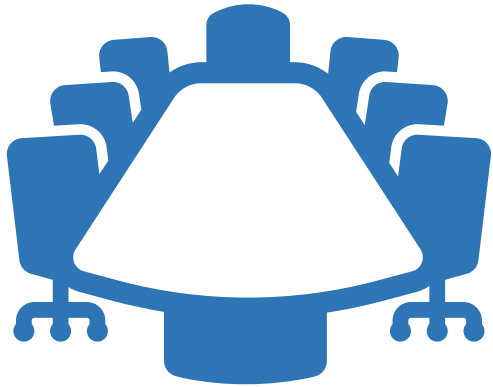
It also requires board members to ensure that the school is acting in good faith to fulfill the terms of its charter contract and other policies established by the authorizing body.

When making decisions, board members should only make decisions that are in the best interest of students. The board should also ensure that the school is obeying the policies that the board has adopted.

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Board Member Duties and Training Requirements

Non-delegable Duties of Charter Boards

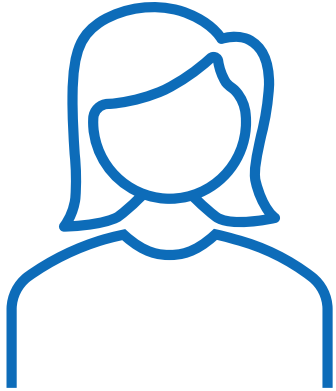


Final authority to:

- 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 §100.1033(b)(13)(C)

Non-delegable Duties of Charter Superintendents



Final authority to:

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

19 TAC §100.1033(D)(14)

New Board Member Training Requirements

Required Training Modules and Minutes	
• Charter Law – 150 minutes	
• School Finance – 60 minutes	
• Accountability, Public Funds – 120 minutes	
• Accountability, Other – 60 minutes	
• Health and Safety – 30 minutes	
• Texas Open Meetings Act – 60 minutes (must be completed in the first 90 days of service)	
• Public Information Act – 60 minutes (must be completed in the first 90 days of service)	
• Any other modules – 180 minutes	
• TOTAL – 720 minutes (12 hours)	

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Q & A



Contact Information

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The background of the slide is a composite image. The top half shows a city skyline at dusk or dawn, with several tall buildings illuminated against a sky with soft clouds. The bottom half shows an aerial view of a park with a large body of water, surrounded by lush green trees and some buildings. A white rectangular box is overlaid on the center of the image, containing the text "Additional Resources".

Additional Resources

Additional Resources

- Resources for board self assessment:
 - Charter Schools Development Center: <http://ow.ly/7qx50B8F0P>
 - Colorado Charter School Institute:
<https://resources.csi.state.co.us/governance-needs-assessment/>
 - New York City Charter School Center:
<https://www.nyccharterschools.org/resources/board-assessment-tool>
 - North Dakota School Boards Association (NDSBA):
<http://ndsba.org/resources/form.schoolboardsselfevaluation.pdf>

Additional Resources

- Resources for superintendent evaluation:
 - Texas law, 19 TAC 100.1101(b)(2) and 100.1033(b)(14)(C), requires that public-school boards evaluate their school leader at least once a year. Schools in Texas may choose which evaluation tool they would like to use.
 - The Texas Education Agency has developed the Texas Principal Evaluation & Support System (T-PESS) which charter school boards may choose to assist with their evaluation. Information on T-PESS can be found at <https://tea.texas.gov/texas-educators/educator-evaluation-and-support-system/texas-principal-evaluation-and-support-system>.