

Title: Board Accountability Plan

Control Information

Control Item	Details
Owner/Curator	Karyn Buchheit
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Revision History

Revision	Date	Revision Description	Originator
A	August 15, 2005	Initial release	M. Hazelton

1.1. Objective:

The objectives of this policy are the following:

1. Define the BCS board of director performance goals.
2. Define methods to evaluate performance goals.
3. Explain the tools used to evaluate performance goals.

1.2. Board Performance Goals

The board accountability plan includes methods to ensure the board is accountable to teachers, parents, the community, students and the State of Oregon and is fulfilling the mission of BCS.

In the area of board performance, BCS expects to:

1. Be a viable organization with respect to:
 - a) Professional development.
 - b) Finances.
2. Be faithful to the terms of its charter.
 - a) Follows essential statutory and regulatory requirements.
 - b) Maintains strong relationship with the Silverton School District.

3. Maintain a strong relationship with teachers, parents, students, and the community.

1.3. Methods for achieving board expectations

Methods by which the stated expectations will be achieved may include, but are not limited to:

1. Professional Board training, including the development of a board manual and board calendar.
2. Orientation for new board members, to include information on the mission, bylaws, policies, practices, programs as well as their roles and responsibilities as board members.
3. Annual progress report to state and federal agencies, the Silveton School District, parents and the community.
4. Quarterly meetings with district superintendent.
5. Quarterly status report to district, parents, and community, (Appendix A).
6. Monthly meetings with staff.
7. Classroom visitation. Once a month a board member will visit each classroom to participate in the students' education

1.4. Tools used to evaluate board performance

Tools used to evaluate board performance may include, but are not limited to:

1. Board self-assessment, to include both evaluations of individual members as well as the board as a whole. The board self-evaluation (Appendix B) will be conducted once a year, in April. The individual board member self-review (Appendix C) will be conducted two times a year, in June and December. The exit interview for board members (Appendix D) will be conducted as needed, as members' terms end.
2. Financial report, to include year-end audit. Financial reports will be included in the monthly status report and in the Annual Report.
3. Focus groups, surveys and/or open meetings for parent, staff, community, and student feedback will be held in October, February, and May.

Appendix A: Bethany Charter School--Quarterly Status Report Format

**Bethany Charter School
Status Report**

Mission Statement: Bethany Charter School is a K-8 school with a science and technology focus supported by teachers, staff, parents and the community which encourages each individual student to achieve academic and creative excellence, no matter what their level or ability, in an environment which fosters stimulating instruction and opportunities for students to develop self-worth and a respect for learning.

Greetings from the Board

Welcome statement from board member, highlighting recent board activities, etc.

The District

Status with the district: meetings, issues, etc.

Financial Report

Money requested, appropriated, and spent.

Other?

Facilities Report (from committee/team?)

- Projects progress/completed.
- Projects proposed.

Events

Report on surveys, focus groups, open meetings, other activities.

- Upcoming board meetings.
- Upcoming focus groups, open meetings, involvement opportunities, etc.
- Student activities: presentations, etc.

Student progress (also, teachers?)

- Benchmark/test results.
- Special student reports.

Appendix B: Bethany Charter School --Board self-evaluation

**Bethany Charter School
Board self-evaluation**

The BCS Board of directors is evaluated in 4 general areas: operations and procedures, fiscal management, visionary leadership, and community relations. Each board member is to complete the form. Specific comments should be made on a separate sheet with reference to the appropriate area. Results will be collated and reported by the Board secretary.

Operations and procedures indicators	Done	Needs some work	Needs much work
<ol style="list-style-type: none"> 1. The roles of the board are clearly stated and communicated. 2. Board meetings are well attended. 3. When a board member misses a meeting without communicating a reason another member calls him/her. 4. The board has a long term plan for identifying and training people to become future board members. 5. Upon completing their term, all board members participate in an exit interview. 6. The board members receive orientation, regular training, and information about their responsibilities. Orientation includes information on the mission, bylaws, policies, practices, programs, as well as their roles and responsibilities as board members. 7. All board members serve without payment. 8. The board has a nominating process that ensures that the board remains appropriately diverse with respect to ethnicity, gender, economic status, culture, disabilities, age, skills and/or expertise. 9. Each board member has a board 			

Operations and procedures indicators	Done	Needs some work	Needs much work
<p>operations manual that includes job descriptions, member responsibilities and operational procedures and bylaws.</p> <p>10. The board is faithful to the bylaws.</p> <p>11. The board reviews the bylaws on an annual basis. Bylaws should clearly state the organization's purpose, service area, defined members, defined board of directors, specific meeting guidelines, defined officers, defined committees, guidelines for amending the bylaws, guidelines for dissolution of the organization, guidelines for financial and legal procedures.</p> <p>12. The board has developed an annual calendar with tasks that routinely need to be done at specific board meetings.</p> <p>13. The board has a policy and procedure for handling urgent matters between regularly scheduled meetings.</p> <p>14. The board has an attendance policy such that a quorum of the board meets regularly.</p> <p>15. All board meetings have written agendas and materials that are given to the board in advance of meetings. Board reports/minutes are recorded and action taken on the minutes of all meetings.</p> <p>16. The board had clear goals and actions resulting from relevant and realistic strategic planning.</p> <p>17. The board regularly monitors and evaluates progress toward strategic goals and program performance.</p> <p>18. The board has approved comprehensive personnel policies which have been reviewed by a qualified professional.</p> <p>19. Each member of the board feels involved and interested in the board's work.</p> <p>20. The board produces a comprehensive annual report for the State, district and community on all aspects of BCS.</p>			

Operations and procedures indicators	Done	Needs some work	Needs much work
21. All board members demonstrate a professional demeanor at all Board meetings and in all communications with other board members, staff, and parents.			

Fiscal management indicators	Done	Needs some work	Needs much work
<ol style="list-style-type: none"> 1. The board takes the leadership role in fund-raising and financial management. 2. The board oversees the annual audit and uses it to strengthen BCS's financial policies. 3. The board is doing a good job of ensuring that BCS is fulfilling its regulatory and financial requirements. 4. The board prepares a budget which allocates funds to the major priorities identified in the strategic plan of BCS. 5. A financial plan has been developed to ensure financial stability for 3-5 years and is consistent with the BCS's strategic plan. 6. The board involves individuals most knowledgeable about programs/activities in preparing the budget. 7. The board understands the annual budget. 8. The board reviews monthly reports of expenditures and revenues. 9. The board compares actual revenues and expenditures to budgeted revenues and expenditures on a monthly basis. 10. Adjustments to the budget during the year are made based on actual or anticipated changes. The board approves all adjustments/revisions to the budget. 11. The current budget information is used as a base for future budgeting. 			

Visionary leadership	Done	Needs some work	Needs much work
<ol style="list-style-type: none"> 1. The board is a team of involved and committed individuals. There is clear understanding of the board's responsibility for leading and guiding the charter school into the future in contrast to a passive caretaker mentality. 2. The board focuses on general policy and long-range goals. It is intimately involved in any basic changes in mission and vision. It monitors finances and reviews and approves the annual budget and plans. 3. There exists a clearly articulated mission that serves as the focal point of commitment for board and staff and as the guidepost by which the charter school judges its success and evaluates the need for adjustments in course over time. 4. The board is actively and regularly involved in a strategic planning process that helps it consider how the charter school should meet new opportunities and challenges. 5. The board keeps abreast of changes in the industry, field, or profession. The board discusses trends and forces that drive current and future changes in the charter school's marketplace. 6. There is within the board a spirit of responsible risk-taking. Members understand that even after careful analysis, the decision to act, to try something new, comes with some risk. 7. The board takes into account the charter school's vision, long-term goals and strategies as it considers issues, makes decisions, and creates policy. 8. The charter school's vision and strategies are continually reviewed and updated, based on changes in the business environment and customer's needs. 9. The board can rapidly respond to 			

Visionary leadership	Done	Needs some work	Needs much work
<p>changing conditions. There is a sense of where the action of our times is and how to impact it.</p> <p>10. The board has a bias in favor of forward thinking. The board thrusts the majority of its thinking into the future with the understanding that strategic leadership demands the long-term viewpoint.</p> <p>11. The board is able to separate large issues from small ones. The board has a common way to discern the big items that should be the focus of its attention.</p> <p>12. The board is concerned with the character and diversity of its membership, its size and self-renewal. It is responsive to changing circumstances and reflects these changes in ways that will best help the BCS achieve its mission. It is aware of its need for "new blood" not only as a source for new ideas, but as a means of renewing itself and of involving the optimal number of volunteers.</p> <p>13. In approaching problems and issues, the board displays a propensity to think in terms of systems, root causes and relationships rather than surface events and parts in isolation.</p> <p>14. Innovation is encouraged in an environment of open, uninhibited communication among board members in which new and especially unconventional ideas receive a supportive hearing.</p> <p>15. The board is committed to the pursuit of service quality. In support of this commitment, the board relies on measurable outcomes as the centerpiece of an accountability system to assess the positive impact of BCS programs on children and the broader community.</p>			

Community outreach indicators	Done	Needs some work	Needs much work
<ol style="list-style-type: none"> 1. The board is effective in relating to its diverse constituencies within the broader community. The board is involved in building and maintaining relationships with government, business, and other not-for-profit youth and family serving agencies so that BCS can leverage its resources for the benefit of its customers. 2. The board effectively represents BCS to the community. 3. The board is accessible to other members of BCS and to the greater community. 4. The board participates in quarterly meetings with the district superintendent to identify objectives and develop strategies for maintaining ties between BCS and Silverton schools. 5. The board provides parents and the community with a monthly status report to include areas of: finances, curricula, facilities, student performance, school events, and status with the district. 6. The board holds regular focus groups and conducts surveys to parents and the community to identify areas for involvement as well as to generate feedback on board operations and school performance. 7. The board provides opportunities for parental and community involvement and encourages such involvement in areas of governance, operations, and education. 8. Board members regularly visit classrooms and interact with students. 9. The board regularly meets with staff to assess staff satisfaction and identifies areas and strategies for improvement. 10. The board regularly evaluates the percentage of parents and community members volunteering at BCS and the hours they serve. 			

Appendix B: Bethany Charter School--individual board member self-review

Bethany Charter School
Individual Board member self-review

Name _____

I. Are you satisfied with your performance as a board member in the following areas:

	Very good	Adequate	Needs work
Attendance at board meetings	_____	_____	_____
Input in policy development and decision making (operations and procedures)	_____	_____	_____
Fiscal management	_____	_____	_____
Visionary leadership	_____	_____	_____
Community relations	_____	_____	_____
Other_____	_____	_____	_____

II. What factors contributed to your performance or lack of performance in the above areas (please be specific).

III. What do you need from the charter school to maintain/increase your commitment to the board?

IV. Do you have any ideas, comments, or suggestions to increase board effectiveness?

Please return your completed form to the board president.

6. What advice would you offer incoming board members?

7. What would you do differently?