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Strategic Planning

October 5th, 2024

8am to 12pm

Board Members Present: Jennifer Killian, Holly White, Pam Huffstetler, Traci Melton, David Benfield, Jackie Cansler, Lauren Avery, Lisa Largent, Melia Mauldin, Elizabeth Inzana, Tiffany Jattan, Paul Tharpe, Emily Rodgers, Scott McRainey, Kim Richardson, Michael Satterfield

Presentation from our David Hostetler

- NC Charter Schools
  - By Laws Constitution (self-governing)
  - Exempt from most State Statues with some exceptions
  - Considered an experiment 30 years ago but not anymore
  - Non-profit organization
- Education is not in the Federal Constitution
- Due process is where the board comes in
  - Our responsibility is to the school, not your child or place of work
  - Conflict of Interest must be disclosed to the board, not prohibited but must be the best interest of the school
- Board is always considered the Employer

Presentation from Michael (please see attached)

Goal Planning – discussion/brainstorming on teacher retention

- Difference in States (NC/SC)
- Difference in Public versus Charter
- Strategies to consider attracting and retaining Piedmont Teachers

Signed by:
DAA3DD8158434BA...
Emily Rodgers

Emily Rodgers, PCCS Board Secretary

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Piedmont Community Charter School

Board of Directors Strategic Planning

October 5, 2024

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PIEDMONT
Community Charter School

Agenda

- ❑ Legal Primer (1hr)
- ❑ Context (1hr)
  - -Brief History of Education in America
  - -Charter Schools and Magnet Schools
  - -Piedmont Community Charter School
- ❑ Mission
- ❑ Board of Directors Concerns
- ❑ Past Strategic Planning
- ❑ Break
- ❑ Goal Setting (1hr)

2

Graduate School
of Education
& Human Development
THE GEORGE WASHINGTON UNIVERSITY

History and Evolution of Public Education in the US

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Before Public Schools

In the early years of the nation, schooling was haphazard. Many children were excluded on the basis of income, race or ethnicity, gender, geographic location, and other reasons.

The children who did receive instruction, primarily white children, were educated through a hodgepodge of arrangements:

- Church-supported schools
- Local schools organized by towns or groups of parents
- Tuition schools set up by traveling schoolmasters
- Charity schools for poor children run by churches or benevolent societies
- Boarding schools for children of the well-to-do
- "Dame schools" run by women in their homes
- Private tutoring or home schooling
- Work apprenticeships with some rudimentary instruction in reading, writing, and arithmetic

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Pre-Revolution 1600's-1700's

Early schools were financed from various sources and often charged tuition.

Without a formal system for funding education, local schools were dependent on parents' tuition payments, charitable contributions, property taxes, fuel contributions, and in some cases state support. At the time of the American Revolution, some cities and towns in the Northeast had free local schools paid for by all town residents, but this was not the norm. (A few Northeastern cities also had free schools for African American children.)

Schools in the South

Children in the South were educated mostly in tuition-charging or parent-organized schools. Some rural areas had no schools. The schools that did exist outside of cities were often hard to get to, skimpily equipped, and overcrowded. Teachers were poorly paid, transient, and inexperienced, and some were undereducated themselves. In no state was education compulsory or fully supported by taxes.

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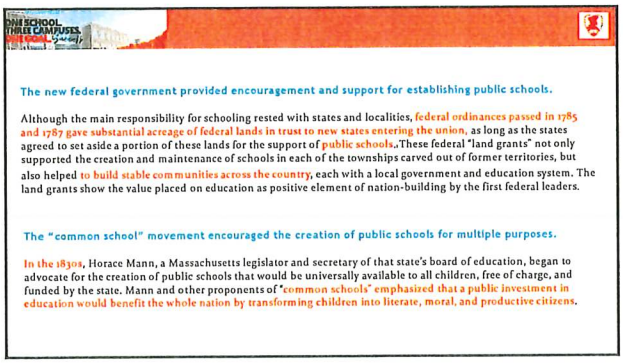
1700's-1800's

Preparing people for democratic citizenship was a major reason for the creation of public schools.

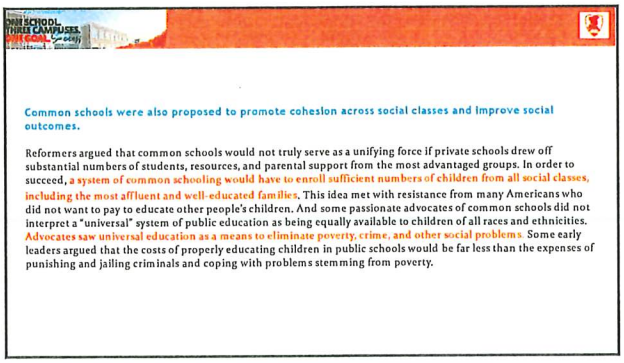
The Founding Fathers maintained that the success of the fragile American democracy would depend on the competency of its citizens. They believed strongly that preserving democracy would require an educated population that could understand political and social issues and would participate in civic life, vote wisely, protect their rights and freedoms, and resist tyrants and demagogues. Character and virtue were also considered essential to good citizenship, and education was seen as a means to provide moral instruction and build character. While voters were limited to white males, many leaders of the early nation also supported educating girls on the grounds that mothers were responsible for educating their own children, were partners on family farms, and set a tone for the virtues of the nation.

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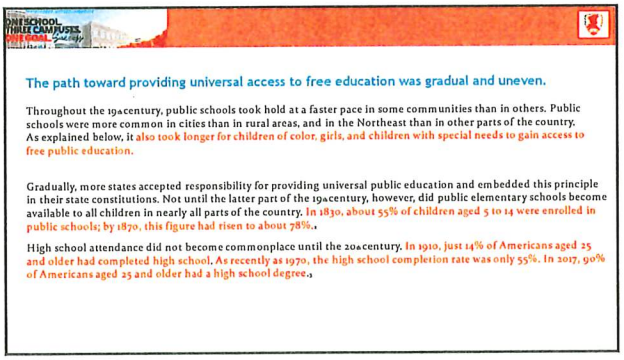
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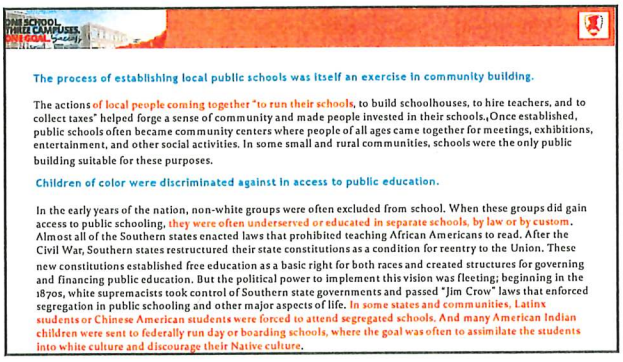
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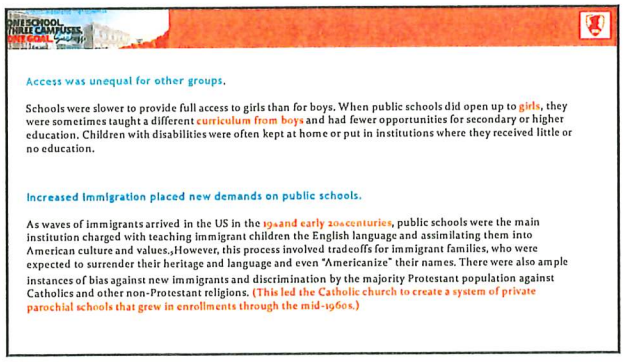
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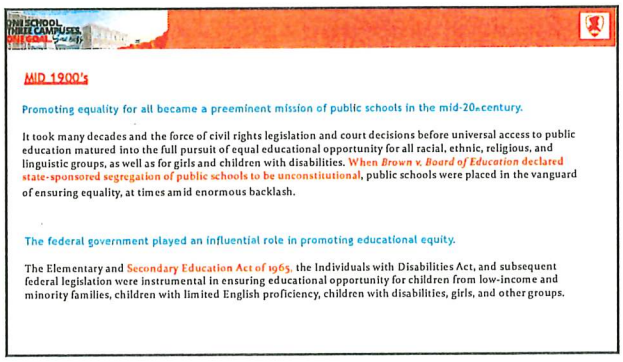
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Authority for public education in the US is divided among the local, state, and federal levels.

As a result of this history and our approach to governance, the education system in the US is more decentralized than in many other countries. Because the Constitution does not mention education governance in particular, states have primary authority over education. States make key decisions about the number of school days, academic content standards, testing, graduation, teacher certification, and much more, while passing on some authority to local districts and school boards. As noted above, the federal government plays an influential but limited role.

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The goal for public education in the 21st century has shifted from providing access to ensuring that all students receive a high-quality education.

Many schools are struggling to meet this goal of ensuring a high-quality education for all, and their efforts are complicated by challenges and changes unknown to earlier generations. The reasons why public schools came into being—preparing people for jobs and citizenship, unifying a diverse population, and promoting equity, among others—remain relevant, even urgent. Public schools reflect our values and influence our future. There are problems with public schools, to be sure. Addressing these problems will require different strategies than in the past and a national will to improve public education.

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Magnet schools were created to:

- Promote desegregation and fight educational inequity for marginalized students.
- Improve educational quality of America's educational system through innovative curricula and classroom instruction.
- Create a better balance in school population
- Provide instruction in particular curricular areas one or a few schools.
- Provide opportunities for students to succeed in a diverse learning environment.

- Provide public school choice. They are available at the elementary, middle, and high school level.
- Magnet schools receive additional funding from local, state, and federal sources through grants and donations. This funding can lead to higher salaries for magnet school teachers.

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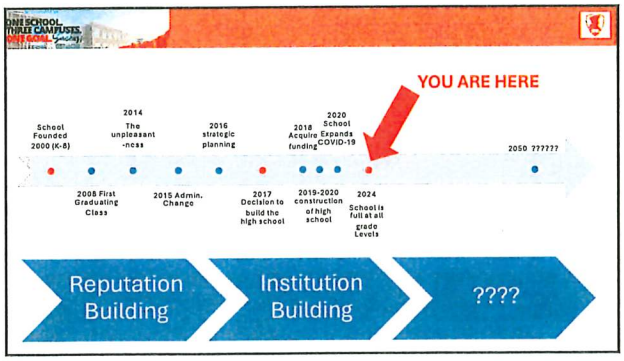




Charter Schools History

- 1970s: Ray Budde, a New England educator, proposed that teachers create contracts with their local school board to experiment with new educational ideas.
- 1980s: Albert Shanker, the former president of the American Federation of Teachers, helped to promote the charter school concept.
- 1991: Minnesota passed the first charter school law, and the first charter school was established in 1992.
- 1995: 19 states had passed charter school legislation.
- 1996: NC Passes Charter School Law
- 2000s: Charter schools became popular and received support from the government.
- 2015: 42 states, Puerto Rico, and the District of Columbia had charter school laws.

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MISSION

Piedmont Community Charter School – is a tuition-free K-12 school that offers a superior college preparatory educational option for this community and its families

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CORE VALUES

Academic: We provide a challenging college preparatory curriculum in an environment of high expectations complemented by artistic and extra-curricular activities.

Character: We instill and expect compassion, integrity, honesty, personal responsibility, and respect for self and others.

Community: We instill individual responsibility and a commitment to serve by respecting the diversity of others and valuing the relationships that unite us as a school community.

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Board Functions

1) Recruit, supervise, retain, evaluate and compensate the manager.

2) Provide direction for the organization.

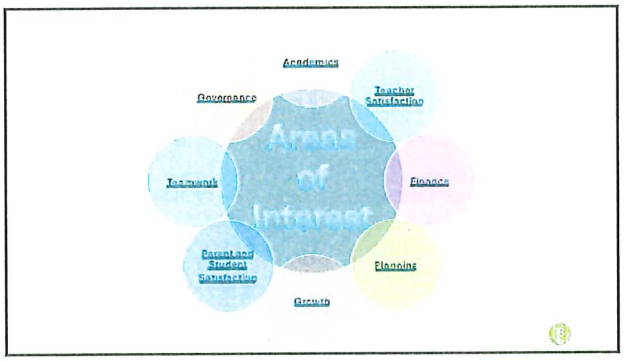
3) Establish a policy-based governance system.

4) Govern the organization and the relationship with the CEO.

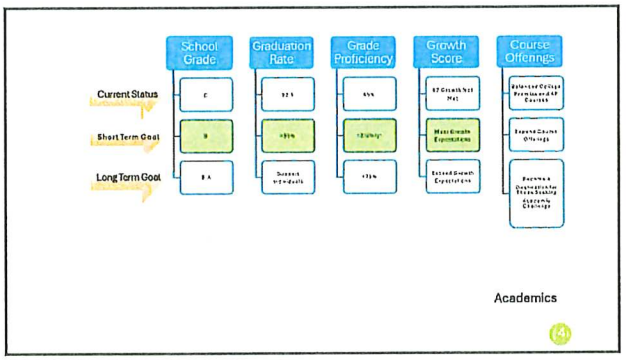
5) Fiduciary duty to protect the organization's assets and member's investment.

6) Monitor and control function.

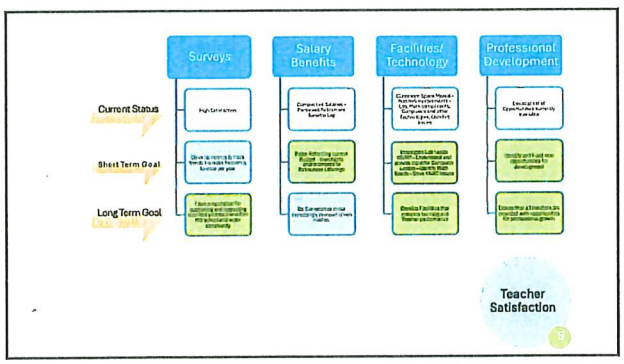
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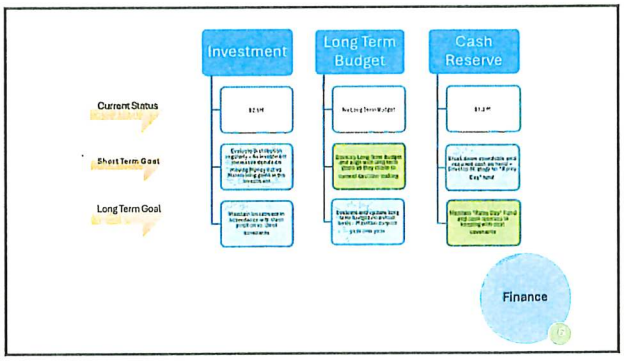
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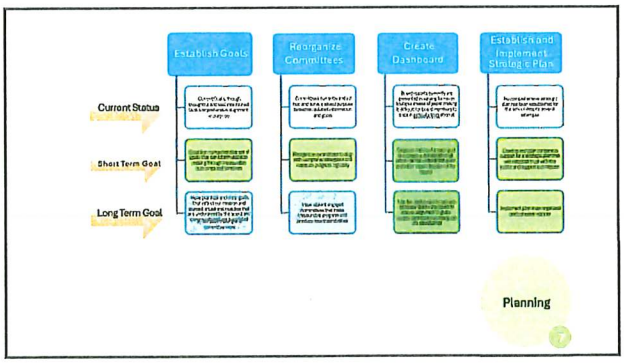


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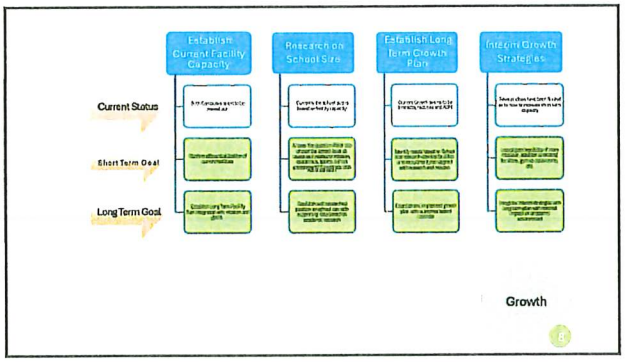


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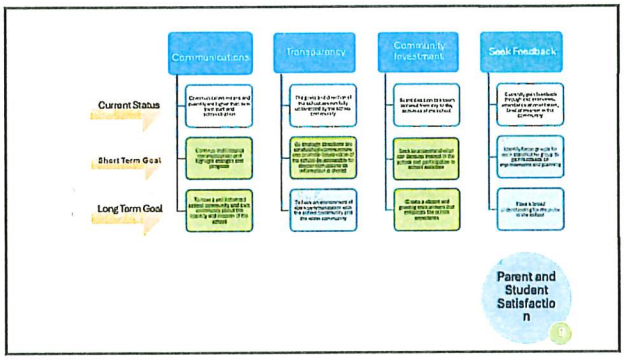
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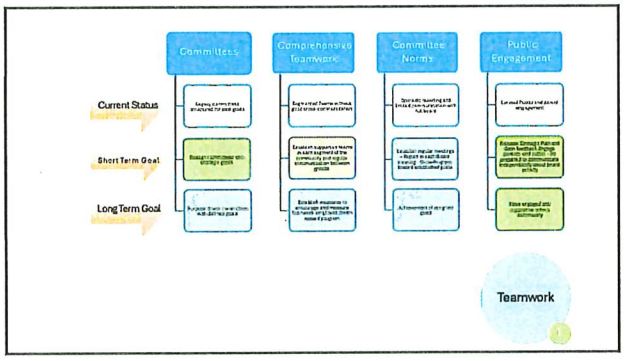
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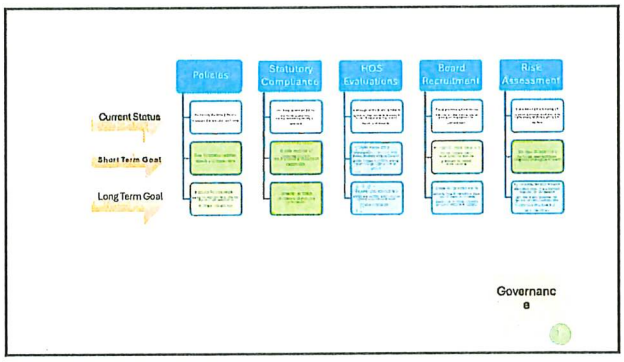
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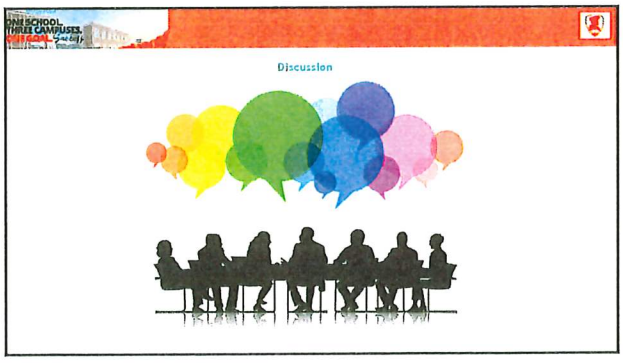
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