



HighlineAcademy
Charter Schools

Board Policy Manual

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Highline Academy Northeast
19451 E. Maxwell Place
Denver, CO 80249
720-485-5172

Highline Academy Southeast
2170 S. Dahlia Street
Denver, CO 80231
303-759-7808

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This manual has been developed to define how Highline Academy is to be “governed.” In particular, the purpose of this manual is to define the role and responsibilities of the Board of Directors (Board) of Highline Academy Charter Schools (Highline). It will also serve as a tool to assist staff members in their understanding of what is expected of them and assist them in leading effectively.

The official current copy of the Board Policy Manual will be provided to all board members and made available to parents and the community on the school’s website.

1.0 Mission, Vision, and Core Values

1.1 Mission

We exist to foster a diverse and equitable community of youths and adults striving together for academic, personal and civic excellence. (By-Laws Article 1.4)

1.2 Vision

Creating inclusive excellence in public education.

1.3 Core Values

- **Ensure Equitable Access:** We believe that all students—regardless of their previous educational backgrounds, race, ethnicity, culture, gender or socio-economic status—can achieve the same high standards. As such, we intentionally allocate resources to support the success of all students. Our selection of a standards-based curriculum is essential to our values of both equitable access and rigorous academics.
- **Provide Rigorous Academics:** Highline Academy believes it is its duty to provide all students with a challenging academic program that supports rigorous learning. We want to prepare 100% of our graduates to succeed in college and careers in the long term, and in top-notch high schools in the short term. To support this overarching value, we have also adopted three related principles.
 - ✓ **Research-Based:** All decisions at Highline are based on current research and best practice with an aim to fulfill its mission of closing the opportunity gap.
 - ✓ **Data-Driven:** Highline is committed to utilizing school-wide, individual, and disaggregated data to drive its curriculum, instruction, and assessment decisions.
 - ✓ **Standards-Based:** Highline Academy practices a standards-based lesson and unit design planning process in which teachers plan curricular and unit designs by defining specific academic priority standards, deciding what evidence will be used to show the standard was met, and assessing students frequently with the goal of reteaching and/or creating interventions for students who struggle to meet designated standards. Each selected priority standard defines the body of knowledge, understanding and skills we deem vital for the success of each Highline student in each content area.

- **Support Civic Development:** In order to prepare students to be civic leaders, Highline works actively to develop positive character and leadership traits in its students. We value educating students with the capacity to lead, to work for equity, and to be productive members of inclusive communities.
- **Embody a Learning Organization:** Highline Academy's community constantly inquires, experiments, practices, reflects, grows, and learns. We expect our adults, including parents/guardians, teachers, administrators, and Board Members to engage in our collaborative culture by reflecting on themselves and the school's performance, by actively challenging the status quo, and by sharing in the school's decision-making processes. Our adult continuous learning cycle inspires a positive impact on student learning because students learn best when continuous learning is modeled around them (Senge, 1995).
- **Foster Inclusive Excellence:** Highline has created an intentionally diverse community—racially, ethnically, culturally, and socio-economically. With that diversity, we have an unusual opportunity to create a model of inclusive excellence and to support student and adult learning for anti-bias, such as anti-racism. The progress of the school(s) to close all opportunity gaps as defined in these policies shall be evidence of the school(s)' success in fostering inclusive excellence.
- **Create a Strong Sense of Community:** At Highline, we want each student and family to be known and identified by name, and to have a strong sense of belonging to our school culture. In such an environment, students develop greater self-esteem, connected relationships with adults, a deeper sense of belonging, and often, a stronger set of academic skills.

2.0 Outcomes

The following outcomes are aligned with the three key programmatic components identified in Highline's mission statement: academic, personal, and civic excellence. The Board shall determine annual targets for each of these key performance indicators in consultation with school leaders and the Executive Director, utilizing processes that involve the Board's REACH Up committee and the School Accountability Committee for each campus.

2.1 Academic Excellence

Key Performance Indicators:

- Percentage of students on or above grade level.
- Percentage of students who are at or above grade level making comparative growth against previous baseline.
- Aggregate and disaggregate growth measure for students deemed below grade level.

- Percentage of opportunity gap closed against baseline. As used in this section of the Board Handbook, opportunity gap refers to academic performance differentials based on race, gender, ethnicity, Language of origin and socioeconomic status.

2.2 Personal Excellence

Key Performance Indicators:

- Percentage of students making growth and engaged in a positive manner in their academics and school life.
- Percentage of personal growth and engagement gap closed against baseline

2.3 Civic Excellence

Highline students will show civic excellence by being knowledgeable, involved, and empowered to take responsible action in their community.

Key Performance Indicators:

- Percentage of students contributing in a positive and proactive manner to their community.
- Percentage of civic growth and engagement gap closed against baseline. As used in this key performance indicator, engagement gap refers to performance differentials based on race, gender, ethnicity, culture and socioeconomic status.

3.0 Board of Directors Purpose

The Board of Directors shall have general charge of Highline Academy Schools through holding the charter contract with Denver Public Schools and shall exercise such other responsibilities as specifically provided by law. The Board of Directors shall concern itself primarily with governance, which means oversight and broad questions of policy rather than the administrative details. The implementation of policies is an administrative task to be performed by the Executive Director and his/her staff, who shall be held responsible for the effective administration and supervision of the entire school network. The Highline Academy Board of Directors must ensure the schools serve the public and do not operate for any individual's personal gain. All charter schools are required to have a governing board to ensure that its operations continue to focus on serving the public in an ethical and transparent manner.

3.1 Key Responsibilities

The Board of Directors, functioning within the framework of laws, court decisions, attorney generals' opinions, and similar mandates from the state and national levels of government, and recognizing the authority of the Denver Public Schools, the school's authorizer, fulfills its mission as the governing body by acting as follows in the execution of its key responsibilities:

- Enact policy;
- Select, employ, and evaluate the Executive Director;

- Provide for the planning, expansion, improvement, financing, construction, and maintenance of the physical plant of the school network (not withstanding District run plants);
- Prescribe the minimum standards needed for the efficient operation and improvement of the school network;
- Require the establishment and maintenance of records, accounts, archives and procedures incidental to the conduct of school business and in alignment with applicable state, federal and local rules and regulations;
- Provide financial oversight by approving the budget, financial reports, audits, major expenditures, payment of any and all obligations, and policies whereby the administration may incur for the accomplishment of school business;
- Ensure adequate resources for the school to fulfill its mission;
- Determine and safeguard the school's mission and purpose, including goals, means, and primary constituents;
- Ensure effective organizational planning and monitor programs and outcomes; and
- Ensure strong ongoing governance through board member recruitment and orientation and annual self-assessment of board performance (see Appendix D: New Board Member Orientation Checklist).

3.2 Primary Duties

The Board provides oversight functions. In exchange for direct and indirect financial assistance from the local, state and federal governments, state charter school and education statute, as well as nonprofit corporation law, requires that a group of individuals voluntarily serve on a board of directors and act as guardians of the "public trust." This structure makes the school's management accountable to a diverse group of people who have the general interest of the charter school at heart, are not directly involved in the operational activities of the school, and, due to the voluntary nature of the board, can effectively provide financial oversight since no personal financial gain is involved. The ability of the board to remain objective is critical to its effectiveness in guiding the charter school.

The Highline Academy Board promotes the charter school's mission. In addition to fulfilling legal requirements, the Highline Board of directors is composed of individuals who support the school's mission, believe in it, and seek to promote it. Advocating for Highline Academy and its educational philosophy is an important function of the board and involves promoting the mission and goals of Highline within the community and with the wider educational reform arena.

The Highline Academy Board helps to raise funds. A strong fundraising program will increase the resources available for Highline Academy to fulfill its mission and achieve its goals. The Board will make Highline a top priority in their own giving, reach out to their networks to support donations and other fundraising initiatives. The ability

to raise funds is an important measure of a board's effectiveness in serving a charter school.

3.3 Governance versus Management

In its governing capacity, the Board is to function in a manner distinct from the management responsibilities designated to Staff. The Board is not envisioned making day-to-day decisions to manage the organization's activities or executing Board policies. Management is generally defined as the Planning (predetermining a course of action), Organizing (putting people and tasks together in a structure), Leading (influencing people to take desired action) and Administering (ensuring performance conforms to plan) of specific programs and activities.

However, the Board recognizes that there are certain initiatives that require a collaborative effort between the schools' administration and the Board. Common examples include the hiring or selection of certain leadership positions (including the selection of Board members), facility related issues, fundraising, and long-term strategic initiatives. It is the responsibility of the Board to clearly identify those areas of collaboration and to clearly define what duties have been delegated to the schools' leadership. No school leader or member of the administration should be held responsible for the failure of the Board to clearly identify expectations and responsibilities.

3.4 Board Member Terms

Board members are brought on through a nomination and selection process managed by the Board Governance Committee (Reach In). The Board is self-selecting and may have 5 to 15 members at any one time (see Highline Academy Bylaws). Each Board member is nominated and approved by the Board to a three-year term. A Board member in good standing may request to renew his/her term and must be voted on by the full Board for term renewal.

4.0 Governance Process

The purpose of the Board, on behalf of the stakeholders and as guardians of public funds and public interest is to see to it that Highline Academy (a) achieves appropriate results for appropriate persons at an appropriate cost, and (b) creates positive conditions and situations for student and other stakeholder success.

The Board will govern lawfully and appropriately with an emphasis on: (a) outward vision rather than an internal preoccupation, (b) encouragement of diversity in viewpoints, (c) strategic leadership more than administrative detail, (d) clear distinction of board and chief executive roles, (e) collective rather than individual decisions, (f) future rather than past or present, and (g) proactivity rather than reactivity.

Accordingly:

- The Board will cultivate a sense of group responsibility. The Board, not the staff, will be responsible for excellence in governing. The Board will be the initiator of policy,

not merely a reactor to staff initiatives. The Board will not use the expertise of individual members to substitute for the judgment of the Board, although the expertise of individual members may be used to enhance the understanding of the Board as a body.

- The Board will direct, control, and inspire the organization through the careful establishment of broad written policies reflecting the board's values and perspectives. The Board's major policy focus will be on the intended long-term impacts outside the staff organization, not on the administrative or programmatic means of attaining those effects.
- The Board will enforce upon itself whatever discipline is needed to govern with excellence. Discipline will apply to matters such as attendance, preparation for meetings, policymaking principles, the maintenance of Board documents, respect of roles, and ensuring the continuance of governance capability. Although the board can change its Governance Process policies at any time, it will scrupulously observe those currently in force.
- Continual Board development will include orientation of new board members in the board's Governance Process and periodic board discussion of process improvement (See Appendix D: New Board Member Orientation Checklist).
- The Board will allow no officer, individual, or committee of the board to hinder or serve as an excuse for not fulfilling group obligations.
- The Board will monitor and discuss the board's process and performance. Self-monitoring will include comparison of board activity and discipline to policies in this Governance Process section of the Board Policy Manual.

4.1 Board Member Commitments

During Board Meetings, Board members:

- Will come to Board meetings prepared, having read the packet, and bringing our questions.
- Will participate by speaking up at meetings and listening to others with focus and care.
- Will acknowledge strengths and celebrate positives as well as ask critical questions.
- Will engage all stakeholders at the meeting (principals, teachers, parents) asking them relevant questions as needed.
- Will help keep agenda items to their posted time limits and keep comments and suggestions connected to the goals and outcomes of each agenda item.
- Will remember to keep our focus on preserving and protecting the Highline mission and vision with a big picture, long term lens.

Outside of Board Meetings Board Members will:

- Actively participate in at least one Board committee
- Tour each campus during the school day once each year.
- Attend at least two network events annually (preferably, at least one for each campus).
- Always speak with one voice regarding decisions of the Board.
- Keep Executive Sessions confidential.
- Use their resources and skills to support Highline Academy Charter Schools.

The Board Leadership agrees to:

- The Board president and Executive Director will organize the agenda to reflect planned times for each item and a clear goal or outcome for all items.
- The Secretary will put future follow up items onto next months' agenda or assign them to specific committees in the meeting.
- The Board Executive Committee and Executive Director will ensure the schools benefit from each Board member's skills and experience during their service.
- Committee Chairs will work to bring on new committee members and will publicize their committee work and meeting times at both campuses.
- Guide the Board to stay focused on oversight and strategic thinking

4.2 Board Member Code of Conduct

The board commits itself and its members to ethical, businesslike, and lawful conduct, including proper use of authority and appropriate decorum when acting as board members. Board members sign a commitment to the Code of Conduct annually.

- Members must commit themselves to the school's Conflict of Interest Policy and demonstrate loyalty to the ownership, unconflicted by loyalties to staff, other organizations, or any personal interests as consumers. Specifically:
 - ✓ There will be no self-dealing or business by a member with the organization. Members will annually disclose their involvements with other organizations or with vendors and any associations that might be reasonably seen as representing a conflict of interest.
 - ✓ When the Board is to decide on an issue about which a member has an unavoidable conflict of interest, that member shall remove herself or himself without comment not only from the vote but also from the deliberation.
 - ✓ Board members will not use their Board position to obtain employment in the organization for themselves, family members, or close associates. A Board member who applies for employment must first resign from the board.

For the purposes of these Policies or in assessing any potential conflict of interest, including for possible Board service, the following relationships should be disclosed but

are not per se disqualifying: parent to any student, faculty member or staff; familial relationship to any student, faculty member or staff; spouse of any faculty member or staff; past or existing business relationship, except as otherwise prohibited by the By Laws; familial relationship to any Board member, with the exception of spouse who is not eligible for Board service (Art. III).

- Board members may not attempt to exercise individual authority over the organization.
- Members' interaction with the Executive Director or with staff must recognize the lack of authority vested in individuals except when explicitly authorized by the board.
- Members' interactions with the public, the press, or other entities must recognize the same limitation and the inability of any board member to speak for the board except to repeat explicitly stated board decisions.
- Except for participation in board deliberation about whether the Executive Director has achieved expected job performance outcomes, members will not express individual judgments of performance of employees or the Executive Director.
- Members will respect the confidentiality appropriate to issues of a sensitive nature. These may include, but are not limited to, a) human resource issues, b) individual student or family issues, c) legal issues, and d) contract negotiations.
- Members will be properly prepared for board deliberation.
- Members will support the legitimacy and authority of the final determination of the board on any matter, irrespective of the member's personal position on the issue.
- Members will make an annual meaningful financial contribution as determined by the individual.

4.3 Conflict of Interest Policy

It is the intent of this policy to protect public trust placed in the Board of Directors of Highline Academy. For the purpose of this policy, a "conflict of interest" is any matter in which a Board member has any direct or indirect personal or monetary interest that is definite and demonstrable. In accordance with the Bylaws, Board members serve without salary or other compensation, but may be reimbursed for any necessary expenses incurred by them in performing their duties as Directors. Salary and other remuneration received from the school by ex-officio board members (teacher representatives) shall not be considered a conflict of interest for the purposes of this policy. Ex-officio members do not vote and shall not participate regarding any item that would impact their salary/benefits or other financial benefits.

Directors shall avoid any conflict of interest and the appearance of conflicts of interest in the performance of their duties as a Director. The Board must not engage in the conduct of private business or personal services between any Director and Highline

Academy, except as specifically approved in accordance with the procedures set forth herein, to assure openness, competitive opportunity, and equal access to information.

A Director who has a personal or private interest in a matter proposed or pending before the Board shall promptly and fully disclose their conflict of interest to the Board prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction, which might reasonably be construed to be adverse to Highline Academy's interest. For the purpose of this section, a person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with Highline Academy, is a relative of such party, or is a director, trustee or officer of, or has a significant personal, financial, or influential interest in the entity contracting or dealing with the school.

Following such disclosure, if the other Board members agree that the interest represents a true conflict, the interested Board member shall not vote on, use his or her personal influence over, or be present during the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board shall not approve any matter in which a Director has an interest unless it is fair to Highline Academy and a majority of the disinterested Directors approve the transaction.

Directors shall not use their positions on the Board to influence programmatic priorities, employment or enrollment opportunities with Highline Academy for themselves, family members, friends, or associates, with the exception of children of Board members in good standing receive priority enrollment through the DPS Choice process.

A Board member shall not for any reason disclose or use confidential information acquired in the course of official duties to further personal financial interests or accept a gift of substantial value or a substantial economic benefit equivalent to a gift, which would tend to improperly influence a reasonable person in that position.

Board members shall not use their positions on the Board to obtain employment with Highline Academy for themselves, family members, friends, or associates. Should a Board member desire employment, he or she must first comply with the administrative hiring procedures, step down from the board, meet the criteria for any employment opening, and be chosen through a fair and competitive hiring process as established for any potential candidate. A Board member may refer a friend or relative for a position, but that person must then go through the same fair and competitive hiring process as any other candidate.

4.4 Agenda Planning

To fulfill its job description with a governance style consistent with Board policies, the Board will follow an annual agenda that (a) completes a re-exploration of annual school outcomes, (b) Complies with all state and district mandates and (c) continually

improves Board performance through board education and enriched input and deliberation.

Agenda planning shall be the responsibility of the Board President, in collaboration with the Board's Executive Committee and the Executive Director. No later than the end of September each year, an annual agenda plan for the upcoming year will be presented to the full Board. To the extent practical the Board's monthly agendas will follow that annual agenda plan. Board members will be provided reasonable notice of the agenda for that month's meetings and shall be given a reasonable opportunity to submit items for the agenda. No agenda item will be declined on the basis that it was not included in the annual agenda plan.

4.5 Officer Job Descriptions

Board President: The chief governance officer (Board President), a specially empowered member of the board, ensures the integrity of the board's process and, secondarily, occasionally represents the Board to outside parties. The President shall preside at all the meetings of the Board. The President shall sign all written contracts to which the Academy may be a party when such contract has been authorized by the Board, shall sign all official reports, provided that the President may delegate the duty to sign reports and in general shall perform all duties incident to the office of President and such other duties as may be prescribed by the Board of Directors.

The Board President is empowered to chair board meetings with all the commonly accepted powers of that position, such as ruling and recognizing. The Board President is responsible for ensuring the meeting is run in accordance with CO Sunshine Laws and any other applicable CO laws. The Board President works to ensure that meeting discussion content consists solely of issues that clearly belong to the board to decide or to monitor according to board policy. Information that is for neither monitoring performance nor board decisions will be avoided or minimized and always noted as such. Deliberation at Board meetings will be fair, open, and thorough but also timely, orderly, and kept to the point.

Board Vice-President: The Vice-President shall have all the powers and perform all the duties of the President in the absence or disability of the President. The Vice President shall perform such other duties as may be assigned by the Board. `

Secretary: The Secretary shall ensure the minutes of the Board of Directors' meetings are kept and preserved; ensure that all notices are duly given in accordance with the provisions of these Bylaws or as required by law; be custodian of the corporate records; and in general, perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to him/her by the Board of Directors. The Secretary will ensure that all meetings and minutes are posted, physically and online, as required by the CO Sunshine Act. The Secretary may attest any written contract to which the Academy may be party when such contract has been authorized by the Board. In the absence of the Secretary or his/her inability to perform her/his duties, such duties may be performed by an assistant Secretary or by a Secretary pro tempore appointed at any meeting by the President of the Board.

Treasurer: The Treasurer shall be responsible for ensuring that the Board is in compliance with all established Financial Policies and Procedures (Appendix H). The Treasurer works with the Finance Committee and Head Administrator to make recommendations to the Board on establishment or revision of financial policies, comparisons of performance with policy, use of Board Reserve funds, and the school's annual audits. The Treasurer shall provide oversight for expenditures as defined in Appendix H: Highline Financial Policies and Procedures. In addition, the Treasurer shall perform such other duties as may be assigned by the Board. In the absence or disability of the Treasurer, the Board may decide to temporarily assign the duties of the Treasurer to another Director.

4.6 Action of the Board and Individual Authority

Individual Board Members, including the Board President, have no authority to make decisions outside the collective action of the Board. Therefore, the Board President has no authority to supervise or direct the Executive Director except as the representative of the whole Board's feedback.

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

4.7 Board Communication with the Public

The Executive Officer serves as the public face and chief spokesperson for the school. However, in the case of a crisis or controversy, the Board President speaks *for the board*. In addition, the Board President may represent the board to outside parties in announcing board-stated positions and decisions. The Board President may delegate this authority but remains accountable for its use.

4.8 Governance Investment

Because poor governance costs more than learning to govern well, the board will invest in its governance capacity.

Accordingly:

- Board skills, methods, and supports will be sufficient to ensure governing with excellence.
- Training and retraining will be used liberally to orient new members and candidates for membership, as well as to maintain and increase existing member skills and understandings.
- Outside monitoring assistance will be arranged so that the board can exercise confident control over organizational performance. This includes, but is not limited to, financial audits.

- Outreach mechanisms will be used as needed to ensure the board's ability to listen to stakeholder viewpoints and values.

5.0 Board Committees

Board committees take their charge from the board regardless of whether board members sit on the committee. The only board committees are those that are set forth in this policy, as amended. Unless otherwise stated, a committee ceases to exist as soon as its task is complete.

Board committees are assigned to reinforce the wholeness of the board's job and should never interfere with delegation from the board to Executive Director.

Accordingly:

- Board committees are to help the board do its job through delegation and specialization. Committees will assist the board with depth and breadth of work by examining and preparing policies, policy alternatives, and implications for board deliberation and decision.
- Board committees may not speak or act for the board except when formally given such authority for specific and time-limited purposes. Expectations and authority will be carefully stated in order not to conflict with authority delegated to the Executive Director.
- Board committees cannot exercise authority over staff. Because the Executive Director works for the full board, he or she will not be required to obtain the approval of a board committee before an executive action.
- Board committees are to avoid over identification with organizational parts rather than the whole. Therefore, only board members on a board committee that has helped the board create policy on some topic will be used to monitor organizational performance on that same subject.
- Committees may be used sparingly and ordinarily in an ad hoc capacity, as need presents.

This policy applies to any group that is formed by board action, whether or not it is called a committee and regardless of whether the group includes board members. It does not apply to committees formed under the authority of the Executive Director.

5.1 Committee Protocols

Each committee chair is responsible for the following protocols:

- Monthly Committee Reports – one week prior to the board meeting, committee chairs should submit their report utilizing the committee report template. Reports include any meeting notes, attendees and an update of their action plan deliverables. Committee reports should be uploaded with the board meeting packet at least one week prior to each board meeting.

- Committee Agendas – each committee meeting should include an agenda that is provided to committee members two days in advance of the scheduled meeting.
- Committee Meeting Notes – during each committee meeting, notes must be taken for institutional record-keeping and to facilitate communication with the Board. Notes should be incorporated into monthly Committee Reports, as appropriate.

5.2 Standing Committees

Performance Committee (“REACH Up Committee”): This committee leads the Board’s efforts to provide oversight of school performance ensure the effectiveness of the academic, civic, and personal excellence programs that are central to Highline’s mission. This committee uses a Board dashboard to gather and analyze performance data from each campus, with a particular focus on identifying performance and opportunity gaps and developing annual goals and targets to drive continuous school improvement. The committee utilizes each campus’ statutorily required School Accountability Committee (SAC) to assist in carrying out its activities.

Fundraising and Outreach Committee (“REACH Out Committee”): This committee leads the Board’s effort to become a known charter brand throughout Denver for serving a diverse and inclusive student body in a program that creates academic, personal, and civic excellence for all students. This committee addresses communications, marketing, and development. It works on marketing and outreach plans, fundraising, and helping Highline tell its story to a larger community. This committee also regularly reviews communications and marketing strategies employed by the school to ensure they are reflective and inclusive of Highline’s diverse student population and engage a broad spectrum of parents and the broader communities served by each campus.

Governance Committee (“REACH In Committee”): This committee leads the Board’s efforts to ensure all leadership (Board and administration) are working to create an organization wide culture which empowers all stakeholders. This committee focuses on identifying, vetting and onboarding new Board members, evaluating the Executive Director, supporting the principal evaluations, and ongoing training and self-assessment of the Board.

Finance Committee: The Finance Committee is responsible for oversight of the fiscal matters of Highline Academic Charter Schools.

Comprehensive job descriptions for each standing committee are included in **Appendix F**.

6.0 Executive Director Expectations

The Executive Director will ensure that all school practices, activities, and decisions are ethical, legal, and in compliance with commonly accepted educational and professional ethics and practices. The Board will instruct the Executive Director through written policies that define the Board’s expectations and are detailed in this section of the

Board Policy Manual. The Executive Director has latitude to implement practices, structures, and activities within the framework of these expectations.

Only officially passed motions of the Board are binding on the Executive Director. For the purposes of this policy, motions include without limitation any motion, resolution, policy statement or by-law adopted by the Board. It is the responsibility of the Executive Director to be familiar at all times with the officially passed motions of the Board.

6.1 Executive Director Expectations: Design of Academic Program

With respect to the design and delivery of academic programs, the school's Executive Director shall ensure that conditions, procedures, or decisions are in alignment with the tenants of the original and amended charter application and contract, as approved by Denver Public Schools Board of Education. In the event of any conflict, the most recent charter application and contract shall be binding. Further, without limiting the scope of the foregoing by this enumeration, the Executive Director shall:

- Foster the mission statement.
- Implement plans for reaching academic targets identified by the Board.
- Maintain the following programmatic elements:
 - ✓ Offer all students access to arts classes (visual and performing), Physical Education and other enrichment
 - ✓ Maintain a staffing plan that allows for "performance grouping" during core academic classes (math and ELA). Performance groups shall be flexible in their configuration to meet the needs of student learning but shall provide a lower student/teacher ratio than in other content areas.
 - ✓ Spanish language instruction for all grade levels.
 - ✓ Implementation of the REACH character education traditions and social emotional learning programs.

6.2 Executive Director Expectations: Treatment of Stakeholders

With respect to interactions with stakeholders, defined in this document as parents / guardians, students, community members, and DPS officials, or those applying to be stakeholders, the Executive Director shall foster conditions, procedures, and decisions that are safe, timely, dignified, and protect student privacy rights. Further, without limiting the scope of the foregoing by this enumeration, the Executive Director shall:

- Use methods of collecting, reviewing, transmitting, or storing stakeholder information which protect against improper access to the material elicited, in accordance with H.B. 16-1423, Colorado Student Data Transparency and Security Act, and the Federal Education Records Privacy Act (FERPA).
- Provide information in a timely and transparent manner to stakeholders to whom they are entitled under federal or state law, or district policy.

- Operate facilities with appropriate accessibility, safety, and privacy.
- Respond constructively to all parents/guardians and treat all parents/guardians equitably.
- Operate within the guidelines of the Grievance Procedure (policy 7.2) as stated in this document (and also included in the Family and Employee Handbooks).

6.3 Executive Director Expectations: Treatment of Staff

With respect to the treatment of paid and volunteer staff, the Executive Director shall foster conditions that are fair, equitable, safe, dignified, organized, and clear. Further, without limiting the scope of the foregoing by this enumeration, the Executive Director shall:

- Operate with written employment offers for all paid personnel, which include job descriptions and designations of employment category.
- Operate in compliance with Board-approved written personnel policies and procedures that (a) clarify expectations for staff, (b) provide for effective handling of grievances, and (c) protect against wrongful conditions, such as nepotism, harassment, and grossly preferential treatment for personal reasons.
- Not retaliate or discriminate against any staff member for expressing an ethical dissent or grievance.
- Prepare staff to deal with emergency situations.
- Compensate staff equitably.
- Foster an environment in which there are effective working relationships between all staff.
- Provide staff with training, support, and resources to effectively fulfill their job responsibilities.

6.4 Executive Director Expectations: Financial Condition and Activities

With respect to the actual, ongoing financial condition and activities, the Executive Director shall ensure strong fiscal management. Further, without limiting the scope of the foregoing by this enumeration, the Executive Director shall:

- Only expend funds appropriated through the Board approved budget for the current fiscal year.
- Only incur debt up to an amount that can be repaid with unrestricted revenues within sixty days.
- Seek board approval for use of any long-term financial reserves.
- Transfer the amount budgeted for the financial reserve into the board's reserve account at the end of each fiscal year. Subject to Board approval, any additional

surplus at the end of the year can become a part of the next year's operating budget.

- Settle payroll and debts in a timely manner.
- Ensure that tax payments or other government-ordered payments or filings are filed accurately and in a timely manner.
- Only acquire, encumber, or dispose of real property with Board approval.
- Aggressively pursue receivables after a reasonable grace period.
- Expend restricted funds in alignment with the established purpose (as set by a governmental entity or grant issuer) for the funds.
- Only create obligations for a term within which revenues can be safely projected, in no event longer than one year and in all events subject to losses in revenue.

6.5 Executive Director Expectations: Financial Planning and Budgeting

The Executive Director shall manage financial planning for any fiscal year or the remaining part of any fiscal year in alignment with the school's goals, conservative financial risk management, and as part of a multiyear financial plan. In developing a budget to propose to the board for the coming fiscal year, the Executive Director shall:

1. Propose the budget for the coming school year no later than the first board meeting in March.
2. Create with the school's financial services consultant a projected budget for at least two years beyond the proposed budget for the coming school year.
3. Specifically address whether the budget includes at least a 1.5 percent operating contingency fund. In the event the budget does not, the Executive Director will specifically identify the reasons therefore, and will identify any other reasonably anticipated expenses that are not accounted for in the proposed budget.
4. Submit an annual budget that includes a five-year forecast whereby the cumulative deficits over the next five years or for any single year would not exceed cash on hand at the time of approval less the Tabor 3% reserve. Budgets for all five forecasted years need to also contain a 1% of revenue contingency. .
5. Include a remaining surplus of 1.5 – 2.0 percent of revenues up to a maximum of \$100,000 that remains at the end of the year as a contribution to the board reserve, the purpose of which includes, but is not limited to board development and long-term facilities financing. If the proposed budget fails to do so, the Executive Director shall specifically address that issue with the Board and will specifically identify the reasons therefor.
6. Create a budget that is based upon a reasonable assessment of the network's projected enrollment.
7. Include separation of assets and operational expenses.

8. Include separation of the general fund and the capital construction fund in compliance with Colorado state law.
9. Comply with Appendix H: Financial Policies and Procedures.

Include a reasonable projection of revenue or expenses from grants, and/or fundraising. In the event any such revenues are received after approval of the budget or projections are exceeded by more than \$10,000, the Executive Director shall communicate such information to the Board, and shall address the revenue(s) impact on the budget as a whole, and on any contingency and/or surplus specifically.

6.6 Executive Director Expectations: Emergency Head Administrator Succession

To protect the Board from sudden loss of head administrator services, the Executive Director shall appropriately train at least one other administrator who is sufficiently familiar with board, administrative, and fiscal issues and processes to enable that person to take over with reasonable proficiency as an interim successor. This requirement of a succession plan shall apply to, without limitation, the role of Executive Director, and to the Principal for each campus within the organization.

6.7 Executive Director Expectations: Asset Protection

The Executive Director shall protect any and all corporate assets, ensure they are adequately maintained, and effectively manage for risks. Further, without limiting the scope of the foregoing by this enumeration, the Executive Director shall:

1. Insure against theft and casualty losses to at least 80 percent of replacement value and against liability losses to board members, staff, and the organization itself in an amount greater than the average for comparable organizations.
2. Protect any material amounts of cash by restricting cash management and providing oversight of such management
3. Reasonably protect facilities and equipment from improper wear and tear and ensure sufficient maintenance.
4. Protect the organization, its board, and its staff from claims of liability.
5. Follow all the Financial Policies & Procedures (Appendix H, updated May 2019) and all amendments thereto.
6. Protect intellectual property, information, and files from loss or significant damage.
7. Ensure that purchases are received, processed, and funds are disbursed under controls that are sufficient to meet the board-appointed auditor's standards. Financial records shall be organized in such a way that all needed documentation is readily accessible during the audit process.

- a. Respect the independence of the board's audit or other external monitoring or advice by not engaging parties already chosen by the board as consultants or advisers.
8. Invest or hold operating capital in secured instruments, including secured checking accounts and bonds at least AA rating at any time, or in interest-bearing accounts except where necessary to facilitate ease in operational transactions.
9. Protect the school's public image, its credibility, and its ability to accomplish its goals.
10. Not change the organization's name or substantially alter its identity in the community. The organization shall be identified as "Highline Academy Charter Schools." Each school within the organization shall be referred to as "a Highline Academy Charter School" and by reference to its location (or in such other manner as the Board may approve.)

6.8 Executive Director Expectations: Staff Compensation and Benefits

With respect to employment, compensation, and benefits to employees, consultants, contract workers and volunteers, the Executive Director shall ensure financial integrity and a strong public image. Further, without limiting the scope of the foregoing by this enumeration, the Executive Director shall:

1. Maintain his/her own compensation and benefits at the level approved by the Board, except setting his or her benefits to be consistent with a package for all other employees.
2. Not promise or imply permanent or guaranteed employment, which conflicts with at-will employment.
3. Establish current compensation and benefits that are reasonable, considering the geographical or professional market for the skills employed and the current budget of the organization.
4. Ensure all employees are offered adequate health insurance and all other benefits equitably. Differential benefits to encourage longevity are allowable.
5. Only provide employees one-year employment offers that are in compliance with the Colorado Taxpayers' Bill of Rights (TABOR).

6.9 Executive Director Expectations: Communication and Support to the Board

The Executive Director shall be proactive in communicating with the Board and supporting the Board in its work. Further, without limiting the scope of the foregoing by this enumeration, the Executive Director shall:

1. Submit monitoring data required or requested by the board in a timely, accurate, and understandable fashion, directly addressing the provisions of board policies being monitored.

2. Report any actual or anticipated noncompliance with any policy of the board in a timely manner.
3. Submit unbiased decision information required periodically by the board and/or proactively inform the board of relevant trends.
4. Inform the Board of any significant incidental information it requires, including, but not limited to: anticipated media coverage, threatened or pending lawsuits, material internal and external changes, academic performance, enrollment, human resources, or any other trend that has global organizational impact.
5. Advise the board if, in the Executive Director's opinion, the Board is not in compliance with its own policies, particularly in the case of Board behavior that is detrimental to the work relationship between the Board and the Executive Director.
6. Support the Board secretary in providing a workable mechanism for official Board, officer, or committee communications. Use methods of collecting, reviewing, transmitting, or storing Board information that protect against improper access to the material elicited.
7. When addressing official business, deal with the Board as a whole, except when responding to officers or committees duly charged by the board.
8. Once the Board President has finalized the Board meeting agenda, prepare and disseminate supporting documentation, including applicable monitoring information, in advance of the meeting. For decisions that are delegated to the Executive Director but require Board approval due to policy, legal, or contractual obligation, provide the Board with all information needed to make a decision.

6.10 Executive Director Expectations: Enrollment Policy and Procedures

To promote Highline Academy's policy of ensuring equitable access to the school and prioritizing students eligible for free and reduced lunch, the Executive Director shall work to maintain the number of students eligible for free and reduced lunch at any campus or school in the organization to constitute at least 30% of the student body at any one school, and at least 40% of the total students served by the organization as a whole. These targets should be met through both effective marketing to low-income families and weighted lotteries that seek to achieve, at minimum, 40% of open seats for students who qualify for the free/reduced lunch program.

The school's enrollment process is managed by the Denver Public Schools Centralized Enrollment Office in alignment with Board-established priorities.

The Board-approved enrollment policy is included in Section 7.5.

6.11 Executive Director Monitoring and Evaluation

The Board will provide systematic and rigorous monitoring of Executive Director job performance solely against the expected job outputs and outcomes: established, written annual goals; the job description; and the Executive Director Expectations defined in

Sections 6 of this Board Policy Manual. Monitoring and evaluation of the Executive Director will be led by the REACH In Committee, unless otherwise designated by the Board, which will present findings and make recommendations for discussion and decision by the full board.

Accordingly, monitoring is simply to determine the degree to which the expected job outputs and outcomes are being met. Information that does not do this will not be considered to be monitoring information. The Board will acquire monitoring information by one or more of three methods: (a) by internal report, in which the Executive Director discloses interpretations and compliance information to the Board; (b) by external report, in which an external, disinterested third party selected by the board assesses compliance with board policies; and/or (c) by direct Board inspection, in which a designated member or members of the Board assess compliance with expectations. In every case, the board will judge (a) the reasonableness of the Executive Director's interpretation, and (b) whether data demonstrates accomplishment of the interpretation.

As part of this monitoring process, the Executive Director will receive formal evaluation through a three-part process:

1. Mid-year monitoring. A check-in on interim progress toward annual goals and job duties. A self-evaluation tool will be utilized by the Executive Director and reviewed and discussed with the Reach In Committee, or other designee(s) of the Board. The Mid-year monitoring process, along with the previous year's End-of Year Evaluation, inform the board's salary and retention decisions for the Executive Director.
2. End-of-Year Evaluation. A formal review process by which performance toward annual goals and job duties will be noted using multiple monitoring methods, as outlined above.
3. Annual Goal Setting. An annual process done in conjunction with the Executive Director by which formal personal and organizational performance goals are set, based on the previous-year's performance of the Executive Director, and the previous year's outcomes of the school(s). These goals will become part of the next year's monitoring and evaluation processes.

The Board only supervises the Executive Director and therefore will never give instructions to persons who report directly or indirectly to the Executive Director. The Board will not evaluate, either formally or informally, any staff other than the Executive Director.

7.0 Other Board Policies

7.1 Anti-Discrimination Policy

Highline Academy Charter Schools does not and shall not discriminate on the basis of race, ethnicity, religion, gender, age, national origin, disability, sexual orientation, gender identity, gender expression, marital status, military or veteran status, political

affiliation, creed, color, ancestry, need for special education services, pregnancy or parenting status, or any other status protected under federal, state, or local law in any of its activities or operations. These activities include, but are not limited to, hiring and firing of staff, selection of volunteers and vendors, appointment of board members, and provision of services. We are committed to providing an inclusive and welcoming environment for all members of our board, staff, students and their families, volunteers, community partners, and vendors.

7.2 Grievance Policy

This same policy is also provided in the Employee Handbook and the Family Handbook.

Highline Academy Charter School values open communication amongst and between members of our school community, including parents/guardians, students, faculty, staff, administration and the Board of Directors. Highline's grievance policies and procedures pertain to grievances of varied natures; they regulate how parents and students are expected to express grievances about faculty, staff or administrators, and they regulate how faculty and staff are expected to express grievances about other members of the professional community, including peers, supervisors, or the administration. Grievances may pertain to inter-personal disputes, to the violation of Highline policies and procedures, including Financial Policies and Procedures (Appendix H), and/or to perceived or real discrimination or disparities.

The objectives of the Highline grievance policy are threefold:

1. to help members of our community resolve conflicts in an open and direct manner;
2. to provide a safe avenue for members of our community to express grievances or report alleged or actual wrong-doing, including behaviors considered discriminatory;
3. to prompt, when necessary, further investigation and outside resolution.

Our grievance procedure establishes both a formal and an informal avenue through which community members can express concern or report discrimination without fear of retaliation.

Highline's procedures for settling differences are designed to support prompt and equitable resolution of disagreements at the lowest possible faculty or administrative level. To ensure that all members of our community have the support needed to utilize the grievance process, we offer a neutral 3rd party team, the **resolution team**, to help resolve disputes and serve as a facilitator. The resolution team will be comprised minimally of the HR Director and one school faculty/staff for each campus to be named each year and listed publicly in the school's Family Handbook and Employee Handbook, as updated annually by the Director of Communications, or another employee designated by the Executive Director.

While the administration and Board both expect that conflict will be addressed following the fewest steps of the procedures below, should resolution not be obtained at the

lowest faculty or administrative level, each member of the school community is guaranteed both substantive and procedural due process.

Informal Grievance Process:

Highline's informal grievance process is intended to provide parties an opportunity to express and resolve grievances at the lowest level possible. The informal process provides neutral facilitation and mediation, with the goal of informal resolution, restitution, and relationship repair.

In an attempt to encourage prompt resolution of potential grievances, Highline Academy community members are encouraged to address their disputes directly with the individual(s) involved, with or without the presence or intervention from the school's resolution team. Should the resolution team be involved, the team will work with the grievant to facilitate a conversation with those directly involved in the dispute.

Specifically, as the **first step** of making an informal grievance, a grievant should:

- Approach directly the person with whom there is a conflict in an effort to have a direct conversation to seek resolution; or
- Approach the designated contact for the school's resolution team to begin the process. The designated contact is noted on the contact sheet in the school's family handbook.

Once notified, the resolution team has 30 days to complete its settlement process, which might include an informal investigation, a restorative dialogue, and/or the creation of a follow up plan.

If satisfactory resolution is not realized after a direct conversation between the conflicted parties, the situation should be brought to the attention of the supervising administrator by either the grievant or by the resolution team. The supervising administrator, the conflicted parties, and the resolution team (if involved) will address the situation and develop goals for conflict resolution. The administrator will monitor this process until resolution is realized.

In the case of grievances with the Executive Director, the grievant or resolution team will inform and involve the Board President and Board Vice President. Once notified, the supervising administrators or Board President will hold the initial conflict resolution meeting and establish a follow up plan within 15 days.

Informal grievance proceedings will not extend beyond 45 days unless there is a written agreement between all parties to extend the informal process. Should resolution not be reached within 45 days from the informal grievance being registered (step 1), parties are encouraged to use the formal grievance procedure (noted below).

Formal Grievance Process:

The formal grievance procedure is intended to provide an opportunity for grievances that are either not resolved via the informal process or are significant enough in the

mind of the grievant to require a formal investigative and resolution process that is documented in writing.

1. To initiate the formal grievance process, a grievant should submit a signed and dated grievance to the campus's resolution team lead. The written grievance should detail the allegations of dispute, breach of policy, or discrimination and should cite the contract, policy or procedure that has been violated.
2. The resolution team will provide acknowledgement of receipt of the written grievance within five workdays. In addition, within 5 work days, the resolution team will provide a copy of the written grievance to the individual(s) named in the grievances as well as to the direct supervisor of that individual, the Executive Director if it is the principal and the Chair of the Board in the case of the Executive Director.
3. Within 30 workdays, the resolution team will conduct its own internal investigation, including conducting interviews with all relevant parties, reviewing pertinent documents, reviewing policy, etc.
4. Within 45 workdays of the submission of the written grievance, the resolution team will issue a written resolution plan that might include plans for facilitated conflict resolution meetings, recommendations for change in policy or procedure, or suggested next steps.

Should a grievant not be satisfied with the manner in which the school's resolution team handles the grievance, s/he should bring the matter to the attention of the Board by contacting the Board Chair or Vice Chair. It is important to the integrity of our school that grievances be handled in an informed, direct, fair and equitable manner. The administration and board share responsibility in ensuring the integrity of the vision and its implementation through the system of due process described in this grievance policy. The final forum for conflict resolution, after a grievant has followed the steps outlined above, will be at the level of the Board of Directors.

Filing a Complaint or Grievance with DPS:

Parents or community members may file a complaint directly with Denver Public Schools at any point if they are not satisfied with the school's response. Families can contact either the Office of Family and Community Engagement and/or the Portfolio Management team, which oversees the charter schools within DPS. The contact information for both are below:

- The DPS Office of Family and Community Engagement (FACE)
FACE@dpsk12.org
Family & Community Helpline - 720-423-3054
- The Portfolio Management Team
<http://portfolio.dpsk12.org/about-us/contact-us-2/>
Call 720-423-3200 and ask for the Portfolio Management Team member who supports Highline.

Anti-Retaliation:

Highline is committed to maintaining an environment that is free of harassment, intimidation, retaliation, and discrimination. In order to achieve these objectives, we encourage employees and board members to speak up and raise concerns promptly about any situation that may be in violation. Speaking up builds a healthy, ethical, and compliant organization and is part of our culture. It benefits all of us to raise concerns so that Highline may consider them carefully and address them properly.

Highline will not tolerate retaliation of any kind, because an employee, in good faith, raises a concern or reports a violation or suspected violation of policy or procedure, or participates or cooperates with an investigation of such concerns. Nor does Highline tolerate retaliation because an employee or board member provides information or assists a government or law enforcement agency regarding a violation of law, or files, testifies, or participates in a legal proceeding relating to a violation of law.

Retaliation involves any conduct that would reasonably dissuade or discourage an employee or board member from raising or reporting such concerns through identified Grievance Policy reporting channels or with any governmental body, or from participating in or cooperating with an investigation of such concerns. It includes conduct that would reasonably dissuade or discourage an employee or board member from filing, testifying or participating in a legal proceeding relating to a violation of law, or providing information or otherwise assisting a government or law enforcement agency regarding a violation of law.

Retaliation may occur through conduct or written communication and may take many forms, including verbal or nonverbal behaviors, actual or implied threats, changes to the terms or conditions of employment, harassment, bullying, intimidation, or deliberate exclusionary behaviors.

7.3 Public Comment at Board Meetings

Highline's Board of Directors welcome the public to all our meetings and remain committed to transparency, open communication, and meaningful opportunities for participation and input. Highline complies with all the requirements of the Open Meetings Act. Time is set aside during each regularly scheduled board meeting to allow for public comment on issues relating to the function of the school or its Board of Directors.

The Board welcomes public comment, particularly as it relates to school governance and matters of school-wide relevance. Guests may sign up for public comment prior to the beginning of any regular meeting of the Board of Directors. Each Board meeting will have an allotted time set aside for public comment. If there are many individuals wanting to make public comment, the Board may set a time limit for each person's comments.

Board Meetings are not the appropriate venue to air employee grievances, or make complaints on behalf of specific, individual students or about individual staff members. Please consult the Grievance Policy for individual and staff grievances and complaints.

Individuals are strongly urged to address comments or concerns directly to appropriate school staff members and administrators before directing comments to the entire Board. School leadership provides a variety of venues and mechanisms for parents to share feedback and concerns and is available for individual meetings.

After hearing a public comment, the Board of Directors will acknowledge the speaker, but may not be able to respond to the specific issue raised at that time.

7.4 Annual Audit

In compliance with the charter contract, state statute, and best practices for fiscal oversight, the Board of Directors shall hire a certified public accountant to conduct a financial audit at the end of each fiscal year. This audit should be carried out as detailed in Appendix H: Financial Policies and Procedures. The auditor's findings will be reported to the Finance Committee and the Board.

7.5 Enrollment Policy

Within the time limits and priorities described below, students shall be enrolled at Highline Academy on the basis of lottery, without regard to race, creed, color, sex, national origin, religion, sexual orientation, ancestry, disability, or need for special education services.

Highline Academy sets forth the following non-discriminatory enrollment policy as required by law.

Lottery Overview:

Enrollment is determined by a random lottery system via the DPS School Choice process.

Once a student is accepted into Highline Academy via the lottery, he/she does not have to re-apply through the choice process. The student's parent/guardian does, however, have to register every year during the registration period just before the school year starts. The registration period will be announced in the school's weekly updates in accordance with the DPS school choice process and will be posted on our website at www.highlineacademy.org. Failure to register may result in the loss of your seat.

Grounds for Denial of Admission:

Subject to the school's responsibilities under the state's Exceptional Children's Educational Act, C.R.S. 22-33-105 & 106, and other applicable federal, state and local laws, the following will constitute grounds for denial of admission to the school:

- Failure to meet age requirement.
- Having been expelled from any school district the preceding twelve months
- Having engaged in behavior in another school during the preceding twelve months that is detrimental to the welfare or safety of other students or of school personnel.
- Failure to comply with the immunization provisions. Families who choose not to immunize their children must sign an immunization waiver.

➤ Falsification of application or enrollment documents.

Applications are considered complete only if all areas are completed and legible. Enrollment priorities are set annually with the DPS School Choice Office and should include prioritizing siblings, children of Highline Academy staff and Board members. Other priorities are set in collaboration with the choice office with the goal of maintaining Highline's diversity (consistent with policy 6.10 above), while also meeting any contractually agreed district needs.

Time Frame and Public Notice:

Denver Public Schools sets the timeline and communication process for the school choice lottery each year.

7.6- Sexual Harassment Policy:

Highline Academy will maintain a learning and working environment that is free from unlawful harassment, including sexual harassment. It is prohibited for anyone to harass a student or an employee through conduct or communication of a sexual nature. Unlawful sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature when:

1. submission to the conduct is made a condition of employment;
2. submission to or rejection of the conduct is used as the basis for an employment decision affecting the harassed employee; or
3. the harassment has the purpose or effect of unreasonably interfering with an employee's work performance and/or creates an intimidating, hostile, or offensive work environment.

Examples of sexual harassment include unwelcome sexual flirtations, advances, or propositions; verbal abuse of a sexual nature; subtle pressure or requests for sexual activities; unnecessary touching of an individual; graphic comments about an individual's body; a display in the work place of sexually suggestive objects or pictures; sexually explicit or offensive jokes; or physical assault.

If employees believe that they are being harassed in any way they should report the facts of the incident or incidents to their supervisor or the Executive Director immediately, without fear of reprisal. In the event that the Executive Director is the involved party the facts of the incident or incidents should be reported to the Board President immediately, without fear of reprisal. In determining whether the alleged conduct constitutes unlawful harassment, the totality of the circumstances, such as the nature of the conduct and the context in which the alleged incident occurred, will be investigated. Violation of this policy may result in disciplinary action, up to and including termination.

7.7- Staff Board Liaisons:

In furthering the mission of Highline Academy of a "diverse and equitable community" and "adults striving together" in pursuit of excellence, the role of staff Board Liaison has

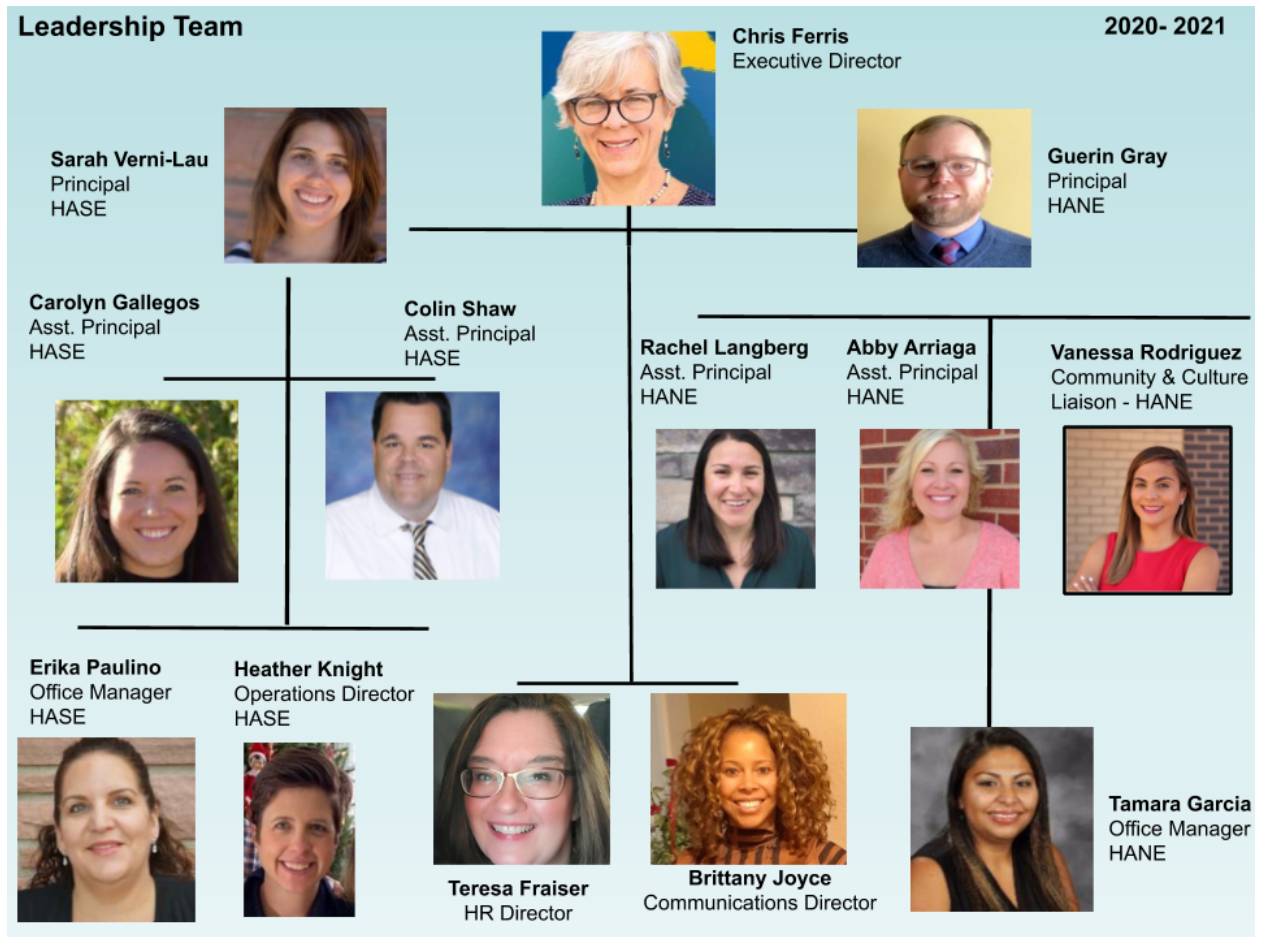
been established to represent the perspective of teachers and other staff to the board. Each campus' staff may select a Board Liaison to represent the unique perspective of their campus and may be paid a stipend for such duties as Highline's budget allows. Board Liaison duties will be carried out under the supervision of their campus Principal and the Executive Director. The term of the Board Liaison will coincide with the school year calendar.

Duties: The Board Liaison is responsible for attending all Highline Board meetings as an Ex Officio member to serve as the staff voice for the board. Board Liaisons are also expected to serve on a board committee. The Board Liaison is responsible for sharing information from the board meeting with the staff from their campus and bringing the staff perspective to the board. The board liaison is expected to uphold the board agreements and to speak "with one voice" on board decisions.

Appendix A: By-Laws

Add by-laws

Appendix B: Organizational Chart



Appendix C: Board Member Annual Affirmation of Service

Board Member Commitments and Affirmation of Service

I commit to:

- ☐ Highline Academy, its vision, its mission, and core values.
- ☐ Establishing and maintaining a collaborative relationship with our Executive Director and Principals.
- ☐ Focusing on high priority items and being solution-focused.
- ☐ Being transparent, direct, and respectful.
- ☐ Building positive relationships with my board colleagues and the broader Highline community.
- ☐ Learning and understanding Board of Director policies.
- ☐ Attending all Board and relevant committee meetings unless I give the respective chairperson notice of my need to be absent for a good cause.
- ☐ Prioritize Highline in my annual donations and support the major fundraising events as I am able.

Working Agreements

During Board Meetings:

- ☐ I will come to meetings prepared, having read the packet, and bringing my questions.
- ☐ I will participate by speaking up at meetings and listening to others with focus and care.
- ☐ I will acknowledge strengths and celebrate positives as well as ask critical questions.
- ☐ I will engage all stakeholders at the meeting (principals, teachers, parents) asking them relevant questions as needed.
- ☐ I will help keep agenda items to their posted time limits and keep comments and suggestions connected to the goals and outcomes of each agenda item.
- ☐ I will remember to keep our focus on preserving and protecting the Highline mission and vision with a big picture, long term lens, despite any personal ties I may have.

Outside of Board Meetings:

- ☐ I will wear my nametag at all school events I attend.
- ☐ I will tour each campus during the school day once each year.
- ☐ I will attend at least one campus event at each campus.

- ☐ I will always speak with one voice regarding decisions of the Board.
- ☐ I will respect the confidentiality appropriate to issues of a sensitive nature [i.e. Executive Sessions].
- ☐ I will use my resources and skills to support Highline Academy Charter Schools.

I have reviewed and intend to comply with our Highline Academy Board Member:

- ☐ Conflict of Interest Policy
- ☐ Email Retention Policy

Board Member Signature: _____ Date: _____

Board Member Name: _____

Board Member Acknowledgement of Conflict of Interest Policy

Please initial each section and sign at the bottom.

- ☐ It is the intent of this policy to protect public trust placed in the Board of Directors of Highline Academy. For the purpose of this policy, a "conflict of interest" is any matter in which a Board member has any direct or indirect personal or monetary interest that is definite and demonstrable. _____
- ☐ I understand that salary and other remuneration received from the school by ex-officio board members (teacher representatives) shall not be considered a conflict of interest for the purposes of this policy. Ex-officio members do not vote and shall not participate in discussions regarding any item that would impact their salary/benefits or other financial benefit. _____
- ☐ If I have a personal or private interest in a matter proposed or pending before the Board I shall promptly and fully disclose my conflict of interest to the Board prior to its acting on such contract or transaction. _____
- ☐ As a Board member, I understand that following a conflict disclosure, if myself and the other Board members agree that the interest represents a true conflict, the interested Board member shall not vote on, use his or her personal influence over, or be present during the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). _____
- ☐ I understand that the Board shall not approve any matter in which a Director has an interest unless it is fair to Highline Academy and a majority of the disinterested Directors approve the transaction. _____
- ☐ I will not use my position on the Board to influence programmatic priorities, employment or enrollment opportunities with Highline Academy for myself, family members, friends, or associates, with the exception of children of Board members in good standing receive priority enrollment through the DPS Choice process. _____
- ☐ I will not disclose or use confidential information acquired in the course of official duties to further personal financial interests. _____
- ☐ I will not accept any gift of substantial value or a substantial economic benefit equivalent to a gift, which would tend to improperly influence a reasonable person in this position. _____

I agree to the conflict of interest policy for the Highline Academy Board of Directors.

Board Member Signature: _____ Date: _____

Board Member Name: _____

Board Member Acknowledgement of Email Retention Policy

Purpose

The intention of the policy is to assist Highline Academy Board Members in determining which category of emails should be retained and the duration of the retention. The policy is designed to ensure compliance with federal and state laws and regulations, to eliminate accidental / innocent destruction of emails and to avoid the loss of important organizational data.

Classification

The information covered in these guidelines includes, but is not limited to, information that is either stored or shared via email and instant messaging technologies.

All Highline Academy Board Member email is categorized into three main classifications with retention guidelines:

Category	Definition	Retention Period
Transitory Correspondence	Transitory communication has no business value after the information contained in the message has been conveyed or superseded, or the event to which the message is related has occurred. Transitory communication does not establish policies, guidelines, or procedures; certify a transaction; become a receipt; nor perpetuate or formalize business activities of Highline Academy. Transitory communication is not necessary for statutory, legal, or fiscal purposes; has no historical value; would not be filed in a records management system; and should be destroyed after one week, or when obsolete because the communication has been superseded or the related event has transpired.	Keep 7 days or until superseded or event has expired.
General Correspondence	All information that relates the general operational decisions, policies and the regular business of the Highline Academy Board	1 school calendar year. For example, In July of 2018 Highline Academy Board Members should delete all emails from the

2016-17 school year
(August 16 – July 17)

Correspondence Involved Or Related To Litigation	If Highline Academy becomes the subject of a claim or lawsuit, Highline Academy Board Members should enact a "litigation hold" and pause regular email deletion practices for any email correspondence involved or related to the current or pending litigation	Pause regular email deletion practices and retain correspondence indefinitely
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Enforcement

Failure on the part of Highline Academy Board Members to follow this policy can result in possible civil and criminal sanctions against the Organization and its employees or contract staff and its respective Board Members. Please note that you should be very careful about sending sensitive organizational information by e-mail, always be courteous and write in a business tone. E-mails may be liable to disclosure under Colorado law and/or subject to litigation.

I have read, understand, and agree to the email retention policy for the Highline Academy Board of Directors.

Board Member Signature: _____ Date: _____
Board Member Name: _____

Appendix D: New Board Member Orientation Checklist

A well-organized board orientation program can ensure effective board and individual performance, smooth the transition of new members onto the board, and introduce new board members to their fiduciary responsibilities and to the culture and business of higher education.

Orientation Objectives

- To acquire the knowledge, understanding necessary to contribute effectively as Highline Board member within 3 months
- To ensure high engagement of new member; to continue high engagement of collective Board
- A shared responsibility amongst new member, existing Board Members, ED, Reach In Committee

Orientation Agenda

Topics	People Responsible	Check When Completed
1. Highline – Overview, History, Today - o History and Today ▪ How it began ▪ Successes, bumps, learnings. ▪ Growth, transitions ▪ Highlights - o Vision and Mission, Culture ▪ Core values ▪ REACH ▪ Internal commitments - o Academic, Personal, Civic excellence ▪ Overview of programs ▪ Annual planning ▪ SPF and data - o Organization, the People ▪ Leadership and organizational structure ▪ Staff supporting the board ▪ Changes/transitions - o How We Operate ▪ Southeast and Northeast campuses ▪ Big picture operations ▪ Fiscal management ▪ Resources	▪ Executive Director / Admin ▪ Board Chair / Vice Chair ▪ Reach In Committee Chair	☐

2. Board – Overview, History, Today - o Founding Board to Today ▪ Successes, bumps, learnings - o From Strategy to Committee Effectiveness ▪ Strategic planning retreat ▪ BOD meetings ▪ Roles/responsibilities – mission/vision, one voice, “hats” ▪ How we operate – with administration, as collective board, SE + NE - o Current strategies, milestones - o Training - Governance Policies, Charters, Board Manual ▪ BOD Policy Manual ▪ Articles of incorporation ▪ By-laws ▪ Charter applications (SE original and renewal, NE original)	▪ Board Chair / Vice Chair ▪ Executive Director ▪ Reach In Committee Chair □
3. Finance 1. General finance information 1. Charter school funding 2. Charter school requirements 1. Highline History - PPR, budgets, facilities 2. SE, NE 3. Current budget	▪ Executive Director ▪ Board Treasurer □
4. School Performance and Data 1. Data Overview 1. Glossary 2. Data 1. REACH Up Committee and SAC – responsibilities and how they fit 1. History of statute/district waivers	Executive Director REACH Up Committee Chair □

5. General Overview - Education system and Charter Schools

- o National, State, Local - Denver Public Schools

1. Charter School Overview – history and current, funding
2. Local current challenges
3. Future opportunities

CLCS Representative
Executive Director
Board Chair / Vice
Chair
Reach In Committee



Note: Each new Board Member should be paired with a Board Buddy (a more seasoned Board Member) to help in overall onboarding success.

Appendix E: Annual Board Calendar

Board Development Annual Planning Calendar 2019-2020

Meeting	School Events	Board topics	Committee Goals
JUNE/JULY	7/22 - New teacher Institute starts	Board trainings w/ CO League regarding roles & responsibilities + social	All committees meet to set goals & plans for year before 8/19 Board meeting
7/19 Board Training	7/29 -Summer Institute starts		
	Board welcome back to staff meal (lunch or breakfast - Date is TBD)		
AUGUST	8/12- Back to school social both campuses	School Goals for year, ED goals	Up: Look at initial CMAS data, look at DPS Governance rubric & set up calendar for data reports for year
Board meeting 8/19 6:15pm @HANE	8/14 - First day of school	Current enrollment & staffing	Out: Plan for strategic outreach, support welcome back events, approve development plan for year
	8/29 - Back to School Night	Information on CMAS	In: Identify needed areas for Board training, ensure Board attestations and commitments are reviewed & signed by all Board members, review needed policy/bylaw changes
		Board Attestations	Finance: Oversight of budget; review initial enrollment reports
		Board contribution to Craft Fair	
		Board asks for Oct class size report	

SEPTEMBER	9/2- No school Labor Day	Strategic planning work	<u>Up:</u> Analyze and prepare report on CMAS data
Board meeting 9/23 6:15pm @TBD	9/11- HASE Family night Bingo 9/16-9/20 - HASE Bookfair 9/17 - HA DEI Parent group mtg 9/19 & 9/20 - Student conferences 9/24 - HASE Parent Ed Night		<u>Out:</u> Launch strategic outreach, plan CO Gives Campaign, support HANE Craft Fair <u>In:</u> Develop plan for Board self-evaluation, set up eval plan & goals with ED, plan for next Board training <u>Finance:</u> Review HASE plans/proposals for building addition
Meeting OCTOBER	School Events 10/12- HASE Fall Festival	Board topics Review SPF for both schools,	Committee Goals <u>Up:</u> Analyze and prepare report on SPF for both campuses, review initial internal data for both campuses
Board Meeting 10/14 6:15pm @HASE	10/15 - HA DEI Parent group mtg 10/18 to 10/22 - Fall break 10/18 & 10/22 - PD for staff HANE Craft Fair: 10/26 from 10am-2pm	Review Schools performance on state assessments Revise school/ED goals if needed Oct count report Board Policy review Board CO Gives contributions Class size report	<u>Out:</u> Report on strategic outreach to date, start reviewing trends, CO Gives Plan <u>In:</u> Prepare Governance Docs and set up interviews for charter renewal if needed <u>Finance:</u> October Count report, HASE building project?

NOVEMBER	11/19 - HA DEI Parent group mtg	HASE school tour: Friday am instead of regular mtg	<u>Up:</u> Look at internal data trends and plan for December Board update <u>Out:</u> Prepare feedback back to the Board on strategic plan to date, launch CO Gives campaign, report on Craft Fair <u>In:</u> Policy follow up? Begin to collect data for ED eval, plan training <u>Finance:</u> Begin looking at budget revisions for Jan. Building project?
Board School Tour 11/8 8-9am @HASE	11/19 - HASE Parent Ed Literacy night 11/26-11/29: Thanksgiving Break		
DECEMBER	12/10 & 12/12 HANE Winter Concerts	Review Audit	<u>Up:</u> Share out internal data with Board based on goals <u>Out:</u> CO Gives, follow up on Strategic planning work, plan retreat, discuss HASE Auction <u>In:</u> Prepare ED eval for Jan, plan training, prep initial Board nomination process <u>Finance:</u> Prep mid-year budget revise
Board School Tour 12/6 8-9am @HANE	12/17 - HA DEI Parent group mtg 12/23-1/6: Winter Break 1/6 - PD for staff	HANE school tour: Friday am instead of regular mtg	
JANUARY	1/6 PD - No school	Mid-year ED evaluation	<u>Up:</u> Share out internal data with Board based on goals
Board meeting 1/27 6:15pm @HASE	1/14 - HASE Parent Ed night 1/20 - MLK Day 1/21 - HA DEI Parent group mtg	Board policy vote on changes as reviewed in Oct Budget revision Board contribution to Auction Board discusses budget priorities for the year	<u>Out:</u> Follow up on Strategic planning work, plan retreat, discuss HASE Auction, follow up report on CO Gives <u>In:</u> Prepare ED eval for Jan, plan training, prep initial Board nomination process

			<u>Finance:</u> Prep mid-year budget revise, review proposed teacher salary scale
Meeting	School Events	Board topics	Committee Goals
FEBRUARY		Strategic Planning work	<u>Up:</u> Review internal data with Board based on goals
Board	2/8 - HASE Cultural Fair		<u>Out:</u> Follow up on Strategic planning work, plan Board fundraising event, HASE Auction
Training/retreat	2/17 - Presidents' Day		<u>In:</u> Prep Board evaluation, begin to vet nominations
TBD	PD - No school 2/24		<u>Finance:</u> Budget to actuals, Prep 2021 budget
	2/26 - HASE Family Night Bingo		
MARCH	3/14 - HASE Auction	Approve UIP	<u>Up:</u> Share out internal data with Board based on goals, share out UIPs
Board Meeting		Approve 20-21 Budget	<u>Out:</u> Follow up on Strategic planning work, follow up report HASE Auction, Board contribution to teacher appreciation
3/23 6:15pm @HANE	3/17 - HA DEI Parent group mtg	Decisions on Board contribution to teacher appreciation	<u>In:</u> Plan training, prep initial Board nomination process, discuss Board officers
	3/24 - HASE Parent Ed night		<u>Finance:</u> Present 2021 Budget for approval
	3/30 - Spring break starts		
APRIL	4/6 - Spring Break ends; PD days for teachers	Review enrollment after first round of choice and hiring update	<u>Up:</u> Share out internal data with Board based on goals
Board Meeting	4/22 - HANE Culture Night		<u>Out:</u> Follow up on Strategic planning work, Board fundraising event
4/20 6:15pm @HASE	4/30 - Student conferences	Candidates for Board officers announced	<u>In:</u> Nominate New board members, Board evaluation, collect info for EOY ED eval

			<u>Finance</u> : Budget to actuals report
MAY	5/1 - Student Conferences	Nominate and vote on new Board members	<u>Up</u> : Prepare end of year overview for June mtg. Goals for next year
Training/retreat	5/4-5/8: Teacher Appreciation Week		<u>Out</u> : Prep end of year overview for June mtg, goals for next year
Maybe campus tours after Board's teacher appreciation breakfast?	5/6 - HASE Health & Wellness Day		<u>In</u> : Finalize Board officers, summer planning for Board training, goals for next year, prep end of year eval for ED
	5/11-5/13: HASE Bookfair		<u>Finance</u> : Prepare budget revise for June
	5/18-5/22: Spirit Week @ both campuses		
	5/19 - HA DEI Parent group mtg		
	5/21- HASE 8 th Grade culmination		
	5/25 - Memorial Day		
	5/26? - HANE 5 th Grade culmination		
	5/28 - Last Day of School		
Meeting	School Events	Board topics	Committee Goals
JUNE	Board reviews collected self-assessment data and discusses	Vote on new Board officers	<u>Up</u> : Present end of year overview
EOY Board Meeting 6/8 6:15pm @HANE		End of year review of academic success, school highlights	<u>Out</u> : Present end of year overview
		Development overview	<u>In</u> : Present end of year eval for ED, draft Board calendar for 20-21, new nominations, vote on officers, plans for

HR overview
Enrollment for
20-21
ED performance
evaluation
Board self-
evaluation
Vote on Board
Calendar for 20-
21

summer retreat/training,
Board self- eval
Finance: Budget revisions
for 19-20 and/or 20-21

JULY

No meeting

Consider a Board
training or retreat
in July

Appendix F.1: Finance Committee Job Descriptions

The Finance Committee shall be responsible for oversight of the fiscal matters of Highline Academic Charter Schools. The Finance Committee is commissioned by and responsible to the Board of Directors. It has responsibility for working with the school leaders to create the upcoming fiscal year budget; presenting budget recommendations to the Board; monitoring implementation of the approved budget on a regular basis and recommending proposed budget revisions; recommending to the Board an auditor to perform an annual third-party financial audit; oversight of the annual audit; and recommending to the Board appropriate policies for the management of the school school's assets.

Appointments and Composition

- The members of the Finance Committee shall be the Treasurer of the Board who shall serve as chair, the Executive Director and any other board members appointed by the Board President with the advice and consent of the Board in accordance with the bylaws.
- The Executive Director and contracted business services provider representative shall be members of the Finance Committee.
- Additional committee members may be appointed and need not be members of the Board of Directors.

Responsibilities

- ☐ Review and gain an understanding of the assumptions and calculations of each proposed annual budget or budget amendment for the charter school presented by the Executive Director, revising as necessary to ensure consistency with board policies.
- ☐ In collaboration with the Executive Director, develop and annually revise a five-year financial forecast and long-range financial plans based on the forecast.
- ☐ Arrange for an annual audit to be provided to the Board of Directors.
- ☐ Provide oversight of the procurement process.
- ☐ Review monthly financial statements and variances from budget, and recommend action to the Board, as appropriate.
- ☐ Review and revise the Board-approved Financial Policies and Procedures on a regular schedule.
- ☐ Create specific measurable board-level goals for the year as part of the full board planning process.
- ☐ Develop and implement a board-level training program to ensure that all board members (especially those without a financial background) have a reasonable grasp of school finance, budget documents, and regular financial statements

reported to the board so board members can be effective stewards of the school's financial resources.

- ☐ Report to the Board of Directors at regular meetings of the board in a manner determined by the Board.
- ☐ Annually evaluate its work as a committee and the objectives it has committed itself to and report on same to the Board of Directors.

Appendix F.2: REACH Up Committee Job Description (Performance Committee)

The REACH Up Committee is commissioned by and responsible to the Highline Academy Charter Schools Board of Directors. This committee leads the Board's efforts to provide oversight of school performance ensure the effectiveness of the academic, civic, and personal excellence programs that are central to Highline's mission. The REACH Up Committee assumes primary responsibility for working with the school leader to define academic excellence, ensuring that all board members know the charter promises that were made to the community and the authorizer, and devising clear and consistent measures to monitor these goals. The REACH Up Committee will also ensure compliance with C.R.S. § 22-11-401 and 402 by ensuring each campus maintains an appropriately-structured School Accountability Committee (SAC) to make recommendations to the board, via the REACH Up Committee, regarding allocation of resources, creation of academic goals, progress made towards academic goals, and school improvement strategies. This committee, in conjunction with each SAC, uses a Board dashboard and the Unified Improvement Plan (UIP) to gather and analyze performance data from each campus, with a particular focus on identifying performance and opportunity gaps and developing annual goals and targets to drive continuous school improvement.

Appointments and Composition

Members of this committee do not need to have an academic background, although the chair should have expertise in academic data. The best performance committee members are those who are very analytical, are great at digesting data, and ask good questions. Appointments of the chair and members of the REACH Up Committee shall be made annually by the Board president with the advice and consent of the Board and the Executive Director, and in accordance with the bylaws. The composition of the REACH Up Committee must include, but is not limited to, the following:

- At least one Board Member
- The Executive Director or his/her designee
- School Principal(s) from each campus
- Staff Board Liaison(s) from each campus

In compliance with C.R.S. § 22-11-401 and 402, this committee must ensure that each School Accountability Committee membership is appointed and approved annually by the Board president with the advice of the REACH Up Committee and consent of the Board and Executive Director, and must include, but is not limited to, the following:

The chair of this committee shall be a member of the Board of Directors.

- School Principal(s) for that campus
- At least one teacher representative (typically a staff Board Liaison for that campus).

- At least three parents or guardians of students at either school.
- At least one community member.

Responsibilities

The REACH Up Committee has a governance function, not a management function. However, the Executive Director or his/her designees have a great deal of input into the work and composition of this committee. The committee's main role is assuring performance excellence is defined, monitoring and reporting to the board on the activities of each SAC, ensuring the board approves annual goals to attain continuous improvement toward performance excellence, and reporting on the school's progress in attaining these goals.

- ☐ Define and continue to refine what academic, personal, and civic excellence mean for Highline Academy Charter Schools.
- ☐ Ensure that all board members understand the key charter promises made to the community and the authorizer.
- ☐ Arrange for board training related to academic oversight and performance measurement, as needed.
- ☐ This committee should meet monthly, except during months that the SACs are scheduled to meet, in which case Board members on this committee, the Executive Director, and Campus Principals should instead attend the SAC meetings.
- ☐ Work with school leadership to devise clear and consistent ways to measure progress towards stated goals.
- ☐ Work with the SAC to utilize the state's Unified Improvement Planning (UIP) process and UIP tools as a framework for collecting and analyzing performance data, prioritizing performance challenges, and identifying goals, targets, and strategies for continuous improvement toward performance objectives and expectations.
- ☐ Work with school leadership to share with the Board annual successes, barriers to reaching academic excellence, and strategies to overcome these barriers. Report to the board regularly, especially on new data is available that identifies progress made towards performance goals and on the activities and recommendations of each SAC. Include, when needed, recommendations on allocation of resources or school improvement strategies
- ☐ Provide input in the annual budget process, as well as any significant financial decisions, to ensure allocation of resources aligns with the school's mission, vision, and annual goals.
- ☐ Work with school leadership and each SAC to set annual performance goals that will be presented to and approved by the full board. These should be specific

measurable board-level goals for academic and performance oversight as part of the full board annual planning process.

- ☐ Ensure that each SAC conducts an annual satisfaction survey to parents/guardians, students, and staff. Work with each SAC to analyze results and report findings to the Board.
- ☐ Provide support and input on academic issues as requested by school administration.
- ☐ Annually evaluate its work as a committee and the objectives it has committed itself to and report to the Board of Directors.

Appendix F.3: REACH Out Committee Job Description (Outreach and Development Committee)

The REACH Out Committee is commissioned by and responsible to the Board of Directors to assume the primary responsibility for identifying and recommending strategic outreach and fundraising goals and strategies. This committee leads the Board's effort to become a known charter brand throughout Denver for serving a diverse and inclusive student body in a program that creates academic, personal, and civic excellence for all students. This committee addresses communications, marketing, and development. It works on marketing and outreach plans, fundraising, and helping Highline tell its story to a larger community. This committee also regularly reviews communications and marketing strategies employed by the school to ensure they are reflective and inclusive of Highline's diverse student population and engage a broad spectrum of parents and the broader communities served by each campus.

Appointments and Composition

Members of this committee do not need to have a marketing or fundraising background. The chair of this committee shall be a member of the Board of Directors. Additional committee members may be appointed and need not be a member of the Board of Directors. Members include:

- The Executive Director
- The school's Director of Communications.
- A staff Board Liaison from each school
- A PWP representative from each school

Responsibilities

- ☐ Lead outreach campaigns to all stakeholders for any important Board planning or decisions
- ☐ Review and monitor marketing strategies and school communications to ensure effective engagement of a broad spectrum of parents and the broader community.
- ☐ Monitor student demographics to ensure the school continues to serve a diverse and inclusive student body that reflects the communities that Highline serves.
- ☐ Develop and regularly review communications and marketing policies and protocols.
- ☐ Develop an annual fundraising strategy based on the school's current needs. Identify marketing or outreach needs to support the fundraising strategy.
- ☐ Provide monthly reports to the Board of Directors on committee activities, funding received, and pending requests.
- ☐ Lead Board fundraising efforts as part of overall annual fundraising plan

- ☐ Support with donor communication, planning, requests, and thank you's
- ☐ Annually evaluate effectiveness of committee and objectives it has committed to.

Appendix F.4: REACH In Committee Job Description (Governance Committee)

The REACH In Committee is commissioned by and responsible to the Highline Academy Charter Schools Board of Directors to assume the primary responsibility for matters pertaining to Board of Directors recruitment, nominations, orientation, training, and monitoring and evaluation of the Executive Director in accordance with the school's bylaws, as well as established policies and practices approved by the Board of Directors.

Appointments and Composition

Appointments of the chair and members of the REACH In committee shall be made annually by the President of the Board with the advice and consent of the Board in accordance with the Bylaws.

- The chair of this committee shall be a Board member
- The Board president will be a member of this committee.
- Additional committee members may be appointed and need not be members of the Board of Directors.

Responsibilities

- ☐ Analyze the skills and experience needed on the Board.
- ☐ Work with Board Chair and Executive Director on a succession plan for board officers.
- ☐ Recruit members to serve as members of the Board and develop a slate of candidates for consideration by the board at the annual meeting in accordance with selection/election procedures outlined in the bylaws.
- ☐ Develop and review annually the procedures for Board recruitment and develop a short and long-term strategy based on Board needs.
- ☐ Develop and maintain an orientation and training plan for new Board members.
- ☐ Lead the planning of an annual Board retreat and other deeper strategy sessions, as needed.
- ☐ Review and revise the Board Policies Bylaws, and other relevant information on a regular schedule.
- ☐ Identify, develop, and conduct board education, as needed.
- ☐ Lead the monitoring and annual evaluation of the Executive Officer, consistent with policy 6.11.
- ☐ Regularly evaluate the effectiveness of board meetings and make recommendations for improvement to the Board President and the full board, as needed.
- ☐ Annually coordinate an evaluation of the full board and individual directors.

- ☐ Report to the Board at regular meetings of the Board in a manner determined by the Board.
- ☐ Annually evaluate its work as a committee and the objectives it has committed itself to and report on same to the Board

Appendix G: Open Meetings Law and Open Records Law

Open Meetings Law

A charter school is a “local public body” and therefore needs to comply with the Colorado Open Meetings Law (C.R.S. 24-6-401 et. seq.). This law is about transparency in operations and governance of public entities. 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.”¹

The rule simply means that any time three or more² 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.

Key issues for charter school boards related to Open Meetings Law are as follows:

“Meeting” Defined

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.”

Notice

The Open Meetings Law states 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 for posting notice of meetings must be adopted annually by the school’s board in its first meeting in August. Meeting notice must include the agenda for the meeting, where possible.

Methods of notice recommended and typically used by charter school boards:

- Notice at each school’s main entrance
- Email notice in regular school communication, such as newsletters
- Notice posted on the school’s website

Open Meetings versus Noticed Meetings

There is often confusion in the charter school community about whether boards must provide notice of all meetings. This 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 noted previously, 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 formal action of the board is taken (e.g., adoption of a policy or other motion); or
- A majority (or quorum if less than a majority) of the board is present or is expected to be present.

Thus, the meeting of three³ board members in the lunchroom is 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. If, however, the charter school has seven board members and four members meet to discuss school business, that meeting must be noticed.

Similarly, if a number of board members attend a school event (an open house, basketball game, etc.) and the board does not intend to discuss formal board action, the gathering is not subject to Open Meetings Law and advance notice is not necessary. However, the board members should not discuss board business at the event.

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. Once adopted, the minutes should be made publicly available, typically on the school’s website.

Sunshine List

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

Executive Director Appointment

The Open Meetings Law includes a provision that dictates how boards should publicly share information about hiring a head of school. Specifically, Highline board’s search committee must establish job search goals, a draft job description, deadlines for applications, requirements for applicants, selection procedures, and the time frame for hiring the Executive Director. The law also requires the school board to make public the list of finalists for the position no later than 14 days prior to hiring one of the finalists to fill the position. An offer of employment cannot be made prior to this public notice.

Executive Session Guidelines

The statute provides that a charter school board may call an executive session to discuss certain matters. 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.

Executive Session Purposes:

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:

- C.R.S. § 24-6-402(4)(a): Discussions regarding buying or selling property;
- C.R.S. § 24-6-402(4)(b): Conferences with an attorney to receive legal advice;
- C.R.S. § 24-6-402(4)(c): Matters required to be kept confidential by state or federal law (e.g., student academic records);
- C.R.S. § 24-6-402(4)(d): Security arrangements or investigations;
- C.R.S. § 24-6-402(4)(e): Determining contract negotiation strategies;
- C.R.S. § 24-6-402(4)(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.);
- C.R.S. § 24-6-402(4)(g): Consideration of documents protected from disclosure under the Open Records Act (for more on this see the discussion of that act below);
or
- C.R.S. § 24-6-402(4)(h): Discussion of individual students where public discussion would adversely affect the student involved.

Executive Session Process:

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.

No Formal Action:

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.

Minutes:

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 include the actual discussions that occurred in the executive session. A few other important notes about executive session are as follows:

- **Record of Discussion:** The discussions that occur in executive sessions must be electronically recorded. At the start of the recorded executive session, the statutory provision allowing for executive session should be cited so it is recorded. The recorded executive session should be maintained by the board for at least 90 days. It may be discarded after 90 days have lapsed. The recording is not available to the public unless the release of the recording is ordered by a court.
- Second, a recording may not be needed for a board's consultation with an attorney. In this case, the recording should include a statement from the attorney acknowledging that a part of the discussion was not recorded because it constituted an attorney/client privileged conversation.
- **Exception for Discussions of Individual Students:** 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 example, a disciplinary situation, etc.) no recording of the session need be taken.
- **Exception for Consultation with an Attorney:** The statute also provides an exception to the executive session recording for consultations with attorneys. In this case, the recording should include a statement from the attorney acknowledging that a part of the discussion was not recorded because it constituted an attorney/client privileged conversation, and the attorney must also sign a statement attached to the minutes of the regular meeting that the portion of the executive session for which a recording was not kept constituted a privileged attorney-client communication. In addition, the chair of the meeting must sign a statement in the minutes affirming that the portion of the meeting that was not recorded was confined to a subject for which it is proper to hold an executive session under the statute.
- **Executive Session Recordings Not Subject to Open Records:** The recording 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 recording by a court. The charter school is required to keep the recording of an executive session for at least 90 days, after which it may discard the recording.

Open Records Law

Like the Open Meetings Law, the Open Records Act⁴ declares as its general purpose that all public records shall be open for inspection by the public. 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.

"Record" Defined

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 open records law and copies of any communications may be requested by any member of the public who wishes to see them.

Charging for Copies⁵

The charter school may charge up to twenty-five cents (\$0.25) per standard page for copies. It may charge actual costs for non-standard pages. It may also charge up to \$30.00 per hour (after the first hour, which is free) designed to offset its staff-time research and retrieval costs for responding to the request.

The statute requires the copy and research and retrieval fees to be published on the custodian’s website or otherwise published written policy prior to the request. In other words, if the fee schedule is not published prior to the request, no fee may be charged. The statute allows the school to require fees to be paid prior to producing the records.

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 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 event can extenuating circumstances apply to a request for a single, specifically identified document.

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.⁶ 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:

- Producing the record would violate state or federal law (i.e., individual student academic records);
- Test questions, scoring keys, and other examination data;
- Real estate appraisals relating to property acquisitions until title has passed;
- Medical, mental health, sociological and scholastic achievement data on individual persons;
- 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);

- Letters of reference;
 - Privileged information (e.g. attorney-client communications);
 - Addresses and telephone numbers of students (such information may not be provided in, for example, a school directory unless specific authorization is obtained); and
 - Records of sexual harassment complaints.
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1 C.R.S. § 24-6-402(2)(b)

2 In the unlikely event that two members constitutes a quorum of the board, then the number would be two instead of three.

3 Assuming a quorum of the charter school's board is more than three.

4 C.R.S. § 24-72-201 et seq.

5 C.R.S. §24-72-205 et seq.

6 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.

Appendix H: Financial Policies and Procedures