

REGENTS

Board Handbook

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I. History of Regents School of Oxford

Regents School of Oxford (“Regents”) opened its doors officially on September 5, 2000. However, that date was not the beginning of Regents. As all things, it was God that designed this school and placed it upon the hearts of many to pray for and dream about this school in Oxford.

You will hear several names that you recognize as the founder’s of this school, but it important to recognize and praise the Creator for the vision and the provision of His School.

God led many to dream about a quality school founded upon a Christian world view. Upon this vision, He led many to pray for such a school. He provided specific people with that vision and called them into action. Ted and Jenny Smith, Ben and Robin Bolton, and Jim and Karen Holland began the process of “team dreaming” and began meeting to pray and consider the possibility, each bringing God-given talents and skills. After a lot of prayer and research, a proposal was made to begin. On July 27, 1999 the vote was made to proceed and the process of forming a vision statement began.

On August 10, 1999, the board was created and the vision statement was adopted. Several names were considered and researched. After prayer and thought, Regents School of Oxford was adopted on September 7, 1999.

Many months of hard work and prayer led to the first official town hall that was held in College Hill Presbyterian Church on a cold and rainy January evening. Many excited people sat and listened to the board share their vision. God blessed the hard work and provided a facility and a group of believers that would step out in faith to see this vision become a reality.

Two new couples were added to the board in June of 2000. Tristan and Kim Denley, and John and Caysie Lagrone. With the addition of these new members, the board received the new energy and increased its fervor to be ready for the September start date.

The old College Hill School was transformed over the summer by many people that caught the vision. Parents, board members and community members rolled up their sleeves and pulled out their pocketbooks to assist in God's plan.

On September 5, 2000, Regents School of Oxford opened its doors to 18 excited students that filled the halls with laughter and energy that only children can bring. It was a joyous occasion. That first year will always bring back fond memories and joy; as it is a testimony to what God provided. However, He was not finished.

During the course of the next year, the school doubled and with that came challenges. Regents was not and is not perfect. There have been bumps in the road and mountains to climb. But God has been with us, leading the way. Many people have given time, energy and money. Many prayers have been answered. One of those is present with us this evening. In the summer of 2002, God provided Regents with an experienced Christ loving headmaster. Roger Barry joined Regents and has been a vital part of development of Regents. This year, Regents will open its doors on September 2, 2003 to approximately 80 students. It will be an environment that fosters the growth of faith, knowledge and love of God. It will educate children using the Classical model of the Trivium in an academically excellent curriculum. It will develop in our children a love for the truth and beauty of God's creation and it will strive to send out young men and women who will know and serve the Lord Jesus Christ and will transform their world for the glory of God.

That's a brief history of Regents School of Oxford. What will the future hold? That is up to God. Ask Him what He wants you to do to add to His legacy and then step out in faith and be blessed as you watch Him move.

Regents was started by parents who had a very simple desire. They wanted more for their children. Not more in the worldly sense that tempts us to believe we deserve everything, but the more that comes from wanting our children to be prepared to be influencers with well-trained minds in Christ's kingdom. They wanted their children educated in a place where they would be encouraged to grow in grace, to embrace a life of integrity, and to develop hearts of compassion. This is the "More" that Regents strives to offer every day.

We opened our classroom doors to 18 students and three teachers for the first time during the school year 2000/2001 and, by God's grace, have had an enrollment of over two hundred students since school year 2009/2010. In fact, we had the joy of experiencing our first graduating class in the spring of 2012 and look forward to the graduation of many, many more students that have been educated with the classical Christian model as great thinkers standing ready to serve Christ from a Christian worldview perspective.

II. Mission Statement

Regents School of Oxford exists to provide a classical and Christian education by empowering teachers to shepherd children's hearts and minds.

- We equip our students to master the ability to think logically and to communicate their conclusions persuasively.
- We teach our students to evaluate their beliefs through the Word of God to the end that they are prepared to serve His kingdom.

III. Statement of Faith

- A. We believe that the Bible in its entirety is divine revelation, and we submit to the authority of His Holy Scripture, acknowledging it to be inherently inspired by God and to carry the full weight of His authority.
- B. We believe in one God: Father, Son and Holy Spirit. He is creator of all things, omnipotent, omniscient, and omnipresent.
- C. 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.
- D. We believe the Father and the risen and ascended Son have sent the Holy Spirit to dwell in the hearts of believers, effecting their regeneration and operating in their sanctification. The same Holy Spirit brings His people together to form a corporate community of believers. We believe in the spiritual unity of all believers in our Lord Jesus Christ. We believe that God has established a visible church which is called to live in the power of the Holy Spirit under the authoritative regulation of Holy Scripture, exercising discipline and administering the sacraments, and preaching the gospel of Christ.
- E. We believe that the salvation is by grace through faith alone. This faith without its accompanying works is dead.
- F. We believe in the resurrection of both the saved and the lost: They that are saved to the resurrection of life, they that are lost to the resurrection of damnation.

- G. We believe that the substance of these statements is that which will be considered primary doctrine. Secondary or divisive doctrines and issues will not be presented as primary doctrine. When these types of doctrines arise, they will be referred to the family and local churches for final authority.

IV. General Responsibilities of the Board

A. Determine And Advance Mission And Purposes

The board is responsible for ensuring that the school's mission is clearly stated and advanced. A commitment to the school's mission should drive the board's and management's priorities.

The board should periodically review the mission statement to ensure it is useful, honest, valid, and current. The mission statement should articulate to whom the school serves and explain what makes the school distinctive by suggesting compelling reasons why individuals, foundations, and others should provide financial support.

A good statement of mission and purpose also serves to guide and benchmark such undertakings as organizational planning, board and staff decisions about programs and services, volunteer initiatives, and priorities among competing demands for scarce resources. The mission statement also sets the stage for developing fundraising strategies and serves as a benchmark for sustaining the confidence and support of those who believe in the school.

Part of advancing the mission is being able to articulate and defend it. Regents is gospel-centered, classically driven. Being gospel-centered means that Regents subscribes to a biblical worldview, which is very different from a secular worldview (John 15: 18-20). A biblical worldview is one in which all of life is perceived through the lens of the bible. In order to defend the mission of Regents, a commitment to Christ as our Savior from sin by grace through faith is essential.

Being classically-driven means that Regents follows the basic outline of learning which focuses on the trivium (grammar, logic, and rhetoric). To understand this method in more detail, Board members should have read at least two of the following books about classical Christian education:

- Wisdom and Eloquence – Littlejohn and Evans
- The Lost Tools of Learning – Sayers
- Recovering the Lost Tools of Learning – Wilson
- Shepherding a Child's Heart – Tripp
- The Case for Classical Christian Education – Wilson
- The Seven Laws of Teaching – Gregory

Board members are also encouraged to attend as an ACCS annual conference or a CiRCE annual conference to learn more about classical education. At the end of the day, board members should be able and willing to engage in conversation with others about the benefits of a classical Christian education.

B. Select the Headmaster

Selecting the Headmaster is among the most consequential of a board's decisions affecting the school's continuing development and effectiveness. The effectiveness of a Headmaster is intimately linked with the board's effectiveness. They are dependent on one another—one can be little better than the other. Thus, the school needs to ensure that the board and its leaders are prepared to provide the necessary commitment of time and support to help get the job done.

C. Support and Evaluate the Headmaster

The Headmaster's success is linked to the board's determination to do its part to sustain an effective relationship—one marked by mutual respect on both sides and an understanding of the distinction between board and executive responsibilities that it determined, first and foremost, by open communication. Put another way, the ideal relationship is marked by continuing candor about expectations rather than relying solely on the annual review to provide feedback. The board chair has an especially important responsibility, as does the Headmaster, to provide the board with the bad news as well as the good. The Headmaster's and Chair's shared responsibilities mostly center on working together to ensure the board is functioning effectively.

The board's key responsibilities also include providing personal and organizational support for the Headmaster, periodically assessing the Headmaster's performance, and acknowledging superb service through appropriate compensation. Specifically, the board should ensure that the Headmaster:

- Receives frequent, substantive, and constructive feedback (not just at the time of the annual performance review).
- Has confidence that the board chair will intervene with any board members who may misunderstand or abuse their positions.
- Feels that on-the-job performance is being assessed fairly and appropriately, without resorting to oversimplified checklists, or rating scales.
- Is introduced by members to key community leaders who can assist and support the school.

- Receives invitations to important social events, opening opportunities for the Headmaster to speak at significant functions.
- Receives compliments for exceptional initiatives; every chief executive appreciates the occasional “pat on the back” from members, especially its leaders.
- Is encouraged to use professional and personal leave time for renewal.
- Feels that at least the board chair is aware of and sensitive to any personal situations or needs and respects the confidentiality of their private conversation.

Another board responsibility is to evaluate the Headmaster’s on-the-job performance. There are four main principles that should guide this process:

- 1) The primary purpose of performance reviews is to help the Headmaster perform more effectively. To keep the process healthy and constructive, compensation and contract renewal decisions should not be considered the only or primary purpose of conducting executive performance reviews.
- 2) The Headmaster should be consulted on and comfortable with the review process.
- 3) The Headmaster’s and board’s performance are interdependent—neither can be assessed completely independently. In this regard, the board should follow the practice of assessing its own performance.
- 4) It is the board’s responsibility to assess the Headmaster’s performance, and it is the Headmaster’s responsibility to assess the staff’s performance.

D. Ensure Effective Planning

Through the planning process, the board and staff translate the school’s mission into objectives and goals, which can then be used to focus its resources and energy. The board is responsible for actively participating in and approving decisions that set the school’s strategic direction. The board’s responsibility in this area is to:

- Insist that comprehensive organizational planning occurs
- Participate in the strategic planning process
- Assess the merits of the planning process and its results
- Formally approve agreed-upon outcomes
- Use the goals as a guide for budgeting and other priorities
- Track the plan’s implementation and the school’s progress, largely based on stated goals and objectives

By bringing their experience and professional talents to appropriate parts of the planning process, by asking good questions of other participants, and by diligently demonstrating that the board takes planning seriously, board members add a great deal to the process of planning. All board members must remember that they are on the board to serve the school’s best interests and purposes as a whole, rather than any one of its parts.

The board needs to stay focused on the Big Picture—the high-order levels of policy and strategy—not the details. It is the staff’s responsibility to implement and administer programs and other activities; it is the board’s responsibility to define the overall guidelines and policies and to ensure that others follow them.

E. Monitor And Strengthen Programs And Services

The board’s fundamental responsibility begins with ensuring that current and proposed programs and services align with the school’s stated mission and purposes. What the school actually does, and how well it does it, should be at the heart of board curiosity.

Assessing the school’s activities at the board level includes the following:

- Periodically assessing the efficacy of programs (user satisfaction)
- Asking good questions about proposed programs and services, especially as they relate to the school’s mission and vision
- Studying both the cost-benefit ratio of major undertakings and user satisfaction data (hearing from parents) to facilitate an exchange of information and learning
- Occasionally recommending or authorizing management to invite qualified third-party consultants to study programs or services that may be causing concern

F. Ensure Adequate Financial Resources

The school can only be effective if it has enough financial resources to meet its purposes. While the Headmaster has some responsibility regarding financial matters, the Board has the chief responsibility of making sure the school does not spend beyond its means.

Balancing the budget has two basic dimensions: finding dependable revenue streams (normal earned revenue) and raising private support (in the form of gifts).

The board should spend a good bit of time reviewing the budget to make sure that the tuition and fees are adequate enough to fund the normal operating budget of the school.

Typically, private donations are sought to fund capital improvements and other needs of the school.

Fundraising is a function of the full board. The board should participate in assessing fundraising targets and goals and have clear obligations regarding personal philanthropy. In addition to being able to report that 100 percent board participation to potential and current supporters, board members are better fundraisers when they

set their own good example. After all, if board members don't substantially support their own school, then why should anyone else?

Board members should be ready to assist the Fundraising committee and staff by:

- Identifying potential donors.
- Responding to requests from staff for help soliciting support.
- Thanking donors and maintaining cordial relationships with them. The most likely person or group to support the school again is one that has done so in the past.

G. Protect Assets And Provide Financial Oversight

Board members also have fiduciary responsibilities. Indeed, safeguarding school assets is one of the most important board functions. Fiduciary responsibility includes working with the Headmaster to:

- Review and approve how the school budgets, spends, and makes money.
- Establish and follow monetary policies that balance short-term and long-term needs.
- Verify that the school's financial systems and practices meet accepted standards.
- Ensure that the school has adequate operational reserves for rainy days and to take advantage of unexpected opportunities.
- Safeguard the school's reputation by making sure it operates in a transparent, accountable manner.
- Ensure the school is not subjected to any unnecessary risk.

The board is responsible for conscientious oversight of the management of school resources. This oversight includes ensuring the school has (and follows) cash-management controls and monitoring the performance of the Headmaster's oversight of bookkeepers and others who deal with the school's finances.

The board's other money-related responsibilities include:

- Ensuring that adequate liability insurance provides needed coverage for risk exposures.
- Monitoring the distribution of authority for financial decisions between the board and staff.
- Monitoring the school's reserve funds.
- Consider creating a finance committee.
- Consider an audit committee.
- Provide audit oversight, such as an annual audit performed by outside party.

H. Build A Competent Board

Three principles apply to most non-profit boards:

- Every school's governing board will only be as effective as its individual members.
- Member of governing boards will respond only to the level of expectation persistently articulated to them by the school and its leaders.
- A well-balanced and functioning board depends on the sustained hard work of the board development committee.

Thus, it is important for the board to have a Board Development Committee to work on building a competent board. The responsibilities of the Board Development Committee include:

- 1) Clarifying expectations for all board members.
- 2) Periodically assessing board member performance (as well as the board itself)
- 3) Orienting new board members effectively
- 4) Ensuring opportunities for in-service education.

I. Ensure Legal And Ethical Integrity

The board is ultimately responsible for ensuring adherence to legal standards and ethical norms. Thus, its members must collectively exhibit diligence, commitment, and vigilance to keep their house in order. This responsibility begins with hiring a Headmaster whose moral compass and integrity are above reproach. The school's reputation and public standing require everyone to focus on three tasks: compliance, transparency, and accountability.

With regard to compliance, the board needs to

- Ensure the school adheres to local, state, and federal laws and regulations that apply to nonprofit organizations, such as filing IRS Form 990 and other documents on a timely basis.
- Ensure the school registers with appropriate state agencies as required before beginning organized fundraising campaigns.
- Act in accordance with the provisions of the school's bylaws and articles of incorporation, amending them when necessary.

Transparency refers to the need to provide accurate information about an school's revenue and how it is expended. Specifically, the school should

- Document how executive compensation is linked to performance.
- Keep records about what other (peer and other similar-sized schools) pay their top staff.

- Have clear policies and procedures to safeguard against premature destruction of documents.
- Establish policies regarding how staff should handle gifts from vendors and suppliers and obtain competitive bids for products and services.
- Ensure the school publishes annual reports that include financial data, key activities, and achievements.
- Ensure the school responds willingly to requests for information from individuals and schools.

By adopting a culture of openness for the school, the board sends a message of honesty, integrity, and a willingness to function above compliance. Transparency, however, does not include sharing confidential information.

While accountability measures ordinarily fall to management, the board needs to ensure the school:

- Defines what constitutes possible conflicts of interest, establishes procedures to deal with real or possible conflicts, and annually discloses any such possible conflicts for board members.
- Implements the school's whistleblower policy, which should include procedures for how and to whom to report allegations of wrongdoing.
- Maintains official records for the time periods required.
- Develops and maintains up-to-date personnel policies and procedures.
- Conducts annual audits of all revenues, assets, expenditures, and liabilities.
- Publishes and distributes annual reports that detail the school's mission, programs, activities, achievements, board members, and finances.

J.Enhance The School's Public Standing

Board members serve as a link between the school and its parents, and between the school and the community at large. Members should think of themselves as the school's ambassadors and advocates. Together with the Headmaster, the board's challenge is how to strategically communicate the school's story and contribute to a healthy and accurate public image for the school.

A healthy school is always in touch and board members are a vital link. Good communication plans are an important part of organizational planning and strategic thinking. When asked what the school is and does, all board members should have an elevator speech—an interesting and compelling explanation, delivered in less than a minute, of the school's mission and purpose—gospel-centered, classically driven.

Board members should also remember that whatever they utter about the school carries great weight, whether intended or not. Thus confidential information must be kept confidential, even from close friends and relatives.

The board's leaders should guard against the occasionally overzealous board member who may assume unilateral initiative without clearance. The board's leaders, rather than the Headmaster, should help the board exercise restraint and encourage its members to serve as their own disciplinarians when necessary.

Enhancing the school's public standing is a direct consequence of its ability to earn the public's trust. By doing the right things and doing things right, the school will build and maintain both its reputation and public support.

V. Specific Responsibilities of Board Members

Board members should have an awareness of the increased visibility, responsibility, authority and accountability that go along with this role. Therefore, if situations arise either while at the school or off campus, board members must use discernment in making decisions about what to say or do, and board members must be willing to act if the need arises. Board members will:

- Know that there is an expectation that you are a leader at school functions.

- Assess: Think before you speak or act, and know the hierarchy of authority.

- Look for an alternative authority, and act or speak only if needed.

Board membership implies a commitment to the school, and there is an expectation that members will be actively involved in school life, attending school functions whenever possible.

Board members are expected to make attendance at meetings a priority in their schedules. Specifically, a board member will be removed from his/her position after absence at three consecutive meetings, except for extraordinary situations.

Board members will make an effort to know school staff and to develop relationships with staff in order to be a support and encouragement to our employees. Board members will demonstrate professionalism and discernment in all interactions with staff.

Board members will avoid conflict whenever possible and be aware of the importance of communicating clearly that as individuals we do not make decisions for the board. If a conflict arises, board members are expected to direct involved parties in the proper manner of handling and resolving the conflict and to communicate content of discussions when necessary to the entire board.

As is consistent with a passion and commitment to the school and its mission, board members will be active fundraisers for Regents School of Oxford. The effective board member will be a spokesperson for the school

within the community, seeking to communicate to those outside the school the value of a classical Christian education.

VI. Legal Responsibilities / Legal Liabilities for the Board

All actions taken by a board are held to three legal standards. These collective duties, which apply to the entire board, require the active participation of all individual board members. If ever the board or individual board members are sued, their actions or non-actions are judged against these legal obligations. The three D's, as these standards are often called, set the basic guidelines for the board to act as the fiduciary and the steward of the organization.

A. Duty of Care.

Standard of care in decision making that can be expected of all prudent individuals under similar circumstances. Each board member is to act in good faith and actively participate in governance by

- Attending and coming prepared to meetings of the board and appropriate committees
- Asking probing questions and using independent judgment
- Frequently reviewing the organization's finances and financial policies

B. Duty of Loyalty.

A standard of faithfulness to the organization's priorities. Board members put the interests of the organization ahead of their own professional or personal interests or those of another. This duty is carried out by

- Disclosing any conflicts of interests
- Adhering to the organization's conflict-of-interest policy
- Avoiding the use of corporate opportunities for individual personal gain
- Not disclosing confidential information about the organization.

C. Duty of obedience.

A standard of faithfulness to the organization's mission and purpose, which requires that nonprofit directors comply with applicable federal, state, and local laws: adhere to the organization's bylaws; and remain the guardians of the mission. This duty is carried out by

- Making decisions that fall within the scope of the organization's mission and governing documents.
- Complying with all regulatory and reporting requirements such as filing IRS Form 990 and paying employment taxes.
- Examining all documents governing the organization and its operation, such as the bylaws, and ensuring they are up-to-date and followed.

Miss. Code Ann §§79-11-267-270. See also Duties of Officers, Miss. Code Ann. §§79-11-271-282, and Structures and Practices of Nonprofit Boards, 2d Ed., Dambach, Charles F., et al., pp.35-36. (BoardSource 2009).

D. Recordkeeping duties.

The board of directors also has a legal duty to maintain accurate records of their actions and for those of the non-profit corporation. In particular, state law requires that

- (1) A corporation shall keep as permanent records minutes of all meetings of its members and board of directors, a record of all actions taken by the members or directors without a meeting, and a record of all actions taken by committees of the board of directors as authorized by Section 79-11-265.
- (2) A corporation shall maintain appropriate accounting records.
- (3) A corporation or its agent shall maintain a record of its members in a form that permits preparation of a list of the names and addresses of all members, in alphabetical order by class showing the number of votes each member is entitled to vote.
- (4) A corporation shall maintain its records in written form or in another form capable of conversion into written form within a reasonable time.
- (5) A corporation shall keep a copy of the following records at its principal office:
 - (a) Its articles or restated articles of incorporation and all amendments to them currently in effect;
 - (b) Its bylaws or restated bylaws and all amendments to them currently in effect;
 - (c) Resolutions adopted by its board of directors relating to the characteristics, qualifications, rights, limitations and obligations of members or any class or category of members;
 - (d) The minutes of all meetings of members and records of all actions approved by the members for the past three (3) years;
 - (e) All written communications to members generally within the past three (3) years;
 - (f) A list of the names and business or home addresses of its current directors and officers; and
 - (g) Its most recent status report delivered to the Secretary of State under Section 79-11-391.

See Recordkeeping requirements. Miss. Code Ann. §79-11-283.

VII. Characteristics of Good Board Members

The task of the board of directors of Regents School of Oxford is focused on setting the vision for, and insuring the implementation of, a gospel centered and classically driven educational experience for the children under its charge. God's glory is the chief end in all that is done and it is by his guiding principles, as revealed in His Word, that all aspects of the function of the school are derived. Because of this, those principles which God holds dear are the same principles with which those who would manage in his stead must hold dear.

Therefore, in describing the characteristics which make an effective RSO board member, we begin with guidance from God's Word on those characteristics which make for an effective leader in the church. We see these characteristics called out particularly in two places; I Timothy 3:1-13 and Titus 5-9.

The saying is trustworthy: If anyone aspires to the office of overseer, he desires a noble task. Therefore an overseer must be above reproach, the husband of one wife, sober-minded, self-controlled, respectable, hospitable, able to teach, not a drunkard, not violent but gentle, not quarrelsome, not a lover of money. He must manage his own household well, with all dignity keeping his children submissive, for if someone does not know how to manage his own household, how will he care for God's church? He must not be a recent convert, or he may become puffed up with conceit and fall into the condemnation of the devil. Moreover, he must be well thought of by outsiders, so that he may not fall into disgrace, into a snare of the devil.

Deacons likewise must be dignified, not double-tongued, not addicted to much wine, not greedy for dishonest gain. They must hold the mystery of the faith with a clear conscience. And let them also be tested first; then let them serve as deacons if they prove themselves blameless. Their wives likewise must be dignified, not slanderers, but sober-minded, faithful in all things. Let deacons each be the husband of one wife, managing their children and their own households well. For those who serve well as deacons gain a good standing for themselves and also great confidence in the faith that is in Christ Jesus. (1 Timothy 3:1-13 ESV)

This is why I left you in Crete, so that you might put what remained into order, and appoint elders in every town as I directed you—if anyone is above reproach, the husband of one wife, and his children are believers and not open to the charge of debauchery or insubordination. For an overseer, as God's steward, must be above reproach. He must not be arrogant or quick-tempered or a drunkard or violent or greedy for gain, but hospitable, a lover of good, self-controlled, upright, holy, and disciplined. He must hold firm to the trustworthy word as taught, so that he may be able to give instruction in sound doctrine and also to rebuke those who contradict it. (Titus 1:5-9 ESV)

It is recognized that the offices of elder or deacon and RSO board member differ in form and responsibility and as such the requirements for one may not be fully appropriate for the other, but the underlying principle of a man or woman of Godly character remains. Contrary to those things which a secular organization might hold as desirable characteristics, the three most effective characteristics of a RSO board member are first and foremost,

humbleness; second, wisdom; and third a self-controlled tongue. For with these traits in a man or woman God can work mighty deeds in the school through them.

Humbleness has the highest seat because not a single one of us humans alone can hold the wisdom of the ages or a direct line to God's will. Therefore, it is only through collective wisdom as *iron sharpens iron* can the board govern effectively. The cancer which eats away at the heart and soul of any effectiveness in collective wisdom is pride and as such must be avoided much as one would avoid known carcinogens in regards to the health of their physical body. One board member or factious group who *knows best* and acts in such a manner grinds effective progress down to a minimal state and exhausts the emotional energy of all those involved. Actions of this sort are always done for the good of the organization, but rarely is the good of the organization realized. It should be noted that wisdom does dictate that, at times, errors or wrongs must be corrected which are not always recognized by the entire group, but even these must be handled in a very humble manner (I Corinthians 13). Pride is not something that we turn on or off but rather is a beast that we kill slowly over time; therefore, it would be folly to assume that a prideful person could fulfill the role of board member and simply act in a humble way while conducting board business. It is imperative that the nomination and election process not allow for such an outcome.

The second most effective characteristic of a good RSO board member is wisdom. While it is of the utmost importance that a RSO board member be humble, it is also necessary that they possess an aptitude for wisdom and discernment. The RSO board of directors is regularly presented (by charter and design) with issues in regards to effective governance of the school, but rarely do these issues have clear and obvious solutions or paths of progress. It is here where wisdom and discernment are needed and while the best path is not always required or realized it is necessary to have at least a good path.

In regards to the third characteristic, it cannot be overstated the damage that can be caused by the unnecessary movement of the relatively small muscle called the tongue. The RSO board of directors speaks with one voice and that voice only speaks with a motion, a second and a vote. A tremendous amount of damage is done when individual board members begin speaking on behalf of the board or contrary to the board in settings outside of the board meetings. Board meetings are the designated and functional place for discussion and debate but once decisions have been made they should be supported and not undermined intentionally or unintentionally. Of course, if error exists in a decision, it should be addressed and amended as appropriate at the next meeting of the board. The tendency to speak one's mind is inherent in all of us and difficult to restrain. This is why a noted ability to control this tendency is a necessary characteristic for an effective RSO board member.

These three traits begin to define someone who **could** be an effective RSO board member but a final characteristic is pivotal in deciding whether they **will** be an effective RSO board member. This final characteristic is **commitment**, for the wisest of counsel is completely useless if it is not **at least present**. To be willing and capable to fulfill the role of RSO board member is not the same thing as being able.

VIII. Nomination Process for New Board Members

Regents School of Oxford, Inc. (“RSO”) is managed by a “self-perpetuating” Board, meaning that new board members are elected by the existing members of the Board. It is the Board’s duty to manage RSO in a manner that is consistent with its Mission, Statement of Faith, Articles of Incorporation, and Bylaws.

During the fall, the Board, in conjunction with the Board Development Committee, will identify the gifts and talents of current board members in an effort to determine areas of need for the upcoming year. The committee will identify the gifts and talents that will be needed and begin searching for those within the RSO community.

The Board application will be available in the office and on the RSO website. According to the bylaws, anyone is eligible to a board member as long as they prescribe to the statement of faith. The Board will review all applications submitted and set up interviews with each applicant. At the end of the interview process, the Board will select those candidates it believes to best fit the current needs of the Board.

In April, the names of the nominees will be submitted to the RSO community for review. If no dissent is voiced, the nominees will begin Board training and be installed at the beginning of the fiscal year.

IX. Finances of a Non-profit Corporation

Regents, like all non-profits, has an obligation to act responsibly in managing our financial resources. At Regents, this responsibility rests with our Board of Directors. In order for Board members to be responsible fiscal stewards, each member should have a basic understanding of the financial workings of our school.

Regents must comply with all legal financial requirements, as well as any requirements placed upon us by any accrediting agency. Sound accounting principles ensure fiscal responsibility and help build trust with our families and the community of givers. Regents should use its financial resources to accomplish our goals in an effective, efficient manner.

A. Federal and State Legal Requirements

Regents must comply with all the applicable financial regulations required by the Mississippi Department of Revenue and the Internal Revenue Service, as well as the Mississippi Secretary of State. These include withholding and payment of federal, state, and social security taxes, management and use of restricted funds, and the filing of appropriate reports. Form 990 should be filed annually with the IRS after having first been reviewed and approved by the Board of Directors.

Regents is exempt from state filings as an accredited educational institution. NOTE: will we remain that way and has a Form CE been filed?

B. Contributions Received

Regents must distinguish between contributions and other revenues and report on contributions in the financial statements. Each type of contribution should be tracked separately and reported on separately. Regents has established a **Finance** Committee through which all material contributions flow. This committee ensures the proper application of the funds received and reports all financial information to the school's bookkeeper to be reflected in the school's overall financial reports.

Contributions generally fall into three categories at Regents:

1. Restricted contributions – contributions which are restricted as to their use by the donor and/or the school;
2. Endowment contributions – restricted contributions specifying that the resources contributed are to be maintained permanently and usually restricting the use of the income from such resources;
3. Unrestricted contributions – contributions which have not restrictions imposed and can be used by Regents in any manner the Board chooses.

When accepting contributions upon which a donor has placed a restriction Regents has an obligation to respect those restrictions and use those monies only in accordance with the donor's wishes. Contributions solicited via school campaigns on which the school has placed restrictions may, upon Board approval, be used for other reasons although this is not recommended. Each Board member has a fiduciary duty to ensure the proper use of restricted funds. Endowment funds may NOT be spent for any reason without the prior written consent of the donor of such funds. Income from endowment funds, the use of which is restricted, is treated the same as restricted contributions generally. Likewise, income from endowment funds, the use of which is not restricted by the donor, is treated the same as unrestricted contributions.

Unrestricted funds are generally used for operating expenses although they may be designated for a particular purpose by the school at any point.

The Internal Revenue Code (§170(f)(8)) requires non-profits to report to donors contributions in a written form. Acknowledgement of quid pro quo donations in excess of \$75 must be acknowledged in writing to donor. A quid pro quo donation is one in which the gift is a partial donation and partial payment for goods and services. IRC §6115.

Other revenue received by Regents includes tuition, registration and application fees, sports fees, t-shirt sales revenue, lunch and milk revenue, and _____. All money received by the school is either a contribution (as defined above) or other revenue. Regents should never have miscellaneous income.

C. Financial Reports

Regents should generate accurate and relevant financial reports which include comparisons of actual to budgeted revenue and expense. Regents generates these reports monthly for review by the Board. Knowing the financial status of the school is very important to the decision making process of the Board, as well as the administration. All board members, as fiduciaries, should have a basic understanding of financial reports. Financial reports reveal where Regents' money is generated, where it is spent, and where it is now. Regents, as is the norm with non-profits and schools, reports its finances according to the cash method of accounting. (GAAP does not recognize cash accounting or modified cash accounting so our financial statements do not follow GAAP.) Regents does not use a strict fund accounting system, but does follow some of its rules.

As a Board member at Regents, you should be familiar with the following financial reports: 1. Budget, 2. Balance Sheet, 3. Profit/Loss Statement (or Income Statement), and comparisons of periods for each of the reports. Cash flow statements may also be presented from time to time. Briefly, balance sheets show what Regents owns and what it owes at a fixed point in time. Profit/loss statements show how much money Regents made and spent over a period of time. The Board establishes a budget in the early Spring semester for the upcoming school year laying out anticipated income and how such funds should be spent through the year. The comparison of the budget reveals how closely the school is following its budget in actual spending. Cash flow statements show the exchange of money between Regents and others also over a period of time.

1. Budget

Each Spring semester the Board establishes and approves a budget for the upcoming school year. This budget should detail how Regents expects to allocate expected revenue to anticipated expenses. The Board should consider planned gifts and pledges, but should not include these dollars in budgeting for operating expenses until such time as the gift is received. The budget generally follows the form of the Profit/Loss Statement.

2. Balance Sheet

A balance sheet provides detailed information about Regents' assets and liabilities. Assets are shown first, then liabilities below, then finally net assets. Assets and liabilities are generally listed according to how quickly they are converted into cash or due to be paid. Current liabilities are due within one year.

Assets at Regents generally include cash and physical property, such as buildings, furniture, curriculum items, and real estate (including leasehold improvements). It also includes things that cannot be touched but nevertheless exist and have value, such as trademarks and patents.

Liabilities are amounts of money that Regents owes to others. This can include all kinds of obligations, like money borrowed from a bank, rent for use of a building, money owed to suppliers for materials, or taxes owed to the government. Liabilities also include obligations to provide goods or services to customers in the future.

Net Assets is the difference between Regents' assets and liabilities. In a for-profit business this is known as equity. Most assets received from contributions are considered net assets and are not considered assets. This section should be disaggregated into categories such as: endowment assets, unrestricted assets, internally restricted assets, and restricted assets.

3. Profit/Loss Statements

A profit/loss statement is a report that shows how much revenue Regents earned over a specific time period (prepared for each month, partial year, and year) and the costs and expenses associated with earning that revenue.

The report begins with revenues (including contributions) listed in meaningful categories, then reports expenditures. The difference between revenue and expenses is income/loss from operations. Interest income and expenses should be reported next to arrive at net income/loss. Regents should not end the year with a net loss and should ensure that contributions are sufficient to cover any expenditures not covered by other revenue. Restricted funds received and expended should be reported separately and clearly identified.

4. Cash Flow Statements

Cash flow statements report Regents' inflows and outflows of cash for a particular period of time. A cash flow statement shows changes over time rather than absolute dollar amounts at a point in time. It uses and reorders the information from the balance sheet and income statement. The bottom line of the cash flow statement shows the net increase or decrease in cash for the period. This report is not regularly provided to the Board due to the different methods of receiving tuition.

D. Conclusion

If there is any category or information reflected on any financial report received by you as a board member, ask the Treasurer to explain it. It is important that the financial reports are clear to anyone asking to review them. Donors may wish to review Regents' financial reports before making a large donation and it is imperative that

each report is clear and easily understood. Board members should be able to easily and accurately explain every item on a financial report to a potential donor.

X. Board Organization and Rules

A. Organization

The Board of Directors is made up of up to 10 and not fewer than 8 members. The Board receives no compensation other than reasonable expenses. Board members serve three-year terms, but are eligible for re-election.

Any elected officer or agent may be removed by the Board whenever in its judgment the best interests of the school will be served thereby. Three consecutive absences from regular Board meetings may constitute valid grounds for removal. A Board member may be removed by a unanimous vote of the Board members not under consideration.

Regents' board is "self-perpetuating", meaning the board members vote on the new board members. Nominations of persons to serve on the board shall be made by board members presently serving.

The Board meets on the second Monday of every month. The Board may call for ad hoc meetings in between the regular meeting for the purpose of carrying on needed business of the school.

The Board may, as circumstances dictate, adjourn to closed executive session from time to time as needed to address issues such as spiritual, personnel, or disciplinary situations.

B. Officers

The Board annually elects four officers from among its members at the first meeting of the new Board: Chair, Vice-Chair, Treasurer, and Secretary.

1. Chair

The Chair serves as the head of the Board of Directors. Their duties include the following:

1. Partners with the Headmaster in achieving the school's mission and vision.
2. Provides leadership to the Board, who sets the policy and to whom the Headmaster is accountable.

3. Chairs meetings of the Board after developing the agenda with the Headmaster and other officers.
4. Encourages the Board's role in strategic planning.
5. Appoints the chairpersons of committees, in consultation with other Board members.
6. Serves as ex officio as a member of committees and attends their meetings when necessary.
7. Discusses issues confronting the school with the Headmaster.
8. Helps guide and mediate Board actions with respect to the school's organizational priorities and governance concerns.
9. Reviews with the Headmaster any issues of concern to the Board.
10. Monitors financial planning and financial reports.
11. Plays a leading role in fundraising activities.
12. Formally evaluates the performance of the Headmaster and informally evaluates the effectiveness of the Board members.
13. Evaluates annually the performance of the organization in achieving its mission.
14. Performs other responsibilities assigned by the Board.

2. Vice-Chair

The Vice-Chair reports directly to the Chair. Their duties include the following:

1. Performs the Chair responsibilities when the Chair cannot be available.
2. Works closely with the Chair and other staff as needed.
3. Participates closely with the Chair to develop and implement officer transition plans.
4. Performs other responsibilities as assigned by the Board.

3. Treasurer

The Treasurer is the chief financial officer of the Board. Their duties include the following:

1. Having charge of and be responsible for all reporting and accounting of funds to the corporation.
2. Receives and gives receipts of moneys due and payable to the corporation and deposit all such moneys in the name of the school in such banks or other depositories as shall be selected by the Board.
3. Manages the finances of the school
4. Administrates fiscal matters of the school.
5. Provides annual budget to the board.
6. Ensures development and board review of financial policies and procedures.

4. Secretary

The Secretary is the chief records-keeper of the Board. Their duties including the following:

1. Keeps and manages the minutes of the board proceedings.
2. Maintains records of the board and ensures effective management of organization's records.
3. See that all notices are duly given in accordance with the provisions of the Bylaws or as required by law.
4. Keep a valid, current post office address of each currently enrolled family.
5. Sign with the Chair any legal instrument approved by the Board
6. 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 Chair or the Board, including maintenance of the corporate offices.

C. Role of Committees

The Board may, by resolution passed by a majority, designate such ad hoc committees as may be appropriate, consisting of one or more Board members and others, as deemed necessary to carry out the activities and purpose of the Board. All committees serve at the pleasure of the Board and may be comprised of Board members, regular and ex officio, or parents of students who have been in attendance at least one semester or any other who may be approved to serve.

D. Procedural Rules of the Board

All meetings of the Board shall be conducted according to the Roberts Rules of Order and following a pre-published agenda. Minutes of all regular Board meetings will be published and maintained in a permanent binder in the corporate offices.

Six members of the Board shall constitute a quorum for a full Board of 10, and five members for a full Board of 8. Board proxies may only be held for specific issues, exercised only in behalf of that issue.

Making and Handling Motions Following Robert's Rules

In an organization that's following Robert's Rules, when that light bulb goes off in your head and you have a great idea, you make a motion to get your idea discussed and a decision made. Here are the eight steps required from start to finish to make a motion and get the decision of the assembly. Each step is a required part of the process.

Example on what to say for a motion:

1. The member rises and addresses the chair. “Mr./Madam Chairman.”
2. The chair recognizes the member. “The chair recognizes Ms. Jones.”
3. The member makes a motion. “I move to purchase a copy of Robert’s Rules for our president.”
4. Another member seconds the motion. “Second.”
5. The chair states the motion. “It is moved and seconded to purchase a copy of Robert’s Rules for your president. Are you ready for the question?”
6. The members debate the motion. “The chair recognizes Ms. Jones to speak to her motion. . . .”
7. The chair puts the question, and the members vote. “Those in favor of adopting the motion to buy a copy of Robert’s Rules for your president, say ‘Aye.’ [pause] Those opposed, say ‘No.’”
8. The chair announces the result of the vote. “The ayes have it, and the motion carries. A copy of Robert’s Rules will be purchased for your president.”

In other words, if you wish to address the Board, make your request to the Chair, and that person will guide or help you depending on your purpose.

XI. Board Directory

Josh Clark - Chairman
904 Cumberland Ridge Road
662-609-0021
Josh.clark@medtronic.com

Beth Paul - Treasurer
1202 Wood Duck Cove
662-801-3942
Beth.paul@caremark.com

Julien Tatum
715 Longmeadow Drive
662-832-1106
julientatum@bellsouth.net

Donna Zani
209 Taylor Dr.
Taylor, MS 38673
662-491-5388

donnazani@gmail.com

Dana Edwards

602 Grove Forest Way

662-801-2742

Dana772000@hotmail.com

Meghan Berry - Secretary

301 Eagle Springs Road

662-801-7252

Megberry642@yahoo.com

John Scott

1103 Creek Valley Cove

662-801-0174

johnhscottjr@hotmail.com

Appendix A – Bylaws--2001

BYLAWS OF REGENTS SCHOOL OF OXFORD A NON-PROFIT CORPORATION

ARTICLE I

Name of School

The name of the corporation and the school shall be Regents School of Oxford.

ARTICLE II

Objectives and Statement of Faith

Section 1. – Objectives

The primary mission of this corporation is to operate a school that will closely adhere to the Statement of Faith and purpose as set out in Sections 1 and 2 of Article II of these Bylaws.

Education at Regents School of Oxford is defined as inherently different than public education in philosophy and content. Regents School of Oxford attempts to operate as an extension of the family. At all its levels, programs and teachings, Regents School of Oxford seeks to:

- A. Teach all subjects as parts of an integrated whole with the scripture as the center (II Timothy 3: 16-17).
- B. Provide a clear model of biblical Christian life through its staff and Board (Matthew 22:37-40). To this end, Regents School of Oxford employs staff and teachers that are monogamous in the context of a heterosexual marriage or celibate, have accepted Jesus Christ as their personal Savior, exhibit godly character qualities, and live a lifestyle consistent with biblical teaching.
- C. Encourage every child to begin and develop his relationship with God the Father through Jesus Christ (Matthew 28:18-20).
- D. Emphasize grammar, logic and rhetoric in all subjects.
- E. Encourage every student to develop a love for learning and to achieve his academic potential.
- F. Provide an orderly atmosphere conducive to attaining these goals.

- G. To engage freely in all lawful activities and efforts, including the solicitation of grants and contributions, that may reasonably be intended or expected to promote and advance the purposes stated in this Article.

Section 2. – Statement of Faith

- A. We believe that the Bible in its entirety is divine revelation, and we submit to the authority of His Holy Scripture, acknowledging it to be inherently inspired by God and to carry the full weight of His authority.
- B. We believe in one God: Father, Son and Holy Spirit. He is creator of all things, omnipotent, omniscient, and omnipresent.
- C. 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.
- D. We believe the Father and the risen and ascended Son have sent the Holy Spirit to dwell in the hearts of believers, effecting their regeneration and operating in their sanctification. The same Holy Spirit brings His people together to form a corporate community of believers. We believe in the spiritual unity of all believers in our Lord Jesus Christ. We believe that God has established a visible church which is called to live in the power of the Holy Spirit under the authoritative regulation of Holy Scripture, exercising discipline and administering the sacraments, and preaching the gospel of Christ.
- E. We believe that the salvation is by grace through faith alone. This faith without its accompanying works is dead.
- F. We believe in the resurrection of both the saved and the lost: They that are saved to the resurrection of life, they that are lost to the resurrection of damnation.
- G. We believe that the substance of these statements is that which will be considered primary doctrine. Secondary or divisive doctrines and issues will not be presented as primary doctrine. When these types of doctrines arise, they will be referred to the family and local churches for final authority.

As a matter of firm policy, it is mandatory that all Board members and staff of Regents School of Oxford subscribe to the above State of Faith in writing.

ARTICLE III

Section 1. – Principal Office

The principal office of the corporation in the State of Mississippi shall be located in the County of Lafayette as designed by the Board of Directors from time to time. The corporation may have such other offices, either within or without the State of Mississippi, as the Board of Directors may determine or as the affairs of the corporation may require from time to time.

Section 2. – Registered Office and Registered Agent

The corporation shall continuously maintain in the State of Mississippi a registered agent, as required by the Mississippi Non-Profit Corporation Act. The registered agent may be, but need not be, identical with the principal office of the corporation in the State of Mississippi and the address of the registered agent may be changed from time to time by the Board of Directors.

ARTICLE IV

Board of Directors

General Powers

The affairs of the corporation shall be managed by its Board of Directors. Directors need not be residents of Mississippi.

Section 1. – Composition and Terms of Office

The Board shall have up to 10 and not fewer than 8 members. The Board receives no compensation other than reasonable expenses. All Board members shall serve 3 year terms, but are eligible for re-election. The board shall be a “self-perpetuating” Board. Nominations of persons to serve on the Board shall be made by Board members presently serving.

Section 2. – Qualification

Subject to availability of suitable Board members subscribing to the agreed upon Statement of Faith, every attempt will be made to secure Board members having expertise valuable to the school and a demonstrated commitment to Christian education. In all cases, the demonstrated Christian walk of the individual Board members shall be a major consideration as to their suitability as Board members. Staff members are excluded from being elected to Board seats.

Section 3. – Vacancies

A vacancy due to member and /or Board action, death or resignation may be filled by the Board. In all such circumstances, the Board shall remain sensitive to the spiritual mission of the school. Any vacancy occurring in the Board of Directors may be filled by the affirmative vote of a majority of remaining director though less than a quorum of directory remain.

Section 4. – Ex officio Board Members

The Board of Directors may designate non-voting, ex officio members of the Regents School of Oxford by a two-thirds majority vote of the full Board. Their term of service will continue at the discretion of the board. At the direction of the Board, non-voting, ex officio members may be designated as secretary of the corporation.

ARTICLE V Officers of the Board

Section 1. – Number

The officers of the corporation 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.

Section 2. – Election

The officers of the corporation to be elected by the Board of Directors shall be elected annually by the Board of Directors at the first meeting of the new Board.

Section 3. – Removal

Any elected office or agent may be removed by the Board of Directors whenever in its judgment the best interests of the school will be served thereby. Three consecutive absences from regular Board meetings may constitute valid grounds for removal. A Board member may be removed by a unanimous vote of the Board members not under consideration.

Section 4. – Vice Chairman

In the absence of the chairman or in the event of the inability of the chairman to act, the vice-chairman shall perform the duties of the chairman.

Section 5. – Secretary

The secretary or his designee shall (a) keep the minutes of the proceedings, (b) see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law, (c) keep a valid, current post office address of each currently enrolled family, (d) sign with the chairman of the Board any legal instrument approved by the Board, and (e) 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 chairman or by the Board, including maintenance of the corporate offices.

Section 6. – Treasurer

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

ARTICLE VI

Committees of the Board

Ad hoc Committees

The Board of Directors may, by resolution passed by a majority, designate such ad hoc committees as may be appropriate, consisting of one or more Board members and other, as deemed necessary to carry out the activities and purpose of the Board. All committees serve at the pleasure of the Board and may be comprised of Board members, regular and ex officio, or parents of students who have been in attendance at least one semester or any other who may be approved to serve.

ARTICLE VII

Meetings of the Board

Section 1. – Annual Meeting

The annual meeting of the parents of the Regents School of Oxford will be held during April of each year for the purpose of transacting such business as may be brought before the group including, but not limited to, the year-to-date scholarship and attendance reports, and such other business as may be deemed appropriate by the Board and the membership.

Section 2. – Notice of Annual Meeting

Except as otherwise provided by the Board, all currently enrolled families of Regents School of Oxford shall be sent printed notice at their regular postal address announcing the annual meeting, stating the general purpose, time, date and place of said meeting at least ten and not more than 50 days prior to the meeting. The agenda for the annual meeting will be set by the board.

Section 3. – Regular Meeting of the Board

The full Board of Directors of Regents School of Oxford shall meet at regular intervals of not less than once per month at a regularly designated place at a preannounced time. All regular meetings of the Board shall be open

to any currently enrolled family or staff member and shall be conducted from a prepublished printed agenda, posted outside the administrative offices at least two days in advance.

Section 4. – Special Meetings

Special meetings of the membership or 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 two or more Board members. The chairman may conduct a “phone poll” in extraordinary circumstances; however, any action must be affirmed at the next regular meeting of the Board.

Section 5. – Decorum

All meetings of the Board shall be conducted according to Roberts Rules of Order using a printed, pre-published agenda. Minutes of all regular Board meetings will be published and maintained in a permanent binder in the corporate offices.

Section 6.- Quorum

Six members of the Board shall constitute a quorum for a full Board of 10 and 5 members for a full Board of 8. Board proxies may only be held for specific issues, exercised only in behalf of that issue.

Section 7. – Executive Session

The Board may, as circumstances dictate, adjourn to closed executive session from time to time as needed to address issues such as spiritual, personnel or disciplinary situations.

ARTICLE VIII Fiscal Responsibility

Section 1. – Budgets

As a matter of policy, the Board will approve annual operating budgets which will be fully funded by current tuition and fees and anticipated donations. The operating budget for the following fiscal year shall be submitted to the Board no later than May with final Board action to approve the budget taken no later than the first day of June.

Section 2. – Financial Statements

It shall be the Board’s responsibility to ensure that detailed, balanced monthly financial statements are submitted to the Board within 30 days of the end of the month for which the statement is prepared. All financial statements are subject to final approval by the Board.

Section 3. – Fund Raising

It shall be the Board's responsibility to set policy for the fund raising activities of the school and to be responsible for their effectiveness and thoroughness.

ARTICLE IX

Contracts, Loans, Checks and Deposits

Section 1. – Contracts

The Board may authorize any officer, officers' agent or agents to enter into any contract or 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 a two-thirds approval of the Board of Directors and a minimum of seven days advance written notice to the currently enrolled families.

Section 3. -Checks and Drafts

All checks or drafts issued by Regents School of Oxford shall be signed by such officer or officers' agent or agents of the corporation in such a manner as shall be determined by resolution of the Board of Directors.

Section 4. – Deposits

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

ARTICLE X

Fiscal Year

The fiscal year of the corporation shall begin on the first day of September and end on the thirty-first day of August of each year. Terms of the Board will run concurrent with the fiscal year.

ARTICLE XI

Amendments to Bylaws

These Bylaws may be altered, amended, or repealed and new Bylaws may be adopted by a two-thirds vote of the Board present at any regular meeting or at any special meeting if at least two days written notice is given of intention to alter, amend or repeal these Bylaws or adopt new Bylaws at such meeting.

ARTICLE XII

Seal and Official Records

The seal of the corporation, the minute book and financial records shall be of the type determined and established by the Board of Directors and may be changed from time to time in its discretion. Until a Seal is adopted by the Board of Directors, the corporation shall not have a seal. The Board need not adopt a seal.

ARTICLE XIII
Waiver of Notice

Whenever any notice is required to be given under the provisions of the Mississippi Non-Profit Corporation Act or under the provisions of the Articles of Incorporation or the Bylaws of the corporation, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.

ARTICLE XIV
Indemnification of Directors and Officers

The corporation shall indemnify directors, officers, employees and agents of the corporation and purchase and maintain liability insurance for those persons as, and to the extent, permitted by the Mississippi Non-Profit Corporation Act.

Appendix B – Board Candidate Application

The following application and questionnaire is intended to collect basic information about a prospective board nominee in order to assist with the selection process. Regents School of Oxford sincerely appreciates your willingness to consider serving in the capacity of a board member. If you have questions regarding the roles and responsibilities of a board member, please feel free to contact the Board Chairman.

Candidate Name:

Address:

Phone Number:

Email:

Please list all non-profit organizations you have been associated as a member, officer, board member, or agent:

Please list all degrees, certificates, or other forms of education that you have had:

Please describe any experience or skill for which you feel would help you be a good board member:

Please describe your interest in serving on the Board of Directors of Regents:

Please state two or three things about Regents with which you are most pleased:

In your own words, please state your understanding of a classical Christian education:

Please list the books that you have read about classical Christian education:

Please briefly share your testimony:

Where are you currently worshipping?

Please provide any other comments you would like to express in consideration of your potential nomination to the board of RSO:

Please list at least three references including contact info:
