

GREEN ISLE BOARD GOVERNANCE POLICIES ICSD 4144

RESULTS & IDENTIFICATION POLICIES (100 – 108)

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- 101 Identification of District 4144
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- 106 VOA Sponsor

Policy 100

Independent Charter School District (ICSD) 4144
Green Isle, MN 55338
Sibley County

Policy 101

Identification of Independent Charter School District (ICSD) 4144

Green Isle Community School
190 McGrann Street
PO Box 277
Green Isle, MN 55338

Chartered August 2, 2004
Accepted September 2005
Grades K-6

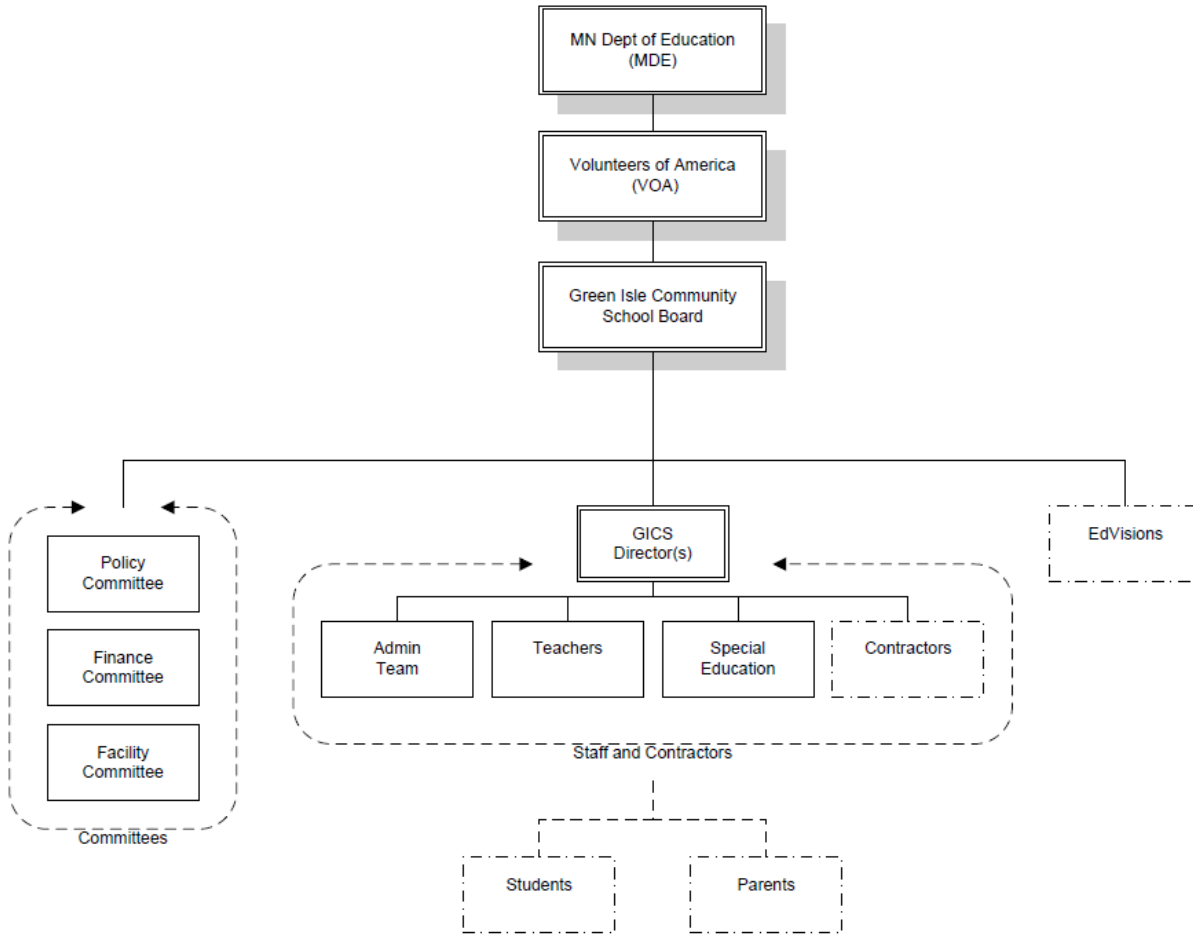
501©(3)
Charitable Organization
Eligibility

Sponsored by Volunteers of America, Minnesota (VOA)
Facility lease with ADA, City of Green Isle

Telephone: (507) 326 7144
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E-mail: info@greenislecommunityschool.org
Web Site: www.greenislecommunityschool.org

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Policy 102 Organizational Chart



Duty of Care:

Stay informed about the organization's purposes and act to ensure that both board and management decisions are made in good faith and with the intent to further the organization's results.

Duty of Loyalty:

Act in good faith in a manner believed to be in accordance with the best interests of the organization.

Duty of Obedience:

Understand the governmental filings that are required, and what mechanisms are in place each year to ensure that these are timely and accurately filed.

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Policy 103

Vision and Mission

- I. **Vision:** Green Isle Community School will be a school of excellence, one that supports rigorous and responsible academic, social, and behavioral quests.

Purposeful efforts to create a nurturing, stimulating multiage learning environment will foster respect, cooperation, character development, and peace-filled relationships. Planned interactions will mutually benefit school and community.

The school will provide students an authentic voice that enhances leadership, activism and civic responsibility.

The school will enrich the greater Green Isle community by establishing traditions that celebrate history and heritage.

- II. **Mission:** Green Isle Community School will foster a positive and respectful multiage environment that promotes educational excellence, service learning, community connections, and responsible citizenship.

Policy 104

Annual Learning Program Results

Policy 1. Literacy. The Literacy curriculum (as outlined in this proposal's learning plan section) is a significant element of Green Isle Community School's core academic program. Academic growth can be measured with validity in multiple ways: 1) standardized measures; 2) formal evaluations included in curricular programs; and 3) benchmark assessments.

Result: Eighty-five percent (85%) of students will demonstrate one year of measurable progress in reading proficiency annually.

The remaining 15% of students will show progress in developmentally appropriate reading goals. Using MAP/MCA data, specific reading goals will be created at the beginning of the year.

Measurement Tools:

Reading assessment and Survey test will be conducted the first 15 days of school to collect baseline data. Green Isle Community School will measure and document each child's annual progress in reading using scores from the Northwest Evaluation Association Measure of Academic Progress (MAP) Assessment.

Policy 2. Math. A hands-on, highly rigorous program, one approved by the National Council of Teachers of Mathematics (NCTM), will be adopted. Academic growth can be measured with validity in multiple ways: 1) standardized measures; 2) formal evaluations included in curricular programs; and 3) benchmark assessments.

Result: Eighty-five percent (85%) of students will demonstrate one year of measurable progress in math proficiency annually.

The remaining 15% of students will show progress in developmentally appropriate math goals. Using MAP/MCA data, specific math goals will be created at the beginning of the year.

Measurement Tools:

Math Assessment and Survey Test will be conducted during the first 15 days of the new school year to collect baseline data. Green Isle Community School will measure each child's annual

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progress in math using scores from the Northwest Evaluation Association Measure of Academic Progress (MAP) Assessment.

Policy 3. Service Learning. Service is a significant component of Green Isle Community School's learning program. This aspect of the curriculum is integral to the development of students who are caring and contributing citizens of their school, local, national, and international communities. During the '06-'07 school year students will develop knowledge about the variety of ways individuals may provide service to others, collect data that indicate community needs, and become more aware of the unique interests, talents, and skills that contribute to successful completion of service projects. Homeroom time will be utilized for introducing, planning, and implementing many service projects. A variety of other service-learning programs will be developed and carried out within the core classrooms.

Result: By year's end there will be a minimum of four successful on-going, school-wide projects in place that are clearly in evidence in the Green Isle community.

-- **Collect data that indicates community needs**

-- **Each child will participate in 3 service learning projects throughout the year**

Indicators of Success: There will be documentation of the successful completion of these four on-going, school-wide projects. They will be effectively implemented with help from community members and parents.

Policy 4. Stakeholder Satisfaction. Green Isle Community School program design and development reflect a strong commitment to a small and effective learning community that benefits all constituents. Identifying the satisfaction level of students, parents, community, and staff is critical in determining how well the school is meeting the needs of its stakeholders.

Result: Student, staff, parent, and community satisfaction surveys, similar to those used at Nerstrand Elementary School, will be designed by school staff. These surveys will indicate a "high" or "very high" rating of satisfaction by 85% or more of each of the respondent groups.

Indicators of Success: Survey findings will be used by the Board of Directors and the staff to plan for continuous program improvement. Community surveys will be of particular benefit to student task forces as they design service learning projects under the guidance of school staff.

Policy 5. Community Connections.

Result:

- 1) Green Isle Community School will establish a Community Volunteer Network (CVN) by summer of '07.
- 2) GICS will sponsor 3 community-wide events (Holiday Program, Community Celebration, Elders' Coffees).

Indicators of Success: The volunteer network will successfully plan and implement at least 1 fundraising and 1 extra-curricular activity (i.e. track and field, end-of-year picnic, carnival, after-program receptions, fundraisers, garage sale)

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Policy 105

Annual Financial Results

- I. Definition
- II. Prepared by
Audited by
- III. Due date
- IV. Reviewed by the board

Policy 106

Sponsor

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BOARD OPERATIONS POLICIES 200-209

- 200 Board Commitment
- 201 Governing Approach
- 202 Board Members' Code of Conduct
- 203 Board Roles and Responsibilities
- 204 Executive Committee Roles – Chairperson, Treasurer, Secretary
- 205 Board Committee Principles
- 206 Policy Board Committees
- 207 Cost of Governance (Board expense budget).
- 208 Board Policy Review and Adoption
- 209 Strategic Planning

200

BOARD COMMITMENT

- I. The purpose of the Board, on behalf of the membership is to fulfill its' fiduciary responsibilities by remaining committed to its mission and ensuring achievement of stated annual results.
- II. Board results
 - Framework for policy governance in place
 - Consistently make an effort to increase enrollment to an ultimate goal of 125 students
- III. Charter School Policy Governance '05 Reuther♦Michels
651-402-9803
ckr@reuther-michels.com
Adapted from © Policy Governance John and Miriam Carver

201

GOVERNING APPROACH

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

Accordingly,

- I. Strategic leadership more than administrative detail: The board, not the staff, is responsible for excellence in governing. The board will inspire, guide and monitor the school through the broad written policies. The board will be the initiator of policy, not merely a reactor to staff initiatives. The board's major policy focus will be on the intended long-term impacts, not on the administrative or programmatic means of attaining those results.
- II. Collective rather than individual decisions: The board will not use the expertise of individual members to substitute for the judgment of the board, although the expertise of individual members should enhance the understanding of the board as a body. The board will allow no officer, individual or committee of the board to hinder or be an excuse for not fulfilling group obligations.
- III. Attention to accountability, development and assessment: Accountability will apply to matters such as attendance, meeting pre-work, policymaking principles, respect of roles

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and diverse perspectives, and ensuring the continuance of governance capability. Board development will include orientation of new board members. The board will debrief at the end of each meeting. This assessment will include comparison of board activity and discipline to policies in the Board Operations and Board-Director Linkage categories.

- IV. Throughout the year, the board will attend to consent agenda items as expeditiously as possible (minutes, items delegated to the director & needing board approval.)
- V. If monitoring reports show policy violations, or if policy criteria are to be debated, those items will appear on the agenda.

202

BOARD MEMBERS' CONDUCT

- I. The board commits itself and its members to ethical, businesslike, and lawful conduct. Board members will hold each other accountable to govern congruent with mission, including proper use of authority.
- II. Board Members must function with loyalty to the membership and students, un-conflicted by loyalties to staff, other organizations, and any personal interest as a consumer (board members will discuss any conflicts and sign a conflict of interest statement annually).
- III. Board member interaction with the Director or staff recognizes the lack of authority vested in board members as individuals, except when explicitly board authorized.
- IV. Board members' interaction with public, press or other entities recognizes the same limitation and the inability of any board member to speak for the board except to repeat explicitly stated board decisions. Board members will refer members of the press to the Board Chair or the Board Chair's designated spokesperson.
- V. Board members will discuss whether the Director or other employees has achieved any reasonable interpretation of board policy only during board deliberation.
- VI. Board members will not express individual judgments of performance of Director or other employees. Board deliberation may be about whether the Director has achieved reasonable interpretation of board policy.

203

BOARD ROLES & RESPONSIBILITIES

The board has responsibility to create:

- I. Assurance of successful school performance on Results.
- II. Written governing policies that address the broadest levels of all school decisions and situations through four types of policies.
 - i. Results: Educational impacts, benefits, and outcomes. What results at what cost.
 - ii. Internal Board Operations: Specification of how the board conceives, carries out, and monitors its own task.

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- iii. Board-Director Linkage: How decision-making authority is delegated and its proper use monitored.
 - iv. Limiting Director Operations: Constraints on Director authority within which all Director activity and decisions must take place.
- III. Hire school director.
- IV. Link with membership who are the parents, community volunteers and staff.

204

EXECUTIVE COMMITTEE ROLES – Chair, Treasurer, Secretary

- I. The Board Chair's job is to ensure that the board acts in accordance with its own policies and those legitimately imposed upon it from outside the organization.
 - i. The Board Chair collaborates with the school director to prepare the meeting agenda.
 - ii. Meeting discussion content will be on those issues which, according to board policy, clearly belong to the board to decide or to monitor.
 - iii. The Board Chair is empowered to chair board meetings with all the commonly accepted power of that position. The Board Chair has no authority to make decisions about policies created by the board within results and policies limiting operations areas. Therefore, the Board Chair has no authority to supervise or direct the Director.
 - iv. The Board Chair, or his/her appointee, shall be the official spokesperson for the board regarding matters dealing with the press or other entities. The Board Chair is accountable for official statements whether they are made by the Board Chair or by the Board Chair's appointee.
- II. The Board Treasurer works in collaboration with the financial manager of the school to maintain accurate financial records and safeguard the assets of the corporation.
 - i. The financial manager will present reports on the corporation's financial transactions and status to the Board of Directors at monthly meetings and at its annual meeting. The treasurer will ensure compliance with financial policies. He/she has the authority to endorse for deposit; all notes checks and drafts received by the school.
- III. The Board Secretary works in collaboration with the school clerk to ensure that the board and public have documentation of all board proceedings.
 - i. The clerk records minutes of the meetings and issues a prepared copy to the Board of Directors at least one week prior to the next meeting. Upon approval, meeting minutes will be posted in the front hall of the school and copies will be made available to those requesting them. The Clerk will maintain a list of all current board members and update as necessary.

205 BOARD COMMITTEE PRINCIPLES

- I. Board committees are to help the board do its job, not to help or advise the staff. Committees ordinarily will assist the board by preparing policy alternatives and implications for board deliberation. In keeping with the board's broader focus, board committees will not

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have direct dealings with current staff operations.

- II. Board committees may not speak or act for the board except when formally given such authority by full board action for specific and time-limited purposes. Expectations and authority will be carefully stated in order not to conflict with authority delegated to the Director.
- III. Board committees cannot exercise authority over staff.
- IV. These principles apply to any group which is formed by board action, whether or not it is called a committee, nor whether the group includes board members.
- V. When a new committee is formed by the board, it is the board's responsibility to inform the committee of these principles.

206

POLICY BOARD COMMITTEES (AD HOC)

- I. Nominating/Annual Meeting/Orientation Committee
 - a. Product: Recruit potential board members to be elected at the annual meeting.
 - b. Product: Organize logistics of annual meeting. (start spring 2007)
 - c. Product: Orient new board members.
 - i. Members:
- II. Sustainability Committee
 - a. Product: Develop & maintain productive relationship with sponsor to ensure three year renewal or ease of transition to new sponsor.
 - b. Product: Produce charter renewal agreement every three years integrated with long-term plan.
 - c. Product: Organize a successful long-term planning process that includes planning for setting one year results.
 - i. Members:
- III. Executive Review Committee
 - a. Product: Ensure director reports quarterly on progress toward Learning Program results and compliance with Director Limitations & Board/Director Relationship policies.
 - b. Product: Organize a successful end of year evaluation of results and policy compliance.
 - i. Members
- IV. Facilities Committee
 - a. Product: Report monthly on facilities issues and solutions.
 - i. Members
- V. Policy Committee
 - a. Product: MN School Board Association/MACS policies applicable and integrated with GICS policy governance—charter law & MDE regulations updates.
 - i. Members
- VI. Authority. Applies to all committees:
 - a. To incur no more than budgeted direct charges and no more than budgeted staff hours to complete its' assigned products.

207

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COST OF BOARD GOVERNANCE *Board expense budget*

- I. Training will be used to prepare candidates for membership, orient new members and maintain and increase existing member skills and understandings. No more than amounts budgeted in each fiscal year will be used for training.
- II. Outside monitoring assistance and consultation will be arranged so that the board can exercise confident control over organizational performance. This includes, but is not limited to the annual financial audit.
- III. Outreach mechanisms will be used as needed to ensure the board's ability to listen to member viewpoints and values. No more than amounts budgeted in each fiscal year will be used for outreach.
- IV. The board's cost of governance will include board committee costs outlined in the Board Committee policy. No more than amounts budgeted in each fiscal year will be used for committee work.

208

BOARD POLICY REVIEW AND ADOPTION

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

209

STRATEGIC PLANNING

- I. Every three years the board will conduct a long-range strategic planning process to coincide with the development of a proposal for the renewal of the charter with the sponsor.
- II. The annual strategic planning process will examine both past performance of the school and trends within the student population, the membership, and the broader community. The board will use this information to set annual results policies in accordance with mission and vision as well the operational long range strategic plan.
- III. The Board will lay out a monitoring schedule for all policies.
- IV. The board calendar, which follows, is used as the first step in preparing Board meeting agendas.

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<u>July</u>	<u>August</u>	<u>September 28</u>	<u>October 17th</u>	<u>November 30th</u> 4:30-8:30	<u>December</u>
Review financials Monitor non-compliance Set board results & calendar for '07-08	Review financials Monitor non-compliance _____	Review financials Monitor non-compliance _____	Review financials _____	Review financials _____	Review financials _____
<u>January 16</u> 6:30	<u>February 20th</u>	<u>March</u>	<u>April</u>	<u>May 3rd</u>	<u>June</u>
Review financials _____	Review financials _____	Review financials Monitor non-compliance _____	Review financials Monitor non-compliance _____	Annual Meeting w/out elections _____	_____
Audit report		Discussion items: Enrollment Monitor Annual Results	Discussion items: Enrollment Budget Monitor Board – Director Relationship Policies	Discussion items: Pre-school Enrollment Fund Balance Subsidize community ed? Monitor Board Operations Policies	Retreat Director evaluation. Set school results for next yr

Legend

- Yellow – Cindy’s work with the group
- Purple – Chair or board as a whole is accountable and board is monitoring
- Pink – Director is accountable and board is monitoring
- Dark purple - Board sets up logistics & evaluation process. Director is accountable for results.

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THE RELATIONSHIP OF BOARD TO THE DIRECTOR POLICIES 300-305

- 300 Board-Director Relationship Commitment
- 301 Board Authority
- 302 Accountability of the Director
- 303 Delegation to the Director
- 304 Monitoring the Director
- 305 Monitoring schedule

300

BOARD--DIRECTOR RELATIONSHIP COMMITMENT

The Board's sole official connection to GICS, its achievements, and conduct will be through the Director.

301

BOARD AUTHORITY

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

302

ACCOUNTABILITY OF THE DIRECTOR

- I. The Board will view Director performance as identical to organizational performance. Organizational accomplishment of Board Results within Board defined Director Limitations will be viewed as successful Director performance.
- II. The Director is the Board's only link to school operational achievement and conduct, so that all authority and accountability of staff, as far as the Board is concerned, is considered the authority and accountability of the Director.
- III. The Board will never give operational instructions to persons other than the Director.
- IV. The Board will not evaluate, either formally or informally, any staff members.

303

DELEGATION TO THE DIRECTOR

- I. The Board will instruct the Director through written policies which specify the school Results to be achieved, and describe situations and actions (Director Limitations) to be avoided, allowing the Director to use any reasonable interpretation of these policies.
- II. The Board will develop policies instructing the Director to achieve Results for students within a defined budget.

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- III. The Board will never prescribe operational procedures.
- IV. As long as the director uses *any reasonable interpretation* of the Board's Results and Director Limitation policies, the director is authorized to establish all further policies, make all decisions, take all actions, establish all practices and develop all activities. Such decisions of the director shall have full force and authority as if decided by the board.

304

MONITORING DIRECTOR PERFORMANCE

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

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**305
MONITORING SCHEDULE**

	Method	Frequency	When¹
I. <u>Results</u>	IMR	4 x	
1. Results Commitment. School Mission & Vision.			
A. Annual Results			
B. Financial Results			
II. <u>Board Operations</u>	IMR	1x	May
1. Statement: Board Commitment			
A. Board Results			
B. Governing Approach			
C. Board Members' Code Of Conduct			
D. Board Job Contributions			
E. Executive Committee Roles			
F. Board Committee Principles			
G. Board Committee Structure			
H. Cost of Governance (Board expense budget).			
I. Board Policy Review & Adoption			
J. Strategic Planning			
K. Board Agenda			
III. <u>Board- Director Relationship</u>	IMR	1x	April
1. Statement: Board-Director Relationship			
A. Board Authority			
B. Delegation To the Director			
C. Accountability of the Director			
D. Monitoring Director Performance			
E. Policy Monitoring Schedule			
IV. <u>Director Limitations</u>	IMR	1x	June
1. Statement: Director Limitations			
A. Treatment of Students and Families			
B. Treatment of Staff and Volunteers			
C. Financial Planning and Budgeting			
D. Financial Activities	IMR E	12x 1x	July-December October
E. Asset Protection	E	1x	October
F. Compensation and Benefits			
G. Communication and Support to the Board - ii	* IMR, D	12x	Monthly
H. Emergency Succession Plan for the Director			
I. Results Focus of Grants			

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

Methods: **IMR** – **I**nternal **M**onitoring **R**eport
 E – **E**xternal audit, review; As required.
 D – **B**oard's **D**irect Inspection (Observation & Emergent Indicators)

¹ For fiscal year ending June 30th

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306 SAMPLE INTERNAL MONITORING REPORT

I certify that the information contained in this report is true.

Signed _____, School Director Date _____

Broadest Policy Provision:

Vision:

Green Isle Community School will be a school of excellence, one that supports rigorous and responsible academic, social, and behavioral quests.

Purposeful efforts to create a nurturing, stimulating multiage learning environment will foster respect, cooperation, character development, and peace-filled relationships. Planned interactions will mutually benefit school and community. The school will provide students an authentic voice that enhances leadership, activism and civic responsibility. The school will enrich the greater Green Isle community by establishing traditions that celebrate history and heritage.

Mission: Green Isle Community School will foster a positive and respectful multiage environment that promotes educational excellence, service learning, community connections, and responsible citizenship.

Results

Policy Provision #1

[insert annual result]

Director's Interpretation:

Data:

I report

Policy Provision #2

[insert annual result]

Director's Interpretation:

Data:

I report

Policy Provision #3

[insert annual result]

Director's Interpretation:

Data:

I report

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DIRECTOR LIMITATIONS POLICIES 400- 409

- 400 Comprehensive Limitation
- 401 Mandatory requirements, compliance, and assurances
- 402 Treatment of Students and Families
- 403 Treatment of Staff and Volunteers
- 404 Financial Planning and Budgeting
- 405 Financial Activities
- 406 Asset Protection
- 407 Compensation and Benefits
- 408 Communication and Support to the Board
- 409 Emergency Succession Plan the Director
- 410 Results Focus of Grants

400

Comprehensive Limitation

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

401

Mandatory requirements, compliance, and assurances

The director shall not fail to operate without ensuring that the school is in compliance with all state, federal and local law, regulations and rules.²

402

Treatment of Students and Families:

The director will not

- I. Fail to establish a clear understanding of what may be expected and what may not be expected from the school service offered.
- II. Fail to provide students and families with information on student academic performance (both quantitative and qualitative) as provided for in the current student/family handbook. Fail to provide, in similar fashion, student performance in relation to the school's student discipline and management plan.
- III. Fail to operate the school without a student discipline and management plan.
- IV. Fail to provide a student/family handbook which informs students and families of this policy, or to provide a way to be heard from persons who believe they have not been accorded a reasonable interpretation of their protections under this policy.

403

Treatment of Staff and Volunteers:

The director will not

- I. Operate without written personnel policies which: (a) clarify expectations for staff, (b) provide for effective handling of grievances, (c) protect against wrongful conditions, such as

² These can be found in the Director's manual.

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nepotism and grossly preferential treatment for personal reasons, and (d) fail to acquaint staff with the director's interpretation of their protections under this policy.

- II. Discriminate against any staff member for expressions of dissent which are consistent with the school learning method.
- III. Allow staff to be unprepared to deal with emergency situations.
- IV. Fail to establish the expectations and criteria for evaluation of staff jobs.
- V. Make significant operational or programmatic decisions without an intentional process that gathers and considers input from staff (curriculum, staffing).

404

Financial Planning and Budgeting

The director will not allow financial planning or budgeting that:

- I. Fails to be derived from a multi-year plan or fails to make direct links to accomplishing current year Learning Program results.
- II. Omits credible projection of revenues and expenses, separation of capital and operational items, cash flow, and disclosure of planning assumptions.
- III. Risks incurring those situations or conditions described as unacceptable in board policy 405 Financial Activities.

405

Financial Activities

The director will not cause or allow

- I. The material (substantial) deviation of actual expenditures from board Results established in current year budget.
- II. Expenditures to be greater than revenue, nor allow a line of credit to exceed 20% of annual revenues.
- III. The school to operate without a positive fund balance of 5%.
- IV. Any long term reserves without authorization of the board.
- V. Cash to drop below the amount needed to settle payroll and debts in a timely manner.
- VI. Tax payments or other government ordered payments or filings to be overdue or inaccurately filed (covered by EdVisions).
- VII. Any property³ lease that is not financially sustainable.

³ facility lease, or leasing any asset such as computers, copiers etc.

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406

Asset Protection

The director will not:

- I. Fail to insure against theft and casualty losses, employee dishonesty, liability losses to board members, staff and the school itself in an amount no less than the average for comparable schools.
- II. Unnecessarily expose the school, its board or staff to claims of liability.⁴
- III. Subject building and equipment to improper use or improper wear and tear.
- IV. Make any purchase wherein normally prudent protection has not been given against conflict of interest.
- V. Make any purchase of capital equipment over \$15,000 without having obtained comparative prices.
- VI. Fail to protect information and files from loss or significant damage.
- VII. Receive, process or disburse funds under controls that are insufficient to meet the board-appointed auditor's standards.
- VIII. Endanger or misrepresent the school's public image, credibility, or its ability to accomplish Results.
- IX. Change the school's name or substantially alter its identity in the community.

407

Compensation and Benefits

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

GICS contracts with EdVisions co-op for compensation and benefits unless the board decides otherwise.

408

Communication and Support to the board

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

- I. Neglect to submit required monitoring data in a timely, accurate and understandable manner.
- II. Fail to report in a timely manner an actual or anticipated noncompliance with any policy of the board.
- III. Neglect to submit decision information required periodically by the board.

⁴ for example, fail to establish a school safety plan

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- IV. Let the board be unaware of any emergent information it requires including anticipated significant media coverage, threatened or pending lawsuits, material internal changes, or matters that have a potential negative impact on the school.
- V. Fail to advise the board if, in the director's opinion, the board is not in compliance with its own policies on Internal Board Operations and Board-Director Linkage, particularly in the case of board behavior, which is detrimental to the work relationship between the board and the director.
- VI. Present information that fails to differentiate among information of three types: monitoring, decision preparation, or emergent information.
- VII. Fail to provide communications for official board, officer or committee work.
- VIII. Fail to deal with the board as a whole except when responding to officers or committees duly charged by the board.
- IX. Fail to supply for the board's consent agenda, all decisions delegated to the director yet required by law, regulation, or contract to be board-approved.

409

Emergency Succession Plan for the Director

In order to protect the board from sudden loss of direct services, the director will have no fewer than one other staff person sufficiently familiar with day to day operations.

410

Results Focus of Grants

The director will not,

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