



Communication Pathways

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Purpose

This document outlines pathways of communication between USU charter school authorizing, and school directors and/or chairs of charter school boards. USU strives to channel information to the optimal school related person or group (e.g., charter school director or school board chair) to enhance student learning and attainment of mission and charter agreement goals.

Guidance

Charter school boards and school directors likely view their roles differently. Acknowledging these diverse views, generally, school boards provide high-level direction and information to the school director in terms of the school's direction toward, and approximation to, attainment of the school's mission and the charter agreement goals. Generally, school directors engage and supervise the day-to-day operation of the school with the intent of achieving the school's mission and charter school agreement goals.

If charter schools were ships, and had ports to navigate to, as determined by charter school agreements, then school boards would position themselves in the ship's crow's nests so they could see the direction of the ships/schools and their proximity to desired ports, destinations, or goals. From vantage point, school boards inform school directors on ship's decks, both the direction and the proximity of the ships to the port or intended destination or goal. From the ship's decks, school directors supervise and support the ship's oarsman (teachers, staff, students, parents) as they collectively oar their ships/schools to their intended ports, at desired speeds, and with requisite safety. Working together, each role being important, the ships/schools achieve their missions and charter agreement goals.

Therefore, USU staff communicates to *board chairs* information useful to them in their roles in evaluating the direction and proximity of their schools to their missions and charter agreement goals. When communicating with the school board, to ensure complete information, USU staff will carbon copy (cc) the school director. It is expected that a response to the communication come from the school board chair.

A non-exhaustive list of communication examples to board chairs include: a) Annual review information report, including Learning, Organization, Performance Tool (LOPT) scores; b) Training opportunity in effectively reviewing student related learning data; c) Training in learning systems analysis to aid the board understand how well the system is organized to achieve its goals and mission etc.

Additionally, USU staff communicates to *school directors* information useful to them in their supervisory and support roles of teachers, staff, students, parents. When communicating with the school director, USU staff will sometimes carbon copy (cc) the board chair when the information is useful to them in their role. In this case, a response is expected from the school director.

A non-exhaustive list of communication examples to school directors include: a) Questions about outcomes of USBE related reports; b) Clarifying questions about student transfer rates; c) Training opportunities on assessing the impact of empirically supported practices (ESP), and alignment of ESPs to a school-based learning needs, etc.

If you have questions regarding these broad guiding principles and these illustrative examples, please contact David Forbush, Associate Director for The Center for the School of the Future at USU 435-890-0664 / david.forbush@usu.edu.