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| **Main Street Academy** | **Governing Board Authority** | **Process and (Time Frame)** |  | **School Leader Authority** | **Process and (Time Frame)** |  | **ESP Authority** |
| **Budget and Resource Allocations** | 1. Approve an annual budget 2. Approve salary model and benefits package 3. Approve federal programs budget 4. Approve fundraising efforts 5. Approve purchases of items over $10,000 6. Establish financial policies and standard operating procedures 7. Maintain a reserve fund 8. Approve facility uses beyond normal school functions 9. Approve monthly financial reports | Discuss budget in May, approve in June  1. During annual budget cycle 2. Part of the larger budget process, discussion: May, approval: June 3. As needed 4. As needed 5. Occurs through the Finance Committee (changes as needed) 6. Monitored by the Finance Committee and reported to the Governing Board 7. As needed 8. monthly |  | 1. Create draft budget based on potential student enrollment, instructional needs 2. Identify salary model and benefits package proposal 3. Create federal programs budget with spending priorities 4. Design fundraising efforts (if desired) 5. Expend funds up to $10,000 6. Discuss any non-budgeted purchases with Finance Committee 7. Consider facility requests beyond normal school day and present recommendation to Governing Board 8. Present monthly financial reports to the Governing Board | Draft budget is developed by Vice President of Operations in February first draft to Board in May, passed in June  1. Recommend potential changes to Board during annual budget cycle. 2. Preliminary budget from FCS received March, drafted to board May, approved June 3. As needed 4. N/A 5. As needed 6. As needed 7. monthly |  | N/A |
| **Personnel** | Selects school leader and Vice President of Operations.  1. Evaluates the school leader (LKES). 2. Approves all terminations. 3. Sets policies and procedures for certified and classified staff (e.g., required teacher certification) | Uses search firm to find school leader (as needed).  1. Follows required state process. 2. Reviews terminations in executive session (as needed). |  | Selects faculty and staff.  1. Evaluates teachers (TKES). 2. Approves promotions and demotions. 3. Recommends terminations. 4. Makes recommendations to Governing Board re: policies and procedures (e.g., required teacher certification) | Post positions, review applications, conduct interviews, announces selection to Governing Board (between January - June).  1. Follows required state process 2. Based on student need and school performance (between January - June) 3. Based on job performance |  | N/A |
| **School Achievement Goals** | Approve School Improvement Plan (SIP)  1. Monitor school improvement implementation and results 2. Request SIP goal and performance data | Goes to the Board for approval in September  1. In the Academic and School Performance Committee, the SIP becomes the focus for each meeting. (monthly) 2. Usually July or August |  | Develop School Improvement Plan with stakeholders  1. Monitor implementation data to consider adjustments 2. Report on SIP goals and performance data | A draft has already been developed by the time Milestones data arrives. Strong formative assessments predict the summative results. In the summer, final adjustments are made to the SIP, submitted to FCS Title I Office by October 1.  1. Bring data to the Academic School and Performance Committee 2. Usually July or August board meetings |  | N/A |
| **Curriculum** | Approve all course offeringsApprove changes to instructional program and delivery modelApprove school calendar (which included reporting of student progress to parents (report cards) | Annually (usually during budget cycle)  1. Usually brought through the Academic and School Performance Committee (as needed) 2. Usually brought through the Academic and School Performance Committee (as needed) |  | Recommend changes to course offerings (usually during budget cycle)  1. Recommend changes to instructional program and delivery model 2. Identify models for remedial, ELL, special education, and gifted programs 3. Develop instructional expectations (e.g., pacing, strategies) 4. Develop timeline for reporting of student progress | 1. The school leader is a member of the Academic and School Performance committee (as needed 2. Potential changes vetted through Academic and School Performance committee (as needed, usually after data reviews) 3. During budget cycle, anticipated models are identified for proper staffing. This may change based on individual student needs. 4. Observations and student data inform possible changes to instructional expectations 5. Any potential changes to report cards and progress reports is vetted through the Academic and School Performance committee (as needed) |  | N/A |
| **School Operations** | Approve human resources procedures and handbooks.Approve school calendar  1. Approve class size and student: teacher ratios 2. Develop a communications plan 3. Approve RFPs for outsourced services 4. Approve student handbook and Code of Conduct | Changes are brought from school leadership (June, July)  1. Options are vetted through the Academic and School performance Committee, then voted on by the parent community (spring). 2. Submitted as part of the spring budget process 3. The Communications committee meets monthly to assure timely and accurate communication using appropriate methods 4. When work agreements and contracts expire or either party exercises their exit clauses, RFPs are brought to the Board for approval 5. Drafts of the student handbook and Code of Conduct are brought by school leadership |  | Draft human resources procedures and handbooks.  1. Establish work schedules of faculty and staff 2. Develop a process and procedure to secure substitute staff 3. Manage daily human resources activity 4. Onboard new hires 5. Schedule and organize instructional field trips 6. Draft class size and student-teacher ratios 7. Secure and manage custodial and food services 8. Develop student handbook and code of conduct | Annually, usually during the summer  1. As part of offering contracts (usually April) 2. An RFP is developed and a vendor is chosen. 3. Processes range from coaching to investigations (as needed) 4. At time of contract (certified) or agreement (classified) 5. Prior to scheduling, certified staff must secure chaperones and appropriate background checks 6. As part of the budget-setting process (annually, spring) 7. An RFP is provided for outsourced services (e.g., substitutes, custodians) 8. In the summer, the student handbook and Code of Conduct are brought to the Governing Board for approval |  | N/A |