

EXCELL ACADEMY

Board Governance

BOARD POLICIES

Approved
11/11/05
Updated
1/21/12

Key:

I. Type of Policy

1. Global statement

The broadest purpose and perspective, and therefore most open to interpretation.

A. *Sub policies add specificity by describing methods and procedures for carrying out the intent of the global purpose. .*

i. *Additional criteria, constraints and examples.*

Note on Authority & Hierarchy: *Board Policies are an extension of Bylaws. Policies are the operational procedures for acting in accordance with the Bylaws.*

Board Policies

TABLE OF CONTENTS

I. Results

1. Global Results Commitment: School Mission & Vision.
 - A. Strategic Intentions
 - B. Annual Results

II. Board Operations *The boards' internal governance procedures*

1. Global Board Commitment
 - A. Governing Approach
 - B. Board Members' Conduct
 - C. Board Job Contributions
 - D. Executive Committee Roles – Chairperson, Treasurer, Secretary.
 - E. Board Committee Principles
 - F. Board Committee Structure
 - G. Cost of Governance (Board expense budget).
 - H. Board Policy Review and Adoption
 - I. Strategic Planning
 - J. Board Calendar

III. The Relationship of Board to the Director ¹ *“Linkage”*

1. Global Commitment: Board-Director Linkage
 - A. Board Authority
 - B. Accountability of the Director
 - C. Delegation to the Director
 - D. Monitoring Director Performance
 - E. Policy Monitoring Schedule

IV. Executive Limitations *Constraints imposed on Director's authority*

1. Global Limitations
 - A. Mandatory Compliances and Assurances
 - B. Treatment of Students and Families
 - C. Treatment of Staff and Volunteers
 - D. Financial Planning and Budgeting
 - E. Financial Activities
 - F. Asset Protection
 - G. Compensation and Benefits
 - H. Communication and Support to the Board
 - I. Emergency Succession Plan for the Director
 - J. Results Focus of Grants

¹ Teacher Professional Practice, Head of School, Principal, Executive Director.

'05 Reuther•Michels 651-642-9803

I. **RESULTS**

1. **Global Results Commitment**

The mission of Excell Academy is to equip and prepare its learners for higher levels of education and to be positive productive members of society.

Excell Academy's board of directors envisions an **excellent** staff, **excellent** curriculum, **excellent** parent and community involvement in the program.

A. **Strategic Intentions²**

Improve pupil learning.

Increase learning opportunities for pupils.

Require the measurement of learning outcomes and create different and innovative forms of measuring outcomes.

Encourage the use of different and innovative teaching methods.

Establish new forms of accountability for our school.

Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.

B. **Long Term Results**

Students will create positive social change at home and abroad.

Students will use the skills of critical thinking & innovation to solve problems and make effective decisions.

Students are technologically competent and confident.

Fully leverage local business partnerships to provide expertise, materials and volunteers.

Grow to 500 students fully enrolled, with a waiting list, by fall of '2015

Annual Results (as monitored quarterly)

Academic Achievement

80 % of student body (excluding ELL students and students with an IEP)

(a) demonstrate improvement in reading. Reading growth will be measured by the Report Card in K-8th (quarterly) and the MAP test for 3rd – 8th (bi-annually).

(b) For those students not showing improvement:
a plan of action will be set in place to show quarterly progress.

(c) Meet Adequate Yearly Progress in reading.

80 % of student body (excluding ELL students and students with an IEP)

² Based on the charter's statutory purposes, charter renewal and the 3 year strategic plan

'05 Reuther♦Michels 651-642-9803

- a) demonstrate improvement in math. Math growth will be measured by the Report Card in K-8th (quarterly) and the MAP test for 3rd – 8th (bi-annually).
- b) those students not showing improvement:
a plan of action will be set in place to show quarterly progress.
- c) Meet Adequate Yearly Progress in math.

Quarterly update on achievement of goals by IEP and ELL students, with a plan of action for ensuring the meeting of IEP and ELL goals into the future.

Students who are on an Individual Education Plan (IEP) may have modifications or accommodations in their learning program. In such cases the student shall be exempt from meeting the Academic Results policies of other students as stated in section 1 above. However, when IEP team members are developing IEPs they will strive to incorporate the aforementioned Academic Results policies to the greatest extent possible.

Students who are English Language Learners (ELL) may have a more challenging time mastering academics due to their limited level of English proficiency. In such cases ELL students may be exempt from meeting the Academic Results policies of other students as stated in section 1 above. However, when staff members are developing learning objectives for ELL students they will strive to incorporate the aforementioned Academic Results policies to the greatest extent possible.

Personal and Social Development

- All students will achieve a level of personal and social development that is developmentally appropriate.
Quarterly, 80% of students will show proficiency report cards re: homework and following directions. (Excell spreadsheet)
- Decrease in % of students being sent to quiet room.
one measure: Teaching staff will understand the discipline policies and classroom management practices. Measure by reflection form.

Community Interaction

- All students will have an opportunity to benefit from community partnerships and/or other types of community involvement annually, measured by an annual record of events.
- All students will have an opportunity to benefit from community/cultural events annually. This will be measured by an annual record of events, for all grade levels.
- All students grades k-8 will participate in a service learning project to enhance citizenship skills. Record from each teacher.

Cultural Diversity

- Create a culturally sensitive and comfortable learning environment in which students are free to express themselves intellectually, creatively, and affectively. **This will be measured by an annual student survey – (director review committee).**
- Staff will create an environment where individual and cultural differences in teaching and learning styles are acknowledged. **This will be measured by the annual student survey – (director review committee).**
- Evidence of creating a racially, culturally, and economically diverse student body, measured by an increase of non Native African and African American students until goal is maintained, as measured by demographic data.

'05 Reuther♦Michels 651-642-9803

These materials are designed to be used as part of a Reuther♦Michels Facilitated process
Adapted from © Policy Governance John and Miriam Carver

- Evidence of creating a racially, culturally and economically diverse staff/volunteer population, measured by implementing strategies (marketing & recruitment) to recruit staff/volunteers of color.
- Create a culturally diverse curriculum that reflects the culture of racial and economic diversity of the global community, measured by examples of curriculum.

BOARD RESULTS

1. Continue practicing policy governance and orient new members.
2. Maintain board participation (2x's/year) in school events (open house, PEG night, school orientation, field trip, tutoring).
3. **Revise/update a strategic plan for implementation fall of 2013.**

II. **BOARD OPERATIONS** *The board's internal governance procedures*

Outline:

1. *Global Commitment*
 - A. *Governing Approach*
 - B. *Board Members' Code of Conduct*
 - C. *Board Job Contributions*
 - D. *Executive Committee Roles – Chairperson, Treasurer, Secretary.*
 - E. *Board Committee Principles*
 - F. *Board Committee Structure*
 - G. *Cost of Governance (Board expense budget).*
 - H. *Board Policy Review and Adoption*
 - I. *Strategic Planning*
 - J. *Board Agenda*

1. **GLOBAL BOARD COMMITMENT**

The purpose of the board, on behalf of the membership is to fulfill its' fiduciary responsibilities by remaining committed to its mission and ensuring achievement of stated annual results.

A. GOVERNING APPROACH

The board will govern with an emphasis on (i) strategic leadership more than administrative detail, (ii) collective rather than individual decisions and (iii) attention to accountability, development and assessment.

Accordingly,

- i. Strategic leadership more than administrative detail: The board, not the staff, is responsible for excellence in governing. The board will inspire, guide and monitor the school through the broad written policies. The board will be the initiator of policy, not merely a reactor to staff initiatives. The board's major policy focus will be on the intended long-term impacts, not on the administrative or programmatic means of attaining those results.
- ii. Collective rather than individual decisions: The board will not use the expertise of individual members to substitute for the judgment of the board, although the expertise of individual members should enhance the understanding of the board as a body. The board will allow no officer, individual or committee of the board to hinder or be an excuse for not fulfilling group obligations.
- iii. Attention to accountability, development and assessment: Accountability will apply to matters such as attendance, meeting pre-work, policymaking principles, respect of roles and diverse perspectives, and ensuring the continuance of governance capability. Board development will include orientation of new board members. The board will debrief at the end of each meeting. This assessment will include comparison of board activity and discipline to policies in the Board Operations and Board-Director Linkage categories.
- iv. Throughout the year, the board will attend to consent agenda items as expeditiously as possible.

'05 Reuther♦Michels 651-642-9803

These materials are designed to be used as part of a Reuther♦Michels Facilitated process
Adapted from © Policy Governance John and Miriam Carver

- v. If monitoring reports show policy violations, or if policy criteria are to be debated, those items will appear on the agenda.

B. BOARD MEMBERS' CONDUCT

- i. The board commits itself and its members to ethical, businesslike, and lawful conduct. Board members will hold each other accountable to govern congruent with mission, including proper use of authority.
- ii. Board Members must function with loyalty to the membership and students, unconflicted by loyalties to other organizations, and any personal interest as a consumer. (Specific requirements are included in the Bylaws 'conflict of interest' section and extend to the monitoring of this sub policy.)
- iii. Board member interaction with the Director or staff recognizes the lack of authority vested in individuals, except when explicitly board authorized.
- iv. Board members' interaction with public, press or other entities recognizes the same limitation and the inability of any board member to speak for the board except to repeat explicitly stated board decisions/actions. Board members will refer members of the press to the Board Chair or the Board Chair's designated spokesperson.
- v. Except for participation in board deliberation about whether the Director has achieved any reasonable interpretation of board policy, board members will not express individual judgments of performance of Director or other employees.

C. BOARD RESPONSIBILITIES

As an informed agent of the ownership (public), the board has responsibility to advance the School's Mission/Vision and ensure appropriate organizational performance. Accordingly, the board has direct responsibility to:

- i. Link with the broader community, students and families to ensure that the school is fulfilling the public need for which you chartered.
- ii. Set & monitor policies that address the broadest levels of all school decisions and situations through four types of policies.
 - Results: Educational impacts, benefits, and outcomes. What results at what cost.
 - Internal Board Operations: Specification of how the board conceives, carries out, and monitors its own task.
 - Board-Director Linkage: How decision-making authority is delegated and its proper use monitored.
 - Limiting Director Operations: Constraints on Director authority within which all Director activity and decisions must take place.
- iii. Hire & evaluate Director to ensure successful school performance on Results and Limiting Executive Operations.

D. EXECUTIVE COMMITTEE ROLES – Chair, Vice chair, Treasurer, Secretary

The Board Chair's job is to ensure that the board acts in accordance with its own policies and those legitimately imposed upon it from outside the organization.

- i. Meeting discussion content will be on those issues which, according to board policy, clearly belong to the board to decide or to monitor.
- ii. Information that is for neither monitoring performance nor board decisions will be avoided or minimized and always noted as such.
- iii. The Board Chair is empowered to chair board meetings with all the commonly accepted power of that position. The Board Chair has no authority to make decisions about policies created by the board within results and policies limiting operations areas. Therefore, the Board Chair has no authority to supervise or direct the Director.
- iv. The Board Chair, or his/her appointee, shall be the official spokesperson for the board regarding matters dealing with the press or other entities. The Board Chair is accountable for official statements whether they are made by the Board Chair or by the Board Chair's appointee.

The Board Treasurer's job is specified in the Bylaws, and as stated below:

- v. The Treasurer shall be responsible for ensuring accurate maintenance of financial records for this corporation and safeguarding the assets of this corporation. He or she shall present a report of this corporation's financial transactions and status to the Board of Directors at its annual meeting, and shall from time to time make such other reports to the Board of Directors as it may require. The Treasurer shall perform such other duties as may be assigned to him or her from time to time by the Board of Directors.

The Board Secretary's job is specified in the Bylaws and as stated here.

- vi. The assigned result of the Secretary's job is that the board and public have documentation of board proceedings so that decisions are recorded and a history of the organization is available.
- vii. Documents and records belonging to the Corporation will be kept and maintained so that they are accessible to the Board and, as required by law, to the public.
- viii. Cause maintenance of a list of all members of the Corporation in good standing to be continually updated.
- ix. Cause notice of all meetings of the members and all meetings of the Board be given with due time for preparation and attendance.

E. BOARD COMMITTEE PRINCIPLES

- i. Board committees are to help the board do its job, not to help or advise the staff. Committees ordinarily will assist the board by preparing policy alternatives and implications for board deliberation. In keeping with the board's broader focus, board committees will normally not have direct dealings with current staff operations.
- ii. Board committees may not speak or act for the board except when formally given such authority by full board action for specific and time-limited purposes. Expectations and authority will be carefully stated in order not to conflict with authority delegated to the Director.
- iii. Board committees cannot exercise authority over staff.
- iv. Board committees are to avoid over-identification with school parts rather than the whole. Therefore, a board committee that has helped the board create policy on some topic will not be used to monitor school performance on that same subject.
- v. These principles apply to any group which is formed by board action, whether or not it is called a committee, nor whether the group includes board members.

F. BOARD COMMITTEE STRUCTURE

Board committees may include:

- i. Nominating/Orientation/Annual Meeting Committee
 - Product: Properly screened potential board members are included in annual meeting invitation. Organize logistics of annual meeting and orientation for new board members. Up to \$2,500.00.
Members: Fay Holland, Candace Dunbar, Lily Garcia, parent
- ii. Finance & Audit Committee
 - Product: Specification for scope of outside annual financial audit by no later than the date specified in current year board agenda. Monthly financial reports w/ cash flow projections at board meetings. Up to \$15,000.00
 - Product: Invest school funds, ensuring that sufficient funds are available to meet school obligations such as payroll and accounts payable; funds to be invested in federally insured deposits and collateralized as public funds (required by MN statute 118A.03).
 - Members: SBS/HR, Dexter Phillips, Sabrina Williams, Excell Finance Mgr
- iii. Sustainability/Strategic Planning Committee
 - Product: Develop & maintain productive relationship with sponsor to ensure three year renewal or ease of transition to new sponsor. Produce charter renewal agreement every three years integrated with long-term plan.
 - Product: Bring a completed strategic plan to board for review and adoption.
 - Product: Organize logistics for successful planning process.
 - Product: Oversee the evaluation of strategic plan.
Up to \$3,000.00
Members: Aaron Hjermsstad, Sabrina Williams, Steven Williams, (school comm.)
- iv. Community Development Committee
 - Product: Develop relationships with our ownership. Develop relationships with the community so that the community knows the mission and what Excell provides.
Up to \$3,000.00
Members: Fay Holland, Casey Morrisette, DeMyko Jackson,
- v. Director review committee
 - Product: Organize logistics for review of executive director and planning retreat.
 - Product: Every 3-5 years conduct an outside objective analysis of director compensation and benefits.
Up to \$3,000.00
Members: Dexter Phillips, Casey Morrisette, DeMyko Jackson
- vi. Policy Review Committee:
 - Meet annually to review and update policies and recommendations for changes/updates for board review.
Members: Aaron Hjermsstad, Candace Dunbar, Casey Morrisette

G. COST OF BOARD GOVERNANCE *Board expense budget*

- i. Board skills, methods, and supports will be sufficient to ensure governing with excellence.
- ii. Training will be used to prepare candidates for membership, orient new members and maintain and increase existing member skills and understandings. No more than amounts budgeted in each fiscal year will be used for training.
- iii. Outside monitoring assistance and consultation will be arranged so that the board can exercise confident control over organizational performance. This includes, but is not limited to the annual financial audit.
- iv. Outreach mechanisms will be used as needed to ensure the board's ability to listen to member viewpoints and values. No more than amounts budgeted in each fiscal year will be used for outreach.
- v. Costs will be prudently incurred, though not at the expense of endangering the development and maintenance of superior capability.
 - Up to \$2,500.00 for the board's general expenses
 - Up to \$2,500.00 for training & retreats including attendance at conferences & workshops.
 - Up to \$2000.00 including distribution of the annual report
- vi. The board's cost of governance will include board committee costs outlined in the Committee Structure policy.

H. BOARD POLICY REVIEW AND ADOPTION

- i. The Board will review its policies for school governance at least once a year, and this review will result in recommendations for the adoption of new policies as needed, and in the revision of policies which are unclear, ineffective, or out of compliance with sponsor, state, or federal requirements or laws.
- ii. The Board will adjust policies at anytime during the year when present policies are deemed to be unclear, ineffective, or out of compliance with sponsor, state, or federal requirements or laws.
- iii. The policy monitoring schedule is included as III. E.

I. STRATEGIC PLANNING

- i. Every three years the board will conduct a long-range strategic planning process to coincide with the development of a proposal for the renewal of the charter with the authorizer.
- ii. The annual strategic planning process will examine both past performance of the school and trends within the student population, the membership, and the broader community. The board will use this information to set annual results

policies in accordance with mission and vision as well the operational long range strategic plan. Information will be used/processed from annual report.

- iii. The Board will lay out a monitoring schedule for all policies.
- iv. The board calendar, which follows, is used as the first step in preparing Board meeting agendas.

III. THE RELATIONSHIP OF BOARD TO THE DIRECTOR ³

Outline

1. *Global Commitment: Board-Director Linkage*
 - A. *Board Authority*
 - B. *Accountability of the director*
 - C. *Delegation to the director*
 - D. *Monitoring the director*
 - E. *Monitoring schedule*

1. GLOBAL COMMITMENT: BOARD--DIRECTOR LINKAGE

The board's sole official connection to the operational organization, its achievements and conduct will be through the director.

A. BOARD AUTHORITY

- i. Only officially passed motions of the board are binding on the director. Decisions or instructions of individual board members, officers, or committees are not binding on the director.
- ii. When board members or committees request information or assistance without board authorization, the director can refuse such requests that require, in the director's opinion, a material amount of staff time or funds or is disruptive.

B. ACCOUNTABILITY OF THE DIRECTOR

- i. The board will view director performance as identical to organizational performance. Organizational accomplishment of board stated results within board defined operational limitations will be viewed as successful director performance.
- ii. The director is the board's only link to school operational achievement and conduct, so that all authority and accountability of staff, as far as the board is concerned, is considered the authority and accountability of the director.
- iii. The board will never give instructions to persons other than the director.
- iii. The board will not evaluate, either formally or informally, any staff members.

C. DELEGATION TO THE DIRECTOR

- i. The board will instruct the director through written policies which specify the school results to be achieved, and describe situations and actions to be avoided, allowing the director to use any reasonable interpretation of these policies.
- ii. The board will develop policies instructing the director to achieve results for students within a defined budget.
- iii. The board will never prescribe operational procedures.

³ Teacher Professional Practice, Head of School, Principal, Executive Director.

'05 Reuther•Michels 651-642-9803

- iv. As long as the director uses *any reasonable interpretation* of the board's results and policies limiting operations, the director is authorized to establish all further policies, make all decisions, take all actions, establish all practices and develop all activities. Such decisions of the director shall have full force and authority as if decided by the board.

D. MONITORING DIRECTOR PERFORMANCE

- i. Systematic and rigorous monitoring of director job performance will be based on school accomplishment of results and established policies limiting operations.
- ii. Monitoring is simply to determine the degree to which board policies are being met. Information that does not do this will not be considered to be monitoring information.
- iii. The board will acquire monitoring data by one or more of three methods:
 - (a) Internal report, in which the director discloses compliance information, along with his/her justification for the reasonableness of interpretation;
 - (b) External report, in which an external disinterested third party selected by the board assesses compliance with policies, augmented with the director's justification for the reasonableness of his/her interpretation; and
 - (c) Direct board inspection, in which a designated member or members of the board assess compliance with policy, with access to the director's justification for the reasonableness of his/her interpretation.
- iv. In every case, the standard for compliance shall be *any reasonable director interpretation* of the board policy being monitored. If the board decides the policy has been misinterpreted, the board will revise the policy to alleviate misinterpretation.
- v. Director remuneration and contract will be decided after a review of monitoring reports and the annual Director review.
- vi. All policies that instruct the director will be monitored at a frequency and by a method chosen by the board. The board can monitor any policy at any time by any method, but will ordinarily depend on the following routine schedule.

E. POLICY MONITORING SCHEDULE

	Method	Frequency	When ⁴
I. <u>Results</u>	IMR	4 x	May, Aug, Nov, Feb
1. Global Results Commitment. School Mission & Vision.			
A. Strategic Intentions (charter purposes)			
B. Annual Results		4x	Aug,Nov,Feb,May
II. <u>Board Operations</u>	IMR	12x	Monthly
1. Global Statement: Board Commitment			
A. Governing Approach			
B. Board Members' Code Of Conduct			
C. Board Job Contributions			
D. Executive Committee Roles			
E. Board Committee Principles			
F. Board Committee Structure			
G. Cost of Governance (Board expense budget).			
H. Board Policy Review & Adoption			
I. Strategic Planning			
J. Board Agenda			
III. <u>Board- Director Relationship</u>	IMR	1x	April
1. Global Statement: Board-Director Relationship			
A. Board Authority			
B. Delegation To the Director			
C. Accountability of the Director			
D. Monitoring Director Performance			
E. Policy Monitoring Schedule			
IV. <u>Director Limitations</u>	IMR	1x	May
1. Global Statement: Director Limitations			
A. Mandatory Compliances and Assurances			
B. Treatment of Students and Families			
C. Treatment of Staff and Volunteers			
D. Financial Planning and Budgeting			
E. Financial Activities	IMR E	At least 11x's/year 1x	Monthly
F. Asset Protection	E	1x	October
G. Compensation and Benefits			
H. Communication and Support to the Board - ii	* IMR, D	12x	Monthly
I. Emergency Succession Plan for the Director			
J. Results Focus of Grants			

* Fail to report in a timely manner an actual or anticipated noncompliance with any policy of the board.

Methods:

IMR – **I**nternal **M**onitoring **R**eport

E – **E**xternal audit, review; As required.

D – **B**oard's **D**irect Inspection (Observation & Emergent Indicators)

⁴ For fiscal year ending June 30th

IV. DIRECTOR LIMITATIONS (Constraints imposed on Director authority)

Outline

1. *Global Limitations*
 - A. *Mandatory Compliances and Assurances*
 - B. *Treatment of Students and Families*
 - C. *Treatment of Staff and Volunteers*
 - D. *Financial Planning and Budgeting*
 - E. *Financial Condition & Activities*
 - F. *Asset Protection*
 - G. *Compensation and Benefits*
 - H. *Communication and Support to the Board*
 - I. *Emergency Succession Plan the Director*
 - J. *Results Focus of Grants*

1. **Global Limitations**

The director will not cause or allow any practice, activity, decision, or organizational circumstance which is either unlawful, imprudent or in violation of commonly accepted school business and professional ethics and practices.

A. **Mandatory requirements, compliance, and assurances**

The director shall not fail to operate without ensuring that the school is in compliance with all state, federal and local law, regulations and rules.⁵

- i. The treasurer will recommend an auditor annually for board approval. The director will work with the finance committee and auditor for successful completion of annual audit. The finance committee will determine when competitive bids are necessary.

B. **Treatment of Students and Families**

The director will not:

- i. Fail to establish clear processes for communicating expectations and what may not be expected from the service (education, lunch, transportation) offered.
- ii. Fail to provide students and families with information on student academic performance (both quantitative and qualitative) as provided for in the current student/family handbook and quarterly report cards. Fail to provide, in similar fashion, student performance in relation to the school's discipline plan.
- iii. Fail to provide a student/family handbook which informs students and families of this policy, or to provide a process to be heard from persons who believe they have not been accorded a reasonable interpretation of their protections under this policy.

C. **Treatment of Staff and Volunteers**

The director will:

- i. Operate with written personnel policies which: (a) clarify expectations for staff, (b) provide for effective handling of grievances, (c) protect against wrongful conditions, such as nepotism and grossly preferential treatment for personal reasons, (d) acquaint staff with the director's interpretation of their protections

⁵ These can be found in the Director's manual.

under this policy, and (e) include fundraising guidelines and limitations.

- ii. Not reprimand or discriminate against any staff member for expressions of dissent which are consistent with Excell's school learning method and school professional culture.
- iii. Prepare staff to deal with emergency situations.
- iv. Fail to establish the expectations and criteria for evaluation of staff jobs.
- v. Not make significant operational or programmatic decisions without an intentional process that gathers and considers input from staff (significant = compensation & benefits, change school mission or vision, reorganize the school, change curriculum).

D. Financial Planning and Budgeting

The director will present a budget that:

- i. makes direct links to vision, mission and accomplishing annual academic and non-academic goals.
- ii. Omits credible projection of revenues and expenses, separation of capital and operational items, cash flow, and disclosure of planning assumptions (enrollment, interest rates for credit, fuel prices, maintenance fees)
- iii. Risks incurring those situations or conditions described as unacceptable in board policy IV. D. Financial Conditions & Activities.

E. Financial Activities

The director will not cause or allow

- i. The material deviation of actual expenditures from board priorities established in current year budget.
- ii. Annual expenditures to be greater than 95% of annual revenue by the end of fiscal year.
- iii. A line of credit to exceed 15% of annual revenues.
- iv. **The absence of a general fund balance of 20% by 2011 (get recommendation from finance committee)**
- v. Expenditures from general fund balance without prior consent from the board.
- vi. Cash to drop below the amount needed to settle payroll and debts in a timely manner.
- vii. Tax payments or other government ordered payments or filings to be overdue or inaccurately filed.

- viii. Entering into any property ⁶ lease that is not financially sustainable; or enter into any change in the lease without board input and approval.

F. Asset Protection

The director will not:

- i. Fail to insure against theft and casualty losses, employee dishonesty, liability losses to board members, staff and the school itself in an amount no less than the average for comparable schools.
- ii. Unnecessarily or intentionally expose the school, its board or staff to claims of liability.⁷
- iii. Subject building and equipment to improper use or improper wear and tear.
- iv. Make any purchase (a) wherein normally prudent protection has not been given against conflict of interest, (b) of capital equipment over \$7,000 without having obtained comparative prices.
- v. Continue contracts over \$50,000.00 without conducting an analysis of vendor performance and comparable pricing at contract completion.
- vi. Fail to protect information and files from loss or significant damage
- vii. Receive, process or disburse funds under controls that are insufficient to meet the board-appointed auditor's standards.
- viii. Endanger or misrepresent the school's public image, credibility, or its ability to accomplish Mission.
- ix. Change the school's name or substantially alter its identity in the community.

G. Compensation and Benefits

With respect to employment, compensation, and benefits to employees, consultants, contract workers and volunteers, the director will not cause or allow jeopardy to fiscal integrity or to public image.

- i. The director will not change his/her benefit package that has been set by the board of directors.
- ii. Fail to use At-Will employment agreements.
- iii. Establish or materially change benefit plans including but not limited to medical, dental, life, STD, LTD, or pension without requesting and utilizing employee feedback.

⁶ facility lease, or leasing any asset such as computers, copiers etc.

⁷ for example, fail to establish a school safety plan

'05 Reuther♦Michels 651-642-9803

H. Communication and Support to the board

The director will not permit the board to be uninformed or unsupported in its work, or,

- i. Neglect to submit required monitoring data in a timely, accurate and understandable manner.
- ii. Fail to report in a timely manner an actual or anticipated noncompliance with any policy of the board.
- iii. Neglect to submit decision information required periodically by the board.
- iv. Let the board be unaware of any emergent information it requires including anticipated significant media coverage, threatened or pending lawsuits, material internal changes, or matters that have a potential negative impact on the school.
- v. Fail to advise the board if, in the director's opinion, the board is not in compliance with its own policies on Internal Board Operations and Board-Director Linkage, particularly in the case of board behavior, which is detrimental to the work relationship between the board and the director.
- vi. Present information that fails to differentiate among information of three types: monitoring, decision preparation, or incidental information.
- vii. Fail to provide a workable mechanism for official board, officer or committee communications.
- viii. Fail to deal with the board as a whole except when responding to officers or committees duly charged by the board.
- ix. Fail to supply for the board's consent agenda, all decisions delegated to the director yet required by law, regulation, or contract to be board-approved.

I. Emergency Succession Plan for the Director

In order to protect the board from sudden loss of direct services, the director will have no less than one staff person sufficiently familiar with board processes and one person sufficiently familiar with director issues and processes to enable either to take over with reasonable proficiency as an interim successor (board's ultimate decision).

J. Results Focus of Grants

The director will not,

- i. Apply for or accept a grant if the requirements of the grant are substantially different from or impede the achievement of the Results identified for the school in these Board Policies.