RENEWAL DETAILED BUSINESS PLAN - EduPreneurship Inc

III. SUCCESSION PLAN

Succession in Progress:

About four years ago, the charter began a process to ensure a successful transition that included retirement of the founders and original board members. The founders used these years to search for qualified and willing board members and an equally important search for a charter leader with the visionary, entrepreneurial drive to operate a successful charter school. New board positions received governing board training last year and the Head of School has been mentored by the founders for several years. She is currently responsible for all day to day operations at the charter.

To ease the transition, one of the original founders remains on the board and offers continuity and knowledge while mentoring Head of School, teachers and new board members. The other founder offers consulting, training and mentoring to the Head of School and Office Manager in the areas of grants management, SAIS membership/absences, erate, budgeting, and other charter compliance issues. During the past three years, the Head of School and office manager have developed the expertise that allows them to work more independently. In the future the founders will move to the Honorary Advisory Council and will provide advice to the ESC Corporate/Governing Board when needed.

Formal Succession Plan - Charter Holder:

When necessary, the current board will seek future key board members with experience in public education, charter law, marketing and finances. To ensure continuity of the charter, talented people will be recruited and trained to fill vacancies before the vacancy occurs if at all possible. Parent meetings, professional workshops, charter workshops and networking are used to identify potential prospects.

Formal Succession Plan - Instructional Leadership

EduPreneurship is ensuring high standards and continuity of the academic program by: hiring only highly qualified teachers who have the potential to be highly effective teachers; requiring a growth plan from each teacher which includes goals that address leadership training; using experienced teachers to mentor qualified staff to assume informal leadership positions. Governing board members with skills in public education will help recruit, select and mentor new leadership.

Because the charter has a small professional learning community by design, pathways to promotion are few and not as important as building a productive, energetic, highly effective instructional team. The Head of School is the leader who facilitates the team and trains team members for leadership duties. In case of an unexpected event, ideally there will be a team member to assume the leadership role. If that is not an viable option, the Board will ask one of its own members with public education experience to fill the void until a replacement can be found in the charter community at large.