

CARBON VALLEY ACADEMY

CARBON VALLEY ACADEMY GOVERNANCE POLICIES



CONTENTS

INTRODUCTION	1
CHAPTER ONE: INTERNAL BOARD OPERATIONS POLICIES	3
OVERVIEW	3
POLICY 101 - GLOBAL BOARD COMMITMENT	4
POLICY 102 - GOVERNING STYLE	5
POLICY 103 - BOARD JOB DESCRIPTION	6
POLICY 104 - AGENDA PLANNING	7
POLICY 105 - BOARD PRESIDENT ROLE	8
POLICY 106 - BOARD OF DIRECTORS CODE OF CONDUCT	10
POLICY 107 - BOARD COMMITTEE PRINCIPLES	11
POLICY 108 - BOARD COMMITTEE STRUCTURE	12
POLICY 109 - STRATEGIC VISION AND MISSION	14
STRATEGIC VISION	14
MISSION	16
POLICY 110 - BOARD POLICY REVIEW AND ADOPTION	17
POLICY 111 - COST OF GOVERNANCE	18
POLICY 112 - BOARD CONTINUOUS IMPROVEMENT OF INTERNAL OPERATIONS	19
OPERATIONS REPORTS	20
CHAPTER TWO: OPERATIONAL LIMITATIONS POLICIES	21
OVERVIEW	21
POLICY 201 - GLOBAL EXECUTIVE DIRECTOR CONSTRAINT	22
POLICY 202 - TREATMENT OF STUDENTS AND THEIR FAMILIES	23
POLICY 203 - TREATMENT OF STAFF	24
POLICY 204 – STRATEGIC PLANNING	25
POLICY 205 - FINANCIAL PLANNING/BUDGETING	26
POLICY 206 - FINANCIAL CONDITION AND ACTIVITIES	27
POLICY 207 - ASSET PROTECTION	28
POLICY 208 - COMPENSATION AND BENEFITS	29
POLICY 209 - EMERGENCY EXECUTIVE DIRECTOR SUCCESSION	30
POLICY 210 - COMMUNICATION AND SUPPORT TO THE BOARD	31
POLICY 211 - RESULTS FOCUS OF GRANTS AND CONTRACTS	32

POLICY TITLE: 212 - COMMUNICATION WITH AND INVOLVEMENT OF STAKEHOLDERS FROM THE BROADER COMMUNITY, INCLUDING THE AUTHORIZER	33
CHAPTER THREE: BOARD-EXECUTIVE DIRECTOR LINKAGE	34
OVERVIEW	34
POLICY 301 - GLOBAL BOARD--EXECUTIVE DIRECTOR LINKAGE	35
POLICY 302 - UNITY OF CONTROL	36
POLICY 303 - ACCOUNTABILITY OF THE EXECUTIVE DIRECTOR	37
POLICY 304 - DELEGATION TO THE EXECUTIVE DIRECTOR	38
POLICY 305 - COMMUNICATION WITH AND SUPPORT OF THE EXECUTIVE DIRECTOR	39
POLICY 306 - MONITORING EXECUTIVE DIRECTOR PERFORMANCE	40
CHAPTER FOUR: RESULTS POLICIES	41
OVERVIEW	41
POLICY 401 - GLOBAL RESULTS COMMITMENT	42
POLICY 402 - STUDENTS TO BE SERVED	43
POLICY 403 - HIGHEST PRIORITY – EXTRAORDINARY INDIVIDUAL STUDENT ACADEMIC GROWTH	44
POLICY 404 – SECOND HIGHEST PRIORITY – EXTRAORDINARY INDIVIDUAL STUDENT ACADEMIC GROWTH	45
POLICY 405 – THIRD HIGHEST PRIORITY – ACADEMIC RIGOR	46
POLICY 406 – ADDITIONAL PRIORITIES– CHARACTER DEVELOPMENT AND COMMUNITY LOYALTY	47
POLICY 407 - EXCLUSION CLAUSE	48

INTRODUCTION

Carbon Valley Academy's Board of Directors has decided to implement a hybrid of John and Miriam Carver's Policy Governance approach to governance. It has done so primarily for four reasons. The hybrid Policy Governance framework is the best mechanism available to small to medium sized board-governed organizations to:

1. Establish an emphasis on achieving results through financially responsible practices;
2. Establish clear expectations of the top administration in critical roles and performance;
3. Establish clear boundaries between board members in their governance and oversight roles and the role of the top administration for operations decisions and actions; and
4. Establish high expectations for the board's performance and continuous improvement in the governance and oversight of the organization.

In the hybrid of Policy Governance, the board accomplishes its work through establishing and monitoring the implementation of policies. These policies set the results to be achieved by the school and set the limits on the use of resources and the practices in critical function areas for the board and for the top administration.

This is different from most board policy manuals in that traditional policies tell the administration everything they are to do and how they are to do it. This makes for a huge policy manual and a great deal of bureaucracy guiding most every action of the administration. This may work in large organizations which want stability more than creativity and market flexibility.

However, in a small to medium sized charter school environment, these traditional policies tend to create barriers to both the focus on results and to the flexibility and creativity needed to resolve problems and to innovate.

In contrast, the Policy Governance approach used by Carbon Valley Academy identifies the major areas in which the board has expectations of the top administrator and sets the parameters, or limits, within which his or her actions will be considered acceptable. As long as the Executive Director stays within the limitations of actions defined in policy, the administration's performance will be considered as meeting the board's expectations. This approach encourages great flexibility, innovation, and accountability... hallmarks of a good charter school.

A major element of the hybrid of Policy Governance approach to governance used at Carbon Valley Academy is the clarity and differentiation established regarding the board's role and the administration's role. In Chapter One: Internal Board Operations Policies, the board clarifies its functions and the parameters within which it will do its work.

In Chapter Two: Operational Limitations Policies, the board clarifies its expectations of the Executive Director in operating the school. This includes identifying the parameters within which his or her actions

will be considered acceptable in the major operational areas for which the board holds expectations of the Executive Director.

In Policy Governance, the board hires the top administrator as its only official link to the operation of the school. The policies clarify the board's delegation of responsibility and commensurate authority solely to the top administrator. This is the content of Chapter Three, Board – Executive Director Linkage. This chapter also defines the Board's role of oversight and monitoring of the Executive Director.

The priority results for CVA are outlined in Chapter Four, Results Policies. The oversight and monitoring outlined in Chapter Three are always done in the context of achieving priority results in a financially responsible manner. Results Policies are usually updated annually.

Please note that in the original Carver Policy framework, these policies are called "Ends" policies. They identify the priority of key ends to be achieved, who is to benefit from these ends, and at what costs these ends are to be accomplished. In the educational organization hybrid of Policy Governance, ends have been renamed "Results." This has been done to keep the primary focus on achieving results for the students. However, this does not preclude priority results to be identified for other people served by the school or for the good of the organization's viability and stability.

Also note that federal and state law and regulations require some policies beyond those found in Policy Governance. At Carbon Valley Academy, these additional policies are found in staff and student-family handbooks and in procedure manuals. Through the annual contract with the Executive Director and in the policies of Chapter Three, Board – Executive Director and Staff Linkage, decisions and actions of the Executive Director are considered to have the weight of policy and meet the requirements of board policies being established in these areas.

CHAPTER ONE: INTERNAL BOARD OPERATIONS POLICIES

OVERVIEW

As stated previously, a major element of the hybrid of Policy Governance approach to governance used at Carbon Valley Academy is the clarity established in the board's role and the Executive Director's role.

In Chapter One: Internal Board Operations Policies the board clarifies its functions and the parameters within which it will do its work.

Adopted: 2/5/2007

Revised: 8/17/2009

POLICY 101 - GLOBAL BOARD COMMITMENT

The purpose of the Board, on behalf of Carbon Valley Academy stakeholders, is to create sustainable conditions in which Carbon Valley Academy achieves the desired mission and results for students, parents, and staff in a financially responsible manner.

Adopted: 2/5/2007

Revised: 8/17/2009

POLICY 102 - GOVERNING STYLE

The Board will govern lawfully with an emphasis on (a) the vision and mission of the school, (b) collective decisions, (c) acceptance of diversity in viewpoints, (d) strategic and future-focused leadership, and (e) clear distinction of Board and Executive Director roles.

Accordingly:

1. The Board will direct, control and inspire the school through the careful establishment of broad written policies reflecting the Board's values and perspectives. The Board's major policy focus will be on the intended long-term direction of the school, not on the administrative or programmatic means of attaining results.
2. The Board will cultivate a sense of group responsibility. The Board, not the staff, will be responsible for excellence in governing. The Board will be the initiator of policy, not merely a reactor to staff initiatives. The Board will not use the expertise of individual members to substitute for the judgment of the Board, although the expertise of individual members may be used to enhance the understanding of the Board as a body.
3. The Board will enforce upon itself whatever discipline is needed to govern with excellence. Discipline will apply to matters such as attendance, preparation for meetings, policymaking principles, Policy 106 – Code of Conduct, respect of roles, charter school law and best practices, and ensuring the continuance of governance capability. Although the Board can change its Internal Board Operations policies at any time, it will conscientiously observe those currently in force.
4. The Board will not allow an officer, individual board member, or committee of the Board to hinder or be an excuse for not fulfilling obligations of the Board as a whole.
5. The Board periodically will monitor and discuss the Board's process and performance. Self-monitoring will include comparison of Board activity and discipline to policies in the Internal Board Operations and Board-Executive Director Linkage categories.
6. Board development will be ongoing for all Board members. Orientation for new Board members will take place before the first regularly scheduled CVA Board meeting following the Board meeting at which the new member is seated. Orientation for the new Board members will be set at the dates(s) set by the Board at the Annual retreat.

Adopted: 2/5/2007

Revised: 8/17/2009

POLICY 103 - BOARD JOB DESCRIPTION

Specific outcomes of the Board, as the informed agent of the stakeholders, are those that ensure quality organizational performance.

Accordingly, the Board has direct responsibility to create and maintain:

1. A link between the stakeholders and the school.
2. The link between the school and the authorizing District.
3. Written governing policies that address the broadest levels of all school decisions and situations:
 - a. Results: Educational impacts, benefits, results for the students of Carbon Valley Academy, and the relative worth of those impacts, benefits, and results in terms of projected and actual costs.
 - b. Policies Limiting Operations: Constraints on Executive Director authority which establish the prudent and ethical boundaries within which all Executive Director activity and decisions must take place.
 - c. Internal Board Operations: Specification of how the Board conceives, carries out, and monitors its own tasks.
 - d. Board-Executive Director Linkage: How power is delegated and its proper use monitored, which in effect will define the Executive Director role, authority and accountability.
4. Assurance of successful school performance on Results and Policies Limiting Operations.

Adopted: 2/5/2007

Revised: 2/16/2012

POLICY 104 - AGENDA PLANNING

To accomplish its responsibilities and intended results with a governance style consistent with Board policies, the Board will not operate without an annual agenda which (a) completes a re-exploration of Results policies annually and (b) continually improves Board performance through Board education, quality input and deliberation.

1. The agenda cycle is defined as March 1 to the last day of February. It will start with the Board's adoption of its agenda for the next year which will be established no later than the last day of February and may be adjusted by the board as needed throughout the year.
2. The cycle will conclude each year on the last day of February so that administrative planning and budgeting can be based on accomplishing a one year segment of the Board's most recent statement of long term Results.
3. The Board will actively seek stakeholder input before establishing the annual Board agenda and before establishing the annual academic and non-academic goals included in the Results Policies for Carbon Valley Academy. The Board will not allow such input to be gathered without first developing a plan to gain such input, and this plan will be developed and approved no later than last day of February.
4. Governance education and Board member education related to Results determination, (e.g. presentations by recognized experts and successful practitioners, advocacy groups, staff, etc.) will be arranged as required throughout the year.
5. Throughout the year, the Board will attend to consent agenda items as expeditiously as possible.
6. Additional monitoring by the Executive Director of the Charter granted by the authorizing District may be included on the agenda if monitoring reports show policy violations, or if policy criteria are to be debated.

Adopted: 2/5/2007

Revised: 2/16/2012

POLICY 105 - BOARD PRESIDENT ROLE

The Board President, a specially empowered member of the Board, assures the integrity of the Board's process and occasionally represents the Board outside the organization.

Accordingly:

1. The assigned result of the Board President's job is that the Board and individual board members behave consistently with Board rules and policies and those legitimately imposed upon it from outside the organization.
 - a. Meeting discussion content will be on those issues which, according to Board policy, clearly belong to the Board to decide or to monitor.
 - b. Information that is for neither monitoring performance nor Board decisions will be avoided or minimized and always noted as such.
 - c. Deliberation will be fair, open, and thorough, but also timely, orderly, and kept to the point.
 - d. Inform and, if necessary, request changes by individual board members when she or he fails to behave consistently with Board rules and policies. The President is expected to recommend to the Board sanctions of an individual board member when requested changes are not made.
2. The authority of the Board President consists of making decisions that fall within topics covered by Board policies on Internal Board Operations and Board-Executive Director Linkage, with the exception of (a) employment or termination of an Executive Director (b) where the Board specifically delegates portions of this authority to others. The Board President is authorized to use any reasonable interpretation of the provisions in these policies.
 - a. The Board President is empowered to chair Board meetings with all the commonly accepted power of that position, such as ruling and recognizing.
 - b. The Board President has no authority to make unilateral decisions about policies created by the Board within Results and Policies Limiting Operations areas. Therefore, the Board President has no authority to supervise or direct the Executive Director.
 - c. The Board President may represent the Board in announcing Board-stated positions and in stating President's decisions and interpretations within the area delegated to her or him.
 - d. In unusual circumstances needing an immediate response and in which there is no Board-stated position, the President will make a reasonable effort to contact all board members prior to making a public statement.
 - e. The Board President may delegate this authority, but remains accountable for its use.
3. The Board President, or his/her appointee, shall be the official spokesperson for the Board regarding matters dealing with the press or other entities. The Board President is accountable

for official statements whether they are made by the Board President or by the Board President's appointee.

Adopted: 2/5/2007

Revised: 2/16/2012

POLICY 106 - BOARD OF DIRECTORS CODE OF CONDUCT

The Board commits itself and its Directors to ethical, businesslike, and lawful conduct, including proper use of authority and appropriate decorum when acting as Directors. Individual Board members may identify to the Board President or Vice President behavior that is perceived to be out of compliance with this code of conduct policy. In the case the Board President is involved in such violation the Board members may identify to the Board Vice President whom may take appropriate action.

1. Directors must have loyalty to the organization, un-conflicted by loyalties to staff, other organizations, and any personal interest.
2. Directors must avoid conflict of interest with respect to their fiduciary responsibility.
 - a. There will be no self-dealing or business with the school by a Director. Directors will immediately disclose to the Board, and as required by law to the State, their involvements with other organizations, with vendors, or any associations, which might be or might reasonably be seen as being a conflict.
 - b. When the Board is to decide upon an issue, about which a Board member has an unavoidable conflict of interest, that Board member shall absent herself or himself without comment from the vote and will avoid persuading other Board members during the deliberation. Board members will not use their Board position to obtain employment in the school for themselves, family members, or close associates.
3. Board members may not attempt to exercise individual authority over or give individual direction to the school or its staff.
 - a. Board members' interaction with the Executive Director or with staff must be consistent with the lack of authority vested in individuals except when explicitly Board authorized.
 - b. Board members' interaction with public, press or other entities must be consistent with the same limitation and the inability of any Board member to speak for the Board except to repeat explicitly stated Board decisions. Board members will refer members of the press to the Board President or the Board President's designated spokesperson.
 - c. Except for participation in Board deliberation about whether the Executive Director has achieved any reasonable interpretation of Board policy, Board members will not express individual judgments of performance of employees or the Executive Director.
4. Board members will respect the confidentiality required of sensitive issues, including those required by law and those deemed confidential by the Board or the Executive Director.
5. Board members are authorized to participate in the whistle blower program through which they may contact the Ombudsman for CVA to report perceived illegal activity for which they have direct knowledge
6. Board members will be properly prepared for Board deliberation.

Adopted: 2/5/2007

Revised: 2/16/2012

POLICY 107 - BOARD COMMITTEE PRINCIPLES

Board committees, when used, will be assigned so as to reinforce the wholeness of the Board's job and so as never to interfere with delegation from Board to Executive Director.

Accordingly:

1. 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.
2. Board committees may not speak or act for the Board except when formally given such authority for specific and time-limited purposes. Expectations and authority will be carefully stated in order not to conflict with authority delegated to the Executive Director.
3. Board committees cannot exercise authority over staff. Since the Executive Director works for the full Board, therefore he or she will not be required to obtain approval of a Board committee before performing any aspect of his or her job.
4. Board committees are to avoid over-identification with one aspect of the school rather than the school as a whole. Therefore, a Board committee that has helped the Board create policy on a specific topic will not be the only means by which the Board monitors school performance on that same topic.
5. This policy applies to any group which is formed by Board action, whether or not it is called a committee and regardless whether the group includes Board members. It does not apply to school committees formed under the authority of the Executive Director.
6. The Board and the Executive Director jointly may form committees which are designated Joint Board-School committees so long as such committees have a clear "Charge Statement." The charge statement must delineate that the Joint Committee has co-chairs, one appointed by the Board and one appointed by the Executive Director, or a single chair appointed by consensus of the Board and the Executive Director. The committee is accountable equally to both the Board and the Executive Director, and that both the Board and the Executive Director must approve the recommendations of the committee before they are acted upon.

Adopted: 2/5/2007

Revised: 2/16/2012

POLICY 108 - BOARD COMMITTEE STRUCTURE

A committee is a Board committee only if its existence and charge come from the Board, regardless whether Board members sit on the committee. The only standing Board committees are those which are set forth in this policy. The Board will further define the work of each committee by adopting a charge statement which authorizes the committee's mission, accountability, membership, completion date/milestones timeline, and resources. Further, the charge statement will describe more completely the products and authority of the committee. The Board will appoint the chair of the committee.

The Board may establish ad hoc committees for specific tasks or roles. An ad hoc Board committee exists only when it is established by Board action authorizing a charge statement for the committee. Unless otherwise stated, an ad hoc committee ceases to exist as soon as its task is complete.

Standing Board Committees:

1. Nominating Committee
 - a. Products: Nominating Committee is to:
 - i. Develop, when needed, a nomination and election process which meets all legal requirements.
 - ii. Develop a nomination process to fill vacancies.
 - iii. Recommend individuals or a slate of candidates who are highly qualified, committed, and meet the needs of the Board for representation and expertise in areas critical to the Board's success.
 - b. The authority of the Nominating Committee will be described in the Charge Statement approved by the Board. The Board will renew the Charge Statement as needed.
2. Finance Committee
 - a. Products: the Finance Committee is to develop six products for the Board:
 - i. Recommendation of annual budget prepared by Executive Director or designee.
 - ii. Recommendation of quarterly financial reports prepared by Executive Director or designee.
 - iii. Recommendation of specifications for annual audit, auditing firm, and response to audit report.
 - iv. Recommendation of long range financial forecasts prepared by Executive Director or designee.
 - v. Recommendation of Investment Policy revisions and investments prepared by the Executive Director or designee.
 - vi. Recommendation of financial assumptions and scenarios, as developed by Executive Director or designee, to be included in Strategic and Long Range Plans.

- b. The authority of the Finance Committee will be described in the Charge Statement approved by the Board. The Board will renew the Charge Statement as needed. The Board Treasurer or her/his designee will serve as the chair of the Finance Committee.
- 3. School Accountability Committee
 - a. Products: The Program Accountability Committee is to develop three products for the Board:
 - i. Annual Accountability Report as required by the authorizing District and CDE,
 - ii. Documents required for the Board's long range vision process, including annual results policies process, and
 - iii. Documents required for the Charter Renewal Agreement process initiated in the final year of the present Charter Agreement.
 - b. The authority of the Accountability Committee will be described in the Charge Statement approved by the Board. The Board will renew the Charge Statement as needed.

Adopted: 2/5/2007

Revised: 2/16/2012

POLICY 109 - STRATEGIC VISION AND MISSION

The Board will establish the vision and mission of CVA, based on an intentional strategic thinking process. The vision and mission will be reviewed at least annually. Although changes to the vision and mission are to be made only after thoughtful and broad-based deliberation, the Board may make such changes at any appropriate time throughout its annual agenda cycle.

This policy is linked directly to the expectations for the Executive Director to design and implement a strategic planning process, as noted in Policy 204.

STRATEGIC VISION

The Board's vision of Carbon Valley Academy is extraordinary student growth in academic achievement and character development through results-driven leadership relentlessly focused on students.

The Board believes that leadership occurs throughout the organization. Leadership is formal, through positions with formal authority including the board, executive director, principal, staff, volunteers, and student leaders. It is also informal, through the contributions of influential members of the Carbon Valley Academy community. Leadership is the responsibility of both formal and informal leaders to promote the vision and mission of Carbon Valley Academy.

Such leadership develops and sustains a positive, student centered organization culture through communication and decision making which is uncompromisingly truthful, transparent, and respectful. It ensures that students feel safe and respected by staff and other students. It holds individuals and groups accountable for actions consistent with core values and goals. Such leadership sustains high morale and motivation by sharing decision making authority, within boundaries, with those who are accountable for results. It develops understanding and earns the loyalty of students, their families, and staff through consistent and constant telling and retelling of the Carbon Valley Academy story. It always focuses on the execution of decisions and the results achieved. It is grounded in trust, caring, and positive relationships.

The Board is resolute in carrying out its leadership role. It believes in defined roles which clearly delineate the authority and accountability of the board to secure for Carbon Valley Academy fiscal sustainability, a vibrant and relevant vision and mission, a strategic context in which goals and improvement targets are defined and achieved, and a well-defined and highly effective relationship with the Executive Director.

The Board believes Carbon Valley Academy is a Pre-school through Eighth grade organization serving the Carbon Valley and its immediate surroundings. It believes in fostering a small school feel while meeting the academic needs of all children attending CVA.

The Board embraces a hybrid version of Carver Policy Governance as the most effective means to continually improve its ability to:

1. Define results to be achieved with students,
2. Delegate authority and its limits to the Executive Director through which to achieve these results,
3. Hold the Executive Director accountable for results and the quality of operations, and
4. Provide broad fiscal and program oversight necessary to be highly informed strategic decision makers.

The Board is committed to hiring and retaining exceptional talent in the Executive Director position. It is equally committed to providing an environment within which the Executive Director may assemble and develop talented staff and volunteers to perform at exceptional levels throughout the organization. The Board believes this is the surest route to producing the extraordinary education program envisioned for the students of Carbon Valley Academy.

The Board believes the extraordinary education program is demonstrated by

1. High positive academic growth of every student;
2. Commitment to and demonstration of the character traits Respect, Responsibility, Patriotism, Compassion, Work Ethic, Friendship, Honesty, Perseverance, and Courage;
3. Students who apply their solid foundation of knowledge in an integrated fashion to solve problems and successfully respond to future challenges and opportunities.

The Board believes that talented staff performing at exceptional levels develops students who achieve extraordinary growth when there is an intense commitment to:

1. Quality;
2. The growth of every student without exception;
3. Making decisions which are data driven, from the classroom to the boardroom;
4. Implementing a rigorous curriculum which provides for differentiation among students by staff who know how to differentiate instruction;
5. Continuously improving instruction through systematic professional development and individual effort in a team environment;
6. Utilizing learning styles in instruction;
7. Developing student character in our core traits; Respect, Responsibility, Patriotism, Compassion, Work Ethic, Friendship, Honesty, Perseverance, and Courage;
8. Remunerating staff through a system which reflects what is valued in instruction, staff involvement and leadership; and
9. Open two-way communication in all conversations.

The Board believes that this vision for Carbon Valley Academy is best achieved by proactively developing partnerships between and among the members of the Carbon Valley Academy community, the broader educational community, local and regional government, private agencies, and the general citizenry.

Through these partnerships and results-driven leadership relentlessly focused on students, Carbon Valley Academy will achieve our vision of extraordinary student growth in academic achievement and character development.

MISSION

The mission of the Carbon Valley Academy is to provide rich content and solid skills instruction in an environment that champions character and personal academic achievement.

- Our first academic objective is to provide a complete educational foundation based upon proven methods of instruction and rich, challenging content.
- Carbon Valley Academy provides a classroom and school culture that creates the best learning environment for students through high expectations of student discipline and character.
- Carbon Valley Academy believes that parents are their children’s first teachers and those parents delegate to us in a cooperative spirit, the responsibility of their child’s education.
- Carbon Valley Academy believes that students thrive on challenge and learning at their “resistance level” and strives to develop individualized and rigorous learning goals for students in the area of language arts and mathematics.

The Kindergarten - 8th grade Carbon Valley Academy charter school is founded on the belief that our students, parents and community members deserve a no-cost, state-of-the-art, high quality education that exceeds educational standards and also focuses on building students' character, and challenging students to work at their ability level. We also believe in high parental involvement within the school setting.

Adopted: 2/5/2007

Revised: 2/16/2012

POLICY 110 - BOARD POLICY REVIEW AND ADOPTION

The Board is responsible to continually review the effectiveness of its policies for school governance and to adapt or adopt policies as required for the success of the school.

Accordingly:

1. 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 authorizing District, state, or federal requirements or laws.
2. The Board will adjust policies at any time during the year when present policies are deemed to be unclear, ineffective, or out of compliance with the contract with the authorizing District, the Charter, or with state or federal law.
3. The Board will act in an informed, open, and inclusive manner when considering policy revisions or adoption.

Adopted: 2/5/2007

Revised: 2/16/2012

POLICY 111 - COST OF GOVERNANCE

The Board believes poor governance costs more than learning to governing well. Therefore the board will invest in its capacity to govern well.

Accordingly:

1. Board skills, methods, and supports will be sufficient to assure governing with excellence.
 - a. Training and retraining will be used effectively to orient new Directors and candidates for Directorship, as well as to maintain and increase existing member skills and understandings.
 - b. Outside monitoring assistance will be arranged so that the Board can exercise confident control over organizational performance. This includes, but is not limited to, fiscal audit.
 - c. Outreach mechanisms will be used as needed to ensure the Board's ability to listen to stakeholders' viewpoints and values.
2. The following costs will be prudently incurred, though not at the expense of endangering the development and maintenance of superior capability.
 - a. Up to \$2,000 annually for the Nominating Committee.
 - b. Up to \$5,200 annually for a financial audit.
 - c. Up to \$1,500 annually for the Board's general expenses and attendance at conferences which have received prior approval of the Board.
 - d. Up to \$7,000 annually for the Board Retreats.
 - e. Up to \$10,000 annually for ongoing Board development.

Adopted: 11/5/2007

Revised: 2/16/2012

POLICY 112 - BOARD CONTINUOUS IMPROVEMENT OF INTERNAL OPERATIONS

The Board is responsible to continually review the effectiveness of its internal operations for school governance and to adapt or adopt policies and practices as required for the success of the school.

Accordingly:

1. The Board will review its performance for school governance at least once a year, as outlined in the calendar of reports in this policy. This review will result in recommendations for the adoption of new policies and practices as needed, and in the revision of policies and practices which are unclear, ineffective, or out of compliance with authorizing District, state, or federal requirements or laws.
2. The board internal operations reports will be the main means of reviewing Board performance. Only information related to Board performance included in the policies in the Internal Board Operations Policies will be considered relevant to reviewing the performance of the Board. All other information will be considered as information for other purposes.
3. The Vice President of the Board of Directors is responsible to ensure each operation policy is reviewed according to the calendar. The calendar of the Board's internal operations reports will be reviewed according to the following calendar of Internal Board

OPERATIONS REPORTS

Internal Board Operations Policies	Method	Frequency
102 – GOVERNING STYLE	Internal: Staff and parent focus group; board review	Board retreat(s)
103 – BOARD JOB DESCRIPTION	Internal: Staff and parent focus group; board review	Board retreat(s)
104 – AGENDA PLANNING	Internal: board review	Board retreat(s)
105 – BOARD PRESIDENT ROLE	Internal: Staff and parent focus group; board review	Board retreat(s)
106 – CODE OF CONDUCT	Internal: Staff and parent focus group; board review	Board retreat(s)
107 – BOARD COMMITTEE PRINCIPALS	Internal: board review	Board retreat(s)
108 – BOARD COMMITTEE STRUCTURE	Internal: board review	Board retreat(s)
109 – STRATEGIC VISION AND MISSION	Internal: Staff and parent focus group; board review	Board retreat(s)
110 – BOARD POLICY REVIEW	Internal: board review	As monitoring reports are presented
111 – COST OF GOVERNANCE	Internal: board review	Board retreat(s)

CHAPTER TWO: OPERATIONAL LIMITATIONS POLICIES

OVERVIEW

A major element of the hybrid of Policy Governance approach to governance used at Carbon Valley Academy is the clarity of the board's role and the Executive Director's role. The board hires the Executive Director as its only official link to the operation of the school. The board clarifies its operational role in Chapter One of these policies, Internal Board Operations Policies. It clarifies its role of oversight and monitoring of the Executive Director in Chapter Three, Board – Executive Director Linkage. The oversight and monitoring is always done in the context of achieving priority results in a financially responsible manner. The priority results are outlined in Chapter Four, Results Policies.

In this chapter, Chapter Two: Operational Limitations Policies, the board clarifies its expectations of the Executive Director of the school.

It does this through establishing the limits of acceptable practices in critical function areas. This is different from most board policy manuals in that traditional policies tell the Executive Director administration everything they are to do and how they are to do it. This makes for a huge policy manual and a great deal of bureaucracy guiding most every action of the administration. This may work in large organizations which don't depend on market flexibility.

However, in a small to medium sized charter school environment, these traditional policies tend to create barriers to both the focus on results and to the flexibility and creativity needed to resolve problems and innovate.

The hybrid of Policy Governance used by Carbon Valley Academy attends to the major areas in which the board has expectations of the Executive Director sets the parameters, or limits, within which his or her actions will be considered acceptable. As long as the Executive Director stays within the limitations of actions defined in this chapter, the Executive Director's performance will be considered as meeting the board's expectations.

The monitoring reports listed in Chapter Three: Board – Executive Director Linkage are the means through which the board assesses the degree of compliance the Executive Director has met their expectations in each of the policies listed in this chapter.

Adopted: 2/5/2007

Revised: 8/17/2009

POLICY 201 - GLOBAL EXECUTIVE DIRECTOR CONSTRAINT

The Executive Director will not cause or allow any practice, activity, decision, or organizational circumstance which is unlawful, unethical, or in violation of the board’s vision of school business, professional, and educational practices.

Adopted: 2/5/2007

Revised: 8/17/2009

POLICY 202 - TREATMENT OF STUDENTS AND THEIR FAMILIES

With respect to interactions with students and their families, the Executive Director will not cause or allow conditions, procedures, or decisions which are unsafe, undignified, unnecessarily intrusive, or undermine the development of a sense of community.

Further, without limiting the scope of the foregoing statement, the Executive Director, directly or through a designee, will not:

1. Fail to establish with students and families a clear understanding of the school's mission and vision, and what may and may not be expected from the programs and services offered or authorized by the school.
2. Fail to organize a teacher-family introductory meeting for every new student and his or her family before the beginning of the school year, and for a new student and her or his family during the enrollment process during the year.
3. Fail to establish the use of learning plans that: a. reflect individual learning styles and data driven instruction decisions that advance students in a rigorous, board approved pre-K-8 Core Knowledge and comparable high school curriculum, b. develop essential character traits, and c. instill a sense in students of empowerment, citizenship and responsibility for their education.
4. Fail to provide students and families with information on student academic, social and emotional development on a scheduled basis, or as necessary, and such information on that development shall not neglect to provide qualitative information.
5. Fail to provide students and their families with appropriate intervention options for academic, social and emotional development.
6. Fail to operate without a fully implemented and effective discipline plan.
7. Fail to inform students and families of their rights under this policy section and to provide a way for them to voice a complaint to the appropriate party.
8. Fail to provide multi-faceted opportunities for parent and family involvement.
9. Fail to make significant system-wide or programmatic decisions without an intentional process that gathers and considers input from students and their families.

Adopted: 2/5/2007

Revised: 8/17/2009

POLICY 203 - TREATMENT OF STAFF

The Executive Director, through his or her supervision and other management and leadership actions, will not allow or cause conditions which are unfair, demeaning, disorganized, or unclear with respect to the treatment of staff.

Further, without limiting the scope of the foregoing statement, the Executive Director or his or her designee will not:

1. Operate without acquainting staff with written personnel rules which: (a) state and clarify rules for staff, (b) provide for effective handling of grievances, (c) protect against wrongful conditions, such as nepotism and grossly preferential treatment for personal reasons, and (d) protect against unprofessional interpersonal actions.
2. Discriminate against any staff member for respectful expression of dissent.
3. Fail to acquaint staff with the Executive Director's interpretation of their protections under this policy section.
4. Allow staff to be unprepared to deal with emergency situations.
5. Fail to establish the performance expectations and the criteria for evaluation of paid staff jobs.
6. Fail to establish the expectations and criteria for volunteer jobs.
7. Make significant system-wide or programmatic decisions without an intentional process that gathers and considers input from staff.

Further, the Executive Director shall not fail to fully develop and implement a remuneration and development system for staff which advances individual student growth.

Adopted:

Revised:

POLICY 204 – STRATEGIC PLANNING

(TO BE DEVELOPED)

Adopted: 2/5/2007

Revised: 8/17/2009

POLICY 205 - FINANCIAL PLANNING/BUDGETING

Financial planning for any fiscal year or the remaining part of any fiscal year will not deviate materially from the Board's Results Policies, risk fiscal jeopardy, or fail to be aligned with a multi-year financial plan.

Further, without limiting the scope of the foregoing statement, the Executive Director or his or her designee will not allow budgeting that:

1. Fails to adhere to state statutes concerning timely budget submission.
2. Risks incurring those situations or conditions described as unacceptable in the Board policy "Financial Condition and Activities."
3. Omits credible projection of revenues and expenses, separation of capital and operational items, cash flow, and disclosure of planning assumptions.
4. Provides less for Board prerogatives during the year than is set forth in the Cost of Governance policy.

Adopted: 2/5/2007

Revised: 8/17/2009

POLICY 206 - FINANCIAL CONDITION AND ACTIVITIES

With respect to the actual, ongoing financial condition and activities, the Executive Director will not cause or allow the development of fiscal jeopardy or material deviation of actual expenditures from Board priorities established in Results Policies.

Further, without limiting the scope of the foregoing statement, the Executive Director or his or her designee will not:

1. Allow annual expenditures to be greater than 95% of annual revenue by the end of the 2009-2010 school year.
2. Fail to secure prior Board approval for expenditures across budget categories or new revenue generating activities not approved in the annual budget adopted by the Board.
3. Establish a line of credit without Board approval.
4. Make expenditures from existing long-term fund balance without prior consent from the Board.
5. Fail to settle payroll and debts in a timely manner.
6. Allow tax payments or other government ordered payments or filings to be overdue or inaccurately filed.

Adopted: 2/5/2007

Revised: 8/17/2009

POLICY 207 - ASSET PROTECTION

The Executive Director will not cause or allow school assets to be unprotected, inadequately maintained or unnecessarily exposed to risk.

Further, without limiting the scope of the foregoing statement, the Executive Director or his or her designee will not:

1. Fail to insure against theft and casualty losses and employee dishonesty to an adequate amount.
2. Fail to insure against liability losses to Board members, staff and the school itself in an amount no less than the average for comparable schools.
3. Subject building and equipment to improper use or improper wear and tear.
4. Unnecessarily expose the school, its Board or staff to claims of liability.
5. Make any purchase without having obtained comparative prices and quality.
6. Fail to protect intellectual property, information and files from loss or significant damage.
7. Receive, process, or disburse funds under controls that are insufficient to meet the Board-appointed auditor's standards.
8. Compromise the independence of the Board's financial audit or other external monitoring or advice.
9. Endanger or misrepresent the school's public image, credibility, or its ability to accomplish results listed in the Results Policies.
10. Change the organization school's name or substantially alter its identity in the community.

Adopted: 2/5/2007

Revised: 8/17/2009

POLICY 208 - COMPENSATION AND BENEFITS

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

Further, without limiting the scope of the foregoing by this enumeration, the Executive Director or his or her designee will not:

1. Change the Executive Director's own compensation and benefits, except when his or her benefits are included in a package for all other employees.
2. Fail to use At Will Employment Contracts.
3. Establish current compensation and benefits that deviate significantly from the stated intent of the last paragraph of Policy 203, Treatment of Staff.

Adopted: 2/5/2007

Revised: 8/17/2009

POLICY 209 - EMERGENCY EXECUTIVE DIRECTOR SUCCESSION

In order to protect the Board in case of sudden loss of a Executive Director's services, the Executive Director will identify for Board approval by the August School Board meeting of each year a staff or resource person(s) sufficiently familiar with Board and Executive Director issues and processes, including but not limited to documentation of the position's responsibilities and activities, to enable that person to take over with reasonable proficiency as an interim successor. In the event of a change in status of the successor(s), the Executive Director will submit for approval a replacement(s) at the next Board meeting.

Adopted: 2/5/2007

Revised: 8/17/2009

POLICY 210 - COMMUNICATION AND SUPPORT TO THE BOARD

The Executive Director will not permit the Board to be uninformed or unsupported in its work.

Further, without limiting the scope of the foregoing statement, the Executive Director will not:

1. Neglect to submit required monitoring data in a timely, accurate, understandable, non-defensive and unbiased fashion, directly addressing provisions of Board policies being monitored and justifying the Executive Director interpretation.
2. Fail to report in a timely manner an actual or anticipated noncompliance with any policy of the Board.
3. Neglect to submit decision information required periodically by the Board or let the Board be unaware of relevant trends.
4. Let the Board be unaware of any incidental 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. (Incidental refers to information that is not relevant to decision making, but could blindside the Board.)
5. Fail to advise the Board if, in the Executive Director's opinion, the Board is not in compliance with its own policies on Internal Board Operations and Board-Executive Director Linkage, particularly in the case of Board behavior, which is detrimental to the work relationship between the Board and the Executive Director. Fulfilling this expectation may be done through communication with the Board President or the Board as a whole.
6. Present information in unnecessarily complex or lengthy form or in a format that fails to differentiate among information of three types: monitoring, decision preparation, or incidental information.
7. Fail to provide a workable mechanism for official Board, officer or committee communications.
8. Fail to deal with the Board as a whole except when (a) choosing to fulfill individual requests for information or (b) responding to officers or committees duly charged by the Board.
9. Fail to inform the Board of decisions delegated to the Executive Director which are intended to have the weight of Board policy.
10. Fail to supply the Board in a timely manner with information regarding school metrics representing significant trends in the school's performance, including but not limited to English Language Learners, attendance, students on IEPs, ILPs, and 504's, special education referrals, and discipline referrals and suspensions.

Adopted: 2/5/2007

Revised: 2/16/2012

POLICY 211 - RESULTS FOCUS OF GRANTS AND CONTRACTS

The Executive Director will not apply for a grant, accept a grant, contract with a service provider, or initiate a fundraising project or program without first verifying that it is in alignment with and contributes toward the achievement of the Board's "Results Policies."

Further, without limiting the scope of the foregoing statement, the Executive Director or his or her designee will not:

1. Apply for or accept a grant if the requirements of the grant are substantially different from or impede the achievement of the priority results identified for the school in these Board Policies.
 2. Enter into or continue a contract, within legal constraints of terminating a contract, if the service to be provided will be substantially different from or impede the achievement of the priority results identified for the school in these Board Policies.
 3. Initiate or continue a fundraising project or program if the nature of the activities and the resources required to execute the project or program are substantially different from or impede the achievement of the priority results identified for the school in these Board Policies.
- Additionally, the Executive Director will not allow a volunteer for such fundraising projects and programs to engage in volunteer activities without an appropriate background check.

Adopted: 2/5/2007

Revised: 8/17/2009

POLICY TITLE: 212 - COMMUNICATION WITH AND INVOLVEMENT OF STAKEHOLDERS FROM THE BROADER COMMUNITY, INCLUDING THE AUTHORIZER

The Executive Director will not permit the authorizer or appropriate stakeholders in the broader community to be uninformed regarding progress and compliance with expectations identified by the authorizer, the State, and the Federal Government.

Further, without limiting the scope of the foregoing statement, the Executive Director or his or her designee will not:

1. Neglect to submit reports required by the authorizer, the state, or the federal government in a timely, accurate, and complete fashion.
2. Fail to maintain positive relationships with the authorizer or other stakeholders from the broader community.
3. Fail to proactively advocate for the school and the charter school movement in general when clear and appropriate opportunities to do so with the authorizer and stakeholders from the broader community are evident.

CHAPTER THREE: BOARD-EXECUTIVE DIRECTOR LINKAGE

OVERVIEW

A major element of the hybrid of Policy Governance approach to governance used at Carbon Valley Academy is the clarity of the board's role and the Executive Director's role. The board clarifies in Chapter Three that it identifies the Executive Director as its only official link to the operation of the school. In the chapter, the board defines in policy the authority it delegates to the Executive Director to achieve the results set for the school. It also defines the accountability of the Executive Director for achieving those results.

Furthermore, the board clarifies its role of oversight and monitoring of the Executive Director in Chapter Three. The monitoring reports listed at the end of the chapter are the means through which the board assesses the degree of compliance of the Executive Director in meeting the expectations in each of the policies listed in Chapter Four: Results Policies, and in Chapter Two: Operational Limitations Policies.

The oversight and monitoring is always done in the context of achieving priority results in a financially responsible manner, as outlined in Chapter Four: Results Policies.

Adopted: 2/5/2007

Revised: 8/17/2009

POLICY 301 - GLOBAL BOARD--EXECUTIVE DIRECTOR LINKAGE

The Board's sole official connection to the school operational organization, achievements, staff, and conduct will be through the Executive Director.

Adopted: 2/5/2007

Revised: 8/17/2009

POLICY 302 - UNITY OF CONTROL

Only officially passed motions of the Board are binding on the Executive Director.

Accordingly:

1. Decisions or instructions of individual Board members, officers, or committees are not binding on the Executive Director except in rare instances when the Board has specifically authorized such exercise of authority.
2. In the case of Board members or committees requesting information or assistance without Board authorization, the Executive Director can refuse such requests that require, in the Executive Director's opinion, a material amount of staff time or funds or is disruptive.

Adopted: 2/5/2007

Revised: 8/17/2009

POLICY 303 - ACCOUNTABILITY OF THE EXECUTIVE DIRECTOR

The Executive Director is the Board's only official 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 Executive Director.

Accordingly:

1. The Board will never give instructions to persons who report directly or indirectly to the Executive Director.
2. The Board will not evaluate, either formally or informally, any staff other than the Executive Director.
3. The Board will view Executive Director performance as identical to organizational performance, as defined in the Results Policies and Policies Limiting Operations, so that organizational accomplishment of Board stated Results and avoidance of Board prescribed operational limitations will be viewed as successful Executive Director performance.

Adopted: 2/5/2007

Revised: 8/17/2009

POLICY 304 - DELEGATION TO THE EXECUTIVE DIRECTOR

The Board will instruct the Executive Director through written policies which prescribe the school Results to be achieved and describe school situations and actions to be avoided, allowing the Executive Director to use any reasonable interpretation of these policies.

Accordingly:

1. The Board will develop policies instructing the Executive Director to achieve specified results, for specified students at a specified priority. These policies will be developed systematically from the broadest, most general level to more defined levels, and will be called Results policies. All issues that are not Results issues are defined as school operation issues, Board operation issues, and Board-Executive Director linkage issues.
2. The Board will develop policies which limit the latitude the Executive Director may exercise in designing and developing the school operations. These policies will be developed systematically from the broadest, most general level to more defined levels, and they will be called Policies Limiting Operations. The Board will never prescribe operational procedures.
3. As long as the Executive Director uses any reasonable interpretation of the Board's Results and Policies Limiting Operations, the Executive Director is authorized to establish all further procedures, make all decisions, take all actions, establish all practices and develop all activities. Such decisions of the Executive Director shall have full force and authority as if decided by the Board.
4. The Board may change its Results and Policies Limiting Operations, thereby shifting the boundary between Board and Executive Director domains. By doing so, the Board changes the latitude of choice given to the Executive Director. However, as long as any particular delegation is in place, the Board will respect and support the Executive Director's choices.

Adopted: 2/5/2007

Revised: 8/17/2009

POLICY 305 - COMMUNICATION WITH AND SUPPORT OF THE EXECUTIVE DIRECTOR

The Board will not permit the Executive Director to be uninformed or unsupported in her/his work.

Further, without limiting the scope of the foregoing statement, the Board will not:

1. Fail to report in a timely manner an actual or anticipated noncompliance with any policy of the Board in its areas of responsibility, including reports of Board committees and reports of the Board required in these policies.
2. Fail to advise the Executive Director in a timely manner if, in the Board's opinion, the Executive Director is not in compliance with the Board's Policies Limiting Operations or Results Policies, particularly in the case of Executive Director behaviors which are detrimental to the work relationship between the Board and the Executive Director.
3. Communicate in unnecessarily complex or lengthy form or in a format that fails to be clear and concise.
4. Fail to participate in workable mechanisms developed for official Board, officer or committee communications.

Adopted: 2/5/2007

Revised: 8/17/2009

POLICY 306 - MONITORING EXECUTIVE DIRECTOR PERFORMANCE

Systematic and rigorous monitoring of the Executive Director job performance will be based solely on the only expected Executive Director job outputs: school accomplishment of Board policies on Results and within the boundaries established in Policies Limiting Operations.

Accordingly:

1. 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.
2. The Board will acquire monitoring data by one or more of three methods: (a) by internal report, in which the Executive Director discloses compliance information, along with their justification for the reasonableness of interpretation; (b) by external report, in which an external, disinterested third party selected by the Board assesses compliance with policies, augmented with the Executive Director’s justification for the reasonableness of their interpretation; and (c) by direct Board inspection, in which a designated member or members of the Board assess compliance with policy, with access to the Executive Director's justification for the reasonableness of interpretation.
3. In every case, the standard for compliance shall be any reasonable Executive Director interpretation of the Board policy being monitored. The Board is final arbiter of reasonableness, but will always judge with a “reasonable person” test rather than with interpretations favored by individual Board members or by the Board as a whole.
4. All policies that instruct the Executive 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 schedule.

Month(s) Due	Work Session	Policy Number	Title	Method	Frequency	Notes
January			Annual Board Retreat		Annually	Communication Plan, Strategic thinking, Results Policies
January	December	209	Communication & Support to the Board	Direct Board Inspection	Annually	
February	Winter Retreat		Results Policies	Internal	Semi Annually	End of annual cycle
February	February	204	Financial planning & Budget	External CPA	Annually	Budget presentation, approval at March regular meeting
February	Meetings as needed		Executive Director Contract	External, Atty & Board rep	Annually	
March	Finance Committee	205	Financial conditions	External CPA	Quarterly	Quarterly budget to actuals, previous quarter
April	Preview 1 week	207	Compensation & Benefits	Internal	Annually	
May	April	203	Treatment of Staff	Internal	Semi Annually	Monthly metrics in Principals reports
June	May	206	Asset Protection	External, Insurance Co	Annually	
June	June	201	Global Executive Director Constraint	Internal	Annually	
June	Finance Committee	205	Financial conditions	External CPA	Quarterly	Quarterly budget to actuals, previous quarter
June	June	202	Treatment of Students & Families	Internal	Semi Annually	Monthly metrics in Principals reports
August	Preview 1 week	210	Results focus of Grants & Contracts	Internal	Annually	
August	August	211	Communication with Stakeholders	Internal	Annually	
August	Preview 1 week	208	Emergency Succession	Internal	Annually, updated when needed	
September			Results Policies	Internal	Semi Annually	Progress Report
September	Finance Committee	205	Financial conditions	External, Auditor	Quarterly	Audit presentation previous fiscal year
October	October	203	Treatment of Staff	Internal	Semi Annually	Monthly metrics in Principals reports
October	October	202	Treatment of Students & Families	Internal	Semi Annually	Monthly metrics in Principals reports
November						
December	Finance Committee	205	Financial conditions	External CPA	Quarterly	Quarterly budget to actuals, previous quarter

CHAPTER FOUR: RESULTS POLICIES

OVERVIEW

A major element of the hybrid of Policy Governance approach to governance used at Carbon Valley Academy is the focus of governance on achieving results. The emphasis on results includes the goals for student achievement and development. The results are to be in alignment with and guided by the Board established vision and mission of Carbon Valley Academy and are to be consistent with the charter approved by the authorizer, The St. Vrain Valley School District.

All of the other policies included in Carbon Valley Academy's Policy Governance Manual are intended to support the achievement of the results outlined in this chapter.

Adopted: 3/3/2008

Revised:

POLICY 401 - GLOBAL RESULTS COMMITMENT

Carbon Valley Academy is committed to attaining extraordinary individual student growth in academic achievement and character.

In order to accomplish this, Carbon Valley Academy is committed to its mission that states:

“Carbon Valley Academy’s mission is to provide rich content and solid skills instruction in an environment that champions character and personal academic achievement.”

Adopted: 3/3/2008

Revised:

POLICY 402 - STUDENTS TO BE SERVED

Carbon Valley Academy shall serve preschool through grade 8 students enrolled in the school.

Adopted: 3/3/2008

Revised: 2/16/2012

POLICY 403 - HIGHEST PRIORITY – EXTRAORDINARY INDIVIDUAL STUDENT ACADEMIC GROWTH

CVA's first order long term priority goal is extraordinary individual student growth in academic achievement. In the long term, CVA is committed to 100% of its students achieving 110% or more of their individual academic growth targets annually.

For 2012 – 2013 CVA's first order priority academic goal is to increase significantly the percentage of students achieving their individual student growth targets in mathematics. What constitutes a significant increase will be recommended by the CVA School Accountability Committee (SAC) and determined by the Board.

Specifically and after consideration of the SAC recommendation, the CVA 2012 – 2013 first order priority academic goal is 65% of students achieve 100% of their individual growth target in mathematics as measured by the Fall – Spring NWEA assessment.

Adopted: 2/16/2012

Revised:

POLICY 404 – SECOND HIGHEST PRIORITY – EXTRAORDINARY INDIVIDUAL STUDENT ACADEMIC GROWTH

CVA's second order priority goal is sustained extraordinary individual student growth in academic achievement in reading. In the long term, CVA is committed to 100% of its students achieving 110% or more of their individual academic growth targets in reading annually, as determined by fall – spring NWEA assessments in reading.

For 2012 – 2013 CVA's second order priority academic goal is to sustain the recently attained trend of significant increases in the percentage of students achieving their individual student growth targets in reading. What constitutes a sustained significant increase in NWEA reading growth scores will be recommended by the CVA School Accountability Committee (SAC) and determined by the Board.

Specifically and after consideration of the SAC recommendation, the CVA 2012 – 2013 second order priority academic goal is 75% of students achieve 100% of their individual growth target in reading as measured by the Fall – Spring NWEA assessment.

Adopted: 3/3/2008

Revised: 2/16/2012

POLICY 405 – THIRD HIGHEST PRIORITY – ACADEMIC RIGOR

CVA's third order long term priority goal is to achieve academic rigor, including but not limited to higher level thinking skills, across subject areas and programs.

Specifically, for 2012 – 2013 CVA's third order priority academic goal is to identify the academic area(s) to include in CVA's 2013 – 2014 policies 403 and 404 - *highest and second highest priorities – extraordinary individual student academic growth* as focus areas in which to increase significantly the percentage of students achieving their individual student growth targets.

Adopted: 3/3/2008

Revised: 2/16/2012

POLICY 406 – ADDITIONAL PRIORITIES– CHARACTER DEVELOPMENT AND COMMUNITY LOYALTY

CVA’s additional long term priority goals include:

1. to sustain and improve character development for all CVA students.

Specifically, for 2012 – 2013 CVA will continue the development of school-wide and classroom level character development programs and activities and to develop cost effective measures of results in character development; and

2. to achieve community loyalty.

Specifically, for 2012 – 2013 CVA will continue the development of a sustainable, unique school culture which results in full enrollment with 90% or higher levels of retention and renewal.

Adopted: 3/3/2008

Revised:

POLICY 407 - EXCLUSION CLAUSE

When staff members are developing IEPs they should strive to incorporate these Results Policies to the greatest extent possible. However, students with Individual Education Plans (IEP) may have modifications or accommodations that do not align with these policies. In such cases the student shall be exempt from meeting the Results Policies.