

DIEGO HILLS CENTRAL PUBLIC CHARTER SCHOOL

POLICY AND PROCEDURES ON BOARD MEMBER RECRUITMENT AND SELECTION, AND PROCESS FOR ENSURING STAKEHOLDER ENGAGEMENT

I. BOARD MEMBER RECRUITMENT AND SELECTION PROCEDURES

Diego Hills Central Public Charter School (“Charter School”) will initiate a revitalized Board Member Recruitment and Selection Process that will begin by establishing a Board Development Team to consist of, at minimum, the Board President (or Board Secretary, in the event the Board President’s seat is vacant), the Area Superintendent, and the Corporate Officers (in a support and advisory capacity), to meet and review community demographics and present board composition. The Board Development Team will also identify any key gaps, screen prospective new members, and make new member recommendations to the full Board. The Board Development Team shall select a Chair to lead the process outlined herein.

A. Key Factors for Board Composition Include:

- Effective representation of the diversity of students and families served.
- Key skill sets required for effective governance based on Charter School vision and goals, duties outlined in the approved charter, and all applicable laws and policies.
- Relevant skill sets encompass Charter School instruction, operations, and finance and include areas such as budgeting, financial planning, quality control, procurement, legal and regulatory, leadership and performance management, in-depth community knowledge and relationships, diversity/equity/inclusion, facilities, real estate, data and accountability, personalized learning, trauma-informed care, and career readiness.
- Freedom from potential conflicts of interests.

B. Process for Identifying Prospective New Board Members:

- The Charter School works with a variety of community partners in the process of delivering educational programming and general support to students and their families. These include partners such as Access Inc, Business Improvement District, the Mid-City Community Action Network, the local Rotary Club, and the Local Chamber of Commerce. Members of the Board Development Team will communicate with these community partners to identify individuals with the requisite experience, demographic background and other skills making them desirable and appropriate board members.
- The Charter School works with a variety of professionals including legal, accounting and facilities professionals, who are also able to identify individuals within their professional communities who might have interest in board service and bring valuable skill sets to that service.
- Existing Board members will be encouraged to identify members of the community at large who might have an interest in service and who, by joining the Board, will help to make the Board as reflective of the community as possible.
- The Board Development Team maintains a list of all prospective members, including available information on the key factors for Board composition.

C. Process for Screening and Prioritizing Prospective New Board Members:

- **Step 1:** The Board Development Team requests Board approval to begin the recruitment and selection process to:
 - Fill a key skill gap;
 - Improve representation;
 - Fill a vacancy due to term expiration, early resignation, disqualification, death, or other qualifying event.
- **Step 2:** Upon Board approval, the Board Development Team solicits any additional recommendations with rationales from the full Board and Area Superintendent.
- **Step 3:** The Board Development Team reviews the list of prospective candidates and prioritizes based on the specific reason(s) for the search.
- **Step 4:** The Board Development Team Chair communicates with one or more prospective candidates to gauge interest and, given interest, invites the candidate(s) to submit a resume/CV and letter of interest outlining their relevant experience and qualifications. *All candidates must articulate a strong commitment to the Charter School's vision and goals.*
- **Step 5:** The Board Development Team reviews submitted materials, conducts additional research and due diligence, and consults with other leadership as necessary to prioritize candidate(s) for interviews.
- **Step 6:** The Board Development Team Chair schedules interviews.
- **Step 7:** The Board Development Team conducts interviews using an established Interview Guide and records the information collected.
- **Step 8:** Following all interviews, the Board Development Team discusses candidates and identifies candidate(s) for background and reference checks.
- **Step 9:** The Board Development Team Chair extends a request to applicable candidate(s) to consent to background checks, as well as provide at least three relevant references.
- **Step 10:** The Board Development Team Chair works with support staff to conduct background and reference checks using an established Reference Check Guide and records the information collected.

D. Process for Designation of New Board Members:

- **Step 1:** The Board Development Team Chair drafts a short summary recommending new Board member(s) with rationales and calendars the item for Board discussion.
- **Step 2:** Recommended candidate(s) are then brought to the Board for a final decision based on a majority vote (agendaized board item, in open session) of the Board Members. During its decision meeting and before the vote is taken, the full Board shall review the candidate's resume and if the candidate is present at the board meeting (preferred), Board Members may invite the candidate to introduce himself/herself and ask questions. During discussion and vote, the candidate shall leave the meeting room/space.

II. PROCESS FOR ENSURING STAKEHOLDER ENGAGEMENT

The Charter School pursues its vision and goals in collaboration with parent and community stakeholders.

The Charter School Board is committed to meaningful engagement with parents, guardians, and community members as a key aspect of effective leadership. The Board encourages parents, guardians, and community members to participate in the governance process by regularly attending Board Meetings, participating in all posted public meetings, and exercising their rights to address the Board through public comment. The Charter School Board and Charter School leaders are also committed to keeping parents, guardians, and community members well informed about the Charter School's activities, progress on goals, operations, accomplishments and needs. A board meeting calendar, board meeting agendas, minutes, public hearing announcements, and other Charter School related information are posted on the Charter School's website. In addition, parents, guardians, and community members are encouraged to share recommendations for Board members with Charter School leaders and the Board.

As part of its governance duties, the Board also holds the Charter School leaders accountable for meaningful and effective parent, guardian, and community member engagement. Parents, guardians, and community members shall be invited, encouraged, and supported in participating in their child's personalized learning plans, Charter School activities, and Charter School policies and processes.

A. Parent Advisory Committee

A Parent Advisory Committee (PAC) exists to inform all parents, guardians, and community members of the progress being made by the Charter School. Announcements of the scheduled meetings and other events are posted in different areas and through different media to encourage and support parents, guardians, and community members in becoming involved with the Charter School and being part of a successful educational program in their vicinity. Announcements are posted in both English and Spanish, and all materials shared with the parents are published in both English and Spanish.

Through the PAC, the teaching and administrative staff members inform parents, guardians, and community members about Charter School curriculum, programming, and other available resources. Parents, guardians, and community members who attend the PAC meetings have the opportunity to learn about and be an active participant in the Charter School. Attendees become informed of the departments within the Charter School and how they perform their functions. Attendees receive training and information regarding the Local Control and Accountability Plan (LCAP), Local Control Funding Formula (LCFF), and the Common Core curriculum. Attendees are involved in the discussions at these meetings and are asked for their input about programs, activities, and events, being planned and how they can be improved.

PAC Structure

- PAC members (all stakeholders) are recruited during student/parent orientation, open house, back to school night, parent information meetings, school newsletter, and parent—teacher meetings.

- Parents are given a PAC survey to determine what topics parents want covered, what days and times parents can meet, and learn about parents' concerns and needs.
- The PAC members determine what issues and concerns will be addressed such as curriculum improvements, student support services, fundraising activities and support workshops.

B. English Learner Advisory Committee

An English Learner Advisory Committee (ELAC) exists to provide parents of English Learners (EL) and community members a forum to advise and assist schools in making important decisions related to services for English Learners. Announcements of the quarterly scheduled meetings and other events are posted in different areas and through different media to encourage and support parents, guardians, and community members in becoming involved with the Charter School and being part of a successful educational program in their vicinity. Announcements are posted in both English and Spanish, and all materials shared with the parents are published in both English and Spanish. Attendees at the Charter School's ELAC meetings will:

- Participate in the Charter School's needs assessments of students, parents, and teachers.
- Advise the principal and school staff on the Charter School's program for English Learners.
- Provide input on the most effective ways to ensure regular school attendance.
- Advise the Parent Advisory Committee (PAC) on the development of the Local Control and Accountability Plan (LCAP) goals (and Learning Continuity Plan (LCP), as applicable) as it pertains to English Learners.

An open door policy exists at the Charter School whereby parents, guardians, and community members are welcomed and encouraged to visit the Charter School during all open hours. Normally a staff member is assigned to visitors and walks them through the learning center and points out the different programming taking place throughout the Charter School. Teachers contact parents regularly to share how their child is progressing in personalized learning plans and discuss any additional opportunities to support student success. Continuous communication encourages a continuous, open and friendly relationship between the parents and the Charter School.

Additional activities promoting communication between the Charter School, parents, guardians, and community members include: open houses, back to school nights scheduled close to the beginning of the school year for parents and family members to visit with their child's teachers and school staff, award ceremonies, parent education nights, graduations, and field trips. When staff become aware of a specific concern with a student, they may assemble a Student Success Team to support positive support and targeted intervention.

Charter School leaders are committed to building partnerships with community-based organizations to support the whole child in areas such as basic needs, mental health, life skills, and others. School staff reach out to local community organizations to develop network of supportive services and system of referrals for students and families. The Charter School outlines these community partnerships through Memorandums of Understanding (MOUs). An attendance sheet, project rubric and notes are maintained for events, activities and meetings, which are reviewed regularly by school leaders to determine the level of parent, guardian, and community engagement and whether additional services and supports are needed.