

Addenbrooke Classical Academy Board Policy Manual

1. Definitions

2. The School

- 2.1 Articles of Incorporation
- 2.2 Bylaws
- 2.3 Mission and Core Beliefs
- 2.4 School Legal Status
- 2.5 Nondiscrimination

3. The Board of Directors

- 3.1 Purpose and Responsibilities
- 3.2 Board Self-evaluation
- 3.3 Conflicts of Interest
- 3.4 Decision Making
- 3.5 Policy Making
- 3.6 Board Review of Administrative Policies
- 3.7 Public Attendance at Board Meetings
- 3.8 Conflict Resolution
- 3.9 Colorado Open Records Act Requests
- 3.10 Board Agreement
- 3.11 Board Committees
- 3.12 Board Appointment Procedure
- 3.13 Board Training and New Board Member Orientation
- 3.14 Board Communications
- 3.15 Board Member Compensation, Insurance, and Liability
- 3.16 Board Communication with Staff
- 3.17 Board Evaluation of Executive Director
- 3.18 Board Use of Data
- 3.19 Official Spokespersons
- 3.20 Oath of Directors
- 3.21 Strategic Planning
- 3.22 Executive Director Succession
- 3.23 Executive Director Succession

4. Administration

- 4.1 Administration Structure
- 4.2 Job Description – Executive Director
- 4.3 Staff Handbook
- 4.4 Student Records

- 4.5 Board Notification
- 4.6 Student Disenrollment Surveys
- 4.7 Safety and Security
- 4.8 Leadership Pipeline
- 4.9

5. School Personnel

- 5.1 Staffing Philosophy and Goals
- 5.2 School Personnel Conflicts of Interest
- 5.3 Discrimination and Harassment
- 5.4 Personnel Evaluations
- 5.5 Employee Performance Issues
- 5.6 Employee Termination
- 5.7 Employee Compensation
- 5.8 Staff Exit Interviews

6. Students and Parents

- 6.1 Student Rights and Responsibilities
- 6.2 Student Attendance
- 6.3 Student Discipline
- 6.4 Bullying
- 6.5 Parent Involvement and Volunteering
- 6.6 Parent/Student Handbook
- 6.7 Student Clubs
- 6.8 Stakeholder Concerns and Complaints
- 6.9 Distribution/Posting of Non-Curricular Materials
- 6.10 School Visitors
- 6.11 Sexual Harassment of or by Students
- 6.12 Confidential Surveys
- 6.13 Parental Rights
- 6.14 Field Trips
- 6.15 International/Domestic Overnight Student Travel

7. Educational Program

- 7.1 Equal Educational Opportunity
- 7.2 Classical Framework for Educational Program
- 7.3 Character Education
- 7.4 Professional Development
- 7.5 Student Publications
- 7.6 Graduation Requirements

8. Finance and Accounting

- 8.1 Fiscal Accounting and Reporting

- 8.2 Preparation and Adoption of Annual Operating Budget
- 8.3 Budget Management
- 8.4 Financial Management
- 8.5 Asset Protection
- 8.6 Accounting
- 8.7 Financial Control
- 8.8 Student Fees
- 8.9 Records Retention
- 8.10
- 8.11 Capital Assets
- 8.12 Purchasing Authority and Approval of Vendors
- 8.13 Reserve Requirements

9. Facilities

- 9.1 Building Corporation
- 9.2 Building Use
- 9.3 Non-School Use of Facilities
- 9.4 Responsibilities, Management, and Improvements

1. Definitions

As used in this Policy Handbook, the terms set forth below shall have the following meanings:

“District” shall mean the Jefferson County R-1 School District.

“ACA” or **“school”** shall mean Addenbrooke Classical Academy, a Jefferson County Public Charter School.

“Board” shall mean the Board of directors of ACA.

“Administration” shall mean school personnel who participate in the day-to-day management of Addenbrooke Classical Academy school operations (such as the Executive Director).

“Executive Director or ED” shall mean the lead administrator for the school.

“Faculty” shall mean instructional personnel of Addenbrooke Classical Academy (such as teachers and educational assistants).

“Staff” shall mean Addenbrooke Classical Academy school personnel who are not members of the Board, administration, or faculty.

“Policies” shall mean guidelines adopted by the ACA Board herein.

“Procedures” shall mean operating guidelines, regulations or templates adopted by the Addenbrooke Classical Academy Administration.

“C.R.S.” pertains to Colorado Revised Statutes. See: <http://www.lexisnexis.com/> for official Colorado Revised Statutes.

- ACA policies are considered gender neutral. The pronoun “him” will be used for simplicity.

2. The School

2.1 Articles of Incorporation

ACA’s Articles of Incorporation are on the Secretary of State’s website.

<https://www.sos.state.co.us/biz/ViewImage.do?masterFileId=20111264367&fileId=20111264367>

Adopted: May 3, 2011; Sept. 14, 2021

2.2 Bylaws

ACA’s Bylaws are posted on the school website.

https://tb2cdn.schoolwebmasters.com/acnt_90399/site_90401/Documents/BoardBylaws_ACA_0214.pdf

Adopted: February 11, 2014; Sept. 14, 2021

2.3 Mission Statement and Core Beliefs

A. Mission Statement. ACA utilizes an integrated model of tradition and innovation to develop free and independent thinkers through classical instructional strategies.

B. Core Beliefs. A Liberal Arts education using a Classical framework.

Trivium. We practice the Trivium by incorporating teaching methods necessary for the grammar stage, the logic stage, and rhetoric stage, as well as the content traditionally found in each.

Quadrivium. We offer and study arithmetic, geometry, music, and astronomy to gain an understanding of the integral nature of the universe.

Core Knowledge. The Core Knowledge scope and sequence, developed by E.D. Hirsch, is taught in grades kindergarten through eighth grade.

Charlotte Mason Principles. Using the Charlotte Mason methods of nature study, the study of habits, art, and music, living books, narration and dictation, we seek to spark curiosity in students and inspire them to discover the pleasure of learning for its own sake.

Latin. Beginning in fifth grade, and intensifying in grades seven and eight, all students study Latin. Besides its modern use in the medical and scientific fields, this study is invaluable in learning grammar, parts of speech, vocabulary, and increasing the ability to write well.

The Good, True, and Beautiful. Everything we study at Addenbrooke Classical Academy, math, literature, music, history, the sciences, languages, and art rests on the foundation of discerning that which is good, true, and beautiful. We believe that ability to discern is what separates us from beasts and is worthy of lifelong study.

Adopted: Sept. 14, 2021

2.4 School Legal Status

ACA is a Colorado charter school organized pursuant to the Colorado Charter Schools Act, §22-30.5-101 et seq, C.R.S. ACA operates pursuant to a charter granted by the District on February 7, 2013. On May 3, 2011, ACA incorporated as a nonprofit corporation under the Colorado Nonprofit Corporation Act and on October 24, 2013, the Internal Revenue Service issued a determination letter recognizing ACA's tax-exempt status under Section §501(c)(3) of the Internal Revenue Code of 1986. Under the Charter Schools Act, ACA is a public school within the District, and its status, as a nonprofit corporation does not affect its status as a public school. However, for governance and administrative purposes, ACA operates as a Colorado nonprofit corporation.

Adopted: Sept. 14, 2021

2.5 Nondiscrimination

ACA affirms that no person shall, on the basis of race, creed, color, age, national origin, religion, gender, disability, marital status, or sexual orientation be excluded from participation in, be

denied the benefit of, or be subjected to discrimination under any educational program or activity, including, but not limited to, employment or enrollment.

Adopted: Sept 14, 2021

3. The Board of Directors

3.1 Purpose and Responsibilities

- A. Purpose.** Board is responsible for ensuring the academic program of ACA is successful, that it is faithful to the terms of its charter contract, and that ACA is a viable organization.
- B. Responsibilities.** The Board's responsibilities include:
1. Determine, promote, and periodically review the mission of ACA.
 2. Give an annual financial contribution and support capital campaigns at the level that is personally meaningful.
 3. Select, support, and review the performance of the Executive Director.
 4. Provide frequent and constructive feedback to the Executive Director, keeping lines of communication open.
 5. Maintain clear lines of responsibilities between the Board and school administration.
 6. Conduct an annual performance review of the Executive Director.
 7. Ensure effective organizational planning through the development and annual review of the strategic plan.
 8. Manage resources effectively.
 9. Adopt a budget at least annually.
 10. Submit a renewal application by the District's deadline, provide additional information as may be requested, represent the school at District board meetings, and negotiate the charter contract for renewal. The charter contract will be reviewed by all Board members and accepted by a majority vote of the Board.
 11. Annually review the charter contract addendum for Purchased Services and as recommended by the Finance Committee, considering adopting a motion for services the school will use during the next school year.
 12. In accordance with 3.8 of the school's Bylaws, provide notice for Board meetings at least 24 hours prior to the meeting at both a physical and virtual location as determined by the Board each January.
 13. At the end of each school year, provide an annual meeting for the school's internal and external community when the Board's work is summarized and future plans explained and the school's mission is reviewed.
 14. Each quarter, submit Board meeting minutes to the District.
 15. Adopt a school calendar for the next school year in January.

Adopted: Sept. 14, 2021, April 12, 2022

3.2 Board Self-evaluation

- A.** The Board believes that the efficiency and performance of the Board directly affects the efficiency and performance of the school. Therefore, the Board shall conduct an annual

evaluation of its own efficiency and performance including its progress on its strategic plan and as measured by the school dashboard.

B. The following guidelines shall apply to the Board self-evaluation:

1. The evaluation shall be a positive, constructive process, aimed at Board improvement.
2. The evaluation shall be conducted using a formal written evaluation.
3. Directors shall evaluate the Board collectively and not individual directors.

C. Board self-evaluation forms shall be distributed in May. The Board may discuss the self-evaluation at the regular meeting in May or at a special meeting called for such a discussion. It is important for all current directors to participate.

D. The Board self-evaluation discussion shall not be limited to those items that appear on the form. Free discussion and informal comments are valuable. Specific suggestions for improvement are encouraged.

E. The Board self-evaluation shall be held at an open meeting and all members of the community may attend; however, member and public comment participation shall be limited to a brief public comment session at the beginning of the meeting. Individuals interested in a position on the Board are especially encouraged to attend the discussion to gain knowledge of the manner in which the Board operates and how current directors feel the Board has performed and can improve.

Adopted: Sept. 14, 2021

3.3 Conflicts of Interest

A. **Purpose.** It is the intent of this policy to protect public trust placed in the Board of ACA.

B. **Definitions.**

1. Conflict of Interest. A “conflict of interest” is any matter in which a Board member has any direct or indirect personal or monetary interest that is definite and demonstrable.
2. Interest. A person shall be deemed to have an “interest” in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with ACA, is a relative of such party, or is a director, trustee, or officer of, or has a significant personal, financial, or influential interest in the entity contracting or dealing with the school.

C. **Reimbursement of Expenses.** Pursuant to the Bylaws, by resolution of the Board any director may be reimbursed for any one or more of the following: Their expenses, if any, for attendance at meetings (e.g. Registration fees, hotel accommodations if required, and

reasonable associated expenses). A director may not serve simultaneously on the Board and as a member of the administration, faculty, or staff of the school.

- D. **Disclosure Required.** Each director is responsible to disclose to the Board any circumstances that could involve a potential conflict of interest. Any contract with the school involving a director or a director's family member shall be considered by the full Board with the conflicted member abstaining. The Board will also determine if the director with an interest may be present during the discussion and vote on the motion related to the disclosed conflict. The minutes of the meeting shall reflect the disclosure made, the vote thereon and, the abstention from voting and participation.
- E. **Director Influence.** Directors shall not use their positions on the Board to influence programmatic priorities, employment or enrollment opportunities with ACA for themselves, family members, friends, or associates.

Adopted: Sept. 14, 2021

3.4 Decision Making

Two principles underlie all decisions made by the Board, administration, faculty, and staff:

- A. ACA's charter belongs to its Board members, representing families; and all actions shall fall within the parameters and uphold the principles of the mission statement.
- B. Accordingly, in making any decision the Board, administration, faculty, and staff shall consider the decision in the context of ACA's mission statement and from the family's perspective, always keeping in mind that parents should have a meaningful voice in their child's education.

Adopted: Sept. 14, 2021; Nov. 14, 2023

3.5 Policy Making

- A. The Board shall be solely responsible for adopting, revising, and repealing policies for ACA. Policy action by the Board shall be accomplished as set forth in the bylaws and as described below. Any policy action approved by the Board may be reversed by a vote of two-thirds (2/3) of the Board at a regular or special meeting.
- B. Only a Board director may motion the Board to adopt, revise, or repeal an ACA policy ("policy change"). Recommendations for a policy change may be made by any member, member of the administration, faculty, or staff, or member of the community may be made to the Board by submitting said recommendation through the Executive Director pursuant to Policy 3.7 below.

- C. Except in cases of emergencies, the Board shall follow the following procedure in adopting, repealing, or amending policies for ACA:

1. First Reading

- a. The proposed policy change text and any necessary summary or narrative shall be provided in writing to the Secretary or President for inclusion in the Board packet distributed prior to the Board meeting.
- b. New policies should include the title, sequence number, text, and a revised table of contents.
- c. Written policy revisions shall reference the policy to be changed. Ideally, the entire policy shall be reprinted with revised language in capital letters, underlined, in a different text color, or highlighted, and language to be deleted lined out.
- d. Policies to be repealed need only reference the policy to be repealed by title and sequence number along with a revised table of contents.
- e. The proponent director shall submit the policy change to the Board by motion for review and debate at the regular or special meeting of the Board. The proponent director shall have the first opportunity for discussion and may have other persons comment on the policy change prior to debate.
- f. Following debate and any amendments to the policy change, the Board shall vote on its approval on first reading.
- g. If the policy change is approved on first reading, it shall be placed in the minutes of the meeting, as amended, and referred for second reading at the next meeting of the Board.
- h. If the policy change is not approved on first reading, the matter shall not be considered again unless a new proposed policy changes is submitted in accordance with this policy for first reading at a future Board meeting.

D. Second Reading

- a. If the policy change was on first reading above, it shall be placed on the agenda and considered at the next regular or special meeting of the Board.
- b. No amendment to the policy change, as it was approved on first reading, shall be adopted on second reading unless the amendment receives a two-thirds (2/3) vote of the directors present at the meeting.
- c. If the policy change is approved on second reading, it shall become the policy of ACA effective immediately or as specified upon approval, and this policy manual shall be revised accordingly.

E. Emergencies

- a. Upon a two-thirds (2/3) vote of the directors present at a regular or special meeting called for that purpose, an emergency may be declared for purposes of making a policy or approving a policy change.
- b. If an emergency is declared, a policy change may be approved on first reading regardless of whether the policy change was submitted in writing to the directors prior to the meeting.
- c. Upon approval of an emergency policy change, it shall become the policy of ACA.

- d. The proponent of the approved emergency policy change shall submit a revised version of the policy to the Secretary for inclusion in the meeting minutes, policy manual, and for distribution to the directors.

F. Changes to the Policy Manual

- a. Upon approval, new and revised policies shall be entered into this policy manual in the appropriate section with a notation of the date of adoption and/or revision and the table of contents updated as appropriate.
- b. Upon approval, a repealed policy shall be stricken from this policy manual leaving only the word “Repealed” followed by the table of contents title and the dates of adoption, revision, and repeal, as appropriate and the table of contents updated as appropriate.

Adopted: Sept. 14, 2021

3.6 Board Review of Administrative Procedures

- A. Administrative procedures and regulations need not be reviewed or approved by the Board in advance of issuance except as required by law. However, when there is a potential for strong student, faculty, or staff reaction, the procedure or regulation should be approved by the Board in advance.
- B. Administrative procedures should reference existing Board policies.
- C. The Board reserves the right to review administrative procedures at its discretion. However, the Board shall not substitute its judgment for that of the Executive Director and shall require the Executive Director to revise or withdraw any administrative procedures proposed or issued only when, in the Board’s judgment, such procedures are inconsistent with the Board’s policies, District’s policies, or applicable law.

Adopted: Sept. 14, 2021

3.7 Public Attendance at Board Meetings

- A. The Board serves at the pleasure of, and represents, the parents and students of ACA. Therefore, the Board desires to provide opportunities for any parent to express interest in and concern for the school. Accordingly, all members, as well as members of the community, are cordially invited to attend all open meetings of the Board. A time for public comment shall be a part of every Regular Board meeting.
- B. Meetings are closed to the public only when the Board is meeting in executive session. An executive session may be called only to discuss matters not appropriate for public discussion pursuant to §24-6-402, C.R.S. An executive session may be called only upon the affirmative vote of two-thirds of a quorum of directors present. The Board may take no formal action

while in executive session except to approve minutes of prior executive sessions. While in executive session, the discussions shall be recorded electronically (tape, digital, etc.), and shall be retained for a minimum of 90 days. Recordings may be deleted/destroyed after 90 days if no formal request pertaining to the session is received. If a formal request is made, the recording shall be retained until 90 days after the last requested action pertaining to the recording.

1. Approved Topics for Executive Session: In order to head off abuses of the process, the Open Meetings Law sets very specific guidelines for the subject matter that is to be discussed in executive sessions. If a board needs to discuss any one or more of the following topics, and there is a legitimate need for privacy or confidentiality, the board may convene an executive session:

- (§24-6-402(4)(a), C.R.S.), the purchase, acquisition, lease, transfer, or sale of any real, personal, or other property interest;
- (§24-6-402(4)(b), C.R.S.), conferences with an attorney for the public entity for the purposes of receiving legal advice on specific legal questions;
- (§24-6-402(4)(c), C.R.S.), matters required to be kept confidential by federal or state law or rules and regulations;
- (§24-6-402(4)(d), C.R.S.), specialized details of security arrangements or investigations;
- 5. (§24-6-402(4)(e), C.R.S.), developing strategy for negotiations, instructing negotiators, and determining positions relative to matters that may be subject to negotiations;
- (§24-6-402(4)(f), C.R.S.), personnel matters (with exceptions and as applied in the discussion below); and
- (§24-6-402(4)(g), C.R.S.), consideration of any documents protected by the mandatory nondisclosure provisions of the Open Records Act.

C. Although the Board encourages everyone to attend its open meetings, Board meetings are to conduct the business of the school. Board meetings are not “public meetings,” but meetings held in public, and accordingly public participation shall be controlled so the Board can proceed with its agenda within a reasonable time.

D. Persons who wish to make requests, presentations, or proposals to the Board should direct any inquiry to the Executive Director or the President of the BOD, who shall respond according to the following process:

1. The person shall provide written information to the Executive Director or the BOD President at least two weeks prior to the regular meeting of the Board. If presented to the Executive Director less than two weeks prior to the upcoming Regular meeting of the Board, the Executive Director shall decide whether to make a special request of the President to include the item in the upcoming Regular Board meeting or to wait until the next month’s Regular Board meeting.
2. Written information directly from the person shall be placed in the Board packet distributed to directors prior to the regular meeting. If the person so requests and the President of the Board agrees, the item shall be placed on the agenda for Board attention.

3. Persons seeking to add issues to the agenda via the BOD President cannot circumvent the Conflict Resolution Policy.
4. If the person requests the Board take a particular action, the specific action being requested of the Board should be in the written document submitted to the Board by the person.
5. If so requested by any director, the person may present additional information or provide clarification when the agenda item is discussed.
6. Parents are free to address comments or concerns to any director at any time. However, if there is a specific remedy or other action being requested, it is required for the parent to follow the procedure set forth above.
7. Notice of meetings of the Board shall adhere to the Colorado open meetings law. The public shall be given no less than 24 hours notice of any Board meeting.
8. Information regarding individual students or staff members may require an Executive Session according to the Open Meetings law.

References: §24-6-402 (f), C.R.S.

Adopted: Sept. 14, 2021

3.8 Conflict Resolution

- A. ACA supports voluntary resolution of conflicts, problems, and concerns between two parties regardless of their positions or roles. ACA firmly believes most issues can be handled quickly and appropriately to everyone's satisfaction. The following grievance process should be followed in situations of concern:
 1. Any member having concerns with school personnel shall address that concern one-on one with the person with whom they are having a problem.
 2. If a resolution is not established within a reasonable amount of time, the parties shall raise the concern with the Principal unless the concern involves the Principal (see below). The two conflicting parties shall define "reasonable amount of time". At no time shall the timeframe be extended without mutual consent of both parties.
- B. If the parties cannot agree on a timeframe, they are required to bring the conflict to the Principal for the purpose of establishing the timeframe for resolution.
- C. In doing so, the Principal, or his/her designated representative, shall then mediate the conflict, ensure timelines are followed, and ensure the conflict is resolved.
- D. If the concern is with the Principal and no resolution has been established from bringing the concern to the Principal, the person in conflict with the Principal may take the concern to the Board President.

E. The Board shall follow the same procedure as paragraph a. above to set a timeframe.

1. If conflicting parties and/or the Principal are not able to find resolution that is mutually agreed upon by all parties, then the Principal shall immediately bring the conflict to the attention of the Board. The opposing party may also bring the conflict to the attention of the Board President.
2. The Board, in regular or executive session, shall review any conflict(s) brought before it as requested and as permitted by law. The Board shall do one or all of the following:
 - a. Remand the conflict back to the Principal, with a directive to find a reasonable and quick resolution.
 - b. Remand the conflict back to the two parties, with the Principal mediating the conflict.
 - c. Mediate the conflict and render a decision to resolve the conflict.
3. If any conflict involves individual safety, a threat to the preservation or security of ACA's facilities, or a direct or blatant violation of school policies or procedures, the Board shall be notified immediately by the school Principal, school personnel, or member.

Adopted: Sept. 14, 2021

3.9 Colorado Open Records Act Requests

A. Background

ACA complies with the Colorado Open Records Act ("CORA"), C.R.S § 24-72-200.1 *et seq.*, which authorizes rules concerning the inspection of such records as are reasonably necessary for the protection of such records and the prevention of unnecessary interference with the regular discharge of duties of ACA.

B. Purpose

The following policy has been developed to create a system by which records can be requested and received. All public record requests must comply with the procedures established in this policy. Please be advised that ACA is not obligated to act upon a public records request unless and until such request meets these procedural requirements.

C. Open Records Request General Guidelines

Before making a request for records pursuant to this policy, requesters are encouraged to visit the school's website or other publicly available sources to see if the information sought is already publicly available. Parents seeking their children's school records or interested in making a FERPA request for student records should follow the applicable procedure and not the CORA

process outlined in this policy. This policy shall be governed by CORA, and to the extent there are inconsistencies between this policy and CORA, then CORA and/or the school's interpretation of CORA shall control.

D. Requests for Public Records

For the fastest and best response, requests for public records should be address to the school's custodian of records at the following email address: CORA@addenbrooke.org

Each request must be as specific, clear, and narrow as possible. Requests should include:

1. A description of the record(s) or document(s) being sought, in the most descriptive terms possible
2. A date range for search, as narrow as possible
3. The types of documents to be searched (emails, written documents, reports, etc.)
4. Any other information that will help the school provide the correct records

If requesters fail to meet these guidelines, and as a result the request is too vague or voluminous, the school may be unable to respond promptly to fulfill the request.

E. Public Records Not Subject to Disclosure

The school is permitted or prohibited by law from disclosing certain records, including certain confidential records like student records or personnel files, to the public. Additionally, some records are not subject to disclosure because they are privileged under the law. In such instances, when the law allows or requires non-disclosure, the school may deny a request for records. Also, it is possible that the records requested do not exist. CORA is not a record retention statute and the school is not obligated to create records that do not exist. Likewise, general questions and requests for information that is not a request for a record or document, as defined in CORA, are not requests for "public records" as defined by the law. Therefore, the school is not required to respond to those inquiries.

F. Responses to Requests

The school will ordinarily respond to a request for records within three business days, meaning days that the School is open. The time for production will begin on the first business day after the request is received. If the request meets all the required elements, the school will send the requester an initial response to the request within three days, unless there are extenuating circumstances. This initial response will acknowledge receipt and provide any additional follow up needed to assist the school in fulfilling the request. If the records are readily accessible and not exempt from disclosure, the school may provide them with the initial response.

The initial response may also include an estimate of how long it will take to produce the requested records and an estimate of the costs associated with fulfilling the request. If there are extenuating circumstances the school will attempt to produce the requested documents within seven additional working days. Extenuating circumstances include a broadly stated request that encompasses all or substantially all of a large category of records and the request is without sufficient specificity to allow the school reasonably to prepare or gather the records within a three-day period; a broadly

stated request that encompasses all or substantially all of a large category of records and the school is unable to provide the records within a three-day period because the school would need to devote all or substantially all of its resources to meeting the deadline or there is a period of peak demand that is either unique or not predicted to recur more frequently than once a month that the school is experiencing; or a request involves such a large volume of records that the school cannot reasonably be provided the records within a three-day period without substantially interfering with the school's operations.

If the requested records, or any portion thereof, are exempt from disclosure the school will notify the requester and the notification will include an explanation of the reason that the records will not be produced.

If the request is too broad or vaguely worded, the school may make a request for clarification, which will be in writing, to the requester. The school will not consider the request "received" and the reasonable time within which the school must respond will not commence until the requester responds to the school's inquiry for clarification.

If the School stores the public record in a digital format, the school will provide a copy of the record in a digital format. Public records stored in a searchable format will be provided in a searchable format and public records stored in a sortable format will be provided in a sortable format. However, public records do not need to be provided in a searchable or sortable format if any of the follow exceptions apply:

1. Producing the record in the requested format would violate the terms of a copyright or licensing agreement;
2. Producing the record in the requested format would result in the release of third party proprietary information;
3. After making reasonable inquiries, the records custodian determines that:
 - a. It is not technologically or practically feasible to permanently remove information that the school is required or permitted to withhold;
 - b. It is not technologically or practically feasible to provide a copy of the record in a searchable or sortable format; or
 - c. Producing the record in a searchable or sortable format would require the purchase of software, or the creation of additional programming or functionality in existing software, to remove information the school is required or permitted to withhold.

G. Inspection of Records

If the requester wishes to inspect the records responsive to the request in advance of receiving copies, such inspection shall be by appointment only during normal business hours. A school representative will supervise the requester during the inspection period.

H. Estimation and Payment of Fees

The school will ordinarily include an estimate of the costs associated with responding to a request for records in its initial response to the requester, unless the requested records are not subject to disclosure or are readily retrievable with less than one hour of staff time. The school will not

continue work on the request, and any timelines will be paused, until the requester remits payment of the estimated fee. If the actual costs are less than the estimated fee, the school will refund to the requester the difference between the actual costs and the estimated fee. If the actual costs exceed the amount of the estimated fee, the school shall collect the balance owed by the requester prior to delivering the records. Upon receipt of payment, unless extenuating circumstances exist, the records will be transmitted within three business days after such payment.

I. Copies

The school may charge a reasonable fee for copies of documents, not to exceed twenty-five cents per standard page (\$0.25) or fifty cents per double-sided page (\$0.50) or a fee not to exceed the actual cost of providing a copy, printout, fax, email, or photograph of a public record in a format other than a standard page. Printing fees may still apply when records are transmitted electronically if it is necessary for the custodian to print documents in order to redact exempt information and/or scan the record to create an electronic file.

J. Fees

The school may charge a reasonable fee for time spent researching and retrieving documents in response to a requester. The first hour of time spent on research and retrievable shall be free. When researching, retrieving, reviewing, manipulating, or producing records takes longer than one hour, a fee of \$41.27 per hour, or the maximum amount allowed by law, will be charged for all staff time after the first hour. This fee will also apply to services rendered by the school staff in supervising the copying, printing out, or photographing of any records. Any costs charged to a requester shall not exceed the actual cost of producing the records.

K. Transmission of Documents

The school shall not charge a transmission fee when sending electronic documents, except when printing is required, as noted above. If possible, the school will attempt to transmit records electronically. If the cost of converting the documents to electronic form exceeds the cost of transmitting hard copies of the records based on the \$41.37 per hour fee, the school will transmit hard copies of the records instead. When transmitting records by United States mail, other delivery service, or facsimile, the school shall charge requesters a fee not to exceed the actual costs of the service.

Adopted: Sept. 14, 2021; Feb. 11, 2025

3.10 Board Agreement

The Board Agreement is incorporated herein and shall be signed by each director annually by August 1. Any director who declines to sign the agreement will immediately have voting rights suspended.

Adopted: Sept. 14, 2021, Jan. 14, 2025

3.11 Board Committees

A. The Board, by resolution adopted by the Board, may designate from among its members one or more other committees of the Board, each of which, to the extent provided in the resolution, shall have all the authority of the Board; except that no such committee shall have the authority to:

- a. Fill vacancies on the board or any committee thereof;
- b. Amend the bylaws; or
- c. Approve a plan of merger.

B. The purpose, membership, authority, and responsibilities of standing committees shall be expressed in the policy or description thereof. Each standing committee membership may be designated by title, such as Executive Director and Treasurer, rather than by specific director.

C. Standing Committees

1. Finance Committee.

- a. **Purpose.** The purpose of the Finance Committee is to ensure that the ACA Board properly accounts for public funds and encourages sound financial management.
- b. **Membership.** The finance committee shall be comprised of the Executive Director and Board Treasurer and fulfill the financial portion of the school accountability statute. Additional members may be added from time to time by appointment by the Board President; to include but not limited to staff, community members and one other Board member.
- c. **Authority.** This committee reports to the Board through the Treasurer.
- d. **Responsibilities.** The finance committee shall meet at least quarterly throughout the school year to discuss:
 - Budget development to support the school's mission, short- and long-term financial goals, audits, and other topics that affect the sound financial management of the school's assets.
 - Report to students, parents, boards of education, educators, and the community on the financial performance of the school and providing accurate data for the appraisal of such performance, through the ACA Board of Directors.
 - Review annual financial audit findings and make recommendations for appropriate action by the November board meeting.
 - Review quarterly financial statements.
 - Review financial policies and procedures and make recommendations for changes/improvements.
 - Review any new debt issuance.
 - Make recommendation to the board, upon request, for expansion, renovation, relocation, or refinancing of the school's physical plant.

- Propose to the Board, by the January meeting, a schedule of student fees for the upcoming school year that will be factored into the next budget.

2. Accountability Committee.

- a. **Purpose.** The accountability committee fulfills 22-11-402, C.R.S., however, in charter schools the accountability committee reports to the Board. Therefore, in addition to statutory responsibilities, the committee will address academic and curriculum issues as delegated by the Board.
- b. **Membership.** The accountability committee shall be comprised of parents, staff, community members and one Board member and meet at least quarterly throughout the school year. The President and Executive Director will designate members of this committee each year and select a Chair for committee meetings. Terms will be for a one-year period. All meetings will be public. Agendas and minutes of the meeting will be posted on the school website.
- c. **Authority.** This committee reports to the Board through the Treasurer.
- d. **Responsibilities.**
 - Provide the means for determining whether decisions affecting the educational process are advancing or impeding student achievement.
 - Report to students, parents, boards of education, educators, and the community on the educational performance of the school and providing data for the appraisal of such performance, through the ACA Board of Directors.
 - Conduct the annual parent survey after receiving approval for the instrument from the board; prepare or analyze data as requested by the administration; and provide data for the Board dashboard as needed.
 - Fulfill portions of the Board's strategic plan each year as assigned by the Board.
 - When necessary, make recommendation to the Board on policies relative to the academic achievement of students.
 - Report to the Board, in writing, in December and April each year providing an update on each of the committee's responsibilities.
 - Responsibilities do NOT include:
 - a. Approving the Unified Improvement Plan prior to submission to the District.
 - b. Developing the corrective action plan should the school fall into Priority Improvement or Turnaround categories on the School Performance Framework.
 - c. Considering personnel issues.
 - d. Becoming involved in individual student discipline issues.

Adopted: Sept. 14, 2021

3.12 Board Appointment Procedure

A. Board Nomination Committee. When needed, the Board shall annually, commission and appoint members of a Board Nomination Committee (“BNC”), an advisory committee, to organize and administer the appointment of directors.

1. The Board shall determine any authority or responsibilities of the BNC in addition to those stated within this policy upon commission.
2. The BNC shall consist of the following members: A director, the Principal, and a member.
3. Once the Board has appointed members to the BNC, the members of the BNC shall determine its chairperson.
4. No Board candidate, spouse of a Board candidate, shall be a member of the BNC.

B. Candidacy. Candidacy shall be by self-nomination.

1. Directors of Addenbrooke Classical Academy (ACA) shall be natural persons at least eighteen (18) years of age or older.
2. Prior board experience is helpful but not required. Placing a high value on professionalism and the success of ACA is mandatory. The motivation for serving on the Board must be a desire to serve ACA's vision and mission in order to facilitate the educational success of its students.
3. Due to the inherent conflict of interest in having an employee of ACA on the Board, neither faculty nor staff, nor their spouses or immediate family members may serve on the Board. Immediate family members is defined as husband, wife, child, step child, or parent.
4. It is important for Directors to have a diverse set of competencies, e.g., law, finance, education, human resources, fundraising, technology, and real estate.
5. Two or more Directors should be parents of current students. At least one Director should not be a parent. At least one Director should be a community leader.
6. ACA will also seek Directors who are working or have worked as professionals in such careers as teaching (at the secondary or college level), business, human resources, development, real estate, military, government, law, or finance.
7. Those seeking to be considered as candidates must submit an abbreviated resume and a letter of interest to the BNC by the deadline provided by the Board President. The Board may extend this deadline if an insufficient number of candidates are nominated by this date.
8. The letter of interest must state:
 - a. why they are interested in the position;

- b. what they believe classical education is and why it is important
 - c. what they believe is the difference between a governing board and a managing board
 - d. what they believe are the strengths and weaknesses of ACA
 - e. what skills or expertise they bring to the position;
 - f. their commitment to sign the ACA Board of Directors Handbook, if appointed; and
 - g. their availability to serve the school and Board.
9. The BNC shall publish to the parents a list of candidates with their letters of interest and resumes no later than one week prior to the meeting scheduled to fill the director position.

C. Appointment process

- 1. The BNC chairperson shall present to the President a list of candidates for the open Board position no later than two weeks prior to the regular meeting when Board directors will cast their votes. The BNC will have vetted the list of potential candidates by confirming their eligibility for the position, lack of potential Conflicts of Interest, and willingness to sign the ACA Board of Directors Handbook, if appointed.
- 2. The President shall place on the Board agenda the consideration of a new Board director and the meeting noticed in the typical manner. The agenda item will detail the term for this open position.
- 3. At the meeting, seated Board directors will have opportunity to ask questions of the candidate(s) prior to their vote. The President will determine the length of time allotted for these questions.
- 4. All Directors shall be appointed by the Board. During the meeting, directors will vote by secret ballot, or if there is only one acceptable candidate, may vote by acclamation. Newly appointed directors must sign the ACA Board of Director's Handbook and then are able to participate in the rest of the Board meeting.
- 5. To be appointed, a potential new Director must satisfy the qualifications set forth in these Bylaws and receive a vote of at least two-thirds of the total number of Directors serving on the Board at that time, at any regular or special meeting at which a quorum is present.

F. Vacancies. The Board may choose to, but need not, accept a director's resignation for it to become effective. A director may be removed from the Board and/or committees in accordance with Bylaws 3.5, 3.1, and 4.10.

- 1. In the event a director resigns, is removed, or for any other reason is unable to complete his term of service, the chairperson of the Board shall declare a vacancy at the next regular meeting of the Board.
- 2. For two weeks after the vacancy has been declared the Board shall accept letters of interest with resumes from all those interested in being appointed to the Board to fill the

remaining term of the former director. All candidates must commit to sign the ACA Board of Directors Handbook upon appointment.

3. All letters of interest and resumes received during this two-week nomination period shall be included in the Board packets for the next regular Board meeting.
4. At the next regular Board meeting after the two-week nomination period has expired, the Board shall fill the vacancy for the remaining term of the former director from the candidates by majority vote of the remaining directors.
5. During the regular Board meeting in which the new director is appointed and immediately following appointment, the newly appointed director shall sign the ACA Board of Directors Handbook and shall take the former director's seat on the Board to serve the balance of the former director's term.

Adopted: Sept. 14, 2021

3.13 Board Training and New Board Member Orientation

A. **Board Training.** To ensure high quality oversight of the school, the Board at ACA is committed to continuous improvement. Board professional development activities shall be selected for their alignment with school goals, results from board self-assessment, and needs assessment. Reoccurring trainings will be included on the annual board calendar.

B. Board professional development will take several forms:

1. Special presentations and speakers at regular board meetings based on board self-evaluation or needs assessment.
2. External board training opportunities that board members can attend individually or as a group. Each board member shall attend at least one external training per year.
3. New board member orientation, which includes being assigned a board mentor and being given a binder with documents pertinent to ACA board governance.
4. Online board training modules for Colorado charter school board members, which each board member should complete within the first year of board service.
5. Visits to other school board meetings, i.e. District board meetings and other charter school board meetings.

C. **New Board Member Orientation.** All new board members will be expected to participate in new board member orientation. This is in addition to the professional development outlined above for all board members.

The board Vice President will meet with each new board member within the first month. At that time, the following topics will be addressed:

1. New board member binder
2. Board member agreement

3. Mission statement
4. The board speaking with “one voice”
5. Confidentiality requirements
6. Training expectations
7. Open meetings compliance
8. Role of the board versus administration’s role
9. School history
10. Conflict of Interest form and process

D. New Board Member Mentor Program. The board President will assign each new board member a mentor from existing, experienced board members for a one year period. New board members are free to seek assistance, ask questions, and request background information from their mentor as needed.

E. New Board Member Document Access. Each new board member shall receive access to the following digital documents:

1. Mission statement
2. Board member and key administrator contact information
3. Bylaws
4. Articles of Incorporation
5. Current contract with the District, including addenda
6. Board policies
7. Strategic plan from the previous two years
8. Board calendar
9. Board member agreement
10. Training materials
 - a. Open meetings & open records memo
 - b. Roberts Rules of Order handout
 - c. Acronyms list

Adopted: Dec. 14, 2021

3.14 Board Communications

A. Purpose. The purpose of this policy is to foster effective communication between the Board and our community by providing a means to address issues at the most appropriate levels possible. This policy implements transparent and professional communication with the school’s stakeholders.

B. Definition. Communication occurs in a variety of formats and for a variety of purposes. The school website will be the official means of communicating with school families. Information concerning school operation, school closing, school activities, school emergencies, and other information necessary for the efficient operation of the school. Secondary communication media such as email announcements, phone dialer messages, and newsletters will be used to

augment information dissemination as needed in an effort to ensure adequate and timely communication of events.

- C. **Social Media.** It is not the intention of the school to use other social media such as Facebook and Twitter as a means of official communication between the school and our community. The school will use these other social media outlets as a way to publish more informal accounts of activities at the school. Pictures and accounts of social events, club happenings and other school activities may be posted. These social media are in no way intended to be used for official communication between the school and community. Official communication with the school must be through more traditional means such as phone calls and email and not via “blog” responses and postings in a social media environment.
- D. **Administration.** It is the responsibility of the school to guard and protect the image and reputation of the school by creating a climate of transparency and cooperation through the effective use of communication pathways. Often the administration is perceived as the first point of contact and may be the most recognizable resource at the school. However, it is important that everyone understand the importance of maintaining effective communication pathways to prevent confusion that can be created from inconsistent information dissemination sometimes found from multiple sources.
1. Administrators will remain continually aware of the importance associated with their positions and the impact they have on happenings in the school. As such, administrators will maintain a professional demeanor at all times.
 2. Administrators will strive to abide by the 48 hour expectation when responding to communication requests.
 3. Administrators will continually work to resolve issues at the most effective level possible and with the focus on maintaining a unified vision and direction for the school.
- E. **Board.** Board members play an important role in establishing and maintaining the overall vision and direction of the school. It is important that Board members recognize the influence they have on operations merely by their presence. This affect is often complicated by their dual roles as parents. Effective communication pathways will establish the guidelines to allow smooth operations by eliminating complications created by Board members’ various roles at the school.
1. Board members will make every effort to be aware of their influence based on their position and will communicate clearly with faculty, staff and administration when asking questions or working on projects as Board members in a Board capacity. Consideration shall also be given to reminding faculty, staff and administration when NOT acting in this capacity.
 2. Board members must abide by Open Meetings laws and will not discuss Board or public business in groups of three or more Board members unless the meeting has been duly posted.
 3. Communications sent from the Principal to members of the Board will be copied to all members of the Board to maintain transparency.

4. Board members will refrain from engaging in discussions with other stakeholders on school issues or concerns with the exception of referring the issue to the appropriate place.
5. The Board President and the Executive Director will meet regularly to discuss topics of action or concern to facilitate communication between the Board and the community. The meetings may be in person, via phone call or email. Care should be given when using email to make sure confidential or sensitive issues are not discussed when using that media.

F. Scheduled Board Communication to its Stakeholders.

The Board values regular, transparent communication with its stakeholders and will therefore schedule monthly communications using the following table:

Month	Author	Topic
August	President	Welcome and board goals/ priorities for the year
September	Treasurer	Finances
October	Director	Academic performance
November	Director	Charter school philosophy
December	Secretary	Explanation of board functions and operations
January	Director	National/state level charter school information
February	Treasurer	Budgeting process
March	Vice President	Board dashboard
April	Director	Implementing the mission through the strategic plan
May	President	Summary of progress on board goals

Adopted: Jan. 11, 2022

3.15 Board Member Compensation, Insurance, and Liability

- A. **Compensation.** Board members shall receive no compensation for their services. However, upon the submission of vouchers and supporting bills for expenses incurred in carrying out specific services previously authorized by the Board, Board members may be reimbursed from school funds.
- B. **Insurance and Liability.** The Board shall purchase liability insurance and errors-and-omissions insurance to protect its members individually and collectively for claims made against them a result of their Board membership on the Board.

Adopted: Dec. 14, 2021

3.16 Board Communication with Staff

- A. **Single Employee.** It is important for the Board to remember that their only employee is the Executive Director. The Executive Director employs all ACA staff. However, sometimes communication with the school staff may be necessary for facilitating the continuous improvement of the educational program and for the proper disposition of personnel problems, which may arise from time to time. If the Board wants to communicate with staff, it will be done through the Executive Director, not directly.
- B. **Communication to the Board.** All reports or communications from ACA staff members shall be submitted to the Board through the Executive Director. Exception to this policy will include, but not be limited to a claim of sexual harassment or something of a similar nature against the Executive Director. Employee claims of not being treated fairly will not be exempt from this communication pathway.

Adopted: Dec. 14, 2021

3.17 Board Evaluation of Executive Director

The Board shall institute and maintain a comprehensive program for the evaluation of the Executive Director on a regular basis that is agreed upon by the Board and the Executive Director (ED) and is consistent with both state law and the ED's employment offer letter.

- A. Through evaluation of the ED, the Board shall strive to accomplish the following:
 - 1. Clarify the ED's role in the school system as seen by the Board that will contribute to the achievement of schoolwide performance goals.
 - 2. Clarify for all Board members the role of the ED in view of the qualifications and duties of the ED and the immediate priority among responsibilities as agreed upon by the Board and the ED through the strategic planning and review period.
 - 3. Develop positive communication and harmonious working relationships between the Board and the ED.
 - 4. Provide administrative leadership for the implementation of the school's educational program.
 - 5. Measure the ED's professional growth and development and level of performance.
- B. Nothing in this policy shall be construed to imply in any manner the establishment of any personal rights not explicitly established by law or offer letter. Further, nothing in this policy shall be construed to be a prerequisite to or a condition of suspension, dismissal, or termination. All employment decisions remain with the sole and continuing discretion of the Board.

Legal Ref:

C.R.S. 22-9-106 (4)(b) (local board of education shall have exclusive authority for evaluating the ED)

C.R.S. 22-9-109 (specific portions of Executive Director's evaluation open to public inspection)

Adopted: April 12, 2022

3.18 Board Use of Data

A. The Board uses data in a variety of ways, including monitoring progress, recognizing gaps, identifying goals, quantifying performance measures, informing needs assessments, and determining resource allocation. Herein are some of the data the Board uses and how the data is monitored.

1. **Annual school academic performance workshop.** In the fall of each year, the ED will provide for a presentation to the Board a summary of state assessment results, what hypotheses or conclusions the staff has drawn from the data, achievement gaps and trends that have been identified, and what performance metrics will be closely monitored. The workshop will include information garnered from the Unified Improvement Plan (UIP) process. In addition, the ED and staff will discuss interim assessments or other metrics used to support state assessment data.
2. **Administration reports.** Periodically, the ED and Principals will report to the Board on benchmark data in the Unified Improvement Plan, NWEA Measure of Academic Progress (MAP) data, college entrance exam results, or other data that is of interest to the Board.
3. **Parent survey results.** The Board monitors parent satisfaction data through the annual parent survey administered each year by the School Accountability Committee.
4. **Board dashboard.** At least annually, in alignment with the strategic plan, the Board will confirm the inclusion of specific data for inclusion in the Board dashboard. The Board will update and review the dashboard at least twice a semester during regularly scheduled board meetings. The Board member serving on the School Accountability Committee shall be responsible for updating the dashboard and presenting it to the board.
5. **Financial Reports.** The Board receives monthly financial updates and in the first quarter of each school year participates in a finance workshop conducted by the Treasurer and Business Manager.

B. The board will only use data that complies with confidential student information as detailed in the Family Educational Rights and Privacy Act (FERPA) and the Colorado Student Data Transparency and Security Act (C.R.S. 22-16-101 et. seq.)

Adopted: April 12, 2022

3.19 Official Spokespersons

The Board President is the official spokesperson for matters pertaining exclusive to the ACA Board. The ED is the official spokesperson for the school. Both the Board President and the ED will keep the other informed when there are inquiries that need to be addressed.

All media inquiries, inquiries from governing bodies, and inquiries of a legal nature shall be directed to the ED. The ED has sole responsibility for directing inquiries to the Board President, when received. The ED may delegate his authority to an appropriate staff member, if prudent to best address the inquiry.

Adopted: May 2, 2023

3.20 Oath of Directors

An oath of office shall be administered each year to each Director, whether elected, re-elected, or appointed pursuant to CRS 24-12-101 et seq. The oath may be administered by the President of the ACA Board. The Vice President of the Board may administer the oath for the President. The oath should be taken in June of each year and signed by the person taking the oath, which shall be notarized.

CRS 24-12-101 requires the Director to swear, affirm or swear by the everliving God, the following:

I [name], do [select swear, affirm, or swear by the everliving God] that I will support the constitution of the United States, the constitution of the state of Colorado, and the laws of the state of Colorado, and will faithfully perform the duties of the office of [name of office or position] upon which I am about to enter to the best of my ability.

Signed and notarized oaths should be submitted to the Jefferson County Clerk and Recorder.

Legal Refs:

§24-12-101 et seq., C.R.S.

§22-30.5-104.9, C.R.S.

Colorado Constitution Article 12, §9

Adopted: Feb. 11, 2025

3.21 Strategic Planning

A. Purpose. The ACA Board uses a strategic plan to ensure myriad perspectives have reviewed multiple metrics and indicators to create a strong, comprehensive action plan. The strategic plan is primarily for the Board's own use but is also a method of communicating with the school's stakeholders. The strategic plan will align with the Board dashboard and the dashboard will monitor performance metrics the Board uses to create and review the strategic plan. The Board utilizes a strategic plan to:

1. Develop a common vision and mission for the Board's work.
2. Provide the Board with a common framework to evaluate if they are implementing the school's mission with fidelity. This framework will assist in priority-setting, decision-making, and budgeting.
3. Capture key themes and messages that will attract new staff members and prospective families.
4. Demonstrate to school stakeholders that the Board models accountability for school improvement and communication for enhanced effectiveness.
5. Document its short-term and long-term plan, which is linked to the Board's dashboard, for stakeholders to better understand the work of the Board. The strategic plan will be concise.

B. Process.

1. **Annual Review.** At the annual Board retreat, the Board, administration, and invited stakeholders will re-evaluate their strategic plan beginning with the mission then a SWOT (Strengths, Weaknesses, Opportunities, and Threats) assessment before creating long-term and short-term goals. Long-term goals will align with the functional areas of the school, such as governance, academic program, operations, and finance.
2. **Common Voice.** During the review, the Board will discuss each area and determine a common voice for what is written in the final strategic plan for the year. Since the review will be in a workshop session, the Board will vote on the strategic plan in a subsequent regular Board meeting. The development process will be considered a brainstorming session where all participants are able to express ideas without prejudice.
3. **Adherence to Model.** The strategic plan will reflect ACA's classical model as delineated in its original charter school application and subsequent renewal applications.
4. **Outcomes.** The strategic plan will specify individuals or committees carrying the responsibility for specific action items and the desired date these activities will be completed. Outcomes should be measurable and included in the Board's dashboard.
5. **Progress Monitoring.** The Board will use their dashboard for monitoring progress along with regular Board discussions to monitor both quantitative and qualitative progress monitoring. The Board will conduct mini reviews at least quarterly at a regular Board

meeting. ED reports will provide the Board with regular updates on the strategic plan process.

6. **Communication with Stakeholders.** After the Board has adopted its annual strategic plan, the Board President will inform stakeholders about the review, content of the strategic plan, and the plan for its use over the school year. Another report will be published at the end of the school year to document the progress made. The ED will brief school staff on the substance of the strategic plan, especially as it guides their work during the school year.

Adopted: Feb. 20, 2024

3.23 Executive Director Succession

A. Purpose

Effective governing boards plan for the significant, unexpected absence of key personnel. Although the Board acknowledges such an absence is highly improbable and certainly undesirable, it also believes proper due diligence requires an emergency succession plan is in place should there be an extended absence of their key employee, the Executive Director (ED). This policy is designed to ensure continuity in external relationships and staff functioning.

B. Definitions

The Board will utilize the following definitions for the purposes of this policy.

1. **Temporary.** An absence in which the ED will return to his position once the events precipitating the absence are resolved.
2. **Short-term.** A temporary, unexpected absence of three months or less.
3. **Long-term.** A temporary, unexpected absence of more than three months.

C. Notice

As soon as possible after becoming aware of an unexpected absence, any of the ED's direct reports shall notify the President of the Board. As soon as is feasible, the President shall convene a meeting of the Board to affirm the process, detailed within this plan.

D. Acting ED Appointment

The Board shall designate a staff member to temporarily perform the duties of the ED by majority vote in a meeting called for this purpose. The Board may appoint one or multiple staff members, as they see fit. The person or persons appointed to fulfill the role of Acting ED shall have the full authority for decision-making and independent action as the regular ED. The Acting ED will have

a 5% increase of his current salary, or as is determined by the Board at the time of the appointment.

E. Cross-training Plan for Administrative Team

The ED shall prepare his administrative team for a temporary, unexpected absence through cross-training at least three potential appointees. This plan will be reviewed by the ED evaluation team at least annually during the ED's end-of-year evaluation.

F. Long-term or Permanent Absence of ED

In the event of a long-term, unexpected absence, the Board may give consideration to backfilling the Acting ED's previous position or otherwise covering those responsibilities for a longer term. If the ED's position is determined to be vacant, the Board will establish a search committee to determine a replacement on a timeline established by the Board.

Adopted: Jan. 14, 2025

4. Administration

4.1 Administrative Structure

- A. ACA shall have an Executive Director as its administrator who shall serve as an at-will employee at the pleasure of the Board and may be terminated by the Board, at the Board's sole and absolute discretion, with or without cause.
- B. The Executive Director shall be responsible for the day-to-day management and operation of the school.
- C. The Executive Director shall provide the Board with an organization chart at least annually that includes, at least, the structure of the administration, faculty, and staff.
- D. The Executive Director shall update the organization chart from time to time and as necessary to effectively administer ACA in accordance with the vision and mission statements.

Adopted: Sept. 14, 2021

4.2 Job Description—Executive Director

- A. The Executive Director will promote the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by students, their parents, the community, peers, and administrative staff. The Executive Director will promote and encourage the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

B. Education/Certification

- 1. Must have a Bachelors degree from a four-year accredited College or University, Masters degree preferred.
- 2. Successful completion or working towards an Administrator License.

C. Experience

- 1. Must have 3+ years of experience in supervising a staff of 5 or more.
- 2. Must have 3+ years of experience in managing budgets.
- 3. Must have 3+ years of vendor management.

D. Required Knowledge, Skills and Abilities

- 1. Must have advance knowledge of federal and state education laws.

2. Must have a successful background in Classical education, especially utilization of the trivium and of Socratic seminars.
3. Must have strong organizational, time management, communication, and interpersonal skills.
4. Must be computer literate and be able to instruct teachers in technology integration in their classroom.
5. Must have the ability to understand the individual needs of each student and train others on the development of Individual Education Plans (IEPs).
6. Must have a clear understanding of goal setting for students and the individualized approach.
7. Must have the ability to develop and maintain effective working relationships with students, their parents, teachers, the community, peers, and administrative staff.
8. Must have the ability to communicate with all levels of students, their parents, teachers, the community, peers, administrative staff, superintendent, and corporate staff.
9. Must have the ability to interpret policy, procedures, and student data such as diagnostic test results, state assessments scoring, transcripts, and grade point average.
10. 3-5 years of experience teaching at a Middle School/High School level (Preferred).
11. 3-5 years of experience as an administrator for a Middle/High School (Preferred).
12. 3-5 years of experience developing and managing budgets for a Middle/High School (Preferred).
13. 3-5 years of experience managing a Middle/High School that was Acceptable or Higher (Preferred).

E. Responsibilities and Duties

1. Directly supervises employees in accordance with the organization's policies and applicable laws.
2. Interviewing, hiring, and training employees.
3. Planning, assigning, and directing work.
4. Appraises the performance of staff, rewards and disciplines employees according to Addenbrooke Classical Academy's policies and procedures, and addresses and resolves complaints and problems.
5. Promotes and encourage the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
6. Promotes and encourages the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.
7. Promotes and encourages the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

8. Promotes and encourages the success of every student by acting with integrity, fairness, and in an ethical manner.
9. Promotes and encourages the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.
10. Develops and evaluates educational program to ensure conformance to state and school board standards.
11. Develops and coordinates educational programs through meetings with staff, review of teachers' activities, and issuance of directives.

Adopted: Sept. 14, 2021

4.3 Staff Handbook

The staff handbook is revised each year by the June Board meeting at which time the Board will consider it for adoption. The staff handbook applies to all employees of ACA and provides general policies and procedures, information about benefits and rules of conduct. ACA employees are employees of the charter school and not the school District; thus, the handbook supersedes any publication of District staff policies. ACA employees are employed at-will.

Adopted: Dec. 14, 2021

4.4 Student Records

The Board recognizes the importance of keeping accurate, comprehensive student records as required by law. Student data privacy is essential to ACA operations. Concurrently, using data effectively and responsibly is foundational to making the best decisions in today's schools and improving student performance. ACA maintains student files, as well as computer systems and related devices that collect and record data as required for educational delivery, management, and reporting purposes.

A. Definitions

1. **Education Record.** An education record is any information recorded in any way, that directly relates to a student and is maintained by ACA. Such information includes, but is not limited to:
 - a. Date and place of birth; parent/guardian's address; mother's maiden name; and where the parties may be contacted for emergency purposes
 - b. Grades, test scores, courses taken, academic specializations; and school activities
 - c. Special education records
 - d. Disciplinary records
 - e. Medical and health records

- f. Attendance records and records of past schools attended
 - g. Personal information such as, but not limited to, a student's name, the name of a student's parent or other family member, student identification numbers, social security numbers, photographs, biometric record, or any type of information that aids in identification of a student.
2. **Personally Identifiable Information.** Personally identifiable information is information about a student that is contained in his student record that cannot be disclosed without compliance with the requirements of Family Educational Rights and Privacy Act ("FERPA"). Personally identifiable information includes, but is not limited to, items listed in A.1. above.
 3. **Directory Information.** ACA may disclose directory information, consistent with the terms of the annual notice ACA provides pursuant to FERPA. The following is directory information:
 - a. Student's name
 - b. Parent/guardian electronic mail address and telephone number
 - c. Dates of attendance
 - d. Grade level
 4. **Parent.** Parent means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or guardian.
 5. **Eligible Student.** Eligible student means a student who has reached eighteen (18) years of age.
 6. **School Official.** A school official is a person employed by ACA as an administrator, supervisor, instructor, or support staff (including health or medical staff and law enforcement unit personnel).
 7. **Legitimate Educational Interest.** A school official has a legitimate education interest if the official needs to review an educational record in order to fulfill his professional responsibility.
- B. **Disclosure of Directory Information.** At the beginning of each school year, ACA shall provide parents and eligible students with a notice containing the following information: 1) the type of personally identifiable information it designates as directory information; 2) the parent or eligible student's right to require that ACA not release directory information without obtaining prior written consent from the parent or eligible student; and 3) the period of time within which a parent or eligible student must notify ACA, in writing, of the categories of directory information that it may not want disclosed without the prior written consent of the parent or eligible student. ACA will continue to honor a valid request to opt out of the disclosure of a former student's directory information made while the former student was in attendance unless the student rescinds the opt out request.
- C. **Annual Notification to Parents and Eligible Students.** At the beginning of each school year, in addition to the notice required for directory information, ACA will provide eligible students currently in attendance and parents of students currently in attendance, with a notice of their rights under FERPA. Such notice shall inform them of their rights to:
1. Inspect and review the student's education records.

2. Seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading or otherwise in violation of the student's privacy rights.
3. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that disclosure is permitted without prior written consent pursuant to FERPA.
4. File with the U.S. Department of Education a complaint concerning alleged failures by ACA to comply with the requirements of FERPA and its promulgated regulations.
5. Request that ACA not release student names, addresses, and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

D. Disclosure of Education Records and Directory Information. ACA must have a signed and dated written consent form from the parent or eligible student before releasing any non-directory information from a student's education record. ACA will only disclose personally identifiable information on the condition that the receiving party not disclose the information to any party without prior written consent of the parent or eligible student and that the receiving party use the information only for the purposes for which the disclosure was made. ACA must maintain the appropriate records related to these disclosures.

Disclosure requests received pursuant to a warrant, judicial order, or lawfully issued subpoena will be made in conjunction with the school's ED. ACA may disclose education records to other schools when the student is transferring schools and appropriate authorization has been obtained.

Pursuant to FERPA, education records may be disclosed to certain government officials to carry out lawful functions; individuals or entities with a judicial order or lawfully issued subpoena; or organizations conducting research on behalf of ACA.

E. Record Keeping Requirements. ACA will maintain a record of each request for access to and each disclosure of personally identifiable information from the education records of its students. For each request, the record must include the following: the parties who have requested or received the information and the legitimate interests the parties had in requesting or obtaining the information.

Student cumulative records may not be removed from the premises of ACA, unless the individual removing the record has a legitimate educational interest, and is authorized by the ED. Employees without proper authorization to take student records off the ACA premises may be subject to disciplinary action. Employees are permitted to take student work-product, or other appropriate student records, off premises without authorization if done for legitimate academic purposes (e.g. grading work-product, assigning credit, reviewing materials for classroom discussion, etc.)

F. Training. All ACA staff with responsibility to maintain student education records will undergo annual FERPA training to ensure compliance.

G. Record Retention. ACA will maintain and dispose of student records pursuant to District requirements.

Legal Ref:

FERPA (20 U.S.C. Sec. 1232g)

Colorado Student Data Transparency and Security Act (C.R.S. Sec. 22-16-101 et seq.)

Adopted: Feb. 14, 2023

4.5 Board Notification

The ED will notify the Board of any law enforcement or social services investigation that takes place on school grounds involving students, volunteers, employees, or parents. The ED will inform the Board that the investigation occurred, and unless instructed otherwise by law enforcement officials or the school's legal counsel, the nature of the investigation. The ED will not disclose names of the individuals involved unless it is a public record, or necessary to ensure safety at the school.

Adopted: May 2, 2023

4.6 Student Disenrollment Surveys

ACA seeks to improve its programs and one way to do this is to determine why a student may choose to leave ACA. Therefore, when a student has attended ACA for more than six months, administrators shall provide a disenrollment survey to the student/parents. For elementary school-aged students, the survey shall be sent to the parents and for students in junior or senior high, the survey should be sent to both the parents and the students, in a single email. The survey should be emailed within ten days of disenrollment.

This brief survey shall ask about the reason(s) for leaving ACA, which factors were involved in the decision to withdraw, and an open-ended question for other feedback. Feedback shall be quantified through standard categories for each question, when possible, so that the Board can monitor trends over time.

The ED shall report findings and data associated with the disenrollment surveys at the end of each semester.

Adopted: Feb. 11, 2025

4.7 Safety and Security

One of the Board's primary priorities is to provide a safe environment for its staff and students. To accomplish this, the ED will develop, implement, and review at least quarterly, the physical environment of the school, bringing in experts for consultation, as may be appropriate. Details of the plan will be confidential and not available to all staff or the Board. The ED will inform the District of the detailed plan and regularly communicate with the appropriate District personnel about the plan.

1. **Process.** The ED and other key administrative personnel will determine a schoolwide, comprehensive safety and security plan using best practices. The plan will encompass routine drills (i.e., fire, evacuation); crisis management; threat levels; law enforcement presence in the community; cyber threats; and any other topics determined by best practice models or recommendations. All school personnel will be trained, according to the plan, to ensure effective security. The focus of this training will be practice on protocols established in the plan so staff members are prepared to respond effectively in the event of an incident.
2. **Periodic Review.** The ED and key administrative personnel will review the school safety plan each year to ensure it is current and includes the most recent updates available. The ED will provide District school safety staff with the most recent safety plan each year.
3. **Communication with Stakeholders.** Students and families deserve to know ACA has done due diligence to prepare for the possibility of a threat. The ED will communicate generalities about the process and possible scenarios in the plan but will not communicate details that may breach security.
4. **Cyber Security.** The school safety plan will include the school's measures to ensure there are no data breaches at the school and that staff and students are protected from online or email breaches. In the event there is a data breach where individual staff or student information has been obtained by an outside source, the school will follow federal, state, and District policies to inform staff and parents about what data was obtained.
5. **Expectations for School Safety.** The Board understands staff members function more effectively when they feel safe. Students, and their families, need a safe learning environment for students to learn at optimal levels. In addition to the school safety of school campuses, the Board believes staff, students, families, and school visitors should expect an environment free from harassment, bullying, intimidation, threats, or any other type of negative behavior that would make ACA staff or students and their families not feel safe at the school or while attending the school.

District Policies

EBCB: Safety Drills

ECAB-R: Security/Access to Buildings

JS: Student Use of District Computing Resources and the Internet

KLG: Relations with Police Authorities

EHAA-E: Incident Handling Guide

EB: Environment and Safety Program

EBCA: Disaster Plans

JLI: Student Safety

Related Board Policies

5.3 Discrimination and Harassment

6.4 Bullying

6.10 School Visitors

6.11 Sexual Harassment of or by Students

Adopted: Feb. 20, 2024

5. School Personnel

5.1 Staffing Philosophy and Goals

- A. ACA endeavors to employ dynamic, effective, well-qualified, and efficient personnel to carry out a constantly improving educational program.
- B. ACA's specific personnel goals are as follows:
 - 1. Recruit, select, employ, and retain the best qualified personnel available to operate the school;
 - 2. Provide equal employment opportunities for all candidates for positions in accordance with ACA's non-discrimination policy (Policy 2.5);
 - 3. Develop high quality human relationships to foster high levels of personnel performance and satisfaction;
 - 4. Deploy available personnel to use their skills and experience as effectively as possible to achieve ACA's goals and objectives;
 - 5. Develop and manage a personnel compensation, leave, and benefit program to attract and retain qualified employees;
 - 6. Manage the development and maintenance of job descriptions to ensure all personnel fully understand their role at ACA;
 - 7. Oversee an employee evaluation program to contribute to the improvement of personnel performance and professional development; and
 - 8. Administer effective personnel policies to create and maintain a positive working relationship between the Board, the administration, and school personnel.

Adopted: Dec. 14, 2021

5.2 School Personnel Conflicts of Interest

- A. Any school personnel engaged in additional employment outside of ACA shall notify the Executive Director in writing. Such notification shall include the job responsibilities and time requirements of the outside employment.
- B. At no time shall any employee of ACA engage in any additional employment that would:
 - 1. Adversely affect their usefulness as employees of the school;
 - 2. Make time and/or energy demands upon the individual that interfere with their effectiveness in performing their duties;
 - 3. Compromise or embarrass the school;
 - 4. Adversely affect their employment status or professional standing; or
 - 5. In any way conflict with or violate professional ethics or ACA's policies.
- C. Faculty may not engage in any other employment or in any private business during the hours required to fulfill assigned educational duties.

- D. Faculty may not engage in the provision of educational services outside of their school responsibilities or outside of school hours without notifying the Executive Director in writing. The faculty member shall provide any advertisement for such services at his or her own expense and shall specifically state whether the services offered are endorsed, sanctioned, or sponsored by ACA.
- E. Employees may not sell any books, supplies, musical instruments, or equipment to any student or members unless prior written approval has been received from the Executive Director.

Adopted: Dec. 14, 2021

5.3 Discrimination and Harassment

- A. ACA prohibits unlawful discrimination and/or harassment based on age (40 and over), race, sex, color, religion, creed, national origin or ancestry, childbirth, disability, military status, sexual orientation, gender identity or any other status protected by applicable state or local law. This policy applies to all school employees, students, and non-school employees, such as vendors, consultants, and contractors.

B. Sexual Harassment

ACA prohibits sexual harassment and inappropriate sexual conduct. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, when:

- Submission to such conduct is made explicitly or implicitly a term or condition of employment or education;
- Submission to or rejection of such conduct is used as the basis for decisions affecting an individual's employment or education; or
- Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive work environment.

All employees, students, and non-employees are expected to conduct themselves in a professional and businesslike manner at all times. Conduct that violates this policy includes, but is not limited to, sexually implicit or explicit communications whether in:

- Written form, such as cartoons, posters, calendars, notes, letters, or emails;
- Verbal form, such as comments, jokes, foul or obscene language of a sexual nature, gossiping or asking questions about another's sex life, or repeated unwanted requests for dates; or
- Physical gestures and other nonverbal behavior, such as unwelcomed touching, grabbing, fondling, kissing, massaging, and brushing up against another's body.

C. Abusive Conduct

ACA does not tolerate abusive conduct or bullying in the workplace. Abusive conduct is generally defined as repeated, health-harming mistreatment of an employee or student or abusive conduct that is verbally abusive; threatening, humiliating, or intimidating; or interference that prevents work from getting done. Abusive conduct may include repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets; verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating; or the gratuitous sabotage or undermining of a person's work performance. A single act shall not constitute abusive conduct, unless it is especially severe and egregious.

D. Complaint Procedure

If anyone believes there has been a violation of the EEO policy or harassment based on a protected class, including sexual harassment, the following complaint procedure applies. The school expects employees to make a timely complaint to enable the school to investigate and correct any behavior that may be in violation of this policy.

Report the incident to the Executive Director or Principal who will investigate the matter and take corrective action. The complaint will be kept as confidential as practicable. If the individual prefers not to take their complaint to either of these individuals, the complaint should be reported to a different school administrator or the ACA Board President.

If the complaint is related to a potential violation of Title IX, ACA's Title IX representative Evelyn Fiadonu, efiadonu@addenbrooke.org

The school prohibits retaliation against an employee for filing a complaint under this policy or for assisting in complaint investigation. If retaliation is perceived for making a complaint or participation in an investigation, notify the administrative staff, as noted above, and the situation will be investigated.

E. Notice and Training

To reduce harassment and ensure a respectful school environment, this policy will be included in the school's Student and Family Handbook and ACA Employee Handbook. Comprehensive Harassment training will be conducted annually for all school staff and students.

Legal References:

20 U.S.C. §1681 (Title VII, Education Amendments of 1972)
20 U.S.C. §1701-1758 (Equal Employment Opportunity Act of 1972)
29 U.S.C. §621 et seq. (Age Discrimination in Employment Act of 1967)
29 U.S.C. §701 et seq. (Section 504 of the Rehabilitation Act of 1973)
42 U.S.C. §12101 et seq. (Title II of the Americans with Disabilities Act)
42 U.S.C. §2000d (Title VI of the Civil Rights Act of 1964, as amended in 1972)
42 U.S.C. §2000e (Title VII of the Civil Rights Act of 1964)
42 U.S.C. §2000ff et seq. (Genetic Information Nondiscrimination Act of 2008)
34 C.F.R. Part 100
C.R.S. 2-4-401(13.5) (definition of sexual orientation)
C.R.S. 18-9-121 (bias-motivated crimes)

C.R.S. 22-32-109(1)(II) (board duty to adopt written policies prohibiting discrimination)
C.R.S. 24-34-301(7) (definition of sexual orientation)
C.R.S. 24-34-301 et seq. (Colorado Civil Rights Division)
C.R.S. 24-34-401 et seq. (discriminatory or unfair employment practices)
C.R.S. 24-34-601 (unlawful discrimination in places of public accommodation)
C.R.S. 24-34-602 (penalty and civil liability for unlawful discrimination)

Adopted: Dec. 14, 2021

5.4 Personnel Evaluations

ACA will develop and implement practices and procedures that require annual performance evaluations of all employees to create and maintain an environment of excellence. ACA encourages regular feedback and evaluation of employee performance throughout the year. The formal annual evaluation will identify job responsibilities and performance objectives and measure actual performance against identified job duties and expectations.

- A. **At-will Employment.** All employees of ACA are employed at-will, which means that employment may be terminated by either party, at any time, without cause and without notice, even if the termination is not in strict accordance with ACA's employment policies. This policy does not create a contractual relationship between any employee and ACA. To be clear, the guidelines and procedures in this policy, do not create due process rights for employees. A favorable evaluation does not imply in any way that the employee has continued employment with ACA, nor does it alter the at-will employment relationship.
- B. **General.** Employee evaluations increase the effectiveness of personnel in fulfilling ACA's mission, values, and goals, and assists personnel in selecting appropriate professional development to encourage professional growth. Employee evaluations are based on written job descriptions that are clearly defined by the supervisor in discussion with the employee. Supervisors should apply the evaluation process consistently among employees, within their respective department. Regardless of the template/format utilized, each evaluation must include 1) an overall rating; and 2) comments, and signatures from the employee and the supervisor who wrote the appraisal and forwarded to the next higher administrative level for review.

A personnel file will be established to keep all records of employment. Any letters of commendation, performance evaluations, or notices of disciplinary action will be kept in the employee's file. This is a confidential file to which management has access. Employees may review their file upon request, with the exception of documents that must be kept confidential in accordance with law. A completed and fully signed form will be routed to the employee and to department files with the original sent to Human Resources.

- C. **Faculty.** Teaching staff will be evaluated by an administrator. Evaluations should be used as a learning tool to identify areas of improvement and enhance instruction. Input for evaluations

may include, but is not limited to: job performance, accountability to students, and ACA's core values. The administrator has the responsibility to evaluate the employee's job performance throughout the year and hold regular sessions with the employee to discuss ways to improve current job performance. Annually, the supervisor and employee will have face-to-face meeting to discuss the evaluation, emphasizing strengths and areas needing improvement in job performance. Faculty members will not be evaluated by staff responsible for coaching instructors or for professional development.

- D. **Nonteaching Staff.** Written evaluation of nonteaching staff will be an annual evaluation of their performance by their immediate supervisor. Input for evaluations may include, but is not limited to: job performance and ACA's core values.
- E. **Frequency.** Faculty members in their first two years of service at ACA shall receive an annual formal evaluation and at a minimum, one informal (unscheduled) evaluation. In the faculty member's third year of employment with ACA, the Principal may modify this evaluation plan, but in no instance may less than one formal evaluation be conducted on a faculty member each year. Nonteaching staff must be evaluated at least once a year in a manner conforming with administrative procedures.
- F. **Request for Review of Evaluation.** An employee who disagrees with the evaluation of his supervisor may submit a written request for review by the next higher administrative level. The written request must outline the specific areas of disagreement and the reasons the employee disagrees with the supervisor's evaluation. The decision of the higher administrator level will be the final decision on the evaluation. The employee's written disagreement will be included with a copy of the final performance evaluation and placed in the employee's personnel file.

Adopted: Feb. 14, 2023

5.5 Employee Performance Issues

The Board values school employees and while maintaining an at-will relationship will adhere to good practices for communication. Nothing in this policy can be used to alter the at-will nature of the employee relationship.

- A. **Verbal Warning.** When the ED or principal is aware of an employee with performance issues that interfere with them performing their job responsibilities completely and satisfactorily, the administrator may acknowledge this inappropriate behavior with a verbal warning, which specifically notes the issue(s) and expectation(s). After a verbal conversation, the administrator should write a "Memo for the Record" documenting the conversation. This will be sent to the HR Manager to include in the employee's personnel file.
- B. **Written Warning.** If the unsatisfactory performance continues, or an employee does something of serious magnitude, they should receive a written warning or immediately be terminated. The written warning will clearly state that such behavior will not be tolerated and reminding the employee of the at-will relationship. In this situation, the administrator will write

a memo to the employee, detailing the actions that are not acceptable. The memo should be signed by the administrator and provided to the employee to sign, acknowledging receipt of the memo. If the employee refuses to sign acknowledgement they received the memo, a witness may verify the employee received it and refused to sign acknowledgment. A copy of the signed memo should be sent to the HR Manager.

Adopted: Feb. 8, 2022

5.6 Employee Termination

- A. **Termination Meeting.** Should it become necessary to terminate an employee relationship, the ED and the employee's supervisor will conduct a meeting with the employee. The HR Manager will be included in this meeting, as a witness.

The supervisor will state the school's decision to terminate the employment relationship and may briefly summarize the issues leading to the decision. The supervisor, or the HR Manager, will explain the employee's COBRA benefit process and provide their final paycheck.

- B. **Collection of School Items.** The supervisor will collect keys or other school property the employee has been given and stay with them until their desk/personal items are packed. The assigned staff member will escort the employee from the building. The supervisor will notify the technology manager to stop the employee's email account and access to school records.
- C. **Documentation.** The supervisor will prepare a memo for the record, summarizing the termination meeting and send it to the HR Manager for the employee's personnel file.

Adopted: Feb. 8, 2022

5.7 Employee Compensation

ACA's Board determines its own compensation package, which is not related to the District. As a public charter school, ACA employs independently and based on its own budget.

Everyone at ACA is employed at-will, without any obligation for continued employment. Employees are paid based on their position description, education, qualifications, needs, performance, difficulty in filling a specialized position, or extra assignments. Salaries are determined by the Board's Finance Committee, using a salary schedule, that aligns with the school's budget. The ED and Director of Finance, in collaboration with the Board Treasurer. School budgets are approved by the entire Board each year and the Board monitors what percentage of the school's budget goes to salaries.

All ACA faculty positions hired at ACA are placed on a pro-rated 12-month salary. ACA will honor up to nine years of experience. There will be additional pay for a Master's Degree and a

Doctorate. There is potential for extra duty pay for activities such as club sponsorship, athletic coaching, and other positions as may be determined by the ED.

ACA offers a comprehensive Benefits Package, which includes medical, dental, vision, life insurance, voluntary short-term disability, Colorado PERA retirement, Jeffco Empower Retirement, and paid time off.

Faculty will be provided with an offer letter once administration has decided the individual will be hired. These offer letters must be signed by the Board President and ED to be effective. The salary offered must fit within the parameters of the school budget. The offer letter should be reviewed by the school's legal counsel each year.

A. Definition of Classifications of Employees

1. **Faculty.** Teaching staff.
2. **Staff.** All other employees.

Adopted: Nov. 14, 2023

5.8 Staff Exit Interviews

6. Students

6.1 Student Rights and Responsibilities

Student Rights and Responsibilities. All students are expected to accept responsibility for their education and actions. ACA's policies encourage discipline, cooperation, decision-making, and acceptance of consequences for decisions made. Students are taught to show respect for themselves, property, and staff and for those around them by observing school guidelines, rules, and policies.

Adopted: Dec. 14, 2021

6.2 Student Attendance

- A. Attendance Policy.** Regular, daily attendance in class is extremely important to the educational process. In accordance with state law, all students are expected to attend school for all days of the established school calendar. If a student is absent for 10 or more days, a letter shall be sent notifying parents or guardians of the compulsory attendance law.
- B. Tardy Policy.** Punctuality is of great importance to ACA. Tardiness interferes with student achievement. Excessive tardiness shall result in a conference to include a parent or guardian, the student, and the Executive Director. If a student arrives more than 15 minutes after the start of school, the student must be signed in and a tardy slip shall be given to the student to turn into his/her classroom teacher. This shall indicate to the teacher that the student has checked in at the front office.

Adopted: Dec. 14, 2021

6.3 Student Discipline

ACA believes in a fair, but strict discipline policy that is rigorously enforced. Consequences should be immediate and relevant. A safe environment that is conducive to learning is the utmost priority. All policies shall be in accordance with Federal and State laws.

- A. Code of Conduct.** ACA adheres to the District's Conduct Code and Related Policies. Additionally, ACA adheres to specific administrative procedures developed to enforce behavior expectations.
- B. Expulsion.** Pursuant to C.R.S. Sec. 22-33-106 serious violations in a school building or in or on school property shall result in mandatory expulsion. ACA students being recommended for expulsion by a Principal, for any reason, shall be referred first to the ED and the Board, then to the District Superintendent or his designee and then ultimately to the Jefferson County R-1 School Board of Education.
- C. Suspension.** Principals at ACA shall have the authority, pursuant to C.R.S. Sec. 22-33-106 to suspend a student. A Student Code of Conduct and Administrative Discipline

Procedure shall be written by each Principal and approved by the ED, in accordance with this policy. The Board President shall be notified when an out-of-school or in-school suspension is given for more than five (5) school days. In the event a student is suspended, that student shall not be allowed or participate in school events.

- D. **Classroom Expectations.** Faculty members will develop their own written, classroom procedures for approval by their supervisor prior to the start of school each year. These procedures should align with Board policies and administrative procedures. All staff is expected to adhere to administrative procedures for students in school buildings or on school grounds.

Adopted: Feb. 14, 2023

6.4 Bullying

- A. ACA recognizes the need to maintain a learning environment that is free from bullying and harassment. ACA prohibits any and all forms of bullying as it violates the basic right of students to be in a safe, orderly learning environment. This policy promotes positive interpersonal relationships among all members of the ACA community.
- B. It is a violation of this policy for a student to bully another while on ACA property (leased or owned), in school buildings, on school vehicles, school sponsored events and/or activities occurring in the community sponsored by ACA. It is a violation of this policy for any ACA staff member to tolerate bullying.
- C. **Definition.** Bullying may be a single incident or may involve a pattern of repeated harmful behaviors by a person with physical or social power toward a person who is perceived less powerful person. This may include a variety of behaviors, direct or indirect, physical, or nonphysical, which hurts, intimidates, threatens, embarrasses, or humiliates the person(s). Bullying includes, but is not limited to: physical, verbal, psychological or relational, and cyber/electronic bullying.
- E. **Determining Acts of Bullying.** Acts of bullying may include, but are not limited to:
 - 1. Physical.
 - a. Physically harming a student, for example kicking, hitting, pushing, tripping, or invading one's personal space in an aggressive manner.
 - b. Damaging, extorting, or taking a student's personal property.
 - c. Placing a student in reasonable fear of physical harm.
 - 2. Verbal.
 - a. Taunting, malicious teasing, name calling, intimidating remarks, and threats.
 - b. Creating verbal statements, gestures, or written remarks that are taunting, malicious, threatening, or sexual.
 - c. Extortion.
 - 3. Psychological or Relational.

- a. Spreading rumors, posting graffiti, manipulating relationships, and engaging in social exclusion, isolation, or intimidation.
- b. Upsetting a student by spreading rumors, manipulating social relationships or environment, engaging in social exclusion, isolation, extortion, intimidation, and ridicule.
- c. Creating an intimidating or hostile environment that interferes with a student's education opportunities.
- d. Undermining or destroying personal relationships.

4. Cyber/Electronic Bullying.

- a. Verbal and physical bullying via the Internet, email, instant messaging, or personal profile websites, for example Instagram and Facebook.
- b. Misuses of technology for harassing, teasing, intimidation, threatening, or terrorizing another student or employee of ACA. Sending and posting inappropriate or derogatory email messages, instant messages, digital pictures or images, or website postings (including blog forms) to the extent that such activity disrupts the educational process.
- c. Mutual "teasing" should not be confused with bullying behavior. The term is not interpreted to infringe upon a student's right to engage in legally protected speech or conduct.

F. Responsibility for Action. The Board expects employees and students who observe or become aware of an act of the above defined bullying to take immediate and appropriate action to intervene. The employee should notify his/her Executive Director or designee of the incident(s) and action taken. An Incident Report Form should be completed. If an employee fails to report a bullying incident(s), ACA reserves the right to impose discipline on the employee as deemed appropriate under the circumstances up to and including termination. All Incident Reports shall be presented to the Board and shall be updated as to any actions taken.

Students who experience bullying are encouraged to report it to any adult employee of ACA including their teachers, Executive Director, or other school official supervising school sponsored activities. Parents/guardians may contact the school to report acts of bullying and are highly encouraged to do so immediately.

G. Investigation Procedures. The Executive Director or designee is authorized to investigate reports of bullying brought to their attention by students, parents/guardians, school employees or vehicle drivers. Any investigation of a report may include meetings with students, parents/guardians or employees, a review of student records, and other reasonable efforts to understand the facts surrounding a reported incident.

Any retaliatory behavior directed against complainants, victims, witnesses, and/or other individuals who participate in the investigation of allegations of bullying is prohibited.

H. Consequences and Discipline. Consequences for students who are found to have bullied others may include counseling, a parent conference, detention, suspension, expulsion, a loss of school privileges and/or exclusions from school-sponsored activities as defined by school policy. Depending upon the severity of a particular situation, the Executive Director or designee may also take the appropriate steps to ensure student safety. Such steps may include

separating and supervising the student involved, providing support to the student as needed, reporting incidents to law enforcement if appropriate, and the implementation of a safety plan with parents/guardians. Additionally, parents/guardians can be held accountable for the actions of their child pursuant to 19-2-109 (c) and 19-2-113 (2), C.R.S.

I. False Reporting. Students are prohibited from knowingly or willfully accusing one another of bullying. Disciplinary actions will be taken if needed.

J. Confidentiality. The Board recognizes the need to maintain the confidentiality of the allegations and related information. The privacy of the complaint, the individual(s) against whom the complaint is filed, and the witness(s) will be respected as much as possible, consistent with legal obligations to investigate, to take appropriate actions, and to comply with the federal and state privacy acts that may apply, and any discovery or disclosure obligations. As limited by such state privacy laws the Board may inform the student/parent/guardian of the outcome of any such investigation.

Adopted: Dec. 14, 2021

6.5 Parent Involvement and Volunteering

ACA is a public charter school, where parents have intentionally chosen to enroll their child(ren). ACA has designed the school to welcome parent involvement, which includes the extended family. ACA anticipates parents will want to be involved in tutoring, coaching, classroom instruction, preparing resource materials, and providing other necessary and invaluable assistance.

The family naturally provides the most influential and effective context for lifelong learning and teaching. For this reason, at the discretion of the ED, Principal, and/or classroom teacher, parents are invited to teach or assist with learning project in all subjects, depending on their interest and expertise. Parents are also encouraged to spend time reading aloud to children at school and/or in the home, coaching them in skill development, and otherwise contributing time and talents in a variety of ways.

A. Parent Volunteer Requirements

All parent volunteers are required to complete an application to volunteer in the classroom, chaperone a dance/field trip, or have contact with ACA students. The application must be completed at least annually, prior to volunteering. ACA will conduct a background check on all parent volunteer applicants. All parent volunteers must sign in to the school office prior to proceeding to the classroom for a volunteer shift/assignment.

Under no circumstance is it acceptable for a parent volunteer to confront a teacher about an issue in front of students. The parent should use the normal procedure to speak to their child's teacher when the teacher has provided parents with his availability.

B. Types of Parent Volunteerism

Depending on availability and grade level, parents may wish to volunteer teaching small groups in the classroom, arranging class activities, preparing classroom materials, teaching a subject or skill approved by the classroom teacher, or assisting the teacher as directed.

Parents may want to observe in their child's classroom. This is done by making prior arrangement with the teacher. Parents may not audio or video record, in compliance with the school's student privacy policy.

Adopted: May 2, 2023

6.6 Parent/Student Handbook

At the beginning of each school year, ACA provides families with a Parent/Student Handbook. This handbook is designed to provide information to families to ensure a successful school experience for all students.

The Parent/Student Handbook describes school policies and therefore must be approved by the Board prior to it being published in August. The Board should approve the updated handbook at its June meeting, to allow for edits to be incorporated before publication. A special meeting will not be called to approve the handbook.

Adopted: Nov. 14, 2023

6.7 Student Clubs

ACA believes all school-sponsored activities outside of the school day should support the curriculum, with a clear academic connection aligned to the Classical philosophy. ACA students are encouraged to broaden their knowledge and citizenship by permitting the formation of clubs that shall operate within the framework of state statutes, Board policies, and administrative rules, and parameters of the learning program.

All clubs must be approved prior to organizing and convening. Students, faculty, or parents interested in starting a new club must complete a Club Proposal Form and provide supporting information to the Principal. The form will include the proposed club name; grade levels to be included; meeting times/dates; name of the proposed faculty sponsor; club goals; an indication if the club will be engaged in competitions or activities off campus; minimum number of students needed to participate; facility needs; equipment/supply needs; financial and fundraising plans, if needed; and a well-written and a detail-laden description of the club ready for publication.

After review, if the Principal deems that the club proposal has met the Board's requirements, the Principal should bring the proposal to the ED for consideration. If the ED approves the application for a new club, the Board will be informed in the next ED Board Report. Should the ED deny the request for a student club desiring to meet or form, the ED shall inform the group of the denial in writing. Within ten days of that notification, the group may appeal that denial to the Board, by submitting a written statement to the Board President for why they believe the denial was not fair.

Adopted: Nov. 14, 2023

6.8 Stakeholder Concerns and Complaints

Parents, guardians, students, and members of the public are encouraged to make their concerns known to the public charter school and to afford the charter school an opportunity to review those concerns and respond to them.

Complaints about curriculum, instructional materials, discipline, or instruction should be dealt with first with the teacher. Persons having complaints not resolved with the teacher or other staff member should approach the Principal, and if possible, resolve the problems at this level. Unresolved complaints may be escalated to the ED if not resolved with the Principal. The ED will communicate with the Board President about concerns or complaints resolved at the ED level.

Complaints about Board policy or administrative procedures should be referred to the ED. Complaints about the ED should be referred to the Board President.

Complaints not resolved at the ED level may be referred to the Board. Any complaint coming to the Board for resolution must be presented in writing by the person bringing the complaint. The written complaint should not contain personally identifiable information as it will be a part of the public record. Before hearing the complaint, the Board will vote on whether or not to hear the complaint, based on the written information it has received. If approved, the Board will conduct a hearing at its next regularly-scheduled meeting. The Board will not hear charges relating to personnel issues in open session unless an employee requests an open session.

Adopted: Nov. 14, 2023

6.9 Distribution/Posting of Non-Curricular Materials

Herein the Board defines the parameters to what materials may or may not be distributed or posted at ACA. The Board does not wish to disrupt ACA's educational environment and relies on its ED to ensure the quality of the school's culture.

This policy governs any non-curricular materials, regardless of the source. Materials used by faculty to supplement or enrich text and reference book materials are not included under this policy.

The following shall be considered “unacceptable materials”:

1. So-called “hate” literature that scurrilously attacks ethnic, religious, or racial groups.
2. Material that promotes hostility, disorder, or violence.
3. Material that promotes or favorably portrays unlawful conduct or conduct that violates Board policy, including, but not limited to the Board’s policies prohibiting unlawful discrimination, harassment, and bullying.
4. Material designed for commercial purposes-advertising a product or service for sale or rent – unless the material itself has an educational value that makes the commercial message a secondary consideration.
5. Material that is libelous, invades the rights of others or inhibits the functioning of the school, or advocates interference with the rights of any individual or with the normal operation of the school.
6. Material which in any way promotes, favors or opposes the candidacy of any candidate for election, or the adoption of any issues proposal, or any public question submitted at any general, municipal, or school election.
7. Material that is obscene or pornographic as defined by the prevailing community standards.
8. Material that is inconsistent with or unrelated to the school’s mission and educational program values.

Adopted: Nov. 14, 2023

6.10 School Visitors

ACA welcomes visitors to its campuses. Our goal is to offer a user-friendly, welcoming school climate while also maintaining a facility that is secure from unwanted intruders.

To ensure the safety our students and staff, our visitors must:

- A. Sign in at the school’s receptionist desk.
- B. State the nature of their visit or business and provide a government-issued photo ID. The receptionist will issue a visitor’s pass for approved visitors.
- C. Visitor passes must be worn in a visible location during the entire visit to the school.
- D. Approved visitors will be escorted to the staff member or location the visitor wishes to visit.
- E. Staff and students may not open, or hold open entrance doors, for visitors that are not approved to be on campus. All visitors must enter through the primary school entrance.
- F. Pre-arranged meetings or appointments are helpful in expediting visitor passes.

- G. When ready to leave, please sign out at the receptionist's desk.
- H. Electronic listening, recording, or photographing is always prohibited within the school building, unless written permission from the lead campus administrator or ED has been obtained.

Adopted: Nov. 14, 2023

6.11 Sexual Harassment of or by Students

It is the policy of the Board to maintain an environment for its students, which is free from sexual harassment. The Board strongly disapproves or and deplors any form of sexual harassment of students. Complaints of sexual harassment will be handled without delay in a manner that considers the interests of both the complainant and the respondent.

- A. **Definition.** Sexual harassments means sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, which the student being harassed did not request or invite and which are regarded by the student as undesirable or offensive. Any sexual advance by a staff member to a student, whether welcome or not, shall be considered harassment.
- B. **Reporting.** Any student witnessing or suffering sexual harassment shall immediately report the matter to their Principal or ED. If the matter allegedly involves the ED, the matter should be reported to the Board President. The Principal and ED will initiate the investigation process. No student shall be coerced, intimidated, harassed, or retaliated against for reporting a violation of these policies, made in good faith.
- C. **Investigation Process.** ACA will follow the investigation process outlined in Jefferson County Public Schools policy JBB, Harassment of Students.

Adopted: Nov. 14, 2023

6.12 Confidential Surveys

The opinions and suggestions of students and parents at ACA are highly valued. To garner that information on a regular basis, the Board authorized the school's accountability to administer a survey of parents and/or students, after the instrument has been approved by the Board. Results will be used in the aggregate and no comments that identify students will not be provided to the public without redaction. Most of the questions within these surveys shall remain consistent over time to ensure longitudinal data tracking.

Any other surveys provided by sources outside ACA, including the District, shall not be administered unless specifically approved by the Board.

Adopted: Nov. 14, 2023

6.13 Parental Rights

6.14 Field Trips

ACA authorizes and encourages field trips for educational purposes provided such trips are properly planned by the Principal who pre-approves the field trip including arrangements and schedules. If the field trip involves unusual expense, distances, duration, or activities, the Principal should consult with the ED before granting or denying approval. A student may not go on a field trip without written permission from a parent or guardian.

No student shall be transported by unauthorized vehicles. The school is responsible only for students who travel in authorized vehicles going to and from school-approved events.

An “authorized vehicle” is a vehicle the Principal or his designee has approved for use in the field trip. All students shall use seatbelts unless not provided within an authorized vehicle, such as a District school bus.

The Principal shall take the following factors into account in approving a vehicle:

1. The suitability of the vehicle for the intended purpose;
2. The driver;
3. The number of operational seatbelts;
4. The date of use;
5. Proof of insurance; and
6. Any other factors deemed relevant by the Principal.

For all school-sponsored trips involving students, school employees must make provision for proper supervision of students. Parents are permitted and encouraged to assist school personnel in such supervision.

Adopted: Feb. 20, 2024

6.15 International/Domestic Overnight Student Travel

- A. Purposeful, well-organized, and properly supervised travel experiences enable students to discover new worlds, stimulate interest in further learning, increase cultural awareness, bring historical events to life, provide first-hand experiences with scientific and environmental topics, develop self-assurance, enhance language skills, and solidify an appreciation of the American way of life.

- B. Specific guidelines and administrative procedures shall be developed in order to screen, approve, and evaluate student travel. Such procedures also shall serve to assure that all reasonable steps are taken for the safety of the participants, as well as to establish the highest educational value possible.
- C. Approval of international travel will be subject to United States Department of State travel warnings. Travel warnings are issued when the state department decides, based on all relevant information, to recommend that Americans avoid travel to a certain country. ACA and/or District-sponsored travel to Canada and Mexico will be approved unless either country is identified through a travel warning. No ACA or District-sponsored international travel will be approved to any other country as long as the worldwide caution is in effect. District leadership has the authority and obligation to change the provisions of this policy at any time.
- D. Only trip sponsors (including school administration), students, and charter teachers designated as chaperones may participate in ACA-authorized travel programs. The recommended ratio of teachers to students is one to ten high school students. In some cases, (i.e., large music groups, etc.) the recommended ratio is very difficult to achieve. Non-district/parent chaperones may be considered a part of this ratio as long as they have attended an informational meeting, completed their ACA training describing their responsibilities as a chaperone, and received ED approval. It is ACA's intent to authorize trips that are primarily for its students. The purpose of this policy is to enable individuals to establish educationally sound student travel experiences that are directly associated with specific instructional programs.
- E. Employees transporting students in private vehicles must have liability insurance and student participants must show proof of medical insurance. Trip cancellation insurance is optional.
- F. The request for approval of ACA overnight student travel to international locations must be given to the Executive Director/principal at least six months before the date of the trip and before any fundraising begins or deposits are placed for the trip. All requests for both single and multi- school trips shall be approved by the ED/principal. All approved forms and trip records shall be kept on file at the school. Sponsors shall obtain competitive pricing to assure maximum student participation at the lowest possible cost. A list of approved travel agencies is available from the District's purchasing department.
- G. The request for approval of ACA overnight student travel to domestic locations must be given to the ED/principal at least 30 days before the date of the trip. All requests for both single and multi-school trips shall be approved by the ED/principal. All approved forms and trip records shall be kept on file at the school. The 30-day time requirement is waived when a team or student participating in a competitive activity advances to the next level of competition and there is less than 30 days available for notification. In this case approval should be sought as soon as the competition date is known.
- H. No sponsor, school administrator, or charter teacher may receive additional pay from an

outside entity for the time involved in student travel activities. However, sponsors, school administrators and charter teachers designated as chaperones who are employees of ACA are eligible to receive additional pay from ACA for the time involved in chaperoning school-sponsored student travel activities. Substitute teacher fees may be included in the cost of the students' trip if a substitute teacher is required for a teacher's classroom absence during the school year. Group fundraising money will not be returned to individual students.

- I. Credit for student travel shall be limited to approved courses, study abroad, and Washington D.C. trips. Credit shall be based upon accreditation standards and ACA standards for awarding of credit. Any credit agreement should be in writing in order to assure mutual understanding.
- J. Nothing contained herein is intended to encourage or prohibit any ACA from conducting their own personal travel programs or trips, which may include ACA students, provided that such travel programs or trips shall be the sole responsibility of the said ACA employee and further that participation of said ACA employees in such personal travel programs or trips shall not be within the course and scope of their employment with ACA nor otherwise considered to be during the performance of their duties to ACA.

Adopted: Feb. 20, 2024

7. Educational Program

7.1 Equal Educational Opportunity

The Board adheres to making all educational services available without regard to race, color, religion, national origin, sex, or disability. The Board believes the student's parent or guardian is best to make decisions on behalf of their child, with the school providing professional expertise. ACA retains the right to adhere to its charter and defined educational program.

Adopted:

7.2 Classical Framework for Educational Program

ACA's educational program aligns to the school's original charter school application and is designed to fulfill the school's mission. ACA emphasizes many of the principles set forth by Charlotte Mason, which is focused on the love of learning. ACA embeds the Core Knowledge® curriculum, focused on a hands-on approach to learning and the implementation of nature studies, observation skills, and handwork.

Essential components of ACA's educational program include:

A. The Trivium

1. **Grammar Stage** (elementary years). Students learn through memorizing songs, chants, and rhymes to build foundational knowledge. This includes the belief that language is the most significant tool for learning. Core Knowledge is used for History, Science, and Geography.
2. **Logic/Dialectic Stage** (junior high years). As teenagers enter the stage where they want to understand why things happen, students learn reasoning, informal and formal logic, and how to argue with wisdom and eloquence.
3. **Rhetoric Stage** (high school years). Students become independent thinkers and communicators. They study and practice rhetoric, which is the art of persuasive speaking and effective writing, which supports the Classical Education model emphasizing the seeking after of truth, goodness, and beauty. A liberal arts curriculum supports this phase.

B. The Socratic Method

Dynamic and interactive teaching techniques are used to lead questioning and discussions.

C. Charlotte Mason's Philosophies

Each child is valued and his character development is nurtured through the use of living books (e.g. primary source documents and well-written literature), hands-on activities, the development of observation skills, and a focus on writing and speaking.

Additional components include:

- A. **Core Knowledge Curriculum®.** The Core Knowledge curriculum is used for grades Kindergarten through eighth grade. The curriculum is solid (cannot be outdated); sequenced (knowledge builds upon knowledge); detailed (specific); and shared (creates a foundation of knowledge).
- B. **Technology.** Students utilize digital devices to synthesize all aspects of their learning.
- C. **Latin.** Beginning in elementary school, students are introduced to Latin and this is broadened in junior high. High school students may continue with Latin or study Spanish for their foreign language course.

Adopted: May 2, 2023

7.3 Character Education

Character education is emphasized at ACA as it fulfills the complete development and formation of young scholars. The overarching achievement of a virtuous life within the context of scholarly pursuits is the acquisition and development of wisdom. If the dissemination of knowledge and values from one generation to the next is the underlying purpose of education, wisdom then is a complete expression of the core academic objective of any worthy academic institution.

ACA's educational program is reinforced through its character education program. Rich literature, biographies, and case studies are utilized to demonstrate virtues that have led people through life.

The Board directs the ED to implement a character education program at all grade levels, which emphasizes noble character, integrity, responsibility, respect, self-control, citizenship, prudence, gratitude, fortitude, and patriotism.

The ED will recognize exemplary character, as appropriate for each grade level, at least quarterly. In addition, the Board will recognize students that demonstrate ACA character values at high school graduation and the junior high continuation program.

- A. High School Graduation. (More needed here.)
- B. Junior High Continuation. (More needed here.)

Adopted: May 2, 2023

7.4 Professional Development

The Board believes in holding high expectations for itself and the staff. Professional development should be correlated to faculty and non-teaching staff evaluation. Activities should reinforce the Classical philosophy in alignment with the school's mission.

Annually, Principals should develop their school-year professional development (PD) plan and submit it to the ED by the deadline he establishes. The plan should include the activity, how it aligns with the school's mission, estimated cost, proposed presenter and subject matter, and desired outcomes. At least biennially a comprehensive staff needs assessment should be conducted by the ED.

All plans should bolster career development and emphasize self-improvement. Principals are responsible for developing individual PD plans, as needed. Any staff member scoring less than satisfactory on their most recent evaluation should be on an individual PD plan. Staff participation in PD activities should be documented.

PD activities will fall under either school-mandated or enrichment. Any faculty member may propose outside enrichment activities for partial reimbursement through application to the ED. The proposal should include the vendor/institution; title of presentation and presenter; location of training; anticipated outcomes of the training; total cost; and proposed reimbursement. The ED will develop a chart explaining how much the school may pay for enrichment activities, if approved. Reimbursement is subject to the quality of the proposal and available PD funds.

The Principals will report PD progress and outcomes to the ED each semester, which will then be reported to the Board in an ED Board Report.

Adopted: Nov. 14, 2023

7.5 Student Publications

- A. ACA students are encouraged to express their views in ACA-sponsored publications, but they must observe rules for responsible journalism. This means that libel, defamation, false or unsubstantiated statements, or obscenity shall not be published. Material advocating racial or religious prejudice, hatred, violence, the breaking of laws or school regulations, or designed to disrupt the educational process shall not be published.
- B. ACA-sponsored publications serve as an educational activity through which students can gain experience in reporting, writing, editing, and an understanding of responsible journalism. The sponsors or teachers of the student publications have a responsibility to review the contents of these papers before publication and to assist students in improving their skills and modes of expression, and to recognize material that violates any provision of this policy. Final responsibility for the propriety of ACA publications lies with the Principal.
- C. Review of the content of ACA-sponsored publications prior to publication is not censorship, but part of the educational process. A publisher (in this case, ACA) enjoys freedom to determine what it shall and shall not publish, and ACA is free to impose restrictions on ACA-sponsored expression that it deems necessary for pedagogical purposes.

D. Students’ right to speak freely within the parameters set forth above should be seriously considered and protected. For that reason, the emphasis in the publication process should be on review, not an “official approval.” Any decision by ACA personnel to withhold approval must be based only on the standards set forth in this policy.

Adopted: Feb. 20, 2024

7.6 Graduation Requirements

The Board values holding high expectations for its students while providing a robust Classical education program. Therefore, the Board has established graduation requirements that exceed the District. These include:

- 1) Meet the credit requirements and complete the core courses as reflected in the chart below.
- 2) Complete a senior capstone project with the grade of C or higher (to fulfill Jefferson County Public School’s Postsecondary Workforce Readiness - PWR - for Reading, Writing, and Communicating).
- 3) Complete the Postsecondary Workforce Readiness (PWR) for Mathematics required by Jefferson County Public Schools (see below).

In the following chart, one credit is equivalent to one year of study (or two semesters).

SUBJECT	ACA REQUIRED CREDITS	JEFFCO REQUIRED CREDITS
English Language Arts	4	4
History / Social Studies	4	3.5
Math	3 (recommend 4)	3
Science (with lab)	3	3
Foreign Language	3	0
Music	4	0
Physical Education / Health Education	1	0.5

Fine Arts	<i>See Electives / Additional Coursework below</i>	0.5
Electives / Additional Coursework	5	8.5
Postsecondary Workforce Readiness - PWR (Math)	See Jeffco Graduation Requirements (ALL STUDENTS)	
Postsecondary Workforce Readiness - PWR (English Capstone)	Part of English 12 (ALL STUDENTS)	See Jeffco Graduation Requirements (ALL STUDENTS)
Total Credits Required	27	23

ACA provides a sequential curriculum that builds upon previous knowledge. As a result, the Board has established the following benchmarks for eighth and fifth grades.

Grade 8

Project: How Addenbrooke Has Reached Me as a Learner

The project provides students with an opportunity to reflect on their personal learning experiences. The project develops student capacity to analyze, synthesize, and evaluate through independent and self-directed work. Students are to reflect on a given, assigned quote, and create a written and visual presentation that demonstrates how ACA prepared them to become free and independent thinkers.

Grade 5

Project: Student Treasure, About Me Book

The project provides students with an opportunity to write about and illustrate a book that demonstrates various types of composition. Writing prompts include the story of how the student got their name and a moment in time they are most proud of.

Adopted: Jan. 14, 2025

8. Finance and Accounting

8.1 Fiscal Accounting and Reporting

- A. Financial Reporting.** The Executive Director shall be responsible for properly accounting for all funds received and all expenses incurred in the operation of ACA. The Executive Director shall exercise his/her responsibility to the highest ethical standards and shall conform to generally accepted principles for government accounting. Such accounting shall be done in a manner that is easily reviewed by the Board and lends itself to auditing. Financial statements shall be prepared for review and for regular board meetings held in September, December, March, and June, and as necessary when significant financial changes require board review and/or approval, or as requested by the President or Treasurer. Financial statements shall be made available to directors in the board packets prior to the meeting.
- B. Financial Accounting Audits.** All funds and accounts of ACA shall be audited annually after the close of each fiscal year in accordance with state law. The Board shall appoint an independent auditor licensed to practice in Colorado and knowledgeable in government/nonprofit accounting to conduct the audit. The independent auditor shall submit a report to the Board that includes the audited financial statements and an opinion regarding those financial statements. The auditor shall also include in the report any information and documentation required by the District. If a specific auditor or audit is required or selected by contract or law by the District, the required audit may serve as the independent audit required by this policy.

Adopted: Sept. 14, 2021

8.2 Preparation and Adoption of Annual Operating Budget

The annual budget is the financial plan for the operation of ACA. The annual operating budget shall be based on a fiscal year that runs from July 1 to June 30. It provides the framework for both expenditures and revenues for the fiscal year and translates into financial terms the educational programs and goals of the schools. The operating budget should ultimately support the mission of ACA. The Board assigns to the Executive Director the overall responsibility for the preparation and administration of the budget. It is expected that the Executive Director will utilize the Finance Committee to develop the budget and make recommendation. The annual budget shall contain the following sections and corresponding detail: Revenues, Operating Expenses broken down by staff salaries, employee benefits, purchased services, supplies and materials, capital outlays, and facility costs, and Revenues over Expenses, and Transfers to Capital Reserves. The annual budget for the upcoming fiscal year shall be submitted for review and approval by the Board during the regular April board meeting.

Adopted: Sept. 14, 2021

8.3 Budget Management

- A. The Board, business manager and staff each have roles and accountabilities in the exercise of fiscal due diligence and prudence in operating and managing the school.
- B. The annual budget is the financial plan for the operation of ACA. The annual operating budget shall be based on a fiscal year that runs from July 1 to June 30. It provides the framework for both expenditures and revenues for the fiscal year and translates into financial terms the educational programs and goals of the school. The operating budget should ultimately support the vision and mission of ACA. The Board assigns to the Executive Director the overall responsibility for the preparation and administration of the budget in cooperation with the Finance Committee. The annual budget shall contain the following sections and corresponding detail: Revenues, Operating Expenses broken down by staff salaries, employee benefits, purchased services, supplies and materials, capital outlays, and facility costs, and Revenues over Expenses, and Transfers to Capital Reserves. The annual budget for the upcoming fiscal year shall be submitted for review and approval by the Board during the regular April board meeting.
- C. Summary of Accountabilities
 - 1. **The Board.** It is the Board's fiduciary responsibility to provide corporate financial oversight and financial direction (including short and long-term fiscal goals and targets). The Board approves the annual operating budget and shall oversee the school's financial performance and compliance with legal requirements, operating budgets, and financial plans.
 - 2. **The Finance Committee.** This Board committee reviews monthly financial activities and assists the Board in their fiduciary duty of financial oversight.
 - 3. **The Staff.** Every ACA staff member has an accountability to follow leadership direction and guidelines and to exercise financial prudence and conservatism in every action and decision made on behalf of the school.
- D. Budget Control
 - 1. **Budget.** The Board will receive a working draft of the annual budget for the upcoming year by March 15. The final budget will be presented to the Board for their approval and forwarded to the District no later than June 15.
 - 2. **Budget Flexibility.** Actual totals for any expense line item within a program will usually not match the budget exactly. These discrepancies will be tracked in a "Projected Year End" column next to the "Board Approved Budget" in the monthly income statements. These "Projected Year End" figures become the "Working Budget." Further, the comparison of monthly to year-to-date totals to the Projected Year End budget does not lose its effectiveness as a management tool.

3. **Budget Revisions.** If a change of circumstances or an unforeseen event causes staff to believe that the current budget has become unrealistic and it is no longer possible for staff to operate within the boundaries of the budget, staff will give a report of the circumstances to the Board along with recommendation for a course of action. The Board may approve a revised budget or give the staff other direction. The District will be notified of any revision to the budget.

Adopted: Sept. 14, 2021

8.4 Financial Management

- A. School accounting records will be maintained using fund accounting and the modified accrual basis of recording revenue and expenditures.
- B. **Budgets.** One and three-year budgets will be created and maintained. These budgets will support the school's mission and stated goals. To that end, these budgets must:
 1. Contain enough detail to enable reasonable accurate projections of the revenues and expenses, separation of capital and operational items, cash flow, and subsequent audit trails.
 2. Expenditures must be planned in a way so that they equal or are less than anticipated revenues.
 3. Be in line with board-stated revenues
 4. Be in line with board-stated priorities.
- C. **Fixed assets.** Fixed assets will be acquired and disposed of only upon proper authorizations and will be adequately safeguarded and insured to 90% of replacement value. Assets worth more than \$5,000 will be properly recorded and inventoried.
- D. The school will establish and adhere to a set of effective internal accounting controls that require good accounting practices.
- E. The school will operate in a manner that insures its long-term financial strengths:
 1. The school will operate in the black.
 2. Cash will be managed in a way that ensures maximum liquidity and safety.
 3. Restricted contributions will be used only for the reason the donations were given.
 4. Restricted fund balances will not be used for operations.
 5. Payroll and other debt obligations will be paid in a timely manner.
- F. The school will report its information in GASB 34 format at the end of the fiscal year.
- G. **Contractual Commitments.** Pursuant to the Bylaws, the Board President is the only person authorized to sign financial contracts on behalf of the school. This signing authority may be delegated to the ED and designated financial administrator for ongoing vendor contracts or contracts within the approved budget. The school's policy is to schedule or make payments

after goods and/or services have been successfully received unless the ED has given their approval to 'pre-pay' an expense. The financial administrator should review contracts that include scheduled payments before execution to ensure the availability of sufficient cash. The financial administrator must be copied with every finalized contract.

H. Value-in-kind Donations. Value-in-kind donations to the school are only accepted with ED and/or financial administrator approval.

I. Check Signature. Authorization. Checks may be signed by the Board Treasurer, ED, or financial administrator.

J. Minimum Fund Balance. ACA will maintain a minimum fund balance equal to 90 days of operating expenses.

Adopted: Sept. 14, 2021; Feb. 8, 2022

8.5 Asset Protection

Staff may not allow assets to be unprotected, inadequately maintained nor unnecessarily risked. Accordingly, they may not:

- A. Fail to ensure against theft and casualty losses and against liability losses to Board members, staff or the school itself to beyond the minimally acceptable prudent level.
- B. Allow unbonded personnel access to material amounts of funds.
- C. Subject facilities and equipment to improper wear and tear caused by insufficient maintenance.
- D. Unnecessarily expose the school, its board or staff to claims of liability.
- E. Make any purchase without consideration being given to securing a competitive price.
- F. Make any purchase wherein normally prudent protection has not been given against conflict of interest.
- G. Make any purchase in excess of \$1,000 without obtaining a minimum of three (3) bids unless specifically waived by the Board Chairman. Exceptions may be granted in the case of required curriculum that is only available through one vendor. Generally, the term of any contractual relationship shall not exceed one (1) year, at which time it will be re-bid.
- H. Make any purchase of \$2,500 without prior Board approval unless it is specifically included in the current budget.
- I. The school shall maintain the following insurance coverage levels:
 - 1. Commercial package (property, crime, business income, money and securities);
 - 2. General liability;

3. Pension bond;
4. Non-owned and hired automobile
5. Directors and Officers liability
6. Workman's Compensation Insurance

J. Each year the Treasurer will take appropriate actions to ensure that quality insurance coverages are secured at the most favorable premiums available.

Adopted: Sept. 14, 2021

8.6 Accounting

The Board has policies to support its fiduciary responsibilities to ensure the school has financial viability to support its program and is a wise use of taxpayer funds. These policies shall guide the ED's administrative procedures for the school's finances.

A. **Purchases.** All purchases must be pre-approved by the ED or financial administrator before ACA will be financial obligated.

1. Each school Principal will have a designated person to whom they have delegated the authority to initiate the purchase process (budget authority or BA). Requests for authorization to purchase items will include the following steps:
 - a. The principal or BA will email a completed Purchase Order to the financial administrator.
 - b. The financial administrator will approve the request, assign a Purchase Order (PO) number, and return the PO with the assigned number to the originator of the request.
 - c. The order will be placed by the BA.
 - d. When the invoice is received by the financial administrator, it will be paired with the PO and packaging slip prior to payment.

B. **Accounts Payable.** ACA will only pay expenses upon receipt of an invoice, purchase order, and packaging slip. ACA will not pay in response to a statement of account. Invoices will be paid when due, and discounts offered for prompt payment will be utilized, if available.

C. **Check Requests.** A check request form will be used to initiate a pre-payment or expense reimbursement. The check request form includes the purpose, amount, description of the purchase, and name of the program/account to which it should be charged, and the form should be signed by the BA.

D. **Company Credit Card Receipts.** The use of a company charge card is a privilege. Any use of a company charge card for personal charges will not be tolerated. It is the cardholder's responsibility to use safeguards with the card and to turn in receipts to the financial administrator in a timely manner. Violations of these requirements may result in the loss of this privilege. Credit card purchases must still be pre-approved by PO.

E. **Bank Deposits.** When cash and checks are collected, a receipt should be given to the person paying the money. Checks should immediately be endorsed with the bank stamp. Cash and

checks should be stored in a safe or locked filing cabinet. Deposits will be made in a timely manner, by the financial administrator.

- F. **Month-end Procedures.** Financial statements are produced and distributed each month. In order for these reports to be accurate and timely, it is imperative that all personnel recognize the importance of submitting outstanding packaging slips and invoices to the financial administrator no later than the last day of each month.
- G. **Petty Cash.** The financial administrator will maintain petty cash that may be used when staff needs to make an impromptu, routine purchase for an expense less than \$50. The petty cash account should not exceed \$500. Reimbursement from petty cash requires the original receipt and the staff member must sign a petty cash voucher.
- H. **Returned Checks.** ACA will charge \$35.00 for each check that is returned by the bank due to insufficient funds.

Adopted: Feb. 8, 2022

8.7 Financial Control

- A. ACA proactively implements internal control procedures to:
 - 1. Encourage adherence to prescribed managerial policies
 - 2. Promote operational efficiencies
 - 3. Safeguard business assets from misuse, fraud, and theft
 - 4. Ensure accurate and reliable accounting data
- B. Basic principles considered in the development of the school's system of internal control are:
 - 1. Responsibilities should be clearly established
 - 2. Adequate records should be maintained
 - 3. Assets should be insured, and employees bonded
 - 4. Record keeping and custody should be separated
 - 5. Responsibility for related transactions should be divided
 - 6. Personnel should be rotated
 - 7. Employees should be informed
 - 8. The system should be under constant review
 - 9. Appropriate documentation should exist
 - 10. Prescribed policies and procedures should be consistently applied
 - 11. Confidentiality of information
- C. **Operating Controls.** Some specific controls that must be implemented are: a segregation of duties in regard to cash disbursements, bank statements and signing authority; locked cabinets for payroll, personnel records and monies to be deposited; checks are stamped for deposit upon receipt; the purchase order system; and a line of authority have been established for all check requests.

Internal controls are regularly reviewed by the financial administrator as well as by independent auditors during financial audits.

- D. **Legal Contracts.** Contracts will be reviewed by the ED and/or financial administrator and a copy of the finalized contract will be given to the financial administrator or their appointee.
- E. **Cash Advances.** Cash advances may be made for staff traveling on behalf of the school, based on the per diem rate for that travel. As with all purchases, a check request form should be completed with anticipated expenses. This form must be pre-approved by the BA and financial administrator via a PO. Once the event or travel is over, an expense report should be completed with itemized receipts and turned into the financial administrator. Cash advances will not be approved for any employee who has an outstanding cash advance that has not been accounted for. Staff members are liable for cash advances until their expense report with attached itemized receipts have been approved by the financial administrator.
- F. **Expense Reports.** An expense report must be completed for travel expenses conducted on behalf of the school. Forms are provided by the financial administrator. Personal expenses, such as alcoholic beverages or entertainment costs are the responsibility of the staff member and may not be included in an expense report.
- G. **Per Diem.** The federal government's per diem rate will be used for all travel costs. The expense report should be completed with the per diem rate for the location visited. Meals provided by the conference or host will not be reimbursed.

Adopted: Feb, 8, 2022

8.8 Student Fees

8.9 Records Retention

8.10

8.11 Capital Assets

8.12 Purchasing Authority and Approval of Vendors

8.13 Reserve Requirements

9. Facilities

9.1 Building Corporation

Addenbrooke Classical Academy Building Corporation (“Building Corporation”) is registered with the Colorado Secretary of State as a Nonprofit Corporation. The Building Corporation shall be governed as set forth in its bylaws. The elected officers of the corporation shall be a president, secretary, and treasurer. The Board of Directors may also appoint other officers, including an executive director, a controller, a public relations officer, assistant secretaries and assistant treasurers, as it may consider necessary or useful. One person may hold more than one office at a time, except that no person shall hold simultaneously the offices of president and secretary/treasurer.

Adopted: May 2, 2023

9.2 Building Use

It is the Board’s policy to make the school’s facilities available to other school and community groups when not in use for school activities. Permitting or denying the use of school facilities does not constitute Board or school endorsement or disapproval of any organization, the beliefs of an organization or group, the expression of any opinion regarding the nomination, retention, election or defeat of any candidate, or expression of any opinion as to the passage or defeat of any issue.

The Board reserves the right, and delegates to the ED the authority, to grant, deny, and cancel approval of school facilities for non-school-sponsored activities when the ED deems such action is in the best interest of the school.

The ED has the authority to determine terms between the school and the visiting group, if any, on a case-by-case basis. Such terms may include but are not limited to rooms and facilities included and/or excluded; intended use of facilities, use of equipment such as tables, chairs, microphones, projectors, and athletic equipment; fees and terms of payment; and set-up, tear-down, and cleaning responsibilities. The ED will only engage with outside groups under terms which are in the best interest of the school.

Adopted: May 2, 2023

9.3 Non-School Use of Facilities

The purpose of this policy is to define the expectations and procedures for the accepted use of the school facility by clubs or associations that are a part of the greater ACA community and by other

outside groups that provide healthy activities for children. Interested parties may apply for consideration and will follow a process for qualification.

A. Requirements

1. Non-school entities seeking contracted use of the school's facilities must furnish Proof of Liability Insurance and ACA must be identified as a named insured. Insurance coverage limits are negotiable and depend on the scheduled activity. Coverage must name ACA as an indemnitee and fully protect the school from all claims associated with a non-school entity's facilities usage.
2. User of facilities will respect the school's property at all times.
3. Reserved spaces are used for intended purposes and for appropriate activities.
4. Must prepay for rental use, if any, and accept all terms of the application/agreement.

B. The Process

1. Request and complete a Non-School Use of Facilities Rental Application/Agreement Form and submit to the Business Office. Allow two weeks for determination and approval.
2. Upon approval, submit proof of insurance and prepayment.
3. The ED will direct the appropriate school official to contact the group's representative to confirm scheduled dates and times for use.
4. A designated person for the group will communicate with the ED or his designee in order to finalize arrangements.

C. Fee Structure

1. The ED will determine a fee structure commensurate with other public schools in the District.
2. All fees will include necessary staff time, at the rate they are normally paid. At the ED's discretion, fees may be waived, or increased for extraordinary circumstances, and when in the best interest of the school.

Adopted: May 2, 2023

9.4 Responsibilities, Management, and Improvements

THE END

Policy Revision Log

April 19, 2022: Clean up and

Packet 5

- 3.11 Standing Committees amended
- 3.17 Board Evaluation of Executive Director added
- 3.1 Purpose and Responsibilities amended
- 3.18 Board Use of Data added

August 14, 2023:

2023 Packet 1

- 4.4 Student Records added
- 5.4 Personnel Evaluations added
- 6.3 Student Discipline added

Packet 2

- 3.19 Official Spokespersons added
- 4.5 Board Notification added
- 7.1 Equal Educational Opportunity added
- 7.2 Classical Framework for Educational Program added
- 7.3 Character Education added
- 9.2 Building Use added
- 9.3 Non-School Use of Facilities added
- 6.5 Parent Involvement and Volunteering added

December 16, 2023: Packet 3 incorporated

- Amended 3.4 Decision Making
- Amended 3.13 Board Training & New Board Member Orientation
- Added
 - 5.7 Employee Compensation
 - 6.6 Parent/Student Handbook
 - 6.7 Student Clubs
 - 6.8 Stakeholder Concerns and Complaints
 - 6.9 Distribution/Posting of Non-Curricular Materials
 - 6.10 School Visitors
 - 6.11 Sexual Harassment of or by Students
 - 6.12 Confidential Surveys
 - 7.4 Professional Development

July 30, 2024: Packet 5 (2024) incorporated

- Added
 - 3.21 Strategic Planning
 - 4.7 Safety & Security
 - 6.14 Field Trips
 - 7.5 Student Publications

- 6.15 International/Domestic Oversight Student Travel

Feb. 19, 2025:

Packet 7

- amended 3.9 CORA
- added 3.23 ED Succession
- added 7.6 Graduation Requirements

Packet 8

- added 3.20 Oath of Directors
- added 4.6 Disenrollment Surveys