SKYVIEW SCHOOL
Strength and Stability of the Governing Body

PART I: Current Membership on the Board of Directors
Currently, Skyview School's Board of Directors is composed of the following six members:

- ***Board President Judy Sulltrop***: Judy Sulltrop is a local businesswoman and realtor. In addition, she works at the Prescott office of Congresswoman Ann Kirkpatrick as the office manager. Judy brings a wealth of experience to the Board of Directors. In addition, Judy is a founding parent and was a member of Skyview School's original Board of Directors. Judy defended our original charter application to the State Charter Board. As an alumni parent and important historical figure, her presidency and service bring a level of continuity and history to the Board of Directors that is rare for a fifteen-year-old charter school. Her dedication is even more remarkable since her youngest child graduated from Skyview School in the spring of 2008.

- ***Board Vice President Chrissy Shumaker***: Chrissy Shumaker is a current parent of two Skyview School children. Chrissy is an involved parent who assists Skyview School in many ways. As a current parent and active volunteer, she brings an important perspective to Skyview School and has the ear of many current parents. In addition, Chrissy's background in business is important to running a successful business like Skyview School.

- ***Board Member Dr. Wayne Regina***: Wayne Regina is licensed as a family psychologist and marriage and family therapist, and he is a certified mediator. Wayne is currently Professor of Psychology at Prescott College, where he served as Dean of the Resident Degree Program for five years from 1995-2000. Wayne is a founding parent who served as an advisor to the original Board of Directors from 1995-1997. In addition, he was recruited to serve two, two-year terms as School Director, the first term from May 2000 through June 2002 and the second term from January 2007 through December 2008. During 2009, Wayne helped train the new School Director and served as a consultant and financial advisor in his role of Senior Administrator and Associate Director. In addition, Wayne served Skyview School as a member of the Board of Directors for different terms, including School Board Vice-President, 1997-1999; School Board President, 1999-2000; School Board Vice President, 2002-2005; and School Board member, 2010 to the present. In his many and various capacities, Wayne has provided essential and consistent leadership during significant portions of Skyview School's history. His expertise in human systems, mediation, finances, administration, family psychology, and excellent people skills has been a leading force in the continuing success of Skyview School, and Skyview School is fortunate to have the continuing services of this long-term community member and alumni parent.

- ***Board Member Jason Whitten***: Jason Whitten has been a Skyview School parent for the past three years. Jason is a regional trainer for Printpack, Inc., where his responsibilities are to build and maintain close working relations with plant leadership teams and supervisors through frequent dialogues and other methods, analyze business strategies and goals, develop learning experiences to improve individual and organizational capability, and lead organizational development projects to improve the plants' culture and increase organizational effectiveness. Due to his expertise of organizational management, Jason is a valued member of the Board of Directors who provides leadership with developing community partnerships and a positive school culture.

- ***Board Member Warren Miller***: As an alumni parent, Warren Miller is a valued Skyview School community member and provides an essential link to the local community of Prescott. Warren is recently retired from his long-term position of Educational Director of the Sharlot Hall Museum. In his organizational and educational capacities, Warren has been instrumental in many cultural and historic events in the Prescott area, including the annual Cowboy Poets Gathering, the annual Folk Music Festival, and the annual Folk Arts Fair, among others. As a musician and musical historian, Warren is an artist and administrator who assists Skyview School to retain and promote the arts throughout the curriculum, especially as the arts are imbedded in the multiple intelligences. Warren helps assure the ongoing importance of a rich, thematically-integrated arts program that has been essential for the success of Skyview School over the years. Warren is a vigorous voice for and advocate of music, visual arts, and dance at Skyview School. Finally, as a businessman experienced in working with non-profit groups, Warren brings a keen business eye to important aspects of our functioning, including finances and personnel management.

- ***Board Member Kathryn Miedema***: Kathryn is a third-year teacher at Skyview School and is serving the second year of her two-year term. The Skyview School Charter allows staff members up to two positions on the Board of Directors. These members are not "staff representatives"; instead, they serve as representatives of the Board of Directors for the entire school community. Nonetheless, staff members participation on the Board of Directors provides important inside perspectives on how Board governance decisions impact educational delivery and personnel. In addition, Kathryn offers crucial information to the Board about important issues relevant to the Skyview School community. While the Skyview School Charter allows for up to two staff members to serve on the Board of Directors at any given time, over the years it has been more customary to have one certified teacher serve in this capacity. As the Intermediate 3-4 teacher, Kathryn is fully engaged with and committed to implementing the tenets of the charter through the multiple intelligences, multi-age classrooms, thematic learning with "real world" application, integration of the arts throughout the curriculum and during celebrations of learning, and, in general, promoting best practices in her classroom as well as providing valuable working relationships with all members of the school community.

PART II: Recruitment, Selection, Development, and Training of the Board of Directors:
The strength and stability of Skyview School comes from the strength and stability of the governing body: the Skyview School Board of Directors. The Skyview School Board of Directors is responsible for developing a functional, cohesive, working Board to promote the educational mission and vision of Skyview School in support of the greater community. As such, the strength and stability of the Board rests with the identification, recruitment, retention, and orderly transition of its Board members. To this end, Board recruitment is a collective and joint effort by Board members, in close consultation with the School Director, to identify, recruit, accept, and retain new Board members.

To accomplish these goals, the Skyview School Board of Directors is a self-perpetuating board. As such it is solely responsible for bringing new members onto the Board and accepting the resignation of present Board members. Skyview School selected a self-perpetuating Board model as a way of providing strength and stability for the Board. Over the years, a self-perpetuating model has limited politicization of the Board, which can create factions and undercut the functioning of the Board of Directors and the school. In addition, since the Board of Directors is best positioned to understand the

strengths and weaknesses of its current composition, the Board of Directors is free to recruit Board members with the expertise and background to provide assistance to the Board in specifically needed areas, such as finances, institutional history, the law, and current educational best practices.

Prospective new Board members are developed and directly recruited by the Board, with the assistance of and consultation with the Director. As stated above, the Board seeks collectively and jointly to recruit members that bring particular strengths and diversity to the Board. As a group, the Board identifies potential individuals and then a Board representative or Board team approaches each prospective new member. Prospective board members receive a *Board Expectations* document detailing important aspects and responsibilities of Board membership.

Board members are advised not to recruit Board members on their own without the support of the entire Board and in consultation with the Director. Over the years, this successful approach has prevented coalitions from splitting the Board and has allowed the Board to work closely and cooperatively in identifying, recruiting, and retaining Board members.

Individuals wishing to self-nominate to serve on the Board must receive sponsorship by a majority of Board members. In order to be placed on a Board agenda for consideration, the person must approach the Board President, who is responsible for setting the agenda for meetings of the Board of Directors, about consideration, receive and complete a *Board Expectations Form*, and obtain sponsorship from the majority of Board members. Again, as a self-perpetuating Board of Directors, the Board carefully screens and considers members with the disposition, temperament, and talent needed to promote the successful mission, vision, and goals of the school.

Skyview School's charter states that the Board of Directors is composed of between four and nine members with parent representation. As such, the Board is composed of external community members, internal community members, and alumni community members that serve as a "bridge" between external and internal groups. Unlike many charter schools, which have membership largely drawn from the internal community of parents and employees, Skyview School has sought to diversify its board with members from the alumni community and the local community. Over the years, the Board has sought and received expertise in a number of areas, including corporate business and law. As a result, the Board has consistently enlisted the services of talented individuals from the Prescott community, providing strength, stability, diversity, and expertise to its functioning.

When a previously identified Board member accepts an invitation to apply for a position on the Board of Directors, she or he completes a *Board Nomination Form*, which details significant areas of contributions on other Boards or service agencies, as well as expertise that the person can bring to the Skyview School Board of Directors. Once the *Board Nomination Form* has been received, the Board President then brings the issue of membership to the entire Board for discussion and a possible vote at the next Board meeting.

Generally and whenever possible, new Board members are brought on at the beginning of the new academic/ fiscal year. Board members are recruited for two-year terms, which stagger with the terms of current members. Board members may serve subsequent two-year or one-year terms based on personal interest and the needs of the current Board of Directors. At all times, however, and to the degree possible, the Board staggers Board member terms into odd and even years. In this way, Board turnover

is kept manageable and there is continuity between experienced and new Board members. Board members commonly serve two or more terms, so Board turnover affecting the quality and experience of the Board of Directors is not a common problem. For example, in any given year, turnover within the Board of Directors rarely reaches 50% and turnover is more commonly in the range of 25%- 33%. A stable, high functioning Board of Directors is essential to the ongoing success of Skyview School and Board recruitment, participation, and transition are all important aspects of Skyview School's historic and ongoing success.

In order to further strengthen and stabilize the Skyview School's Board of Directors, the Board functions as a working Board, meaning that all Board members are expected to contribute to the smooth functioning of the Board and Skyview School by coming prepared for meetings, having read all meeting material beforehand, actively participating in Board matters during and between Board meetings, conducting themselves in a professional manner as representatives of Skyview School, participating in search and other committees as needed, and to the extent possible, attending community events such as town halls, graduations, celebrations of learning, festivals, etc.

Board training is an on-going process. It begins with either a formal or informal training process, depending on the timing of the new board member's acceptance on the Board. Board members are trained in several key areas, including:

- All aspects of Arizona's Open Meeting Law.
- Fiscal responsibility, including budget development, budget analysis, and other features relating to the financial health and well being of Skyview School.
- The difference between governance and management, the former, which is the purview and responsibility of the Board and the latter, which is the purview and responsibility of the School Director acting in his/ her capacity as the Chief Executive Officer (CEO).
- A thorough understanding of the charter, including the mission, vision, and goals of Skyview School.
- Interpreting academic performance data, including the Stanford 10 and AIMS testing data.
- Managing dual and multiple relationships within a small, community-based school.
- John Carver's 10 Policy Governance Ground Rules and how they apply to the governance structure at Skyview School.
- Conducting business as a Board and as a Board member during and between Board meetings.
- Regulatory systems from the state of Arizona and the federal government relevant to Skyview School.
- Review of the important governance and management documents, including *Skyview School Policies and Procedures Manual*, *Skyview School Student-Parent Handbook*, and other documents relevant to the operation of the school.

In addition to new Board member orientations, the Board conducts on-going training for Board members in order to govern the organization better. These training sessions are tailored to the specific needs of the current Board.

PART III: Governance Structure and Organization of the School

Skyview School operates as a typical organization. Its organizational chart begins with the Board of Directors. The Board of Directors is the governing structure for the school. Its responsibilities include compliance with Open Meeting Law requirements; oversight of fiscal and regulatory matters and

requirements for both the state of Arizona and the federal government; the hiring, retention, and firing of all exempt and certified employees, including the School Director; oversight of academic performance; compliance with the mission, vision, and goals outlined in our charter contract; and responsiveness to all of the stakeholder groups. The School Director is the CEO for Skyview School, Inc. The Board of Directors delegates to the CEO the day-to-day operations, as well as regular decision-making authority in conducting the business of the organization. This includes management of the academic programs in conjunction with the certified teaching staff; supervision authority, including formative and summative evaluation of all staff; budget management authority; implementation of policies and procedures outlined in various manuals, handbooks, and documents, as well as decisions of the Board; facility management, regulatory oversight and compliance, and many other responsibilities. Since charter schools operate as one-school districts, the School Director acts as both the superintendent and principal of the school. The School Director reports directly to the Board. Either the Board president or a Board designee provides weekly supervision and support for the School Director, so that the Director has the necessary support between monthly meetings of the Board of Directors. The Operations Manager works under the direct supervision of the School Director and is delegated with the day-to-day logistical operation of the school, including meeting attendance regulations and requirements, administering student medications, providing front-line services to parents, students, and prospective families, as well as a wide variety of other tasks and responsibilities. The certified staff is supervised by and answers to the Director. Teaching aides report to their respective teachers. All other exempt and non-exempt staff report directly to the School Director.

The Open Meeting Law and best practices in school board governance both dictate the structures and systems in place for decision-making by the Board of Directors. The Board of Directors, for example, differentiates between governance and management, the former the responsibility of the Board and the latter the responsibility of the School Director as CEO. Board meeting procedures and decision-making processes are clearly delineated in the *Skyview School Policies and Procedures Manual*.

PART IV: Role of the Board of Directors in Monitoring the School's Academic Performance

While the primary responsibility for the day-to-day operations, including assurance of superior academic performance, is delegated to the Director and to the credentialed teaching staff, one of the Board of Directors' primary responsibilities is to guarantee the superior performance of the students. To this end, the Director provides annual updates regarding test performance. While we are pleased with our high academic ratings on these high-stakes tests, for Skyview School academic excellence is more than a summative process based on a single test. In fact, we view student performance based on a number of summative and formative processes, including parent satisfaction surveys, student work during regular Celebrations of Learning, student behavior and performance on field trips and other off-campus activities, and project-based outcomes that integrate the arts and other academic outcomes such as performances and the creation of in-school museums. Besides updates provided to the Board by the Director regarding test performance and survey data, Board members are invited and encouraged to attend the many student events and presentations during the year, and to visit classrooms to see students and teachers at work.