

# **Channing Hall**

## **Governance Policies**

**Approved Revision 8**

**August 2009**

**Updated June 2019**

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School Vision

“Channing Hall students are agile learners who value other perspectives, who know how to learn, and whose vision, passion, and unique abilities inspire them to achieve excellence and improve the world.”

<b>Policy Type</b>	Results
<b>Policy Status</b>	Approved
<b>Monitoring Method</b>	Internal Report
<b>Monitoring Frequency</b>	Annually in September
<b>Revision History</b>	Draft 15 Mar 2008
	Approved 15 April 2008

## Guiding Principles Outcomes

The following outcomes based on the School's Guiding Principles and *Strategic Plan* will be met. *NOTE* – The board acknowledges that achievement of these outcomes in totality is determined in part by the timelines established by the Board and Head of School as part of a long-term strategy of school improvement. Notwithstanding, it is expected that all stakeholders at Channing Hall will seek to improve the depth of outcomes accomplishment on a continual basis.

### Channing Hall's Guiding Principles

#### **Principle I – CLEAR EDUCATIONAL OBJECTIVES**

All learning activities support the educational objectives of the State Core, The International Baccalaureate Program, and school specific objectives/goals.

#### **Principle II – INTELLECTUAL AGILITY**

- Students gain a strong foundation of academic skills from which to draw upon.
- Students understand and apply a range of learning and thinking skills.
- Students examine and learn from multiple perspectives.
- Students learn and use different approaches to solving problems.
- Students are able to learn both independently and collaboratively.
- Students have the confidence to take risks.
- Students are active inquirers and have a passion for discovery.

#### **Principle III – DIFFERENTIATED INSTRUCTION**

It is essential for teachers to:

- Differentiate instruction according to student ability levels.
- Present material in different ways to expose students to multiple learning styles.
- Teach students to understand and work effectively with others who learn differently than they do.

#### **Principle IV – STUDENT COMMUNITY INVOLVEMENT**

- Students gain a sense of their personal value system by contributing to local, national, and global communities.
- Students gain international mindedness by organizing and participating in activities or causes that promote the common good.
- Students use their IB learner profile attributes to contribute in positive and meaningful ways.
- Students recognize their ability to achieve excellence and improve the world.

#### **Principle V – STAKEHOLDER COMMUNITY INVOLVEMENT**

- An involved community promotes optimal student learning.
- Channing Hall's community includes students, parents/guardians, teachers, administration, the board, staff and volunteers.
- The Channing Hall community acts ethically, treats each other with respect and assumes responsibility for their actions.

- Parental/Guardian involvement is expected, as it is a leading indicator for student achievement.
- The Community works together to help each student achieve the defined educational objectives (see Principal I).

**Principle VI – STUDENT ENGAGEMENT**

- Students give their best effort, set and achieve personal goals and track their own progress.
- Parents/Guardians support their student’s efforts while fostering individual responsibility.
- Teachers provide students with opportunities to reflect on and apply what they learn.

<b>Policy Type</b>	Results
<b>Policy Status</b>	Approved
<b>Monitoring Method</b>	Internal Report
<b>Monitoring Frequency</b>	Updates Monthly Annually in September
<b>Revision History</b>	Draft 15 Mar 2008
	Revised 22 Apr 2008
	Revised 13 May 2008
	Approved 15 May 2008
	Revised Aug 2009
	Revised and Approved Jan 2011
	Revised and Approved Jan 2013
	Revised and Approved Oct 2019

**Academic Growth and Assessment Goals**

Each year, Channing Hall will use standardized assessments to analyze and identify teaching and learning needs, to improve student performance outcomes, to meet or exceed state growth percentages and to compare student performance with peer and area schools. Standardized assessments may include RISE, DIBELS, Utah Compose, or others. Students shall be encouraged to understand their personal assessment data in order to recognize and increase their academic skills. Channing Hall shall review and consider score results from other schools in the area.

Channing Hall students, shall maintain proficiency as defined in the current strategic plan, and on average, with higher than state average levels on state mandated assessments (e.g. RISE) for science, math, and language arts.

<b>Policy Type</b>	Results
<b>Policy Status</b>	Approved
<b>Monitoring Method</b>	Internal Report
<b>Monitoring Frequency</b>	Annually upon release of AYP data
<b>Revision History</b>	Draft 15 Mar 2008
	Revised 22 Apr 2008
	Revised 13 May 2008
	Approved 15 May 2008
	Revised and Approved 20 September 2011
	Revised and Approved February 2013
	Revised and Approved June 2017
	Revised and Approved January 2018
	Revised and Approved April 2018
	Revised and Approved October 2018
Revised and Approved October 2019	

**Character Development**

Channing Hall will maintain authorization from the International Baccalaureate (IB) to offer both the Primary (PYP) and Middle Years (MYP) Programs, ensuring that Channing Hall students are educated in the attributes of the IB Learner Profile:

- inquirers
- knowledgeable
- thinkers
- communicators
- principled
- open-minded
- caring
- risk-takers
- balanced
- reflective

Maintaining PYP and MYP authorization ensures that Channing Hall is achieving IB’s Mission: *“to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.”*

<b>Policy Type</b>	Results
<b>Policy Status</b>	Approved
<b>Monitoring Method</b>	Internal Report
<b>Monitoring Frequency</b>	Annually
<b>Revision History</b>	Draft 15 Mar 2008
	Revised 22 Apr 2008
	Revised 13 May 2008
	Approved 15 May 2008
	Revised and Approved 20 September 2011
	Revised and Approved February 2013
	Revised and Approved Oct 2019

**Learning How to Learn**

Channing Hall will require culminating student projects at the end of the Primary Years Program (5<sup>th</sup> grade) and the Middle Years Program (8<sup>th</sup> grade) that demonstrate students’ ability to plan, research, propose solutions, reflect, and take responsibility for their own learning,

"The [International Baccalaureate] curriculum ... helps students think critically, synthesize knowledge, reflect on their own thought processes and get their feet wet in interdisciplinary thinking."

*Howard Gardner, New York Times, 12 June 2003*

<b>Policy Type</b>	Results
<b>Policy Status</b>	Approved
<b>Monitoring Method</b>	Internal Report
<b>Monitoring Frequency</b>	Annually
<b>Revision History</b>	Draft 15 Mar 2008
	Revised 22 Apr 2008
	Revised 13 May 2008
	Approved 15 May 2008
	Revised and Approved 20 September 2011
	Revised and Approved February 2013

## Board Purpose

The Board holds itself accountable to the citizens of the State of Utah and the United States of America by ensuring that every action it takes is consistent with Federal and State law, administrative rule, the school's charter, and the Board's own policies.

In the fulfillment of this charge, the Board is committed to rigorous and continual improvement of its capacity to govern effectively, using its policies to define its values and expectations.

The Board's purpose is to assure that Channing Hall achieves the results described in its *Results* policies and that Channing Hall operates within the parameters described in its *Operational Expectations* policies.

The Board is guided by the following principles:

- Clearly articulated educational objectives are the foundation of an effective school.
- Every student can develop intellectual agility.
- Every student learns in different ways.
- Students gain a sense of their unique calling by contributing to local, national, and global communities.
- An involved community promotes optimal student learning.
- Student engagement is key to personal growth and accomplishment.

The Board upholds these principles to help accomplish the vision of the school:

- "Channing Hall students are agile learners who value other perspectives, who know how to learn, and whose vision, passion, and unique abilities inspire them to achieve excellence and improve the world."

<b>Policy Type</b>	Governance Culture
<b>Policy Status</b>	Approved
<b>Monitoring Method</b>	Board Report
<b>Monitoring Frequency</b>	Annually in May
<b>Revision History</b>	Draft 15 Mar 2008
	Revised 22 Apr 2008
	Approved 15 May 2008
	Revised and Approved Apr 2011

### Governance Commitment

The board will: govern lawfully with primary emphasis on **Results** for students; encourage full exploration of diverse viewpoints; focus on governance matters rather than administrative details; collaborate with administration to define the foundational framework that carries vision to practice; observe clear separation of board and Head of School roles; make all official decisions by formal vote of the board; and govern with long-term vision.

1. The board will function as a single unit. Although the opinions and personal strengths of individual members will be used to the board's best advantage, 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.
2. The board is responsible for its own performance and commits itself to continuous improvement. The board will assure that its members are provided with training and professional support necessary to govern effectively. As a means to assure continuous improvement, the board regularly and systematically will monitor all policies in this section and will assess the quality of meetings periodically.
3. To ensure that the board's business meetings and study sessions are conducted with maximum effectiveness and efficiency, members will:
  - a. come to meetings adequately prepared and on time
  - b. speak when recognized
  - c. not interrupt each other
  - d. not engage in side conversations
  - e. not repeat what has already been said
  - f. not monopolize the discussion
  - g. support the Chair's efforts to facilitate an orderly meeting
  - h. communicate openly and actively in discussion and dialog to avoid surprises
  - i. encourage equal participation of all members
  - j. practice respectful body language
  - k. place emphasis on building consensus among members
  - l. seek the input of the Head of School as issues are discussed and decisions made.
  - m. As stated in bylaws, Board members' attendance at all meetings and working sessions will be monitored for compliance.
4. The board will use a consent agenda as needed as a means to expedite the disposition of routine matters and to dispose of other items of business it chooses not to discuss. All administrative matters delegated to the Head of School that are required to be approved by the board will be acted upon by the board via the consent agenda, unless otherwise directed by the Executive Committee. Prior to the adoption of the agenda, an item may be moved from the consent agenda for separate discussion and possible action upon request of a single member.
5. **Governance Policies** will be reviewed annually at monthly board meetings. The review will include a discussion of content, practice, and ongoing relevance of each policy.

- 6. **Operational Expectations** policies will be included as a key component of the annual review of the Head of School, thereby being subject to an annual review of content, practice, and ongoing relevance.
- 7. The board will direct the organization through policy. The board’s major focus will be on the results expected to be achieved by students. Operational Expectations that exist will be clear and explicit. Once enacted, the board shall not interfere with the process of meeting such expectations.
- 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 one session of the board prior to being approved at a subsequent board meeting.

<b>Policy Type</b>	Governance Culture
<b>Policy Status</b>	Approved
<b>Monitoring Method</b>	Board Self-assessment
<b>Monitoring Frequency</b>	Annually in January
<b>Revision History</b>	Draft 15 Mar 2008
	Approved 15 May 2008
	Revised and Approved Apr 2011
	<u>Revised and Approved Nov 2019</u>

## Board Job Description

The board's job is to represent and serve the citizens of the State of Utah, to govern the organization by establishing expectations for organizational results and quality operational performance, and to monitor actual performance against those expectations.

The board will:

1. Ensure that the **Results** are the dominant focus of organizational performance.
2. Advocate for Channing Hall and the students it serves.
3. Initiate and maintain constructive two-way dialogue with students, staff, parents and citizens as a means to engage all stakeholders in the work of the board and the school.
4. Develop written governing policies that address:
  - a. **Results**: The intended outcomes for the students served by the organization;
  - b. **Operational Expectations**: Statements of the board's values about operational matters delegated to the Head of School, including both actions and conditions to be accomplished and those prohibited;
  - c. **Governance Culture**: Definition of the board's own work, the processes it will employ and conditions within which it will accomplish that work;
  - d. **Board/Head of School Relationship**: The role relationship of the Head of School and the board, including the specified authority of the Head of School and the process for monitoring school and Head of School performance.
5. Ensure acceptable Head of School performance through effective monitoring of **Results** and **Operational Expectations** policies.
6. Ensure acceptable board performance through effective evaluation of board actions and processes to be accomplished via peer reviews, including but not limited to, annual survey and board retreat.
7. Appoint an independent auditor to conduct an annual external review of the school's financial condition and report directly to the board as required by the charter and by state statute.
8. Approve the comprehensive budget.

<b>Policy Type</b>	Governance Culture
<b>Policy Status</b>	Approved
<b>Monitoring Method</b>	Board Self-assessment
<b>Monitoring Frequency</b>	Annually in January
<b>Revision History</b>	Draft 15 Mar 2008
	Revised 13 May 2008
	Approved 15 May 2008
	Revised and Approved Apr 2011

## Officers' Roles

The officers of the board are those listed in this policy. Their duties are those assigned by this policy and by others required by law.

### Chair

The Chair provides leadership to the board, ensures the faithful execution of the board's processes, exercises interpretive responsibilities with integrity reflecting the spirit and intent of the board's policies, and normally serves as the board's official spokesperson.

The Chair has the following specific authority and duties:

1. Monitor board actions to assure that they are consistent with the board's own rules and policies and with other obligations imposed by agencies whose authority supersedes the board's own authority;
  - a. Conduct and monitor all board meeting deliberations to assure that board discussion and attention are focused on board issues, as defined in board policy (see GC-3) and conducted with consistent protocol. The Chair will:
    - i. Refrain from repeating, summarizing or disagreeing with members' comments as discussion is facilitated;
    - ii. Speak to issues in turn as do other members;
    - iii. Permit discussion of action items during business meetings only after a motion and second;
    - iv. Recognize members in order for them to speak;
    - v. Not offer motions or seconds while serving as presiding officer.
  - b. Assure that board meeting discussions are productive, efficient and orderly;
  - c. Chair board meetings using the authority normally vested in the chair as described in *Robert's Rules of Order*;
  - d. Lead timely board meeting debriefings and periodic self-assessments to ensure continuous process improvement.
2. Make all interpretive decisions of board policies in the **Governance Culture** and **Board/Head of School Relationship** sections, using reasonable judgment. The Chair is not authorized to:
  - a. make any interpretive decisions about policies created by the board in the **Results** and **Operational Expectations** policy areas. Interpretation of these policies is the responsibility of the Head of School;
  - b. exercise any authority as an individual to supervise or direct the Head of School.
3. Compile and facilitate the board's summative evaluation of the Head of School.
4. Represent the board as its official spokesperson about issues decided by the board and other matters related to official board business.

5. When necessary, sign all contracts and reports authorized by the board, other than employee contracts, except as otherwise provided by law.
6. Nominate members of all board committees, subject to board approval.
7. On behalf of the board, and in concert with the Executive Committee, develop proposed board meeting agendas consistent with the board’s annual calendar.

**Vice-Chair**

In the absence or inability of the Chair, the Vice-Chair shall have all the powers and duties of the Chair. The Vice-Chair will participate with the Chair and the Head of School in developing board meeting agendas.

**Treasurer**

The treasurer’s duties are found in the Channing Hall bylaws.

**Secretary**

The secretary’s duties are found in the Channing Hall bylaws.

<b>Policy Type</b>	Governance Culture
<b>Policy Status</b>	Approved
<b>Monitoring Method</b>	Board self-assessment
<b>Monitoring Frequency</b>	Annually in August
<b>Revision History</b>	Draft 15 Mar 2008
	Revised 13 May 2008
	Approved 15 May 2008
	Revised and Approved Apr 2011

## **Board Committees**

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 of the board as described in Policy **GC-03** and will never be created or used to oversee the Head of School in any operational area.

1. Board committees and other such entities by whatever name created by the board will not be used to direct, advise, or oversee the faculty or staff. Committees customarily will prepare recommendations for board consideration. Board committees will have no authority over the faculty or staff and may not exercise demands on staff time unless deemed necessary by majority board vote.
2. Board committees may not speak or act for the board unless specifically authorized. The responsibilities and authority of all board committees are carefully stated in this policy to assure that committees fully understand their duties and extent of authority and to assure that committee work will not usurp or conflict with the board's own authority or conflict with authority delegated to the Head of School.
3. All board committees are ongoing unless otherwise stated. All committees are subject to ongoing review for performance and relevance. Changes to committees and committee members are at the discretion of the board.
4. All board committee meetings are subject to Utah Open and Public Meetings laws.
5. No committee shall form a quorum of board members.
6. All board committees are listed below.

**Executive Committee (Board Chair, Vice Chair, Treasurer, Secretary, Head of School)**

**Finance Committee (Treasurer, Business Administration)**

**Legislative Committee**

**Enrollment Committee**

**Strategic Planning Committee**

**Policy Committee**

**Fundraising Committee**

**Public Relations Committee**

<b>Policy Type</b>	Governance Culture
<b>Policy Status</b>	Approved
<b>Monitoring Method</b>	Board self-assessment
<b>Monitoring Frequency</b>	Annually in May
<b>Revision History</b>	Draft 15 Mar 2008
	Revised 13 May 2008
	Approved 15 May 2008
	Revised and Approved Apr 2011
	Revised and Approved 20 September 2011
	Public Relations added June 2012
	Revised and approved March 2018
	Revised and approved January 2020

### Annual Work Plan

The board will follow an annual work plan that includes continuing monitoring and review of all policies, feedback sessions with community and staff groups, and activities to improve board performance.

1. The annual planning cycle will end no later than May 31 to allow the Head of School to properly align internal operational systems and processes.
2. The board's annual work plan for the next year will include:
  - a. Scheduled surveys or feedback sessions with stakeholder groups and individuals whose viewpoints are considered helpful to the board.
  - b. Governance process improvement activities, including orientation of candidates and new board members in the board's governance process, and other discussions by the board about means to improve its own performance, especially board member knowledge and skill-building.
  - c. Scheduled monitoring of all policies.
  - d. Other events and activities that are part of the board's responsibilities and interests.

<b>Policy Type</b>	Governance Culture
<b>Policy Status</b>	Approved
<b>Monitoring Method</b>	Board self-assessment
<b>Monitoring Frequency</b>	Twice Annually in January and May
<b>Revision History</b>	Draft 15 Mar 2008
	Approved 15 May 2008
	Revised and Approved 2011
	Revised and Approved January 2020

# GC-06-Sample Calendar

## Sample Annual Work Plan Calendar

school year; e.g. 2019-2020	Tasks	Essential Documents Review and update and/or sign, as appropriate Reviews led by Executive Committee	Policy Review and update, as appropriate  Reviews led by Policy Committee
Monthly	<ul style="list-style-type: none"> <li>● Shout Outs</li> <li>● Brian Carpenter training - review previous month, listen to new lesson, discuss</li> <li>● Policy Updates</li> <li>● Committee updates on deliverables</li> <li>● Review essential documents according to the "Essential Documents Maintenance Schedule"</li> </ul>		To be determined in each year's respective Annual Work Plan. Each month box below would designate specific CH Governance Policies to be reviewed in each respective month. Ideally, each policy would be reviewed at board meetings once every two years.
August	<ul style="list-style-type: none"> <li>● Review/Approve Committee Charters and Deliverables</li> <li>● Approve Family Handbook and Middle Years Supplement</li> <li>● Approve Staff List</li> <li>● Review Board Commitment Policy</li> <li>● Welcome Letters to new teachers</li> <li>● UAPCS Membership (bi-annually)</li> </ul>	<ul style="list-style-type: none"> <li>● Annual Conflict of Interest Statements [sign]</li> <li>● Open Meeting Laws and Robert's Rules</li> <li>● Head of School Contract</li> <li>● Liability Insurance</li> <li>● Board Member and contact info</li> <li>● Change Board Secretary password.</li> </ul>	See Spreadsheet
September	<ul style="list-style-type: none"> <li>● Review HoS annual goals</li> <li>● Review RISE results</li> <li>● Approve final draft of annual</li> </ul>	<ul style="list-style-type: none"> <li>● Channing Hall Governance Policies</li> </ul>	See Spreadsheet

	report		
October	<ul style="list-style-type: none"> <li>● Approve Strategic Plan</li> <li>● Approve LAND grant</li> <li>● Update on enrollment numbers/budget implication</li> <li>● Approve Utah Grants Application (usually an additional call-in vote)</li> </ul>	<ul style="list-style-type: none"> <li>● Academic Performance Measures</li> <li>● Strategic Plan</li> </ul>	See Spreadsheet
November	<ul style="list-style-type: none"> <li>● Review Additional Grants</li> </ul>		See Spreadsheet
December	<ul style="list-style-type: none"> <li>● No Meeting - Board Social</li> </ul>		See Spreadsheet
January	<ul style="list-style-type: none"> <li>● Review financial audit</li> <li>● Discuss Lottery Preparations</li> <li>● Prepare Parent Survey</li> </ul>	<ul style="list-style-type: none"> <li>● Audits and Internal Controls</li> <li>● Channing Hall Form 990</li> </ul>	See Spreadsheet
February	<ul style="list-style-type: none"> <li>● Lottery Update</li> <li>● Open House</li> <li>● Prepare HoS Performance Review</li> <li>● Prepare affidavit for closed session for March to review HoS performance review</li> <li>● Board Approval of Parent Survey Questions</li> <li>● Prepare Annual Faculty and Staff Survey</li> </ul>	<ul style="list-style-type: none"> <li>● Articles of Incorporation &amp; ByLaws</li> <li>● Charter</li> </ul>	See Spreadsheet
March	<ul style="list-style-type: none"> <li>● Prepare employee contract for HoS</li> <li>● Prepare affidavit for April closed session to vote on HoS contract</li> <li>● Approve School LAND Trust Plan</li> <li>● Lottery Update</li> <li>● Schedule Board Retreat</li> <li>● Begin List of Article ideas for Annual Report</li> <li>● Send Out Parent Survey</li> <li>● Vote to approve HoS performance review (closed session)</li> <li>● Review Annual Faculty and Staff Survey</li> </ul>	<ul style="list-style-type: none"> <li>● Legal Counsel and Financial Auditor</li> <li>● Closed Session Audio Recording</li> </ul>	See Spreadsheet

April	<ul style="list-style-type: none"> <li>● Approve proposed HoS Contract (closed session)</li> <li>● Review mid-year updates to Strategic Plan</li> <li>● Approve HoS annual goals</li> <li>● Legislative Session Review</li> <li>● Prepare Parent Survey results for review</li> <li>● Send out Board Survey in preparation for Board Retreat</li> <li>● Approve audit company for fiscal year</li> </ul>	<ul style="list-style-type: none"> <li>● Governance Policies</li> <li>● Debt Instruments</li> <li>● School Report</li> <li>● Strategic Plan</li> </ul>	See Spreadsheet
May	<ul style="list-style-type: none"> <li>● Review and finalize budget</li> <li>● Review plan for Annual Report</li> <li>● Approve Employee Handbook</li> </ul>		See Spreadsheet
May Board Retreat	<ul style="list-style-type: none"> <li>● Review Board Survey</li> <li>● Set Board Goals</li> <li>● Determine Board leadership roles</li> <li>● Follow up with Exec Meeting to have Board Goals filter into HoS Goals</li> </ul>		See Spreadsheet
June (phone-in)	<ul style="list-style-type: none"> <li>● Approve budget</li> <li>● Approve board leadership roles</li> </ul>	<ul style="list-style-type: none"> <li>● Annual Budget</li> </ul>	See Spreadsheet

<b>Policy Type</b>	Governance Culture
<b>Policy Status</b>	Approved
<b>Monitoring Method</b>	
<b>Monitoring Frequency</b>	
<b>Revision History</b>	
	Revised and Approved 15 Nov 2018
	Revised and Approved 13 Jan 2020

### **Board Members' Code of Conduct**

The board and its members will conduct themselves lawfully with integrity and high ethical standards in order to model the behaviors expected of staff and students and to build public confidence and credibility. The board, acting in its legislative capacity, shall have the authority and responsibility to interpret and apply these standards of conduct.

1. Board members will serve the interests of the citizens of the State of Utah. Members recognize this responsibility to the whole to be greater than:
  - a. any loyalty a member may have to any other advocacy or interest groups;
  - b. loyalty based upon membership on other boards or staffs;
  - c. the personal interest of any board member who is also a parent of a student in the school; or
  - d. being a relative of an employee, vendor, or a service provider of the school.
2. Board members will not attempt to exercise individual authority over the organization.
  - a. Members will not attempt to assume personal responsibility for resolving operational problems or complaints. Members will refer to the Head of School, or to his or her designee, any complaints or concerns about operational issues.
  - b. Members will respect decisions of the board and will not take action to undermine those decisions.
  - c. Members will not publicly express dissension regarding board action once taken for the purpose of garnering support, creating mischief, or to further their personal agendas.
  - d. Members will not publicly express individual negative judgments about Head of School or staff performance. Any such judgments of Head of School or staff performance will be expressed in executive session.
3. To build trust among members and to ensure an environment conducive to effective governance, members will:
  - a. focus on issues rather than personalities
  - b. respect decisions of each other and the full board
  - c. exercise honesty in all written and interpersonal interaction, never intentionally misleading or misinforming each other
  - d. criticize privately, praise publicly
  - e. make every reasonable effort to protect the integrity and promote the positive image of the school and one another
  - f. never embarrass each other or the school
  - g. maintain focus on common goals
  - h. communicate in a timely manner to avoid surprises
  - i. withhold judgment on issues until informed
  - j. use executive sessions appropriately and judiciously
  - k. maintain appropriate confidentiality
  - l. openly share personal concerns, information and knowledge in a timely and appropriate manner.
  - m. request or signal a recess when members find themselves moving toward loss of personal

control or when members observe such loss by a colleague.

4. Members will not:
  - a. intentionally mislead or misinform each other
  - b. maintain hidden agendas
  - c. assume responsibility for resolving problems or complaints
  - d. give personal direction to any part of the operational organization.
5. Members will exercise personal discipline in the performance of their duties, including proper use of authority and appropriate decorum when acting as board members.
6. Members shall maintain confidentiality appropriate to sensitive issues and information that otherwise may tend to compromise the integrity or legal standing of the board, especially those matters discussed in executive session.
7. Members will adhere to all school rules and strive to set an example.
8. Members will try to lead by example by demonstrating the IB Learner Profiles: Knowledgeable, Caring, Risk Takers, Reflective, Open-Minded, Balanced, Thinkers, Communicators, Inquirers, Principled.

<b>Policy Type</b>	Governance Culture
<b>Policy Status</b>	Approved
<b>Monitoring Method</b>	Board self-assessment
<b>Monitoring Frequency</b>	Annually in August
<b>Revision History</b>	Draft 15 Mar 2008
	Approved 15 May 2008
	Revised and Approved Jan 2012
	Reviewed February 2015
	Revised and Approved Jan 2020

### Board Member Conflict of Interest

Public office represents a trust created by the confidence the citizens hold in the integrity of local government officials for the common good of the people. It is the desire of board members to operate under the highest ethical standards. A conflict of interest arises when a public official is unable to devote complete loyalty and singleness of purpose to the general public interest.

For purposes of this policy, a conflict of interest is considered to be a personal, business interest that is definite and demonstrable. In general, the Board's individual and collective dealings should be above reproach.

1. A board member who, in the discharge of his/her official responsibilities, is required to take an action or make a decision which affects an economic interest of the board member, a member of the board member's immediate family, an individual with whom the board member is associated, or a business with which the board member is associated shall provide to the board Chair a written statement which describes the matter requiring actions and the nature of the board member's potential conflict of interest with respect to the action or decision. The Chair shall cause the statement to be printed in the minutes and shall require the member to be excused from any votes, deliberations, and other actions on the matter on which the potential conflict of interest exists and shall cause such disqualification and the reasons for it to be noted in the minutes.
  - a. When a conflict has been identified, the board will determine any additional board responsibilities where a potential conflict might exist and restrict the board member's involvement in those responsibilities accordingly ie: committee work.
  - b. The restricted involvement will be written as an addendum to the Board Member's Conflict of Interest Statement, voted on by the board and signed by the board member.

"Immediate family" includes children, spouses, parents and siblings and individuals related by marriage to the previous mentioned.

2. A board member may not cause the employment, appointment, promotion, transfer, or advancement of an immediate family member to a position in the school. Similarly, a board member may not participate in an action relating to the discipline of the board member's family member.
3. The board shall not hire any of its members as employees of the school.
4. The board shall not enter into any contract with any of its members or with a firm or corporation in which a member has a financial interest unless the contract is awarded to the lowest responsible bidder based on established competitive bidding procedures, and the board member performs no official function regarding the contract.
5. A board member must avoid conflict of interest with respect to his or her fiduciary responsibility. Accordingly, a board member will **not**:
  - a. Use his/her position or office for personal financial gain
  - b. Receive compensation to influence action
  - c. Receive additional money as payment for advice or assistance given in the course of his/her employment
  - d. Receive anything of value for speaking before a public or private group if the board member is acting in an official capacity

- e. Use or disclose confidential information gained in the course of board service, including any manner that would affect his/her business interest
  - f. Serve as a member or employee of a governmental regulatory omission that regulates any business with which the board member is associated
  - g. Represent another person before a governmental entity
  - h. Use governmental personnel, equipment, or materials in an election campaign
6. It is permissible for a board member to receive:
- a. Payment or reimbursement for actual and necessary expenditures for travel and subsistence for attendance at a convention or other meeting in which the board member participates in his/her official capacity as a board member; and
  - b. A meal provided in conjunction with a speaking engagement where all participants are entitled to the same meal and the meal is incidental to the speaking engagement.
  - c. Payment or reimbursement for materials or supplies purchased on behalf of the school.
7. Each board member is required to fill out a “Channing Hall Board of Directors Annual Conflict of Interest Statement” annually. If changes occur during the year it is the board member’s responsibility to report changes to the Executive Committee and update the statement.

<b>Policy Type</b>	Governance Culture
<b>Policy Status</b>	Approved
<b>Monitoring Method</b>	Board self-assessment
<b>Monitoring Frequency</b>	Annually in January
<b>Revision History</b>	Draft 15 Mar 2008
	Approved 15 May 2008
	Review March 2012
	Approved April 2012
	Revised February 2015

**Process for Addressing Board Member Violations**

The board and each of its members are committed to faithful compliance with the provisions of the board’s policies. The board recognizes that its failure to deal with deliberate or continuing violations of its policies risks the loss of public confidence in the board’s ability to govern effectively. Therefore, in the event of a member’s willful and/or continuing violation of policy, the board will address the issue by the following process:

1. Conversation in a private setting between the offending member and the board Chair, Vice-Chair or other individual member;
2. Discussion in a private session between the offending member and the full board (as permitted by Utah Open and Public meeting laws);
3. Possible removal by the board from any leadership or committee positions to which the offending member has been appointed or elected;
4. A vote by the board to retain or dismiss the offending member.
  - a. Dismissal of a board member requires a 2/3 majority vote.

<b>Policy Type</b>	Governance Culture
<b>Policy Status</b>	Approved
<b>Monitoring Method</b>	Board self-assessment
<b>Monitoring Frequency</b>	Annually in January
<b>Revision History</b>	Draft 15 Mar 2008
	Approved 15 May 2008
	Reviewed and revised Feb 2012
	Approved March 2012
	Reviewed 15 Nov 2018

### Governance Cost

The board will invest in its governing capacity as necessary and prudent to assure that the governance function is effective and efficient.

1. The board will budget necessary funds to assure that the board and its members have the knowledge, skills and support necessary for excellent and responsible governance.
  - a. Approved board governance costs include:
    - i. Training of new board members
    - ii. Ongoing training of current board members
    - iii. External fiscal audits
    - iv. Board committee expenses
  - b. All board expenditures require approval of board chair and vice president or board treasurer.
  - c. All board expenditures must fall within the approved budget.
  - d. All board expenditures and reimbursements are subject to Channing Hall operational policies.

<b>Policy Type</b>	Governance Culture
<b>Policy Status</b>	Approved
<b>Monitoring Method</b>	Board self-assessment
<b>Monitoring Frequency</b>	Annually in May
<b>Revision History</b>	Draft 15 Mar 2008
	Revised 13 May 2008
	Approved 15 May 2008
	Reviewed and Revised Feb 2012
	Approved March 2012
	Reviewed 15 Nov 2018

### Board Member Leave of Absence

In response to rare and exceptional circumstances, a board member may request a leave of absence. The board may choose to grant such leave given the following conditions:

1. Approval requires the consent of a two-thirds majority of the board.
2. The board member requesting leave must make their request to the board chair in writing. The request is considered a protected document and deliberation on the request will take place in a closed session of the board. In the request, the board member must state:
  - a. The specific circumstances for requesting leave.
  - b. The requested duration. A leave of absence may not exceed 90 days.
3. Leave may not be granted for the purpose of employment (either contract or permanent) with the school. A board member desiring to work for the school must first resign from the board and may then and only then apply for any open positions at the school. No special considerations are to be granted former board members during the employment screening and approval process.
4. The board reserves the right to deny requests for any reason, including but not limited to a pattern of requests for leave (such as asking for leave during summer months or for repeated out-of-town absences).
5. The board member requesting leave is expected to perform all of his/her duties as a board member during the approval process, including meeting attendance and committee assignments.
6. Upon approval, the board member granted leave will be removed from all committees and distribution lists.
7. Upon automatic reinstatement at the end of the term of leave, the board member will be added back to the board's distribution lists. Committee assignments will be re-evaluated by the Board Executive Committee at the time of reinstatement and must receive board approval.
8. If the board member on leave chooses to resign during the term of his/her leave, the board member shall notify the board chair promptly of his/her resignation rather than at the end of the term of leave.

<b>Policy Type</b>	Governance Culture
<b>Policy Status</b>	Approved
<b>Monitoring Method</b>	Board self-assessment
<b>Monitoring Frequency</b>	Annually in May
<b>Revision History</b>	Approved 3 April 2009
	Reviewed and Revised November 2012
	Approved January 2013
	Reviewed 15 Nov 2018

## Policywriting Guidelines

To ensure relevance and efficiency in the policywriting process, the following guidelines shall be observed:

1. Requests to create or amend policies will be heard first by the Executive Committee, and, upon their approval, referred to the Policy Committee for further study. Should the Executive Committee choose not to refer a policy request, the board may override this decision through a two-thirds majority vote by having other board members sign the request.
2. The requestor shall issue the request in writing to the Executive Committee. The request must contain the following information:
  - a. The specific reasons and justifications for the request.
  - b. A preliminary identification of the policy's classification:
    - i. **Results** policies determine the board's expectations of the school.
    - ii. **Governance Culture** policies define the board's internal operations.
    - iii. **Board/Head of School Relations** policies define the interaction between board and administration as well as delineating between board and administrative responsibilities.
    - iv. **Operational Expectations** policies specify the means-based parameters under which the administration and staff must function.
  - c. Identification of where existing governance policies, the charter, state/federal statutes, rules, or regulations do not address the issues specified in the request.
  - d. Sample/referent policy language may also be included in the request.
3. Requests identified as *Operational Expectations* will typically be recommended as administrative policy, though the board reserves the authority to issue *Operational Expectations* as board policy. Requests identified as *Results*, *Governance Culture*, or *Board/Head of School Relations* policies will be written as board policies.
  - a. Criteria to favor the creation of board *Operational Expectations* policies may include, but are not limited to:
    - i. When there is a substantial risk, potential risk, or impact to the school's financial well-being that
    - ii. When statute or rule requires that board policy be written to address a specific topic.
    - iii. When the school's official state charter is impacted by the decision
  - b. Criteria to refrain from the creation of board *Operational Expectations* policies may include, but are not limited to:
    - i. Failure of administration to perform or comply with existing policies. In such instances, rather than remanding responsibilities back to the board, the board is typically encouraged to seek administrative compliance.
    - ii. Issues related to specific individuals (such as specific students, parents or staff members). Such responses should be handled through administrative action.
4. The Policy Committee will evaluate the request and issue one of the following courses of action:
  - a. **Recommend as Board Policy** – the request is determined by the committee to fall under the purview of the board.
  - b. **Recommend as Administrative Policy** – the request is determined by the committee to fall under the purview of administration.
  - c. **Hold for Further Study** – the request is determined to require further study or clarification.

- d. **Do Not Recommend** – the request is determined by the committee to not require further action.
5. The Policy Committee will present the reasons for their recommendation or non-recommendation at a subsequent board meeting. The board may then choose to ratify or override the committee’s decision.
  6. Upon recommendation by the Board to create or amend board policy, the request will be assigned to the Policy Committee (or to another committee as deemed appropriate) for drafting.
  7. The board will discuss the policy at one meeting and vote on approval at the next scheduled meeting.
  8. A 2/3 majority vote is required to create or amend policy.
  9. Upon recommendation by the Board to create or amend administrative policy, the request will be referred to the Head of School by the Board Chair who in his/her discretion may choose to take action on the request.

<b>Policy Type</b>	Governance Culture
<b>Policy Status</b>	Approved
<b>Monitoring Method</b>	Board self-assessment
<b>Monitoring Frequency</b>	Annually in May
<b>Revision History</b>	Draft 09 Mar 2009
	Draft 16 Mar 2009
	Reviewed January 2013
	Approved February 2013
	Reviewed November 2015

[Removed]

<b>Policy Type</b>	Governance Culture
<b>Policy Status</b>	Approved
<b>Monitoring Method</b>	Board self-assessment
<b>Monitoring Frequency</b>	Annually in May
<b>Revision History</b>	Draft 09 Mar 2009
	Draft 16 Mar 2009
	Approved Oct 2010
	Reviewed February 2013 – no changes
	Founding Board Member tuition policy removed as obsolete February 10, 2020

## Board Candidate Process

1. Board determines the needs of the board
  - Assesses succession plan and committee chair needs
2. Board members and head of school recommend potential candidates who have all of the following criteria:
  - Have worked on a board committee or CHAPS, or have specific experience and/ or demonstrated a level of commitment that will make a significant contribution to the board's deliberations.
  - Have specific qualifications that will enhance the future of the board and fill the specific needs of the board
  - Demonstrated knowledge of and commitment to the Vision, Guiding Principles and Charter
    - Guided Inquiry, IB
  - Understand and accept Board Governance versus management concept
3. Board discusses potential candidates in closed session to decide if they should move forward
  - Ideally board and head of school will have consensus to pursue
4. Board President or assigned Board member will talk with candidates to determine interest.
5. If interested:
  - Candidate will be given the following information to review:
    - Vision
    - Charter
    - Guiding Principles
    - IB Information
    - Governance Policies
    - Board Commitment Requirements
      - Time
      - Attendance
      - Committee Work
  - Candidates will provide written letter of interest
    - Why they are interested in serving on the board
    - What experience they bring
    - Resume or bio
  - Board president, vice-president and any other willing board members interview candidate
  - Candidates are asked to sit through two board meetings prior to joining and accepting the position
6. Executive Committee decides whether or not to nominate to the board. Executive Committee requests, and the candidate confirms, that the candidate has submitted to a nationwide criminal background check and ongoing monitoring pursuant to Utah Code 53G-11-402.
7. Board nomination process:
  - Nomination
  - Second
  - Discussion moves to closed session
  - Out of closed session there is a ballot vote
  - All candidates must receive 2/3 majority vote for approval
8. Upon approval each new board member receives an orientation process.

9. New board members will not be eligible to vote during first 2 meetings they attend as a board member.

<b>Policy Type</b>	Governance Culture
<b>Policy Status</b>	Approved
<b>Monitoring Method</b>	Board self-assessment
<b>Monitoring Frequency</b>	As needed
<b>Revision History</b>	Draft October 2011
	Approved January 2012
	Reviewed March 2013
	Revised and Approved April 2013
	Revised and Approved October 2018

## Board Member Succession Planning

### Purpose:

To create an orderly, common procedure for replacing Channing Hall Board members in order to ensure continuity in governance and in operation at the school in the event of the departure of a Board member.

### Definitions

### Policy

Board members wanting to resign their position will do so in a way that provides adequate time for training of new individuals and the continuing governance of the school.

In order to maintain Board continuity, members will ensure that Board members' terms are staggered, and the Board will continue to safeguard that a majority of Board members' term not expire in any one year. The authorized number of Board members shall be defined in the Bylaws.

### Board Succession Procedure

1. Board members desiring to resign their position shall notify the Board in writing of their intention. Resignation letter should include the following:
  - a. a resignation effective date.
  - b. a recommended timeline preceding resignation for training new Board member.
2. Board will assess needs and numbers and determine if replacement is necessary.
3. If a replacement is deemed necessary, Board will follow Governance Policy GC-14 "Board Candidate Process" to identify and select a replacement Board member.

<b>Policy Type</b>	Governance Culture
<b>Policy Status</b>	Approved
<b>Monitoring Method</b>	Board self-assessment
<b>Monitoring Frequency</b>	As needed
<b>Revision History</b>	Draft September 2016
	Approved October 2016
	Reviewed Mar 20, revised Apr 20

**Annual Ethics Pledge**

Part of the state of Utah’s Fraud Risk Assessment involves all board members and employees of the organization to sign an Ethical Behavior Pledge form. Ensuring all board members and employees have read, understood, and signed the form lowers the risk assessment score issued by the state. The board shall ensure that each year all board members and employees shall sign the ethics pledge.

<b>Policy Type</b>	Governance Culture
<b>Policy Status</b>	Approved
<b>Monitoring Method</b>	Board self-assessment
<b>Monitoring Frequency</b>	Annually
<b>Revision History</b>	Draft September 2020
	Approved October 2020

**Single Point of Connection**

The Head of School is the board’s sole point of connection to the operational organization. The board will direct the operational organization only through the Head of School.

<b>Policy Type</b>	Board/Head of School Relationship
<b>Policy Status</b>	Approved

<b>Monitoring Method</b>	Board self-assessment
<b>Monitoring Frequency</b>	Annually in January
<b>Revision History</b>	Draft 15 Mar 2008
	Approved 15 May 2008
	Reviewed March 2013 – no changes
	Reviewed October 2017-no changes

**Single Unit Control**

The board will direct the Head of School only through official decisions of the full board.

1. The board will make decisions by formal, recorded vote in order to avoid any ambiguity about whether direction has been given.
2. No individual board member has the authority to direct the Head of School. A committee may only direct the Head of School if the board has specifically delegated exercise of authority.
  - a. Should the Head of School determine that an information request received from an individual member or a committee is not related to board or member responsibilities as described in GC policy, requires a material amount of staff time, or is unreasonable or of questionable value, the Head of School is expected to ask that the committee or the member refer such requests to the full board for authorization. The Head of School shall notify the Board Chair/President of such requests.

<b>Policy Type</b>	Board/Head of School Relationship
<b>Policy Status</b>	Approved
<b>Monitoring Method</b>	Board self-assessment
<b>Monitoring Frequency</b>	Annually in January
<b>Revision History</b>	Draft 15 Mar 2008
	Revised 13 May 2008
	Approved 15 May 2008
	Revised and Approved August 2013
	Reviewed Oct 2017-no changes
	Reviewed Mar 20, revised Apr 20

### Staff Accountability

The Head of School is responsible, within the values expressed by the board in policy, for all matters related to the day-to-day operation of the organization. All staff members are considered to report directly or indirectly to the Head of School.

<b>Policy Type</b>	Board/Head of School Relationship
<b>Policy Status</b>	Approved
<b>Monitoring Method</b>	Board self-assessment
<b>Monitoring Frequency</b>	Annually in January
<b>Revision History</b>	Draft 15 Mar 2008
	Approved 15 May 2008
	Reviewed October 2013
	Approved Changes November 2013
	Reviewed Oct 2017-no changes

### Authority of the Head of School

The board will provide direction to the Head of School through written policies that define the organizational results to be achieved for students and define operational conditions and actions to be accomplished or avoided.

1. The board will develop **Results** policies instructing the Head of School to achieve defined results for the students served by the organization.
2. The board will develop **Operational Expectations** policies which express the board's values about operational conditions and actions. Certain of these values will be expressed positively to assure that the stated actions occur and that the identified conditions exist and will be stated as directives. Certain other values represent actions and conditions that are to be avoided and will be stated prohibitively.
3. As long as the Head of School uses any reasonable interpretation of the board's **Results** and **Operational Expectations** policies, the Head of School is authorized to establish any additional policies or regulations, make any decisions, establish any practices and develop any activities the Head of School deems appropriate to achieve the board's **Results** policies. The Head of School is not expected to seek board approval or authority for any such decision falling within the Head of School's area of delegated authority.
4. The board may change its **Results** and **Operational Expectations** policies and in so doing shift the boundary between board and Head of School areas of responsibility. The board will respect and support any reasonable interpretation of its policies by the Head of School, even though Head of School decisions may not be the decisions the board or its members may have made.

<b>Policy Type</b>	Board/Head of School Relationship
<b>Policy Status</b>	Approved
<b>Monitoring Method</b>	Board self-assessment
<b>Monitoring Frequency</b>	Annually in January
<b>Revision History</b>	Draft 15 Mar 2008
	Approved 15 May 2008
	Reviewed November 2013 – no changes
	Reviewed Nov 2017-no changes

### Head of School Accountability

The board considers Head of School performance to be identical to organizational performance. Organizational accomplishment of the board's **Results** policies and operation according to the values expressed in the board's **Operational Expectations** policies will be considered successful Head of School performance. These two components define the Head of School's job responsibilities, and are the basis for the Head of School's performance evaluation.

1. The board will determine organizational performance based upon a systematic monitoring process.
2. The board may acquire monitoring data on **Results** and **Operational Expectations** policies by one or more of three methods:
  - a. By **Internal Report**, in which the Head of School submits information that certifies and documents to the board compliance or reasonable progress;
  - b. By **External Review**, in which an external third party selected by the board assesses compliance or reasonable progress with applicable board policies;
  - c. By **Board Inspection**, in which the whole board or a committee duly charged by the board formally assesses compliance with or reasonable progress on the appropriate policy criteria.
3. The consistent performance standard for **Operational Expectations** policies shall be whether the Head of School has:
  - a. reasonably interpreted the policy and its subparts;
  - b. complied with the provisions of the board policy being monitored.
4. The consistent performance standard for **Results** policies shall be whether the Head of School has:
  - a. reasonably interpreted the policy and its subparts;
  - b. made reasonable progress toward achieving the board's defined **Results** policies.
5. The board will make the final determination as to whether Head of School interpretation is reasonable, whether the Head of School is in compliance and whether reasonable progress has been made. In doing so, the board will apply the "reasonable person" standard.
6. All policies that instruct the Head of School will be monitored according to a schedule and by a method determined by the board and included in the board's annual work plan. The board may monitor any policy out of this defined sequence, if it is determined by a majority of the board that conditions warrant monitoring at times other than those specified by the annual schedule.
7. Each March, the board will conduct a formal summative evaluation of the Head of School. The summative evaluation will be based upon data collected during the year from the monitoring of **Results** and **Operational Expectations** policies. The board will prepare a written evaluation document.

The evaluation document will consist of:

- a. A summary of the data derived during the year from monitoring the board's **Results** and **Operational Expectations** policies;
- b. Conclusions based upon the board's prior action during the year relative to the Head of School's reasonable interpretation of each **Result** policy and whether reasonable progress has been made toward its achievement;
- c. Conclusions based upon the board's prior action during the year relative to whether the Head of School has reasonably interpreted and operated according to the provisions of the **Operational**

**Expectations** policies.

- d. An improvement plan addressing any deficiencies in Head of School progress toward achieving the Results
- e. An improvement plan addressing any deficiencies in Head of School performance within the boundaries established in the Operational Expectations policies.
- f. A summary of the Head of School’s strengths and weaknesses relative to achievement of the Results policies and operation within the values stated in the Operational Expectations policies.
- g. Identified priorities for the coming year.

Nothing in this policy will be construed to imply in any manner the establishment of any personal rights not explicitly established by statute, board policy or contract. All employment decisions regarding the Head of School remain within the sole and continuing discretion of the board.

<b>Policy Type</b>	Board/Head of School Relationship
<b>Policy Status</b>	Approved
<b>Monitoring Method</b>	Board self-assessment
<b>Monitoring Frequency</b>	December, May, and June
<b>Revision History</b>	Draft 15 Mar 2008
	Revised 13 May 2008
	Approved 15 May 2008
	Reviewed Oct 2017-no changes
	Revised and Approved Jan 2018
	Reviewed May 16, 2019 - no changes

**Annual Summative Evaluation of the Head of School**

The board’s policy **B/HoS-05** provides that:

Each March, the board will conduct a formal summative evaluation of the Head of School. The summative evaluation will be based upon data collected during the year from the monitoring of **Results** and **Operational Expectations** policies.

**The purpose of the annual evaluation of the Head of School is to summarize the actions previously taken by the board as it monitored *Results* and *Operational Expectations* policies during the year, and to draw conclusions on that basis.**

<b>Operational Expectation Policies</b>	<b>Date Monitored</b>	<b>Board Disposition</b>
OE-1 Global Operational Expectation		
OE-2 Emergency Head of School Succession		
OE-3 Instructional Program		
OE-4 Treatment of Stakeholders		
OE-5 Administration of Personnel		
OE-6 Financial Planning		
OE-7 Financial Administration		
OE-8 Asset Protection		
OE-9 Communicating with the Board		
OE-10 Communicating with the Public		
OE-11 Discipline		
OE-12 Learning Environment/Treatment of Students		
OE-13 Facilities		
OE-14 Neutrality		
OE-15 Long Distance/Overnight Travel		
OE-16 Check Signing Policy		
OE-17 Continuing Disclosure Procedures		
OE-18 Financial Debt, Risk Management, & Disclosure Procedures Plan		

<b>Results Policies</b>	<b>Date Monitored</b>	<b>Board Disposition</b>
R-1 School Vision		
R-2 Guiding Principles Outcomes		
R-3 Academic Growth and Assessment Goals		
R-4 Character Development		
R-5 Learning How to Learn		

## Administrative Succession Plan

### ***Planned Departure of Key Management***

The Board asks that the Head of School give the Board at least three months' notice of intent to leave Channing Hall. Upon learning of the Head of School's intent to depart Channing Hall, the Board will appoint a search committee that includes members of the Board to coordinate the search for a successor. The search committee will develop a search process to present to the full Board for approval.

The Board will take steps in order to ensure that the replacement administrator is able to effectively lead Channing Hall and accomplish the mission and the goals established by the Board. When the search committee is organized, the Board will have a discussion in order to:

- Ensure that the Board is unified in its understanding of Channing Hall's Vision.
- Ensure that the Board is unified in its understanding of Channing Hall's strategic direction
- Ensure that the Board is unified in its understanding of Channing Hall's Guiding Principles
- Ensure that the Board is unified in its understanding of the roles and responsibilities of the Head of School.
- Ensure that the Board is unified in its understanding of the key competencies of an effective Head of School

### ***Unplanned Departure of Principal***

If the Head of School's departure is unplanned or occurs in advance of the completion of the search process, the Board will appoint an acting Head of School. The Board may hire individuals to provide additional short-term administrative assistance during the search process.

### ***Capacity Building of Administrative Team***

The Board realizes its responsibility to adopt the vision and goals of Channing Hall. The Head of School is expected to develop delivery practices of curriculum that aligns with the mission and vision of the school to achieve the results detailed in the Results Policy. When an entire educational team understand the mission, and clearly understand their role, it will help strengthen the school and facilitate an orderly transition in the event of the Head of School departure.

### ***School Oversight During Search Process***

During the search process, the Board or a committee of Board members will meet regularly with the acting Head of School, review reports about the progress of Channing Hall and its programs, the performance of the organization, the financial condition of the school, and personnel issues in order to ensure adequate oversight on the part of the Board during the transition period.

The search committee will use the results of the prior Board discussions to develop a list of priority attributes to guide the search process and will evaluate candidates against these attributes. When a short list of interviewees is identified, the search committee will establish a process for interviewing and evaluating

candidates

The search committee will then recommend up to three candidates to the Board for consideration. The Board will interview the candidates recommended by the search committee and make the final selection.

The succession plan will be considered and updated regularly.

<b>Policy Type</b>	Board/Head of School Relationship
<b>Policy Status</b>	Approved
<b>Monitoring Method</b>	Board self-assessment
<b>Monitoring Frequency</b>	Annual/As Needed
<b>Revision History</b>	Approved October 13, 2016
	Revised and Approved Feb. 2018

**Global Operational Expectation**

The Head of School shall not cause, allow, or fail to take reasonable measures to prevent any practice, activity, decision or school condition that is unlawful, unethical, unsafe, disrespectful, or imprudent, in violation of board policy or endangers the organization’s public image or credibility.

<b>Policy Type</b>	<b>Operational Expectations</b>
<b>Policy Status</b>	<b>Approved</b>
<b>Monitoring Method</b>	<b>Internal Report</b>
<b>Monitoring Frequency</b>	<b>Annually in May</b>
<b>Revision History</b>	<b>Draft 15 Mar 2008</b>
	<b>Approved 15 May 2008</b>

**Emergency Head of School Succession**

The Head of School shall designate at least one other executive staff member who is familiar with the board’s governance process and issues of current concern and is capable of assuming Head of School responsibilities on an emergency basis.

At present, the Head of School designates the Assistant Head of School to serve in this capacity. The Head of School shall notify the Board in a timely manner should this designation be transferred to another individual.

<b>Policy Type</b>	<b>Operational Expectations</b>
<b>Policy Status</b>	<b>Approved</b>
<b>Monitoring Method</b>	<b>Internal Report</b>
<b>Monitoring Frequency</b>	<b>Annually in August</b>
<b>Revision History</b>	<b>Draft 15 Mar 2008</b>
	<b>Revised 13 May 2008</b>
	<b>Approved 15 May 2008</b>

## Instructional Program

The Head of School shall maintain a program of instruction that offers challenging and relevant opportunities for all students to achieve the outcomes as defined in the board's *Results* policies.

The Head of School shall:

1. Implement an instructional program using the most currently approved revision of the *Ten year Strategic Plan* \*(See Appendix A) This includes but may not be limited to:
  - a. Ensuring that the general *Instruction Model* and *Strategic Plan* is clearly communicated
  - b. Ensuring that adequate professional development is completed and that adequate in-school resources exist for staff to understand and utilize the programs, models, and heuristics specified by the *Strategic Plan*.
  - c. Ensuring that the currently approved revision of the *Strategic Plan* is clearly communicated to staff, or to other stakeholders upon request.
  - d. Making the current *Strategic Plan* available to teachers and staff or to parents upon request.
2. Effectively capture quantitative and qualitative measurements to demonstrate that the desired outcomes of the instructional program are being met.
3. Ensure that the instructional program provides equitable opportunities for all students to develop increased learning agility and the other outcomes listed in the *Results* policies.
4. Encourage staff innovation and feedback to help inform current and future implementations of the *Strategic plan* for the benefit of all students.
5. Protect the instructional time provided for students during the academic day by prohibiting interruptions due to unnecessary intrusions, unnecessary teacher time out of the classroom, or the scheduling of activities that can be scheduled during other times.
6. Respect the different learning and teaching styles of staff members when formulating professional development, collaboration, and evaluation plans.
7. Select textbooks and instructional materials that advance the achievement of the board's *Results* policies and that achieve continuity, integration and articulation of the curriculum by course and program.
8. Adequately monitor and control student access to and utilization of electronically distributed information as specified in the *Network Acceptable Use Policy*.
9. Ensure appropriate input from students, parents, teachers, administrators and other staff members involved in the instructional program as textbooks are reviewed and selected.

<b>Policy Type</b>	<b>Operational Expectations</b>
<b>Policy Status</b>	<b>Approved</b>
<b>Monitoring Method</b>	<b>Internal Report</b>
<b>Monitoring Frequency</b>	<b>Annually in October</b>
<b>Revision History</b>	<b>Draft 15 Mar 2008</b>
	<b>Revised 13 May 2008</b>
	<b>Approved 15 May 2008</b>

### Treatment of Stakeholders

The Head of School shall maintain an organizational culture that treats all people, including parents, citizens and staff, with respect, dignity and courtesy.

The Head of School shall:

1. Manage information in such ways that confidential information is protected.
2. Maintain processes for the effective handling of complaints.
3. Maintain an organizational culture that:
  - a. values individual differences of opinion;
  - b. reasonably includes people in decisions that affect them;
  - c. provides open and honest communication in all written and interpersonal interaction;
  - d. focuses on common achievement of the board's *Results* policies;
  - e. maintains an open, responsive and welcoming environment.

<b>Policy Type</b>	<b>Operational Expectations</b>
<b>Policy Status</b>	<b>Approved</b>
<b>Monitoring Method</b>	<b>Internal Report</b>
<b>Monitoring Frequency</b>	<b>Annually in September</b>
<b>Revision History</b>	<b>Draft 15 Mar 2008</b>
	<b>Approved 15 May 2008</b>

## Administration of Personnel

The Head of School shall assure the recruitment, employment, development, evaluation and compensation of school employees in a manner necessary to enable the organization to achieve its *Results* policies.

The Head of School shall:

1. Conduct background inquiries and checks prior to hiring any paid personnel.
2. Conduct reasonable background inquiries and checks prior to utilizing the services of any volunteers who have direct contact with students.
3. Select the most highly qualified and best-suited candidates for all positions, based upon experience, formal education, credentials, and certifications appropriate for the position.
4. Administer clear personnel rules and procedures for employees.
5. Effectively handle complaints and concerns.
6. Maintain adequate job descriptions for all staff positions.
7. Protect confidential information.
8. Develop compensation and benefit plans to attract and retain the highest quality employees by compensating employees consistent with the applicable marketplace, including but not limited to organizations of comparable size and type, and within available resources.
9. Consistent with the Head of School's own evaluation, evaluate all employee performance according to their contribution toward achieving the board's *Results* policies and their compliance with the board's *Operational Expectations* policies.
10. Assure that the evaluation of all instructional and administrative personnel is designed to:
  - a. improve and support instruction;
  - b. measure and document both excellent performance and unsatisfactory performance;
  - c. link teacher and administrator performance with multiple measures of student performance.
11. Ensure that all staff members are qualified and trained to perform the responsibilities assigned to them.
12. Maintain an organizational culture that positively impacts the ability of staff to responsibly perform their jobs and allows them to work in an environment of professional support and courtesy.
13. Compile and analyze employment trends to inform effective personnel administration practices.

The Head of School may not prevent employees from grieving to the board when internal grievance procedures have been exhausted and the employee alleges that School procedures outlined in the *School Policies Manual* have been violated. Employees who report directly to the Head of School may notify the board Chair in writing of facts or circumstances which prevent the Head of School from handling a particular grievance. When such notification is received, the board Chair shall immediately report the matter to the full board as confidential information.

Policy Type	Operational Expectations
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<b>Policy Status</b>	<b>Approved</b>
<b>Monitoring Method</b>	<b>Internal Report</b>
<b>Monitoring Frequency</b>	<b>Annually in February</b>
<b>Revision History</b>	<b>Draft 15 Mar 2008</b>
	<b>Revised 13 May 2008</b>
	<b>Approved 15 May 2008</b>

### Financial Planning

The Head of School shall develop and maintain a multi-year financial plan that is related directly to the board’s *Results* priorities and *Operational Expectations* goals, and that avoids long-term fiscal jeopardy to the school.

The Head of School shall develop a budget that:

1. Is in a summary format understandable to the board and presented in a manner that allows the board to understand the relationship between the budget and the *Results* priorities and any *Operational Expectations* goals for the year;
2. Credibly describes revenues and expenditures.
3. Shows the amount spent in each budget category for the most recently completed fiscal year, the amount budgeted for each category for the current fiscal year and the amount budgeted for the next fiscal year.
4. Delineates the proposed expenditures by program.
5. Discloses budget-planning assumptions, including those assumptions and priorities identified by the board *during January* and major funding and program operation initiatives *during March*.
6. Assures fiscal soundness in future years.
7. Reflects anticipated changes in employee compensation, including inflationary adjustments, step increases, performance increases and benefits.
8. Establishes personnel positions in the budget, including those created within the amount designated for personnel contingencies.

The Head of School may *not* develop a budget that:

1. Plans for the expenditure in any fiscal year of more funds than are reasonably projected to be available during the year.
2. Reduces the projected year-end fund balance to an amount less than 7.5 percent of the prior year’s General Fund revenue without board approval.

<b>Policy Type</b>	<b>Operational Expectations</b>
<b>Policy Status</b>	<b>Approved</b>
<b>Monitoring Method</b>	<b>Internal Report</b>
<b>Monitoring Frequency</b>	<b>Annually in April</b>
<b>Revision History</b>	<b>Draft 15 Mar 2008</b>
	<b>Revised 13 May 2008</b>
	<b>Approved 15 May 2008</b>

**Financial Administration**

The Head of School shall not: cause or allow any financial activity or condition that materially deviates from the budget adopted by the board; cause or allow any fiscal condition that is inconsistent with achieving the board’s *Results* or meeting any *Operational Expectations* goals; or place the long-term financial health of the school in jeopardy.

The Head of School shall:

1. Assure that payroll and legitimate debts of the school are promptly paid when due.
2. Assure that all purchases are based upon comparative prices of items of similar value, including consideration of both cost and long-term quality.
3. Use the *Purchasing Policies and Procedures* for the purchase of all supplies, contractual services, materials and equipment, except as approved for exception in the procedure and as provided by the procedure through a sole source or emergency procurement method.
4. Coordinate and cooperate with the board’s appointed financial auditor for an annual audit of all school funds and accounts.
5. Make all reasonable efforts to collect any funds due the school from any source.
6. Keep complete and accurate financial records by funds and accounts in accordance with generally recognized principles of governmental accounting and GASB standards.
7. Publish a financial condition statement annually.

The Head of School may *not*:

1. Expend more funds than have been received in the fiscal year unless revenues are made available through other legal means, including the use of fund balances, the authorized transfer of funds from reserve funds.
2. Indebt the organization.
3. Expend monies from reserve funds.
4. Allow any required reports to be overdue or inaccurately filed.
5. Receive, process or disburse funds under controls that are insufficient under generally accepted accounting procedures.

<b>Policy Type</b>	<b>Operational Expectations</b>
<b>Policy Status</b>	<b>Approved</b>
<b>Monitoring Method</b>	<b>Internal Report</b>
<b>Monitoring Frequency</b>	<b>Monthly through the school year</b>
<b>Revision History</b>	<b>Draft 15 Mar 2008</b>
	<b>Revised 13 May 2008</b>
	<b>Approved 15 May 2008</b>

**Asset Protection**

The Head of School shall assure that all organizational assets are adequately protected, properly maintained, appropriately used and not placed at undue risk.

The Head of School shall:

1. Maintain property and casualty insurance coverage on school property at full replacement value.
2. Maintain both Errors and Omissions and Comprehensive General Liability insurance coverage protecting board members, staff and the school itself in an amount that is reasonable for schools of comparable size and character.
3. Assure that all personnel who have access to material amounts of school and school funds are bonded up to an amount reasonable for the position.
4. Protect intellectual property, information, files, records and fixed assets from loss or significant damage.
5. The school shall comply with the *Utah State Money Management Act*.

The Head of School may *not*:

1. Allow facilities and equipment to be subject to improper use or insufficient maintenance.
2. Recklessly expose the school, the board or staff to legal liability.
3. Invest funds in investments that are not secured or that are not authorized by law.
4. Take any action that damages the school’s public image or credibility.

<b>Policy Type</b>	<b>Operational Expectations</b>
<b>Policy Status</b>	<b>Approved</b>
<b>Monitoring Method</b>	<b>Internal Report</b>
<b>Monitoring Frequency</b>	<b>Annually in December</b>
<b>Revision History</b>	<b>Draft 15 Mar 2008</b>
	<b>Revised 13 May 2008</b>
	<b>Approved 15 May 2008</b>

### Communicating with the Board

The Head of School shall assure that the board is fully and adequately informed about matters relating to board work and significant organizational concern.

The Head of School shall:

1. Submit required monitoring data (see policy *B/HoS-05—Monitoring Head of School Performance*) in a thorough, accurate and understandable fashion, according to the board's annual work plan schedule, and including both the Head of School's interpretations and relevant data to substantiate compliance or reasonable progress.
2. Provide for the board in a timely manner information about trends, facts and other information relevant to the board's work.
3. Inform the board of significant transfers of money within funds or other changes substantially affecting the school's financial condition.
4. Assure that the board has adequate information from a variety of internal and external viewpoints to assure informed board decisions.
5. Inform the board of anticipated significant media coverage.
6. Inform the Chair or Vice-Chair if, in the Head of School's opinion, the board or individual members have encroached into areas of responsibility assigned to the Head of School or if the board or its members are noncompliant with any *Governance Culture* or *Board/Head of School Relations* policies.
7. Present information in simple and concise form, indicating clearly whether the information is incidental, intended for decision preparation, or for formal monitoring.
8. Treat all members equally and assure that all members have equal access to information.
9. Inform the board in a timely manner of any actual or anticipated noncompliance with any board *Operational Expectations* policy or any anticipated failure to achieve reasonable progress toward any *Results* policy.
10. Provide for the board adequate information about all administrative actions and decisions that are delegated to the Head of School, but required by law to be approved by the board.
11. Inform the board in a timely manner of the administrative disposition of complaints presented to the Head of School by the board.
12. Inform the board of significant changes in or additions to administrative policies.
13. Changes to staff (reported monthly and placed on the consent calendar).
14. Non-renewal of contracts.
15. Annual operations plan.

<b>Policy Type</b>	<b>Operational Expectations</b>
<b>Policy Status</b>	<b>Approved</b>
<b>Monitoring Method</b>	<b>Internal Report</b>
<b>Monitoring Frequency</b>	<b>Annually in November</b>
<b>Revision History</b>	<b>Draft 15 Mar 2008</b>
	<b>Approved 15 May 2008</b>

**Communicating with the Public**

The Head of School shall assure that the public is adequately informed about the condition and direction of the school.

The Head of School shall:

1. Assure the timely flow of information, appropriate input, and strategic two-way dialog between the school and the citizens that builds understanding and support for school efforts.
2. Ensure that an annual progress report to the public is prepared and published. This report shall include, but may not be limited to, the following items:
  - a. Data indicating student progress toward accomplishing the board’s *Results* policies.
  - b. Information about school frameworks, strategies, programs and operations intended to accomplish the board’s *Results* policies.
  - c. Revenues, expenditures and costs of major programs and a review of the school’s financial condition.

<b>Policy Type</b>	<b>Operational Expectations</b>
<b>Policy Status</b>	<b>Approved</b>
<b>Monitoring Method</b>	<b>Internal Report</b>
<b>Monitoring Frequency</b>	<b>Annually in November</b>
<b>Revision History</b>	<b>Draft 15 Mar 2008</b>
	<b>Approved 15 May 2008</b>

## Discipline

The Head of School shall establish and consistently enforce discipline policies to maintain safe and effective environments for all students.

The Head of School shall:

1. Appropriately involve teachers, administrators, students and the community in developing student discipline policy.
2. Assure that teachers, students and parents are informed of the disciplinary expectations of students.
3. Ensure that all policies and procedures regarding discipline are enforced consistently using reasonable judgment.

The Head of School may *not* permit:

1. Unruly student behaviors that disrupt learning.
2. The use of drugs and alcohol by students and adults at school-sponsored events.
3. The presence of firearms and other dangerous weapons on school property and at school-sponsored events.
4. Any form of intimidation, bullying, disrespect or violence to go unaddressed on school property and at school-sponsored events.
5. Inappropriate activities or materials as specified in the *Network Acceptable Use Policy*.

<b>Policy Type</b>	<b>Operational Expectations</b>
<b>Policy Status</b>	<b>Approved</b>
<b>Monitoring Method</b>	<b>Internal Report</b>
<b>Monitoring Frequency</b>	<b>Annually in June</b>
<b>Revision History</b>	<b>Draft 15 Mar 2008</b>
	<b>Revised 13 May 2008</b>
	<b>Approved 15 May 2008</b>

**Learning Environment/Treatment of Students**

The Head of School shall establish and maintain a learning environment that is safe, respectful and conducive to effective learning.

The Head of School shall:

1. Maintain a climate that is characterized by support and encouragement of Agile Learning and high student achievement.
2. Support staff efforts to address unruly student behaviors, to work in partnership with parents, and to expedite the return of students to an appropriate learning environment.
3. Assure that all confidential student information is properly used and protected as per FERPA laws and any other requirements as specified by state statutes, administrative rules, or the school’s charter.

The Head of School may *not*:

1. Tolerate any behaviors, actions or attitudes that hinder the academic performance or the well-being of students.
2. Permit the administration of corporal punishment.
3. Permit unnecessary or irrelevant collection of student information.

<b>Policy Type</b>	<b>Operational Expectations</b>
<b>Policy Status</b>	<b>Approved</b>
<b>Monitoring Method</b>	<b>Internal Report</b>
<b>Monitoring Frequency</b>	<b>Annually in June</b>
<b>Revision History</b>	<b>Draft 15 Mar 2008</b>
	<b>Revised 13 May 2008</b>
	<b>Approved 15 May 2008</b>

## Facilities

The Head of School shall assure that physical facilities support the accomplishment of the board's *Results* policies, are safe and properly maintained.

The Head of School shall:

1. Develop a plan based upon an annual needs assessment and consistent with board-approved parameters and goals establishing priorities for construction, renovation and maintenance projects that:
  - a. Assigns highest priority to the correction of unsafe conditions;
  - b. Includes maintenance costs as necessary to enable facilities to reach their intended life cycles;
  - c. Plans for and schedules preventive maintenance;
  - d. Discloses assumptions on which the plan is based, including growth patterns and the financial and human impact individual projects will have on other parts of the organization.
2. Project life-cycle costs as capital decisions are made.
3. Assure that facilities are clean, sanitary and safe.

The Head of School may *not*:

1. Build or renovate buildings.
2. Recommend land acquisition without first determining growth patterns, comparative costs, construction and transportation factors and any extraordinary contingency costs due to potential natural and man-made risks.
3. Authorize construction schedules and change orders that significantly increase cost or reduce quality.
4. Authorize change orders that cause the cost of construction projects to exceed the approved budget or that cause an increase in the approved square footage.
5. Authorize use of the facility by 3<sup>rd</sup> parties without prior written consent of the board.

<b>Policy Type</b>	<b>Operational Expectations</b>
<b>Policy Status</b>	<b>Approved</b>
<b>Monitoring Method</b>	<b>Internal Report</b>
<b>Monitoring Frequency</b>	<b>Annually in April</b>
<b>Revision History</b>	<b>Draft 15 Mar 2008</b>
	<b>Revised 13 May 2008</b>
	<b>Approved 15 May 2008</b>

## Neutrality

The Channing Hall board affirms the following:

1. Channing Hall recognizes that a healthy discussion of current affairs and social issues can promote the school's vision of developing agile learners who value other perspectives. To ensure that such discussions are neutral, fair and reasonable, the following guidelines shall be in effect:
  - a. Issues must be presented in a non-partisan fashion. To help students develop agile learning skills, administrators and teachers should give students opportunities to discuss issues, weigh evidence and draw conclusions independently.
  - b. A broad range of perspectives must be shared in a respectful and tolerant manner.
  - c. Students may not receive a grade based on the position they take on a particular issue. Students may be graded, however, on the strength of their position, the quality of their analysis, and/or other specific competency-based criteria as determined by the teachers.
  - d. Parents shall be advised of the subject matter and given an opportunity for their students to opt *out* of a particular discussion and/or assignment (a single document describing the topics to be discussed for the year is sufficient). Should the student opt out of one or more discussions and/or assignments, different work may be given to the student to offset the work for which they will not be responsible.
  - e. Discussions of human sexuality must follow existing Federal and State statutes and any applicable administrative rules.
2. In compliance with Federal and State statutes and to preserve our non-profit status, partisan political activity is prohibited at Channing Hall. This includes, but may not be limited to:
  - a. Lobbying for or against any political party.
  - b. Lobbying for or against officeholders or candidates for office.
3. The Channing Hall board may choose to take a position on a federal, state, or local proposal, such as a bill or proposed ordinance. Deliberation on such resolutions shall take place in open, public meetings and must receive a vote by at least two-thirds of a quorum of board members to pass.
4. Administration or staff members, while acting in their capacity as employees of Channing Hall, may not lobby for or against legislation, ordinances, or other proposals to students or parents unless they are specifically asked to share their personal viewpoint.
5. The Channing Hall board affirms that citizen participation in our representative democracy is one of our cherished American liberties. Accordingly, the board encourages all members of the school community to be actively involved in the political process.

<b>Policy Type</b>	<b>Operational Expectations</b>
<b>Policy Status</b>	<b>Approved</b>
<b>Monitoring Method</b>	<b>Internal Report</b>
<b>Monitoring Frequency</b>	<b>Annually in June</b>
<b>Revision History</b>	<b>Approved Sep. 2008</b>

## Long Distance/Overnight Travel

### 1. PURPOSE

- a. The purpose of long distance/out of state/overnight travel must be clearly defined in each instance and must relate directly to the educational objectives of Channing Hall.

### 2. GUIDELINES

- a. The Head of School shall be responsible for coordinating development of student activity and travel plans according to the following criteria:
  - i. Whenever possible, student activities shall be scheduled in proximity to Channing Hall and the need for long distance/out of state/overnight travel avoided. Staff must show why the requested activity experience cannot be obtained in proximity to the school.
  - ii. As a general rule, the Channing Hall Board will not accept requests for travel outside the continental United States. There may develop, on rare occasions, the need for essential travel of this nature. If this becomes the case, the Head of School may request of the Board by demonstrating in writing the absolute necessity of the travel and that all appropriate safety considerations have been addressed. The Head of School (and teachers involved) should be prepared, upon Board request, to appear before the Board for explanation and/or clarification of an appeal of this nature if necessary.
  - iii. Supervision for student travel must be provided at a ratio of 1 responsible adult age 21 years or older per 5-8 students (with the specified ratio for the given trip to be included in the proposal). However, there must always be at least two (2) supervisors regardless of the total number of students traveling. All supervisors must be authorized in advance of the trip by the Head of School. Supervisors shall be primarily advisers and parents.
  - iv. Long distance/out of state/overnight travel is strictly optional. Students who, for any reason, do not participate in activity travel shall not be penalized. Nonparticipation shall not impact grades or the student's status in the class or organization.
  - v. All expenses associated with the trip must be paid by the participants themselves, covered by fundraising, or financed by vocational or other state or federal monies provided expressly for the activity.

### 3. PROCESS

- a. As a standard practice, travel requests shall be delivered to the Head of School no later than 60 days prior to the proposed trip (120 days if fundraising is required). The travel request shall include:
  - i. The name or names of those requesting the trip
  - ii. The purpose of the trip (including how the trip fulfills specific educational objectives of Channing Hall)
  - iii. A description of how the trip fulfills educational objectives that cannot be obtained without the trip
  - iv. A detailed itinerary of all activities (including travel schedules)
  - v. The grades or student groups invited to participate
  - vi. A detailed breakdown of all required costs, including but not necessarily limited to:
    1. Travel
    2. Housing
    3. Meals

4. Registration fees (when applicable)
  5. Commercial insurance coverage (if not included in the package)
  6. Other, i.e. event admissions
  7. The cost of substitutes for advisers who are accompanying traveling students must be included as part of the travel expense and must be paid by either the travel participants or the individual adviser.
  8. If fundraising will be part of the plan, a description of the fundraising plan.  
Generally, fundraising should be limited to non-CH families.
- vii. Evidence of Insurance coverage in addition to that provided by Utah State Risk Management shall be provided by the student organization from one of the following:
1. The tour provider (vendor)
  2. A commercial group insurance carrier
  3. CHIPS insurance, sold to individual students through the school at reasonable cost
  4. Additional coverage from Utah State Risk Management
- b. The Head of School shall review the request and shall initially grant or deny the request. Only requests granted initial approval by the Head of School shall be brought for consideration before the board.
- c. For requests receiving initial approval, the Channing Hall board shall grant final approval or denial
- d. Upon final approval by the board, a parent/guardian meeting must be held
- i. In the meeting, the complete approved itinerary and costs breakdown must be distributed
  - ii. All necessary forms will be provided and completed at this meeting
  - iii. A notarized statement granting the adviser permission to seek medical treatment for a student, in the event of an emergency, must be provided at the parent meeting or prior to the commencement of the trip

**4. AUTHORITY TO CANCEL**

- a. The Channing Hall board reserves the right to cancel trips for safety reasons or for any other reason deemed appropriate by the board.

<b>Policy Type</b>	<b>Operational Expectations</b>
<b>Policy Status</b>	<b>Approved</b>
<b>Monitoring Method</b>	<b>Internal Report</b>
<b>Monitoring Frequency</b>	<b>Annually in June</b>
<b>Revision History</b>	<b>Approved Nov. 2008</b>
	<b>Revised and Approved March 2017</b>

**Check Signing Policy**

1. Signing Requirements:
  - a. Any check exceeding \$8,000 requires two board member’s signatures.
  - b. Checks between \$6,000 and \$8,000 requires at least one board member signature. The second signer may be a board member, the Businesses Manager or the Head of School.
  - c. Checks less than \$6,000 may be signed by the Business Manager and the Head of School, except when the payee is a Channing Hall employee.
  - d. Checks to employees over \$1,000 must be signed by at least one board member. The second signer may be the Businesses Manager or Head of School.
  - e. Checks to employees of \$1,000 or less may be signed by both the Business Manager and the Head of School.
  - f. Authorized board signers are:
    - i. President
    - ii. Vice President
    - iii. Treasurer
2. Any Accounts Payable System or Electronic Payment that does not comply with Section 1 must be on a Payments Schedule pre-approved by the Board President or the Treasurer. All payments will be reviewed by the Accountant during the end of month closing process and the bank reconciliation.
3. Any item over or not included in the approved budget must be signed by two board members.
4. Payroll processing is outside of the requirements of Section 1.
  - a. Payroll salaries, stipends, and wages must be approved in the annual budget.
  - b. Each payroll processing must be approved in advance by both the Head of School Purpose and the Business Manager.
  - c. Each payroll must be reviewed by the Accountant at time of reconciliation and recording.
  - d. All individual payroll bonuses greater than \$1,000 must be prior approved by the Board President or the Treasurer. All bonuses to complete groups of salary and/or wage based employees must be prior approved by the Board.

<b>Policy Type</b>	<b>Operational Expectations</b>
<b>Policy Status</b>	<b>Approved</b>
<b>Monitoring Method</b>	<b>Internal Report</b>
<b>Monitoring Frequency</b>	<b>Annually in June</b>
<b>Revision History</b>	<b>Approved 19 May 2009</b>
	<b>Revised/Approved Jan 2012</b>

## Continuing Disclosures Procedures Policy

1. **Purpose:** These Disclosure Procedures are designed to (a) ensure the completeness and accuracy of the federal securities disclosure made by Channing Hall (the “School”) and the School’s Governing Board of Trustees (the “Board”) (including the Board’s officers, and School’s staff in the exercise of their official duties) compliance with all applicable federal and state securities laws in connection with issuance and disclosure undertakings relating to outstanding bonds issued on its behalf and annual financial information filings, and (b) promote best practices regarding disclosures disseminated to investors and the municipal securities markets by the School.
2. **Disclosure:** The controls and procedures set forth herein shall apply to all Disclosure disseminated or communicated by the School. “Disclosure” includes any information or communications reasonably likely to reach investors or the securities markets, such as preliminary and final official statements relating to bonds issued for the benefit of the School, filings made by the School with the Municipal Securities Rulemaking Board or the national repositories (whether required by contract or made voluntarily), press releases which could reasonably be construed as intended for the financial markets, investor calls, rating agency presentations and other communications, and certain postings on the School’s website.
3. **Disclosure — Issuance of Bonds:**
  - a. *Responsibilities of the Board Chair.* The School’s Board Chair or his or her designee (the “Oversight Officer”) shall be responsible for overseeing the compilation of both the preliminary official statement (“POS”) and the final Official Statement (individually referred to herein as an “Official Statement” and collectively, the “Official Statements”) to be used in connection with the offering and issuance of the associated bonds issued for the School’s benefit (the “Bonds”) and annual financial information filings and for review of other disclosure obligations of the School undertaken in connection with such bond issuance. In the carrying out of these responsibilities, the Oversight Officer shall coordinate with, and be provided with assistance from, among other professionals, Disclosure Counsel, the School’s Counsel and the financial advisor to the School. This oversight responsibility shall include the following:
    - i. Develop a separate checklist or similar outline for the School’s Official Statements for each bond issuance benefitting the School. Each of these checklists shall list the categories of information in the applicable Official Statement and identify the person or persons (whether internal to the School or a third-party consultant to the School) who should be responsible for reviewing or contributing the information in each portion of such applicable Official Statement (a “Contributor”).
    - ii. Ensure that each Contributor receives a copy of each draft of the applicable Official Statement and the checklist indicating his or her responsibilities with sufficient time to permit such Contributor to perform a thoughtful and thorough review or preparation of information for the applicable portion of the Official Statement. Gather such applicable information and comments from each Contributor.
    - iii. Provide information and comments submitted by Contributors to Disclosure Counsel and coordinate with Disclosure Counsel to develop a draft POS for the Bond issue.

- iv. Distribute applicable sections of such applicable Official Statement or annual financial information filing as revised to the respective Contributors for further review and comment. Document confirmation by each Contributor that the information provided by such Contributor has been properly incorporated in such applicable Official Statement draft and is accurate and complete as so incorporated. Contributor confirmation may be provided by means of indications on checklist.
  - v. Schedule and conduct periodic internal and external meetings of Contributors, either in groups or individually, and Disclosure Counsel for the purpose of discussing the School's financial status generally and its annual audited financial statements, its related programs, the related industries, and other issues affecting the School and the Bonds that may be material to investors.
  - vi. Review all continuing disclosure obligations in connection with the Bonds.
- b. *Responsibilities of Contributors.* All Contributors to the School's Official Statements shall be responsible for the following:
- i. Delivery and review of comments and information as requested (by means of a checklist or otherwise) for purposes of inclusion in the applicable Official Statement.
  - ii. Review of applicable portions of the revised applicable Official Statement and provide confirmation (which may be provided by means of indications on a checklist) that the information provided by such Contributor has been incorporated correctly and, as so incorporated, such portions of the applicable Official Statement present accurate and complete information to investors about the items so covered by such portions.
  - iii. Attend periodic meetings (as applicable) to discuss broad issues concerning the School and its Official Statements.
  - iv. In the case of third party or expert Contributors, provide certifications and opinions relating to their contributions to Official Statements as appropriate.
- c. *Responsibilities of Disclosure Counsel.* Disclosure Counsel shall have the following responsibilities with respect to Disclosure by the School:
- i. Provide an initial draft POS to the School's Board Chair for distribution to Contributors and, at the request of the School's Board Chair, distribute drafts or sections to Contributors and draft timelines for review by the School's Board Chair.
  - ii. Confirm that all steps required by the Disclosure Procedures have been followed in connection with preparation of a particular Official Statement. No Official Statement relating to the Bonds shall be submitted to the Board Chair for approval or to the School's Board Chair for certification until and unless Disclosure Counsel has completed this confirmation.
  - iii. Provide School packages to participants for review and confirm with participants that no issues have been raised regarding the draft Official Statement based on such review.
  - iv. Perform review and evaluation of the Disclosure Procedures as requested and confirm to the School whether changes to such Disclosure Procedures are recommended.
  - v. Review and approve any continuing disclosure obligations or statements in connection with any Bond issuance.
  - vi. Cause an opinion to be provided regarding the necessity of filing a material event notice, where such an opinion is requested.

**4. Disclosure in Connection with Outstanding Bonds:**

- a. *Continuing Disclosure Obligations.* The Oversight Officer shall be responsible for overseeing compliance by the School with its continuing disclosure obligations, including but not limited to the compilation and filing of all annual financial reports and filing of all annual financial statements of the School on EMMA, as applicable. The Oversight Officer shall also consult with its dissemination agent appointed in connection with the applicable Bond issue (the “Dissemination Agent”), Disclosure Counsel and the School’s Counsel to determine the materiality of any events and whether an event notice is required to be filed under the circumstances. If a determination is made that an event is material and a notice is required, the Oversight Officer shall work with the Dissemination Agent and Disclosure Counsel to prepare a draft of such notice in a timely manner and shall provide such draft notice to the School’s Counsel for review and comment. The Dissemination Agent shall be directed to file such notice in the required repositories once the notice has been approved by the School’s Board Chair and the School’s Counsel. Generally, the process for the preparation of the annual financial information filing shall follow the guidelines set forth for disclosure made in connection with the issuance of bonds as set forth in Section 3 of these procedures.
- b. *Voluntary Filings.* The Oversight Officer, in consultation with Disclosure Counsel and the School’s Counsel, shall evaluate whether an event is appropriate for disclosure by the School on a voluntary basis, based on investor demand or otherwise. Upon a determination that a voluntary notice should be filed, the Oversight Officer shall work with the Dissemination Agent, Disclosure Counsel and the School’s Counsel to prepare a draft of such notice. The Dissemination Agent shall be directed to file such voluntary notice in the appropriate repositories once such notice has been approved by the School’s Board Chair and the School’s Counsel.
- c. *Press Releases.* Press releases for the School are prepared by the School’s Board Chair. The School’s Board Chair shall consult with Disclosure Counsel prior to approving such press release.

5. **Investor Communications:** The Oversight Officer shall be responsible for overseeing the responses to all telephone, email and other inquiries from existing and potential investors in the Bonds. All School staff shall transfer such inquiries to the Oversight Officer (or delegated staff under his/her supervision). Investors shall be directed to information provided on the School’s website or shall be given a written response to any inquiry whenever practicable.

- a. *Rating Agency Communications.* All information provided by the School or for the School at its direction to any rating agency providing a rating for the Bonds shall be reviewed for accuracy and completeness and approved by the Oversight Officer.

6. **Training:** The Oversight Officer, in consultation with Disclosure Counsel or the School’s Counsel, shall be responsible for coordinating regular training sessions for School staff and Board members about their obligations under the Federal securities laws and regulations and other Federal and state laws affecting the issuance of Bonds. Training shall be provided for general background and overview purposes and, as applicable, to update School staff and Board members concerning recent changes in applicable laws or regulations.

<b>Policy Type</b>	<b>Operational Expectations</b>
<b>Policy Status</b>	<b>Approved</b>
<b>Monitoring Method</b>	<b>Internal Report</b>
<b>Monitoring</b>	<b>Annually</b>

<b>Frequency</b>	
<b>Revision History</b>	Approved October 16 2016

## Financial, Debt, Risk Management and Disclosure Procedures Plan Policy

In general, the Board of Trustees and Administration of Channing Hall (or the "School") shall manage the financial affairs of the School based on the following administrations: (1) comply with all applicable laws or bond covenants, (2) provide the best educational services to the students of the School consistent with the School's charter, and (3) get the most effective and cost efficient services possible in all areas at the School.

### Financial

#### ***General Financial Management***

The Board understands that the School is a steward over the financial resources and assets entrusted to them by the state of Utah. The Board recognizes the need to abide by all applicable laws and regulations, including 53A-1a-508, including the following acknowledgements: (i) fiscal procedures will be consistent with generally accepted financial management standards; and (ii) neither the chartering entity nor the state, including an agency of the state, is liable for the debts or financial obligations of the School or persons or entities who operate the School, unless agreed to in writing with the School.

The School adheres to Generally Accepted Accounting Principles as constituted by the Financial Accounting Standards Board. The School also ensures that all applicable areas of the Utah Money Management Act are followed. All cash received and expended by the school is accounted for in compliance with detailed cash receipts and cash disbursement policies, and is verified by intensive reviews, reconciliations and the monthly bank reconciliation.

In accordance with state law, the School, prior to June 30th of each fiscal year, prepares an annual operating budget for the next fiscal year. The budget is designed so that School priorities, as established by the Board, are met. All budgets and budget amendments are Board approved, being voted upon in a public meeting in accordance with the Utah Open and Public Meetings Act. Subject to appropriation limits with object codes and other restrictions, the School reserves the right to reallocate funds from one line item in the budget to another as prescribed by the Board if purchasing practices or conservation result in an expenditure different from the budgeted amount. The budget and cash flow projections utilized by the School provide sufficient detail to enable reasonably accurate projections of revenues and expenses, separation of capital and operational items, cash flow, and subsequent audit trail documentation.

In addition, the School understands and complies with all applicable fiscal rules/regulations, including completion and submission of an annual financial audit of the current fiscal year conducted by an independent certified public accounting firm by November 30th of the following fiscal year, submission of October and December student counts in accordance to state mandated deadlines, Utah Money Management reports, wages and benefits negotiation reports, Utah Transparency Act reports and updates, October 1st AFR and APR submissions, and any other regular enrollment and financial reports as required by the State Office of

Education.

Purchases are authorized and carried out in accordance with the Purchasing Policy adopted by the Board and the Utah Procurement Code.

The School utilizes a fixed asset inventory system that, in accordance with federal guidelines, tracks all of the school's capitalized fixed assets. This inventory system is implemented in accordance with the Channing Hall Asset Protection Policy. The School has adopted procedures for the disposal of fixed assets to ensure proper reconciliation of inventory records at the end of the fiscal year. The Board holds the Administration, teachers, and other staff members responsible to inventory items assigned to them.

All fiscal policies and procedures comply with School conflict of interest policy.

The School assigns a representative to attend school finance and statistics training and all required finance training. The School will continue to take the measures necessary so that its representative(s) attend future trainings as announced or provided to ensure accounting and management of School resources are in compliance with any revisions to rules and laws governing the School.

### ***Minimum Reserve and Coverage Levels***

The School will maintain minimum reserve and coverage levels that the Board determines are consistent with long-term financial health. The Administration, business manager and accounting staff will regularly monitor the status of reserve and coverage ratios and report that information to the Board.

The School will ensure that it satisfies minimum reserve and coverage levels as required by law or applicable bond covenants.

The School will take reserve and coverage levels into consideration when making budgeting, financial planning, and other financial decisions, including decisions regarding major purchases.

### ***Financial Forecasting and Budgeting***

Throughout the fiscal year, the Administration, business manager and accounting staff will meet regularly to discuss the budget, School financial status, and any changes. The Board will be fully engaged in the budgetary process and informed of such issues on a regular, monthly basis.

The administrator, business manager and accounting staff will meet to prepare a tentative budget. The School's budgeting philosophy will be to conservatively project both revenues and expenses while achieving the level of accuracy required by state standards. The tentative budget will be circulated to the Board for further review and discussion. The tentative budget will be scheduled for discussion on a Board meeting agenda, further discussed, and adopted at the annual Board meeting.

As the October 1 count is finalized, and as the School receives new revenues, the Board will be updated on new figures. In order to account for these changes, the Board will approve revisions and amendments to the

budget over the course of the fiscal year, as needed and appropriate.

### **Debt**

The School will seek to avoid debt to the extent possible. The School's plan is to assume debt only as absolutely necessary or when the benefits of a purchase will, in the judgment of the School's Board, benefit the School's students for the life of such debt. The Board recognizes that the ability to take on debt will be governed by the covenants of existing indebtedness and pending indebtedness. The School's accounting staff and Administration will be informed of the requirements affecting School ability to incur debt. Any debt assumed by the School will therefore comply with applicable laws and any existing bond covenants.

As economical or in its best interests, the School will seek refunding opportunities to either lower its debt profile, meet bond covenants or other advantageous benefits realized through a restructure of its debt.

### **Risk Management**

As a nonprofit corporation and public school, the School shall actively seek to avoid unnecessary risks to the greatest extent possible. The School shall always maintain insurance at the highest amount that is either (a) required by law, (b) required by existing bond covenants, (c) is reasonable and customary for a Utah Charter School, or (d) is considered prudent by the School's Board after consulting with qualified professionals. In the event any material risk is identified by the School's Board or Administration that is not covered by existing insurance, a qualified professional shall promptly be engaged to evaluate such risk and recommend the appropriate action.

The Board will work with qualified professionals to recognize and avoid risks associated with its governance of the School. In particular, the Board will be cognizant of financial risks that are addressed by the provisions above, compliance with applicable laws, including but not limited to the Utah Open and Public Meetings Act and the Government Records Access and Management Act. The Board will periodically review the policies that it has adopted to ensure that it has all necessary policies in place and that the policies that have been adopted comply with current law, adequately address issues at which they are aimed, and cover all areas requiring Board guidance. The Board may periodically request that the Administration provide evidence that Board Policies are being complied with. In the event the Board learns that policies are not being complied with, it will request the Administration to create a plan to remedy any deficiencies and establish procedures to ensure that the policies are complied with in the future.

The Administration is also directed to work with qualified professionals to recognize, manage and avoid risks associated with the operation of the School. In particular, the Administration will be cognizant of risks associated with human resources activities, student safety and security, facility matters, and state and federal legal compliance, including civil rights issues. The Administration will establish administrative procedures in order to address key issues pertaining to School operations and will ensure that all School employees and, to the extent necessary, students and parents, are aware of such procedures. The Administration will periodically review and revise administrative procedures in order to ensure that they adequately address the pertinent

issues and are consistent with School situation and needs.

### **Disclosure (or Post Issuance Compliance)**

The School first issued tax exempt debt in 2008, and has been committed to complying with all disclosure and post issuance requirements on their debt since that date, and is proud of its record. The School remains committed to full compliance with such requirements on any debt that is the School's responsibility going forward.

Throughout the fiscal year, the Administration, business manager and accounting staff will meet regularly to discuss how best to comply with all debt obligations using the most effective, efficient and honest methods available. The full Board will be updated at least once a year on the compliance with such requirements.

In the event of a material violation of any post issuance requirement, or allegation by any source of a material violation, the Board will be informed in writing by the Administration, business manager or accounting staff, and the Board shall meet promptly to discuss how best to deal with the material violation or alleged material violation.

<b>Policy Type</b>	Operational Expectations
<b>Policy Status</b>	Approved
<b>Monitoring Method</b>	Internal Report
<b>Monitoring Frequency</b>	Annually
<b>Revision History</b>	Approved October 16, 2016