

GVCC/GVA Board of Directors' Policy Manual Governance & Administration Policies

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List of Contents

1.0.0: Organizational Foundations

1.1.0: GVCC/GVA Mission Statement

1.2.0: GVCC/GVA Vision Statement

1.3.0: Legal Status

1.3.1: Global Village Charter Collaborative (GVCC)

1.3.2: Global Village Academies (GVA)

1.4.0: Core Documents

1.4.1: Common Definitions ([See Appendix A](#))

1.4.2: GVCC and GVA Articles of Incorporation

1.4.3: GVCC and GVA Bylaws

1.4.4: GVCC/GVA Collaborative Contract

1.4.5: Colorado Charter School Act

1.4.6: CDE Financial Policies and Procedures

1.4.7: Charter Applications & Charter Contracts

1.4.8: Colorado Standards and Indicators for Continuous School Improvement (Standards 1-8)

([See Appendix B](#))

1.4.9: IRS Form 1023 & Letter of Determination

1.4.10: Quality Statements for Colorado Charter Schools ([See Appendix C](#))

1.4.11: Brief Timeline of GVA and GVCC

1.4.12: GVCC-GVA Employee Manual

1.4.13: GVA Parent-Student Handbook

1.5.0: Nondiscrimination

1.6.0: Calendar Year

2.0.0: GVCC/GVA Board of Directors

2.1.0: Authority of the Board of Directors (2.1.1 to 2.1.4)

2.2.0: Delegation by the Board of Directors (2.2.1 to 2.2.3)

2.3.0: Communication Linkage (2.3.1)

2.4.0: GVCC/GVA Board Duties

2.4.1: Board Duties ([See Appendix D](#))

2.4.2: Discharge of Board Duties

2.4.3: Duty of Care

2.4.4: Duty of Loyalty

2.4.5: Duty of Obedience

2.4.6: Board Member Agreement: ([See Appendix E](#))

2.4.7: Colorado Standards and Indicators for Continuous School Improvement (Standards 9 & 10) ([See Appendix F](#))

2.5.0: Board of Directors' Code of Conduct (2.5.1 to 2.5.2) ([See Appendix G](#))

2.6.0: Board of Directors' Conflict of Interest Policy (2.6.1) ([See Appendix H](#))

2.7.0: Board of Directors' Meetings (2.7.1)

2.7.2: Colorado Sunshine Law (i.e., Open Meetings & Open Records ([See Appendix I](#)))

2.7.3: GVCC/GVA CORA Policy ([See Appendix J](#))

2.7.4: Board Agenda

2.7.5: Board Minutes

- 2.7.6.: Robert’s Rules of Order
- 2.7.7: Executive Session of the Board of Directors
- 2.8.0: Public Attendance at Board Meetings** (2.8.1 to 2.8.6)
- 2.9.0: Board of Directors’ Members: Recruitment, Appointment, & Succession Planning**
 - 2.9.1: Characteristics of effective charter school board members ([See Appendix K](#)).
 - (2.9.2 to 2.9.8)
- 2.10.0. Board of Directors’ Responsibilities, Evaluation & Development** (2.10.1 to 2.10.7)
 - 2.10.2: Online Charter School Governing Board Training Modules ([See Appendix L](#)) (Go to <http://onlinelearning.enetcolorado.org/login/>)
 - 2.10.6: Annual Evaluation for Board of Directors ([See Appendix M](#)).
- 2.11.0: Board of Directors’ Decision Making and Policy Development** (2.11.1 to 2.11.4)
- 2.12.0: Board Committee Structure**
 - 2.12.1: Finance Committee
 - 2.12.2: GVCC/GVA Leadership Development Committee
 - 2.12.3: Colorado Language Roadmap Development Committee ([See Appendix N](#))
- 2.13.0: GVCC/GVA School Accountability Committee Guidelines** ([See Appendix O](#))
- 2.14.0: Stakeholders** (2.14.1 to 2.14.2)
 - 2.14.3: Engaging Parents ([See Appendix P](#))
- 2.15.0: Planning**
- 2.16.0: Advocacy & Legislative Work** (2.16.1 to 2.16.4)
- 2.17.0: Operational Transparency & Reporting Compliance** (2.17.1 to 2.17.3)
 - 2.17.4: GVCC/GVA will comply with all reporting requirements including
 - Annual Budget and Appropriation Resolutions (due by June 30)
 - Annual Audit
 - Annual Information Return, IRS Form 990
 - Annual Unified Improvement Plan
 - Annual Payroll Review by Pinnacle
 - Annual Review by Authorizing Districts
 - Information required for the CDE review that is part of the Charter School Support Initiative
 - Financial reports and program evaluations for grants
 - Annual Report for GVCC/GVA
- 2.18.0: Principals** (2.18.1)
 - 2.18.2: Recruitment
 - 2.18.3: Evaluation ([See Appendix Q](#))
 - 2.18.4: Compensation
 - 2.18.5: Succession Planning

Appendices

Appendix A: Common Definitions

Appendix B: Colorado Standards and Indicators for Continuous School Improvement (Stds 1-8)

Appendix C: Quality Statements for Colorado Charter Schools

(Adopted by the Colorado League of Charter Schools Board of Directors on February 21, 2008)

Appendix D: GVCC/GVA Board Duties

Appendix E: GVCC/GVA Board Member Agreement

Appendix F: Colorado Standards and Indicators for Continuous School Improvement (Stds 9 & 10)

Appendix G: GVCC/GVA Board of Directors’ Code of Conduct

Appendix H: GVCC/GVA Conflict of Interest Policy

Appendix I: Colorado Open Meetings & Open Records Laws affecting Charter Schools

Appendix J: GVCC/GVA CORA Policy

Appendix K: Characteristics of Effective Charter School Board Members

Appendix L: Online Charter School Governing Board Training Modules

(Go to <http://onlinelearning.enetcolorado.org/login/>)

Appendix M: GVCC/GVA Annual Evaluation for Board of Directors

Appendix N: Concerning A World Language Roadmap for Colorado (adopted April 2012)

Appendix O: GVCC/GVA School Accountability Committee Guidelines

Appendix P: Engaging Stakeholders

Appendix Q: Colorado Principal Quality Standards

Policies

1.0.0: Organizational Foundations

1.1.0: GVA Mission Statement

Global Village Academy students will become fluent and literate in English and a second world language, excel academically in core content subjects, and develop 21st century skills, including cross-cultural understanding.

1.2.0: GVA Vision Statement

Global Village Academy is a world-class school that supports P-16 education in English and a second world language, and promotes college and workforce readiness in a global economy, as well as 21st century skills, including the ability to work in cross-cultural situations.

1.3.0: Legal Status

1.3.1: Global Village Charter Collaborative (GVCC) is a Colorado charter school collaborative organized pursuant to the Charter School Collaborative Act, C.R.S. §§ 22-30.5-601 et seq. It operates pursuant to its Articles of Incorporation as a nonprofit corporation under the Colorado Revised Nonprofit Corporation Act (C.R.S. §§ 7-121 to 137), Bylaws, and its contract with each Global Village Academy. Under the Charter School Collaborative Act, GVCC is a public entity. Its status as a nonprofit corporation does not affect its status as a public entity. For governance and administrative purposes, CVCC operates as a Colorado nonprofit corporation.

1.3.2: Global Village Academies (GVA) are Colorado charter schools organized pursuant to the Colorado Charter Schools Act, C.R.S. §§ 22-30.5-101 et seq. They operate pursuant to their Articles of Incorporation as a nonprofit corporation under the Colorado Revised Nonprofit Corporation Act (C.R.S. §§ 7-121.101 et seq.), Bylaws, the charter contract granted by their respective authorizing District, and their contract with the Global Village Charter Collaborative. They also operate pursuant to their determination letter recognizing their tax-exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986. Under the Charter Schools Act, each GVA is a public school within the District through which it is authorized, and its status, as a nonprofit corporation does not affect its status as a public school. For governance and administrative purposes, each GVA operates as a Colorado nonprofit corporation.

1.4.0: Core Documents

1.4.1: Common Definitions (See Appendix A)

1.4.2: GVCC and GVA Articles of Incorporation

The Articles of Incorporation of GVCC and each GVA are incorporated herein by reference to guide structure and governance.

1.4.3: GVCC and GVA Bylaws

The Bylaws of GVCC and each GVA are incorporated herein by reference to guide structure and governance. Definitions and terminology used herein are to be interpreted as consistent with the Bylaws. The GVCC Board of Directors shall resolve any conflicts in terminology between the Bylaws and the policies herein.

1.4.4: GVCC/GVA Collaborative Contract

The Collaborative Contract between GVCC and each GVA is incorporated herein by reference to guide structure and governance. Definitions and terminology used herein are to be interpreted as consistent with the Bylaws. The GVCC Board shall resolve any conflicts in terminology between the Bylaws and the policies herein.

1.4.5: Colorado Charter School Act

The Colorado Charter School Act (C.R.S. 22-30.5-101 et seq.) is incorporated herein by reference to guide structure, governance, and operations.

1.4.6: CDE Financial Policies and Procedures

The current edition of the Financial Policies and Procedures Handbook of the Colorado Department of Education are incorporated herein by reference and is the default for any and all financial policies not otherwise covered in GVCC/GVA financial policies.

1.4.7: Charter Applications & Charter Contracts

GVA Charter Applications and Charter Contracts are incorporated herein by reference to guide structure, governance, operations, and evaluation.

1.4.8: Colorado Standards and Indicators for Continuous School Improvement (Standards 1-8) ([See Appendix B](#))

1.4.9: IRS Form 1023 & Letter of Determination

The IRS Form 1023 Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code Application & the Letter of Determination for GVCC and each GVA are incorporated herein by reference. (Note: GVCC's Letter of Determination is dated September 16, 2014. The effective date of the exemption was January 26, 2011.)

1.4.10: Quality Statements for Colorado Charter Schools

The Quality Statements for Colorado Charter Schools ([See Appendix C](#)) are incorporated herein by reference to guide structure, governance, and operations. They were adopted by the Board of Directors of the Colorado League of Charter Schools on February 21, 2008.

1.4.11: Brief Timeline of GVA and GVCC is incorporated herein by reference.

1.4.12: GVCC-GVA Employee Manual

The GVCC-GVA Employee Manual is incorporated herein by reference.

1.4.13: GVA Parent-Student Handbook

The GVA Parent-Student Handbook is incorporated herein by reference.

1.5.0: Nondiscrimination

GVCC and GVA affirm that no person shall, on the basis of race, color, citizenship status, national origin, ancestry, gender, sexual orientation, age, religion, creed, physical or mental disability, veteran status, or any other factor protected by law, be excluded from participation in, be denied the benefit of, or be

subjected to discrimination under any educational program or activity, including, but not limited to, employment or enrollment.

1.6.0: Calendar Year

The calendar year (i.e., academic year and fiscal year) of GVCC/GVA is July 1 through June 30. Board terms begin at the start of the calendar year, July 1, and end on June 30 of the year in which the term ends.

2.0.0: GVCC/GVA Board of Directors

2.1.0: Authority of the Board of Directors

2.1.1: GVCC and/or GVA Directors have authority only when acting as a body in a duly called Board meeting or acting pursuant to a specific delegation of authority from the Board.

2.1.2: GVCC and/or GVA Directors have no authority over collaborative or school personnel or affairs as individuals or as groups of individuals.

2.1.3: The GVCC Board of Directors does not have direct governance authority over individual schools, but does exercise the authority specified in the Organizations' bylaws and the collaborative contract as the "sole member" of each Global Village Academy.

2.1.4: Board members are expected to speak with "One Voice." This means that once the Board acts, the decision will be supported by all Board members including those who may have voted against the decision.

2.2.0: Delegation by the Board of Directors

2.2.1: The Board of Directors' single point of delegation is the Executive, whether the CEO (or the CAO and COO), in the case of Global Village Charter Collaborative, or the Principal, in the case of Global Village Academy.

2.2.2: Delegation to the Executive (GVCC CEO, CAO, COO and GVA Principals) is communicated primarily through the policies developed and adopted by the Board of Directors. Policy development is the primary responsibility of the GVCC Board of Directors to insure alignment between GVCC and individual schools. Policy development is done in consultation with staff and GVA School Boards. Delegation to the Executive is also communicated through motions and resolutions adopted by the Board of Directors at duly called meetings and the annual evaluation process of the Executives(s).

2.2.3: The President of the Board of Directors serves as the main point of contact between the Board and the Executive.

2.3.0: Communication Linkage

2.3.1: Communication by the Board of Directors to the Executive (GVCC or GVA) is done through Board meetings and the actions taken at Board meetings. Communication to the Executive between Board meetings goes through the President of the Board of Directors.

2.4.0: GVCC/GVA Board Duties

2.4.1: The duties of the Board of Directors (GVCC & GVA) are guided by the bylaws and collaborative contract. The duties of the Board of Directors are further specified in [Appendix D](#).

2.4.2: Discharge of the duties of the Board of Directors (GVCC & GVA) is guided by the GVCC/GVA Code of Conduct and Conflict of Interest Policy, the Colorado Sunshine Law (aka Colorado Open Meetings Law) (C.R.S. § 24-6-401 et seq), and Colorado Open Records Act (CORA) (C.R.S. § 24-72-201 et seq.) of the state of Colorado, applicable Board policies, the contracts with respective District

Authorizers, applicable policies of the Colorado Department of Education, the statutes for nonprofit organizations in Colorado, and legal fiduciary duties: the duty of care, the duty of loyalty, and the duty of obedience.

2.4.3: Duty of Care: Directors meet the duty of care by exercising their responsibilities in good faith and with diligence, attention, care, and skill; carrying out the mission GVCC and GVA; insuring the submission of required filings; and complying GVCC's and GVA's organization's governing documents. The duty of care includes both decision-making and oversight responsibilities, and is fulfilled by regularly attending board meetings, preparing for board meetings by reading minutes and applicable reports, participating in discussions, understanding the GVCC's/GVA's programs, maintaining a careful oversight of finances, and questioning unclear or troubling activity (CRS § 7-128-401).

2.4.4: Duty of Loyalty: Directors meet the duty of loyalty by placing the interests of the organization before their own private interests and avoiding the use of organizational opportunities for personal gain (CRS § 7-128-401).

2.4.5: Duty of Obedience: Directors meet the duty of obedience by complying with federal, state, and local law, adhering to the organization's governing documents, and guarding the organization's mission (CRS § 7-128-401).

2.4.6: Board Agreement: The GVA/GVCC Board Agreement ([See Appendix E](#)) outlines the expectations of Board members in discharging their duties. The Board Agreement is to be signed annually by all Board members.

2.4.7: Colorado Standards and Indicators for Continuous School Improvement (Standards 9 & 10) ([See Appendix F](#))

2.5.0: Board of Directors' Code of Conduct

2.5.1: The Board of Directors' Code of Conduct ([See Appendix G](#)) outlines the behavioral expectations of Board members.

2.5.2: The Code of Conduct is to be signed annually by all Board members.

2.6.0: Board of Directors' Conflict of Interest Policy ([See Appendix H](#))

2.6.1: The Conflict of Interest Policy is to be signed annually by all Board members.

2.7.0: Board of Directors' Meetings

2.7.1: The Board of Directors (GVCC and/or GVA) shall meet on a regular basis to conduct business as required. This includes joint meetings and work sessions of all Boards.

2.7.2: All Board meetings and work sessions must comply with the Colorado Sunshine Law ([See Appendix I](#))

2.7.3: GVCC/GVA CORA Policy ([See Appendix J](#))

2.7.4: The agenda will be set by the President of the Board in consultation with the Executive and posted publically at least 24 hours in advance of the meeting at the location determined annually by the Board of Directors at their first meeting each January. The agenda will also be posted on the website.

2.7.5: Minutes will be compiled for each meeting, approved at the next Board meeting, and posted as approved on the website. The minutes constitute the official and permanent record of Board meetings.

Audio recordings of Board meetings by the Board will not be permitted as a substitute for minutes as the official and permanent record of a Board meeting.

2.7.6: The Board of Directors shall follow ordinary rules of practice for a small Board of Directors, and may use *Robert's Rules of Order, Newly Revised* (11th edition) as a nonbinding reference on parliamentary procedure.

2.7.7: Executive Sessions of the Board of Directors of GVCC and any GVA that is a local public body shall only be utilized for the following as permitted by the Colorado Revised Statutes:

- a. Real or personal property purchase, lease or sale, CRS 24-6-402(4)(a);
- b. Conferences with attorneys for the purpose of receiving legal advice, CRS 24-6-402(4)(b);
- c. Confidential matters under state or federal law, such as student academic records, CRS 24-6-402(4)(c);
- d. Details of security arrangements, including defense against terrorism, CRS 24-6-402(4)(d);
- e. Negotiation strategy and instructing negotiators, i.e., contract negotiations, CRS 24-6-402(4)(e);
- f. Personnel matters (individual employees or groups of employees but not Board members; this provision also does not apply to discussions of personnel policies not personal to particular employees), CRS 24-6-402(4)(f)(I & II);
- g. Consideration of documents protected from disclosure under the Open Records Act, CRS 24-6-402(4)(g);
- h. Discussion of individual students where the discussion would adversely affect the person or persons involved, CRS 24-6-402(4)(h).

No formal action may be taken by the Board of Directors in Executive Session. An audio recording of the Executive Session shall be made and kept for 90 days, following which it shall be destroyed. Any GVA that is a state public body (e.g., a GVA authorized by Colorado's Charter School Institute) must conduct executive sessions only for the reasons permitted for such entities.

2.8.0: Public Attendance at Board Meetings

2.8.1: GVCC and GVA Boards of Directors serve for the benefit of their stakeholders and the public good (See 2.14.1). Therefore, they desire to provide opportunities for any stakeholder to express interest in and concern for GVCC/GVA. Accordingly, stakeholders are cordially invited to attend all open meetings of the board. A time for public comment may be a part of a regular board meeting.

2.8.2: Meetings are closed to the public only when the board is meeting in executive session. An executive session may be called only to discuss matters not appropriate for public discussion pursuant to Colo. Rev. Stat. Section 24-6-402. An executive session may be called only upon the affirmative vote of two-thirds of a quorum present. No formal action of the board may be taken in any executive session.

2.8.3: Although the board wishes to encourage everyone to attend its open meetings, it must be remembered that board meetings are conducted to carry on the business of the school. Board meetings are not meetings of the public, but meetings held in public, and, accordingly, public participation must be controlled to some extent so that the board can deal with its agenda within a reasonable time.

2.8.4: Persons who wish to make requests, presentations, or proposals to the board should direct any inquiry to the CEO, CAO, COO, Principal, or Board President, who will respond according to the following process:

- (i) The board will receive in their packet for the next regularly scheduled meeting, written information directly from the person.
- (ii) The person may also present their information orally to the board when that agenda item is discussed.

(iii) If the board will be requested to take a particular action, the specific action being requested should be in the written document submitted to the board by the person.

2.8.5: Individuals are free to address comments or concerns to any board member at any time with the understanding that Board member's only have authority in that role when they are in a dully called Board meeting. However, a specific remedy or other action is being requested, it is best to utilize the procedure set forth above.

2.8.6: Notice of meetings of the GVCC or GVA board shall be posted at the designated location and on the website at least 24 hours prior to the meeting.

2.9.0: Board of Directors Members: Recruitment, Appointment, & Succession Planning

2.9.1: The characteristics of effective charter school board members ([See Appendix K](#)) are to guide recruitment of people to serve on the GVCC/GVA Boards of Directors.

2.9.2: The GVA Leadership Development Committee (LDC) is tasked with recruiting Board members. The LDC will conduct an annual needs assessment to identify areas of expertise required for excellence in governance, which will also include succession planning for both Directors and Officers. Primary venues for recruitment are the GVA School Accountability Committee, GVCC Board Committees, and/or the GVA Parent Teacher Organization.

2.9.3: Board members should be recruited who have the interest and ability to both serve on a Board and as an officer of the Board.

2.9.4: New Board members will be appointed to a one year term. Re-appointment after the first year to succeeding one year terms will be based on interest, time, and performance, which includes completing required training ([See Appendix L](#)).

2.9.5: New Board members must complete a Background Check.

2.9.6: While not a required qualification, recruiting one Director with a background in education who is not employed by GVCC or GVA is desirable.

2.9.7: No relative of a member of any Board of Directors will be eligible for employment in any capacity with the GVCC or GVA, nor will they be eligible to provide services as an independent contractor.

2.9.8: Members of the Board of Directors will be indemnified to the full extent permitted by Colorado law.

2.10.0. Board of Directors Responsibilities, Evaluation & Development

2.10.1: The Responsibilities of the Board of Directors are enumerated in the Bylaws and in Appendix F.

2.10.1: All Board members must attend a Board Orientation session.

2.10.2: All Board members must complete ten Online Charter School Governing Board Training Modules ([See Appendix L](#)) within 12 to 18 months of appointment. (Go to <http://onlinelearning.enetcolorado.org/login/>.)

2.10.3: All Board members must attend training sessions offered by GVCC.

2.10.4: All Board members are expected to read and be familiar with GVCC/GVA core documents and GVCC/GVA policies as well as the following: Charter School Governing Board Training Handbook, Colorado Conflict of Interest Statutes, the Charter School Support Initiative (CSSI) Reference Handbook, GVA's School Performance Framework Overview, CDE's Unified Improvement Planning Handbook, GVA's annual Unified Improvement Plans, the GVCC Business Plan, the GVA Strategic Plan, the 21st Century Skills Map published by the Partnership for 21st Century Skills, the Colorado Principal Quality Standards (**See Appendix Q**), and the Rubric for Evaluating Colorado's Principals and Assistant Principals, which is incorporated herein by reference.

2.10.5: All Board members are encouraged to subscribe to and follow:

- Friday Wire – Colorado League of Charter Schools – <http://visitor.constantcontact.com/manage/optin/ea?v=001jyV49J2cwWrPvD4n1m2YCW%3D%3D>
- Colorado Department of Education – Charter School Listserv – <http://www.cde.state.co.us/cdechart/joinlistserv.asp>
- Chalkbeat Colorado's Rise & Shine Electronic Newsletter – <http://www.ednewscolorado.org/about-2/newsletter-signup>

2.10.6: All Board members must complete the annual Evaluation for Board of Directors (**See Appendix M**). The results of the evaluation will guide Board Development during the following year.

2.10.7: By September of each year, the GVCC Board of Directors, with input from GVA Boards, will develop a Board Development plan for the year.

2.11.0: Board of Directors: Decision Making and Policy Development

2.11.1: Two principles underlie all significant decisions made by the GVCC & GVA Boards of Directors and administration:

- (i) Global Village Academy is accountable to its stakeholders (see 2.14.1); and
- (ii) all actions should fall within the parameters of the mission statement.

Accordingly, in making any significant decision the Boards and Administration shall consider the decision in the context of the Global Village Academy mission statement, the interest of stakeholders, and educational excellence for GVA's students.

2.11.2: The GVCC Board of Directors, with input from GVA Boards, is responsible for adopting, repealing, or amending policies for Global Village Academy.

2.11.3: Proposals for adopting, repealing or amending policies for GVCC/GVA may be made in writing by any member of the board or by any person submitted through an administrator of the schools.

2.11.4: The GVCC Board of Directors will follow the following procedure in adopting, repealing, or amending policies for GVCC/GVA:

- (i) First Reading. The proposed policy shall be submitted for approval on first reading at a regular or special meeting of the board called for that purpose. The proposed policy shall be contained in the board packet distributed prior to the meeting. At first reading the board shall receive public comment and comments from the sponsor of the proposed policy.
- (ii) Second Reading. If the proposed policy following first reading is approved for a second reading, it will be placed on the agenda and considered at the next ensuing regular or special meeting of the board called for that purpose. No amendment to the policy shall be adopted at second reading unless the amendment receives a two-thirds vote of the Directors present at the meeting. To be adopted, the policy must be approved by a majority of Directors voting. If the

proposed policy is approved upon the second reading it shall become a policy of GVCC & GVA, and the Policy Manual shall be amended accordingly.

(iii) Upon a 2/3 vote of the Directors present at a regular or special meeting called for that purpose, a policy may be voted on following the first reading.

2.12.0: Board Committee Structure

2.12.1: The Finance Committee for each GVA school includes the principal, Board treasurer, GVCC accountant, CFO and COO. It is charged with budget development and financial management, with ultimate oversight by the GVA Board and GVCC Board.

2.12.2: The GVA Leadership Development Committee is charged with identifying, soliciting, and preparing individuals for service on the Charter and Collaborative Boards. The GVA Leadership Development Committee may also establish rules of eligibility, including required training, experience, and background checks, for all persons serving on a Charter Board or the Collaborative Board.

2.12.3: The Colorado Language Roadmap Development Committee is charged with organizing appropriate stakeholders in discussion of educational reform issues related to world language education in Colorado. [\(See Appendix N\)](#)

2.13.0: GVCC/GVA School Accountability Committee Guidelines [\(See Appendix O\)](#)

2.14.0: Stakeholders

2.14.1: The GVCC and GVA Boards are accountable to their stakeholders. These include: students, parents, staff members, Parent Teacher Organizations, School Accountability Committees, Authorizing School Districts, Colorado Department of Education (CDE), US Department of Education (e.g., No Child Left Behind), Federal and State Grant Programs, Foundations and Corporate Partners, the Colorado League of Charter Schools, Networking Partners (e.g., Asia Society, Education Department of Spain, Hanban, New Tech Network, etc.) and the community at large.

2.14.2: The interests and concerns of stakeholders are to be considered in the decision making process of the Board.

2.14.3: [Engaging Stakeholders \(See Appendix P\)](#)

2.15.0: Planning

2.15.1: GVCC will develop a business plan and update that plan periodically. This will create the context for the development of strategic plans by each Charter Board.

2.15.2: Each GVA strategic plan will include a school profile with a historical overview of the school that notes accomplishments and challenges; a SWOT analysis (i.e., Strategic Internal Factors—Strengths and Weaknesses—and Key External Factors—Opportunities and Threats), key organizational and academic goals using the SMART framework (Strategic; Measurable; Attainable; Research-Based; & Time-Bound), a three to five year financial plan including a staffing plan. Other elements of the strategic plan will include Board of Directors' Development; Educational System Improvement Plans (and School Improvement Plans); Staff Growth and Professional Development; Facility Development or Improvements; Fund Development Strategies to fund the plan and achieve financial viability; and other Program and Organizational Objectives.

2.16.0: Advocacy & Legislative Work

2.16.1: Given that public education is so vital for our children and our future, the GVCC/GVA Board of Directors must be proactive in advocating for public education, generally, and charter schools,

specifically, as well as advocacy on behalf of GVCC/GVA. (For information about effective advocacy go to <http://coloradoleague.org/?page=policyadvocacy>)

2.16.2: Board members are encouraged to join the Colorado Charter Advocacy Network (Colorado CAN) operated by the Colorado League of Charter Schools (CLCS) and assist with advocacy as time permits. To register go to <https://votervoice.net/COLCS/Register>.

2.16.3: Board members are encouraged to subscribe to the *Charting the Capitol Newsletter* from CLCS, an e-newsletter that summarizes legislative updates that may affect Colorado charter schools. This publication is distributed periodically during the Colorado legislative session (January through May) as legislative updates become available. To subscribe send an email to Stacy Rivera at srivera@coloradoleague.org

2.16.4: The Board of Directors will review legislative initiatives at the beginning of Colorado Legislative session based on information and updates from the Colorado League of Charter Schools. At the end of the session, the Board will review relevant legislation adopted to determine its impact on the operation of GVCC/GVA (e.g., *A Charter School Leader's Guide to the 2015 Legislative Session* published by the Colorado League of Charter Schools. (Go to <http://c.ymcdn.com/sites/coloradoleague.org/resource/resmgr/Files-Advocacy/SchoolLeadersGuide2015.pdf>).

2.17.0: Operational Transparency & Reporting Compliance

2.17.1: GVCC/GVA will practice operational transparency through the practice of conducting open meetings per the Colorado Sunshine Law (see 2.7.4).

2.17.2: GVCC/GVA will meet the requirements of Article 44, Title 22 of the Colorado Revised Statutes, *The Public School Financial Transparency Act*, by posting all required financial documents on the organization's web site based on the prescribed monthly, quarterly, and annual schedule.

2.17.3: Members of the Board of Directors will maintain a record of all email correspondence associated with their work as Board members.

2.17.4: GVCC/GVA will comply with all reporting requirements, which include but are not limited to

- Annual Budget and Appropriation Resolutions (due by June 30)
- Annual Audit
- Annual Information Return, IRS Form 990
- Annual Unified Improvement Plan
- Annual Payroll Review by Pinnacle
- Annual Review by Authorizing Districts
- Information required for the CDE review that is part of the Charter School Support Initiative
- Financial reports and program evaluations for grants
- Annual Report for GVCC/GVA

2.18.0: Principals

2.18.1: Because GVA Principals are crucial to organization effectiveness and academic performance, the Board of Directors is committed to recruiting and retaining the best Executives.

2.18.2: **Recruitment:** GVCC will, whenever necessary, conduct an appropriate search for a Principal or Assistant Principal. The GVCC Administration and the Charter Board shall collaborate in appointing a Search Committee, developing the job search goals, job description, requirements for applicants, and the search and selection criteria as required by C.R.S. 24-6-402. (3.5). For GVA Principals, the process will

comply with C.R.S. 24-6-402. (3.5) and C.R.S. 24-72-204 (3) (a) (XI) (A). The Charter Board may submit names for consideration for the position of Principal and Assistant Principal. When the Search Committee and the GVCC Administration have determined the “finalists” for such position, as that term is defined in the Sunshine Act, it shall arrange for the Charter Board to interview the finalists. In submitting such names to the Charter Board, GVCC shall be deemed to have consented to that Board naming any of the individuals interviewed. The Charter Board will select a Principal or Assistant Principal from among such finalists. Should the Charter Board not name any of those interviewed, GVCC shall name another finalist or finalists or conduct a further search to determine a new set of finalists, subject to interviews and selection by the Charter Board.

In extraordinary circumstances, an unexpected vacancy in the position of Principal or Assistant Principal may require the appointment by the GVCC CEO/CAO/COO of an interim Principal or Assistant Principal. In these circumstances, a search process will be initiated as quickly as possible to result in a permanent appointment.

2.18.3: **Evaluation:** GVA Principals will be evaluated annually by the CEO and/or CAO in accordance with the requirements of S.B. 10-191 using the *Rubric for Evaluating Colorado’s Principals and Assistant Principals*. (See Appendix Q)

2.18.4: **Compensation:** Periodically, the GVCC Board of Directors will review executive compensation to insure that, as a non-profit organization, GVCC/GVA executive compensation is competitive while not exceeding prevailing comparators of compensation.

2.18.5: **Succession Planning:** GVCC and GVA are committed to developing school leaders internally and place special emphasis on the developmental aspects of the role of Assistant Principal for those interested in becoming Principals.

Appendices

Appendix A: Common Definitions

- “Act” means the Colorado Charter Schools Act, C.R.S. §§ 22-30.5-101 – 115, or the corresponding provisions in any successor statute.
- “Board” means the board of directors of a School or of the Collaborative, or both, as indicated by context.
- “Charter Board” means the board of directors of a School.
- “Collaborative Board” means the board of directors of GVCC.
- “Cause” means a good and sufficient reason for taking action and shall include, without limitation, any action necessary to protect the best interests of the Collaborative or any School, and any action appropriate under a Board Code of Conduct including, without limitation, actions related to excessive absences of Directors from meetings.
- “Chief Executive Officer” or “CEO” means the person employed by the Collaborative Board as the single lead administrative officer of the Collaborative and the educational program of all Schools. In the absence of a CEO the lead administrative officers shall be the Chief Academic Officer (CAO) and Chief Operations Office (COO)
- “Collaborative” or “GVCC” means the Global Village Charter Collaborative.
- “Collaborative Contract” means the agreement entered by GVA – Northglenn and others creating GVCC under the Collaborative Act.
- “Collaborative Act” means the Charter School Collaborative Act, C.R.S. §§ 22-30.5-601 – 605.
- “Confirm” or “Confirmation” means the act of appointing a Director when the power to nominate the director has been vested in another party.
- “Director” means a member of the Collaborative or Charter Board or both, as indicated by context.
- “Charter Director” means a Director of a Charter Board.
- “Collaborative Director” means a Director of the GVCC Board.
- “Named Director” means a Director selected by being identified in the Articles of Incorporation.
- “Educational Mission” means both the ultimate mission of the Collaborative and the immediate mission of each School, namely —Global Village Academy students will become fluent and literate in English and a second world language, excel academically in core content subjects, and develop 21st century skills, including cross-cultural understanding.
- “Executive” refers to the administrative head of GVA, i.e., the principal, and the CEO (or CAO & COO) of GVCC.
- “Fundamental Changes” means actions that are so basic to the operation of the Collaborative and the Schools that they may only be undertaken by the specific process stated in the applicable bylaws.
- “Fundamental Collaborative Changes” means any action of the Collaborative Board to dissolve the Collaborative or cease operations; sever relations with a School; relinquish any charter contract; or change the Educational Mission.
- “Fundamental School Changes” means any action of the School and Collaborative Boards to — change School mission; relinquish a charter contract; dissolve a School corporation; any appeal of an authorizer decision to the State Board of Education; any challenge to an authorizer’s exclusive chartering authority; any litigation against an authorizer; any decision to declare any form of School insolvency, any mass layoff of more than 15% of School employees; any lockout of School employees; any other action, however denominated, by a Charter Board that immediately puts in question the existence, or ongoing viability of a School or that may severely threaten the quality of relations with a School’s authorizer; any proposed or attempted disaffiliation, however denominated, with the Collaborative; and, any proposed amendment of a Charter School’s bylaws

- or articles of incorporation, or action of any other description whatsoever that would in any degree impair, limit, or modify the powers of the Collaborative as sole Member of the School;
- “Major Agreements” means, without limitation, a charter contract, a School facility lease, a School facility purchase agreement, any agreement related to bonded indebtedness incurred for the benefit of a School, any agreement incurring debt of a School or an obligation to pay for more than one fiscal year, any 403(b) or similar pension plan, any collective bargaining agreement or similar collective agreement with a group of employees, any agreement that entails binding arbitration; all agreements for the School or the Collaborative to retain counsel, accountants and auditors; and any agreement of similar long-term impact or organizational import entered by a School or the Collaborative;
 - “Member” means the Collaborative acting in that capacity in relation to each nonprofit corporation formed to manage a School. Acts of the Collaborative acting as Member are, accordingly, acts of the School.
 - “Nominate” or “Nomination” means the act of naming an individual for appointment as a Director, subject to a power of confirmation vested in another party.
 - “Nonprofit Act” means the Colorado Revised Nonprofit Corporations Act, C.R.S. §§ 7-121-101 – 7-137-301, or the corresponding provisions in any successor statute.
 - “Other Schools” means a school with an educational mission substantially similar to that of GVCC and with which GVCC maintains a relationship, either by joint participation in certain activities, or through a fee-for-service arrangement, but as to which GVCC does not act as sole member.
 - “Organizations” means the Collaborative and the Schools.
 - “Parties” means the Organizations in their capacity of forming and accepting the Collaborative Contract.
 - “Principal” means the person employed as the chief executive or administrative officer of a School.
 - “School” means each separate school operating under the auspices of an individual charter contract, and of which GVCC is the sole member. References to a “School” in the singular may, as appropriate, be construed as plural. Schools include, without limitation, Global Village Academy, Inc. (also known as Global Village Academy —Aurora) and Global Village Academy — Northglenn.
 - “Sunshine Act” means “Part 4 — Open Meetings,” of the Colorado Sunshine Act of 1972, C.R.S. §§ 24-6-401 & 402, or the corresponding provisions in any successor statute.

Appendix B: Colorado Standards and Indicators for Continuous School Improvement (Standards 1-8) (July 2012)

Strand I: Teaching for Learning (Standards 1 to 4)

Standard 1: Standards and Instructional Planning: The school implements a curriculum that is aligned to Colorado Academic Standards and ensures rigorous, effective instructional planning.

Indicator 1.a. Standards-Based Focus: Teachers plan instruction based on the district's curriculum aligned with Colorado Academic Standards and grade-level expectations.

1.a.1. Teaching/Learning Cycle. Teachers have a common understanding of a standards-based teaching and learning cycle.

1.a.2. Curriculum Analysis. Teachers and school leadership analyze and understand the academic standards and expectations for their grade level and/or content area(s).

1.a.3. Indicators of Mastery. The school uses indicators of mastery, such as evidence outcomes, to describe types and levels of performance expected at each grade level.

1.a.4. Horizontal Articulation. Teachers participate in horizontal curriculum articulation (within grade level or department/course) within the school to ensure consistency of planning and practice.

1.a.5. Vertical Articulation within School. Teachers participate in vertical articulation (cross-grade or content area) to ensure there are no gaps or unnecessary overlaps in curriculum.

1.a.6. Vertical Articulation across Schools. Teachers participate in vertical curriculum articulation across schools at key transition points to clarify expectations and ensure there are no gaps or unnecessary overlaps.

1.a.7. Communication with Students and Families. Standards and grade-level expectations are communicated effectively to students and families.

1.a.8. Job-Embedded Professional Learning. Instructional staff engages in ongoing, job-embedded professional learning opportunities (including coaching) to initiate and refine standards-based instructional planning.

Indicator 1.b. Guaranteed and Viable Curriculum: Teachers consistently plan instruction to ensure a guaranteed and viable curriculum is provided.

1.b.1. Equitable and Challenging. Instructional planning ensures equitable and challenging learning experiences that scaffold increasing depth, breadth, and cognitive complexity to prepare all students for success at the next level.

1.b.2. 21st Century Skills. Twenty-first century skills (i.e., collaboration, critical thinking, invention, information literacy, and self-direction) are routinely incorporated into instructional planning.

1.b.3. Prepared Graduate Competencies. Instructional planning (P-12) incorporates prepared graduate competencies to ensure student success in postsecondary and workforce settings.

1.b.4. Relevance. Instructional planning emphasizes the relevance and application of acquired knowledge and skills to real-world situations.

1.b.5. Information Literacy and Technology. Instructional planning includes student research, information literacy, reasoning skills, and students' routine access to available technology at each grade level.

1.b.6. Resource Allocation. Planning ensures teachers have sufficient time, materials, and instructional tools to teach the curriculum so students can learn the content and perform at mastery level.

1.b.7. Access to Curriculum. All students have access to the district's guaranteed and viable curriculum regardless of content area, level, course, or teacher.

Indicator 1.c. Instructional Planning: Instructional planning is frequently collaborative and leads to instruction that is coherent and focused on student learning.

1.c.1. Collaborative Planning. School administrators promote collaborative planning by scheduling adequate time in the master schedule.

1.c.2. Backwards Design. Teachers use a backwards design process to ensure instructional planning begins with the end in mind, starting with the big ideas, learning targets, and planned criteria to assess mastery.

1.c.3. Data and Planning. Teachers use student data and current performance levels when planning instruction.

1.c.4. Common Planning Expectations. Teachers incorporate common elements in their planning, such as learning objectives, academic vocabulary, essential questions, and differentiated student activities.

1.c.5. Planning Tools. Teachers use aligned curricular documents and other tools (e.g., curriculum maps, pacing guides) to guide their instructional planning.

1.c.6. Rigor. Teachers include high expectations and academic rigor for all students in their instructional planning.

1.c.7 Academic Program Alignment. Curriculum is coordinated and aligned across academic programs (e.g., special education, gifted education).

1.c.8. Curriculum and Materials. Teachers understand the different purposes of curriculum and instructional programs/materials and use both appropriately in instructional planning.

1.c.9. Accountability. School administrators monitor instructional plans and hold teacher teams accountable for developing standards-based lessons.

Standard 2: Best First Instruction: Instructional staff members provide aligned, integrated, and research-based instruction that engages students cognitively and ensures that students learn to mastery.

Indicator 2.a. Standards-Based Instruction: Instructional staff consistently implements standards-based instructional practices.

2.a.1 Learning Goals. Teachers ensure that all students understand the goal of each lesson.

2.a.2. Clear Performance Expectations. Teachers consistently communicate expectations for mastery-level performance using tools such as exemplars, models, rubrics, checklists, and think-alouds.

2.a.3. Instructional Focus. Teachers ensure that instruction emphasizes concepts and skills to meet grade level expectations.

2.a.4. Formative Assessment. Teachers continually monitor and adjust instruction and content based on multiple checks for understanding and formative assessment.

2.a.5. Evaluation of Instruction. Teacher teams regularly evaluate the impact of classroom instruction on student learning.

2.a.6. Job-Embedded Professional Learning. Instructional staff engages in job-embedded professional learning opportunities (including coaching) to improve teaching and learning.

Indicator 2.b. Instructional Context: Instructional practices and resources are in place to facilitate and support effective teaching and learning.

2.b.1. Maximizing Learning Time. Teachers provide bell-to-bell instruction and implement classroom procedures that reduce interruptions and minimize lost instructional time.

2.b.2. Classroom Management. Student behavioral expectations are explicitly taught, clearly understood, and consistently reinforced in classrooms.

2.b.3. School-Home Communication. The school provides school-home communication focused on ways for families to support student learning.

2.b.4. Homework Practices. Homework is aligned to previously-taught learning targets, extends student learning, and generates instructional follow-up.

2.b.5. Instructional Resources. Instructional resources (e.g., textbooks, supplemental reading, library resources, technology) are sufficient to support effective teaching of the curriculum.

2.b.6. Access to Early Childhood Education. The school provides or collaborates with community agencies to provide early childhood instructional services aligned with the K-12 system.

Indicator 2.c. Instructional Practices: Teachers consistently use instructional strategies informed by current research to raise student achievement and close achievement gaps.

2.c.1. Gradual Release of Responsibility. Instructional staff provides an increasing succession of student responsibility by moving from modeling and structured practice to guided and independent practice.

2.c.2. Direct and Explicit. Instructional staff uses modeling, demonstrations, and multiple examples to teach skills and strategies and provides frequent opportunities for student practice and response.

2.c.3. Review/Re-teach/Revise. Teachers review learning strengths and errors with students, re-teach as needed, and help students revise their work.

2.c.4. Cognitive Engagement. Teachers use strategies to ensure students are cognitively engaged (e.g., reciprocal teaching, problem-based learning, cooperative group learning, independent practice).

2.c.5 Skillful Questioning. Teachers plan classroom questions to help students deepen and revise their thinking and support students in asking questions as an integral part of learning.

2.c.6. Integration. Teachers help students make relevant connections within and between disciplines and present new concepts in multiple contexts to ensure transfer of learning.

2.c.7. Thinking Skills. Teachers routinely and explicitly model and incorporate higher order thinking, metacognition, and problem solving skills into daily lessons.

2.c.8. Accountability. School leadership routinely monitors classroom instruction and provides ongoing feedback to ensure teachers provide effective instruction.

Indicator 2.d. Meeting Individual Needs: Instructional staff uses developmentally, culturally, and linguistically appropriate instructional strategies to meet the diverse needs of all students.

2.d.1. Differentiation. Instructional staff adjusts, clarifies, or re-frames instructional strategies, routines, or content in a timely way to ensure groups of students and individual students are mastering required learning.

2.d.2. Learner-Centered Pedagogy. Classroom instruction provides each student with multiple opportunities to apply background knowledge, correct misconceptions, and engage in deliberate and meaningful practice as new learning is acquired.

2.d.3. Variety of Resources. Teachers use a variety of materials, curricula, and academic tasks that are responsive to the range of student needs.

2.d.4. Linguistic Strategies. The school implements a comprehensive and coherent approach to meet the needs of students who are non-English-speaking and/or who have limited English proficiency.

2.d.5. Enrichment. Teachers provide opportunities for students performing at grade level and beyond to ensure their learning is challenging, engaging, and sustained.

2.d.6. Early Childhood Instruction. Preschool instruction builds academic readiness skills, develops background knowledge, increases self-regulation, and introduces academic vocabulary.

Indicator 2.e. Students as Learners: Teachers empower students to share responsibility for, and be actively engaged in, their learning.

2.e.1. Student Engagement. Student participation is active, purposeful, and thoughtful.

2.e.2. Student-Friendly Language. Teachers share learning targets, performance requirements, and assessment results in student-friendly language.

2.e.3. Descriptive Feedback. Teachers provide students with regular, specific, and timely descriptive feedback to help them improve their performance.

2.e.4. Mastery Requirements. Students know and can articulate what is required to demonstrate mastery of grade-level expectations.

2.e.5. Self-Evaluation. Students learn to evaluate their current performance in relation to expectations for mastery using rubrics, scoring guides, examples, and exemplars to analyze and improve their work.

2.e.6. Goal-Setting. Students use feedback and assessment results to set and monitor their learning goals.

2.e.7. Efficacy and Perseverance. Teachers develop student efficacy and help students persist when faced with a challenging task.

2.e.8. Student Reporting. Teachers involve students (e.g., student led-conferences, journals) in reporting their progress to families.

Standard 3: Assessment of and for Learning: The school uses multiple measures and assessment strategies to continuously inform instruction to meet student needs, measure student progress toward and mastery of grade-level expectations, and improve instruction.

Indicator 3.a. Use of Assessment and Data: Teachers use multiple sources of data and consistent, high quality assessment practices to guide school, department, grade-level, and classroom decisions.

- 3.a.1. Data System Use. School leadership and instructional staff access and use data systems to efficiently manage, disaggregate, display, and report multiple types and sources of data.
- 3.a.2. Time Scheduled. School administrators ensure time is routinely scheduled for collaborative teams to engage in data dialogue.
- 3.a.3. Data Dialogue. Common processes, protocols, and language for analyzing data are used schoolwide.
- 3.a.4. Student Assessment Practices. Teachers ensure students understand the purpose of each assessment, acquire test-taking strategies, and use assessment as a tool for learning.
- 3.a.5. Assessment Purposes. School leadership and instructional staff understand the purpose of each assessment (e.g., screening, diagnosing, progress monitoring, measuring achievement).
- 3.a.6. Common Assessments. Grade levels and departments use common assessments and scoring guides to ensure fidelity to curriculum and consistent performance expectations.
- 3.a.7. Review of Classroom Assessments. Classroom assessments are periodically reviewed to ensure alignment to grade-level expectations and learning targets and consistency in measuring intended outcomes.
- 3.a.8. Assessment Rigor. Classroom assessments evaluate student learning at a level of rigor comparable to the cognitive/performance level required by the Colorado standard(s) being assessed.
- 3.a.9. Opportunities to Demonstrate Mastery. Teachers provide students with multiple opportunities and/or strategies to demonstrate progress toward mastering grade-level expectations.
- 3.a.10. Analysis of Student Work. Teacher teams frequently analyze student work as an important source of data to evaluate both student learning and effectiveness of instruction.
- 3.a.11. Job-Embedded Professional Learning. School leadership and staff members engage in ongoing, job embedded professional learning opportunities (including coaching) to enhance and refine assessment practices (e. g., interpreting data, participating in data dialogue, modifying instruction based on student data).
- 3.a.12. Accountability. School leadership routinely monitors the use of school and classroom-level assessments and provides ongoing feedback to ensure teachers use high quality assessment practices.
- 3.a.13. Monitoring Data-Informed Decisions. Data teams routinely evaluate the effectiveness of their data informed decisions.

Indicator 3.b. Assessment for Learning: Formal and informal assessment data are analyzed during the learning process to modify instructional strategies or content to meet the needs of learners.

- 3.b.1. Checking for Understanding. Teachers adjust classroom instruction based on frequent and regular checks for understanding/formative assessment (e.g., teacher questions, student responses, student questions, observations).
- 3.b.2. Progress Monitoring. Teachers use the results of formal and informal assessments to predict student performance, monitor and adjust curriculum and instructional practices, and identify and address group or individual needs.
- 3.b.3. Interim Assessments. Interim assessments determine progress over time (e.g., end of unit, quarter) and help guide decisions regarding the need for additional intervention.
- 3.b.4. Feedback to Students. Assessment results are shared with students to help them revise their work and improve their understanding of how they learn.

3.b.5. Data Analysis. Individual and disaggregated group data are routinely analyzed to identify specific student needs, evaluate classroom practices, and modify instruction.

Indicator 3.c. Assessment of Learning: School leadership and instructional staff use multiple sources of summative assessment data to evaluate student learning and instructional effectiveness.

3.c.1. Interim and Summative Data. Interim and summative assessments provide information on student mastery and help evaluate the effectiveness of instructional practices and programs across content areas and grade levels.

3.c.2. External Sources of Data. School leadership and instructional staff use external assessment results (e.g., Colorado Growth Model, state assessments) to obtain information on student learning, achievement gaps, and instruction.

3.c.3. Patterns of Achievement. School leadership and instructional staff analyze a variety of assessment data to determine patterns of student achievement, growth, and changes in growth gaps across classrooms, grade levels, and content areas.

3.c.4. Reports to Families. School leadership ensures that summative assessment results are shared in timely, clear, and convenient ways with students and families.

Standard 4: Tiered Support: The school implements a comprehensive system of tiered academic and behavioral support to enable students to master grade-level expectations.

Indicator 4.a. System of Tiered Supports: The school implements a system of tiered support within the rigorous, standards-based system of teaching and learning.

4.a.1. Continuum of Supports. The school provides a comprehensive continuum of evidence-based, supplementary instruction and intervention.

4.a.2. Progression of Learning. Teachers design a progression of learning that leads students to master grade-level expectations.

4.a.3. Integral to Teaching/Learning Cycle. Tiered support is an integral part of a rigorous, ongoing teaching/learning cycle.

4.a.4. Behavior Supports. The school implements a proactive system of instruction and intervention for behavior to ensure that each student is a successful member of the school learning community.

4.a.5. Quality of Interventions. Classroom-level and schoolwide interventions provided for both remediation and advanced needs are systematic, timely, and intentional.

4.a.6. Research/Needs Based. All intervention models, programs, or strategies are research based and delivered to meet the individual learning needs of students.

4.a.7. Flexible Resource Allocation. The school allocates time, materials, and personnel to respond to student learning concerns based on need.

4.a.8. Ongoing Monitoring. The school ensures ongoing, frequent use of data to monitor that learning is accelerated or enriched as intended.

4.a.9. Student Participation Criteria. The school uses clear criteria and processes for making decisions regarding level and length of student participation in tiered supports.

4.a.10. Job-Embedded Professional Learning. The school staff engages in ongoing, job-embedded professional learning (including coaching) to help improve implementation of tiered academic and behavioral supports.

Indicator 4.b. Multiple Learning Opportunities: Students who do not learn effectively through best first instruction are provided multiple opportunities to learn, first within their classroom, grade-level team, and/or department, and then beyond the classroom.

4.b.1. Tiered Supports. The school provides multiple opportunities and interventions for students in need using a system that includes at least three tiers including best first instruction, Tier II (targeted/supplemental), and Tier III (intensive).

- 4.b.2. Best First Instruction. Instructional staff places a primary focus on the best first instruction of all students.
- 4.b.3. Tier II Interventions. Tier II grade level or content instructional interventions are provided for students performing below mastery to supplement their classroom instruction.
- 4.b.4. Tier II Extended Enrichment. Tier II extended enrichment opportunities are available for students performing above mastery to supplement their classroom instruction.
- 4.b.5. Tier III Remedial Intervention. Tier III interventions are provided with sufficient time, intensity, and frequency to meet individual remedial needs of students at the highest risk of failure or dropping out of school.
- 4.b.6. Tier III Advanced Intervention. Tier III interventions are provided with sufficient time, intensity, and frequency to specifically meet individual student advanced needs.
- 4.b.7. Integrated Support. Support structures and programs (e.g., Title I, ESL, Special Education) are integrated into the school's tiered intervention process to provide collaborative support for student learning.
- 4.b.8. Extended Learning Opportunities. The school offers a range of extended learning opportunities within and beyond the school day and the school year.
- 4.b.9. Accountability. School leadership routinely monitors tiered supports and interventions to ensure they are delivered with fidelity and provide feedback regarding effective implementation.

Indicator 4.c. Family and Community Partnerships: The school develops and sustains family and community partnerships to share responsibility for student success.

- 4.c.1. Partnerships for Student Success. Collaborative partnerships with families and the community are cultivated and emphasize shared responsibility for the success of students.
- 4.c.2. Active Family Participation. Families are active participants in the problem-solving model to identify concerns, determine strategies, and implement actions to support positive student outcomes.
- 4.c.3. Supported Family Partnerships. The school ensures families are provided opportunities to be partners in supporting student learning (e.g., math nights, parenting classes).
- 4.c.4. External Support. The school communicates timely information to students and families regarding available external support services such as health and social services.

Strand II: Organizing for Results

Standard 5: Leadership: School leadership ensures the school functions as a learning organization focused on shared responsibility for student success and a rigorous cycle of teaching and learning.

Indicator 5.a. Expectations for Excellence: School leadership holds and communicates explicit high expectations for the performance of students and adults.

- 5.a.1. Student Expectations. School leadership effectively communicates a shared vision of high expectations for the academic and behavioral performance of all students.
- 5.a.2. Adult Expectations. School administrators hold staff accountable for planning, teaching, and assessing in ways that promote student learning.
- 5.a.3. Adult Learning Model. School administrators intentionally model the importance of continued adult learning.
- 5.a.4. Professionalism. School leadership models and expects professionalism from all staff members.

Indicator 5.b. Instructional Leadership: School leadership focuses on improving and supporting effective teaching and learning.

- 5.b.1. Visible and Accessible in Classrooms. School administrators are visible and accessible within classrooms and frequently work with teachers to address instructional needs.

- 5.b.2. Supervision and Evaluation. School administrators implement supervision and evaluation processes that develop and sustain the performance of a highly competent staff.
- 5.b.3. Culture of Collaboration. School leadership promotes and supports a schoolwide culture of collaboration.
- 5.b.4. Schoolwide Dialogue. School leadership facilitates ongoing schoolwide dialogue about standards, instruction, and assessment with a focus on integrating the use of research-based practices.
- 5.b.5. Teacher Leadership. School administrators promote teacher leadership capacity within the school.

Indicator 5.c. School Efficiency and Effectiveness: School administrators develop and align systems, processes, and resources to establish and sustain an effective teaching and learning environment.

- 5.c.1. Organizational Direction. School administrators ensure that the roles and responsibilities (tasks, processes, and relationships) of all staff members are clear.
- 5.c.2. Protecting Time. School administrators establish parameters and develop schedules that maximize instructional, preparation, and collaborative time.
- 5.c.3. School Management. School administrators ensure a safe and well-organized environment for staff and students throughout the school campus by establishing clear schoolwide expectations and procedures and ensuring their implementation with fidelity.
- 5.c.4. Decision Making. School administrators establish, communicate, and implement decision-making processes and protocols and ensure clarity about the locus of decision making.
- 5.c.5. Maximizing Resources. School leadership aligns available resources (e.g., personnel, fiscal, time, materials) with school priorities to maximize school effectiveness.

Indicator 5.d. Capacity Building: School leadership continually builds school capacity to impact student and staff success.

- 5.d.1. Guiding Change. School leadership facilitates improvement efforts guided by an understanding of change processes.
- 5.d.2. School Focus. School leadership effectively minimizes factors that distract from the primary purpose of raising student achievement.
- 5.d.3. Distributed Leadership. Leadership is intentionally developed and distributed among individuals and teams (e.g., building leadership team, data teams, teacher leaders) to foster shared ownership of school success.
- 5.d.4. Communication. School leadership supports school change by listening, sharing results and needs, revisiting the schools vision and goals, and cultivating input from staff, students, and the school community.
- 5.d.5. Motivation/Encouragement. School leadership motivates and encourages teachers for the challenges of teaching to mastery.
- 5.d.6. Networking. School leadership networks with colleagues, district leadership, stakeholders, and outside entities to support improvement efforts.
- 5.d.7. Family and Community Partnerships. School leadership initiates and sustains activities which result in meaningful family and community engagement, support, and ownership of the school.

Indicator 5.e. Knowledge and Skills: School leadership demonstrates knowledge and skills in the areas of academic performance, learning environment, and organizational effectiveness.

- 5.e.1. Rigorous Teaching/Learning Cycle. School leadership understands what is required to implement a rigorous cycle of teaching and learning and guides practices and processes for systemic implementation.

- 5.e.2. Diversity. School leadership values diversity and demonstrates the knowledge and skills needed to work effectively with staff, students, families, and community members from diverse cultures and ethnicities.
- 5.e.3. Systems Thinking. School leadership applies systems thinking to support school improvement efforts.
- 5.e.4. Conflict Resolution. School leadership uses conflict management and resolution strategies effectively.

Standard 6: Culture and Climate: The school functions as an effective learning community and supports a climate conducive to performance excellence for students and staff.

Indicator 6.a. Academic Expectations: School leadership and staff demonstrate the belief that all students can learn at high levels.

- 6.a.1. High Expectations. The school culture is one of high academic expectations, “no excuses,” and problem solving.
- 6.a.2. Learner-Centered. School leadership and staff establish and sustain a learning and learner-centered focus among all members of the school community.
- 6.a.3. Urgency/Responsibility. School leadership and staff demonstrate an understanding of and accept responsibility for the urgent need to improve student outcomes.
- 6.a.4. Institutionalized Best Practices. School leadership ensures that coherent, common research-based practices for the teaching/learning cycle are consistently evident in all classrooms.
- 6.a.5. Accountability for Quality Work. Teachers hold students accountable for producing quality work and provide students with quality criteria (indicators of mastery) and support.
- 6.a.6. Recognition of Quality Work. School staff members showcase quality student work as exemplars and use examples of student work to celebrate achievement.
- 6.a.7. Pedagogy. Teachers incorporate an understanding of how students learn into instruction.

Indicator 6.b. Inclusive Learning Environment: Support for the physical, cultural, and socio-economic needs of all students reflects a commitment to equity and an appreciation of diversity.

- 6.b.1. Welcoming Environment. The school demonstrates a welcoming and inviting environment for all students, families, and community members.
- 6.b.2. Accessible to Families. School leadership and staff make themselves available to work with families in addressing student needs.
- 6.b.3. Commitment to Equity. Regardless of culture, ability, life experience, socioeconomic status, or primary language, each student is expected to master grade-level expectations.
- 6.b.4. Cultural Awareness. School staff members promote understanding of and respect for all cultural backgrounds as an integral component of the learning environment.
- 6.b.5. Culturally Responsive Communication. Multiple culturally and linguistically appropriate communication strategies support engaged communication and conversation with all stakeholders.
- 6.b.6. Student Participation. The school makes an intentional effort to involve students from all sub-groups in academic and extra-curricular activities.
- 6.b.7. Professional Learning: Diversity. Staff members participate in professional learning to implement practices that support equity and an understanding of diversity.

Indicator 6.c. Safe and Orderly Environment: The physical condition of the school and a school-wide understanding of behavioral expectations ensure students and staff experience a safe, orderly, and supportive environment.

- 6.c.1. Condition of the School. The physical structures and condition of the school provide students and staff members with a safe, healthy, and orderly learning environment.

- 6.c.2. Behavioral Expectations. Behavioral expectations are well defined, posted in a variety of settings, and clearly communicated to students and families.
- 6.c.3. Reinforcing Expectations. Staff members consistently teach, re-teach and reinforce behavioral expectations and classroom routines.
- 6.c.4. Classroom Consequences. School leadership ensures that a consistent sequence of consequences for negative student behaviors is equitably applied in classrooms throughout the school.
- 6.c.5. School Consequences. School leadership enforces schoolwide behavioral expectations and applies consistent and appropriate consequences.
- 6.c.6. Positive Reinforcement. Staff members use praise and positive reinforcement to motivate students to high levels of behavior and academic performance.
- 6.c.7. Environment Data. Learning environment data (e.g., culture/climate surveys, opinion surveys, focus groups) are regularly collected and analyzed to help evaluate the effectiveness of school culture and climate.

Indicator 6.d. Trust and Respect: The school demonstrates an inclusive culture of mutual trust, respect, and positive attitudes that supports the personal growth of students and adults.

- 6.d.1. Culture of Collaboration. A culture of collaboration is established and evident throughout the school.
- 6.d.2. Student/Adult Relationships. Students can identify at least one adult with whom they have a positive relationship. Establishing positive and trusting student/adult relationships is a school priority.
- 6.d.3. Staff/Family Relationships. Establishing positive and trusting relationships with families is a school priority.
- 6.d.4. Respect. Members of the school community respectfully consider the perspectives of others.
- 6.d.5. Motivation. Staff members challenge and inspire students to meet high expectations for performance.
- 6.d.6. Celebration. School, staff, and student success is highly valued and publicly celebrated.
- 6.d.7. Safe Environment. School leadership facilitates the creation of a safe environment for teachers and staff to work as a learning community.

Standard 7: Effective Educator: School leadership actively develops a high quality professional staff through professional learning, supervision, evaluation, and commitment to continuous improvement.

Indicator 7.a. High Quality Staff: The school implements processes that support recruitment and retention of high quality professional staff.

- 7.a.1. High Expectations. School leadership communicates clear and high expectations for professional practice.
- 7.a.2. Recruitment. School leadership recruits teachers who demonstrate the content knowledge, instructional skills, and interpersonal skills necessary to perform successfully within a standards-based teaching/learning environment.
- 7.a.3. Supporting/Retaining Staff Members. The school provides active, constructive support (e.g., coaching, mentoring, peer assistance) to staff members designed to maintain and extend their capacity to contribute effectively to student learning and school improvement.
- 7.a.4. Mentors. Mentors are well-trained, selected based on effectiveness, and held accountable for engaging in frequent and meaningful activities with staff.
- 7.a.5. Support for New Staff. The school provides new educators with a school-level orientation program which includes a focus on school learning expectations, operations, culture, and community.

- 7.a.6. Performance Improvement. School administrators ensure training and mentoring is provided to low-performing teachers to improve their performance.
- 7.a.7. Staff Assignments. School administrators implement a strategic approach to staff assignments that matches teacher skills to student needs.
- 7.a.8. Staff Efficacy. Staff members exhibit confidence that they will accomplish academic and personal goals.

Indicator 7.b. Supervision and Evaluation: The school implements supervision and evaluation processes designed to improve professional practice, instruction, and student success.

- 7.b.1. System of Supervision and Evaluation. School administrators use a transparent, clearly defined, and fully implemented system of employee supervision and evaluation to improve professional and instructional practices.
- 7.b.2. Staff Growth Goals. Staff members collaborate with their supervisor to develop annual growth goals designed to build professional capacity and improve performance.
- 7.b.3. Meaningful Feedback. School administrators provide regular and meaningful feedback to staff members to improve performance related to job responsibilities and growth goals.
- 7.b.4. Value of Evaluation. Teachers understand the evaluation process and regard it as an important factor in their professional growth.

Indicator 7.c. Professional Learning: Instructional staff members and school leadership participate in continuous, high-quality, research-informed professional learning.

- 7.c.1. Needs-Based Plan. The school conducts a comprehensive needs assessment to develop a plan for professional learning based on the needs of students and adults within the school.
- 7.c.2. Job-Embedded. Professional learning is ongoing and job-embedded (e.g., mentoring, coaching, lesson study).
- 7.c.3. Research-Based. Selection of professional learning opportunities is intentional and grounded in current research.
- 7.c.4. Coaching. Coaches have the technical knowledge and skills to work successfully with staff members and are held accountable for helping staff improve professional performance.
- 7.c.5. Reflection and Revision. Professional learning promotes independent and group reflection that enables teachers to share innovations and revise classroom practices.
- 7.c.6. Differentiated. Professional learning is differentiated to support the professional growth of instructional staff and school leadership.

Indicator 7.d. Impact of Professional Learning: Professional learning is monitored and evaluated to ensure it supports the work of the school and improves teacher effectiveness.

- 7.d.1. Follow-up. School leadership provides ongoing follow-up and support for professional learning to ensure new knowledge, skills, and practices are effectively implemented.
- 7.d.2. Expectations for Implementation. School administrators provide clear and specific expectations for implementing new skills and practices with fidelity.
- 7.d.3. Evaluation of Professional Learning. Professional learning opportunities are routinely evaluated for relevance, usefulness, and effectiveness in improving professional practice.

Standard 8: Continuous Improvement: The school implements a mission-driven cycle of continuous improvement that optimizes learning and ensures organizational effectiveness.

Indicator 8.a. School Mission and Goals: The school’s vision, mission and goals are meaningful, clearly communicated, and used to provide a sense of purpose, direction, and identity for the school community.

- 8.a.1. Beliefs and Values. The school vision and mission for student success are collaboratively developed based on the beliefs and values of the school community.

8.a.2. Communication and Relevance. School leadership continuously communicates the vision and mission of the school and uses them to reinforce the school community's commitment to student success.

8.a.3. Alignment/Focus. School leadership and staff members intentionally align decisions, actions, and initiatives to the school's mission and goals.

Indicator 8.b. Cycle of Continuous Improvement.: The school engages in a sustained cycle of continuous improvement focused on student achievement.

8.b.1 Focus. School leadership establishes and sustains a focus on continuously improving student achievement.

8.b.2. Data Systems. The school uses systems for access and analysis that ensure timely and continuous use of data to improve student achievement.

8.b.3. Strategic Actions. Improvement efforts are effectively aligned with other school priorities and adjusted as needed.

8.b.4. Manageable Initiatives. School administrators identify a manageable number of priorities for school improvement.

8.b.5. Theory of Action. Improvement activities are purposefully designed to address prioritized performance challenges in a way that will result in significant improvements in student learning.

Indicator 8.c. Improvement Planning: School leadership and staff use an inclusive, thoughtful, and thorough process to write, implement, monitor, evaluate, and adjust the school's Unified Improvement Plan (UIP).

8.c.1. Collaborative Process. School leadership uses a collaborative process to develop, implement, and monitor the UIP.

8.c.2. Representative Group. A representative group of instructional staff, families, and community members are actively engaged in the UIP process.

8.c.3. Comprehensive Data Analysis. School leadership and staff regularly analyze multiple types of data (i.e., student learning, demographic, process, perception) to plan and revise school improvement efforts.

8.c.4. Relevant Research. The school applies current and relevant educational research to the development of the UIP.

8.c.5. Ownership of UIP. School leadership and staff have ownership for the implementation and outcomes of the UIP.

8.c.6. Implementation Checks. School leadership regularly monitors and adjusts implementation of the UIP based on performance targets, interim measures, and implementation benchmarks.

Appendix C: Quality Statements for Colorado Charter Schools

(Adopted by the Colorado League of Charter Schools Board of Directors on February 21, 2008)

The Colorado League of Charter Schools has adopted the following quality statements that reflect the shared values and expectations of Colorado's charter school community.

Quality Statement 1: Student Academic Achievement. Though models and delivery methods may vary, a high-quality charter school prioritizes student achievement by adopting a mission focused on academics, designing and delivering a sound educational program, holding high academic expectations for all students, and achieving student performance goals set forth in the school's charter and contract.

Quality Statement 2: Effective Leadership. The leaders of a charter school, including its staff leaders and board of directors, are stewards of the charter's mission and vision and carry out their duties in an effective, professional, responsible and ethical manner. Charter school leaders use their influence and authority for the primary purpose of achieving student success and fulfilling the school's mission.

Quality Statement 3: Continuous Focus on Increasing Quality. A charter school engages in a process of continuous self-improvement in order to increase the effectiveness of its educational program. The school regularly assesses and evaluates student learning and the efficacy of its educational program based on stated academic and non-academic performance goals.

Quality Statement 4: Responsible Governance. A charter school board fully exercises its fiduciary responsibilities by establishing and implementing board-level policies and governance practices that are transparent and focused on achieving the school’s mission, preserving institutional integrity, and ensuring the long-term viability of school operations.

Quality Statement 5: Fiscal Accountability. A charter school safeguards its primary source of revenue, public funds, by engaging in sound financial planning and management, as well as through controls and oversight of school spending. The school maintains its public funds and records in accordance with applicable law and annually receives an unqualified audit from an independent auditor.

Quality Statement 1: Student Academic Achievement

Though models and delivery methods may vary, a high-quality charter school prioritizes student achievement by adopting a mission focused on academics, designing and delivering a sound educational program, holding high academic expectations for all students, and achieving student performance goals set forth in the school’s charter and contract.

Characteristics

A quality charter school:

- Exceeds local and state average performance for similar students’ longitudinal progress toward reaching state performance standards.
- Holds high expectations for academic achievement for all students, particularly low performing students.
- Encourages parental and community involvement as a tool for achieving academic success.
- Provides a challenging, coherent, and suitable curriculum for all students.
- Allocates appropriate resources to faithfully implement the educational program and achieve the school’s mission including instructional materials, staffing, instructional time (through the annual calendar and daily schedule) and facilities.
- Supports students in a safe, healthy and nurturing environment so that students can prioritize learning and teachers can effectively instruct all students.
- Shares its academically-focused mission and vision among the school community and demonstrates its mission in daily action and practice.

Quality Statement 2: Effective Leadership

The leaders of a charter school, including its staff leaders and board of directors, are stewards of the charter’s mission and vision and carry out their duties in an effective, professional, responsible and ethical manner. Charter school leaders use their influence and authority for the primary purpose of achieving student success and fulfilling the school’s mission.

Characteristics

Leaders of quality charter schools:

- Have a clear understanding of the laws governing public schools and monitors the trends, issues, and potential changes in the environment in which charter schools operate.
- Consistently provide the educational program outlined in its charter application and contract.
- Effectively communicate and engage faculty, staff, parents/guardians, students, and community members in the mission, vision, and performance of the school.
- Generate and sustain a school culture conducive to student learning and staff professional growth.

- Regularly monitor and evaluate the success of the curriculum and the quality of instruction.
- Contribute to regular, public reports on the school’s progress towards achieving its annual and long-term goals to the school community, the school’s authorizer, and other external stakeholders.
- Make management decisions with the goal of optimizing successful teaching and learning experiences. All decisions are made in light of the question, “What’s best for the students?”
- Treat all individuals with fairness and respect.
- Abstain from any decision involving a potential or actual conflict of interest.
- Embrace diversity and implements practices that are inclusive of all types of learners consistent with the school’s mission.
- Understand school change and growth, and leads the school through change effectively.

Quality Statement 3: Continuous Focus on Increasing Quality

A charter school engages in a process of continuous self-improvement in order to increase the effectiveness of its educational program. The school regularly assesses and evaluates student learning and the efficacy of its educational program based on stated academic and non-academic performance goals.

Characteristics

A quality charter school:

- Establishes clear, measurable annual and long-term goals and benchmarks and identifies specific strategies to meet these ends, and has in place the means to evaluate accomplishment of goals.
- Implements a coherent performance management strategy, including formative and summative assessments, data analysis, and information management practices and systems that support self-examination and improvement as well as external reporting needs.
- Consistently bases curriculum and instruction decisions on student assessment results.
- Understands the strengths and weaknesses in student performance using multiple measures of performance.
- Uses the results of programmatic evaluation and student assessment as the basis for the allocation of resources for programmatic improvement, including professional development.
- Involves faculty, staff, students, parents/guardians and other stakeholders in its accountability for student learning and in the school’s self-evaluation process.
- Engages in periodic evaluations of school performance through self-studies and reviews conducted by independent external parties and uses evaluation results as a basis for continuous self-improvement.

Quality Statement 4: Responsible Governance

A charter school board fully exercises its fiduciary responsibilities by establishing and implementing board-level policies and governance practices that are transparent and focused on achieving the school’s mission, preserving institutional integrity, and ensuring the long-term viability of school operations.

Characteristics

A quality charter school board:

- Focuses on achieving the school’s mission and vision with priority given to the academic performance of all students.
- Enacts policies that implement the school’s mission, provide predictability and fairness to the school community, and are fairly enforced.
- Understands the roles and responsibilities of the governing board (versus the administration), as well as the legal obligations assumed by the board.
- Provides fiscal oversight and ensures the school’s long-term financial viability.
- Provides appropriate oversight of the school’s head administrator including developing a job description and conducting a fair and timely annual evaluation based on that job description.

- If contracting with an Educational Services Provider (ESP), establishes annual and long-term performance goals for the ESP as part of a management contract and annually evaluates the ESP's performance vs. goals.
- Avoids conflicts of interest in the governance and leadership structure of the school by adopting and adhering to a written, formally adopted policy on conflict of interest that sets forth potential conflicts and how such conflicts will be avoided. Among other things, such policies should address potential nepotism, employees serving on governing boards, and self-dealing.
- Engages in a strategic planning process, updated periodically, and works with the administration to develop annual and long-term goals, and monitors progress made towards these goals.
- Seeks input from its stakeholders as to the school's progress in fulfilling its mission and vision and meeting its annual and long-term goals.
- Enacts policies that embrace diversity and are appropriately inclusive of all school constituents.
- Engages in an ongoing program of board development to strengthen the governance capacity of the board, including an annual self-assessment and orientation for new board members that enable them to understand and effectively meet their leadership and fiduciary responsibilities.
- Ensures that board-level and administrative policies are in compliance with authorizer policies and state and federal laws (except in instances where waivers have been granted), are clearly communicated with all stakeholders, and are implemented in a fair and consistent manner.
- Ensures ongoing familiarity and compliance with applicable laws, governing documents, and the charter contract.

Quality Statement 5: Fiscal Accountability

A charter school safeguards its primary source of revenue, public funds, by engaging in sound financial planning and management, as well as through controls and oversight of school spending. The school maintains its public funds and records in accordance with applicable law and annually receives an unqualified audit from an independent auditor.

Characteristics

A quality charter school:

- Is fiscally solvent, uses an approved annual budget as a management tool, and plans for contingencies.
- Creates and monitors immediate and long-range financial plans to effectively implement the school's educational program and ensure ongoing financial viability.
- Develops and provides to the board and school stakeholders periodic reports on actual vs. budget financial performance and the school's overall financial status.
- Receives annually an unqualified financial audit from an independent auditor, which is available for public inspection, and appropriately responds to any recommendations made by the auditor.
- Establishes and implements clear fiscal policies and procedures to protect the school from financial mismanagement and to ensure that public funds are used responsibly and legally.
- Ensures that allocation of financial resources is directly aligned with the school's mission, vision, and goals.
- Ensures that proper approval for all disbursements is received.

Appendix D: GVCC/GVA Board Duties

1. Attend meetings and work sessions of GVCC and/or GVA Board of Directors as outlined in the annual Board calendar.
2. Ensure that the school effectively fulfills its mission and achieves its vision. All programs, activities, and expenditures are to be evaluated based upon the mission and vision.
3. Determine the responsibilities of the Executive, either for GVCC or GVA, and participate in a search when the position is vacant to recruit the most qualified individual for the position.
4. Provide proper and prudent financial oversight of GVA.
5. Ensure that adequate resources, financial and otherwise, exist to ensure that GVA fulfills its mission

6. Provide leadership on GVCC Board committees. Each Director is expected to serve as an active member of at least one committee.
7. Ensure legal and ethical integrity and maintain accountability to stakeholders.
8. Participate in business and strategic planning.
9. Maintain focus on academic performance utilizing student data from assessments related to GVA's School Performance Framework and GVA's Unified Performance Plan.
10. Commit time to developing financial resources for GVCC/GVA. This includes making a personally meaningful financial gift as well as supporting other fund development activities (e.g., grant writing, corporate partnerships, fundraising events, etc.).
11. Prepare in advance for decision-making and policy formation at Board meetings.
12. Responsibly review and act upon recommendations that come before the Board for action.
13. Take responsibility for self-education about relevant educational and operational issues.
14. Actively support the GVCC/GVA Executive, including participation in his/her annual performance evaluation.
15. Participate in ongoing board development activities and in the Board of Directors annual Board evaluation process.
16. Attend key school activities in order to support GVA and its programs.
17. Enhance GVA's visibility and reputation in the community. This involves clearly articulating GVA's mission, goals, and accomplishments to the public and garnering support from the community.
18. In general, utilize personal and professional skills, relationships, and knowledge for the advancement of GVA.

Appendix E: GVA/GVCC Board Member Agreement

Board Member Agreement

The purpose of the Board Member Agreement is to explicitly articulate roles and responsibilities of the Board of Directors and individual directors, and to communicate to the public and GVCC/GVA stakeholders the complexity of charter school governance and what they can expect of the Board of Directors and its members. This Board Member Agreement is to be signed annually by all Board members to acknowledge it as binding.

Board of Director Responsibilities:

1. Carry out duties in accordance with the federal and state law, applicable policies of CDE, the authorizing district and the charter contract, as well as ethical standards as they relate to a charter school as both a public entity and a non-profit organization.
2. Select, appoint, monitor, advise, motivate, support, and evaluate the GVCC CEO, CAO, COO and GVA Principals and Assistant Principals.
3. Defend and preserve the institutional autonomy of the GVCC & GVA, recognizing that the preservation of autonomy requires academic performance and organizational accountability.
4. Maintain fiduciary responsibility over all funds and appropriations for the school.
5. Participate in the development of policies, GVCC business plan, GVA strategic plans, educational goals, and annual budgets, while clearly delegating educational and management responsibilities to the GVCC CEO, CAO, COO and GVA Principals and Assistant Principals.
6. Accept fiduciary responsibility for the long-term welfare of the GVCC/GVA.
7. Ensure that adequate resources are available for GVCC and GVA.
8. Maintain a strong, continuous focus on academic performance.
9. Ensure collaboration with GVCC/GVA stakeholders.
10. Monitor and evaluate the performance of GVCC/GVA in pursuing its mission and achieving its vision.
11. Regularly evaluate the Board's performance and take steps to improve it.
12. Assure that GVCC/GVA promotes equal opportunity.
13. Monitor standards of performance for students, faculty, staff, parents, and guardians.

14. Utilize GVCC Committees to advance the mission of GVCC/GVA.
15. Be aware of parent and student perceptions of the GVCC/GVA's culture and performance.
16. Ensure that rights accorded to students and parents in the Family Educational Rights and Privacy Act (FERPA) are protected.
17. Comply with all requirements of Colorado's Open Meetings Law and Open Records Law.

Individual Director Responsibilities:

1. Recognize that authority rests only with the Board as a whole and not in its individual members.
2. Be knowledgeable of the *GVCC/GVA Board of Directors' Policy Manual*, the core documents referenced therein, and the appendices.
3. In the role of Board member, thoughtfully discharge the duties of Care, Loyalty, and Obedience.
4. Never allow any personal conflict of interest to remain undisclosed. Per the GVCC/GVA Conflict of Interest policy, bring any personal conflicts of interest to the attention of the Board as soon as possible. Recuse yourself from deliberations and voting in connection with the conflicts.
5. Direct requests for information or comments about school policy or issues by the Media to the Board President.
6. Understand, support, and advocate for the mission and vision of GVCC/GVA, as well as our P-16 educational reform work in the areas of second language acquisition, international benchmarking, and 21st century skills, including cross-cultural understanding.
7. Enhance the public image and promote the visibility of GVCC/GVA.
8. Participate in all Board Development activities and in self-education about all aspects regarding charter schools and public education.
9. Represent both GVCC and GVA rather than any one part or particular interest, community, constituency, or GVA school.
10. In keeping with the GVCC/GVA Code of Conduct, foster openness and trust among the Board, the administration, the faculty, the students, the parents/guardians, and the public. This includes the presumption of good will on the part of others.
11. Seek to be fully informed about GVCC/GVA and its role in the educational environment locally, nationally, and internationally.
12. Participate in raising funds for GVCC/GVA.
13. Be fully informed on issues that require a decision by the Board.
14. Prepare for all meetings by reading the materials provided in advance.
15. Attend meetings of the Board, including committee meetings, and be prepared to discuss the items on the agenda.
16. Speak your mind at committee and board meetings, and support Board decisions and the policies adopted by *Speaking with One Voice* as a Board.
17. Maintain respect for the opinions of other directors.
18. Foster thoughtful policymaking.
19. Read and promptly respond as necessary to internal correspondence and communications.
20. Understand that the Director's primary governance role is policymaking, not involvement in school administration or day-to-day management. (This includes the grievance process in which bringing a grievance to Board is the final step in the process, not the first.)
21. Work collaboratively and respectfully with the CEO, CAO, COO and Principals and Assistant Principals, and their respective staff.
22. Communicate promptly any significant concern or complaint to the Board President who will address it with the CEO, CAO, COO and/or Principal so they can deal with the issue.

Appendix F: Colorado Standards and Indicators for Continuous School Improvement (Standards 9 & 10) Strand III: Governance

Standard 9: Strong Board Governance: The school board demonstrates strong leadership through its procedures to promote the school's mission, strategic planning, current knowledge of legislative

issues, policy development, commitment to professional development, provision of resources, oversight/support of administrator, ability to build effective committees, and establishing networked community relationships.

Indicator 9.a. Vision/Mission and Governance Structure: The Governing Board promotes the vision and mission of the school through a strong governance structure.

9.a.1. Use of Vision and Mission to Promote School: The vision and mission is communicated publicly to stakeholders and the community through inclusion in all publications and conversations promoting the school.

9.a.2. Articulation of Vision and Mission: The board is consistent in its articulation of how the vision and mission is implemented throughout the school and educational programs.

9.a.3. Founding Documents: Board and board members adhere to approved bylaws and Articles of Incorporation in carrying out the school's mission and vision.

9.a.4. Board Member Roles: Board member and officer roles and expectations are clearly defined and implemented.

9.a.5. Board Recruitment: A process exists to recruit highly qualified board members based on identified needs and a balanced board composition.

9.a.6. Board Evaluation: A process exists to regularly evaluate board function and strengthen board practices.

Indicator 9.b. Strategic Planning: The Governing Board promotes the vision and mission of the school through strategic planning.

9.b.1. Strategic Planning ; The board engages in a regular strategic planning process that leads to key objectives and deliverables linked to the school's vision, mission, and SIP.

Indicator 9.c. Policies and Legal: The Governing Board policies adhere to legal obligations as a public entity.

9.c.1. Charter Contract and Waivers: Board practice and oversight of school activities reflect fidelity to the school's charter contract and waivers.

9.c.2. Board Policies: Board policies align with federal laws, state laws and rules, and district policies (unless waived).

9.c.3. Sunshine Laws: Board practice complies with sunshine laws and open records and meeting requirements.

9.c.4. Board Professionalism: Board policies reflect expectations for professionalism, requiring board members to lead with integrity (e.g. duties of care, loyalty, obedience, conflict resolution).

9.c.5. Conflict and Crisis Resolution: Processes are in place to deal with conflict and prevent escalation or crisis.

Indicator 9.d. Professional Development: The Governing Board engages in quality, needs-based professional development.

9.d.1. Board Needs Assessment: Annual board needs assessments and evaluations result in consistent, ongoing professional development.

9.d.2. Board Training and Orientation: The board quickly and effectively engages new members in full, rigorous training.

Indicator 9.e. Program Assessment and Renewal: The Governing Board provides guidance in program assessment and renewal processes.

9.e.1. Data Collection: The board has a data dashboard that includes data monitoring in at least these areas: Academic performance & Financial health

9.e.2. Input: The board obtains input from internal stakeholders (e.g. parents, staff, students, School Accountability Committee) and external stakeholders (e.g. authorizer, businesses, community, third parties) to drive the School Improvement Plan (SIP) for the school.

9.e.3. Data-Driven Decision Making: The board demonstrates frequent use of the data dashboard to drive decision-making.

9.e.4. Renewal Process: The board utilizes its authorizer's annual review to ensure steady progress toward charter contract renewal.

Indicator 9.f. Administrator Hiring and Evaluation: The Governing Board has a clear plan for hiring, retaining, supporting, and evaluating the lead administrator.

9.f.1. Board and Lead Administrator Relationship: There is clear delineation of responsibilities between the board and the school's lead administrator.

9.f.2. Lead Administrator Job Description: The lead administrator's job description is feasible, detailed, and reflects the reality of the actual role.

9.f.3. Lead Administrator Hiring and Succession: A hiring and succession plan for securing a quality lead administrator is evident.

9.f.4. Lead Administrator Evaluation: The board uses an evaluation plan that focuses on mutually agreed upon targeted goals.

Indicator 9.g. Meetings and Committees: The Governing Board demonstrates effective use of meetings and committees.

9.g.1. Board Meetings: The board engages in timely, efficient, and productive meetings, as evidenced by timely decision making that does not impede important operations of the school.

9.g.2. Committee Goals: Committee goals are established, are actively being met, and support the school's mission and vision.

9.g.3. Committee Reporting: Committee work is regularly reported to the board.

9.g.4. Committee Effectiveness: Committee structure, responsibilities, and work are regularly evaluated to ensure efficacy, quality, and efficiency.

Indicator 9.h. Stakeholder Management: The Governing Board supports the mission/vision of the school by securing strong relationships with internal and external stakeholders.

9.h.1. External Networking: The board actively networks with a variety of external stakeholders beyond the school to improve school and board function.

9.h.2. Internal Relationships: The board actively engages a wide variety of internal stakeholders (e.g. administration, staff, parents, students) to develop and maintain strong, positive working relationships.

Standard 10: Sound Fiscal Management: The school board demonstrates strong fiscal management and school practices demonstrate current and future financial health.

Indicator 10.a. Budget: Governing Board and administration gather input to develop short-term and long-term budgets and make effective use of sound budgeting practices.

10.a.1. Annual Budget: The board and administration gather input to develop and monitor the annual school budget. The budget is effectively used for ongoing planning and regularly reviewed for accuracy.

10.a.2. Long Term Budget: The board and administration collaboratively develop, annually update, monitor, and use a long-term (3-10 year) rolling budget for short- and long-term planning. The board and administration can articulate how they use the long-term budget for accomplishing school goals.

10.a.3. Budget Priorities: Budget priorities are based on the school's vision and mission statements. Budget priorities correlate and align with the school's strategic plan. Budget priorities are collaboratively reviewed and documented based on analysis of performance data.

10.a.4. Stakeholder Input: The board and administration engage stakeholders appropriately in the development of the budget, present iterations of the budget to stakeholder groups, and evaluate stakeholder input. The board and administration openly share financial information and interpret the financial status of the school for all stakeholders on an ongoing basis.

10.a.5. Budget Timeline: The board has adopted an annual timeline outlining the processes for budget development, revision, approval, submission to the authorizer, and monitoring. The budgeting timeline meets the requirements for posting and review of the budget. The board makes good use of the annual budgeting timeline. The board uses the budgeting timeline when setting business meeting agendas.

10.a.6. Balanced Budget: The school operates with and regularly monitors a balanced budget. A plan exists for prioritizing the allocation or expenditure of surplus funding.

10.a.7. Budget Adjustments: The school proactively and effectively adjusts the budget to reflect changes in current enrollment and PPR funding. The board collaborates with the administration and the school's finance committee to ensure that adjustments reflect school priorities. The board reviews adjustments monthly.

Indicator 10.b. Revenue and Program Costs: School leadership uses realistic revenue and program costs in the budget.

10.b.1. Enrollment Projections: The school budget is developed with accurate enrollment projections based on realistic internal and external data from a variety of sources. The school consistently uses conservative enrollment projections.

10.b.2. Revenue Projections: Revenue projections are realistic and based on guaranteed revenue streams. The school projects revenue conservatively. Guaranteed revenue streams are sufficient to fund operating costs.

10.b.3. Staff Resources and Salaries: Salaries and benefits are within the normal range of 50 – 70% of PPR or there are reasonable explanations for significant variances. All staff and administration salaries are commensurate with experience and qualifications. Payroll plus benefits are highly cost effective and highly competitive without any divergent individual salaries or staffing assignments.

10.b.4. Organizational Structure: The organizational structure is well-balanced between administration and instruction. Combined administrative salaries are 8-15% of total expenses, and instructional staff salaries are 50-60% of total expenses. Substantive variances can be justified.

10.b.5. Facility Costs: Lease/mortgage payments for an adequate and appropriate facility are current. Lease/mortgage payments are less than 12% of total PPR, or there is a reasonable explanation of the variance.

Indicator 10.c. Stable Programming: The school has enough revenue to ensure stable programming

10.c.1. Stable Enrollment: The school has a track record of consistently meeting or exceeding enrollment targets. Enrollment is growing appropriately, or has stabilized at an optimal number. The school maintains a substantial current waitlist (greater than 10% of total enrollment) of potential students.

10.c.2. Adequate PPR: Total per pupil revenue is adequate to cover all expenses with a surplus in cash to fund numerous strategically prioritized needs for improving academic achievement.

Indicator 10.d. Additional Revenue Resources: The school has developed other resources to achieve additional strategic priorities and can increase revenue if a shortfall occurs.

10.d.1. Additional Programs: The school has effectively implemented a variety of revenue-generating programs to augment per pupil revenue (e.g. before-and-after school care, pre-school, entrepreneurial endeavors) that align with the school's program, mission and vision.

10.d.2. Grants: The school has successfully secured several grants from multiple sources beyond common start-up grants and has an effective and active structure for pursuing additional grant funding.

10.d.3. Fundraising: The school has structured fund development campaigns that successfully augment revenue. Numerous contacts in the internal (parent/family) and external community result in significant supplementary funding and resources.

Indicator 10.e. Report Requirements: The school understands and complies with reporting requirements of the state and charter authorizer.

10.e.1. Audit: An independent audit is performed and is reviewed by the board. The auditor reports an unqualified opinion that financials fairly represent the financial condition of the school. The most recent audit and consecutive previous audits reflect that the school has a history of operating with a positive fund balance.

10.e.2. Reporting: All state and authorizer reporting requirements are met in a timely and thorough manner. The school's financial reporting system is set up to use the CDE Chart of Accounts (COA), budget format, and easily merges with authorizer information for reporting flow.

10.e.3. Financial Transparency Act: The school is in full compliance with the Financial Transparency Act. The school has posted online the annual budgets, annual audits, quarterly financials, compensation policies, accounts payable register, purchase card statements, and investment performance reports since the school's inception. Documents are posted within 60 days of the issuance of data.

Indicator 10.f. Reserves: The school has access to reserves or can raise cash if a budget shortfall occurs or to finance growth.

10.f.1. Reserves: The school has adequate TABOR reserve/assets and two months or more of cash on hand to cover operating expenses. The school has the ability to reduce expenses/spending mid-year should the need arise.

10.f.2. Growth: The school has effectively planned for growth in enrollment, program offerings, and/or facility. Funding campaigns, reserve planning, and financing endeavors have exceeded expectations.

Indicator 10.g. Board Responsibility: The Governing Board and administrators hold themselves responsible for the school's financial stability and integrity.

10.g.1. Board Expertise: The board has recruited highly knowledgeable board members with financial expertise. All board members are appropriately engaged and trained to provide input, oversight, and corrective action on all financial matters. All board members understand the school's current and future financial status.

10.g.2. Reporting: On a monthly basis, the board receives financial statements (including revenue and expense and budget to actual reports) from the administration, board treasurer, and finance subcommittee. The board reviews, discusses, approves, and, as necessary, makes financial decisions based on these reports. Reporting formats are consistent, accurate, and understandable. Budget narrative reports are recorded in board meeting minutes.

10.g.3. Administrator Skills and Qualifications: All key administrators are highly qualified for their positions with experience and/or education in business finance and management. The administrative team effectively manages and operates the school within the parameters set by the budget and board financial policies.

10.g.4. Networking and Training: School leaders (board and administration) participate in training and networking opportunities, monitor financial legislation, and seek outside advice in efforts to improve financial oversight and management practices. School leaders engage in the community and/or state to bring best practices to all Colorado charter schools.

Indicator 10.h. Policies: The Governing Board has adopted policies that ensure financial health and a strong system for the timely, accurate tracking and recording of all financial data and transactions.

10.h.1. Budget Policies: The board has adopted a comprehensive set of policies, aligned to state statutes, outlining the process for budget development, revision, approval, submission to the authorizer, and ongoing monitoring.

10.h.2. Fiscal Management Policies: Comprehensive fiscal management policies written and aligned to state statutes exist to ensure compliance with all school finance laws and regulations. Policies are regularly reviewed and updated.

10.h.3. Credit Card/P-Card Policies: The school is in full compliance with all written credit card/P-card policies and procedures and written policies represent exemplary business practices (e.g. includes receipts and records, limits, approved users, payment, fees/awards).

10.h.4. Policy Compliance: The school is in compliance with all internal fiscal management and budget policies. The school regularly monitors for compliance.

10.h.5. Checks and Balances: The school has adopted a comprehensive set of policies and procedures to ensure a system of checks and balances of authority and a segregation of duties in all financial transactions. The school performs a quarterly internal audit to ensure compliance with the established system.

10.h.6. Finance Subcommittee: The board has adopted a policy for the formation of a finance subcommittee. There are goals, objectives, and reporting structures established for the finance subcommittee. The subcommittee participates in budget development and provides regular financial reports to the board. The board treasurer, administrator, and business manager/accountant participate on the finance committee.

10.h.7. Autonomy: The school has established complete financial autonomy from the authorizer and/or Educational Management Organization (EMO). When negotiating contracts with the authorizer or EMO, school leadership secures, in writing, financial autonomy.

Indicator 10.i. Business Operations: The school has established and maintains procedures for accurate and appropriate business operations.

10.i.1. Accounts Payable: The school's accounts payable register contains a reasonable number of payees, given the age and size of the school. There are no payments (other than payroll) to administrators, staff members, board members, school founders, or others closely involved with the school.

10.i.2. Record/Bookkeeping: Bookkeeping and accounting practices are effective and model best practices. Financial records are current, accurate, secure, and appropriately accessible.

10.i.3. File Security: Financial systems create the proper level of physical and digital security of financial records. The school follows a written policy to ensure a system for routine, secure back-up of electronic documents.

10.i.4. Record Retention: The school has formally adopted policies/procedures for record retention practices that meets or exceeds district, state, and federal minimum requirements, and is monitoring early set up, as well as tracking records within the plan.

10.i.5. Risk Management: The school has a complete risk coverage package that meets or exceeds recommended levels in all areas (e.g. Property, General Liability, Business Auto, Umbrella, and Workers Compensation).

10.i.6. HR Practices: School has a written plan and/or checklist that is used to monitor and maintain HR best practices that includes CBI background checks, reference checks, I-9, separate health record files, new hire reporting, current at will contracts, etc.

Appendix G: GVCC/GVA Board of Directors' Code of Conduct

Each director and officer of the Collaborative and each School shall, prior to entering upon their duties and annually, agree that as a condition of his or her service he or she will:

Behave in an ethical, businesslike, and lawful manner, and therefore:

- make proper use of authority, and observe appropriate decorum.
- be guided by the School's mission, to serve the School's students.

Observe the roles of the Collaborative and Charter Boards in governance and policy development and respect the role of administration in day-to-day management of the School and Collaborative and, therefore:

- not purport personally to direct any staff member, student, or Contractor at the School or Collaborative, or to communicate, outside of official Board processes, judgments on the administration's or any teacher's performance, provided that the President of the Collaborative may direct the CEO, CAO, COO, and school contractor.

Respect the integrity of the Collaborative Board and Charter Board processes, and therefore:

- listen, speak my mind, and share all relevant information with other directors in a courteous manner.
- respect the opinions of others.
- address issues, not personalities, and thus not make disparaging remarks, in or out of meetings, about other directors, administrators, teachers, or the School.
- once a vote has been taken, accept and respect the decision of the group and support its implementation.

- except when carrying out delegated duties, not purport to conduct School business outside of Collaborative Board and Charter Board meetings.
- except as otherwise explicitly authorized, not attempt to speak for the School or represent the School, provided that a Collaborative Board or Charter Board President is authorized to attend meetings as a representative of that Board and to speak publicly on matters of Collaborative or School interest, in coordination with Collaborative and School administration.

Act for the benefit of the Schools, not myself or others, and therefore:

- not use any Board position for the economic advantage of myself, relatives, friends, or for any business in which he or she has an interest.
- not use a any Board position to benefit any organization other than the GVCC and the School.
- disclose any conflict of interest and excuse myself from deliberation and vote on any such issue.

Respect confidentiality and protect and maintain the proper confidences of the School, and therefore:

- under no circumstances reveal any family or student confidential information, including family addresses, phone numbers, email addresses, or other contact information.
- under no circumstances disclose to others properly confidential deliberations of a Board.

Promptly notify the appropriate Board of any change that may affect eligibility to serve or willingness or ability to abide by these rules.

Appendix H: GVCC/GVA Conflict of Interest Policy

Article I

Purpose

The purpose of the conflict of interest policy is to protect this tax-exempt Organization's (Global Village Charter Collaborative/Global Village Academy) interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit, tax-exempt and charitable organizations.

Article II

Definitions

1. Interested Person

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a. An ownership or investment interest in any entity with which the Organization has a transaction or arrangement,
 - b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or
 - c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.
- Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Article III

Procedures

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest

- a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy

- a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV

Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V

Compensation

- a. A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
- b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
- c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

**Article VI
Annual Statements**

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

- a. Has received a copy of the conflicts of interest policy,
- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and
- d. Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

**Article VII
Periodic Reviews**

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

**Article VIII
Use of Outside Experts**

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

**Article IX
Permanence of This Policy**

This policy is not subject to change by regular action of the Board of Directors of Global Village Charter Collaborative.

The above policy was moved, seconded and passed on February 11, 2011.

Global Village Charter Collaborative



By: _____
President, Board of Directors, Global Village Charter Collaborative

Appendix I: Colorado Open Meetings & Open Records Laws affecting Charter Schools

The Colorado Open Meetings Law (aka Colorado Sunshine Law)

1. General Purpose of the Law. The general policy underlying the Colorado Open Meetings Law (C.R.S. § 24-6-401 et seq) (aka Sunshine Law) is stated in section 401 of the law, which states that the formation of public policy in Colorado is public business and may not be done in secret.

2. Charter Schools are Local Public Bodies. The law applies in different ways depending on whether the public body in question is a “state public body” or a “local public body.” A charter school is a “local public body.”

3. “Meeting” is Defined Very Broadly. In considering whether the law is applicable to any particular meeting, charter school board members should keep in mind that the term “meeting” is defined in an extremely broad way in the act. “Meeting” is defined as “any kind of gathering, convened to discuss public business, in person, by telephone, electronically, or by other means of communication.” However, the law does not apply to “any chance meeting or social gathering at which discussion of public business is not the central purpose.”

4. E-Mail Discussions. Increasingly charter school boards are discussing school business among themselves by means of e-mail. There is nothing wrong with this practice. However, it is unclear whether such e-mail communications are subject to the Open Meetings Law. The law states that e-mail communications among “elected officials” discussing “pending legislation or other public business” are subject to the law. This language seems to apply only to persons elected by the voters who have the power to enact legislation. It does not appear to apply to members of charter school boards. However, even if the Open Meetings Law does not apply to these e-mail communications, the e-mails themselves are subject to disclosure under the Open Records Act discussed later.

5. General Rule of the Open Meetings Law. The general rule of the Open Meetings Law is very simple. The rule is this: “All meetings of a quorum or three or more members of any local public body, whichever is fewer, at which any public business is discussed or at which any formal action may be taken are declared to be public meetings open to the public at all times.”

The rule simply means that any time three or more (In the unlikely event that two members constitutes a quorum of the board, then the number would be two instead of three.) members of a charter school board have a meeting at which they discuss charter school business, they may not exclude from that meeting any member of the public who wishes to sit in on it. Very importantly, the statute states that no formal action of any local public body shall be valid unless the action is taken in an open meeting that complies with the Open Meetings Law.

6. Difference Between “Open” Meeting and “Noticed” Meeting. There is a tremendous amount of confusion in the charter school community about whether meetings of board members must be noticed. This confusion leads to questions such as: “If two other members of the board and I meet in the school lunchroom to discuss school business, do we have to post a notice the day before?” The answer to this question involves the distinction between an “open” meeting and a “noticed” meeting. As we saw in the previous section, an “open” meeting is any meeting of three or more board members. A “noticed” meeting, on the other hand, is any meeting where either of the following occurs:

- a. A formal action of the board is taken (e.g., adoption of a policy or other motion); or
- b. A majority (or quorum if less than a majority) of the board is present or is expected to be present.

Thus, the meeting of three (assuming a quorum of the charter school's board is more than three) board members in the lunchroom in which they discuss school business may be an open meeting (i.e., any member of the public can sit in on the discussion), but it is not a meeting for which notice must be posted in advance. For many years the status of "informal meetings" under the Open Meetings Law was subject to doubt. For example, is the annual school Christmas party an open meeting? If a majority of the board members plan to attend the party, it certainly appears to fall within the provisions of the statute and thus must be noticed. On the other hand, posting notice of a party does not appear to serve the purposes of the statute. The Colorado Supreme Court resolved this issue in its 2004 decision in *Board of County Commissioners of Costilla County v. Costilla County Conservancy District*, 88 P.3d 1188 (Colo. 2004). In that case a majority of the county commissioners went to a dinner sponsored by a company with business before the board. The commissioners did not participate in the discussion or act in their official capacity in any way. Nevertheless, the county conservancy district sued, claiming that because a majority of the commissioners were at the dinner it was an open meeting that had to be noticed.

The Colorado Supreme Court disagreed. It held that a local public body must give notice of a meeting that is expected to be attended by a quorum of the body only if the meeting is "part of the policy-making process." A meeting is part of the policymaking process when the meeting is held for the purpose of discussing or undertaking a rule, regulation, ordinance or other formal action. So now we finally have an answer to the "Christmas Party Question." Even though a majority of the board plans to attend the Christmas party (or picnic or basketball game or any other event), if the board does not expect to discuss or undertake any formal board action, the meeting is not subject to the Open Meetings Law and there is no need to post advance notice.

7. Notice. The Open Meetings Law specifies the type of notice that is sufficient for those meetings where notice is required. The law states that a local public body shall be deemed to have given full and timely notice if the meeting is posted in a designated public place no less than 24 hours prior to the meeting. The designated place must be adopted annually by the school's board in its first meeting in January. The posting must include the agenda for the meeting where possible. Therefore, if the school has an agenda prepared in advance it should be posted as part of the notice. However, the "where possible" language of the statute probably means that the charter school board will not be strictly bound to the posted agenda at its meeting.

8. Minutes. The Open Meetings Law requires charter school boards to keep minutes of their meetings and make those minutes available for public inspection. The statute states that the minutes shall be recorded "promptly." Thus, there is no specific time limit for making minutes available, but the usual practice is to adopt the minutes for a meeting at the next regularly scheduled meeting. Important Note: In 2002 the legislature changed the statute to provide that if a local public body ever records its minutes electronically it must continue to do so. This means that charter schools should be very careful about recording their meetings, because if they do so even once they must continue to do so from that point on.

9. How to Call an Executive Session. The statute provides that a charter school board may call an executive session to discuss certain matters. In order to call the executive session the board must (a) announce the general topic that will be discussed in the executive session; and (b) vote by a 2/3 majority to resolve into executive session. The announcement of the general topic must include a specific citation to the part of the law authorizing the executive session and must be as detailed as possible without compromising the purpose of the executive session. **Note:** One of the most common mistakes in this area is approving a motion to resolve into executive session by voice vote. The minutes of the open meeting must show the necessary 2/3 majority. Therefore, unless the motion is approved by unanimous acclamation, the vote must be a roll call.

10. No Formal Action in Executive Session. It is very important to understand that executive sessions are for discussion only. No formal actions can be taken in executive session. Thus, for example, a charter school board may never vote on a motion while it is in executive session. If the board wants to adopt a motion after discussing it in executive session, it must first resolve itself out of executive session into an open meeting and then hold the vote.

11. Proper Subjects for Executive Sessions. It is also important to note that a charter school board may not resolve itself into executive session just because it wants to discuss a matter in private. All discussions of the charter school board must occur in open session unless there is specific statutory authority for holding an executive session on a topic. The specific grounds for which a charter school board may meet in executive session are listed in C.R.S. § 24-6-402(4) as follows:

- a. Discussions regarding buying or selling property;
- b. Conferences with an attorney to receive legal advice;
- c. Matters required to be kept confidential by state or federal law (e.g., student academic records);
- d. Security arrangements or investigations;
- e. Determining contract negotiation strategies;
- f. Personnel matters (Note that “personnel matters” does not include discussions concerning a member of the charter school board or the appointment of a person to fill a vacancy on the board. Nor does the topic include discussion of general personnel policies like salary schedules. The exception occurs only when an individual employee or group of employees are discussed. However, an individual employee has a right to require discussions about him or her to be held in an open meeting, which means that the employee must receive notice in advance that he or she will be the subject of the executive session discussion. *Gumina v. City of Sterling*, 119 P.3d 527 (Colo.App. 2004));
- g. Consideration of documents protected from disclosure under the Open Records Act (for more on this see the discussion of that act below); or
- h. Discussion of individual students where public discussion would adversely affect the student involved.

12. Minutes of Executive Sessions. The statute has special provisions for the minutes of executive sessions. First, if the charter school board resolves itself into executive session the minutes of the regular open meeting must state the general topic of discussion (e.g., “consultations with legal counsel;” “determining contract negotiation strategy;” etc.). The minutes of the regular open meeting should not reflect the actual discussions that occurred in the executive session. Beginning in August 2006, the discussions that occur in executive sessions must be recorded by electronic means. At the beginning of the executive session a statement of the citation to the specific provision of the statute that authorizes the charter school board to meet in executive session must be made on the record.

Importantly for charter schools, the statute specifically excepts from its provisions discussions of individual students at the school. Therefore, if the purpose of the executive session is to discuss an individual student (for e.g., discipline, etc.) no recording of the session need be made. The statute also provides an exception to the executive session recording requirement for consultations with attorneys. However, the recording of the executive session must have a recorded statement from the attorney that the portion of the session that was not recorded, in the opinion of the attorney, constituted a privileged communication. In the alternative, the attorney may provide a signed statement attesting that the portion of the executive session that was not recorded constituted a privileged communication. The minutes of an executive session of the charter school board are not open to the public unless the school agrees to open the minutes or is ordered to produce the minutes by a court. The charter school is required to keep the minutes of an executive session for at least 90 days, after which it may discard the minutes.

13. Sunshine List. A little known and little used part of the Open Meetings Law requires the secretary of each local public body to keep a record of each person who has requested specific notice of meetings and to provide individual notice to such persons in advance of any meeting.

The Colorado Open Records Law

1. General Purpose of the Law. Like the Open Records Law, the Open Records Act (C.R.S. § 24-72-201 et seq.) declares as its general purpose that all public records shall be open for inspection by the public.

2. General Rule. The general rule of the Open Records Act is also quite simple: All public records shall be open for inspection by any person at reasonable times.

3. What is a “Record.” The Open Records Act defines the term “record” extremely broadly to include practically any kind of written, electronic or recorded communication or document imaginable. Note that the term specifically includes e-mail. Thus, charter school board members should assume that any e-mails among board members will be subject to production to any member of the public who wishes to see them.

4. Procedures for Production of Open Records. The Open Records Act contains very specific and detailed instructions for the production of public records to a requesting member of the public. Generally speaking, the procedures require the charter school to make the records available to the requesting party within three working days of the request unless there are extenuating circumstances justifying a greater time. However, the maximum period of time between the request and the production is seven working days. In no even can extenuating circumstances apply to a request for a single, specifically identified document.

5. Exceptions. While the general policy of the State of Colorado is that all records are open records subject to inspection, there are a number of exceptions. Unless a record falls within a specific exception it must be produced. The exceptions are too numerous to summarize here (and many of them would not generally be applicable to charter schools). However, some of the more important exceptions are the following:

- a. Producing the record would violate state or federal law (i.e., individual student academic records);
- b. Test questions, scoring keys, and other examination data;
- c. Real estate appraisals relating to property acquisitions until title has passed;
- d. Medical, mental health, sociological and scholastic achievement data on individual persons;
- e. Personnel files (Note that notwithstanding this exception, any employment contract or other information regarding amounts paid to individual employees and amounts paid under settlement agreements must be produced);
- f. Letters of reference;
- g. Privileged information (e.g. attorney-client communications);
- h. Addresses and telephone numbers of students (such information may not be provided in, for example, a school directory unless specific authorization is obtained); and
- i. Records of sexual harassment complaints.

Since there are so many exceptions to the Open Records Act, if there is any doubt about whether production of a particular document is permissible, legal counsel should be consulted.

6. Charges for Copies. The charter school may charge a reasonable fee for providing requested copies of open records.

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Appendix J: GVCC/GVA CORA Policy

Global Village Charter Collaborative (“GVCC”) and each of the Global Village Academies¹ (“Schools”) are committed to transparency and open government. The following policy specifies how the Colorado Open Records Act (“CORA”) (§ 24-72-201 to 206, C.R.S.) will be applied in a uniform and reliable manner. This policy will help ensure GVCC and the Schools (together “the Organizations”) comply in all respects with CORA and meet all constitutional and statutory duties to the people of Colorado in an orderly and expeditious manner. This policy is not intended to be duplicative of CORA or supersede state law.

This policy applies solely to records requests where the Organizations maintains custody of public records pursuant to CORA.

The Organizations’ procedure for handling records requests

All records requests made of the Organizations by mail, fax, courier, e-mail or other means shall be immediately provided to the GVCC Custodian of Records, who may refer it to legal counsel. The Custodian of Records will be designated, from time to time, by the GVCC CEO or Board. All records that may be responsive to specific requests for information must be provided to the Custodian of Records as soon as possible. The Custodian of Records will respond to all CORA requests except in extraordinary circumstances.

The Custodian of Records will only accept records requests made in writing or electronically via e-mail or fax. Records requests or requestors that cite the federal Freedom of Information Act will be treated as though they were made pursuant to the Colorado Open Records Act.

When responding to a records request, the Organizations shall make every effort to respond within three working days as required by § 24-72-203(3)(b), C.R.S. The Custodian of Records or counsel can issue up to a seven-working-day extension if he or she finds extenuating circumstances exist, as described in § 24-72-203(3)(b), C.R.S. A request is received by the Organizations the day an e-mail, fax or letter containing a request is opened. The three working-day response time begins the first working day following receipt of the request. A request received after 4 p.m. or any day an affected Organization’s business office is closed will be considered received as of the following working day.

No employee of the Organizations may modify, redact or omit any records they are required to provide to the Custodian of Records. Decisions about the applicability of CORA to particular writings will be made by the Custodian of Records with assistance, if needed, from legal counsel. Organizations staff should never assume a document is exempt from CORA and should always consult the Custodian of Records or legal counsel before making a final determination.

The Organizations will not create new documents, narrative explanations, or respond under CORA other than to produce existing records. The Custodian of Records or legal counsel will prepared, if needed, redacted copies that remove information on which CORA either forbids disclosure or permits the Organizations to decline to disclose certain information. Privileges of the Organizations will not be waived by the Custodian of Records or legal counsel, but may be referred to the Board. Upon request the Custodian of Records will support any redaction with a log reflecting the reasons for redaction.

When feasible, the Organizations will endeavor to provide electronic copies or files to requestors if such alternative is significantly less burdensome. The Custodian of Records may grant exceptions where the Organizations, requestors or the records produced require special consideration.

Fees for document retrieval, review, copies and release of records

When a request requires the production of more than 25 pages of documents or the use of more than one hour of staff time to locate or produce records — with the exceptions noted below, the Organizations will charge the requestor for all copying expenses and reasonable, actual costs associated with staff time in accordance with § 24-72-205(5)(a) & (6)(a), C.R.S. and applicable law.

¹ Global Village Academy – Aurora, Global Village Academy – Northglenn, Global Village Academy – Fort Collins, Global Village Academy – Colorado Springs, and Global Village Academy Douglas County - Parker.

- The Organizations will not charge for providing a parent with one copy of a student’s cum file, discipline file, special education file or other core “educational records,” if any.
- The Organizations will not charge parents or students for duplicate transcripts.
- For all other records, the Organizations will keep a record of staff and/or contractor time for researching, retrieving, reviewing, redacting and producing records for a requestor. After one of hour of such time, the Organizations will charge a fee of \$30 per hour and may charge \$0.25 per page for hard copies.
- Any costs charged to a requestor shall not exceed the actual cost of producing the records.
- Attempts by a requestor or by persons clearly acting in concert as requestors to sub-divide a large request into one-hour or less than one-hour increments may be treated as part of a single request, in the discretion of the Custodian of Records, for purposes of applying this section.

For requests where the Organizations anticipates more than one hour of staff time will be consumed, the Custodian of Records may provide a requestor with advance notice and an estimate of compliance costs. The Custodian of Records may requires that such costs be paid in full before the work to produce records is undertaken or completed, unless alternative arrangements have been made through the Custodian of Records.

The format of records produced

The Colorado Open Records Act guarantees that all public records must be open for inspection by any person at reasonable times, except as provided in CORA or as otherwise specifically provided by law (§ 24-72-201, C.R.S.). CORA does not guarantee access to public records in a specific format. When the production or inspection and review of records in a specific format would interfere with the regular discharge of duties of Organizations employees (§ 24-72-203(1)(a), C.R.S.) or otherwise levy an undue burden upon the Organizations, the Custodian of Records will determine the appropriate format for the records to be produced. Records maintained electronically may be produced electronically at the Organizations’ discretion; this may or may not mean records are provided in their native format.

The Organizations may require that members of the public or press only be allowed to review copies of documents. This will be the case when the Custodian of Records determines that allowing access to originals could interfere with the regular discharge of duties of the Organizations or its staff or production of original records could jeopardize the condition of the records.

This Policy will be posted on the Organizations’ website in a form accessible to the public.

Adopted: November 19, 2015

Appendix K: Characteristics of Effective Charter School Board Members

1. They are **visionary and future focused**, spending their decision-making time looking forward.
2. They possess an **entrepreneurial spirit** because their school exists in a fast changing environment that demands innovative programs and services to meet existing and emerging educational needs.
3. They are **risk takers**, balancing the need for innovation with their stewardship responsibilities.
4. They are **good communicators**, understanding the importance of effective communication to all of the stakeholders to whom the school is accountable.
5. They are **systems thinkers** focused on the root causes/forces that shape the issues and challenges facing their school, community, and educational landscape & they respond with systematic solutions.
6. They **utilize assessment data and educational research** for decision making and strategic planning.
7. They develop creative ways to connect their school to the world around them, exploring and imagining **new forms of partnership and alliances** to pursue their mission and goals.
8. They have a **deep appreciation for the strength of diversity**, understanding that diversity promotes creativity, innovation, and organizational learning.

9. They are committed to **building a learning organization**, realizing that board effectiveness and overall charter school effectiveness will be greatly enhanced if there are systems, practices, and structures in place that promote individual and organizational learning.
10. They are **committed to educational excellence** and are relentless in pursuing it.

Adapted from *Creating an Effective Charter School Governing Board Guidebook* by Frank Martinelli

Appendix L: Online Charter School Governing Board Training Modules

(Go to <http://onlinelearning.enetcolorado.org/login/>)

All Board members are required to take the following ten modules:

- Module 03: Board Member Conduct
- Module 04: Board Structure and Responsibilities
- Module 06: Promoting the Vision and Mission
- Module 09: Board Financial Oversight
- Module 12: Board Relationships
- Module 16: Accountability and Program Assessment
- Module 17: Sunshine Law
- Module 18: Selecting, Reviewing, and Supporting the Administrator
- Module 23: Charter Schools Act
- Module 25: Board Officer Responsibilities

For new schools, the Board must complete the remaining 20 modules. These can be assigned to different Board members.

Appendix M: GVCC/GVA Annual Evaluation for Board of Directors

Name _____ **Date** _____

The following statements describe an effective assessment of a good charter school governing Board. Individual Board members are encouraged to go through each section and rate each statement as part of our self analysis. The purpose of all evaluations is to establish goals and improve performance. Please note that you are evaluating the Board as a whole, not individual members. Therefore, your responses should be based on how you see the total Board, although one member’s behavior can raise or lower your rating of the entire Board. Please fill out electronically so individual comments and recommendations can be consolidated. Once the evaluation has been consolidated, the Board will jointly determine goals, assign priorities, and develop a plan of action to improve the functioning and effectiveness of the Board.

Rate each statement as S (Satisfactory) or N (Needs Improvement)

| Indicators of Quality Governance | S or N | Comments and/or Recommendations |
|---|--------|---------------------------------|
| Standard 9: Strong Board Governance: The school board demonstrates strong leadership through its procedures to promote the school’s mission, strategic planning, current knowledge of legislative issues, policy development, commitment to professional development, provision of resources, oversight/support of administrator, ability to build effective committees, and establishing networked community relationships. | | |
| Indicator 9.a. Vision/Mission and | | |

| Indicators of Quality Governance | S or N | Comments and/or Recommendations |
|---|--------|---------------------------------|
| Governance Structure: The Governing Board promotes the vision and mission of the school through a strong governance structure. | | |
| 9.a.1. Use of Vision and Mission to Promote School: The vision and mission is communicated publicly to stakeholders and the community through inclusion in all publications and conversations promoting the school. | | |
| 9.a.2. Articulation of Vision and Mission: The board is consistent in its articulation of how the vision and mission is implemented throughout the school and educational programs. | | |
| 9.a.3. Founding Documents: Board and board members adhere to approved bylaws and Articles of Incorporation in carrying out the school’s mission and vision. | | |
| 9.a.4. Board Member Roles: Board member and officer roles and expectations are clearly defined and implemented. | | |
| 9.a.5. Board Recruitment: A process exists to recruit highly qualified board members based on identified needs and a balanced board composition. | | |
| 9.a.6. Board Evaluation: A process exists to regularly evaluate board function and strengthen board practices. | | |
| Indicator 9.b. Strategic Planning: The Governing Board promotes the vision and mission of the school through strategic planning. | | |
| 9.b.1. Strategic Planning ; The board engages in a regular strategic planning process that leads to key objectives and deliverables linked to the school’s vision, mission, and SIP. | | |
| Indicator 9.c. Policies and Legal: The Governing Board policies adhere to legal obligations as a public entity. | | |
| 9.c.1. Charter Contract and Waivers: Board practice and oversight of school activities reflect fidelity to the school’s charter contract and waivers. | | |
| 9.c.2. Board Policies: Board policies align with federal laws, state laws and rules, and district policies (\unless waived). | | |
| 9.c.3. Sunshine Laws: Board practice complies with sunshine laws and open records | | |

| Indicators of Quality Governance | S or N | Comments and/or Recommendations |
|--|--------|---------------------------------|
| and meeting requirements. | | |
| 9.c.4. Board Professionalism: Board policies reflect expectations for professionalism, requiring board members to lead with integrity (e.g. duties of care, loyalty, obedience, conflict resolution). | | |
| 9.c.5. Conflict and Crisis Resolution: Processes are in place to deal with conflict and prevent escalation or crisis. | | |
| Indicator 9.d. Professional Development: The Governing Board engages in quality, needs-based professional development. | | |
| 9.d.1. Board Needs Assessment: Annual board needs assessments and evaluations result in consistent, ongoing professional development. | | |
| 9.d.2. Board Training and Orientation: The board quickly and effectively engages new members in full, rigorous training. | | |
| Indicator 9.e. Program Assessment and Renewal: The Governing Board provides guidance in program assessment and renewal processes. | | |
| 9.e.1. Data Collection: The board has a data dashboard that includes data monitoring in at least these areas: Academic performance & Financial health | | |
| 9.e.2. Input: The board obtains input from internal stakeholders (e.g. parents, staff, students, School Accountability Committee) and external stakeholders (e.g. authorizer, businesses, community, third parties) to drive the School Improvement Plan (SIP) for the school. | | |
| 9.e.3. Data-Driven Decision Making: The board demonstrates frequent use of the data dashboard to drive decision-making. | | |
| 9.e.4. Renewal Process: The board utilizes its authorizer’s annual review to ensure steady progress toward charter contract renewal. | | |
| Indicator 9.f. Administrator Hiring and Evaluation: The Governing Board has a clear plan for hiring, retaining, supporting, and evaluating the lead administrator. | | |
| 9.f.1. Board and Lead Administrator Relationship: There is clear delineation of responsibilities between the board and the school’s lead administrator. | | |
| 9.f.2. Lead Administrator Job Description: The lead administrator’s job description is | | |

| Indicators of Quality Governance | S or N | Comments and/or Recommendations |
|---|---------------|--|
| feasible, detailed, and reflects the reality of the actual role. | | |
| 9.f.3. Lead Administrator Hiring and Succession: A hiring and succession plan for securing a quality lead administrator is evident. | | |
| 9.f.4. Lead Administrator Evaluation: The board uses an evaluation plan that focuses on mutually agreed upon targeted goals. | | |
| Indicator 9.g. Meetings and Committees: The Governing Board demonstrates effective use of meetings and committees. | | |
| 9.g.1. Board Meetings: The board engages in timely, efficient, and productive meetings, as evidenced by timely decision making that does not impede important operations of the school. | | |
| 9.g.2. Committee Goals: Committee goals are established, are actively being met, and support the school’s mission and vision. | | |
| 9.g.3. Committee Reporting: Committee work is regularly reported to the board. | | |
| 9.g.4. Committee Effectiveness: Committee structure, responsibilities, and work are regularly evaluated to ensure efficacy, quality, and efficiency. | | |
| Indicator 9.h. Stakeholder Management: The Governing Board supports the mission/vision of the school by securing strong relationships with internal and external stakeholders. | | |
| 9.h.1. External Networking: The board actively networks with a variety of external stakeholders beyond the school to improve school and board function. | | |
| 9.h.2. Internal Relationships: The board actively engages a wide variety of internal stakeholders (e.g. administration, staff, parents, students) to develop and maintain strong, positive working relationships. | | |
| Standard 10: Sound Fiscal Management: The school board demonstrates strong fiscal management and school practices demonstrate current and future financial health. | | |
| Indicator 10.a. Budget: Governing Board and administration gather input to develop short-term and long-term budgets and make effective use of sound budgeting | | |

| Indicators of Quality Governance | S or N | Comments and/or Recommendations |
|---|--------|---------------------------------|
| practices. | | |
| 10.a.1. Annual Budget: The board and administration gather input to develop and monitor the annual school budget. The budget is effectively used for ongoing planning and regularly reviewed for accuracy. | | |
| 10.a.2. Long Term Budget: The board and administration collaboratively develop, annually update, monitor, and use a long-term (3-10 year) rolling budget for short- and long-term planning. The board and administration can articulate how they use the long-term budget for accomplishing school goals. | | |
| 10.a.3. Budget Priorities: Budget priorities are based on the school’s vision and mission statements. Budget priorities correlate and align with the school’s strategic plan. Budget priorities are collaboratively reviewed and documented based on analysis of performance data. | | |
| 10.a.4. Stakeholder Input: The board and administration engage stakeholders appropriately in the development of the budget, present iterations of the budget to stakeholder groups, and evaluate stakeholder input. The board and administration openly share financial information and interpret the financial status of the school for all stakeholders on an ongoing basis. | | |
| 10.a.5. Budget Timeline: The board has adopted an annual timeline outlining the processes for budget development, revision, approval, submission to the authorizer, and monitoring. The budgeting timeline meets the requirements for posting and review of the budget. The board makes good use of the annual budgeting timeline. The board uses the budgeting timeline when setting business meeting agendas. | | |
| 10.a.6. Balanced Budget: The school operates with and regularly monitors a balanced budget. A plan exists for prioritizing the allocation or expenditure of surplus funding. | | |
| 10.a.7. Budget Adjustments: The school proactively and effectively adjusts the budget to reflect changes in current enrollment and PPR funding. The board collaborates with the administration and the school’s finance committee to ensure that adjustments reflect | | |

| Indicators of Quality Governance | S or N | Comments and/or Recommendations |
|---|--------|---------------------------------|
| school priorities. The board reviews adjustments monthly. | | |
| Indicator 10.b. Revenue and Program Costs: School leadership uses realistic revenue and program costs in the budget. | | |
| 10.b.1. Enrollment Projections: The school budget is developed with accurate enrollment projections based on realistic internal and external data from a variety of sources. The school consistently uses conservative enrollment projections. | | |
| 10.b.2. Revenue Projections: Revenue projections are realistic and based on guaranteed revenue streams. The school projects revenue conservatively. Guaranteed revenue streams are sufficient to fund operating costs. | | |
| 10.b.3. Staff Resources and Salaries: Salaries and benefits are within the normal range of 50 – 70% of PPR or there are reasonable explanations for significant variances. All staff and administration salaries are commensurate with experience and qualifications. Payroll plus benefits are highly cost effective and highly competitive without any divergent individual salaries or staffing assignments. | | |
| 10.b.4. Organizational Structure: The organizational structure is well-balanced between administration and instruction. Combined administrative salaries are 8-15% of total expenses, and instructional staff salaries are 50-60% of total expenses. Substantive variances can be justified. | | |
| 10.b.5. Facility Costs: Lease/mortgage payments for an adequate and appropriate facility are current. Lease/mortgage payments are less than 12% of total PPR, or there is a reasonable explanation of the variance. | | |
| Indicator 10.c. Stable Programming: The school has enough revenue to ensure stable programming | | |
| 10.c.1. Stable Enrollment: The school has a track record of consistently meeting or exceeding enrollment targets. Enrollment is growing appropriately, or has stabilized at an optimal number. The school maintains a substantial current waitlist (greater than 10% of total enrollment) of potential students. | | |

| Indicators of Quality Governance | S or N | Comments and/or Recommendations |
|--|--------|---------------------------------|
| 10.c.2. Adequate PPR: Total per pupil revenue is adequate to cover all expenses with a surplus in cash to fund numerous strategically prioritized needs for improving academic achievement. | | |
| Indicator 10.d. Additional Revenue Resources: The school has developed other resources to achieve additional strategic priorities and can increase revenue if a shortfall occurs. | | |
| 10.d.1. Additional Programs: The school has effectively implemented a variety of revenue-generating programs to augment per pupil revenue (e.g. before-and-after school care, pre-school, entrepreneurial endeavors) that align with the school’s program, mission and vision. | | |
| 10.d.2. Grants: The school has successfully secured several grants from multiple sources beyond common start-up grants and has an effective and active structure for pursuing additional grant funding. | | |
| 10.d.3. Fundraising: The school has structured fund development campaigns that successfully augment revenue. Numerous contacts in the internal (parent/family) and external community result in significant supplementary funding and resources. | | |
| Indicator 10.e. Report Requirements: The school understands and complies with reporting requirements of the state and charter authorizer. | | |
| 10.e.1. Audit: An independent audit is performed and is reviewed by the board. The auditor reports an unqualified opinion that financials fairly represent the financial condition of the school. The most recent audit and consecutive previous audits reflect that the school has a history of operating with a positive fund balance. | | |
| 10.e.2. Reporting: All state and authorizer reporting requirements are met in a timely and thorough manner. The school’s financial reporting system is set up to use the CDE Chart of Accounts (COA), budget format, and easily merges with authorizer information for reporting flow. | | |
| 10.e.3. Financial Transparency Act: The school is in full compliance with the Financial | | |

| Indicators of Quality Governance | S or N | Comments and/or Recommendations |
|---|--------|---------------------------------|
| <p>Transparency Act. The school has posted online the annual budgets, annual audits, quarterly financials, compensation policies, accounts payable register, purchase card statements, and investment performance reports since the school's inception. Documents are posted within 60 days of the issuance of data.</p> | | |
| <p>Indicator 10.f. Reserves: The school has access to reserves or can raise cash if a budget shortfall occurs or to finance growth.</p> | | |
| <p>10.f.1. Reserves: The school has adequate TABOR reserve/assets and two months or more of cash on hand to cover operating expenses. The school has the ability to reduce expenses/spending mid-year should the need arise.</p> | | |
| <p>10.f.2. Growth: The school has effectively planned for growth in enrollment, program offerings, and/or facility. Funding campaigns, reserve planning, and financing endeavors have exceeded expectations.</p> | | |
| <p>Indicator 10.g. Board Responsibility: The Governing Board and administrators hold themselves responsible for the school's financial stability and integrity.</p> | | |
| <p>10.g.1. Board Expertise: The board has recruited highly knowledgeable board members with financial expertise. All board members are appropriately engaged and trained to provide input, oversight, and corrective action on all financial matters. All board members understand the school's current and future financial status.</p> | | |
| <p>10.g.2. Reporting: On a monthly basis, the board receives financial statements (including revenue and expense and budget to actual reports) from the administration, board treasurer, and finance subcommittee. The board reviews, discusses, approves, and, as necessary, makes financial decisions based on these reports. Reporting formats are consistent, accurate, and understandable. Budget narrative reports are recorded in board meeting minutes.</p> | | |
| <p>10.g.3. Administrator Skills and Qualifications: All key administrators are highly qualified for their positions with</p> | | |

| Indicators of Quality Governance | S or N | Comments and/or Recommendations |
|--|--------|---------------------------------|
| experience and/or education in business finance and management. The administrative team effectively manages and operates the school within the parameters set by the budget and board financial policies. | | |
| 10.g.4. Networking and Training: School leaders (board and administration) participate in training and networking opportunities, monitor financial legislation, and seek outside advice in efforts to improve financial oversight and management practices. School leaders engage in the community and/or state to bring best practices to all Colorado charter schools. | | |
| Indicator 10.h. Policies: The Governing Board has adopted policies that ensure financial health and a strong system for the timely, accurate tracking and recording of all financial data and transactions. | | |
| 10.h.1. Budget Policies: The board has adopted a comprehensive set of policies, aligned to state statutes, outlining the process for budget development, revision, approval, submission to the authorizer, and ongoing monitoring. | | |
| 10.h.2. Fiscal Management Policies: Comprehensive fiscal management policies written and aligned to state statutes exist to ensure compliance with all school finance laws and regulations. Policies are regularly reviewed and updated. | | |
| 10.h.3. Credit Card/P-Card Policies: The school is in full compliance with all written credit card/P-card policies and procedures and written policies represent exemplary business practices (e.g. includes receipts and records, limits, approved users, payment, fees/awards). | | |
| 10.h.4. Policy Compliance: The school is in compliance with all internal fiscal management and budget policies. The school regularly monitors for compliance. | | |
| 10.h.5. Checks and Balances: The school has adopted a comprehensive set of policies and procedures to ensure a system of checks and balances of authority and a segregation of duties in all financial transactions. The school performs a quarterly internal audit to ensure compliance with the established system. | | |
| 10.h.6. Finance Subcommittee: The board has | | |

| Indicators of Quality Governance | S or N | Comments and/or Recommendations |
|---|--------|---------------------------------|
| <p>adopted a policy for the formation of a finance subcommittee. There are goals, objectives, and reporting structures established for the finance subcommittee. The subcommittee participates in budget development and provides regular financial reports to the board. The board treasurer, administrator, and business manager/accountant participate on the finance committee.</p> | | |
| <p>10.h.7. Autonomy: The school has established complete financial autonomy from the authorizer and/or Educational Management Organization (EMO). When negotiating contracts with the authorizer or EMO, school leadership secures, in writing, financial autonomy.</p> | | |
| <p>Indicator 10.i. Business Operations: The school has established and maintains procedures for accurate and appropriate business operations.</p> | | |
| <p>10.i.1. Accounts Payable: The school’s accounts payable register contains a reasonable number of payees, given the age and size of the school. There are no payments (other than payroll) to administrators, staff members, board members, school founders, or others closely involved with the school.</p> | | |
| <p>10.i.2. Record/Bookkeeping: Bookkeeping and accounting practices are effective and model best practices. Financial records are current, accurate, secure, and appropriately accessible.</p> | | |
| <p>10.i.3. File Security: Financial systems create the proper level of physical and digital security of financial records. The school follows a written policy to ensure a system for routine, secure back-up of electronic documents.</p> | | |
| <p>10.i.4. Record Retention: The school has formally adopted policies/procedures for record retention practices that meets or exceeds district, state, and federal minimum requirements, and is monitoring early set up, as well as tracking records within the plan.</p> | | |
| <p>10.i.5. Risk Management: The school has a complete risk coverage package that meets or exceeds recommended levels in all areas (e.g. Property, General Liability, Business Auto, Umbrella, and Workers Compensation).</p> | | |

| Indicators of Quality Governance | S or N | Comments and/or Recommendations |
|---|--------|---------------------------------|
| 10.i.6. HR Practices: School has a written plan and/or checklist that is used to monitor and maintain HR best practices that includes CBI background checks, reference checks, I-9, separate health record files, new hire reporting, current at will contracts, etc. | | |
| Form revised: November 1, 2015 | | |

Appendix N: Concerning A World Language Roadmap For Colorado (adopted April 2012)

Second Regular Session Sixty-eighth General Assembly

STATE OF COLORADO

INTRODUCED

LLS NO. R12-0470.01 Jane Ritter x4342 **SJR12-029**

SENATE JOINT RESOLUTION 12-029

SENATE SPONSORSHIP: Williams S., Bacon, Spence

HOUSE SPONSORSHIP: Todd, Court, Hamner, Kerr A., Massey, Peniston, Schafer S., Solano

CONCERNING A WORLD LANGUAGE ROADMAP FOR COLORADO.

WHEREAS, Colorado is being affected by increasing globalization and the resulting economic challenges and opportunities, especially as they impact preparing a workforce that can effectively compete in the 21st century; and

WHEREAS, There is a well-documented, critical national requirement for high-level cultural knowledge and speakers of languages other than English, especially less commonly taught languages such as Mandarin Chinese, Russian, Japanese, Arabic, Farsi, and Korean, as well as Spanish, given Colorado’s demographics; and

WHEREAS, Empirical research from the Center for Applied Linguistics and the American Council on the Teaching of Foreign Languages has validated the cognitive, academic, and attitudinal benefits of developing proficiency in another language; and

WHEREAS, The Senate of the United States and the Colorado Board of Education each designated 2005 as the “Year of World Languages” to call attention to the importance of educating citizens to be fluent and literate in English and at least one other world language; and

WHEREAS, The United States government has undertaken a number of world language initiatives, such as the National Security Language Initiative and activities funded by the departments of Defense, Education, and State and the Office of the Director of National Intelligence; and

WHEREAS, The “Colorado Academic Standards for World Languages”, adopted in December 2009 by the Colorado Board of Education and aligned with the national core content standards adopted by 44 states, calls for students graduating from high school to be proficient in a world language in addition to English and for Heritage Language speakers to academically develop their Heritage Language; and

WHEREAS, A P-16 education system is central to responding effectively to the 21st century challenges to our economic and national security and ensuring the development of a workforce that possesses the cross-cultural and world language skills to compete globally; and

WHEREAS, Colorado Heritage Language speakers, representing 123 languages, are a vital resource for our business, educational, and cultural communities; and

WHEREAS, The number of Heritage Language speakers attending Colorado's K-12 public schools has increased dramatically, comprising 14.4% of the total K-12 enrollment in 2011 (123,002 English Language Learners out of 854,265 students according to the Colorado Department of Education), and requiring innovative educational responses to their unique needs; and

WHEREAS, In order to increase Colorado's competitive edge economically, it is critical that, in addition to ensuring that all students become proficient in English, Colorado also provide opportunities for students to learn a second world language or to develop their Heritage Language; and

WHEREAS, The "Colorado Academic Standards for World Languages" and research on language acquisition acknowledge the importance of beginning education in a second language at an early age and continuing in an uninterrupted sequence of study over many years; and

WHEREAS, Language immersion, where 50% or more of the day is spent in the new target language, has been shown by research to be the most effective educational model for learning a second language; and

WHEREAS, Colorado has only a handful of public schools that offer English-Spanish immersion programs and even fewer that offer language immersion instruction in other world languages: Global Village Academy-Aurora Public Schools (English, Spanish, Mandarin Chinese, and French); Global Village Academy-Northglenn (English, Spanish, Mandarin Chinese, and Russian); the Denver Language School – Denver Public Schools (English, Spanish, and Mandarin Chinese); Denver International School - Denver Public Schools (French, Mandarin Chinese, and Spanish); and Academy International Elementary School-Colorado Springs (English and French); and

WHEREAS, Key stakeholders in California, Ohio, Oregon, Texas, and Utah have responded to this educational challenge through the development of a state-level strategic "Roadmap for World Languages"; Rhode Island is currently completing their state "Roadmap"; Iowa is researching the development of a "Roadmap"; and Maryland is implementing their "World Languages Pipelines Project" using Race to the Top funding; and

WHEREAS, Colorado would also benefit from developing a "World Language Roadmap" that ultimately increases academic achievement for our students, preserves heritage languages, increases cultural understanding and language skills of P-16 world language learners, improves our long-term economic outlook and our ability to do business internationally, and enhances our competitiveness within the international business community; now, therefore,

Be It Resolved by the Senate of the Sixty-eighth General Assembly of the State of Colorado, the House of Representatives concurring herein:

That we, the members of the Colorado General Assembly, hereby:

- (1) Support the continued effort of systematic world-language immersion instruction; and
- (2) Encourage the development of a "World Language Roadmap" for Colorado for the 21st century that:
 - (a) Involves key stakeholders, including but not limited to business and economic development leaders, public officials, representatives of P-12 and higher education, P-16 educators, and members of Heritage Language communities;

- (b) Is based on the best practices utilized by other states;
- (c) Is supported by research;
- (d) Is responsive to the needs of Colorado and its citizens;
- (e) Is both innovative and feasible for school districts; and
- (f) Is oriented toward the future.

Be It Further Resolved, That copies of this Joint Resolution be sent to the Honorable John Hickenlooper, Governor of Colorado, the Office of the Lieutenant Governor, the Colorado Commission on Higher Education, the Colorado State Board of Education, the Colorado Office of International Trade and Economic Development, and each member of Colorado’s Congressional delegation.

Appendix O: GVCC/GVA School Accountability Committee Guidelines

The School Accountability Committee (SAC) Guidelines are designed to help Global Village Academies implement an accountability program and a continuous school improvement process that conforms to guidelines, policies, and statutes from the state of Colorado and each school’s authorizer, and that supports our mission: *Students will become fluent and literate in English and a second world language, excel academically in core content subjects, and develop 21st century skills, including cross-cultural understanding*. While charter schools are required to implement an accountability program and a continuous school improvement process, there is not a lot of useful information about how to do this. These guidelines are intended to fill that gap. It is also intended to provide in-depth information about the role and operation of the SAC to prospective members of the SAC and to GVA stakeholders.

While the work of the SAC is broad, the work needs to be focused to produce the best outcomes. Some areas of the school will be evaluated annually per the Unified Improvement Plan. Other areas will be evaluated every two, three, or even four years. In the end, the conscientious work of the SAC will have a cumulative, positive effect on excellence in our schools.

1.0: Function of the School Accountability Committee

The SAC is a Standing Committee of the Board of Directors of GVA and, in that capacity, is advisory to the Board. The SAC is primarily charged with making recommendations regarding the school’s Unified Improvement Plan (UIP), making recommendations about spending priorities (informed, in part, by the UIP), monitoring implementation of the UIP, facilitating parent engagement in the educational process, and making recommendations to the GVCC Accountability Team regarding system-wide initiatives to enhance academic performance. Within GVCC, we believe that each GVA SAC should also assist in program evaluation beyond the scope of the UIP as outlined below. (Note: in traditional public schools the SAC reports to the principal. In charter schools, the practice varies with many SACs reporting to the Board as it does within GVCC/GVA.)

1.1: Making recommendations about the School Improvement Plan (Legal reference: CRS 22-11-402(1) (b))

This is a central part of the work of the SAC, along with monitoring implementation of the SIP. Please note that the SIP is under the umbrella of the GVCC Annual Systems Improvement Plan, and is informed by that plan. Please reference the following documents from the Colorado Department of Education regarding the development of the SIP. (Note that some documents have not been updated from the former UIP designation to the current SIP. Regarding the following documents, check for updates.)

- *Unified Improvement Planning Handbook: Guidance for Schools and Districts Completing a Unified Improvement Plan*, Version 5.0, September 2014, <http://www.cde.state.co.us/uip/20142015uiphandbook>
- *Unified Improvement Plan Quality Criteria (School Level)*, August 2014, www.cde.state.co.us/uip/schooluipqualitycriteria2014-finalpdf
- *Unified Improvement Planning, Guidance for New Schools*, October 2013, www.cde.state.co.us/uip/supplementalguidance_newschools_2013pdf
- *Priority Improvement and Turnaround Districts and Schools: A Supplement to the CDE District Accountability Handbook*, September 2012, <http://cde.state.co.us/sites/default/files/documents/accountability/downloads/priorityimprovementturnaroundsupplement.pdf>

1.2: Monitoring implementation of the Unified Improvement Plan (Legal reference: CRS 22-11-402(1) (d))

1.2.1: The SAC should review implementation of the UIP monthly, including relevant assessment data.

1.2.2: Annually, the SAC will assist in evaluating achievement against the prior year's UIP and preparing a written report which will go to the Board of Directors of GVA and GVCC.

1.3: Facilitating parent engagement in the educational process

This is in keeping with Senate Bill 13-193 (adopted in 2013) regarding parent engagement. GVCC will utilize the parent engagement policy of each authorizer to create an inclusive GVCC parent engagement policy that will be vetted by GVA Boards and the GVCC Board of Directors. The SAC at each school will then be responsible for supporting the Board of Directors and the Administration in implementing this policy. For information about this state-wide initiative, go to the website of Colorado's State Advisory Council for Parent Involvement in Education at <http://www.cde.state.co.us/sacpie>

1.4. Making recommendations about spending priorities (Legal reference: CRS 22-11-402(1) (a))

The SAC is also charged with making recommendations to the Principal and the Board of Directors about spending priorities prior to the beginning of the budget development cycle. These recommendations are advisory in nature and will be considered along with all of the other budget initiatives that are part of the budget process.

1.5: Making recommendations to the GVCC Accountability Team about system wide initiatives to enhance academic performance

The GVCC Accountability Team is comprised of the CAO and the principal of each school. It works to bring best practices to all areas of accountability, to support the work of the SAC at each school, to support the work of the data teams at each school, and to provide training and resources to each SAC

1.6: Providing support in the following additional areas:

1.6.1: Assisting the school administration in developing the GVCC Annual Systems Improvement Plan.

1.6.2: Assisting the school administration in a self-evaluation process of the school using the *Colorado Standards and Indicators for Continuous School Improvement* (July 2012). This self-evaluation is required for new schools as part of the Charter School Support Initiative (CSSI), and is valuable for other schools to undertake.

1.6.3: Assisting school administration in preparing information regarding academic

achievement as part of the application for the renewal of a charter contract with the school's authorizing district, including the Charter School Institute.

1.6.4: Developing and presenting Parent Institutes on different educational issues.

1.6.5: Evaluating other areas for effectiveness including: World Language Acquisition, Global Competence, Project-Based Learning, Technology, 21st Century Skills, READ Act, School Readiness, English Learners, Special Education, Gifted & Talented, School Culture & Climate, Bullying Prevention, Positive Behavioral Interventions and Supports (PBIS), School Safety, Response to Intervention (RtI), Bullying Prevention and Intervention (ref: HB 11-1254), Multi-Tiered System of Supports (MTSS), Health & Wellness, etc.

1.6.6: When a school has been placed on a priority improvement or turnaround plan, The SAC shall advise the principal concerning the preparation of such plan, and submit recommendations concerning the content. Reference: C.R.S. 22-11-402(1)(b)&(c)

2.0: Structure of the School Accountability Committee

2.1: Standing Committee of the Board of Directors. As a standing committee of the Board of Directors, the SAC reports to the Board. In this regard, SAC members are expected to sign and abide by the Board's Code of Conduct and its Conflict of Interest policy.

2.2: Composition of the School Accountability Committee: According to the Code of Colorado Regulations at **1 CCR 301-1 - 12.03**, a SAC consists of at least seven members as follows/

2.2.1: Membership

2.2.1.1: The principal of the school or the principal's designee;

2.2.1.2: At least one teacher who provides instruction in the school;

2.2.1.3: At least three parents [or legal guardians] of students enrolled in the school;

2.2.1.4: At least one adult member of an organization of parents, teachers, and students recognized by the school. (If the school does not have an internal PTA, PTO, or PTS organization, a fourth parent or legal guardian of a student enrolled in the school or a teacher in the school may be appointed.)

2.2.1.5: At least one person from the community.

2.2.1.6: In addition, a member of the Board of Directors shall serve on the SAC in a non-voting ex officio role, unless he or she is appointed per 2.2.2.4 below.

2.2.1.7: The designated size of the SAC is seven members. While the SAC can be larger than seven members, the number of members on the SAC must be an odd number.

2.2.2: Membership Exclusions and Alternatives

2.2.2.1: A person may not serve in more than one of the required membership roles on the SAC as defined above.

2.2.2.2: A parent will not be eligible to serve on the SAC if he or she is employed by, or is a relative of a person who is employed by, GVA or GVCC. "Relative" means a person's spouse, son, daughter, sister, brother, mother, or father.

2.2.2.3: If a parent chooses not to have his or her child(ren) participate in assessments required by CDE, membership on the SAC will not be appropriate.

2.2.2.4: If, after making a good-faith effort, positions on the SAC cannot be filled as outlined above, an alternative membership plan may be developed that shall correspond as much as possible to the required representation. In this circumstance, the member of the Board of Directors referenced above in 2.2.1.6

be appointed to a voting role in either a parent position, if a parent, or the community member position, if a community member

2.2.3: Recruitment, Appointment, and Resignation/Removal of Members

2.2.3.1: Positions on the SAC will be publicized and prospective members encouraged to submit an application.

2.2.3.2: Applicants will be interviewed by the Principal and, when possible, a Board member, and appointments will be made based on relevant experience and skills, ability to invest the time required, and an applicant being representative of the diversity of the student population.

2.2.3.3: Appointments are to be ratified by both the GVA and GVCC Boards of Directors.

2.2.3.4: Appointments will be for a term of one year that runs from August through July. Terms are renewable. Continuity on the SAC from year to year should be balanced with replacing some existing members with new members annually to bring fresh perspectives to the SAC.

2.2.3.5: If a member of the SAC decides to resign, his or her resignation should be submitted to the Chair of the SAC, and will become effective upon receipt, as specified in the letter of resignation, or by a date independently determined by the SAC.

2.2.3.6: If a member of the SAC has three unexcused absences or is determined to be disqualified to serve, he or she may be removed by a majority vote of the SAC at a public meeting.

2.2.4: Utilization of Task Forces: To extend its work, the SAC may appoint task forces to work on specific projects.

2.2.4.1: The chair of a task force shall be a member of the SAC. The task force will report to the SAC.

2.2.4.2.: The task may have 3 or 5 members.

2.2.4.3.: The SAC will develop a written charter that will specify the functions of the task force, the scope of work, and the desired outcomes.

2.2.4.4.: The members of the task force and the charter will be ratified by the GVA and GVCC Boards of Directors.

2.2.4.5: The task force will follow all of the meeting and reporting requirements of the SAC.

2.2.4.6: Task forces are advisory to the SAC.

2.2.5: Collective Responsibilities of SAC Members: To maximize effectiveness, the SAC must function as a learning community in which the committee develops, over time, knowledge about a wide range of educational areas.

2.2.5.1: Colorado Academic Standards and Common Core State Standards and Colorado Growth Model

2.2.5.2: Internal Assessments: DIBELS (Diagnostic Indicator of Basic Elementary Literacy) Next, NWEA MAPS (Measures of Academic Progress®), etc.

2.2.5.3: Colorado State Assessments: TCAP, PARCC, Colorado Measures of Academic Success (CMAS) for Science and Social Studies, Colorado Alternate (CoAlt) assessment for Science and Social Studies, Partnership for Assessment of Readiness for College and Careers (PARCC) Assessments for English and Mathematics, World-Class Instruction Design and Assessment (WIDA) ACCESS (Assessing Comprehension and Communication in English State-to-State for

English Language Learners) Assessment for English Learners (EL), School Readiness Assessments for Kindergarten and First Grade, Lectura (reading assessment in Spanish), Escritura (writing assessment in Spanish), etc.

2.2.5.4: CDE (Colorado Department of Education) Initiatives, Programs and Resources:

School Readiness, READ Act, Parent Engagement, *Colorado Standards and Indicators for Continuous School Improvement* (July 2012), Response to Intervention (RtI), *Guidebook on Designing, Delivering, and Evaluating Services for English Learners (ELs)*, Assessment of and Advanced Learning Plan (ALP) for Gifted & Talented students, Positive Behavioral Interventions and Supports (PBIS), CDE's Model Educator Evaluation System (although the SAC has no role in evaluation teachers or principals), etc.

2.2.5.5: Data Collection: The SAC utilizes data to inform recommendations. This includes comprehensive demographic data about students, data from internal assessments and Colorado state assessments, input from Data Teams at the school, surveys, and data from other sources. With regard to surveys, the SAC will have access to data from surveys conducted by GVCC for students, teachers, and parents at the school. The SAC may also develop and conduct other surveys to obtain desired information.

2.2.5.6: Data Analysis: Recommendations by the SAC need to be data driven and research-based. Analysis of pertinent data is essential and will include aggregated and disaggregated data, analysis of performance trends, analysis of academic performance within and across content areas, root cause analysis, data narratives, analysis of cause data versus effect data, etc.

2.2.5.7: Research and Best Practices: Recommendations by the SAC must be grounded in research and best practices, e.g., John Hattie's Visible Learning research analysis. The stakes are too high to be driven by personal opinions and preferences.

2.2.6.: Specific Responsibilities of Individual SAC Members: While members of the SAC should always participate with the needs of the entire school as central, they also bring unique perspectives to share based on their identity.

2.2.6.1: Principal (or principal's designee)

- Serves as Chair or Co-Chair of the SAC
- Recruits individuals to serve on the SAC
- Serves as the liaison for the SAC with the Board of Directors
- Requests data for analysis from GVCC's CAO and/or Assessment Coordinator
- Coordinates development of the Unified Improvement Plan (UIP) with the SAC and faculty
- Arranges for training for the SAC
- Arranges for monthly reports (and occasional presentations) from the SAC to the Board of Directors
- Serves as a member of the GVCC Accountability Team

2.2.6.2: Teacher

- Acts as a liaison, along with the principal, to the teaching staff
- Solicits input from the teaching staff related to the specific area the SAC is addressing
- Communicates the perspective of students in terms of the student-teacher relationship as communicated by the teaching staff.
- Communicates the perspective of parents in terms of the parent-teacher relationship as communicated by the teaching staff.

2.2.6.3: Parents [or Legal Guardians]

- Acts as a liaison, along with the principal, to parents
- Solicits input from parents related to the specific area the SAC is addressing
- Communicates the perspective of parents
- Communicates the perspective of students in terms of the parent-student relationship as communicated by parents

2.2.6.4: Adult member of an organization of parents, teachers, and students recognized by the school

- Same as responsibilities above for parents or teachers.

2.2.6.5: Community Member

- Communicates neighborhood/community issues to the SAC
- Promotes the school in the wider community and communicates accomplishments by and needs of the school

2.2.7: Responsibilities of Officers: The officers of the SAC will be the Chair, Vice-Chair, and Secretary. Instead of a Chair or Vice-Chair, the SAC may have two Co-Chairs.

2.2.7.1: Chair (The chair or a co-chair will be the Principal or the principal's designee. See above for the additional tasks assigned to the Principal,)

- Chairs the SAC and meetings of the SAC
- Prepares an agenda for each meeting with input from SAC members
- Insures that the meeting is publicized in accordance with the requirements of the Open Meetings Law
- Insures the agendas and minutes are posted on the GVCC/GVA website reserved for the SAC of the specific school.
- Provides resources to members of the SAC as it functions as a learning community
- Provides or assists in providing training for the SAC
- Develops and publishes an annual calendar that guides the work of the SAC.
- Arranges for monthly reports (and occasional presentations) from the SAC to the Board of Directors
- Submits the UIP to the authorizer by the deadline specified.

2.2.7.2: Vice-Chair (or Co-Chair)

- Fulfills all of the above in the absence of the Chair or the other Co-chair
- In the case of a Co-Chair, the two Co-Chairs will collaborate to discharge all of the duties of the Chair enumerated above in a way that best facilitates the work of the SAC

2.2.7.3: Secretary

- Records and distributes minutes (including making sure they are posted on the GVCC/GVA website). These include a record of attendance by the members of the SAC at the meeting.
- Maintains the roster of members of the SAC.
- Assists with other duties as requested by the Chair or Co-Chair.

2.3: Meetings of the School Accountability Committee

2.3.1: Meeting Frequency

2.3.1.1: Regular Meetings: While Colorado statute mandates that the SAC meet quarterly, best practice is to meet monthly at a set day and time in the month. A meeting can be canceled and or/ rescheduled with notice if there is no business to come before the SAC or if a quorum of the SAC is unable to attend.

2.3.1.2: Special Meetings: Additional meetings may be called as needed with at least five days' notice to the members of the SAC.

2.3.1.3: Open, Noticed Meetings: All meetings of the SAC are to be open and noticed, which means the agenda must be posted at least 24 hours in advance of the meeting in the same location as the agenda posting for the Board of Directors. The agenda should also be posted in advance on the SAC's website area on the GVCC/GVA website.

2.3.1.4: Quorum Requirements: A quorum constitutes more than one-half of the total members of the SAC. If there are seven members, the quorum would be four members in attendance.

2.3.1.5: Electronic Attendance: SAC members may attend electronically so long as all members of the SAC can hear all SAC members.

2.3.1.6: Absences: If a member is unable to attend, he or she should let the Chair or Co-Chair know as soon as possible. Prior notice constitutes an excused absence. Failure to communicate an absence in advance of the meeting constitutes an unexcused absence.

2.3.1.7: Meeting Protocol: The SAC meeting shall be run according to *Robert's Rules of Order*.

2.3.1.8: Motions and Voting: All decisions must be made in the form of a motion that is made and seconded before discussion begins. Each member of the SAC has one vote. Neither absentee nor proxy voting is permitted.

2.3.2: Participation in Meetings

2.3.2.1: Public Comments

2.3.2.1.1: The SAC should provide a public comment session in which speakers on a first come, first speak basis sign-up and speak. The limit for spoken comments is three minutes. Speakers are encouraged to provide a text of their remarks, since minutes of the remarks will not be taken. The SAC may limit the time available for public comment in any specific meeting, to insure that there is ample time for the SAC to conduct its business.

2.3.2.2.2: If a person has been placed on the agenda for presentation to the SAC, the presentation should not be part of the Public Comment session.

2.3.2.2: **Committee-only Focused Discussions:** Apart from the public comment session and any guest presentations, the only people who can speak during the SAC meeting are members of the SAC.

2.3.2.3: Stakeholder Focused Discussions: The SAC may hold additional meetings in which the purpose is to facilitate discussion with stake-holders on specific topics of interest.

2.3.2.4: Expectation of Civility: Effective communication requires civility. If a speaker becomes uncivil, the Chair or Co-Chair has the right to stop the meeting for a brief recess, which also means that the speaker forfeits the opportunity to address the SAC when the meeting continues.

2.3.2.5: Expectation of Confidentiality: In keeping with the requirements of The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) information about individual students may not be discussed in public. Parents attending a SAC meeting are also requested to honor and protect the privacy of their children. In a similar manner, discussion of personnel issues is not appropriate, especially when one or a few personnel are singled out. The Chair or Co-Chair will rule such discussions out of order.

2.4: Communications

2.4.1: The SAC will create and post agendas and minutes of all meetings and these will be posted on the GVCC/GVA website page(s) for the SAC.

2.4.2: The SAC will provide a written report monthly to the Board of Directors and the GVCC Accountability Team summarizing the work of the SAC.

2.4.3: The SAC will communicate its work to the school community on a regular basis using the GVA newsletter, informational meetings, etc.

Adopted: October 12, 2014

Appendix P: Engaging Stakeholders

The following are suggestions, not requirements. Each site Board is free to adopt and adapt them in ways that best meet the need of the Board and school.

- Identify all school-wide events for the year and have Board members sign-up to attend different events with the goal of having at least two members at each event. This includes events sponsored by the PTO.
- Schedule 10-minute presentations by teacher teams and/or students for most Board meetings that would come immediately following the public comment session.
- Board members should attend information nights for recruitment. Ideally there should be one Board member at each event to welcome parents to the event.
- Each Board member should attend several of the coffees that the principal holds with parents.
- Designate an annual Board Visit Day where all Board members visit the school for the day and attend a wide range of classes and special events created for that day.
- Schedule two town hall meetings on a Saturday morning, one in the fall and one in the early spring with food (ideally, breakfast and lunch). Design the event using The World Café method. See resources at <http://www.theworldcafe.com/wp-content/uploads/2015/07/Cafe-To-Go-Revised.pdf>
- Public Comment sessions are not required by law. When they are offered, they are held as a common courtesy. While they are offered scheduled near the beginning of the Board meeting, they may be scheduled at any time. For Public Comment session, use a flip chart to write down all of the topics introduced as people speak or at least have the secretary keep a list of the topics raised. The Board President may later request that the Administrator provide follow-up with a speaker or determine that the topic should be addressed at a later Board meeting. If the public comment session is abused the President/Board may elect not to hold them.
- During a Public Comment session, it is not appropriate to respond or ask questions of the person speaking. Responding by making comments or asking questions can easily derail the meeting and is counter to the role of the Board as a deliberative body. None-the-less, the Board President has the discretion to thank the speaker, make a comment, or ask a question. Still, it is not wise to initiate a discussion since other speakers will expect the same opportunity.
- GVCC conducts a number of surveys for different stakeholder groups and will make those results available to each site Board. Following an analysis of the results a Board should hold focus groups with stakeholders in those areas where more information is needed before action is taken.
- Each site Board is encouraged to come up with other ideas for engaging stakeholders and sharing them within the network.
- Establish an “Ask the Board President” column to alternate with the “Ask the Principal” column in the weekly newsletter, allowing ALL stakeholders the opportunity to gain more information about a given topic.
- Establish a 5 minute meeting slot for the PTO to report on current activities.

Appendix Q: Colorado Principal Quality Standards

Quality Standard I: Principals demonstrate strategic leadership.

Element A: School Vision, Mission and Strategic Goals: Principals collaboratively develop the vision, mission, values, expectations and goals of the school, collaboratively determine the processes used to establish these foundations, and facilitate their integration into the life of the school community.

Element B: School Plan: Principals ensure that a plan is in place that supports improved academic achievement and developmental outcomes for all students, and provides for data-based progress monitoring.

Element C: Leading Change: Principals solicit input and collaborate with staff and their school community to implement strategies for change and that result in improved achievement and developmental outcomes for all students.

Element D: Distributive Leadership: Principals create and utilize processes to distribute leadership and support collaborative efforts throughout the school among teachers and administrators.

Quality Standard II: Principals demonstrate instructional leadership.

Element A: Curriculum, Instruction, Learning, and Assessment

Principals promote school-wide efforts to establish, implement and refine appropriate expectations for curriculum, instructional practices, assessment and use of data on student learning based on scientific research and evidence-based practices that result in student academic achievement.

Element B: Instructional Time

Principals create processes and schedules which maximize instructional, collaborative and preparation time.

Element C: Implementing High-Quality Instruction

Principals support teachers through ongoing, actionable feedback and needs-based professional development to ensure that rigorous, relevant and evidence-based instruction and authentic learning experiences meet the needs of all students and are aligned across P-20.

Element D: High Expectations for All Students

Principals hold all staff accountable for setting and achieving rigorous performance goals for all students, and empower staff to achieve these goals across content areas.

Element E: Instructional Practices

Principals demonstrate a rich knowledge of effective instructional practices, as identified by research on best practices, in order to support and guide teachers in data-based decision making regarding effective practices to maximize student success.

Quality Standard III: Principals demonstrate school culture and equity leadership.

Element A: Intentional and Collaborative School Culture

Principals articulate, model and positively reinforce a clear vision and values of the school's culture, and involve students, families and staff in creating an inclusive and welcoming climate that supports it.

Element B: Commitment to the Whole Child

Principals promote the cognitive, physical, social and emotional health, growth and skill development of every student.

Element C: Equity Pedagogy

Principals demonstrate a commitment to a diverse population of students by creating an inclusive and positive school culture, and provide instruction in meeting the needs of diverse students, talents, experiences and challenges in support of student achievement.

Element D: Efficacy, Empowerment, and a Culture of Continuous Improvement

Principals and their leadership team foster a school culture that encourages continual improvement through reliance on research, innovation, prudent risk-taking, high expectations for all students and teachers, and a valid assessment of outcomes.

Quality Standard IV: Principals demonstrate human resource leadership**Element A: Professional Development/Learning Communities**

Principals ensure that the school is a professional learning community that provides opportunities for collaboration, fosters teacher learning and develops teacher leaders in a manner that is consistent with local structures, contracts, policies and strategic plans.

Element B: Recruiting, Hiring, Placing, Mentoring, and Dismissal of Staff

Principals establish and effectively manage processes and systems that ensure a knowledgeable, high-quality, high-performing staff.

Element C: Teacher and Staff Evaluation

Principals evaluate staff performance using the district's educator evaluation system in order to ensure that teachers and staff are evaluated in a fair and equitable manner with a focus on improving teacher and staff performance and, thus, student achievement.

Standard V: Principals demonstrate managerial leadership**Element A: School Resources and Budget**

Principals establish systems for marshaling all available school resources to facilitate the work that needs to be done to improve student learning, academic achievement and overall healthy development for all students.

Element B: Conflict Management and Resolution

Principals proactively and efficiently manage the complexity of human interactions and relationships, including those among and between parents/guardians, students and staff.

Element C: Systematic Communication

Principals facilitate the design and utilization of various forms of formal and informal communication with all school stakeholders.

Element D: School-wide Expectations for Students and Staff

Principals ensure that clear expectations, structures, rules and procedures are established for students and staff.

Element E: Supporting Policies and Agreements

Principals regularly update their knowledge of federal and state laws, and school district and board policies, including negotiated agreements, if applicable, and establish processes to ensure that these policies, laws and agreements are consistently met and implemented.

Element F: Ensuring an Orderly and Supportive Environment

Principals ensure that the school provides an orderly and supportive environment that fosters a climate of safety, respect, and well-being.

Quality Standard VI: Principals demonstrate external development leadership.

Element A: Family and Community Involvement and Outreach

Principals design and/or utilize structures and processes which result in family and community engagement, support and ownership for the school.

Element B: Professional Leadership Responsibilities

Principals strive to improve the profession by collaborating with their colleagues, school district leadership and other stakeholders to drive the development and successful implementation of initiatives that better serve students, teachers and schools at all levels of the education system. They ensure that these initiatives are consistent with federal and state laws, school district and board policies, and negotiated agreements where applicable.

Element C: Advocacy for the School

Principals develop systems and relationships to leverage the school district and community resources available to them both within and outside of the school in order to maximize the school's ability to serve the best interest of students and families.

Quality Standard VII: Principals demonstrate leadership around measures of student learning.

Element A: Student Academic Achievement and Growth

Principals take responsibility for ensuring that all students are progressing toward postsecondary and workforce readiness standards to be mastered by high school graduation. Principals prepare students for success by ensuring mastery of all Colorado Academic Standards, including 21st century skills.

Element B: Student Growth and Development

Principals take responsibility for facilitating the preparation of students with the skills, dispositions and attitudes necessary for success in work and postsecondary education, including democratic and civic participation.

Element C: Use of Data

Principals use evidence and data to evaluate the performance and practices of their schools, in order to continually improve attainment of student academic growth. They take responsibility and devise an intentional plan for ensuring that staff is knowledgeable in how to utilize evidence and data to inform instructional decision making to maximize the educational opportunities and instructional program for every child.