



# BOARD OF DIRECTORS HANDBOOK

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INCLUDING ARTICLES OF INCORPORATION  
AND BYLAWS

# FOUNDATIONS ACADEMY ARTICLES OF INCORPORATION & BYLAWS

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## ARTICLE I: NAME OF SCHOOL

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The name of the k-8 school shall be Foundations Academy. The 9-12 school is named St. Ambrose Christian High School but operates under the incorporation of Foundations Academy and is not a separate entity. The board has no intention of operating the schools as separate organizations.

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## ARTICLE II: PRIMARY OBJECTIVE AND DOCUMENTS

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### *Section 1. Objective*

The primary objective of the Corporation is to operate a school owned by Foundations Academy, Inc., a non-profit Idaho Corporation, that will closely adhere to the Mission Statement and Statement of Faith as set forth in these by-laws.

### *Section 2. Mission*

The primary objective will be pursued in light of the following mission:

**Mission Statement Summary:** Foundations Academy uses a classical method rooted in the Christian worldview. We nurture students' appreciation of truth, goodness, and beauty as they strive for excellence, while guiding them to live purposefully in the service of God and man.

**A. God is honored:**

The rightful end of education is to enable the student to more fully honor and glorify God.

**B. God is the foundation of all knowledge:**

All knowledge will be presented as part of an integrated whole, with God as revealed in His Scriptures at the center. All true knowledge is a reflection of the Creator. The Christian worldview, which is further defined in our Statement of Faith, will be presupposed in all subjects.

**C. The Western classical tradition is thoroughly taught:**

The foundation of Western civilization will be emphasized through the study of history, philosophy, science, the arts, literature, and classical language. The method of instruction will implement the Trivium: Grammar (the fundamental data and interrelated rules of a subject); Logic (the ordered relationship of particulars in a subject); and Rhetoric (the clear expression of the grammar and logic of that subject).

**D. Parents are assisted in the education of their children:**

Parents are responsible for the training and instruction of their children. Foundations Academy endeavors to assist parents in this responsibility.

**E. In all its levels, programs, and teaching, Foundations Academy will:**

- 1) Encourage every student to develop a love for learning and to live up to his or her academic potential;
- 2) Provide a clear model of the biblical Christian life through our staff and Board;
- 3) Nurture every student's relationship with God the Father through Jesus Christ; and
- 4) Provide an orderly atmosphere conducive to attaining the above goals.

*Section 3. Principles, Values, and Goals*

- 1) Our transcending values are to love God with our whole being and to love our neighbors as ourselves.
- 2) We educate children from kindergarten through grade twelve.
- 3) We strive to graduate thoughtful, compassionate, and articulate students whose chief end is to glorify God.
- 4) We hope to provide a social and engaging culture for our student community.
- 5) We strive to graduate students who have a systematic Christian worldview that can provide context for a fulfilling Christian life.
- 6) We hope to nurture students in the Christian faith to embody honor, duty, accomplishment, self-discipline, and maturity
- 7) We seek to serve all diligent and capable students as long as they do not compromise our educational environment.
- 8) We desire to hire and retain the best possible teachers who can use classical methods to inspire students with a love of learning.
- 9) We strive to internalize the Classical and Christian distinctive in our board, administration, staff, students and parents.
- 10) We hold our students accountable to a moral code of conduct: Love, honor, duty, accomplishment, joy, self-discipline, and maturity.

*Section 3. Statement of Faith*

Foundations Academy holds the following Foundations Academy holds the following Statement of Faith which will permeate all courses and levels of the Academy:

We believe the Bible to be the only inerrant, authoritative Word of God (II Timothy 3:16);

We believe there is one God eternally existent in three persons: Father, Son, and Holy Spirit (Genesis 1:26, Acts 7:54-60, John 1:1);

We believe God made the heavens, the earth, and man as related in the account of creation in the first two chapters of Genesis.

We believe in the deity of our Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His vicarious and atoning death through his shed blood, in His bodily resurrection, in His ascension to the right hand of the Father, and in His personal return in power and glory.

We believe that for the salvation of lost and sinful men, regeneration by the Holy Spirit is absolutely necessary (Titus 3:5);

We believe salvation is by grace alone through faith alone (Ephesians 2:8-9; Romans 11:5-6);

We believe faith without works is dead (Philippians 2:12; Ephesians 2:10, James 2:14-26);

We believe the indwelling Holy Spirit enables the Christian to live a godly life (Romans 8:9; Galatians 5:22-25);

We believe in the resurrection of the saved to eternal life and the lost to eternal damnation (Matthew 25:31-46); and

We believe in the spiritual unity of all believers in our Lord Jesus Christ (John 17, I Corinthians 12 and 14).

#### *Section 4. Statement of Philosophy*

Foundations Academy is a private Christian school committed to providing a biblically-based classical education. Foundations Academy is intended to be inherently different in the philosophy and content of its education than that offered in government schools. The Academy strives to operate as an extension of the family under the assumption that the education of children is the responsibility of parents rather than the state.

The Academy will provide a classically-based curriculum which will focus on classical language, mathematics, rhetoric, natural history, and the reading of history and literature. The goal of the Academy is to produce young people grounded in history, language, and the skills of sound thinking. This classical approach is more fully described in the following texts:

- 1) *Recovering the Lost Tools of Learning*, by Douglas Wilson;
- 2) *Classical Education*, by Dr. Gene Edward Veith and Andrew Kern; and
- 3) *The Seven Laws of Teaching*, by John Gregory.

An orderly, well-disciplined environment conducive to learning will be maintained so that academic excellence can be achieved to the glory of God alone.

#### *Section 5. Concept Statement*

Foundations Academy is a classical and Christian school which has:

- A. An optimum teacher/student ratio;

- B. A full-day format;
- C. Board control with parental input;
- D. Classroom discipline (including uniforms); and
- E. Reasonable pricing for families.

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### **ARTICLE III: CORPORATE OFFICES**

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The principal office of the Corporation in the State of Idaho shall be located in Boise, Idaho at the site of the school, in the county of Ada. The mailing address will be P.O. Box 2701, Boise, Idaho 83701-2701. The offices may, from time to time, be changed at the discretion of the Board of Directors.

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### **ARTICLE IV: MEMBERSHIP**

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The Corporation shall have no members. Members of the Board, all staff, and parents of current students shall comprise the Foundations Academy Association, hereinafter “Association,” which shall have no voting rights in corporate business.

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### **ARTICLE V: BOARD OF DIRECTORS OF FOUNDATIONS ACADEMY**

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#### *Section 1. Election and Tenure*

There shall be at least three (3) but not more than seven (7) voting members of the Board of Directors of Foundations Academy. All seats shall be permanent seats, subject to resignation or removal.

The Board was originally comprised of Darel Tracy, Joe Filicetti, Mark Filicetti, Jeff Kezar, and Steve Mahaffy. Jeff Kezar and Steve Mahaffy resigned from the Board in 1995. Their seats were filled by John Carnahan and David Goodwin.

The existing members of the Board of Directors will fill the additional seats when necessary, by unanimous appointment, subject to the required qualifications through the following process:

Nomination: Candidates may be nominated by any member of the standing board and selected for candidacy by the unanimous vote of the board. The qualifications are outlined in the following section.

Candidacy: Nominated candidates must complete the following steps before a final vote may be taken on their election:

- 1) The candidate must answer questionnaire in writing or orally before the board, at his option. See the Board of Directors Handbook for this questionnaire.
- 2) Candidate must read the following books prior to their election vote: “Recovering the Lost Tools of Learning”; “Repairing the Ruins”; and “Classical Education.” Within one year of an

appointment to the Board of Directors, the Director is encouraged to read “The E-Myth: Why Most Small Businesses Don’t Work and What to Do About It.” By Michael Gerber.

3) Candidates are then asked to attend board-meetings, including the extended “philosophical” meetings, for a minimum of 2 months and a maximum of 6 months. During these meetings, candidates will participate in the discussions and express their vote, but it will not count.

4) Candidates will be elected by a vote of the full board within 6 months of their nomination.

Members of the Board of Directors may take up to a one year sabbatical leave from the Board, subject to approval by the majority of the Board.

### *Section 2. Qualifications*

Classical Christian education contradicts the established educational paradigm at many levels. This makes sustaining the classical Christian vision unusually difficult, given the pervasive influence of modern education. The board is responsible to ensure the continued vision and mission of the school. Board members must also be unified and Christ-like, given the potential for disagreement when pursuing a strong vision. For these reasons, the selection of board members who are committed to classical Christian education and who exhibit the fruits of the spirit is essential. To this end, the board of directors takes particular care in nominating and electing new directors. The board will err on the side of fewer numbers to preserve a qualified and committed board.

Subject to availability of suitable members of the Board of Directors subscribing to the agreed upon Statement of Faith, every attempt will be made to secure members of the Board of Directors having expertise valuable to the school and a demonstrated commitment to classical and Christian education. In all cases, the demonstrated Christian walk of the individual member of the Board of Directors shall be a major consideration as to their suitability as a member of the Board of Directors. Specifically, members of the Board of Directors should conduct themselves in a manner consistent with the requirements of church elders as established in I Timothy 3:1-7 and Titus 1:6-9, excepting the ability to teach.

As a matter of firm policy, it is mandatory that all members of the Board of Directors subscribe to the above Mission Statement and Statement of Faith in a manner and method prescribed by the Board of Directors, either by written statement or by oral testimony before the Board.

In addition to the above, Directors:

1. Need not be the parent of current Foundations Academy students, but must be the head of their respective households.
2. Should have a proven record of prior volunteerism within the Academy.
3. Must be able to articulate and agree with the school’s definition of Classical and Christian Education.
4. Must be willing to place the best interest of the school and its objectives over their personal family. Must be a trustee in a servant’s role, in place to accomplish the organization’s goals. This is juxtaposed to being a “parent’s voice”, primarily representing the general desires their specific family interests or the parents in general.

5. Must be able to make the board's regular meetings, missing fewer than 3 per year. Must be able to attend up to 2 strategic planning sessions per year.
6. Should demonstrate a personal pursuit of knowledge, wisdom, and understanding. e.g. reading, studying scripture, developing a systematic theology, etc.
7. Should be willing to commit 5-10 hours per month to perform board duties and assignments (some board offices may require more)
8. Should demonstrate wisdom in leadership.

The board also seeks directors who have skills that complement a specific need for board member oversight.

### *Section 3. Vacancies*

Any vacancy occurring in the Board of Directors through resignation or removal may be filled by the affirmative unanimous vote of all existing Directors, though less than a quorum of Directors remains.

### *Section 4. Removal of Members of the Board of Directors*

A Board member may only be removed from the Board by a unanimous vote of the members of the Board of Directors not under consideration.

### *Section 5. Ex-officio Members of the Board of Directors*

The Board of Directors may designate non-voting, ex-officio members of the Foundations Academy Board by a unanimous vote of the full Board. Their term of service will continue at the discretion of the Board. At the direction of the Board, a nonvoting *ex-officio* member may be designated as Secretary or Treasurer of the Board of Directors.

### *Section 6. Employment of Members of the Board of Directors*

Any member of the Board of Directors may be employed by the Academy from time to time on such terms as may be mutually agreeable, provided that the compensation is reasonable for service rendered.

Members of the Board of Directors may be employed as staff with the Academy, but may not vote on issues relating to compensation that would effect their staff position. A compensation committee comprised of the remaining members of the Board of Directors and a person chosen by the remaining members of the Board of Directors shall set any compensation for such position.

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## **ARTICLE VI: OFFICERS OF THE BOARD OF DIRECTORS**

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### *Section 1. Designation of Officers*

The officers of the Board of Directors shall be a Chairman, a Vice-Chairman, a Secretary, and a Treasurer, each of whom shall be elected by the Board of Directors. Such other officers and assistants as may be deemed necessary may be elected by the Board. Any two or more offices may be held by the same person except the offices of Chairman and Secretary. All officers other than the Secretary and Treasurer must be members of the Board of Directors.

### *Section 2. Election*

The Board of Directors shall elect officers of the Board of Directors annually. A new election for officers of the Board may take place annually or upon a written request by the majority of the Board of Directors or upon the resignation of any officer. Each officer shall hold office until his successor shall have been duly elected. The office of Chairman is a three year term. The office of treasurer may be left vacant if the school's controller serves in a financial capacity at board meetings.

### *Section 3. Removal of Officers*

Any elected officer or agent may be removed from office by a majority vote of the Board of Directors whenever in its judgment the best interests of the Academy will be served thereby. Three consecutive absences from regular Board meetings shall constitute valid grounds for removal from office.

### *Section 4. Chairman*

The Chairman shall, when present, preside at all meetings of the Board, as well as all general meetings of the Association. He may sign with the Secretary, or any other full and proper officer thereunto authorized by the Board, any checks, deeds, contracts or other instruments which the Board has authorized to be executed.

### *Section 5. Vice Chairman*

In the absence of the Chairman, or in the even of the inability of the Chairman to act, the Vice Chairman shall perform the duties of Chairman. The office of Vice Chairman may be left vacant from time to time.

### *Section 6. Secretary*

The secretary or his designees shall keep the minutes of the proceedings, see that all notices are duly given in accordance with the provisions of these by-laws or as required by law, keep a current, valid post office address of each Association member, sign with the Chairman of the Board any legal instrument approved by the Board, and generally perform the duties of the office of Secretary for the Corporation, including such other duties as from time to time may be assigned to him by the Chairman or by the Board.

### *Section 7. Treasurer*

The Treasurer or his designee shall have charge of and be responsible for all reporting and accounting of funds of the Academy, receive and give receipt for moneys due and payable to the Academy and deposit all such moneys in the name of the school in such banks or other depositories as shall be selected by the Board, and in general perform all duties incidental to the office of Treasurer as set out by the Board.

### *Section 8. Compensation of Officers*

The officers of the Board of Directors shall perform their services without compensation.

### *Section 9. Employment of Officers*

Any officer may also serve as an employee of the Academy on such terms as may be mutually agreeable. Any such employment shall comply with Article V, Section 6.



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## ARTICLE VII: COMMITTEES OF THE BOARD

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### *Section 1. Executive Committee*

An Executive Committee, comprised of the Chairman, Director of Administration, and two other members of the Board of Directors, may, in the absence of the full Board but with prior Board approval, exercise all authority of the Board for specific decisions.

### *Section 2. Ad Hoc Committees*

The Board of Directors may, by resolution passed by a majority, designate such *ad hoc* committees as may be appropriate. All committees serve at the pleasure of the Board and may be comprised of members of the Board of Directors, regular and *ex-officio*, parents or any others who may be approved to serve

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## ARTICLE VIII: MEETINGS

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### *Section 1. Regular Meetings of the Board of Directors*

The full Board of Directors of Foundations Academy shall meet at regular intervals of not less than once per month at a regularly designated place at a pre-announced time. All regular meetings of the Board shall be open to any member of the Association and shall be conducted from a pre-published printed agenda, posted outside the administrative offices at least twenty-four (24) hours in advance.

### *Section 2. Special Meetings*

Special meetings of the Board may be held at a time and place designated by the Board to address such issues as may come before the Board and shall be called by the Chairman or whenever a petition requesting such special meeting, signed by ten or more members of the Association, has been submitted to the Chairman.

### *Section 3. Decorum*

All meetings of the Board shall be conducted according to *Roberts' Rules of Order* with regard to voting and passing motions. Minutes of all regular Board meetings will be published and maintained in a permanent binder in the school offices.

### *Section 4. Quorum(s)*

A majority of the full Board including the Chairman shall constitute a quorum for full Board action. If the Chairman cannot attend, he may designate the Vice Chairman to act in his place. Board proxies may only be held for a specific issue, exercised only on that issue.

All members of the Executive Committee shall constitute a quorum for the transaction of business.

### *Section 5. Executive Session*

The Board may, as circumstances dictate, adjourn to closed session from time to time as the need to address spiritual, personnel, disciplinary, or other confidential issues arises.

### *Section 6. Board Action*

The Board will be considered as having formally acted when, in a duly-constituted meeting, a proposal is moved, seconded, discussed, passed with the appropriate margin of votes, entered in minutes, and duly-approved.

Board discussion, consensus, debate, etc., does not constitute formal Board action.

In lieu of the foregoing, the Board may also act on an informal basis by the circulation of one or more written resolutions which resolutions are dated and signed by all members of the Board.

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## **ARTICLE IX: MANAGEMENT OF THE ACADEMY**

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### *Section 1. Day-to-Day Operations*

The Board will employ an executive officer (Head of School) to implement the will of the board in the operation of the school.

### *Section 2. Head of School*

The Board, by unanimous vote, may employ a Head of School, who shall oversee the operation of the school in accordance with the policies of the Board of Directors. The Head of School's duties shall include, but not be limited to, pre-qualifying all staff, overseeing financial matters, maintaining the spiritual quality of the school, evaluating and managing staff, and all day-to-day administrative duties. While matters of operational policy remain the primary duty of the Head of School, no permanent staff hiring or dismissing decision shall become final without the concurrence of the Board. All staff hiring decisions must have unanimous support of eligible members of the Board. All staff dismissals must have a majority vote of the Board.

### *Section 3. Director of Classical Instruction*

The Board may employ a Director of Classical Instruction under the Head of School whose duties shall include teacher development and training, classical development of the Academy, and curriculum oversight.

### *Section 4. Principal*

The Board may employ a Principal for each school (grammar, logic, and rhetoric) as needed based upon student count. The principal [principal](#) shall oversee teacher training, discipline, testing, curriculum implementation, educational quality, and the general administration of those grades for which they are responsible. All Principals report to the head of school.

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## **ARTICLE X: FISCAL RESPONSIBILITY**

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### *Section 1. General Policy*

The Board is responsible through the budgeting process to ensure that the day-to-day operations of the school, including facility maintenance, are fully funded. Budgeted revenue for the day-to-day operations will be comprised of the projected tuition, any anticipated publication sales, building rental, other planned, non-donation/undesignated proceeds, and projected, undesignated donations. The undesignated donation total to be budgeted may not exceed 10% of the total anticipated revenue for any given fiscal year.

### *Section 2. Budgets*

The Board will approve annual operating budgets. The operating budget for the following fiscal year shall be submitted to the Board by the Treasurer and the Head of School in February with final

Board action to approve the budget taken no later than March 31<sup>st</sup>. The budget may be adjusted through July.

*Section 3. Financial Statements*

It shall be the Controller's responsibility, with help from the bookkeeper to prepare quarterly financial statements (including a balance sheet and a profit/loss statement), to be submitted to the Board seven days prior to the next regular Board meeting. All financial statements are subject to Board review.

*Section 4. Financial Inspection*

The books of Foundations Academy shall be open to inspection by the Board at any time.

*Section 5. Fundraising*

It shall be the Board's responsibility to set policy for the fundraising activities of the school staff and to be responsible for its effectiveness and thoroughness. The Board may employ a Director of Development as well as additional personnel to generate financial support.

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**ARTICLE XI: CONTRACTS, LOANS, CHECKS AND DEPOSITS**

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*Section 1. Contracts*

The Board may authorize any officer, officers, agent, or agents to enter into any contract or to execute and deliver any instrument in the name of and on behalf of the Corporation.

*Section 2. Loans*

No loans shall be contracted on behalf of the Corporation without two-thirds (2/3) approval of the Board of Directors. If the above mentioned loan creates a financial liability for individual directors, the vote must be unanimous.

*Section 3. Checks and Drafts*

All checks or drafts issued by Foundations Academy shall be signed by such officers in such a manner as shall be determined by resolution of the Board of Directors. The Treasurer will present a schedule of aged accounts payable and aged accounts receivable monthly for the Board's information and approval.

*Section 4. Deposits*

All funds of the Corporation shall be deposited in such depositories as the Board may select.

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**ARTICLE XII: FISCAL YEAR**

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The fiscal year of the Corporation shall begin on the first day of July and end on the thirtieth day of June of the following year.

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**ARTICLE XIII: NONDISCRIMINATION POLICY**

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Foundations Academy does not discriminate on the basis of race, color, national or ethnic origin, or sex in the administration of its admissions, scholarships, hiring, or other school-directed policies. All practices and policies of Foundations Academy shall be racially nondiscriminatory, as any such

discrimination was improper before federal or state law addressed such issues, and continues to be improper.

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**ARTICLE XIV: AMENDMENTS TO BY-LAWS**

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These by-laws and other elements of the Board handbook may be altered, amended, or repealed by unanimous vote of the Board at any regular or special meeting of the Board of Directors. A minimum 30 day waiting period between the motion and the final vote is required.

THESE BY-LAWS WERE DULY ENACTED by the members of the Board of Directors on the eleventh day of January, 1999, and shall apply retroactively to the 16<sup>th</sup> day of March, 1995, as they are consistent with the prior operation of Foundations Academy. Amendments were added the 9<sup>th</sup> day of January, 2006.

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Chairman

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Secretary

# BOARD OF DIRECTORS HANDBOOK

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## QUESTIONS FOR DIRECTOR CANDIDATES

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- 1) Do you agree with the statement of faith of Foundations Academy?
- 2) Which, if any of the following books have you read? Recovering the Lost Tools of Learning\*, Repairing the Ruins\*, Classical Education (Kern/Vieth)\*, Norms and Nobility, The Abolition of Man. \* Required.
- 3) Describe what you feel the difference is between Classical and Christian education and the education provided at traditional Christian private schools.
- 4) What is your personal testimony? Describe your present walk with Christ.
- 5) How much time are you willing to commit to your board responsibilities on a monthly basis?
- 6) Would you see your role primarily as a representative parent or a trustee of the school? In other words, would you vote in favor of a motion that improved the overall health of the school, even if it was a detriment to your own child's education?
- 7) Where do you stand on (Informational only, not a "litmus test"):
  - a) Calvinism
  - b) Covenant theology
  - c) Spiritual gifts
  - d) Sola Scriptura (the sole authority of scripture vs. Scripture + Tradition)
  - e) Eschatology (Pretorist, dispensational, etc).
  - f) Church government
- 8) Which of the following gifts do you believe you possess?
  - a) Administration (organizing and supervising)
  - b) Sales/marketing/PR
  - c) Financial/business/accounting
  - d) Social (receptivity to peoples feelings, warm and understanding, comfortable to be around, you know a lot of people)
  - e) Computer/technical
  - f) Leadership (Vision, mission, and planning)
  - g) Classicism (training and understanding of classical thought)
  - h) Entrepreneurial (starting things and making them succeed)
  - i) Other (explain).

- 9) Name 4 books you've read in the last year. What is your favorite book/author of all time?
- 10) Have you ever served on a board, headed an organization, or lead an association before?
- 11) Think of the wisest person you know. What characteristics make one wise?
- 12) Is there anything in your background that we should know about? Specifically, anything that would raise questions about eldership in a church?

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### **CODE OF CONDUCT FOR DIRECTORS**

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This code is designed to bring a sense of unity, consistency, stability, control, and professionalism to the Foundations Academy organization. Our organization is to model the teachings of Christ. Above all, directors should strive to exhibit love, joy, peace, patience, goodness, kindness, faithfulness, gentleness and self-control. Directors should always strive to appear above reproach.

1. Unity, Control—When speaking with anyone outside the Board, each Director represents the entire board. To this end, each Director will only make statements of policy that are documented decisions of the board. These decisions will be documented either in the school's policy manuals or as votes recorded in Board meeting minutes. It is the obligation of each Director to ensure that he accurately represents the written position of the board.

2. Unity—If asked to expound upon the thoughts or reasons behind a policy, each Director will attempt to represent the general consensus of the board, and not his personal opinion. A Director should not indicate that he disagreed with the decision of the Board, but he may indicate that he voted against the decision if specifically asked. However, no further explanation about the reasons for his dissention should be discussed. Once the board takes a position, it is not constructive to expound on the reasons for specific individual's dissention.

3. Unity, Consistency—Each Director acts as the “eyes and ears” of the Board. Soliciting input from parents, teachers, staff, and others is encouraged. However, Directors must appear neutral on any issue and must never lead someone to a position. Sharing the contentions of the Board is inappropriate unless they are described from a neutral point of view. For example:

“The Board is concerned that we have too much homework, what do you think” is inappropriate.

“The Board is seeking input on the homework that students are assigned, what do you think” is appropriate.

4. Control—Directors should not discuss internal board issues with others. If the director's wives become aware of internal board issues, action should be taken to ensure that the discussion extends no further.

5. Control, Professionalism—No Director can make commitments, intentionally or unintentionally, on behalf of the board. Great care must be taken to ensure that these commitments are not made.

No Director has individual decision making authority, except that which may be assigned separately from his role on the board (the curriculum head, if on the board, has specific authority in his role as curriculum head).

6. Stability, Control—Any time a Director makes a request of the staff, faculty, volunteer, or a parent, he must preface his statement: “I am asking you to do this as an individual, not as a representative of the Board.” Even with this disclaimer, great care must be taken to ensure that the perception of speaking on behalf of the board is not created. If a Director is making a request on behalf of a new or existing decision of the Board, this should also be clearly communicated: “The board has decided to offer blue cross health insurance to teachers” NOT “Administrator, could you order blue cross health insurance for the teachers?”

7. Stability, Control, Unity—One designated Director will communicate board decisions. Multiple communications often result in miscommunication. Generally, the Chairman fulfills this role, however, it may be delegated to another board member.

8. Stability, Control—Each Director should yield decision-making authority to the individual who has the assigned responsibility for the task in question. A Director who participates on a committee may express the general tone or position of the board. Each Director is responsible to ensure that actions taken on behalf of the organization do not undermine the board’s overall value set. However, Directors will be perceived as authoritative and must therefore exercise restraint in influencing decisions.

9. Stability, Control, Unity, Professionalism—Directors will refrain from “coalition building” with a segment of the board. This is especially true of discussions that regard potentially divisive issues. The entire board should have visibility to all intra-board discussions that regard “problems” with personnel, parents, or students. Brainstorming and other neutral discussions between individual Directors are encouraged.

10. Stability, Unity, Professionalism—Directors will consider what is best for the organization, not what is in their own personal or family’s interest. Special effort should be taken to remove oneself from a vote if this objectivity cannot be maintained.

# RESOLUTIONS OF THE BOARD OF DIRECTORS

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## PRINCIPLES OF OPERATION (IN ADDITION TO BYLAWS)

**Date:** 07/19/03

**Objectives:** To further expound on our vision and mission

**Scope:** This policy applies to all Foundations Academy's Board, administration, faculty, staff, and parents.

### *Curriculum*

Teach theology, history, philosophy, literature, and art as one integrated core-class.

Integrate higher math and science in the upper school and relate them to the core with an historical perspective.

Teach logic and rhetoric in the context of the Trivium.

Teach Latin, Greek, and optional modern languages.

Maintain a consistent and orderly atmosphere in our administration and classroom

Encourage the staff and student body to be passionate for learning

### *Philosophy*

Foundations Academy was established in 1995 as a private and Christian school committed to providing a classical and biblically-based education to young people in elementary and secondary grade levels.

Education at Foundations Academy is intended to be inherently different in philosophy and content than that offered in other schools. The Academy strives to operate as an extension of the family under the assumption that the education of young people is the responsibility of parents rather than the state. The Academy directs its entire program from a Christian worldview and biblical framework.

Foundations Academy provides a classically-based curriculum which focuses on phonetic reading, classical languages, mathematics, rhetoric, science, and the study of history and literature. It teaches all subjects as parts of an integrated whole with the Scriptures at the center.



The aim of the Academy is to produce young people grounded in Christian worldview, history, language, and the skills of sound thinking.

In conjunction with a biblical emphasis, Foundations Academy strives to follow a classical and Christian educational model, as described in the following sources:

- *The Lost Tools of Learning* by Dorothy Sayers
- *Recovering the Lost Tools of Learning* by Douglas Wilson
- *The Case for Classical Christian Education* by Douglas Wilson
- *Classical Education* by Gene Edward Veith and Andrew Kern
- *The Seven Laws of Teaching* by John Milton Gregory
- *The Abolition of Man* by C.S. Lewis

#### *Definitions of “Classical”, “Christian”, and “Education”*

**What do we mean by “Classical”?** As applied within Foundations Academy, “Classical” is the central, continual search for Truth, Goodness, and Beauty in all matters and subjects with Western history and culture as its canvas. History is viewed in a systematic, philosophical and theological context. Greek and Roman thought provides the genesis of classical thinking, further developed by the Christian West from the early church fathers, through Augustine, the middle ages, the reformation, and culminating in the neo-classic era (c. 1750-1840)

**What do we mean by “Christian”?** By employing the term, “Christian”, we reference that our standard of Truth is Jesus Christ as revealed primarily and perfectly in the Scripture and experientially in nature. This standard of Truth is unchanging and is all-encompassing. Hence, the integration of biblical authority into our curriculum touches every aspect of our education.

**What do we mean by “Education”?** For the modernist, education is the programming of a material machine primarily to a vocational end. To the classical Christian, education is the nurturing of a soul made in the image of God to serve His purposes. “Education” is the maturing of children’s minds by instilling knowledge, understanding, and wisdom, that is, the Grammar (i.e., fundamental data and interrelatedness of subjects), Logic (i.e., ordered relationship of particulars in a subject), and Rhetoric (i.e., clear expression of the grammar, logic, and rhetoric of the subject). Education is universal (integrated) and not specialized and compartmental. Educated students critique and appreciate all disciplines in light of Scripture, utilizing knowledge, excellent reasoning, and rhetorical skills in the process. In other words, the Academy’s students will be taught how to think.

#### AGREEMENT WITH THE STATEMENT OF FAITH

**Date:** 01/01/95

**Updated:** 07/19/03

**Objectives:** To guarantee that the Statement of Faith is read and understood throughout the school community.

**Scope:** This policy applies to all Foundations Academy's Board, administration, faculty, staff, and parents.

1. Board Members must agree in writing to the Statement of Faith without reservation.
2. Administration, faculty, and staff must agree in writing to the Statement of Faith without reservation.
3. Parents must agree in writing to allow their children to be taught in accordance with the Statement of Faith.
4. Volunteers are expected to support the statement of faith in their work with Foundations Academy. Exceptions require board approval.

#### PRIMARY AND SECONDARY DOCTRINES

**Date:** 07/19/03

**Updated:**

**Objective:** To establish reasonable limits of doctrinal teaching at Foundations Academy

**Scope:** This policy applies to all Foundations Academy's Board, administration, faculty, staff, and parents.

**Definitions:** Primary doctrine: Those teachings contained or intimated within the Academy's Statement of Faith. Secondary doctrine: Doctrinal issues which are not addressed within the Academy Statement of Faith and are controversial within orthodox Christianity.

#### **Principles:**

1. Classroom discussion of secondary doctrine should be on an informative, nonpartisan level.
2. While presentation of all sides of an issue is encouraged, teachers must be careful not to emphasize secondary doctrines as though they were primary.
3. Teachers will speak to the students in a manner that respects the secondary doctrinal views of Foundations parents. Teachers may present their views regarding secondary doctrine and may express their reasons for believing a particular way. However, he must be careful to present orthodox alternative secondary views with credibility and respect.
4. The teacher should encourage the students to follow up any questions they have with their parents and pastor.

#### IN LOCO PARENTIS POLICY

**Date:** 07/19/03

**Objective:** To ensure that parental authority is recognized and respected at Foundations Academy.

**Scope:** This policy applies to all Foundations Academy administration and teachers.

**Definition:** In loco parentis: “in the parents’ place”

**Principles:**

1. Foundations Academy exists as a partnership with parents to aid them in fulfilling their divine obligation to provide Christian instruction for their children (Deuteronomy 6:1-9; Ephesians 6:1-4).
2. The Academy operates as an extension of the family under the assumption that the education of children is the responsibility of the parents rather than the state.
3. Parents voluntarily delegate their authority to the school to have their children trained at Foundations Academy.
4. Teachers are to respect parent’s wishes to the extent that it does not compromise the values, discipline, or policy of the school or compromise the educational experience for other students.

PRIMARY DOCUMENTS AND GOVERNANCE

**Date:** 07/19/03

**Updated:** 01/09/06

**Objectives:** To define what the specific primary documents are and what the organic relationship of these are to other documents for all levels of Foundations Academy.

**Scope:** This policy applies to all individuals within the organization who develop, approve, or have responsibilities for implementing or adhering to policies, standards, directives, or procedures within the Academy.

**Definitions:** Primary Document: The bylaws and Board Handbook Addendum to the bylaws.--

Secondary Documents: Parent/student handbooks, employee handbook, and volunteer handbook.

Auxiliary Documents: Operations and Instruction manual, position descriptions, and Forms.

**Principles:**

1. The authority of the Scriptures shall precede in order of importance all governing documents of Foundations Academy, including the Primary Documents.
2. There are two Primary Documents which govern the Foundations Academy: The Bylaws and the Board Handbook Addendum to the Bylaws. The addendum is attached to the Bylaws and contains resolutions from the board that regard matters of principle and

philosophy. The addendum also includes the incorporation's articles and a few details not appropriate for bylaws (codes of conduct, questionnaires for new directors, etc.).

3. Policies of the Board are expressed in the Parent/student handbooks, the Employee Handbook, and other special handbooks for our constituents. Policies within the handbooks will be subordinate to the Bylaws and Board Handbook Addendum.
4. The Operations Manual describes specific practices to be followed in the day to day operation of the school. These operational details are the domain of the school administration, but may be reviewed and changed by the Board of Directors.
5. These documents are the guide in developing standards, directives, and procedures within the Academy. Since the secondary and auxiliary documents both state and expound policy, proposed changes to these documents will be brought before the board annually and as needed through the year. The Headmaster may deem a change inconsequential to policy at his discretion and not require a board vote to accept the change. Because the policies exist within these documents, the board does not issue separate statements of policy, except as it chooses to do so, within this manual. This is done so that policy is not kept separate from day-to-day operational activities.
6. The Primary Documents are the first appeal for interpreting, implementing, and maintaining policy, standards, directives, and procedures within the Academy.

#### PRESENTING AN ISSUE WITHIN THE CHAIN-OF-COMMAND

**Date:** 07/19/03

**Objectives:** To guarantee that there is a proper structure within Foundations Academy for referring issues to the appropriate decision-making level

**Scope:** This policy applies to every level within the entire organization of Foundations Academy.

**Definition: Chain-of-Command:** The organizational levels within the Academy for solving internal issues.

#### **Principles:**

1. Through their employment or by their voluntary agreement with the Academy, every individual agrees to abide by the biblical directives for problem-solving as given in such passages as Matthew 5:23-24, Matthew 18:15-20, I Corinthians 6:1-8, and Romans 12:18.
2. Issues will be brought first to the lowest level in the Chain-of-Command within the organizational structure of the Academy.
3. If an answer or resolution cannot be found, then either by referral or appeal an issue may be directed to the next successively higher level within the organization to the Headmaster.
4. The Board of Directors is the final court of appeal in all matters after all lower levels of resolution have been exhausted.
5. Disagreements with matters of policy, though not the implementation of policy, may be taken directly to the Headmaster, and, if necessary, the Board of Directors.

CODE OF CONDUCT FOR FOUNDATIONS ACADEMY STAFF AND VOLUNTEER  
REPRESENTATIVES (REFERRED TO GENERALLY AS “STAFF” IN THIS SECTION).

**Date:** 7-19-03

**Objectives:** To maintain the credible Christian testimony of Foundations Academy as an institution where God is honored and God’s Word is faithfully obeyed

**Scope:** This policy applies to all individuals who represent Foundations Academy in any capacity.

**Definitions:** None

**Principles:**

1. Foundation Academy’s Christian fundamental requires that our organization be led by the teachings of Christ. Above all, staff should strive to exhibit love, joy, peace, patience, goodness, kindness, faithfulness, gentleness and self-control. Staff should always strive to appear above reproach.
2. When speaking with constituents of the school or the broader community, each staff member is perceived to represent Foundations Academy. To this end, staff members are expected to be familiar with the school’s handbooks and operations manuals and express school policies only as they are expressed in these documents. All other expressed “positions of the school” must come from the Headmaster.
3. If asked to expound upon the thoughts or reasons behind a policy, staff members should refer the constituent to the documents themselves or to the Headmaster. A staff member should not indicate that he disagrees with the policy.
4. Each staff member acts as the “eyes and ears” of Foundations Academy. Information should be passed on to the chain of command whenever it seems prudent. In cases where the chain of command may not be appropriate, information can be passed directly to the Board of Directors. Beyond reporting information through the chain of command, passing sensitive or “interesting” information among staff should be on a “need to know” basis. Gossip will not be tolerated.
5. Staff members are required to report information regarding the health or welfare of a student to the Headmaster or the Board of Directors immediately.
6. The Headmaster is responsible to convey the “corporate voice” of the Academy. Decision-making authority is given by the Board of Directors to the Headmaster to carry out Board directives. A Staff member should only appeal to the Board of Directors when he or she believes that reporting an incident to the Headmaster could negatively impact the school.
7. Staff members will consider what is best for Foundations Academy and not what is in their own personal or family’s interest when making decisions in the course of school business.

## REVERENCE

**Date:** 7-19-03

**Objectives:** To provide standards for displaying appropriate respect for the Deity within the classroom

**Scope:** This policy applies to teachers and staff of Foundations Academy.

**Definitions:** None

### **Principles:**

1. In all areas, individuals associated with Foundations Academy will give God's character proper respect and consideration.
2. For the sake of students' spiritual training, joyful encouragement and instruction in reverential knowledge of the Lord is necessary.
3. Class songs, skits, stories, and discussions that include references to the name and attributes of the Lord God must be consistent with biblical principles. The following list is not meant to be all-inclusive but is characteristic of the kind of activities that must be avoided:
4. Silly or trite references to Jesus Christ and His work on the cross
5. Implying, directly or indirectly, that all the students are Christians
6. Mockery of angelic powers, demonic or heavenly
7. Emphasis on good feelings or works, rather than humble obedience and grace

## STATE ENTANGLEMENTS

**Date:** 1/9/2006

**Objectives:** To prevent unnecessary entanglements with State and Federal government regulations.

**Scope:** The school board and administration.

### **Definitions:**

Voucher—A local, state, or federal payment to the Academy in the place of tuition for a student.

Tax Credit—A dollar for dollar reimbursement to the parent of a Foundations Academy student for part or all of the money spent on tuition.

Tax Deduction—Tax-free money spent by a parent on tuition.

Government Grant—Money provided to the Academy, ultimately funded by the government, to which strings are attached.

State Accreditation—An accreditation approved by the State or Federal government that result in benefit to the student or school.

Private Accreditation—Accreditation which has no direct bearing in State or Federal law.

ISAT: Idaho Standards Achievement Test. The State test taken by Idaho's school children.

**Principles:**

1. Foundations Academy will remain independent from the Local, State and Federal level as much as possible. Because much government control comes through strings-attached funding or a benefit to the school, Foundations Academy is skeptical and restrained in considering any benefit, no matter how seemingly modest, that is conveyed by a government entity.
2. Vouchers: As a school, Foundations Academy will not accept government vouchers in lieu of tuition.
3. Tax Credits: As a school, Foundations Academy will not submit the organization to government oversight or regulation in order to make parents eligible for tax credit for their tuition.
4. Tax Deductions: As a school, Foundations Academy will not submit the organization to government oversight or regulations in order to make parent's eligible for a tax deduction.
5. Government Grants: Foundations Academy considers each grant for which we are eligible, private or government. Most grants come with strings attached. The Academy considers the strings and makes a determination as to the consequence of those requirements on our mission. If they are deemed irrelevant to our mission and modest in their demands, we will accept the grant. However, if any string submits the school to unspecified future requirements, the grant will not be accepted. We believe this accomplishes our goal of maintaining independence because the consequences are known at the time the money is accepted, unlike accepting vouchers.
6. Accreditation: Foundations Academy seeks accreditation solely from the Association of Classical and Christian Schools. We seek ACCS accreditation because it improves the excellence of our operation, provides accountability, and demonstrates this accountability to outside donors and parents. We do not seek accreditation from any other entity.
7. State Testing (ISATS): As financing allows, the Academy will have its students take the ISAT. Private foundations in the state have elevated this test to assess the relative value of both private and public schools. Parents are accustomed to its scores. Not taking this test will have a deleterious effect on our new enrollment. Presently, the test has no objectionable consequences. Should the state seek to impose requirements related to the test that conflict with our mission, the Academy can easily discontinue our use of the test.
8. State Diplomas: To obtain a state diploma, a student must attend a public high school or a private school which has state recognized accreditation through the NAAS and which meets certain requirements for classes. Foundations Academy will not submit to NAAS accreditation. Therefore, we cannot issue state diplomas.

## BOARD AGREEMENT WITH THE ACCS STATEMENT OF FAITH

**Date:** 1/9/2006

**Objectives:** To comply with accreditation requirements of the ACCS.

**Scope:** The school board

**Definitions:**

**Principles:**

1. Foundations Academy's board agrees to adhere to the ACCS confession of faith.

### **Exhibit A:** ACCS Statement of Faith:

The following confession of faith is in three parts. The first is a form of the Apostles' Creed. The second is a general evangelical confession of faith. The third (C & D) is an abridged version of the first two chapters of the Westminster Confession of Faith. It is mandatory that all ACCS board members, and all member schools and household members, subscribe to the confession of faith below in a manner and method prescribed by the board of directors, either by written statement or by oral testimony before the board.

A. We believe in God the Father Almighty, Maker of heaven and earth; and in Jesus Christ His only Son, our Lord. Jesus Christ was conceived by the Holy Spirit, and was born of a virgin, Mary. He suffered under Pontius Pilate, was crucified, died, and was buried. He descended into Hades, and on the third day He rose again from the dead. He ascended into Heaven, where He sits at the right hand of God the Father Almighty. From Heaven He shall come to earth again to judge the living and the dead. We believe in the Holy Spirit, one holy Christian church, the communion of all true saints, the forgiveness of sins, the resurrection of the body, and the gift of everlasting life.

B. We believe the Bible to be the only inerrant Word of God. It is our only authoritative rule for faith and practice.

We believe that there is one God, eternally existent in three Persons; Father, Son and Holy Spirit. He is omnipotent, omnipresent, and omniscient. In all things He is limited by nothing other than His own nature and character. We believe the God we serve is holy, righteous, good, loving, and full of mercy. He is the Creator, Sustainer, and Governor of everything that has been made.

We believe in the true deity and full humanity of our Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His vicarious and atoning death through His shed blood, in His bodily resurrection, in His ascension to the right hand of the Father and in His personal return in power and glory.

We believe that because of Adam's sin all mankind is in rebellion against God. For the salvation of such lost and sinful men, regeneration by the Holy Spirit is absolutely necessary.

We believe that salvation is by grace through faith alone, and that faith without works is dead.



We believe in the present ministry of the Holy Spirit, by whose indwelling the Christian is enabled to live a godly life.

We believe in the resurrection of both the saved and the lost; those who are saved to the resurrection of life, and those who are lost to the resurrection of damnation. We believe in the spiritual unity of all believers in our Lord Jesus Christ.

### C. Of the Holy Scripture

The light of nature, and the works of creation and providence, clearly manifests the goodness, wisdom, and power of God, so as to leave men inexcusable. Yet such manifestations are not sufficient to give that knowledge of God, and of His will, which is necessary for salvation. Therefore it pleased the Lord, at assorted times, and in various ways, to reveal Himself, and to declare His will to His Church. And afterwards, for the better preserving and propagating of the truth, and for the more certain establishment and comfort of the Church against the corruption of the flesh, and the malice of Satan and of the world, it pleased Him to commit this revealed will to writing. This makes the Holy Scripture to be most necessary, because the former ways of God's revealing His will to His people are now ceased.

Under the name of Holy Scripture, or the Word of God in written form, are all the books of the Old and New Testaments, which are Genesis through Malachi, and Matthew through Revelation, respectively. All these books are given by inspiration of God, to be the rule of faith and life.

The books commonly called the Apocrypha, not being of divine inspiration, are no part of the canon of Scripture. Therefore they are of no authority in the Church of God, nor are they to be more approved, or made use of, than other human writings.

The authority of the Holy Scripture, on account of which it ought to be believed and obeyed, does not depend on the testimony of any man or church, but entirely upon God, who is Truth itself, and the author of truth. It is therefore to be received, because it is the Word of God.

We may be moved and induced by the testimony of the Church to a high and reverential esteem of the Holy Scripture. We may also be moved by the heavenliness of the matter, the efficacy of the doctrine, the majesty of the style, the consent of all its parts, the scope of the whole (which is to give all glory to God), the full revelation it makes of the only way of man's salvation, its many other incomparable excellencies, and the entire perfection of it. All these are arguments whereby it abundantly evidences itself to be the Word of God. Yet, notwithstanding, our full persuasion and assurance of the infallible truth, and divine authority of the Word, is from the inward work of the Holy Spirit, bearing witness by and with the Word in our hearts.

The whole counsel of God, concerning all things necessary for His own glory, man's salvation, faith, and life, is either expressly set down in Scripture, or it may by good and necessary consequence be deduced from Scripture. Nothing at any time is to be added to this, whether by "new revelations" of the Spirit, or by traditions of men. Nevertheless, we acknowledge the inward illumination of the Spirit of God to be necessary for the saving understanding of such things as are revealed in the Word. We also acknowledge that there are some circumstances concerning the worship of God, and the government of the Church, common to human actions and societies, which are to be ordered by the light of nature and Christian prudence, according to the general rules of the Word, which are always to be observed.

All things in Scripture are not equally plain in themselves, nor equally clear to all. Yet those things which are necessary to be known, believed, and observed, for salvation, are so clearly propounded and set forth in some place of Scripture or other, that not only the learned, but also the unlearned, in a normal use of ordinary means, may come to a sufficient understanding of them.

The Old Testament in Hebrew and Aramaic (which were the native languages of the people of God of old), and the New Testament in Greek (which at the time of writing was most generally known to the nations), were immediately inspired by God, and by His singular care and providence were kept pure in all ages, and are therefore authentic. Therefore, in all controversies of religion, the Church is finally to appeal to them alone. But these original tongues are not known to all the people of God, who have right to, and interest in, the Scriptures, and are commanded, in the fear of God, to read and search them. Therefore they are to be translated into the common language of every nation to which they come. Thus the Word of God will dwell plentifully with all, and they will worship Him in an acceptable manner, and, through patience and comfort of the Scriptures, they will have hope.

The infallible rule of interpretation of Scripture is the Scripture itself. Therefore, when there is a question about the true and full sense of any passage of Scripture, it must be searched and known by other places that speak more clearly.

The supreme Judge, by which all controversies of religion are to be determined, and all decrees of councils, opinions of ancient writers, doctrines of men, and private spirits, are to be examined, and under whose sentence we are to rest, can be none other than the Holy Spirit speaking in the Scripture.

#### D. Of God, and of the Holy Spirit

There is only one living and true God, infinite in being and perfection, a most pure Spirit, and invisible. He is without body, parts, or passions, immutable, immense, eternal, incomprehensible, almighty, most wise, most holy, most free, and most absolute. He works all things according to the counsel of His own immutable and most righteous will, for His own glory. He is most loving, gracious, merciful, long-suffering, abundant in goodness and truth, forgiving iniquity, transgression, and sin. He is the rewarder of those who diligently seek Him. In all, He is most just and terrible in His judgments, hating all sin, and He will by no means clear the guilty.

God has all life, glory, goodness, blessedness, in and of Himself. He alone is in and unto Himself all-sufficient, not standing in need of any creatures which He has made. He does not derive any glory from them, but only manifests His own glory in, by, unto, and upon them. He is the only fountain of all being, of whom, through whom, and to whom, are all things. He has most sovereign dominion over them, to do by them, for them, or upon them, whatever He pleases. In His sight all things are open and manifest; His knowledge is infinite, infallible, and independent of the creature. Nothing is to Him contingent or uncertain. He is most holy in all His counsels, in all His works, and in all His commands. To Him is due from angels and men, and every other creature, whatever worship, service, or obedience He is pleased to require of them.

In the unity of the Godhead there are three persons, of one substance, power, and eternity - God the Father, God the Son, and God the Holy Spirit. The Father is from none, neither

begotten nor proceeding. The Son is eternally begotten by the Father; as the Word of God, He is eternally spoken by the Father. The Holy Spirit eternally proceeds from the Father and the Son.

#### EXTRACURRICULAR ACTIVITIES

**Date:** 1/9/2006

**Objectives:** To delineate our policy regarding extracurricular activities and program priorities.

**Scope:** The entire school.

**Definitions:**

Extracurricular activity: Any activity which requires scheduled, after hours activity by students.

**Principles:**

1. Foundations Academy places the following priorities on activities related to the school: 1—Family, 2—Academic school activities, 3—Extracurricular activities. This priority is to help those organizing these events to place the proper level of importance on the activity.
2. The Board categorizes extracurricular activities into the following:
  - a. Athletic—Interscholastic competitions in sport
  - b. Music and drama—Producing programs with a mix of classroom and after hours work.
  - c. Club—Any number of non-athletic activities like chess club, newspaper, or boy's club.
3. Music and Drama serve the following purposes
  - a. Music and Drama are central to classical education and are included in our curriculum. The opportunity to perform in unique or exceptional settings requires an extracurricular component.
4. Athletics at Foundations Academy serve the following purposes:
  - a. Team sports provide students with leadership and life lessons unmatched in other ways.
  - b. As classicists, we educate the whole person, including the physical as has been the tradition of classical educators.
  - c. Athletics contribute to the unity and enjoyment of school for grades 7-12.
5. Club purposes:

- a. Clubs each serve a purpose specifically relating to classical education. They are chosen accordingly.
  - b. Priorities are set based on the specific club.
- 6. Extracurricular priorities:
  - a. Music and drama are consistent with our classical education and thus are afforded a higher priority in our funding and cultivation of the arts. This is an area for which we desire our school to be known in the community.
  - b. Athletics should be sufficient to meet the purposes stated above. Athletics must be self-funding.
  - c. Clubs provide a means of encouraging our student community to grow together through common interests. These interests must be consistent with our vision and mission. The degree to which we fund and emphasize clubs is dependent on how the club contributes to our mission.
- 7. Extracurricular policies
  - a. All extracurricular activities are subject to our “En Loco Parentis” policy. This means that the parents may choose to pull students from practice, games, or meetings for any reason they deem appropriate. Parents, in turn, realize that doing so may have consequences for their child’s involvement. This is a tradeoff solely at the discretion of the parent and will be supported by our staff. Reasonable restrictions may be placed by coaches on participation for the practical realities of sport (e.g. you must practice if you expect to play).
  - b. We do not wish to place too high a priority on athletics, as has been the case in many modern schools. To this end, we practice or play only on 4 of the 5 weekdays. We also respect weekends and holidays as is reasonable, though occasional practices and games may be scheduled during these times.
  - c. Clubs must be endorsed by our school and must have a designated parent sponsor. This parent is responsible to own all matters relating to the club.
  - d. We fund athletic and club activities independently of the school. Music and drama may be partially subsidized because they relate to curricular classes.
  - e. Tradeoffs between the general academic well-being of the school and activities will be made in favor of academics.

#### DESIGNATED SIGNATURE AUTHORITY

**Date:** 9/12/2006

**Objectives:** To clearly define who has signature authority and in which situations.

**Scope:** The school’s legal incorporated entity, Foundations Academy

**Definitions:**

The Executive Officer is the Head of School, also known as Headmaster.

Non-managerial—all employees except principals, headmasters, & directors of departments,

**Board resolutions:**

Any signature by the Chairman of the Board of Directors must be in accordance with a specific vote by the board of directors.

Any signature by the Executive Officer must not conflict with a board resolution or vote.

1. The Executive Officer of the corporation shall have primary signature authority on all financial accounts including checking, money market, savings, and investment accounts.
2. The Treasurer shall also have signature authority on all financial accounts including checking, money market, savings, and investment accounts.
3. The Chairman of the Board of Directors may have signature authority on all financial accounts including checking, money market, savings, and investment accounts.
4. Any employee of the corporation may be delegated by the Executive Officer as a signatory on one or more financial accounts, providing they have primary responsibility for the budget out of which that account's money is spent.
5. Contracts:
  - a. Non-managerial employment contracts must be signed by the Executive Officer.
  - b. Managerial employment contracts must be signed by the Chairman of the Board of Directors.
  - c. All contracts for less than \$5000 may be signed by the Executive Officer, as long as they do not obligate the organization for more than three (3) years.
  - d. Contracts which represent a dollar value within a board-approved budget may be signed by the Executive Officer as long as they do not obligate the organization for more than three (3) years.
  - e. All contracts which obligate the organization to perform for longer than 3 years or require payment in excess of a board-approved budget must be signed by the Chairman of the Board of Directors.
  - f. Contracts which obligate the organization to perform or restrict action must be signed by the Chairman of the Board of Directors.
  - g. Real-estate contracts must be signed by the Chairman of the Board of Directors.
6. Loan agreements:

- a. Loans must be signed by the entire Board of Directors if the agreement is binding for individual board members or collateralized by them.
  - b. Loan agreements which bind the organization, but not the individual Directors, must be signed by the Chairman of the Board.
7. The Executive Officer may sign all federal, state, and local government documents, unless the document specifically requires the signature of another officer.
8. The Executive Officer may delegate the signing of federal, state, or local government documents to another employee of the organization.
9. The Executive Officer has general signature authority in all situations resulting from the day-to-day operation of the school which is not otherwise covered above.

## SPENDING AUTHORITY

**Date:** 9/26/2006

**Objectives:** To define spending authority for agents of the Academy.

**Scope:** All persons with spending authority including volunteers, staff, executives, and directors.

### **Definitions:**

The Executive Officer is the Head of School, also known as Headmaster.

Isolated account: An account established and funded outside of the operational budget. These accounts do NOT include designated accounts like the building fund.

### **Board resolutions:**

The following spending limits must be followed by anyone with signature authority on an account owned by Foundations Academy, Inc.

1. Volunteers and staff who have signature authority on isolated accounts (Ex. Parent Teacher Fellowship or Athletic fund) may not spend more than \$500 without the prior approval of the Executive Officer. Volunteers and staff may not exceed their submitted budgets without prior approval from the Executive Officer. Isolated accounts must balance, and may not be overdrawn.
2. The executive officer may not spend or approve any expenditure that exceeds a specific budget line item by more than \$1000 without the prior approval of the Directors.
3. The executive officer may not authorize expenditures that exceed the total annual budget by more than 2% without prior approval of the Directors.
4. No signers other than the executive officer may spend the school's funds unless they either 1) have prior approval of the board of directors or 2) have primary responsibility for the budget line out of which the check is written.

## TEACHER HIRING REQUIREMENTS

**Date:** 9/26/2006

**Objectives:** To define the minimum requirement for teachers hired without board approval.

**Scope:** All teachers who do not hold an administrative position and work more than 2 hours per day.

### **Definitions:**

Teacher: Anyone who has control of a classroom for the purpose of instruction for more than 2 hours per day.

### **Board resolutions:**

All teachers must meet the following requirements:

1. Be a committed Christian who regularly attends a church that believes in accordance with our statement of faith (by our assessment).
2. Demonstrate their faith through their life - not living in unrepentant open sin and openly repentant of past public sins.
3. Hold at least a bachelors degree.
4. Express a fundamental understanding of classical education.
5. Demonstrate their ability to teach students.

Requirements 3 and 4 can be waived in extreme circumstances, with board approval.

Requirement 5 may not be readily obvious. A strong candidate who has no teaching background should demonstrate their teaching skill by substituting at the academy for a day or in some other way.

All full-time or part-time employees must meet requirements 1 and 2. Contractors do not.

## NNU CONCURRENT CREDITS

**Date:** 2/29/08

**Objectives:** To gain board approval for NNU concurrent credit classes at St. Ambrose.

**Scope:** 9-12 high school classes identified as “concurrent credit”

### **Definitions:**

Concurrent credit: A course taught at St. Ambrose, with our teachers, but approved for credit through NNU where our teachers submit course syllabi according to requirements set by NNU and

our teachers are approved by the academic department at NNU. Our teachers become adjunct faculty of NNU.

**Board resolutions:**

We will pursue concurrent credit courses with NNU where they do not 1) drain excessive resources from our operation and 2) cause us to compromise our core educational philosophy.

TEMPORARY SIGNATURE AUTHORITY FOR BONDS

**Date:** 9-25-08

**Objectives:** To assign one person who can sign for bond-related documents on the new facility.

**Scope:** Bond documents directly related to the construction of phase I of our facility.

**Definitions:**

Bond Documents: Any documents that relate to the financing of our new facility.

**Board resolutions:**

Scott Yenor will be the designated signor for documents related to the closing of the bond.

PROCEEDURE FOR PERSONAL AND SICK TIME OFF

**Date:** 4/27/11

**Objectives:** To replace and clarify existing policy for administrative staff and teachers' time off.

**Board resolutions:**

1. Full-time Administrative staff, salary and hourly, receive personal leave per their contract to be used for either vacation or sick leave. Personal days may be carried over for a maximum of 30 days cumulative. Upon separation, unused accrued paid time off is not compensable.

Administrative personal leave is encouraged to be taken, whenever possible, on non-academic days (days when there is no school).

2. Full-time teaching staff members receive personal days and sick days per their contract. Sick days may be accumulated and can carry over to following school years for a maximum of 30 days cumulative. Personal days must be used in the year they are given and upon separation are not compensable.

CLARIFICATION OF ORGANIZATIONAL SPRITUAL STANDARDS

**Date:** 7/12/2013



**Objectives:** To clarify the standards we hold for employees, academic staff, parents, students, and contractors.

**Scope:** Employment, admissions, expulsion, and contracting at The Ambrose School.

**Definitions:**

*Academic Staff*—One who is paid by the school and has an official interaction with students.

*School Confession*—A version of the London Baptist Confession, modified to remove those aspects objected to by some denominations, particularly concerning a Calvinistic view of election.

*Professing Christians*—Those people who claim to follow Christ. This does not address the orthodoxy of the person's belief, nor the authenticity of their relationship with Christ.

*Orthodox* -- A belief in accordance with Scripture and historic Christian doctrines including the early church creeds and doctrines that are held in common with the main branches of the church—Eastern Orthodox, Roman Catholic, and Protestant. This term is not meant to imply any connection with the various formal Orthodox churches—Eastern, Russian, Antiochian, etc.

*Protestant*—The Christian sects that descend from the protestant reformation, initiated by Martin Luther, as well as the Anglican branches of the church.

*Committed Christians*—Those people who claim to follow Christ and regularly attend Church.

*Lordship of Christ*—The view that, upon His resurrection, Jesus Christ ascended to reign over the world and remains the Lord of creation today. As such, His disciples are called to make His Lordship the central purpose and passion in their lives.

*Lordship*—Believing that Christ is Lord, as stated above, and behaving accordingly.

**Board resolution:**

The Ambrose School is a Christian organization committed to cultivating a Christian Paideia in students. We hold to the inerrancy and infallibility of The Holy Bible, as well as to the orthodox doctrines of the historic church. To accomplish our mission, we require that everyone associated with our school as a parent, student, staff-member or board member must agree with the standards and values traditionally held within the orthodox Christian church, as derived from Scripture.

1. Parents are required to sign our statement of faith and, in doing so, indicate that they are supportive of our training their children according to Biblical standards.
  - a. Through our family interview process, we require that at least one parent be a professing Christian.
  - b. *We give priority admission, in conjunction with classical understanding and family stability, to those who make Christ the Lord of their home.*
  - c. We restrict enrollment of families that, through their words or actions, embrace a moral position clearly contrary to Biblical standards.
2. All staff must be committed Christians who embrace the Lordship of Christ in their lives.

- a. We expect all employees to live in such a way that, through their words or actions, they wholeheartedly support the moral positions of the historic orthodox protestant church.
  - b. Staff who fall into sin may repent and be restored in accordance with the Grace of our Lord, Jesus Christ, both in their spirit and in their employment. In cases where their job may become a temptation for further sin, employment action may be taken.
3. Contractors may be held to the same Christian standard as our staff, at our discretion, based on their interaction with our organization.
4. In addition to number 2, the Board of Directors and Academic Staff at the school are expected to dedicate themselves to the Lordship of Jesus Christ over all of creation, subscribe to standards of Protestant Christian orthodoxy, and agree with and live by our school confession.
5. Volunteers at the school are to be professing Christians. Volunteers must exhibit fruit consistent with Biblical standards as evidence of their Christian commitment.

## RESOLUTION INDICATING INTENT TO PURSUE REACCREDITATION WITH THE ASSOCIATION OF CLASSICAL CHRISTIAN SCHOOLS

**Date:** 10-15-13

**Objectives:** To assert the school's intent to reaccredit through the ACCS and meet their board resolution requirement.

**Scope:** Accreditation with the Association of Classical and Christian Schools.

### Definitions:

*ACCS Statement of Faith*—The statement of faith in Appendix A below held by the ACCS and all member schools.

*Directors*—Those who serve on our board of Directors, as described in our articles of incorporation. This includes ex-officio members.

*Members*—Regarding a church membership, official membership of a church body as defined by that church body's polity.

### Board resolution:

The Board of Directors of Foundations Academy, Inc. DBA The Ambrose School (Herein "The Ambrose School") resolves to pursue reaccreditation with the Association of Classical Christian Schools.

6. The Directors of The Ambrose School do adhere to the ACCS Confession of Faith (Appendix A).
7. The Directors affirm that we conform to all legal requirements of the State of Idaho (Appendix B).
8. The Directors, listed here, affirm that we are members in good standing of the associated Church:
  - a. Kirk Vanderleest—Eagle Christian Church

- b. Mike Black—The Discovery Church
- c. Farrell Good—Grace Community Church
- d. Darel Tracy—Grace Community Church
- e. Tim Pauls—Good Shepherd Lutheran Church (LCMS)
- f. Scott Yenor—Good Shepherd Lutheran Church (LCMS)
- g. John Wilford—All Saints Presbyterian Church (PCA)
- h. David Goodwin—All Saints Presbyterian Church (PCA)

Appendix A—See Record Storage\Office\Audit and Accreditation\2013 ACCS  
Accreditation\ACCS Confession of Faith

Appendix—B See Resources\Operations\Handbooks\Legal and Reference\Legal\Federal, State,  
and Local Statutes on Education

# ORIGINAL ARTICLES OF INCORPORATION(SIGNED)



incorporation.pdf



Bylaws