



## **BBA-G Governing Board Role**

### **A. Policies**

1. The Board establishes the guiding principles of the schools. The focus is on the students as clients. All policy and procedure decisions must address how they will affect the academic achievement and character development of the students. The stakeholders must be aware of the mission for academic achievement and character development of the students.
2. The Board must listen to the concerns and needs of the parents who send their children to a CEC school. The schools must process parental concerns in a responsible manner. The parents who send their children to the schools need to understand the mission of the schools. The Board should consider the parental values when creating policies or procedures.
3. The Board requires that each student has their academic achievement measured. It is important that the educational achievement of the students be measured for proficiency and growth. These results will indicate the progress the school is making toward achievement of its mission.
4. The Board will govern lawfully with primary emphasis on the mission of the school; encourage full exploration of diverse viewpoints; focus on governance matters rather than administrative issues; observe clear separation of the Board and Administrator roles; make all official decisions by formal vote of the Board; and govern with long-term vision.
5. The Board focuses on leadership and governance that create an opportunity for the long-term success of the schools. In the strategic plan, the Board takes the lead and provides direction on issues that will enhance the long-term stability and operation of the schools. This proactive approach will enable the schools to avoid problems that might inhibit the CEC mission from being accomplished.
6. The Board will function as a single unit. The opinions and personal strengths of individual members will be used to the Board's best advantage, but the Board faithfully will make decisions as a group, by formal vote. No officer, individual, or committee of the Board will be permitted to limit the Board's performance or prevent the Board from fulfilling its commitments.
7. The Board in developing its governance model spells out the structure of governance and the involvement each stakeholder has in the governance process. The governance must allow for individual initiatives to be brought forward by any of the stakeholders, for those initiatives to be processed and then to become policy if they help the school achieve its mission.

8. The Board, by majority vote, may revise or amend its policies at any time. However, as a customary practice, a proposed policy revision will be discussed at least one session of the Board prior to being approved at a subsequent Board meeting.
9. The Board policies that are developed need to clearly articulate the roles of each of the stakeholders and how that role contributes to the success of the school.
10. The discipline the Board imposes on itself must be in accordance with their mission.
11. The Board may create committees if they are deemed helpful to assist the Board in the performance of its responsibilities. If committees are established, they will be used exclusively to support the work for the Board, and will never be created or used to assist the Administrator in any operational area.
12. The Board must keep the policies it develops brief, easy to understand, and accessible to all the stakeholders.
13. The Board is responsible for its own performance, and commits itself to continuous improvement. The Board will assure that its members have the knowledge, skills and budget support it determines to be necessary for effective governance. Training will be used as necessary to orient candidates and new members, as well as maintain and increase current member skills and knowledge, including consultative coaching and attendance at conferences and workshops.
14. The Board recognizes that an extremely important relationship is between itself and the Administrator. The Board sets the tone for the relationship. It is essential that a cooperative relationship is created where each is allowed honest input and that when decisions are reached they are supported by both parties and communicated to the other stake-holders.
  - a. The Board will direct the Administrator only through official decisions of the full Board.
  - b. The Board will make decisions by formal, recorded vote in order to avoid any ambiguity about whether direction as been given.
  - c. The Superintendent is neither obligated nor expected to follow the directions or instructions of individual members, officers or committees unless the Board has specifically delegated such exercise of authority.
15. The Administrator is responsible for all matters related to the day-to-day operation of CEC, within the values expressed by the Board in policy. All staff members are considered to report directly or indirectly to the Administrator.
16. The Board will never give direction to any employee other than the Administrator.

17. The Board will not formally or informally evaluate any staff member other than the Administrator.
18. Except as required by law, the Board will not participate in decisions or actions involving the hiring, evaluating, disciplining or dismissal of any employee other than the Administrator.

## **B. Procedures**

1. The development of an effective governance system is the responsibility of all the stakeholders. The Board exhibits its leadership by developing policy and procedures that allows for the efficient management of the CEC network office and the schools. While it is understood that policy development is an on-going activity for both the governing board and leadership of the organization, the Board creates the system of governance that leads the organization.
2. The Governing Board of Colorado Early Colleges believes in creating an environment that allows for organized and civil discussion of issues. Robert's Rules of Order will be used to conduct all Board meetings. All agenda items that are discussed will be implemented only after the item has been voted on and approved by a majority of the Board. A quorum must be present for the Governing Board to conduct a binding vote.
3. The governing Board encourages policy development from the schools to the CEC network office and then to the Governing Board. It is important that the policies enhance the operations of the schools to educate the students. The organizational structure must be solid enough to keep the schools focused on this mission, but also flexible enough to respond immediately to needs that arise from the school's community.
4. A policy can be initiated at the school level and brought forward to the Leadership Council for discussion and approval.
  - a. The School Leadership Team will inform its School Accountability Committee of the policy idea.
  - b. After the policy proposal has been discussed at the School Accountability Committee, the School Leadership Team then submits it to the CEC Leadership Council. After review and approval by the CEC Leadership Council, the Council then submits it to the Governing Board for possible adoption.
  - c. The Administrator will put the proposal on the agenda for the next meeting of the Governing Board.
  - d. The Governing Board will determine how many readings of the policy will be held before it is voted on and possibly adopted. This multiple reading will provide: a) an opportunity for discussion by all interested parties, and b) will give them an understanding of all the implications that the policy will have on the functioning of the schools.
  - e. If the policy is adopted, the Board will instruct the Administrator to begin implementing the policy across all the schools.

- f. The policy must then be cataloged and inserted into the CEC Policies & Procedures Manual and distributed to all schools.
  - g. The Administrator will determine what method is used to publish and distribute the policy.
2. On a regularly scheduled annual basis, the Governing Board and Leadership Council will meet together in a retreat setting for at least one full day.
- a. At the annual retreat, the Governing Board will discuss the governance of the schools with the Leadership Council.
  - b. Topics that might be discussed include but are not limited to:
    - (1) How the Board can more effectively govern.
    - (2) Mistakes that were made and how to improve on them.
    - (3) Victories that were accomplished and how it improved the operations of the schools.
    - (4) On-going tasks that still require attention and completion.
    - (5) Other large issues that face the school that require discussion.
    - (6) Long range planning to guide the school in continuing its pursuit of its mission.
    - (7) Review of the principles that guide the Board and how to incorporate those into the actions of the Board.
3. The Governing Board recognizes that at times it is necessary to divide up the responsibilities of the Governing Board among its members.
- a. This division of labor is necessary for the many tasks and committees in which the Governing Board is involved.
  - b. It is also understood that while a Governing Board member serves on these committees their input is solely as an individual member of the Governing Board; when participating as a member of a committee; individual Governing Board members do not represent or speak for the entire Governing Board.
  - c. The recommendations of a committee are subject to board approval.
  - d. The Governing Board expresses its decisions on that particular agenda item in a vote of the Governing Board.
  - e. Board members who serve on the various committees of the school do so to enhance the governance of the school.
  - f. Listed below are individual committees that the Board can be involved in:
    - (1) Property Management (committee work is shared with the CEC Building Corporation Board)
    - (2) Education Committee

- (3) Finance Accountability Committee
  - (4) Human Relations Committee
  - (5) Policy and Planning Committee
- g. At various times throughout the year the Governing Board may determine the need for an additional committee or responsibilities to be taken on by the Governing Board by individual members as a sub-committee or the entire Governing Board.
  - h. Discussions about additional committees, sub-committees, or other ad hoc or continuing responsibilities of the Governing Board as a whole or its individual members will take place at the regular business meetings of the Board.
  - i. If additional committees, sub-committees or other ad hoc or continuing responsibilities of the Governing Board as a whole or by individual members of the Governing Board are to be adopted, the Governing Board will give approval by a passing vote of the Governing Board.

Legal Ref:

C.R.S. §22-32-109 (*Board of Education duties*)