

Laura Jeffrey Academy Board Policies

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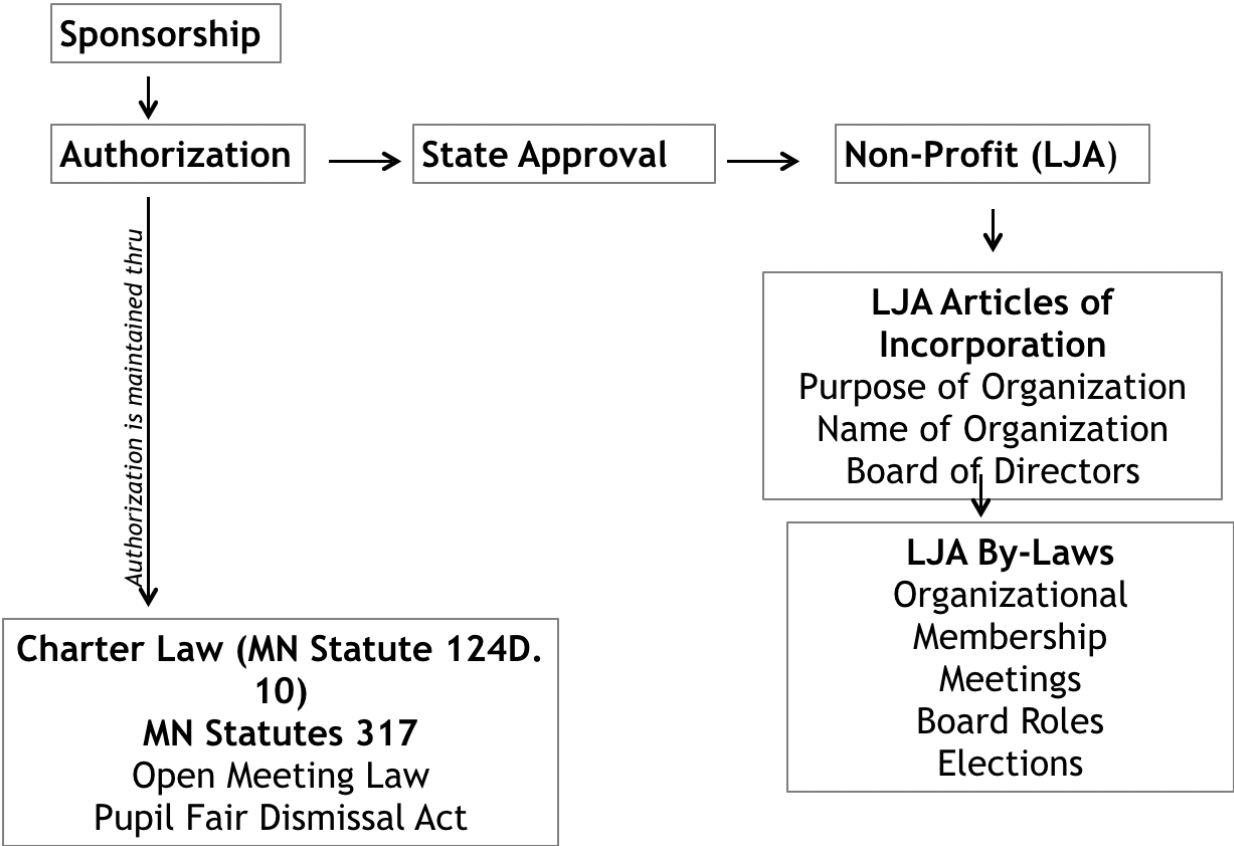
ENDS, RESULTS & IDENTIFICATION POLICIES 100 SERIES

100: Independent Charter school district, Org. Chart, Authorizer

Laura Jeffrey Academy
School District: 4164 .007
Authorizer: Osprey Wilds Environmental Learning Center (OW)

Charter Authorization and Board Governance

The purpose of this diagram is to illustrate the inheritance of authority to operate. This authority begins with the MN Charter Law, which allows OW to authorize charter schools. Laura Jeffrey Academy is authorized to operate as a MN charter school by OW. The Board of LJA is accountable to ensuring LJA fulfills its mission consistent with charter school, non-profit, and OW objectives.



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101: Promise, Principles, & Mission

Promise:

Laura Jeffrey Academy will provide an environment where students are free to learn, to explore their potential, to discover their brilliance and develop their intellect.

Principles:

- **Searching for Truths.** We build communities of inquiry capable of supporting free and open conversation on the most important issues.
- **Building Empathy.** We recognize that it is difficult to always have consistency between what we value and how we practice those values. When we practice empathy, we understand another's difficulty and we help each other build the skills to be more consistent in practicing our values.
- **Developing Generosity of Spirit.** We assume that each of us tries to do what we believe is right and just, and we ask each other how we see things that lead us to act as we do.
- **Becoming Competent.** We help each other become increasingly able to bring about the results we each desire. We believe that effort creates competence and competence helps build confidence.
- **Practicing Mutual Responsibility and Individual Accountability.** We work together to solve problems and are accountable for our own choices and our impact on the community as a whole.
- **Acknowledging Paradox and Dilemma.** We make progress at LJA by opening our minds to complexity while continuing to take action in response to the paradox or dilemma.
- **Recognizing Strength in Vulnerability.** We value help from others in seeing our shortcomings and potential as we continue to evolve and grow.

Mission: Empowering STEM scholars to be creators, thinkers, and problem solvers with an inclusive girl-focused education.

102: Annual Learning Results

Annual Learning Program Results & Indicators

Laura Jeffrey Academy will maintain overall curriculum goals and measures in accordance with our charter from the Authorizer/OW.

103: Annual Financial Results

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- I. Financials:
 - a. Prepared by accredited external finance provider and the Finance Committee
 - b. Review monthly by the Board.
- II. Financial Audit:
 - a. Prepared by accredited external audit firm
 - b. Due date: December 31st
- III. Financial Objectives:
 - a. Laura Jeffrey Academy should maintain an overall positive operating budget (inclusive of Line of Credit use to offset revenue timing).
 - b. Laura Jeffrey Academy will work to maintain a fund balance in accordance with the Fund Balance Policy later in this document.

BOARD OPERATIONS POLICIES

In all cases, the content contained herein shall be subordinate to the Bylaws of Laura Jeffrey Academy.

200: Board Commitment, Roles, and Responsibilities

Fiduciary Responsibilities: The purpose of the board, on behalf of the public, is to fulfill the following fiduciary responsibilities by remaining committed to its mission, pillars, and charter to ensure achievement of long-term and annual results:

- **Duty of Care:** Carry out responsibilities by staying informed about the organization's purposes and acting to ensure that both board and management decisions are made in good faith and with the intent to further the organization's results.
- **Duty of Loyalty:** Act in good faith in a manner reasonably believed to be in accordance with the best interests of the organization.
- **Duty of Obedience:** Board members are educated regarding the governmental filings that are required, and understand what mechanisms are in place each year to ensure that these are timely and accurately filed

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

- I. Ensure a fiscally sound and stable organization.
 1. Meet budgeted fundraising and donation goals;
- II. Ensure that the school is fulfilling the public need for which it was chartered:
 1. Signing and maintaining charter;

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2. Meeting legal, moral and ethical obligations for the health vitality effectiveness of the organization;
 3. Ensuring diversity goals for the school community as a whole are established by Leadership Team (as referenced in the school charter);
 4. Ensure a diverse board membership with a strategic plan for recruiting diverse skill sets
- III. Hire, monitor & evaluate the Leadership Team to ensure successful school performance including long-term outcomes, annual results, Leadership Team limitations policies and director job description.
- IV. Write & monitor governing policies that address the broadest levels of all school decisions and situations through five types of policies.
1. Long-Term Outcomes & Annual Results: Short and long-term academic and non-academic outcomes.
 2. Internal Board Operations: Specification of how the board conceives, carries out, and monitors its own task.
 3. Board-Leadership Team Relationship: How decision-making authority is delegated and its proper use monitored.
 4. Leadership Team Limitations: Constraints on Leadership Team authority within which all Leadership Team activity and decisions must take place.
 5. Strategic Planning: Develop and regularly evaluate long-range strategic plan for the school.

201: Board's Governing Approach

The Board will ensure a climate that welcomes differing opinions and practices the Principles of LJA. It will be a safe and supportive environment that focuses on the work. The Board will govern with an emphasis on the following:

- I. Strategic leadership more than administrative detail: The board, not the staff, is responsible for excellence in governing. The board will inspire, guide, and monitor the school through broad written policies. The board will be the initiator of policy, not merely a reactor to staff initiatives. The board's major policy focus will be on intended long-term impacts. The board decides strategic issues: mission, vision, values, and all policy matters related to the school, including budgeting, curriculum planning, personnel, and operations. The board does not focus on day-to-day operations of the school.
- II. Collective rather than individual decisions: The board will not use the expertise of individual members to substitute for the judgment of the board, although the expertise of individual members should enhance the understanding of the board as a body. The board will allow no officer, individual or committee of the board to hinder or be an excuse for not fulfilling group obligations.

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- III. Attention to accountability, development and assessment: Accountability will apply to matters such as attendance, meeting pre-work, policy-making principles, respect of roles and diverse perspectives, and ensuring the continuance of governance capability. Board development will include orientation of new board members.

202: Board Structure

- I. **Structure of the Board**: The Board of Laura Jeffrey Academy will have at least 5 and no more than 11 members. The Board shall include at least one licensed teacher currently employed by the school, at least one parent or legal guardian of a currently enrolled scholar, and otherwise comply with the requirements of Minn. Stat. § 124E.07.
- II. **Term**: Board Members will serve a term of 3 years.
- III. **Elections**: Board of Director elections shall be held during the school year when a position on the Board is vacated by an outgoing member or if the Board determines that additional Board Members should be added.
- a. Eligible voters for the elections include:
 - i. Licensed teachers employed by the school;
 - ii. Parents and legal guardians of currently enrolled scholars;
 - iii. Current and outgoing members of the Board of Directors;
 - iv. School staff members.
 - b. The Board shall announce the election date at least 30 days before the election pursuant to Minn. Stat. § 124D, and provide the following to eligible voters:
 - i. Candidate information;
 - ii. Directions on how to cast votes.
- IV. **Conflicts of Interest**: The Board shall develop, enact, and implement a Conflict of Interest Policy. The Policy shall be in writing, signed, and consistent with Minn. Stat. §124E.
- V. **Board Evaluation**: The Board shall develop, enact, and implement an evaluation plan to evaluate its own performance. The Board evaluation shall be an ongoing and annual basis.

203: Board Members' Code of Conduct and Responsibilities

Code of Conduct: The Board commits itself and its members to ethical, businesslike, and lawful conduct. Accordingly,

- I. Board Members must function with loyalty to the owners and students, un-conflicted by loyalties to staff, other organizations, and any personal interest as a consumer. Board Members will discuss any conflicts and sign a conflict of interest statement annually.

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- II. Board Member interaction with the Leadership Team or staff recognizes the lack of authority vested in Board Members as individuals, except when explicitly Board authorized.
- III. Board Members' interaction with public, press or other entities recognizes the same limitation and the inability of any board member to speak for the Board except to repeat explicitly stated Board decisions. Board Members will refer members of the press to the Board Chair(s).
- IV. The Board will discuss whether the Leadership Team has achieved a reasonable interpretation of board policy during board deliberation. Individual Board Members will not express judgments of performance of the Leadership Team or other employees outside formal Board meeting.

Responsibilities: Board Members are expected to fulfill the following responsibilities, which are expected to take 5-8 hours per month:

- I. **Attendance and Preparedness:** Board Members are expected to attend monthly board meetings. Board Members will notify the Board Chair(s) prior to a meeting in case of absence.
 - a. Prior to meetings, Board Members are required to complete any pre-work, review board packets, meeting agenda, and financials.
- II. **Training:** Board Members are required to attend initial and ongoing training on the Board's roles and responsibilities, policies and practices, and financial management
 - a. Board Members begin the initial training within six months of seating on the Board and complete the training within twelve months of seating on the Board. If not completed, board member is automatically removed from the board
 - b. Board Members must complete ongoing training at least once a year, based on Board-determined needs. Ongoing training will be reported in school's annual report
 - c. The Governance Committee maintains a roster of board members and a log of board training with attendance. Individual board members are accountable to reporting their training to the Governance Committee.
- III. **Representation:** There should be Board representation at every school event so Board Members are expected to attend events. Board Members should also observe in teaching and learning taking place in the classrooms.
- IV. **Recruitment:** Recruiting new Board members is a role shared among current Board members, but new member ratification requires a Board vote with quorum.

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V. Committee Participation: Board members will actively serve on a committee of the Board.

VI. Board Giving: Community Board Members will commit to a financial gift of any amount to the school on an annual basis.

204: Structure of Board Meetings

IV. The Board Meetings shall be led by the Chair/Co-Chairs and shall follow Roberts Rules of Order.

V. Structure: A meeting agenda template will be followed to ensure that the essential topics for the school are covered.

a. The Board will attend agenda items as thoroughly as possible, with respect for the time-limits as set forth in the Meeting agenda.

b. It is recommended that the Board read the mission of the school before each Board Meeting.

c. In support of a clear and transparent community, there will be set time for public comments at the beginning of each Board Meeting. These policies are in place to protect the confidentiality of the students and staff of LJA, and to provide time for board members to deliberate.

i. The role of the board members is to listen and take note of comments.

Board Chair will state what follow-up action will happen in response to comments. Individual Board members will not respond to comments or ask questions during the public comment portion of the meeting.

ii. The public comment period policy will be read before the beginning of a public comment period.

iii. The public comment period should not last longer than 30 minutes.

Individuals may not exceed three minutes. Accommodations will be granted when requested are submitted to the board chair 48 hours in advance.

iv. Public comments may be addressed to the board chair in writing via email and will be read out loud during the public comment period.

v. There will not be discussion or debate on the topic raised by the public comment during the public comment period.

vi. If personnel, students, or other individuals are named during the comments the speaker's time will come to an end.

vii. Public comments will be addressed by the board or Leadership Team according to LJA policy.

viii. While there will not be debate or response during public comments, the issues and topics raised may be addressed in subsequent Board meeting agendas.

ix. Public comments, including written public comments will be recorded as part of the meeting minutes.

VI. Voting: A quorum of the Board needs to be present at the meeting before a vote can be

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taken on Board action.

- a. Abstaining from a vote is a yes vote.
- b. No Board Member should be asked to vote on things that they have not been educated about by other Board Members.

VII. Open Meetings: Board Meetings shall be conducted in compliance with the Open Meetings Law, Minn. Stat. § 13.D. This includes, but is not limited to the following requirements:

- a. A schedule of regular Board Meetings shall be posted so the public is aware of the schedule.
- b. Meetings may only be closed as allowed by Minn. Stat. §13.D.
 - i. If a meeting is closed, the reason for the closure should be included in the minutes of the Meeting.

205: Named Board Roles

I. Board Chair: Ensures that the board acts in accordance with its own policies and those legitimately imposed upon it from outside the organization.

- A. The Board Chair collaborates with the Leadership Team to prepare the agenda for Board Meetings. The Board Chair will send a packet to Board Members via email prior to each Board Meeting with materials for Board Members to review.
- B. The Board Chair will ensure that the meeting discussion content will be on those issues which, according to board policy, clearly belong to the board to decide or to monitor.
- C. The Board Chair is empowered to chair Board Meetings with all the commonly accepted power of that position. The Chair needs to be proficient in knowing and understanding the rules of order or consensus process so that they have the capacity to effectively preside over or facilitate Board Meetings.
- D. The Board Chair has no authority to make decisions about policies created by the Board within results and policies limiting operations areas. Therefore, the Board Chair has no authority to supervise or direct the Leadership Team.
- E. The Board Chair, or appointee, shall be the official spokesperson for the board regarding matters dealing with the press or other entities. The Board Chair is accountable for official statements whether they are made by the Board Chair or by the Board Chair's appointee.
- F. Board Chair is elected to a 1 year term, corresponding with the school year.

II. Board Vice Chair: Works in collaboration with the Board Chair to ensure that the board acts in accordance with its own policies and those legitimately imposed upon it from

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outside the organization.

- A. The Board Vice Chair will follow-up with Board Members after two consecutive absences.
- B. The Board Vice Chair will keep an eye on the yearly calendar (professional development topics, annual retreat, audit, board officer elections).
- C. The Board Vice Chair will train new board members.
- D. The Board Vice Chair will run monthly meetings in the absence of the Chair.
- E. Board Vice Chair is elected to a 1 year term, corresponding with the school year.

III. Board Treasurer: Works in collaboration with the financial manager of the school to maintain accurate financial records and safeguard the assets of the corporation.

- A. The financial manager will present reports on the corporation's financial transactions and status to the Board of Directors at monthly meetings and in its annual report. The treasurer will ensure compliance with financial policies. They have the authority to endorse for deposit; all notes, checks and drafts received by the school.
- B. Board Treasurer is elected to a 1 year term, corresponding with the school year. Board Treasurer has no term limits.

IV. Board Secretary (or Secretaries): Works in collaboration with the school clerk to ensure that the board and public have documentation of all board proceedings.

- A. The Secretary records minutes of the meetings and issues a prepared copy to the Board of Directors at least one week prior to the next meeting. The Secretary will maintain a list of all current board members and update as necessary. Minutes are posted online.
- B. Secretary(ies) is(are) elected to a 1 year term, corresponding with the school year. Secretary(ies) has no term limits.

206: Board Committee Principles

Board Committees are created to help the Board do its job, not to help or advise the staff. Board Committees ordinarily will assist the Board by preparing policy alternatives and implications for Board deliberation. Accordingly,

- I. Board Committees may not speak or act for the board except when formally given such authority by full board action for specific and time-limited purposes. Expectations and authority will be carefully stated in order not to conflict with authority delegated to the Leadership Team.

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- II. Board Committees cannot exercise authority over staff, except as clearly stated in section 400.
- III. These principles apply to any group that is formed by Board action, whether or not it is called a committee, nor whether the group includes Board Members.
- IV. When a new Committee is formed by the Board it is the Board Chair's (Co-chairs') responsibility to inform the Committee of these principles.

207: Tasks and Duties of Board Committees

- I. Finance/Audit Committee
 - A. Complete successful yearly audit in conjunction w/ administration.
 - B. Make monthly financial reports to the board.
 - C. Provide financial training for the Board at least once a year.
 - D. Complete Authorizer Audit, as needed.
- II. Leadership Team Review Committee
 - A. Establish a yearly schedule for monitoring Leadership Team performance on Annual Results and Leadership Team Limitations Policies. This schedule should include Internal Monitoring reports, External Monitoring, and Direct Board Monitoring.
 - B. Ensure that action steps are taken if the Leadership Team is out of compliance with policy.
 - C. Organize a successful end of year evaluation of the Leadership Team.
- III. Governance Committee
 - A. Organize logistics of annual meeting.
 - B. Orient new Board Members to their role and policy governance. Ensure all Board Members have taken required board training.
 - C. Oversee monitoring schedule and reviewing of board operations and policies.
 - D. Oversee Ad Hoc Committees.
 - E. Ensure that new policies are integrated with policy governance—charter law & MDE regulations updates.
 - F. Maintain a productive relationship with the authorizer and ensure an authorizer agreement every 5 years.
 - G. Organize a successful long-term planning process that includes a review of annual results, review of the charter, mission and educational trends.
- IV. Development, Growth, and Performance Committee
 - A. Work with LJA's School Development committee to provide feedback on the school's plan and integrate the Board's goals to support the school's overall Development objectives.
 - B. Set a LJA Board development/fundraising goal
 - C. Create and foster strategic community partnerships.

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- D. Create and foster plans to responsibly increase enrollment in the school through marketing and community outreach.

V. Ad Hoc Committees: Related to Strategic plan

- A. Ad Hoc Committees are stood up as needed to address specific needs, and are then stood down. Ad Hoc Committees should not be permanent. If a permanent need emerges from an Ad Hoc Committee, then it should be formally added to the Board structure.
- B. Examples of Ad Hoc committees:
 - i. Growth
 - ii. Demonstrated success
 - iii. Facilities

208: Cost of Board Governance

- I. There will be no budget given to the Board from the operating funds of the school. Any expense that the Board incurs from its operation is to be funded directly by the members of the Board.
- II. Board operations will be excluded from the school's budget and fiscal plan.
- III. This section clarifies Article IV, Section 10 of the Bylaws, which states that a Board member can be compensated for their services.

209: Board Policy Review and Adoption

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

210: Strategic Planning & Board Calendar

- I. The Board will conduct a long-range strategic planning process to coincide with the development of a proposal for the renewal of the charter with the sponsor.
 - A. Every three to five years
 - B. Board financial planning roughly every two years
- II. The annual review will examine both past performance of the school and trends within the

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student population, the membership, and the broader community. The board will use this information to set long term and annual results policies in accordance with promise and mission.

III. Board Calendar

- A. Board meetings are **6:15 pm to 8:15 pm on the 2nd Thursday of every month**, excepting July.
- B. Standing Committee Meetings TBD

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THE RELATIONSHIP OF BOARD—LEADERSHIP TEAM POLICIES 300 SERIES

300: Leadership Team Relationship Commitment

The board's sole official connection to Laura Jeffrey Academy, its operational achievements and conduct will be through the Leadership Team.

301: Board Authority

- I. Only officially passed motions of the board are binding on the Leadership Team. Decisions or instructions of individual Board Members, officers, or committees are not binding on the Leadership Team.
- II. When Board Members or Committees request information or assistance without Board authorization, the Leadership Team can refuse such requests, if in the team's opinion they require a material amount of staff time or funds or is disruptive.
- III. The Board or individual Board Members will never give operational instructions to persons other than the Leadership Team.
- IV. The Board will not evaluate, either formally or informally, any staff members.

302: Accountability of the Leadership Team

- I. The Board will hold the Leadership Team accountable to organizational performance standards including the team's job and task descriptions, Long Term Ends, annual results and Leadership Team limitations. The Board evaluation process will focus on organizational accomplishment of Long Term Ends and annual results within board defined Leadership Team Limitations.
- II. All authority and accountability of staff, as far as the Board is concerned, is considered the authority and accountability of the Leadership Team.

303: Delegation to the Leadership Team

- I. The Board will instruct the Leadership Team through written policies (Series 100, 300, 400) which specify Leadership Team accountability, school Long Term Ends and annual results to be achieved and describe situations and actions (Leadership Team Limitations) to be avoided, allowing the Leadership Team to use any reasonable interpretation of these policies.
- II. The Board will instruct the Leadership Team through written policies to achieve Long Term Ends and Results for students within a defined budget.

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- III. As long as the Leadership Team uses *any reasonable interpretation* of the Long Term Ends, Board's Results and Leadership Team Limitation policies, the Leadership Team is authorized to establish all further policies, make all decisions, take all actions, establish all practices and develop all activities.

304: Monitoring Leadership Team Performance

- I. Systematic and rigorous monitoring of Leadership Team Job performance will be based on school accomplishment of Long-Term Ends, Results and established Leadership Team Limitation policies (including the Leadership Team's description of tasks and job duties).
- II. Monitoring is intended to determine the degree to which Board policies are being met. Information that does not do this will not be considered to be monitoring information.
- III. The Board will acquire monitoring data by one or more of three methods:
 - A. Internal report, in which the Leadership Team discloses compliance information, along with their justification for the reasonableness of interpretation;
 - B. External report, in which an external disinterested third party selected by the Board assesses compliance with policies, augmented with the Leadership Team's justification for the reasonableness of their interpretation; and
 - C. Direct Board inspection, in which a designated Member or Members of the Board assess compliance with policy, with access to the team's justification for the reasonableness of their interpretation.
- IV. In every case, the standard for compliance shall be *any reasonable Leadership Team interpretation* of the Board policy being monitored. If the Board decides the policy has been misinterpreted, the board will clarify or revise the policy to alleviate misinterpretation.
- V. In the event of non-compliance with a Board stated policy, an action plan for meeting compliance shall be created by the Leadership Team and presented to the Leadership Team Review Committee for approval.
 - A. The Leadership Team Review Committee may bring a vote to the full Board in a Board Meeting to determine if employment action is required relative to the performance of the Leadership Team.
- VI. All policies that instruct the Leadership Team will be monitored at a frequency and by a method chosen by the Board.

305: Monitoring Schedule

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

Methods: **IMR** – Internal Monitoring Report
 E – External audit, review; As required.

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D – Board's Direct Inspection (Observation & Emergent Indicators)

LEADERSHIP TEAM LIMITATIONS POLICIES 400 SERIES

400: Comprehensive Limitation

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

401: Mandatory Requirements, Compliance and Assurances

- I. ___ The Leadership Team shall not fail to operate without ensuring that the school is in compliance with all state, federal and local law, regulations and rules.
- II. ___ The Treasurer will recommend an auditor annually for board approval. The Leadership Team will work with the finance committee and auditor for successful completion of the annual audit. The finance committee will determine when competitive bids are necessary. The treasurer will consider the value in rotating auditor services for compliancy checks.

402: Treatment of Students and Families

The Leadership Team will not allow activity that may jeopardize a student's physical, emotional, or intellectual safety. In preparing students and families to participate in the Laura Jeffrey Academy community the Leadership Team will not:

1. Operate without establishing a clear understanding of what may be expected and what may not be expected from the school services offered including but not limited to, transportation, food, uniform policy, and the learning and teaching framework.
2. Operate without providing students and families with information on student academic performance (both quantitative and qualitative), student discipline, and management plans, as provided for in the current student/family handbook.
3. Operate the school without a student discipline and management plan that includes implementation of LJA's principles.
4. Operate without a grievance process (approved by the board annually) that specifies procedures for timely, comprehensive and professional response to student/family

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concerns.

5. Operate without providing a student/family handbook that informs students and families of this policy.

403: Treatment of Staff

The Leadership Team will not allow activity that hinders staff ability to perform their work. Accordingly, the Leadership Team will not:

1. Operate without written personnel policies which: (a) clarify daily, quarterly and yearly expectations for staff, (b) provide for effective handling of grievances, (c) protect against wrongful conditions, such as nepotism and preferential treatment for personal reasons, and (d) fail to acquaint the staff with the team's interpretation of their protections under this policy.
2. Discriminate against any staff member for expressions of dissent which are consistent with the school teaching and learning framework. The Leadership Team will engage staff in implementing the teaching and learning framework.
3. Allow staff to be unprepared to deal with emergency situations.
4. Operate without clear expectations and criteria for evaluation of staff jobs.
5. Document staff behavior that will negatively affect evaluation and personnel file without first notifying staff in writing within three days of the incident.
6. Make significant staffing changes without an intentional process that gathers and considers input from the board and staff when appropriate.

404: Treatment of Staff Board Members

The Leadership Team has no authority over staff doing work in their capacity as board members. Accordingly, the Leadership Team will not:

1. Discriminate against any staff board member for opinions that are expressed doing board work.
2. Use their power as a Leadership Team to influence or silence staff board members or influence non-staff board members during the school day.

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405: Volunteers

The Leadership Team will not allow any activity from a volunteer that disrupts the learning environment at LJA. Accordingly, the Leadership Team will not:

1. Operate without written volunteer procedures which: (a) clarify commitment and expectations, (b) provide for effective handling of grievances, (c) protect children from unlawful or unethical behavior, and (d) fail to acquaint volunteers with the team's interpretation of their protections under this policy.

In the event that a group chooses to create a parent organization at LJA, the parent group will be an extension of the LJA charter school. The school will supervise and control the parent group regarding the use of school facilities, fundraising activities and student activities. The parent group may follow their own rules however the rules must be aligned w/LJA principles, promise and mission.

- The parent group must receive approval from the Leadership Team when planning functions in which students will participate. (i.e. Distributing fundraising materials or parent newsletters through the classrooms or organizing assemblies or other enrichment activities in which the students will participate);
- The use of school facilities must be requested through the Leadership Team.
- All items donated by individual parents or parent groups become the property of the school, and the school may use or later modify or sell those items.
- LJA bears no responsibility for childcare during non-school and non-programming days.

Guidelines for Interaction with School

1. A good working relationship with LJA staff and board are crucial to effective programming and fundraising.
2. Fundraisers will be developed in association with the LJA development committee.
3. Marketing materials will be communicated with the Leadership Team to ensure support of current programming and reduce duplicated efforts.
4. Programming:
 - a. The parent group will provide a liaison to the LJA board to provide monthly updates.
 - b. The mission of the parent organization should be aligned to the LJA mission and vision, and principles.
 - c. A member of the LJA Board of Directors should be invited to participate in the parent organization.

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406: Teaching & Learning Framework

The Leadership Team will not allow staff to be unprepared to deliver LJA's Teaching and Learning Framework. Accordingly, the Leadership Team will not:

1. Implement the teaching and learning framework without a comprehensive, year long professional development plan that supports teachers in: 1) learning and using Understanding by Design to plan quarter units, 2) using shared inquiry methodology, and 3) effectively using team teaching protocols.
2. Implement the teaching and learning framework without a plan for observation, coaching and assessment to ensure that teachers receive at least weekly feedback on their practices including: 1) incorporation of LJA's promise, principles and framework in Unit Building, 2) disciplinary and interdisciplinary unit building, and 3) engagement of students in learning.
3. Make operational, structural (e.g., calendar, daily schedule) or programmatic decisions that vary, alter, or undermine LJA's Promise, Mission, Motto, Principles, LJA's Framework, or Teaching & Learning Framework without board approval.

407: Curriculum

The Leadership Team will not allow teachers to deliver curriculum that has not been reviewed and approved as outlined in the LJA Staff Handbook. The curriculum and instructional guidelines will become part of the LJA Staff Handbook and the Leadership Team will review guidelines with faculty members at the beginning of every academic year (see selection review process adopted by the board of directors on an annual basis).

The Leadership Team will not impede a thriving, dynamic, and inspiring educational environment. This includes curriculum that may prevent exploration of alternative views, different perspectives and encourages students to expand their knowledge through research and debate. If after following the grievance procedure, a student and parent/guardian deem a topic to be offensive related to ethnicity, race, culture, national origin or religious beliefs the Leadership Team will ensure that an appropriate alternative assignment is provided that has the same rigor and expectations.

The Leadership Team will ensure that while content of the curriculum is dictated by state standards, charter academic and non-academic results and LJA framework, staff members involved in the selection of resource materials shall use the following criteria as a guide:

1. Learning resources shall be aligned to the climate model, building resiliency and

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- presented in a girl-focused framework.
2. Contribution the subject matter makes to the curriculum and to the interests of the students.
 3. Learning resources shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of the students for whom the materials are selected.
 4. Favorable reviews found in standard selection sources.
 5. Favorable recommendations based on preview and examination of materials by professional personnel/consultants.
 6. Reputation and significance of the author, producer, and publisher.
 7. Validity, currency, and appropriateness of material.
 8. The selection of learning resources on controversial issues will be directed toward maintaining a diverse collection representing various views.
 9. Value commensurate with cost and/or need.
 10. Learning materials/resources shall meet high standards of quality in factual content, artistic quality and/or literary style.

408: Financial Planning and Budgeting

The Leadership Team will not allow financial planning or budgeting that

1. Fails to be derived from a multi-year plan or fails to make direct links to accomplishing current year Learning Program results.
2. Omits credible projection of revenues and expenses, separation of capital and operational items, cash flow, and disclosure of planning assumptions.
3. Risks incurring those situations or conditions described as unacceptable in board policy 409 Financial Activities.

409: Financial Activities

The Leadership Team will not cause or allow any financial activity to jeopardize the school's short- or long-term sustainability, including:

- I. A material (substantial) deviation of actual expenditures from the board approved budget current year budget.
- II. Allow expenditures to be greater than revenue.
- III. Operate without a positive fund balance; goal of fund balance to equal to 20% of expenditures.

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- IV. Use any long-term reserves without authorization of the board.
- V. Allow cash to drop below the amount needed to settle payroll and debts in a timely manner.
- VI. Allow tax payments or other government ordered payments or filings to be overdue or inaccurately filed.
- VII. Enter into any property lease without prior board approval.
- VIII. Allow the school to operate without an appropriate intentional strategy to maintain an undesignated unreserved general fund balance.

410: Asset Protection

The Leadership Team will not allow an activity to jeopardize the long-term viability of the school. Accordingly, the Leadership Team will not:

- I. Fail to insure against theft and casualty losses, employee dishonesty, liability losses to board members, staff and the school itself in an amount no less than the average for comparable schools.
- II. Unnecessarily expose the school, its board or staff to claims of liability.
- III. Subject building and equipment to improper use or improper wear and tear.
- IV. Make any purchase wherein normally prudent protection has not been given against conflict of interest.
- V. Make any purchase of capital equipment over \$10,000 without having obtained comparative prices and gaining board approval.
- VI. Fail to protect information and files from loss or significant damage.
- VII. Receive, process or disburse funds under controls that are insufficient to meet the board-appointed auditor's standards.
- VIII. Endanger or misrepresent the school's public image, credibility, or its ability to accomplish results.
- IX. Change the school's name or substantially alter its identity in the community.

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- X. Will not permit the credit card to be used as anything other than a last resort or to be used without appropriate internal controls.

411: Compensation and Benefits

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

- I. Fail to use At-Will employment agreements.
- II. Establish or materially change benefit plans including but not limited to medical, dental, life, STD, LTD, or pension without requesting and utilizing employee feedback.

412: Communication and Support to the board

The Leadership Team will not permit the board to be uninformed or unsupported in its work, or:

- I. Neglect to submit required monitoring data in a timely, accurate and understandable manner.
- II. Fail to report in a timely manner an actual or anticipated noncompliance with any policy of the board.
- III. Neglect to submit decision preparation information requested periodically by the board.
- IV. Let the board be unaware of any emergent information it requires including anticipated significant media coverage, threatened or pending lawsuits, material internal changes, or matters that have a potential negative impact on the school.
- V. Fail to advise the board if, in the Leadership Team's opinion, the board is not in compliance with its own policies on Internal Board Operations and Board-Leadership Team Linkage, particularly in the case of board behavior, which is detrimental to the work relationship between the board and the Leadership Team.
- VI. Present information that fails to differentiate among information of three types: monitoring, decision preparation, or emergent.
- VII. Fail to provide requested communications for official board, officer or committee work.
- VIII. Fail to deal with the board as a whole except when responding to officers or committees duly charged by the board.
- IX. Fail to supply for the board's consent agenda, all decisions delegated to the Leadership

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Team but required by law, regulation, or contract to be board-approved.

413: Emergency Temporary Plan for the Leadership Team

In order to protect the board from sudden loss of direct services, the Leadership Team will ensure that there is no fewer than one staff person identified as a temporary replacement who is sufficiently familiar with day to day operations of the Leadership Team.

414: Results Focus of Grants

The Leadership Team will not apply for or accept a grant if the requirements of the grant are substantially different from or impede the achievement of the Results identified for the school in these Board Policies.

Laura Jeffrey Academy Fund Balance Policy (Revised for GASB 54)

Purpose

The purpose of this policy is to establish a key element of the financial stability of Laura Jeffrey Academy by setting guidelines for fund balance. Unassigned fund balance is an important measure of economic stability. It is essential that the school district maintain adequate levels of unassigned fund balance to mitigate financial risk that can occur from unforeseen revenue fluctuations, unanticipated expenditures, and similar circumstances. The fund balance also provides cash flow liquidity for the school district's general operations.

Background

Fund balance refers to the difference between assets and liabilities in the governmental funds balance sheet. This information is one of the most widely used elements of state and local government financial statements for analysis.

One central importance of the credit reviews performed by municipal bond analysts; fund balance information also is used by oversight bodies, federal, state, county and local legislators to assess the financial health of an organization. Additionally, financial statement users examine fund balance information to identify the available liquid resources that can be used to repay long-term debt, reduce property taxes, add new educational programs, expand existing ones, or enhance the financial position of the school district.

GASB has found that its usefulness and the value of fund balance information provided is significantly reduced by misunderstandings regarding the message that it conveys, and the inconsistent treatment and financial reporting practices of governments.

In March 2009, in order to improve how fund balance information is reported and enhance its decision-usefulness, GASB issued Statement No. 54, Fund Balance Reporting and Governmental Fund Type Definitions.

Definitions

Fund Equity - A fund's equity is generally the difference between its assets and its liabilities.

Fund Balance - An accounting distinction is made between the portions of fund equity that are spendable and non-spendable. These are broken up into five categories:

1. 1) **Non-spendable fund balance** - Includes amounts either not in spendable form or legally or contractually required to be maintained intact. This would include inventory, prepaid expenditures, and non-current receivables such as long-term loan and notes receivable and property held for resale (unless the proceeds are restricted, committed or assigned). This also includes amounts that are legally or contractually required to be maintained intact (principal balance of endowments and permanent funds).
2. 2) **Restricted fund balance** - Reflects the same definition as restricted net assets on

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the government wide Statement of Net Assets: constraints placed on the use of amounts are either externally imposed by creditors (such as through debt covenants), grantors, contributors, or laws or regulations of other governments; or imposed by law through constitutional provisions or enabling legislation. The Minnesota Department of Education (MDE) has retained balance sheet codes for statutorily required reserves which will be titled Restricted/Reserved. This category of fund balance represents fund balances statutorily restricted for a particular use that were traditionally classified as “reserved”.

3. 3) **Committed fund balance** - Includes amounts that are committed for specific purposes by formal action of the school board. Amounts classified as “committed” are not subject to legal enforceability like restricted fund balance; however, those amounts cannot be used for any other purpose unless the school board removes or changes the limitation by taking the same form of action it employed to previously impose the limitation. The action to commit fund balances must occur prior to year end; however, actual amounts can be determined in the subsequent period. Balance sheet code 418 is not allowed to go into deficit and continues to represent resources segregated from the Unassigned Fund Balance for retirement benefits, including compensated absences, other post-employment benefits and termination benefits (as defined by GASB Statement Nos. 16, 27, 45, 47 and 50).
4. 4) **Assigned fund balance** - Amounts that are intended by the school district to be used for specific purposes, but are neither restricted nor limited, should be reported as assigned fund balance. Intent should be expressed by the school board itself or a subordinate high-level body or official possessing the authority to assign amounts to be used for specific purposes in accordance with policy established by the school board. This would include ANY activity reported in a fund other than the General Fund that is not otherwise restricted more narrowly by the above definitions. The school district is not allowed to assign balances that result in a residual deficit.
5. 5) **Unassigned fund balance** - includes any remaining amounts after applying the above definitions (amounts not classified as non-spendable, restricted, committed or assigned). Planned spending in the subsequent year’s budget would be included here and can no longer be described as “designated” unless formally committed or assigned. Special rules exist for using this classification in funds other than the General Fund. In funds other than the General Fund unassigned only used if the balance is negative, therefore, the General Fund is the only fund that will report a positive unassigned balance

Policy

Committed Fund Balance - The school board is the highest level of decision-making authority for Laura Jeffrey Academy. The formal action that is required to be taken to establish, modify, or rescind a fund balance commitment is a resolution approved by the school board at a school board meeting. The resolution must either be approved or rescinded, as applicable, prior to the last day of the fiscal year for which the commitment is made. The amount subject to the constraint may be determined in the subsequent period.

Assigned Fund Balance - The school board of Laura Jeffrey Academy has authorized the Leadership Team to assign fund balance to a specific purpose as approved by this fund balance

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policy.

Minimum Unassigned Fund Balance

It is the goal of the Laura Jeffrey Academy to achieve and maintain an unassigned fund balance in the General Fund equal to 20% of expenditures. Laura Jeffrey Academy considers a balance of less than 5% to be cause for concern, barring unusual or deliberate circumstances. If unassigned fund balance falls below the goal or has a deficiency, Laura Jeffrey Academy will increase revenue and cut expenditures.

Order of Expenditure of Funds

When multiple categories of fund balance are available for expenditure (for example, a construction project is being funded partly by a grant, funds set aside by the school, and unassigned fund balance), Laura Jeffrey Academy will start with the most restricted category and spend those funds first before moving down to the next category with available funds.

Appendix: Board Roles and Committee Memberships

As an Appendix, this is not subject to Board vote to change.

Chair/Co-chair Sarah Carter

Secretary: Amanda Moon

Treasurer: Sean Quinn

Finance/Audit	Morgan, Sean, Robert, Anna R/Lizzie
Leadership Team Review Committee	Sonia, Morgan, Sarah, Kate
Governance Committee	Mimi, Angi, Sean, Sarah, Anna R
Development, Growth, and Performance	Fahima, Anna R/Lizzie
Ad Hoc Committees	Varies

Appendix: Sample Internal Monitoring Report

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

Signed _____, For LJA Leadership Team Date _____

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Broadest Policy Provision:

Promise:

Mission:

Results

Policy Provision #1

[insert annual result]

Leadership Team's Interpretation:

Data:

Team report

Policy Provision #2

[insert annual result]

Leadership Team's Interpretation:

Data:

Team report

Policy Provision #3

[insert annual result]

Leadership Team's Interpretation:

Data:

Team report