

# 2015 | OPERATIONAL 2016 | PERFORMANCE REPORT

*El-Hajj Malik El-Shabazz Academy*



## OUR MISSION

To transform public education through accountability, innovation and access to quality education for all students.

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## OUR VISION

We envision a diverse and dynamic public education marketplace that fosters academic excellence for all children.

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## OUR VALUES

Integrity | Respect | Compassion | Inclusiveness

Social Responsibility | Excellence | Innovation

# *from the Executive Director*

*To the dedicated board members serving Central Michigan University-authorized charter public schools:*

*On behalf of the entire team at The Governor John Engler Center for Charter Schools (Center), I am pleased to provide you with this year's Operational Performance Report (OPR). With our dedication to preparing students academically for success in college, work and life, the Center remains committed to providing you with the most up-to-date, relevant and accurate data and information to assist you in your decision-making activities. To that end, the OPR, the second in a series of four reports making up the Performance Suite, provides operational information to help you reach your goals.*

*Although student achievement and growth is your most critical work, it is also important to ensure the school is operating effectively, efficiently and in full compliance with applicable law. This report illustrates various data points that allow the Academy Board and administration to discern whether the Academy is meeting its operational performance standards.*

*In order to create more time for your core mission, the Center transitioned compliance submissions to Epicenter this past year. Epicenter is a powerful web-based system used around the country by authorizers, boards and management companies to improve performance and productivity. The Center trusts that you find this additional resource valuable in that it allows you to focus on what really matters – student success.*

*Thank you for your dedication and sharing the vision that every child deserves the opportunity for a quality education. The leadership you provide ensures all children have the tools necessary to succeed in college, work and life.*

*Thank you for keeping kids first!*

*Cynthia Schumacher*

*Cynthia M. Schumacher  
Executive Director*



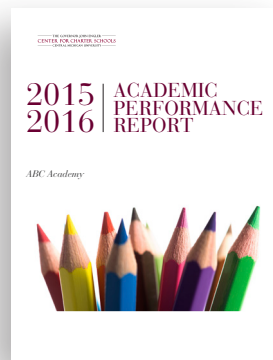
Cynthia M. Schumacher  
Executive Director

# REPORT SUITE

*The annual performance report suite is made up of three distinct reports: the Academic Performance Report, the Operational Performance Report and the Fiscal Performance Report as well as one capstone report - the annual Scorecard of school performance.*

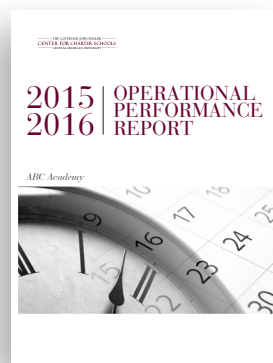
*These reports, shown to the right, cover each of the primary content areas and are intended to provide a greater understanding of the Academy's holistic performance for a complete academic year (July through June).*

*The first report is distributed in June when the academic data becomes available with the operational and fiscal reports following suit. The final report, the Scorecard, is released in the winter of the following year as the summary of the three performance reports.*



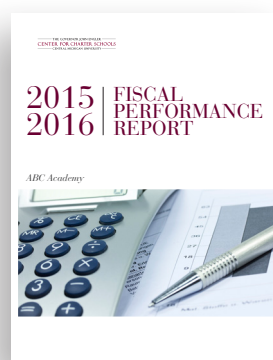
## ACADEMIC PERFORMANCE REPORT

The first performance report, published annually in the summer, provides a comprehensive overview of the Academy's academic outcomes for the academic year just completed.



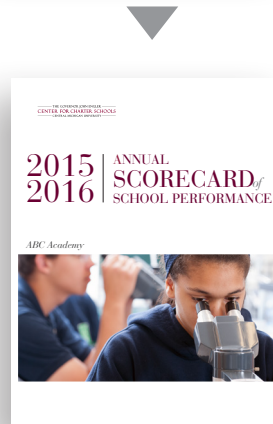
## OPERATIONAL PERFORMANCE REPORT

The second performance report, published annually in the fall, provides a comprehensive overview of the Academy's operational outcomes for the academic year ending in June.



## FISCAL PERFORMANCE REPORT

The third and final performance report, published annually in the winter, provides a comprehensive overview of the Academy's financial outcomes for the previous academic year.



## SCORECARD OF SCHOOL PERFORMANCE

As a summary of the three performance reports, published annually in the winter, the Scorecard provides an overview of the Academy's performance as it relates to the Charter Contract.

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# ACADEMY OVERVIEW

## Demographics

Knowing your students and from which communities they come helps in understanding the make-up of the Academy and the student population it serves. The data displayed in this section represents a summary of the Academy's demographics for the 2015-2016 school year and provides an overview of trending and comparison information.

**El-Hajj Malik El-Shabazz Academy**

**Date Opened**  
9/5/1995

**Grades Served**  
K-6

**Charter Contract**  
2012-2017

**Website**  
shabazzacademy.org

**Management**  
Self-managed

**Address**  
1028 West Barnes  
Lansing, MI 48910

Fig. 1

### Mission Statement

We at El-Hajj Malik El-Shabazz Public School Academy believe that our students are learners who can reach their full potential in a supportive and safe environment that is conducive to learning. We strive to provide our students with basic educational fundamentals while also celebrating their history, heritage, and culture. Our purpose is to reach all children and contribute to their development as respectful and productive citizens.

### Total Enrollment by Year

Fig. 2

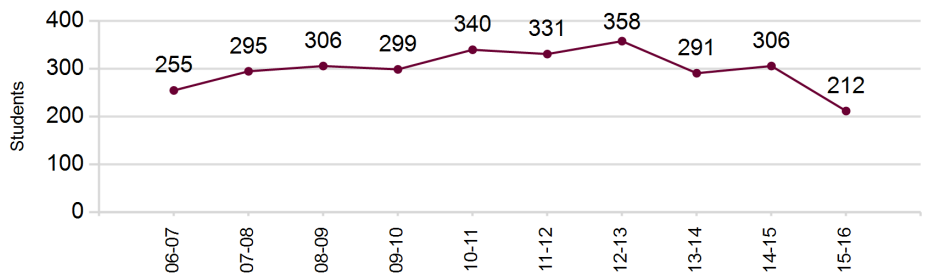
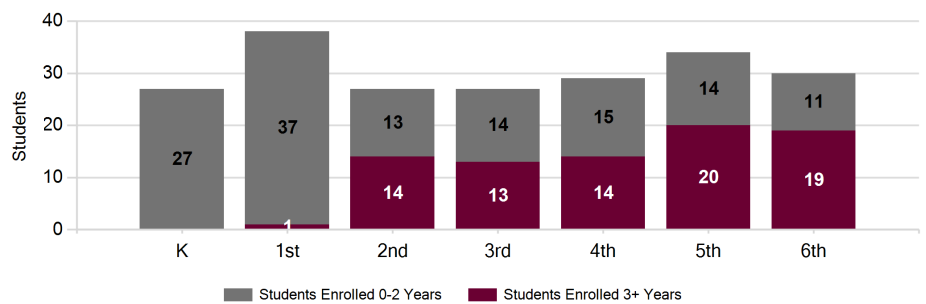


Fig. 3

### Number of Students in Each Grade



Special Note: The display of 3+ students in Kindergarten and 1st grade is due to the enrollment date provided in the fall 2014 MSDS.

Fig. 4

### Length of Student Enrollment

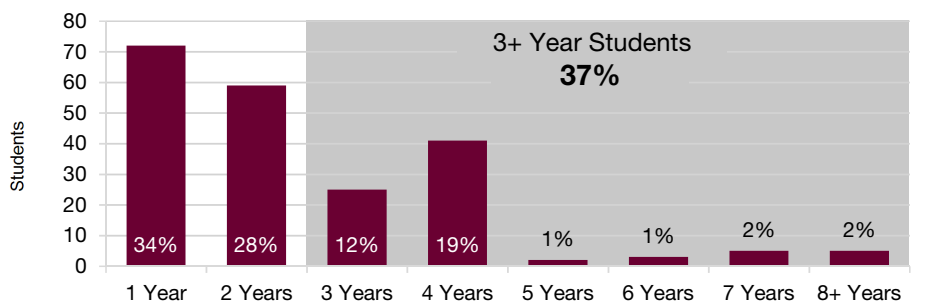


Fig. 5

## Racial/Ethnic Breakdown

Ethnicity	Your School	CMU Average	State Average
American Indian	0.0%	0.3%	0.7%
Asian	0.0%	3.1%	3.2%
Hawaiian	0.0%	0.1%	0.1%
White	0.0%	40.0%	67.4%
Hispanic	1.9%	6.2%	7.3%
African American	97.6%	47.1%	18.0%
Multiracial	0.5%	3.2%	3.4%

Fig. 6

## Free and Reduced Price Lunch Eligibility

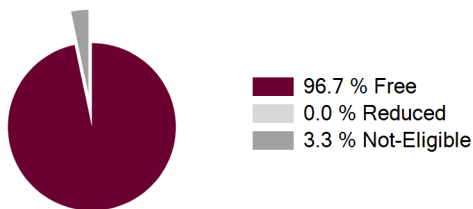


Fig. 7

## General and Special Education Status

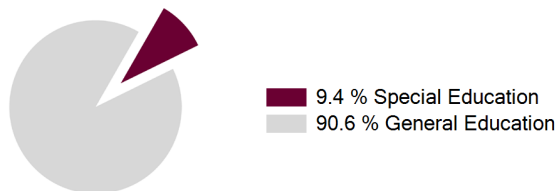


Fig. 8

## English Language Learners (ELL)

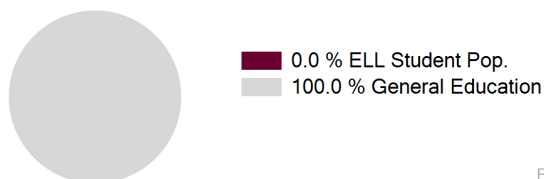
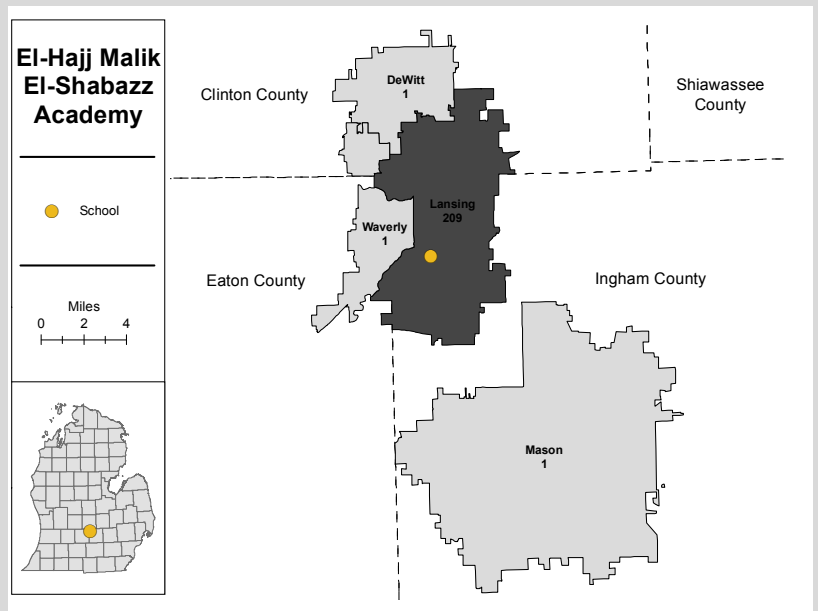


Fig. 9

# CRD | COMPOSITE RESIDENT DISTRICT

The Composite Resident District (CRD) illustrates the public school districts to which students would be assigned if they were not enrolled in the Academy. A list of those resident districts along with a detailed map showing the location of the Academy is shown below. Due to geographical constraints, the map may not show all districts.



Student's Resident District	Number of Students from Resident District	Percent of Students from Resident District
Lansing Public School District	209	98.6%
Mason Public Schools (Ingham)	1	0.5%
Waverly Community Schools	1	0.5%
DeWitt Public Schools	1	0.5%

Fig. 10

# THE CHARTER CONTRACT

## *An Overview of the Charter Contract*

### The Charter Contract

Prior to executing a charter contract, the Academy Board of Directors (Academy Board) formed as a non-profit entity in accordance with the Michigan Nonprofit Corporation Act, as amended. The action by Central Michigan University's Board of Trustees (University Board) to authorize the entity as a public school academy culminated in the execution of the Academy's Charter Contract, a fixed-term performance agreement. A listing of the items included in the Academy Board's Charter Contract is outlined in the box to the right.

### Performance Agreement

The Academy Board's responsibility and main charge is organizational governance, meaning the Academy Board holds the ultimate authority within the organization and is responsible for its overall effectiveness. As a performance agreement, the Charter Contract helps define roles and responsibilities and guide how the Academy's performance will be measured. The minimum requirements for the Charter Contract are established within the Revised School Code. With the exception of the standard legal documents required by the Center, most Charter Contract documents are provided by the Academy through the charter application and/or Charter Contract preparation submissions.

The Charter Contract Terms and Conditions establishes the relationship between the University Board and the Academy Board (Article II) as well as the role of the University Board as the authorizing body (Article III). The operating requirements (Article VI) are further described within schedules 5, 6, 7, and 8. The Terms and Conditions include language on amending the Charter Contract (Article IX) as well as revocation, termination and suspension (Article X) of the Charter Contract.

The Oversight, Compliance and Reporting Agreement (Schedule 4) delineates the responsibilities of the Center in order to fulfill the University Board's oversight responsibilities as the Academy's authorizer. It also lists the oversight, compliance, and reporting responsibilities of the Academy Board (Article II).

### Contract Documents

#### Terms and Conditions

#### *Contract Schedules*

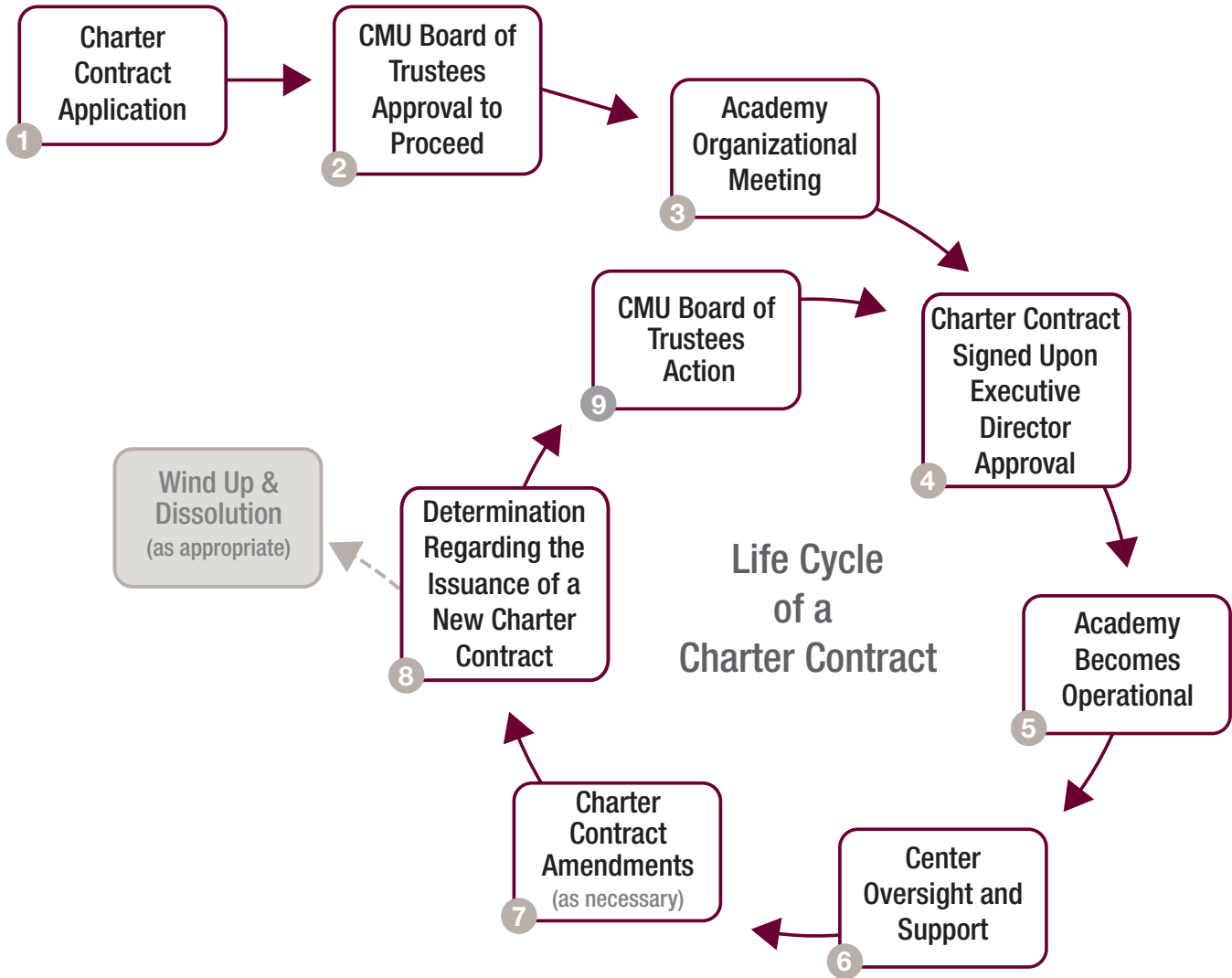
- 1. Restated Articles of Incorporation**
- 2. (Amended) Bylaws**
- 3. Fiscal Agent Agreement**
- 4. Oversight, Compliance and Reporting Agreement**
- 5. Description of Staff Responsibilities<sup>1</sup>**
- 6. Physical Plant Description<sup>1</sup>**
- 7. Requirements Information**
  - a. Governance Structure**
  - b. Educational Goal and Related Measures**
  - c. Educational Programs<sup>1</sup>**
  - d. Curriculum<sup>1</sup>**
  - e. Methods of Pupil Assessment**
  - f. Application and Enrollment of Students**
  - g. School Calendar and School Day Schedule<sup>1</sup>**
  - h. Age or Grade Range for Pupils<sup>1</sup>**
- 8. Information Available to the Public and the Center**

<sup>1</sup> Documents Developed by the Academy

**NOTE:** The Center provides a link to all active University-authorized Charter Contracts on its website at: [www.TheCenterForCharters.org](http://www.TheCenterForCharters.org) → Schools → Our Schools.

# THE CHARTER CONTRACT

*Life Cycle of a Charter Contract*



# THE CHARTER CONTRACT

*The Oversight, Compliance and Reporting Agreement & the Master Calendar*

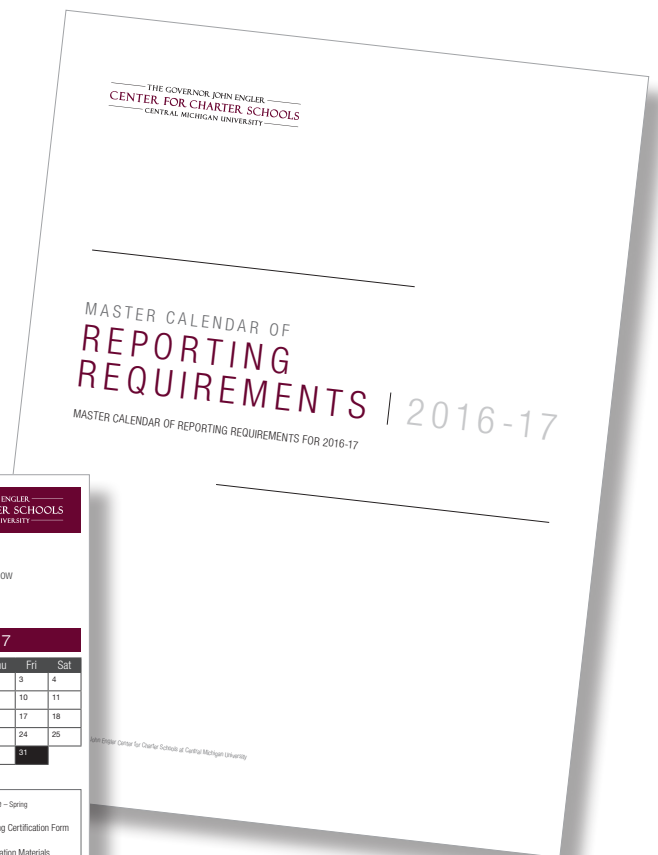
## The Oversight, Compliance and Reporting Agreement and The Master Calendar of Reporting Requirements

The Oversight, Compliance and Reporting Agreement (Schedule 4 of the Charter Contract), provides a description of the oversight responsibilities of the University Board, as well as the compliance and reporting duties of the Academy. In order to support the Academy, the Center provides tools that both streamline and automate the regulatory reporting process. The Master Calendar of Reporting Requirements and Epicenter are two such tools.

Additionally, the Center conducts various site visits and reviews, and regularly provides the Academy with detailed reports regarding the Academy's performance, per the Charter Contract. The purpose of these tools, reviews and resources is to give critical feedback for continuing improvement and to allow more time for schools to focus on academic achievement.

For more information on the Master Calendar of Reporting Requirements, please visit:

[www.TheCenterforCharters.org](http://www.TheCenterforCharters.org) → Resource Center



### 3RD QUARTER AT-A-GLANCE | 2016-2017

THE GOVERNOR JOHN ENGLER CENTER FOR CHARTER SCHOOLS  
CENTRAL MICHIGAN UNIVERSITY

■ State/Federal-Required or General Reminder  
■ University-Required  
◀ — Measures of Academic Progress® (MAP) and Performance Series® (PS) Testing Window

January 2017							February 2017							March 2017						
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7	5	6	7	8	9	10	11	5	6	7	8	9	10	11
8	9	10	11	12	13	14	12	13	14	15	16	17	18	12	13	14	15	16	17	18
15	16	17	18	19	20	21	19	20	21	22	23	24	25	19	20	21	22	23	24	25
22	23	24	25	26	27	28	26	27	28	26	27	28	29	30	31					
29	30	31																		

**January 3-February 9:** MAP and PS — Winter Testing Window (Optional)

**January 24:** Board Member Nomination Materials

**January 25:** 2017-2018 Application and Enrollment Information Form  
2017-2018 Board-Approved Contract Amendment Request Resolution

**January 31:** 2016-2017 2<sup>nd</sup> Quarter Financial Statements

**February 1:** Immunization Records Report

**February 8:** General Education and Special Education Student Supplemental Count Day

**February 10:** 2016-2017 Preliminary Head Count Form – Supplemental Count  
Academy Roles Verification Application

**February 16:** University Board of Trustees Meeting

**March 22:** MAP and PS Schedule – Spring

**March 29:** Transparency Reporting Certification Form

**March 31:** Board Member Nomination Materials

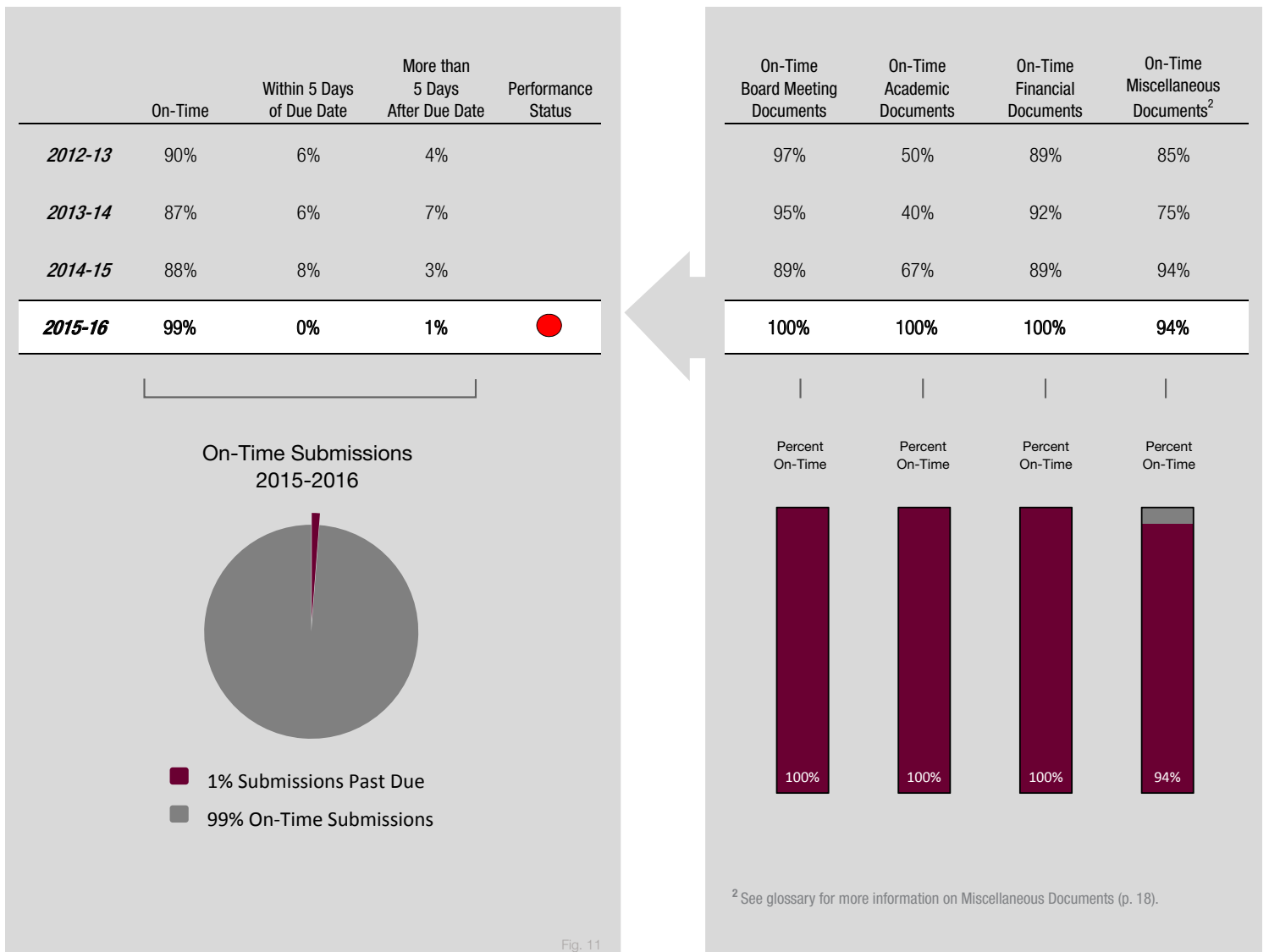
To view the full 2016-2017 Master Calendar of Reporting Requirements please [CLICK HERE](#) or visit the Center's website at [www.TheCenterforCharters.org](http://www.TheCenterforCharters.org) and click on the "Administrators" tab.

# THE CHARTER CONTRACT

## Compliance

### Compliance and Document Submissions

Below are the Academy's compliance percentages, organized by the Academy's overall performance, as well as its performance within specific document categories. In order to receive a green indicator in this report, the percent of Master Calendar of Reporting Requirements documents received on-time by the Center must have been greater than or equal to 90%, and 100% of the documents must be received within five days of the due date. Upon request, the Center can provide detailed reports supporting these percentages.



# THE CHARTER CONTRACT

*Charter Contract Administration*

## Charter Contract Administration

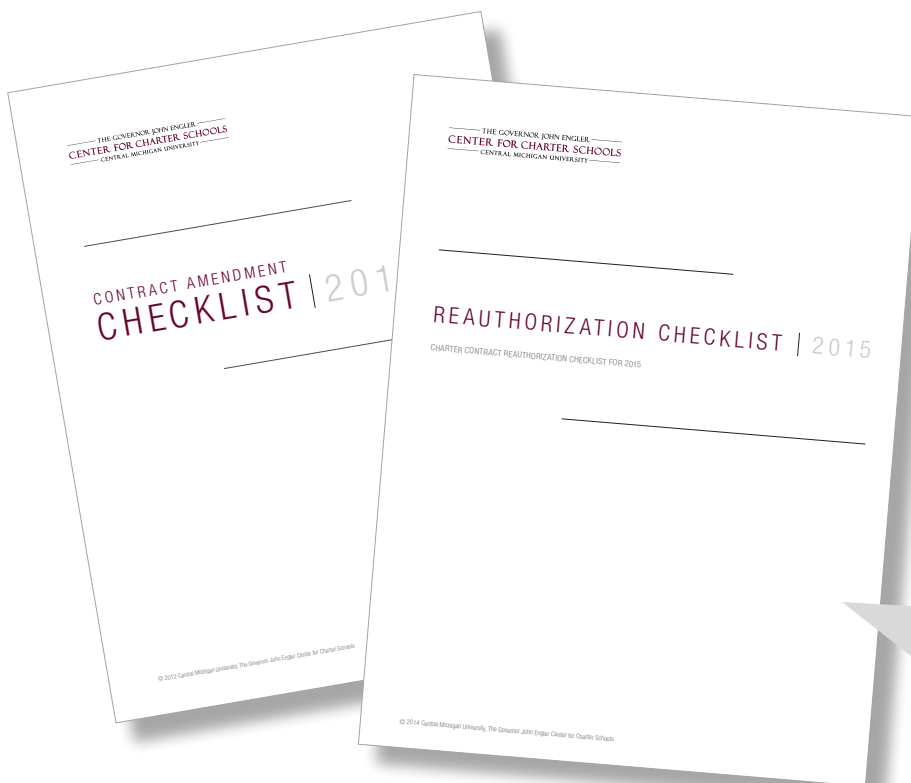
The Center has established a process that provides an open and productive dialogue regarding the Academy's performance, successes and challenges. The Charter Contract is a fixed-term contract. The University Board takes the Academy's performance into consideration when determining the length of term of the Charter Contract.

The University Board's issuance of a new Charter Contract, in general, is guided by three core questions:

- 1. Is the academic program successful?**
- 2. Is the organization viable?**
- 3. Is the Academy demonstrating good faith in following the terms of its Charter Contract and all applicable law?**

In addition, it is crucial to keep the Charter Contract up-to-date through amendments that accurately reflect the Academy's current educational program, curriculum, site and facility information as well as the other required components. The Charter Contract Terms and Conditions (Article IX) provides for and describes the process by which the University Board or the Academy can initiate amendments.

To lessen the ambiguity and provide boards (and administration) with clear, concise and consistent expectations, the Center provides checklists for both the **Charter Contract Amendment** and **Reauthorization** processes. The Charter Contract Terms and Conditions (Article X) also contains provisions that address an academy's breach of contract.



For more information on both the Charter Contract Amendment and Reauthorization Checklists please visit:

[www.TheCenterforCharters.org](http://www.TheCenterforCharters.org) →  
Resource Center

# THE CHARTER CONTRACT

*Amendments, New Charter Contracts & the Charter Contract Timeline*

## Charter Contract Amendments and New Charter Contracts

The Academy's Terms and Conditions of the Charter Contract (Article IX) establishes the process for amendments. In order to receive a green indicator on the Performance Status shown below the Academy must have, if needed, properly initiated Charter Contract amendments for the prior year.


Charter Contract Administration	Perf. Status
Board has properly initiated Contract Amendments	

Fig. 12

## Charter Contract Timeline

The initial authorization, plus subsequent Charter Contracts and Charter Contract amendments, are captured in the timeline below. This graphic illustrates the history of the Academy as a public school academy with the University Board as its authorizer. The Academy's length of term is based on a holistic evaluation of performance as described on page 12. Additionally, there could be extenuating circumstances that lead to a specific term that may not be noted in this report.

Length of Term in Years		Key Contract Changes	NIR
5	July 21, 1995 - July 21, 2000	Grade Addition / Removal	1
3	July 22, 2000 - June 30, 2003	Educational Program Changes	--
4	July 1, 2003 - June 30, 2007	Educational Program Changes, Facility Change, Term Extension	--
5	July 1, 2007 - June 30, 2012	Facility Change, Enrollment Increase, Standard Legal Documents	--
5	July 1, 2012 - June 30, 2017	Enrollment Increase, Standard Legal Documents	--

Fig. 13

### Length of Contract

Initial Contract Term
  1 to 2 Years
  3 to 4 Years
  5 Years or Greater

# ORGANIZATIONAL STRUCTURE

## Overview

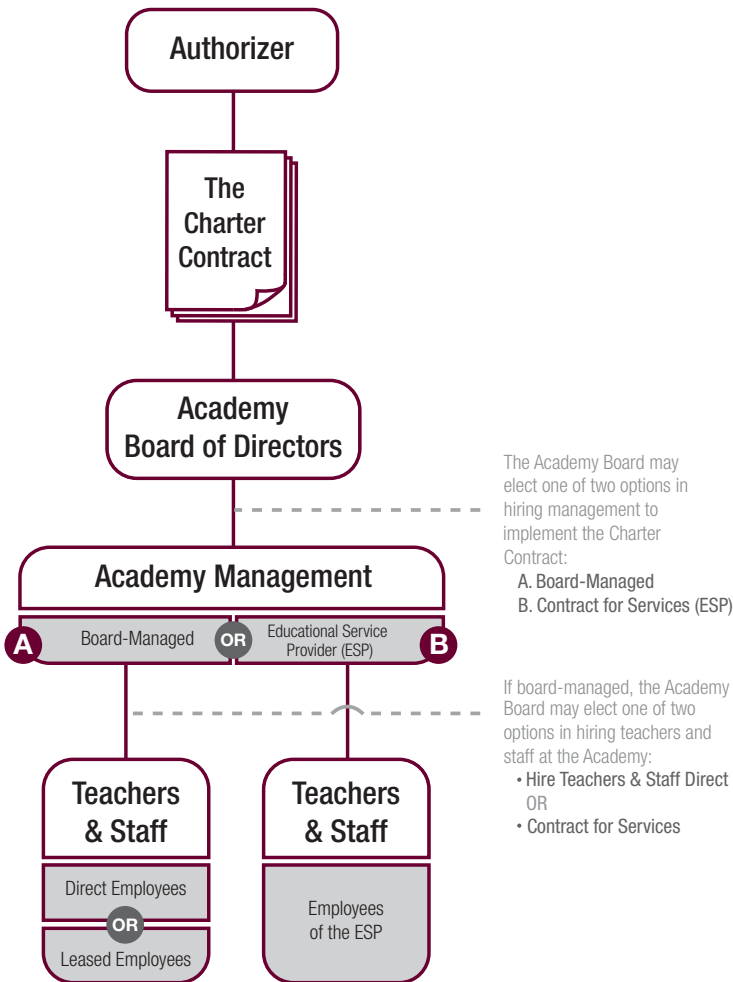
### Organizational Structure

Under the Charter Contract Terms and Conditions, the University Board authorizes the Academy Board to employ or contract for personnel according to the position information outlined in Schedule 5 of the Charter Contract. This provision of the Charter Contract enables the Academy Board to determine its organizational structure which may include: directly employing personnel (Board-managed) to perform services or work at the Academy, contracting with an employee leasing company to provide services, contracting with an educational service

provider, or a hybrid of these. Academy Boards that opt to enter into an agreement with an educational service provider or an employee leasing company must comply with the **Educational Service Provider Policies** issued by the Center.

For more information on Educational Service Provider Policies, please visit:

[www.TheCenterforCharters.org/](http://www.TheCenterforCharters.org/) → Resource Center



### Direct Employees

Any direct employee of the Academy Board is considered to be an employee of the Academy Board for all purposes and not an employee of the University Board for any purpose. With respect to direct Academy Board employees, the Academy Board has the power and responsibility to:

1. Select and engage employees
2. Pay wages, benefits, and applicable taxes  
Including enrollment in the Michigan Public School Employees Retirement System (MPERS)
3. Dismiss employees
4. Control the employees' conduct, including the method by which the employee carries out his or her work.

The Academy Board is responsible for carrying workers' compensation insurance and unemployment insurance for its employees.

If applicable, a copy of the agreement between the Academy Board and the educational service provider or employee leasing company is contained within Schedule 5 of the Charter Contract.

# BOARD OF DIRECTORS

## Overview of the Academy Board of Directors & Board Demographics

### Academy Board of Directors: Overview

The Academy Board is comprised of governing officials who have a fiduciary responsibility to the public. Through its action in a publicly held meeting, the Academy Board's organizational governance structure guides the process in which business is conducted and decisions are made. Ultimately, the Academy Board is responsible for the Academy's outcomes and overall effectiveness: are the kids learning and is the money being taken care of?

As stewards of the Academy – and to the public good – the Academy Board should serve as active partners in strategic thinking, generating high-quality action plans that help advance the Academy's mission and hold the Academy's administration accountable for results. These activities also provide an excellent forum for engaging staff, parents and other stakeholders and can be a valuable tool for enriching the community.

After the University Board appoints the initial Academy Board, the Academy Board is designed to be self-perpetuating – meaning as vacancies occur, the Academy Board nominates and recommends new board members for the University Board's consideration. The Center has an extensive review process for academy-nominated candidates including a board application, an in person conversation, and a criminal

background check to determine whether or not the candidate will be considered by the University Board. The University Board also maintains the right, in accordance with the Charter Contract, to directly appoint candidates to the Academy Board when it determines it to be in the best interest of the Academy. The Academy Board's decision to nominate candidates should be an ongoing and active process followed by a thorough plan for orienting new colleagues to their responsibilities.

When preparing to fill a vacancy, the Academy Board should consider the following:

- 1. Who is currently sitting on the Board and what skill set does each individual bring to the table?**
- 2. Based on the Academy's mission and performance, what additional skills would be helpful to continue progress toward fulfilling the Academy's mission?**
- 3. How will a new board member complement the existing board?**

Once the desired skills have been identified, the Academy Board should seek individuals with matching qualities from within the Academy's community. Academy Board member demographics are identified in the table below.

### Academy Board Demographics as of June 30<sup>th</sup>

Board Member	Office	Term Expiration	Length of Service	Employer
Ms. Cordree McConnell	President	7/20/2016	10 Years	State of Michigan - Retired
Mr. Darryl Pettway	Vice President	7/20/2016	2 Years	Michigan State University
Ms. Lural Baltimore	Treasurer	7/20/2019	1 Year	State of Michigan - Retired
Dr. Willie Davis Jr	Secretary	7/20/2019	17 Years	Lansing Community College
Mr. Carnell Walker	Board Director	7/20/2017	1 Year	City of Lansing
Ms. Leola Taylor	Board Director	7/20/2018	1 Year	
Mr. Brian Jackson	Board Director	7/20/2017	Less than 1 Year	City of Lansing

# BOARD OF DIRECTORS

## Board Governance

### Academy Board Meetings, Board Attendance and Board Position Vacancies

The Academy Board's governance activities set the tone for the entire organization. By conducting annual self-assessments, the Academy Board can reflect on its own decisions and the overall effectiveness of the Academy. Additionally, by fulfilling its commitment to regularly hold and attend board meetings and quickly filling Board vacancies, the Academy Board holds itself to the same high standards it sets for the administrative and teaching staff.

The Academy Board's meeting statistics are illustrated below and are presented as a total of all meetings scheduled, regular and special meetings held, and total meetings not held. The Academy Board's average attendance is also illustrated, along with the number of days Board positions were vacant. Upon request, the Center can provide detailed reports supporting these percentages.

#### Board Meetings

2015-16

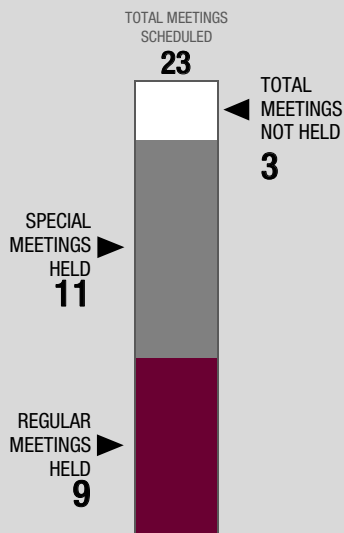


Fig. 15

#### Board Attendance

2015-16

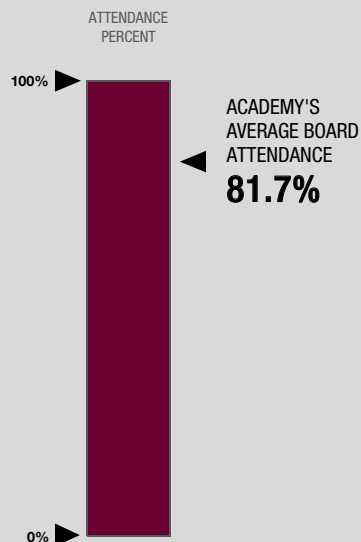


Fig. 16

#### Board Position Vacancies

2015-16

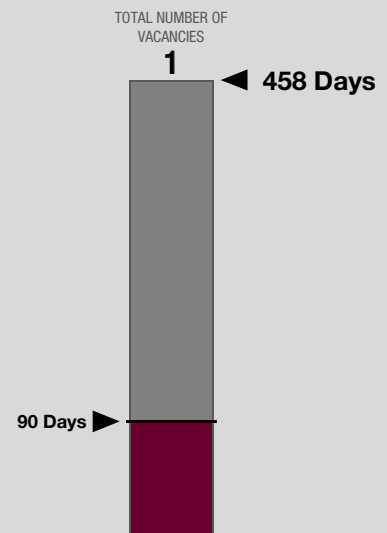


Fig. 17

#### BEST PRACTICE:

Board vacancies should be filled within 90-days. In order to accommodate this, boards should regularly discuss terms and have a transition plan in place for situations when a board member is planning on vacating a position.

# TOOLS & RESOURCES

*Academy Reviews, Board Policies & Board Development*

## Academy Reviews

In addition to providing reports regarding the Academy's academic, fiscal and operational performance, the Center conducts site visits and reviews as part of its ongoing oversight activities. Staff Reviews and Site & Facility Reviews provide critical information regarding the Academy's compliance with the Charter Contract and applicable law. Correspondence, including any findings, is used to inform the Academy Board of its operational activities and to help illustrate the Academy's overall performance. The table below displays the reviews that were conducted during the past four years.

Review Conducted	2016
Staff Review	✓
Site & Facilities Review	✓

Fig. 18

## Board Policies

Well-written policies are the connection between the Academy Board's vision and the Academy's day-to-day operations. They predefine the administrative and teaching staff's limits, roles and responsibilities and guide the Academy without constant intervention. The Charter Contract (Schedule 4) states that the Academy Board shall adopt and properly maintain governing board policies in accordance with Applicable Law. The Center provides a value-added service, at no cost to the Academy, which allows boards to draft and update customized policies with the National Charter Schools Institute. This service, when utilized, ensures that boards are maintaining their policies on a biannual cycle. The table below displays whether or not the Academy Board has outstanding board policy updates as of June 30, of each year. In order to receive a green indicator the Academy must have current legally required (state and federal) policies.

Policy Information	Perf. Status
Policies are Current	●

Fig. 19

## Board Development

The Center has more than 20 years experience in working with board members who represent the diverse portfolio of academies authorized by the University. Through the years, the Center has created and refined policies and practices to help make board members, and the academies they lead, be as successful as possible. Understanding that sound board governance is the foundation upon which all sustained, successful organizations function, the Center launched the Board Development Series (BDS) in 2007. In addition to fulfilling the board member's commitment to development, this series offers board members opportunities to hear from the experts on issues pertinent to charter schools.

The Center also has numerous online resources available for board members. For updates, news and resources from the Center visit our website at [www.TheCenterForCharters.org](http://www.TheCenterForCharters.org).

# END NOTES

## *Acronyms & Glossary*

**Academic Documents** – Documents included in this category are student assessment and education related.

**Applicable Law** – This refers to all laws, in addition to the charter contract, that apply to the Academy, including federal, state, local.

**Board Meetings Documents** – Documents included in this category include board meeting minutes (proposed and approved) and board meeting schedules.

**Board Vacancy** – The length of time in days when a position on the academy board is vacant.

**Center** – The Governor John Engler Center for Charter Schools

**Charter Contract** – The document that establishes the relationship between Central Michigan University Board of Trustees and the Academy Board of Directors. As a performance agreement, the Charter Contract helps define roles and responsibilities and guides how the Academy's performance will be measured.

**Composite Resident District (CRD)** – A breakdown of which traditional public school districts students would be assigned to if they were not enrolled in your Academy.

**ESP** – Educational Service Provider or Management Company

**Financial Documents** – Documents included in this category include budgets (amended and original), quarterly financial statements, audited financial statements, engagement letters, management letters and management letter responses.

**MCRR** – The Master Calendar of Reporting Requirements

**Miscellaneous Documents** – All other documents not included in the Board Meetings and Financial Documents categories. For example, Contract Authorization, Reauthorization and Amendment related documents, Annual Non-Profit Corp Information Update, Insurance Certificates, and Staff Review documents.

**NIR** – Notice of Intent to Revoke

# END NOTES

## Sources & Citations

- Fig. 1 Source: The Charter Contract and Educational Service Provider Agreement (if applicable)
- Fig. 2 Source: The Charter Contract
- Fig. 3 Source: Michigan Department of Education, CEPI Public Data
- Fig. 4 Source: Michigan Department of Education, CEPI Public Data
- Fig. 5 Source: Michigan Department of Education, Michigan Student Data System fall - Unaudited
- Fig. 6 Source: Michigan Department of Education, CEPI Public Data
- Fig. 7 Source: Michigan Department of Education, CEPI Public Data
- Fig. 8 Source: Michigan Department of Education, Michigan Student Data System fall - Unaudited
- Fig. 9 Source: Michigan Department of Education, Michigan Student Data System fall - Unaudited
- Fig. 10 Source: Michigan Department of Education, Michigan Student Data System fall - Unaudited
- Fig. 11 Source: Document Submissions
- BUSINESS RULE: The percent of Master Calendar of Reporting Requirements documents received on-time by the Center, as of June 30th, must be greater than or equal to 90% AND 100% within 5 days of the due date.
- Fig. 12 Source: Charter Contract Amendment Requests
- Fig. 13 Source: Charter Contracts and Charter Contract Amendments
- Fig. 14 Source: Board Member Applications, Board Meeting Minutes, Oaths of Public Office and Central Michigan University Board of Trustees Resolutions
- BUSINESS RULE: Years of Service for a board director is being calculated as the time between each Oath Taken Date and Term Expiration Date (or Departure Date) for each appointment and reappointment of the board director.
- Fig. 15 Source: Board Meeting Schedules and Postings
- Fig. 16 Source: Board Meeting Minutes
- Fig. 17 Source: Resignation Letters, Board Meeting Minutes, Board Appointment Materials and Oaths of Public Office
- BUSINESS RULE: A vacancy on the board is identified as the time between a term expiration date (or departure date, if applicable) and the completion date of the Oath of Public Office in the same position. Vacancies that are less than 30 days are not shown.
- Fig. 18 Center Staff Review and Site and Facility Review Timelines and Reports
- Fig. 19 Source: Board Meeting Minutes and National Charter Schools Institute Monthly Status Files
- BUSINESS RULE: In accordance with the Charter Contract, specifically, Schedule 4 (Oversight, Compliance and Reporting Agreement), Section 2.02 (a), the Academy Board shall adopt and properly maintain governing board policies in accordance with Applicable Law. This indicator is based on the status of the Academy's legally required (state and federal) policies for the fiscal year ending June 30th.

———— THE GOVERNOR JOHN ENGLER ————  
**CENTER FOR CHARTER SCHOOLS**  
———— CENTRAL MICHIGAN UNIVERSITY ————

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