

Cheyenne Mountain Charter Academy Policy: CMCA-BBAA

Policy: Role of Academy Board of Directors

The following are principles on which the policy is based. They are concepts we will honor.

The leadership of the Academy is the responsibility of the Board. To that end it is essential that the Board have some structured guidelines with which to operate. Below are the principles on which the Board must structure its governance.

1. The Board must continually focus on the mission of the Academy. The mission of Cheyenne Mountain Charter Academy is to help guide students in development of their character and academic potential through academically rigorous, content-rich educational programs. It is understood that for the mission of the Academy to be accomplished it is necessary for all the stakeholders of the Academy to play a vital role. The stakeholders of the Academy are: students, teachers, parents, principal, charter school board, teachers, aides, secretary and other community members. The Board must create an atmosphere so that all stakeholders work together to accomplish the mission of the Academy.
2. The Board must explicitly address the fundamental values of the Academy. These values must center around the students in the Academy. All policy and procedure decisions must address how they will affect the academic achievement and character development of the students. The stakeholders must continually be reminded of the mission for academic achievement and character development of the students.
3. The Board must focus on the concerns and needs of the parents who send their children to a school of choice. The Academy must process parental concerns in a responsible manner. The parents who send their children to the Academy must fully understand the mission of the school. The Board must not create policy without considering parental values and opinions.
4. The Board must encourage the results of the students to be measured. It is important that the educational achievement of the students be measured against the past performance of the individual student as well as the performance of other students in the district, state and nation. These results will indicate the progress the Academy is making toward achievement of its mission.
5. The Board must concentrate on the larger issues of governance and focus less energy on the small issues. The large issue is the stated mission of the Academy. All other issues must not demand as much time as this issue takes.
6. The Board needs to exercise leadership and focus on governance that creates an opportunity for the long-term success of the Academy. The Board must be thinking of the issues that will enhance the long-term stability and operation of the school. This proactive approach

will enable the Academy to avoid problems that will inhibit the mission of the Academy from being accomplished.

7. The Board must create an environment that encourages and enables individuals to responsibly express their opinions, and at the same time bring all the stakeholders together in the support of the Academy's mission. To that end, the Board must speak with one voice to all the stakeholders of the Academy. That voice will express how the school is to operate, through policy and procedures.
8. The Board must develop a governance model that 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 Academy achieve its mission.
9. The Board must make sure that the policy and procedures it develops clearly articulate the roles of each of the stakeholders. Each stakeholder group must understand its role in contributing to the success of the Academy.
10. The discipline the Board imposes in itself must be in accordance with their mission.
11. The Board must strike a balance between controlling too much and controlling too little. Those areas where the Board needs a lot of involvement, it must so specify. However, there are definitely other areas, where the Board can allow for the other stakeholders to express their initiative to aid in the success of the Academy.
12. The Board must be willing to ask for expert help when it so needs it. People in the various stakeholder groups might be able to offer the very expert advice needed.
13. The Board must try and keep the policies and procedures it develops as brief as possible. The easier the policies are to understand, the faster all the stakeholders will be able to be a part of the governance of the school.
14. The Board recognizes that an extremely important relationship is that between itself and the Principal. The Board must establish the big issues first that govern the relationship. Both parties must recognize that it is impossible to create a model that covers every situation that might come up in their relationship to lead the Academy. It is essential that a cooperative relationship is created where each are allowed honest input and the decisions when reached are supported to the other stakeholders.

These principles are what the Board bases its leadership on. Some of these will be easier to achieve, while some will present a difficult task to accomplish. The Board will strive to incorporate all these principles into its governance.

Below are listed the procedures that will be used to carry out the policy.

The development of an effective governance system for the Academy is the responsibility of all the stakeholders. The Board must exhibit its leadership to develop policy and procedures that allow for the efficient management of the Academy. While it is understood that policy development is an on-going activity in an organization, the Board must create a system of governance that leads the organization.

The Board of the Academy believes in creating an environment that allows for organized and civil discussion of issues. All Board meetings will be conducted by Roberts Rule of Order. All agenda items that are discussed will be implemented only after the item has been approved by a majority of the Board.

It must further be understood that a charter school incorporates a different vision for management of a school. Instead of the model being a top-down organizational structure, it is a bottom-up design. That is important in developing the model for inclusion of all the stakeholders into the governance of the Academy. The organizational structure must be solid enough to keep the Academy focused on its mission, but also flexible enough to respond immediately to needs that arise from its community.

To that end, the following procedures must follow.

1. Any stakeholder group can initiate policy concepts and bring them forward to the Board for review and possible adoption.
 - A. As with the necessity of the Board to speak with one voice, the stakeholder groups are encouraged to first present its policy idea to the Community Advisory Council.
 - B. After the policy proposal has been discussed at the Community Advisory Council, the CAC or the stakeholder may submit its written proposal to the Board.
 - C. The Board must put on its agenda for its next meeting the policy to be discussed.
 - D. The Board will have three readings on the policy at its regular Board meetings before the policy is adopted. The purpose of the rule will be to allow opportunity for all who want to discuss the policy the opportunity to do so, and also to understand all the implications that the policy will have on the functioning of the Academy.
 - E. If it is of utmost importance that the policy be immediately adopted, the Board can waive its three-reading rule.