

## II. School Leadership and Sustainability: Governance, Financial Sustainability, and Enrollment

A school's success and longevity depend on strong leadership, governance structures and financial planning to insure its long-term viability and integrity. Under all scenarios, this means that the Principal of the school, with guidance from the Board of Education, will provide the leadership in guiding the school through whatever changes are necessitated by the outside environment to ensure that the school is providing a quality education in a Christian environment.

### Medallion Considerations

Irrespective of the scenario under which the school is operating, the hallmarks of a Distinguished school in Governance, Financial Sustainability, and Enrollment as defined in the Medallion program, must continue to be addressed in a meaningful way. Links to the rubrics for School Leadership and Sustainability can be found below:

- [Governance & Evaluations](#)
- [Financial Sustainability & Enrollment](#)

### Scenario 1

In this scenario, school is conducted on an in-class basis, and therefore the Board of Education, the Principal and the Pastor must all be in sync as it relates to the implications of the COVID-19 virus on the school. Additional attention and consideration must be given to budgeting for the costs related to government regulations, health and safety measures, additional staffing needs, classroom materials/furniture, maintenance of and alterations in facilities, personnel, personal protective equipment, and clearing and sanitation products and services.

#### **A. School Governance**

- The Board of Education, the Pastor and staff are informed by the Principal about scenario planning, timing and implications of anticipated phase changes. The Principal stays positive and upbeat, keeping the Board and Pastor engaged with a higher frequency of communication.
- Consider Board policy additions and revisions to reflect the opportunities and concerns of the crisis situation, particularly as it relates to communication, decision-making, and clear roles and responsibilities.
- Consider new Board policies pertaining to building cleanliness, health checks and other matters pertaining to the safety and wellness of all people who enter the school property (see Section V).
- Hold monthly Board meetings, even during June, July and August. The Principal keeps the Board President informed weekly.

- If there is turnover on the Board, consider the school's needs in keeping and recruiting Board members through the crisis. Assess the Board membership for diverse experiences and skills in law, finances, marketing/communications, education, fundraising, student/family experience, and operations.
- The Principal needs to communicate, communicate, communicate. School leaders create and sustain ongoing communications with the Board and Pastor.
- The Board's fiduciary responsibilities are reviewed on an ongoing basis as the Board is responsible for the entire operation of the school, including financial management, communications with all stakeholders, and overall sustainability of the school ability to fulfill its mission during and after the pandemic.

### **B. Legal Considerations**

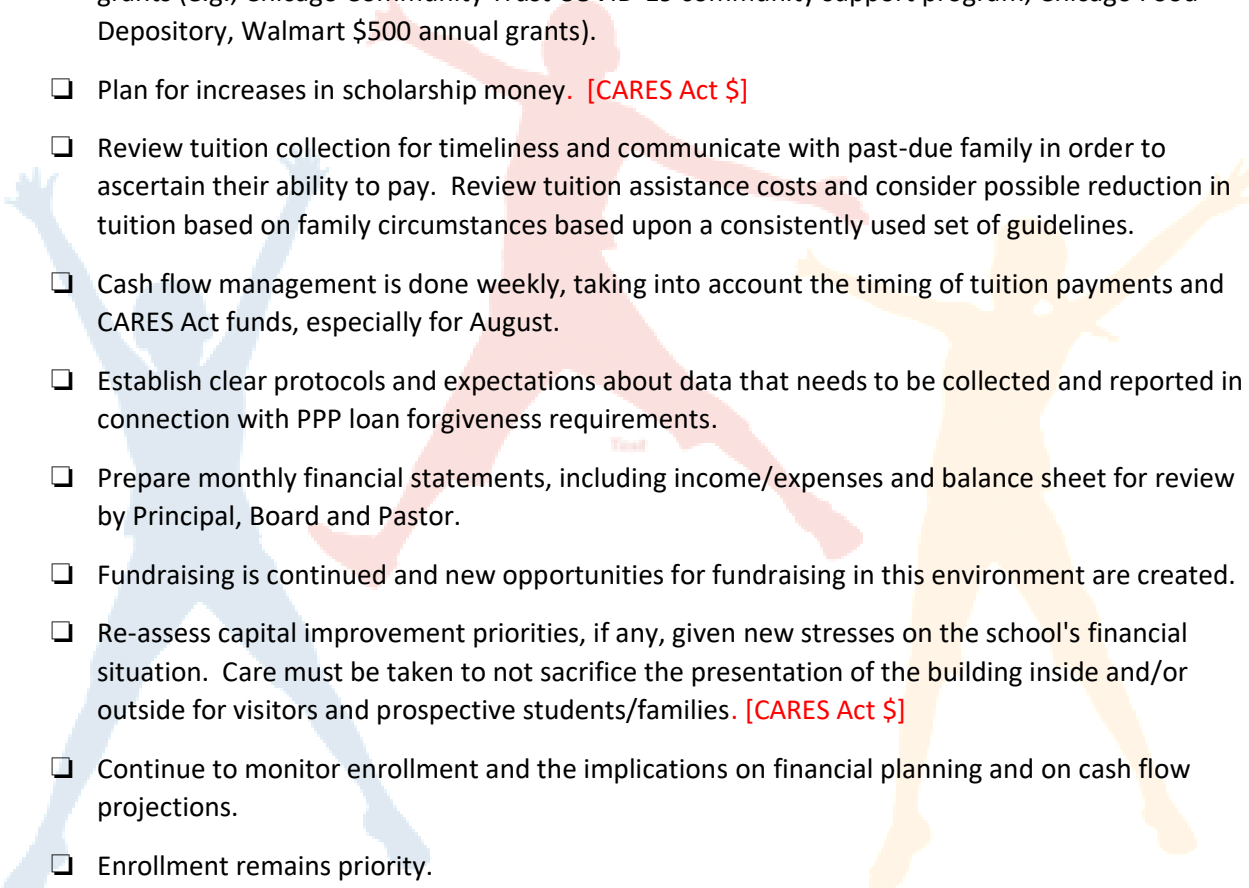
- Review and follow guidelines provided by the Illinois State Board of Education (ISBE) and City of Chicago Guidelines, State of Illinois Department of Public Health (IDPH) and the national Center for Disease Control (CDC) regarding reentry of students to schools and COVID-19. For more information on COVID-19 please refer to the website [coronavirus.illinois.gov](https://coronavirus.illinois.gov).
- Communicate with the school's attorney and insurance company for additional guidance.
- Consider whether any updates to the student/family handbook are needed to set clear expectations regarding the school's liability.

### **C. Principal, Administrators, Faculty, & Staff Evaluations**

- Give consideration to the appropriate timing/schedule of performance evaluations given crisis circumstances.
- Revise evaluations to integrate standards to e-learning, responsiveness and leadership during the COVID-19 crisis.

### **D. Financial Planning & Sustainability**

- The Principal and the Board re-assess the school's budget for current and future school years to determine the need for modifications to accommodate combinations of in-school and remote learning needs. Personnel issues, facility maintenance, capital needs, additional hardware and software, transportation, and other needs are considered.
- Due to uneven potential cash flow, review cash flow projections for at least the next 90 days on a weekly basis. The 90-day projections should include CARES Act grants and other potential sources of revenue.

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- Update cost per pupil projections to reflect implications of additional demands on maintenance, cleanliness, technology, and personnel, as well as the needs of the staff and students.
  - Contact the insurance broker (property, workers comp and health coverage) for any issues pertaining to COVID-19 policies in order to be in good standing for insurance coverages.
  - Reflect in the budget additional compensation due to staggered classroom schedules, additional in-class services, health testing, and increased cleaning of the school both during the day and at the end of the day. [CARES Act \$]
  - Read weekly financial aid updates from CLEF and be informed about private and public industry grants (e.g., Chicago Community Trust COVID-19 community support program, Chicago Food Depository, Walmart \$500 annual grants).
  - Plan for increases in scholarship money. [CARES Act \$]
  - Review tuition collection for timeliness and communicate with past-due family in order to ascertain their ability to pay. Review tuition assistance costs and consider possible reduction in tuition based on family circumstances based upon a consistently used set of guidelines.
  - Cash flow management is done weekly, taking into account the timing of tuition payments and CARES Act funds, especially for August.
  - Establish clear protocols and expectations about data that needs to be collected and reported in connection with PPP loan forgiveness requirements.
  - Prepare monthly financial statements, including income/expenses and balance sheet for review by Principal, Board and Pastor.
  - Fundraising is continued and new opportunities for fundraising in this environment are created.
  - Re-assess capital improvement priorities, if any, given new stresses on the school's financial situation. Care must be taken to not sacrifice the presentation of the building inside and/or outside for visitors and prospective students/families. [CARES Act \$]
  - Continue to monitor enrollment and the implications on financial planning and on cash flow projections.
  - Enrollment remains priority.
  - Maintain and encourage communications with families and the community.
  - It is critical to stay in touch with parents and students. Consider a Zoom conference with students and parents this summer, as well as normal summertime communications (newsletter, e-letter). Share scenario planning with parents and best way to stay in touch with school news.

## Scenario 2

All of the Scenario 1 considerations apply to Scenario 2. Additionally, the Board and the Principal will need to consider and plan for the following:

- Communications protocols to inform the school community of shifts between onsite and distance learning.
- Additional budget considerations related to teaching and learning supplies that may need to be duplicated onsite and in remote learning environments (see Section III) [CARES Act §]
- Reflect additional compensation due to addition of e-learning, if the school goes to shifts in classroom schedules, additional in-services, increased custodial staff that will need to be paid for (e.g., multiple cleanings a day of the entire facility).
- Communications to parents and families regarding any adjustments in tuition as a result of the hybrid learning environment.

## Scenario 3

All of the Scenario 2 considerations apply to Scenario 3. Additionally, the Board of Education and the Principal will need to consider and plan for additional budget expenses relating to distance learning technology, curriculum, instructional materials, and any additional resources teachers and students may need to successfully and sustainably engage in remote learning. [CARES Act §]

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