B.2 GOVERNING BODY

Responsibilities of the Governing Body in the operation and oversight of the school

As indicated in section B.1, the governance structure of Hirsch Academy: CFA will comprise a single Board of Directors of the Hirsch Academy: CFA corporation. The Board of Directors will be referred to as the "Governing Board" or "Board", and the Governing Board members as "Directors". It is the intent of the Board of Hirsch Academy: CFA to be directly involved with the planning year of operation of the school.

- All Directors shall be appointed by the Member, TeamCFA. Directors may be removed, replaced or changed as provided in the Bylaws. Directors need not be residents of the State but must meet qualifications as provided on the bylaws.

- A vacancy on the Board will be filled by, and qualified by, the Board and appointed by the Member. The Hirsch Academy: CFA Board will recruit, recommend and qualify local and national academic, business and community leaders to fill vacancies on the Board. TeamCFA, the corporate Member ,will then appoint the new Hirsch Academy: CFA Board directors There may be as many as 13 directors on the Board. Five seats will be filled in year 1.

- It will be the responsibility of the Board to facilitate a national search for and hire the School Director to lead daily operations of Hirsch Academy: CFA. The School Director reports directly to the Board.

- The Board will adhere to ARS 15-183 E.8 with regard to policy to ensure successful school operation. It will be the role of the Board to support the mission of the school as stated in the school charter through lawful governance.

- The Board shall have all of the duties and powers required or permitted by applicable law. All corporate powers shall be exercised by or under the authority of, and the business and affairs of the Corporation shall be managed under the direction of, the Board.

- The officers of the Board shall comprise a President of the Board, Vice President of the Board, Secretary of the Board and Treasurer of the Board. The President of the Board shall be appointed by the Member. Other officers will be elected by the Board. Terms of office are for two years as stated in the bylaws, but directors may serve multiple consecutive terms.

- A simple majority of the Board, in attendance either in person or telephonically, will constitute a quorum.

The Board will:

- Participate in strategic planning to guide the growth and progress of the school. The charter will serve as a guide to this process.

- Hire and evaluate the School Director.
- Review and act upon recommendations made by the School Director for the hiring and evaluation of school staff.
- With guidance and recommendations from the School Director, set school-wide programming, policy, and achievement goals.
- Advocate for high student achievement by holding school staff accountable for academic performance
- Support the school charter and school mission through Board planning and actions.
- Develop and/or approve a discipline code of conduct reflecting the mission, values and high standards of the charter school and which is:
    - specific, especially about what is unacceptable behavior and what will be done about it;
    - consistent in enforcing the code; and
    - positive, rewarding exemplary behavior as well as disciplining unacceptable behavior.
- Approve and assess the effectiveness of curriculum materials and the plan for assessment and evaluation as noted in the Performance Management Plans.
- Establish the Budget and all fiscal policy
    - Determine sources for school funding (state ADM, federal grants and title programs, capital, any other available charter support)
    - Grants from foundations and businesses
    - Donations from parents including volunteer hours
    - PTO fundraisers
    - All school fundraisers
    - Contributions of building, equipment, and supplies
    - Volunteer hours to reduce staff costs from community and students
    - Further serve the school community and tax payers by holding the school accountable to conservative fiscal responsibility.

Complying with Open Meeting Law

For so long as Arizona charter schools are subject to Arizona's open meeting law (A.R.S § 38-431 *et seq*.)**,** Hirsch Academy: CFA's Governing Board will comply with such law. Notices of meetings and the agenda will be posted on campus and on the school's website at least 24 hours in advance of Board meetings and minutes of the meetings will be made available to the public within three business days after such meetings.

All legal actions of the charter school's Governing Board will occur during a public meeting. The charter school will conspicuously post a statement on its website stating where all public notices of its meetings will be posted, including the physical and electronic locations, and shall give additional public notice as is reasonable and practicable as to all meetings. No meetings will be held without proper notification to the Board directors and the general public. In the event that action is taken in violation of Open Meeting Law, such action shall be null and void, unless the Governing Board, in accordance with A.R.S §38-431.05 ratifies such action in a public meeting.

Board Composition
In addition to two representatives from TeamCFA, the charter school will move progressively toward local governance by a strong board comprised of:

- Academic leaders
- Business leaders
- Community leaders

The Board will consist of the following members:

Joan Lange, President

Joan Lange is the National Schools Director for the Challenge Foundation and has assisted in the startup and development of numerous charter schools nationwide. She has served on all eight of the governing boards of TeamCFA network schools. In the 2012-13 school year, Mrs. Lange will serve on the boards for Ridgeline Academy: CFA, Hirsch Academy: CFA (anticipated opening Fall 2013) and Cornerstone Academy: CFA (opening Fall 2012). In the 2013-14 school year she will also serve on the boards for two new schools to join the network: Aristotle Preparatory School: CFA (North Carolina) and Savannah Classical Academy: CFA (Georgia). Mrs. Lange has a BS and MA in education and worked for 26 years as a teacher before joining the Challenge Foundation. Mrs. Lange also helped pilot the first Core Knowledge school in the nation, and then trained others in the Core Knowledge Sequence for four years. She has served in leadership positions within her community and presented at regional and national conferences. Mrs. Lange served on the State of Georgia Social Studies Standards Revision Expert Board. Mrs. Lange brings skill in charter school governance, charter writing, community leadership, long-range planning, hiring contracted services, teaching and curriculum, and grant-making.

William M. Steinbrook, Jr. , Vice President and Treasurer

Rev. Steinbrook is the executive Director of the Challenge Foundation. He has an undergraduate degree in sociology from Oklahoma State University and divinity degrees from Princeton and Columbia Theological Seminaries. He has served pastorates in Bryn Mawr, Pennsylvania and Atlanta, Georgia. Mr. Steinbrook organized and established the Challenge Foundation as a leader in K-12 educational grant-making with grants totaling $55,000,000. He continues to direct the Foundation's overall program for grant-making, staffing and operations through which he has planned and carried out a highly successful national initiative to start exemplary K-12 public charter schools. Rev. Steinbrook is also the Founding Executive Director of the Trust for School Reform which became a leading national foundation supporting K-12 educational reform. He has served as a member of the Center for Education Reform, Philanthropy Roundtable, and Alliance for School Choice helping direct national school reform efforts. He has also served on several local

charter school boards in Indiana, North Carolina, and Arizona. Rev. Steinbrook brings skill in grant-making, community relations, staffing and operations.

Eleanor Gaines, Secretary and Authorized Representative

Elie Gaines is a nationally recognized teacher as a Milken Educator Award recipient. She has 17 years' experience as a Core Knowledge teacher, administrator and national consultant. She has worked with, trained or presented to teachers and administrators in all education sectors: public district, public charter, private, parochial and state- and national-level organizations. In three years as school principal, she took Black Mountain Elementary (CCUSD) through the transition to become a Core Knowledge school and conducted the training of school staff, revitalized the school as a Kids at Hope and Love & Logic school, renewed the A+ school rating by Arizona Education Foundation, and focused energy on data driven instruction to regain and earn Excelling school status and an A rating in 2010. Ms Gaines has attended introductory training for TAP system elements, learned to use RtI as a school administrator, and considers her professional expertise to be in curriculum and leadership with the alignment of academic standards and building the capacity of teachers in effective practice. She has experience with goal setting for the use of 21st Century skills and is an experienced proponent of best practice. Ms. Gaines served on standards setting committees for the ADE and ABCTE. In 2011-12 Ms Gaines refined her knowledge of charter school practice serving in the following roles for Challenge Foundation Academies of Arizona dba Pioneer Preparatory School: Research and charter writer as the Authorized Rep for proposed Hirsch Academy: A Challenge Foundation Academy; ACSA Charter Starter TeamCFA Team Member; Core Knowledge Consultant; Consultant for a School in Transition; and Southwest Region School Vetter. Ms Gaines is the President and a consultant for All Schools Considered, LLC, a school search service for Preschool – Grade 12 families.

Ms. Gaines has received permission directly from Dr. E.D. Hirsch, Jr., author of the Core Knowledge Curriculum and founder of the Core Knowledge Foundation to name Hirsch Academy: A Challenge Foundation Academy in honor and recognition of his efforts in K-12 education reform over the course of his career in higher education. (A copy of the email noting Dr.Hirsch's permission can be provided upon request to the ASBCS.)

Governing Board Committees

The Board may:

- Form advisory committees for areas of special need or interest which could include but not be limited to:
    - An **Executive Committee** - made up of seated directors who are officers of the Board (president, vice president, secretary and treasurer). The role of this committee is to execute the duties of the Board as directed by the Board. These duties may include, but not be limited to, hearing appeals, reviewing potential conflicts of interest, seeking business partnerships, etc.

- A **Finance Committee** - consisting of the Board treasurer and any other persons as appointed by the Board chair. The main duty of the committee is to establish the school budget and oversee the implementation of that budget. This committee or its designee would report directly to the Board at each meeting of the Board.
- A **Nomination Committee** - comprised of seated directors and members appointed by the Board chair. The main function of this committee is to evaluate the representative needs of the Board and supply a slate of candidates to fill any vacated Board seats. The committee prepares a slate of candidates for the annual Board meeting.
- A **Development Committee** - responsible for any major fundraising activities of the charter school. The charter school will have at least one major fundraiser during each school year. The Board treasurer will be a member of this committee, but will not be required to chair the committee.

(The school director may act in an advisory capacity as a non-voting member of all standing committees.)

Training and Orientation Process of Governing Board Members

Each member of Hirsch Academy: CFA's Board will receive board training provided by TeamCFA at no cost to the school. The board training will be focused on the three key areas of charter school operations: academics, business and governance. TeamCFA believes strongly that expertise in these three areas will promote a school with strong academics, sound business practices and an effective governance structure.

Each newly elected Board director for Hirsch Academy: CFA will be required to attend an annual board training session. Each board training session will be offered at the annual, national TeamCFA Conference held in June each year.

The areas addressed in each training session are outlined below.

Academics:

- What Core Knowledge is and why it is the K-8 curriculum for all Challenge Foundation Academies.
- What testing tools/measures are taken and the results. When are the tests taken and when are results made available (testing/results schedule)?
- How our school compares with the local school district, state and national?
- That the NWEA and State Tests are given. Are there any other testing measures taken?
- The enrollment and what the ultimate goal is for full enrollment. What is the student retention rate?
- What the EC/SPED/ELL population is. How are these students being served?
- Whether there is a school improvement plan? Know what the plan is. What is the expected growth as determined by strategies that have been put in place?

- What the school's academic strengths and weaknesses are. How does the school address them?

Business:

- How to access financial reports from your accountant/controller/bookkeeper at any time.
- How to read the reports to ensure that they pass the smell/gut check/common sense test.
- Why it is necessary to ensure that there are proper controls in place for disbursements and expenditures.
- Why an approval process for the ledger sign off by the Board is necessary.
- That there must be complete transparency.
- What key dates exist for state and grant reports and deadlines?
- That we're looking ahead.
- How to track the flow of money and resources through the numerous budget categories.
- How to establish a reserve within a tight budget. How to be prepared for the inevitable, as well as the unexpected!

Governance:

- The responsibility and liability that individuals have by agreeing to be a school board member.
- Who the board members are accountable to.
- Why is it necessary to create and implement a sound long range plan for the school.
- That the school has sound policies and governance procedures.
- Knowledge of the hiring and oversight process for the School Director, which shall include a yearly evaluation.
- How to ensure that the school is in compliance with charter contract.
- That the board is minimizing risk through sound policy.
- That the board acts and expects to be the final point of accountability.