

Heritage Christian Academy Board Policy

1. Legal/Foundational Policies

- 1.1 Articles of incorporation
- 1.2 By-laws

2. Vision, Mission, Goals, and Outcomes

2.1 Our vision is...

The vision of Heritage Christian Academy is to establish an excellent independent, nondenominational, evangelical Christian School in the Northwest Brazoria County Area.

2.2 Our mission is...

The mission of Heritage Christian Academy is to assist parents in the task of raising good Christian citizens by providing a superior education, firmly grounded in our dual heritage as Christians and Americans.

2.3 Our core values are...

2.3.1 Christ-centered (1 John 2:6, 1 Peter 3:15, Matthew 22: 37-39)

A superior Christian education presents the plan of salvation to all. It is Bible-based, Christ-centered, and bathed in prayer. Modeling and teaching godly leadership challenges students to use their God-given abilities to impact their homes, churches, and communities. The lives of our staff, the personality of our campus and the criteria which measure our entire program, exemplifies the character and integrity of Christ.

2.3.2 Heritage (2 Corinthians 3:2-3, 2 Thessalonians 1:2-4, Proverbs 9:10)

In order to preserve the biblical heritage upon which our school was founded, we encourage our students and families to pursue biblical truths, values, and actions that will be passed to future generations. While watching the Godly examples of Christian educators, through the immersion in Christ-centered exceptional curriculum, and with involvement in servanthood activities, students are forming the basis for their own personal legacy for the future.

2.3.3 Education and Learning (Proverbs 4:13, Proverbs 18:15, Proverbs 9:9, Proverbs 22:6)

We strive to honor God through quality education based on a Biblical Worldview. Excellent instruction leads students to recognize their unique giftedness, and students are encouraged to develop their God-given talents. This education prepares students to effectively impact the world for Christ.

2.3.4 Partnership with Parents (Proverbs 22:6, Deuteronomy 6:4-7, Psalms 127:3)

According to Deuteronomy 6:4-7, God specifically holds parents responsible for the education of their children. The Christian family is God's equipping ground for preparing future generations to know and serve Jesus Christ. Heritage Christian Academy education involves, encourages,

and strengthens students and parents as we partner to meet educational and spiritual goals.

2.4 Our purposes and philosophic commitments are...

2.4.1 Purpose

In reaching the mission and in harmony with the philosophy, the purpose of Heritage Christian Academy is to provide and maintain an environment that will most effectively train and mold our students' physical, spiritual, emotional, academic and social growth with the mind of Christ. It is the desire of Heritage Christian Academy that all students will find Christ Jesus as their Lord and Savior. We hope that through their Christian training they will develop the mind of Christ, godly character, and a daily dependence upon His Word. It is part of the purpose of the school to produce strong Christian leaders for our community, nation and world. We, as a school, will put forth our best effort to partner with families in training and educating their children. All things should be done to glorify Christ. Thus the school's philosophy, mission, purposes, goals, objectives, policies and curriculum are aimed in that direction.

2.4.2 Philosophy

Heritage Christian Academy is an independent, non-denominational Christian school, dedicated to providing an excellent education from infants through fifth grade. HCA is operated by a board of trustees. The school's philosophy is based upon the love of God and Country, and is inspired by the Judeo-Christian values upon which our nation was founded. Our focus is on training future leaders to serve God, their family, their community and their country.

In order to accomplish our mission and philosophy, Heritage Christian Academy operates under three specific principles:

1. Heritage Christian Academy will, without apology or compromise, strive to conform to biblical principles.

The foundation and base for all curricula will be the Bible. It will be studied seriously and Biblical truths will be applied in our personal lives as our policies, administration, teachers and students, our administration.

Though the Bible is the foundation of our curriculum and is absolutely true in all subjects, we have nothing to fear from any discipline of education and do not limit our educational tools to the Bible itself. We will constantly and fearlessly develop and use all of our cognitive, affective, and psychomotor skills to diligently search for, respect, and teach the truth.

2. We will maintain that Heritage Christian Academy is unique, educational opportunity.

We will remember the unique character of our school and our commitment to a special work of the highest quality. Heritage Christian Academy is unapologetically Christian. In striving for excellence, we will recognize our limitations in that we cannot and will not compete with public schools in every area of school life. We will, however, maintain a balanced program, including challenging academics and a variety of athletic and non-athletic student activities.

3. Heritage Christian Academy will have an exceptionally Christian board and staff.

We believe that a school rises or falls on the ability of its staff. We will ensure that all of our staff is academically, emotionally, and spiritually prepared. Our staff members belong to Christ, who believe the Bible to be the truth and the way, and who are exemplary role models within their personal lives. They should be encouraging and cooperative with students and families, both biblically firm and biblically forgiving.

2.5 By faith, by example, and through partnering with our parents. The expected results we believe will occur in the lives of the students we serve are...

- (Spiritual) To develop convictions in the child and help him experience God's work in his daily lifestyle by developing the ability to see life from God's point of view, and thereby be like-minded with Christ. (Philippians 2:1-9, Psalms 111:10, Isaiah 54:13)
- (Academic) To develop and maintain curricula and staff that is of the highest quality available, thus challenging each student to academic excellence, realizing that the ability to learn is a gift from God and should be properly invested in the lives of others. (2 Timothy 2:15, 2 Timothy 3:16-17, Colossians 2:6-7)
- (Emotional) To develop virtuous attitudes, desires, and power to do the will of God. This results in a Godly self-image and self-control. (Romans 12:2-3, Psalms 139, Isaiah 54:13)
- (Social) To train students how to develop proper and lasting relationships with family, self, those in authority, those for whom he is responsible and friends. (John 15:13, Romans 13, Matthew 18:15-35, Colossians 3:17, Hebrews 13:17)
- (Physical) To develop the mind and body by encouraging proper exercise and nutritional habits, which will inspire a lifelong commitment to the care of God's temple, the body? (Romans 12:1-2)
- (Civic) To train students to be good Christian citizens, who understand our history, and political and economic systems from a Christian worldview. (Romans 12, 13:8-10; Ephesians 4:21-32)
- (Environment) The environment set by the example of Christian Board, administration, teachers, and staff will lead to unity, working together, and accepting differences in others. (Proverbs 3; 1 Corinthians 1:10, 3:11)

- (Unique) To foster an understanding of each individual student so that families and teachers are better equipped to recognize the individual and spiritual uniqueness of each child. (Proverbs 22:6; Ephesians 2:10, 4:7)

2.6 Our statement of faith is...

We believe in:

1. The **Holy Scriptures** as originally given by God, divinely inspired, infallible, entirely trustworthy; and the supreme authority in all matters of faith and conduct.
2. One **God**, eternally existent in three persons, Father, Son, and Holy Spirit.
3. Our **Lord Jesus Christ**, God manifest in the flesh, His virgin birth, His sinless human life, His divine miracles, His vicarious and atoning death, His bodily resurrection, His ascension, and His Personal return in power and glory.
4. The **Salvation** of lost and sinful man through the shed blood of the Lord Jesus Christ by faith apart from works, and regeneration by the Holy Spirit.
5. The **Holy Spirit**, by whose indwelling the believer is enabled to live a holy life, to witness and work for the Lord Jesus Christ.
6. The **Unity** of the Spirit of all true believers, the Church, the Body of Christ.
7. The **Resurrection** of both the saved and the lost; they that are saved unto the resurrection of life, they that are lost unto the resurrection of damnation.

2.7 Our code of ethics for board and staff states...

- 2.7.1 Board of Ethics
- 2.7.2 Administrators Code of Ethics
- 2.7.3 Staff Code of Ethics

3. Governance Process

Board leadership and operations. The purpose of the board is to establish and protect Heritage Christian Academy's mission and, on behalf of our students, parents, staff, alumni, donors, and community, to see that the school achieves its mission at reasonable cost and avoids unacceptable actions, and situations. The trustees set the overarching direction through the development of policies, and the Head of School implements day-to-day management policies that direct the staff. Although these roles overlap, since the Head of School assists the board in policy development, it must be clear that the Head of School is the operational manager of the school and that operational management is not the role of the board or a board member. The culture of leadership is collaborative at the governance and administrative levels, but the roles and responsibilities must remain quite distinct.

3.1 Board Governance

The board will govern with an emphasis on:

- a) relying on God's wisdom and guidance
- b) outward vision
- c) encouragement of diversity in viewpoints

- d) strategic leadership
- e) clear distinction of board and Head of School roles
- f) collective decision-making and reliance on a spirit of unity
- g) future focused
- h) pro-active

- 3.1.1 The board will operate in a culture of prayer and spiritual growth. The board will cover the meetings and decisions in prayer, and participate in ongoing spiritual accountability.
- 3.1.2 The board will cultivate a sense of group responsibility, speaking as one through the Board Policies and strategic decisions.
- 3.1.3 The board will be responsible for excellence in governing. The board will be the initiator of policy.
- 3.1.4 The board will use the expertise of individual members and appointed committees to enhance the ability of the board as a body, rather than to substitute individual judgments for the board's values.
- 3.1.5 The board will allow no officer, individual, or committee of the board to hinder or be an excuse for not fulfilling board commitments.
- 3.1.6 The board will direct and inspire the organization through the careful establishment of broad written policies reflecting the school's values and perspectives about end goals to be achieved and the means to be avoided.
- 3.1.7 The board's major policy focus will be on the intended long-term goals for the school, not the administrative or programmatic means of attaining those goals.
- 3.1.8 The board will enforce upon itself whatever discipline is needed to govern with excellence; discipline will apply to matters such as attendance, preparation, policy-making principles, respect of roles, and ensuring continuance of governance capability.
 - 3.1.8.1 It is the duty of each board member to attend meetings. If a board member misses two consecutive regular meetings, the President (or his/her delegate) shall contact the member to inquire of his ability to continue serving on the board. If conditions have developed which prohibit a board member from attending meetings on a regular basis, he shall be removed from the board.
- 3.1.9 Continual board development will include orientation for new board members in the board's governance process improvement. (Proverbs 4:7)
- 3.1.10 The board will monitor and discuss the board's process and performance at each meeting; self-monitoring will include comparison of board activity and discipline to policies in the Governance Process and Board-Head of

School Linkage categories. The board shall be known by its fruit. (Matthew 7:20)

3.2 Board Member's Code of Conduct

The board commits itself and its members to Christian, Biblical ethical, and businesslike, and lawful conduct, including proper use of authority and appropriate decorum when acting as board members. Board members shall model Christ-like behavior at school and in the community.

3.2.1 Board members must model Christ-like Love and leadership, demonstrates Fruit of the Spirit, and be growing in Qualities of an Elder.(Galatians 5:22, 1 Timothy 3:1-13)

3.2.1.1 Board members shall commit each and every meeting to the principals of Colossians 3:3-14 in dealings with other members: "Bear with each other and forgive whatever grievances you may have against one another. Forgive as the Lord forgave you. And over all these virtues put on love, which binds them all together in perfect unity."

3.2.2 A board member must be actively involved a Bible-believing church, and be continually pursuing spiritual growth through personal quiet time and personal or group study.

3.2.3 Members must represent un-conflicted loyalty to the interest of HCA. This accountability supersedes any conflicting loyalty such as that to advocacy or interest groups and membership on other boards or staffs. It also supersedes the personal interest of any other board member in his or her parental role.

3.2.3.1 Members must separate themselves from involvement in issues of conflict before required to do so per the board's Complaint Process, so as not to undermine the Administration's conflict resolution process. When contacted by staff, students, or parents, board members are to refer complainants to follow Matthew 18 principles and Complaint Process. Board Members should always respond in love with respect to all parties involved (Proverbs 18:13, 20-21)

3.2.4 Members must avoid conflict of interest with respect to their fiduciary responsibility.

3.2.4.1 There must be no self-dealing or any conduct of private business or personal services between any board member and HCA, except as procedurally controlled or when acting in a voluntary manner, to assure openness, competitive opportunity, and equal access to inside information.

3.2.4.2 When the board is to decide upon an issue about which a member has an unavoidable conflict of interest, that member shall abstain

without comment from not only the vote but also from the deliberation.

3.2.4.3 Board members must not use their positions to obtain paid employment at HCA for themselves, family members, or close associates. Should a board member desire paid employment; he or she must first resign from the board.

3.2.4.4 Members will annually disclose their involvements with other organizations, with vendors, or any other associations that might produce a conflict.

3.2.5 Board members may not attempt to exercise individual authority over the organization except as explicitly set forth in board policies.

3.2.5.1 Member's interaction with public, press or other entities must recognize the same limitation and the inability of any board member to speak for the board except to repeat explicitly stated board decisions, or as directed by the board.

3.2.5.2 Members will give no consequence or voice to individual judgments of Head of School or staff performance.

3.2.6 Members will respect the confidentiality appropriate to issues of a sensitive nature.

3.2.6.1 The Board shall protect (to the greatest extent possible under the circumstances) the confidentiality of all information that, if disclosed publicly, would be likely to unduly embarrass a staff member, a student, or the student's family.

3.2.7 Board members are mature Christians who are daily growing in their personal relationship with Christ.

3.2.8 Board members have a Christ-centered focus, with the desire to bring honor and glory to Christ through all that is said and done.

3.2.9 Board members are godly role models in the performance of their board duties and decisions.

3.2.10 Board members view their service on the board as a ministry and a calling from God.

3.2.11 Board members believe in the power of prayer and are exemplary in their commitment to pray for the school, leadership, faculty, and students.

3.2.12 Board members acknowledge the Lordship and sovereignty of Christ.

3.2.13 Board members realize that nothing can be accomplished apart from the work of the Holy Spirit.

3.2.14 Board members understand and are committed to a Kingdom world view

and a Christian philosophy of education.

3.2.15 Board members balance their work with their spiritual lives and home responsibilities – and have the same expectations for the staff.

3.3 Board Job Descriptions

The specific outputs of the board are those unique “values-added” that tie constituency expectations to organizational performance.

- 3.3.1 The board will produce written governing policies that, at the broadest levels, address each of the following categories of organizational decision:
- a. **Ends:** Organization products, effects, benefits, outcomes, recipients, and their cost or relative worth
 - b. **Executive Limitations:** Constraints on executive authority that establish the prudence and ethics boundaries within which all executive activity and decisions must take place.
 - c. **Governance Process:** Specification of how the board conceives, carries out, and monitors its own tasks.
 - d. **Board-Head of School Relationship:** How power is delegated and its proper use monitored; authority and accountability of the Head of School role.
- 3.3.1.1 Board Policy modifications are ratified at board meetings by a majority vote.
- 3.3.2 The board will produce the link between the organization and the school’s constituency.
- 3.3.2.1 The board will define the Head of School’s role (position description), and hire and manage the Head of School.
- 3.3.2.2 Any board member contacted by a member of our constituency to express a grievance or escalate an issue must respond professionally and in accordance with the complaint policy in a timely manner that does not violate board policy, or undermine Head of School.
- 3.3.2.3 The board shall communicate with, and where necessary seek approval from, capital campaign benefactors if the board desires to significantly change the scope of any project for which those funds were donated.
- 3.3.3 The board will produce assurance of Head of School performance against policies in 3.3.1.a and 3.3.1.b.
- 3.3.3.1 The board will develop and utilize various methods of Direct Inspection to monitor Head of School performance.

3.3.3.2 The Head of School will generally be evaluated by the board annually in April/May using the monitoring reports received throughout the previous 12 months.

3.3.4 To accomplish its job products with a governance style consistent with board policies, the board will follow an annual agenda that

- (1) completes re-exploration of Ends policies annually, and
- (2) continually improves board performance through board education and enriched input and deliberation.

3.3.4.1 The cycle will conclude each year on the last day of May so that administrative planning and budgeting can be based on accomplishing a one-year segment of the board's most recent statement of long term Ends.

3.3.4.2 The cycle will start with the board's development of its annual agenda for the next year.

a. Input from selected parties will be collected during the year, with consultations determined and arranged during the first quarter.

b. Governance education and education related to ends determination will be arranged in the first quarter and held throughout the remaining of the school year.

c. Board members commit to attend or participate in governance education on an education on an annual basis. If, due to personal or work related situations that arise, governance education hours will be attained in another manner.

3.3.4.3 Throughout the year, the board will attend to consent agenda items as expeditiously as possible.

3.3.4.4 Head of School monitoring will be included on the agenda if monitoring reports show policy violations or if policy criteria are to be debated.

3.3.4.5 Head of School remuneration will generally be decided and communicated in February following the previous annual evaluation.

3.3.5 The board will fully support fund raising under the direction of the Development office.

3.3.6 Board members will lead in demonstrating support for the school by donating financially and of their time, to the best of their ability.

3.4 President of the Board's role

The president assures the integrity and fulfillment of the board's process and, secondarily, occasionally represents the board to outside parties. The president is elected by the board each year and cannot serve more than three successive years.

- 3.4.1 The job result of the president is that the board behaves consistently with its own rules and those legitimately imposed upon it from outside the organization.
 - 3.4.1.1 Meeting discussion content will be only issues that, according to board policy, clearly belong to the board to decide, not the Head of School.
 - 3.4.1.2 Deliberation will be fair, open, thorough but timely, orderly, and to the point.
- 3.4.2 The authority of the president consists in making decisions that fall within topics covered by board policies on Governance Process and Board-Head of School linkage, except where the board specifically delegates portions of this authority to others. The president is authorized to use any reasonable interpretation of the provisions of these policies.
 - 3.4.2.1 The president is empowered to chair board meetings, with all the commonly accepted power of that position.
 - 3.4.2.2 The president has no authority to make decisions about policies created by the board within Ends and Executive Limitations policy areas. Therefore, the president has no autonomous authority to supervise or direct the Head of School; the Head of School is supervised by the board as a whole.
 - 3.4.2.3 The president may represent the board to outside parties in announcing board-stated positions and in stating president decisions and interpretations within the area delegated to her or him.
 - 3.4.2.4 The president may delegate this authority but remains accountable for its use.

3.5 Other board officers

The board will also elect a vice-president, treasurer, and secretary each year.

- 3.5.1 The vice-president fulfills the role of the president when he/she is not available, and provides support to the president as required.
- 3.5.2 The treasurer acts as a liaison between the board and the Head of School regarding financial affairs and practices.
- 3.5.3 The secretary is responsible for
 - (1) recording meeting minutes and publishing as required,
 - (2) if policy modifications are ratified, providing Board Policy Manual updates to board members with distribution of that meetings minutes,
 - (3) giving all required notices (e.g. notifying the board each year of those board members whose term will expire in May),

- (4) being custodian of corporate records and the seal of the corporation, and affixing the seal as directed by the board,
- (5) keeping a register showing the name of each board member, his/her address and telephone number, and his/her term of office, and
- (6) keeping attendance records.

3.6 Board committee principles

Board committees, when used, will be assigned so as to reinforce the wholeness of the board's job and so as never to interfere with delegation from board to Head of School. All committees shall be named by the President and he/she shall assign duties to such committees. He/ She shall appoint or remove committee chairs and members as he/she sees fit, and shall announce such action at regular board meetings.

- 3.6.1 Board committees are to help the board do its job, never to help or advise the staff. Committees ordinarily will assist the board by preparing policy alternatives and implications for board deliberation. In keeping with the board's broader focus, board committees will normally not have dealings with current staff operations.
- 3.6.2 Board committees may not speak or act for the board except when formally given such authority for specific and time-limited purposes. Expectations and authority will be carefully stated in order not to conflict with authority delegated to the Head of School.
- 3.6.3 Board committees cannot exercise authority over staff. The Head of School works for the full board; therefore, he or she will not be required to obtain approval of a board committee before an executive action.
- 3.6.4 Board committees are to avoid over-identification with organizational parts rather than the whole. Therefore a board committee that has helped the board create policy on some topic will not be used to monitor organizational performance on the same topic.
- 3.6.5 Committees will be used sparingly and ordinarily in an ad hoc capacity.
- 3.6.6 This policy applies to any group that is formed by board action, whether or not it is called a committee and regardless of whether the group includes board members. It does not apply to committees formed under the authority of the Head of School.

3.7 Cost of Governance

The board will invest in its governance capacity and effectiveness.

- 3.7.1 Board skills, methods, and supports will be sufficient to assure governing with excellence.
 - 3.7.1.1 Training will be used to orient new members and candidates for membership, as well as to maintain and increase existing member skills and understandings.
 - 3.7.1.2 External monitoring assistance may be arranged so that the board can exercise confident control over organizational performance. This includes but is not limited to fiscal audit.
 - 3.7.1.3 Outreach mechanisms will be used as needed to ensure the board's ability to listen to customer viewpoints and values.

3.7.2 The board will ensure costs will be prudently incurred by the school, as required, including but not limited to training, audit, and other third-party monitoring of organizational performance.

4. Executive Limitations Policy

The Headmaster shall not cause or allow any practice, activity, decision, or organizational circumstance that is un-Christ-like, unlawful, imprudent, unsafe, or in violation of commonly accepted business and professional ethics.

4.1 Head of School and staff conduct

The Head of School, staff, and volunteers will model Christ-like behavior at school and in the community.

4.1.1 The Head of School and administrators will model Christ-like love and the Fruit of the Spirit.

4.1.1.1 The Head of School shall take the lead in modeling Christian behavior for staff, parents, and students in managing conflict and dissent; and shall sustain an environment where healthy dissent is permitted when channeled properly.

The Head of School shall be proactive in resolving conflict by inviting Parents/Staff to express concerns early on; by approaching conflict with grace and courtesy; by being a good listener; and by responding to criticism in a positive manner.

4.1.1.2 The Head of School will encourage the conflict resolution process for Staff or Parents if they wish their complaint to be heard by the board, assuming proper procedures have been fully followed by the complainant.

4.1.1.3 The Head of School, administrators, staff, and volunteers will maintain active involvement in a Bible-believing church.

4.1.1.4 The Head of School shall create and maintain a culture of continual spiritual growth.

4.2 School programs

The Head of School will only offer programs that directly contribute to achieving the mission of the school.

4.2.1 The Head of School will create and maintain a written school curriculum that concisely explains how each program supports the mission of the school.

4.2.2 The Head of School will not permit on-campus or school-sponsored activities or actions that in any way contradict Biblical or Christian values and morals.

4.2.3 The Head of School will not permit programs without staff or mature Christian volunteer leadership and staff oversight.

4.2.4 The Head of School shall not allow facilities or equipment to be unsafe or unfit for their intended purpose.

4.3 Admissions

The Head of School will create and operate with a reasonable, documented, and consistently applied admissions policy that includes evaluative testing, interviews with the students and parents, and minimum age requirements for each grade.

4.4 Treatment of students

The Head of School will create conditions that promote spiritual and academic growth.

4.4.1 The Head of School will create and operate with written student policies that clarify rules for behavior and dress, grading practices, disciplinary policies, and logistical concerns.

4.4.1.1 The Head of School will not allow un-Christ-like behavior to persist without reasonable corrective and disciplinary actions.

4.4.2 The Head of School will not allow favoritism or prejudice in the treatment of students by other students, staff, or volunteers.

4.4.3 The Head of School will protect (to the greatest extent possible under the circumstances) the confidentiality of all information that, if disclosed publicly, would be likely to unduly embarrass the student.

4.4.4 The Head of School will restrict access to student records and files by unauthorized persons.

4.4.5 The Head of School will acquaint students of their rights and obligations under this policy.

4.5 Treatment of parents

The Head of School will ensure a parent's reasonable involvement in school programs affecting their child, and ensure fair and dignified interaction of parents with the school staff.

4.5.1 The Head of School will operate with written parent policies that clarify (1) how parents can be involved in school programs, (2) how parents are expected to respond to student disciplinary actions, and (3) how communication will flow to and from teachers and other school representatives.

4.5.1.1 The Head of School shall not allow communication practices that in any way negatively impact the perception or reputation of, or confidence in, the school.

4.5.1.2 The Head of School will create and operate with a defined and clearly communicated issue escalation and resolution process.

4.5.2 The Head of School will not allow favoritism or prejudice in the treatment of parents by staff or volunteers.

4.5.3 The Head of School will protect (to the greatest extent possible under the circumstances) the confidentiality of all information that, if disclosed publicly, would be likely to unduly embarrass a student's parents.

- 4.5.4 The Head of School will not dissuade parents from escalating issues to the board when:
- 4.5.4.1(1) staff procedures have been exhausted, and
 - (2) the parent alleges that either
 - (a) board policy has been violated to their child's detriment,
 - (b) board policy does not adequately facilitate their child's spiritual and academic growth, or
 - (c) board policy has been violated in the treatment of the parent(s).
- 4.5.5 The Head of School will acquaint parents of their rights and obligations under this policy.

4.6 Treatment of staff

The Head of School will not cause or allow conditions that are unfair or undignified for paid or volunteer staff.

- 4.6.1 The Head of School will create and operate with written personnel policies that clarify personnel rules for staff, provide effective handling of grievances, and protect against wrongful conditions.
- 4.6.1.1 The Head of School will create and support personnel or hiring policies that include requirements of being a Christian, appropriate education and certification standards, and appropriate Equal Employment Opportunity language.
 - 4.6.1.2 The Head of School will create and operate with an effective staff evaluation process that includes clear communication and understanding of expectations and consequences (supervisory policy, including corrective and disciplinary sections).
 - 4.6.1.3 The Head of School will not allow un-Christ-like behavior to persist without reasonable corrective and disciplinary actions.
- 4.6.2 The Head of School will not discriminate nor allow employees to discriminate against any staff member for expressing an ethical dissent.
- 4.6.3 The Head of School will not prevent staff from addressing grievances to the board when:
- (1) internal procedures have been exhausted, and
 - (2) the employee alleges that either
 - (a) board policy has been violated to his/her detriment, or
 - (b) board policy does not adequately protect his/her human rights.
- 4.6.4 The Head of School will acquaint staff of their rights and obligations under this policy.

4.7 Financial planning and budgeting

Financial planning for any fiscal year or the remaining part of any fiscal year shall not deviate materially from the board's priorities, violate principles of good stewardship, risk fiscal jeopardy, or fail to be derived from a multi-year plan.

- 4.7.1 The Head of School shall not fail to construct planning budgets for the following fiscal year and present them to the board as follows:
 - 4.7.1.1 Planning Budget 1: No later than November. Used to establish enrollment goals, staffing needs, tuition, and staff salaries.
 - 4.7.1.2 Planning Budget 2: February-March. Update enrollment projections and associated staffing needs.
 - 4.7.1.3 Planning Budget 3: May. Update enrollment projections and staffing plan.
 - 4.7.1.4 Planning Budget 4: June-July. Current view with actual enrollment and finalize staffing plan.
 - 4.7.1.5 Final Budget: August. Sets revenue and expense targets.
- 4.7.2 The Head of School will not allow budgeting that contains insufficient information to enable credible projection of revenues and expenses, separation of capital and operation items, cash flow, and disclosure of planning assumptions.
- 4.7.3 The Head of School will not allow budgeting that plans the expenditure in any fiscal year of more funds than are conservatively projected to be received in that period.
 - 4.7.3.1 In the event a balanced budget is unachievable due to mitigating factors, the Head of School will not operate an imbalanced budget without approval of the board.
- 4.7.4 The Head of School will not allow budgeting that provides less funding for board prerogatives during the year than is set forth in the Cost of Governance Policy (3.7).
- 4.7.5 The Head of School will create a financial aid program(s) targeted to reflect a commitment to achieve the ends outlined in 2.3.
 - 4.7.5.1 Financial aid program shall not award funds unless need is demonstrated with the exception of ministry-targeted programs.
 - 4.7.5.2 Financial aid programs shall not award funds in a biased manner
 - 4.7.5.3 The Head of School shall not disburse financial aid funds without approval of the Board.
 - 4.7.5.4 The Head of School shall not present financial aid information to the Board or board appointed review committee that compromises the anonymity of the financial aid applicants

4.8 Financial condition and activities

With respect to the actual, ongoing financial conditions and activities, the Head of School will not cause or allow the development of fiscal jeopardy, a material deviation of actual expenditures from board priorities established in Ends policies, or poor stewardship of resources.

- 4.8.1 The Head of School will not expend more funds than have been specified in the Final Budget for the fiscal year.
- 4.8.2 The Head of School will not indebted the school in any amount greater than can be repaid by certain otherwise unencumbered revenues within 60 days.
- 4.8.3 The Head of School will not conduct inter-fund shifting, including but not limited to the use of capital funds for operating expenses.
- 4.8.4 The Head of School will settle payroll and debts in a timely manner.
- 4.8.5 The Head of School will not allow government-related payments or documents to be overdue or inaccurately filed.
- 4.8.6 The Head of School will not authorize any purchase of a single item or single purchase order of greater than \$5,000.
- 4.8.7 The Head of School shall not acquire, encumber, or dispose of real property.
- 4.8.8 The Head of School will pursue receivables after a reasonable grace period.

4.9 Emergency Headmaster succession

In order to protect the board from sudden loss of Head of School services, the Head of School will have at least one other administrator familiar with board and Head of School processes.

4.10 Asset Protection

The Head of School will not allow the assets of the school to be unprotected, inadequately maintained, or unnecessarily risked.

- 4.10.1 The Head of School will obtain insurance against theft and casualty losses to at least 80% of replacement value and against liability losses to board members, staff, volunteers, and the school itself in an amount greater than the average of comparable schools.
- 4.10.2 The Head of School will not allow personnel access to material amounts of funds without an adequate system of accountability.
- 4.10.3 The Head of School will not subject school facilities and equipment to improper wear and tear or insufficient maintenance.
- 4.10.4 The Head of School will not unnecessarily expose the organization, its board members, its employees, or its volunteers to claims of liability.
- 4.10.5 The Head of School will not make any purchase

(1) wherein normally prudent protection has not been given against conflict of

interest;

(2) of over \$500 without having obtained comparative prices and quality;

(3) of over \$1,000 without a stringent method of assuring the balance of long-term quality and cost.

4.10.6 The Head of School will protect intellectual property, information, files, and student records from loss or significant damage.

4.10.7 The Head of School will receive, process, or disburse funds under controls that are sufficient to meet the board-appointed auditor's standards.

4.10.8 The Head of School will not invest or hold operating capital in uninsured accounts, bonds of less than AA rating, or in non-interest bearing accounts except when necessary to facilitate ease in operational transactions.

4.10.9 The Head of School will not endanger the school's public image or credibility, particularly in ways that would hinder accomplishment of its mission.

4.11 Compensation and benefits

With respect to employment, compensation, and benefits to employees, consultants, contract workers, and volunteers, the Head of School will not cause or allow jeopardy to fiscal integrity.

4.11.1 The Head of School will not change his/her compensation and benefits.

4.11.2 The Head of School will not promise or imply permanent or guaranteed employment.

4.11.3 The Head of School will continue to strive to establish fair current compensation and benefits based on the financial ability and needs of the school that are equitable to the geographic market for the skills employed.

4.11.4 The Head of School will not create compensation obligations over a longer term than revenues can be safely projected, in no event longer than one year and in all events subject to losses in revenue.

4.12 Communication and support to the board

The Head of School will not permit the board to be uninformed or unsupported in its work.

4.12.1 The Head of School will submit monitoring data required by the board in a timely, accurate, and understandable fashion, directly addressing provisions of board policies to be monitored.

4.12.2 The Head of School will make the board aware of significant events or incidents, relevant trends, anticipated adverse media coverage or parental responses, and material external and internal changes; particularly changes in the assumptions upon which any board policy has previously been established.

4.12.2.1 The Head of School will provide copies of all surveys submitted by

Staff and Parents.

- 4.12.3 The Head of School will advise the board if, in the Head of School's opinion, the board is not in compliance with its own policies on Governance Process and Board-Head of School Linkage, particularly in the case of board behavior that is detrimental to the work relationship between the board and the Head of School.
- 4.12.4 The Head of School will gather for the board as many staff and external points of view, issues, and options as needed for fully informed board choices.
- 4.12.5 The Head of School shall not present information in unnecessarily complex or lengthy form or in a form that fails to differentiate among information of three types: monitoring, decision preparation, and other.
- 4.12.6 The Head of School will provide a mechanism for official board, officer, or committee communications.
- 4.12.7 The Head of School will deal with the board as a whole except when
 - (1) fulfilling individual requests for information regarding board business or
 - (2) responding to officers or committees duly charged by the board.
- 4.12.8 The Head of School will report in a timely manner an actual or anticipated non-compliance with any policy of the board.
- 4.12.9 The Head of School will supply for the consent agenda all items delegated to the Head of School, yet required by law or contract to be board-approved, along with the monitoring assurance pertaining thereto

5. Board-Headmaster Linkage Policy

The board's sole official connection to the operating organization, its achievement, and conduct will be through the Headmaster.

5.1 Unity of Control

Only decisions of the board acting as a body are binding on the Head of School.

5.1.1 Decisions or instructions of individual board members, officers, or committees are not binding on the Head of School except in instances when the board has specifically authorized such exercise of authority.

5.1.2 In the case of board members or committees requesting information or assistance without board authorization, the Head of School can refuse such requests which, in the Head of School's opinion, are unethical, disruptive or require a material amount of staff time or funds.

5.2 Accountability of the Head of School

The Head of School is the board's only link to operational achievement and conduct, so that all authority and accountability of staff, as far as the board is concerned, is considered the authority and accountability of the Head of School.

5.2.1 The board will never give instructions to persons who report directly or indirectly to the Head of School.

5.2.2 The board will refrain from evaluating, either formally or informally, any staff other than the Head of School, except in cases where Head of School evaluation encompasses evaluation of his/her administrators or other staff members.

5.2.3 The board will view Head of School performance as identical to organizational performance so that organizational accomplishment of board-stated Ends and avoidance of board-prescribed Means will be viewed as successful Head of School performance.

5.3 Delegation to the Head of School

The board will instruct the Head of School through written policies that prescribe the organizational goals to be achieved and describe organizational situations and actions to be avoided, allowing the Head of School to use any reasonable interpretation of these policies.

5.3.1 The board will develop policies instructing the Head of School to achieve certain results, for certain recipients at a specified cost. These policies will be developed systematically from the broadest, most general level to more defined levels and will be called Ends Policies.

5.3.2 The board will develop policies that limit the latitude the Head of School may exercise in choosing the organizational means. These policies will be developed systematically from the broadest, most general level to more defined levels, and they will be called Executive Limitations Policies.

- 5.3.3 As long as the Head of School uses any reasonable interpretation of the board's Ends and Executive Limitations policies, the Head of School is authorized to establish all further policies, make all decisions, take all actions, establish all practices, and develop all activities.
- 5.3.4 The board may change its Ends and Executive Limitations policies, thereby shifting the boundary between the board and Head of School domains. By doing so, the board changes the latitude of choice given to the Head of School. But as long as any particular delegation is in place, the board will respect and support the Head of School's choices.

5.4 Monitoring of Head of School Performance

Systematic and rigorous monitoring of Head of School job performance will be solely against the only expected Head of School job outputs: organizational accomplishment of board policies on Ends and organizational operation within the boundaries established in board policies on Executive Limitations.

- 5.4.1 Monitoring is simply to determine the degree to which board policies are being met. Data that does not do this will not be considered to be monitoring data.
- 5.4.2 The board will acquire monitoring data by one or more of three methods:
 - 5.4.2.1 by internal report, in which the Head of School discloses compliance information to the board,
 - 5.4.2.2 by external report, in which an external, disinterested third party selected by the board assesses compliance with board policies, and
 - 5.4.2.3 by direct board inspection, in which a designated member or members of the board assess compliance with the appropriate policy criteria.
- 5.4.3 In every case, the standard for compliance shall be any reasonable Head of School interpretation of the board policy being monitored.
- 5.4.4 All policies that instruct the Head of School will be monitored at a frequency and by a method chosen by the board. The board can monitor any policy at any time by any method, but will ordinarily depend on a routine schedule.
 - 5.4.4.1 Headmaster and staff conduct
 - Method: Internal Report
 - Frequency: annually
 - Method: Direct Inspection
 - Frequency: annually
 - 5.4.4.2 School programs
 - Method: Internal Report
 - Frequency: as programs are added/modified
 - 5.4.4.3 Treatment of students
 - Method: Internal Report

Frequency: annually

- 5.4.4.4 Treatment of parents
Method: Internal Report
Frequency: annually
Method: Direct Inspection
Frequency: annually
- 5.4.4.5 Treatment of staff
Method: Internal Report
Frequency: annually
Method: Direct Inspection
Frequency: annually
- 5.4.4.6 Multi-year operating plan
Method: Internal Report
Frequency: annually
- 5.4.4.7 Financial planning and budgeting
Method: Internal Report
Frequency: as specified in 4.7.1
- 5.4.4.8 Financial Conditions and Activities
Method: Internal Report
Frequency: quarterly
Method: External Report
Frequency: semi-annually
- 5.4.4.9 Enrollment
Method: Internal Report
Frequency: monthly
- 5.4.4.10 Staff changes
Method: Internal Report
Frequency: as they occur
- 5.4.4.11 Staff turnover
Method: Internal Report
Frequency: annually
- 5.4.4.12 Emergency Head of School succession
Method: Internal Report
Frequency: annually
- 5.4.4.13 Asset protection
Method: Internal Report
Frequency: annually
Method: External Report
Frequency: annually
- 5.4.4.14 Compensation and benefits
Method: Internal Report

Frequency: annually
Method: External Report
Frequency: annually

5.4.4.15 Communication and support to the board
Method: Direct Inspection
Frequency: annually