



## **SCHOOL BOARD POLICIES & PROCEDURES WHITEFISH CHRISTIAN ACADEMY**

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### **PART 1: INTRODUCTION AND ADMINISTRATION**

1.1 Alignment. Each Board-adopted policy in this document is expected to be consistent with the law, the Articles of Incorporation of Whitefish Christian Academy, and the Bylaws, all of which have precedence over these Board policies.

1.2 Head of School. The Head of School will be held accountable for developing policies and procedures for faculty, staff and students, which are to be consistent with these foundational documents and policies contained in this BPM.

1.3 Changes. Changes to the BPM may be made at any Board meeting, based on monitoring activities and the assumption that the Board continually grows in wisdom. Except for time-limited or procedural-only policies (approve minutes, elect officers, etc.), which are recorded in regular Board minutes, all new “policies” approved by the full Board will be included in an updated version of this Manual. Recommendations may come from any committee, Directors, or the Head of School.

1.4 Review. The Board will undertake a thorough review of the BPM every third year. The purpose of the review is to identify policies that need to be updated or rewritten or new policies that need to be added, and to recommend the text of proposed changes. The review of the BPM is to be accomplished by the officers and committees of the Board. The officers and committees most closely involved with the specific policies are assigned responsibility for reviewing those policies and for proposing the text of the revisions or new policies deemed necessary. The Chair, ED, and Secretary are to be available for consultation

1.5 Placement. Each new policy will be drafted to fit within the most logical policy section listed below. Over time, the Board can reduce or add to the specificity of its policies.



## **PART 2: FOUNDATIONAL DOCUMENTS**

### **2.1 Our Vision is To:**

- Cultivate a lifelong love of learning
- Provide individual attention to each student through a small student-teacher ratio
- Develop students using a classical, Christian model
- Partner with parents in the education of their children
- Be good neighbors in our interactions with our community
- Promote an environment that fosters growth and maturity in Christ
- Offer various types of positive extracurricular activities
- Give students a forum to achieve and excel by promoting regular competitions
- Hire godly, passionate teachers to provide rigorous, high quality education
- Develop the path to see truth, beauty, and goodness in everything
- Create challenging academic programs
- Provide a fun, yet disciplined physical development programs
- Provide guidance to achieve individual potential

### **2.2 Our Mission:**

Whitefish Christian Academy, grounded in Christian excellence, is dedicated to assisting parents in the spiritual, intellectual, social and physical development of their children for the purpose of sending out Christian thinkers and doers of the Word to engage and transform our culture for Christ.

### **2.3 Our Statement of Faith**

At Whitefish Christian Academy our academic community pursues an integrated course of learning knowing that, because God has created the world, there is order and meaning in all that we study. At the center of that guiding and essential belief is that the Scriptures are true and that within them we find our Rule of Faith (2 Timothy 3:16).

In the following you may find our official Statement of Faith, which mirrors the primary tenets of the Christian faith as held throughout the history of the Church, and which anchors our Academy as a classical, Christian school.

We believe: That all the Words of the Scriptures, both Old and New Testament, are the inspired and true Words of God, the complete revelation of His will, and the final authority for all Christian faith and life.



In one sovereign God, Creator of all things, infinitely perfect and externally existing in three persons, Father, Son, and Holy Spirit, That Jesus Christ is true God and true man, conceived by the Holy Spirit and born of the Virgin Mary, that He died on the cross as a sacrifice for our sins and was raised from the dead according to the Scriptures, that he ascended into heaven, where He now sits at God's right hand as Lord of lords and King of kings, and that He will return bodily to this earth in power, glory, and judgment.

That the ministry of the Holy Spirit is to glorify the Lord Jesus Christ, to indwell, guide, enlighten, and empower the believer for godly living and service, and to convict men of their sin, of God's righteousness, and of the judgment they face apart from Christ.

That man, whom God created in His image to rule the earth on His behalf, rebelled against God, fell into sin, and therefore is guilty and powerless to save himself.

That we can be saved from God's judgment only by personally trusting in Jesus Christ, God's dear and only son who He lovingly provided as a perfect sacrifice for our sins and who He raised from the dead for our justification, victorious over death, the head of a new order of humanity.

That the true Church, the new order of humanity, God's kingdom, is composed of all who trust in the Lord Jesus Christ alone for their salvation and who are therefore united together in His body of which He is the head.

#### 2.4 Our Doctrinal Basis:

At the Whitefish Christian Academy, teachers recognize our students as individuals with distinct gifts and needs. Classical and Christian based, our small school environment strengthens the whole student: body, mind, and spirit. As the students move into the Logic School (5-8), small class sizes and flexible scheduling allow us to create a unique academic program to fit a variety of family and student goals.

2.5 Strategic Plan. The board is expected to think strategically at all times. The Head of School will execute the strategic plan and the board will approve the evolving plan annually.

### **PART 3: BOARD STRUCTURE AND PROCESSES**

3.1 Governing Style. The board will approach its task with a style that emphasizes outward vision rather than an internal preoccupation, encouragement of diversity in viewpoints, strategic leadership more than administrative detail, clear distinction of board and staff roles, and pro-activity rather than reactivity. In this spirit, the board seeks to:



3.1.1 Enforce upon itself and its members whatever discipline is needed to govern with excellence. Discipline may apply to matters such as attendance, respect of clarified roles, maintaining confidentiality, leaving questions about organizational activities and issues to the ED, speaking to management and the public with one voice, and self policing of any tendency to stray from the governance structure and process adopted in these board policies.

3.1.2 Be accountable to its stakeholders for competent, conscientious and effective accomplishment of its obligations as a body. It will allow no officer, individual, or committee of the board to usurp this role or hinder this commitment.

3.1.3 Monitor and regularly discuss the board's own process and performance, seeking to ensure the continuity of its governance functions by selection of capable directors, orientation and training, and evaluation.

3.1.4 Be an initiator of policy. The board will be responsible for board performance.

3.2.2 Determine the parameters within which the Head of School is expected to achieve the goals/outcomes.

3.2.3 Monitor the performance of the organization relative to the achievement of the goals/outcomes within the executive parameters.

3.2.4 Maintain and constantly improve all on-going board policies in this BPM.

3.2.7 Require periodic financial, legal, and other external audits to ensure compliance with the law and good practices.

3.2.8 Evaluate and constantly improve our board's performance and set expectations for board members' involvement as volunteers.

3.4 Orientation. Prior to election, each nominee will be given this BPM along with adequate briefings on the role of the board, officers, and staff, and an overview of programs, plans, and finances. Soon after election, each new board member will be given additional comprehensive orientation material and training.

3.6.2. The Head of School will work with the Chair and committee chairs (as created and approved) in developing agendas which, along with background materials for the board and committees, monitoring



reports, the Head of School's recommendations for changes in the BPM, previous minutes, etc. should be sent to all board members approximately two weeks in advance of board meetings or placed on the board's website.

3.7 Advisory Groups, Councils, and Task Forces. To increase its knowledge base and depth of available expertise, the board supports the use of groups, councils, and task forces of qualified advisers. The term "task force" refers to any group appointed by the Head of School or the Chair to assist him or her in carrying out various time-limited goals and responsibilities. Although either the Chair or the Head of School may form a task force, he or she should notify the board of its formation, purpose and membership within 10 days of its formation. The Head of School may assign a senior staff member to serve advisory groups.

#### **PART 4: BOARD COMMUNICATION**

4.3 Communications and Counsel to the Board. With respect to providing information and counsel to the board, the Head of School is expected to keep the board informed about matters essential to carrying out its policy duties. Accordingly, the Head of School is expected to:

4.3.1 Report to the chair any personal actions or behavior which could potentially discredit the integrity of the Head of School and/or the organization. The chair and the Head of School are expected to report such things to the board, engage outside counsel as appropriate, and handle in the best interests of the organization. If the board finds the Head of School's actions unethical or immoral, suspension or termination may be the result.

4.3.2 Inform the board of relevant trends, material external and internal changes, particularly changes in the assumptions upon which any board policy has previously been established, always presenting information in as clear and concise formats as possible.

4.3.3 Relate to the board as a whole except when fulfilling reasonable individual requests for information or responding to officers or committees duly charged by the board.

4.3.4 Report immediately any actual or anticipated material noncompliance with a policy of the board, along with suggested modifications to this BPM for the future.

4.4 Monitoring Executive Performance.

The purpose of monitoring is to determine the degree to which the mission is being accomplished and board policies are being fulfilled. Information that does not do this is not considered monitoring.



Monitoring will be as automatic as possible, using a minimum of board time so that meetings can be used to affect the future rather than to review the past. A given policy may be monitored in one or more of three ways:

4.4.1 Direct board inspection: Discovery of compliance information by a board member, a committee, or the board as a whole. This includes board inspection of documents, activities, or circumstances that allows a "prudent person" test of policy compliance.

4.4.2 External Report: Discovery Of Compliance Formation By Disinterested, external person or firm who is selected by and reports directly to the board. Such reports must assess executive performance only against legal requirements or policies of the board, with suggestions from the external party as to how the organization can improve itself, including changes to this BPM.

4.4.3 Head of School Reports: The Head of School is expected to help the board determine what tracking data are possible to measure progress/outcomes in achieving the mission and goals and conforming with board policies.

4.5 Annual Head of School Performance Review. A performance evaluation task force, comprising the board Chair and Vice Chair, is expected to oversee a formal evaluation of the Head of School annually, focused on achievement of organizational goals and any other specific goals the board and Head of School have agreed upon in advance, as well as the Head of School's own written self evaluation and invited comments from all board members after they have seen the self-evaluation. The Chair will normally serve as Chair of the task force. After meeting with the Head of School, the task force will report on its review to the board, including recommendations on the Head of School's compensation, which the Executive Committee or the board will then act upon.

During this process, the Head of School and the board will agree on any specific, personal performance goals for the year ahead. These goals should be documented in a letter to the Head of School from the board Chair and will become the primary basis for assessing the Head of School's performance at the end of the next year. At least every three years, the task force may consider inviting other input in a carefully planned "360" review, including feedback from staff, peers in our sector, and individuals outside the organization who have interacted with the Head of School.

4.6.1 Staff Surveys. The Head of School is expected to arrange for annual, or biennial, third-party survey to measure over time the health of our workplace culture consistent with our values, including feedback on perceptions of and trust in the board and Head of School. A full report for board discussion should lead to better Head of School and board policies and reduce the amount of ad hoc, inappropriate board member engagement with staff other than the Head of School .



## **PART 5: PUBLIC BOARD MEETING ATTENDANCE**

Parents, Guardians and community members may request to attend board meetings in accordance with the following policy:

Members of the public and staff can address the Board of Directors if they receive advance permission or are specifically invited by the Board of Directors to speak. Items that need to be addressed or added to the agenda may be done so by contacting the Head of School or Board Chairman. All requests must be submitted in writing at least two weeks prior to the meeting.

- The Board Chair of the meeting may exclude attendees for disruptive behavior.
- Videotaping, recording equipment and cameras are not permitted at Board of Directors meetings without the permission of the Board Chair of the meeting.
- Any individual or group wishing to address the Board of Directors must submit written notice of the request at least two weeks prior to the meeting date to the WCA office. <Submission Form>
- The Board Chair will review the request and the group or individual will be notified no less than one week in advance of the meeting date as to whether the request can be accommodated and its appropriateness to be presented to the Board of Directors. The Board Chair may refer requests to other committees.
- Presentations must be limited to a maximum of fifteen (15) minutes. If the address is based on the submission of a group, one person must be identified as the spokesperson for the group.
- Presentations may be declined. Reasons for declining a presentation may include time restrictions, inappropriate or irrelevant content, etc.
- The Board of Directors will consider agreed-to presentations but are not obligated to respond or take action on these presentations.
- Presentations will usually be heard at the beginning of the meeting and will be noted on the meeting agenda.
- The Board of Directors will follow-up with attendees within the two weeks of presentation.