

The Oaks Education Association Board of Directors Policy Manual

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1 Ends Statements

1.0 Global Ends Statement

The Oaks exists to graduate classically Christian educated men and women equipped to glorify Christ, shape culture and shine the light of His truth in all endeavors of life.

1.1 Graduates

Our aim is to graduate students who love the Lord their God with all their hearts, souls, minds, and strength and who love their neighbors as themselves. Our desire is for them to be thoroughly equipped for the world they will encounter and prepared to sow seeds of faithfulness for generations to come through Christ-like leadership in their homes, neighborhoods, churches, schools, businesses, and communities.

Accordingly,

1. Graduates will know, love and embrace the Gospel of Jesus Christ, and be well equipped to live out that Gospel by faithfully using the gifts they have been given to serve and minister to the world;
2. Graduates will possess a love for God's Word as well as a sound understanding of His Word so they are equipped to view every area of life and learning in light of the Scriptures;
3. Graduates will have experienced learning in a community context where character formation is part of daily life and students learn to lovingly navigate communal life together in a Christ-like fashion which is intended to nurture a solid Christian character;
4. Graduates will be well equipped academically, enabling them to pursue future endeavors with proficiency and confidence;
5. Graduates will have seen and experienced the love of learning modeled for them and will be inspired to a life-long pursuit of learning;
6. Graduates will be equipped to lead sacrificially not because they are all naturally gifted, but because they are image bearers of the most High God and thus will be influencers in whatever arena God chooses to place them;
7. Graduates will be equipped to transform our culture by making art, stories, homes, churches, organizations, businesses, and communities that embody the true, the beautiful, and the good.

1.2 Classical Pedagogy

We seek to create a rigorous and joyful atmosphere where students develop a love for learning and live up to his/her academic potential. As a school committed to classical instruction, The Oaks has as its foundation the Trivium (as described by Dorothy Sayers), emphasizing grammar, logic and rhetoric in all subjects and matching these to the stages of childhood development.

1. Resources that outline our approach to education include The Lost Tools of Learning (Sayers), Repairing the Ruins (Wilson, ed.), The Seven Laws of Teaching (Gregory), Recovering the Lost Tools of Learning (Wilson), and The Case for Classical Christian Education (Wilson).

1.3 Christian Pedagogy

In all of its levels, programs and teaching, The Oaks seeks to be Christ-centered by:

1. Teaching all subjects as parts of an integrated whole with the Scriptures at the center (2 Timothy 3:16, 17);
2. Providing a clear model of the biblical Christian life through our staff and board (Matthew 22:37-40);
3. Encouraging every student to begin and develop his relationship with God the Father through Jesus Christ (Matthew 28:18-20).

1.4 Truth, Beauty and Goodness

The Oaks seeks to encourage obedience to Philippians 4:8 by teaching the importance of aesthetic standards in all activities associated with the school, striving for that form of excellence suitable to each activity. This includes a strong emphasis throughout our curriculum on the fine art (music, painting, sculpture, drama, and poetry) with the attendant responsibilities of the students including study, meditation, and memorization. Additionally, this emphasis extends to orderliness of classrooms, student dress, athletic competitions, handwriting, etc.

1.5 Cost

The Oaks seeks to provide an education at a reasonable cost to parents who share our commitment to this form of classical and Christian education while fairly compensating faculty and staff.

2 Executive Limitations

2.0 Global Executive Constraints

The Headmaster shall not cause or allow any practice, activity, decision, or institutional development which is unbiblical, unlawful, unethical, or contrary to the standards found in this policy manual.

2.1 Treatment of Constituents

With respect to interactions with the school's constituents (understood as students, faculty, staff, parents, alumni, and patrons) or those applying to be students or employees, the Headmaster shall not cause or allow conditions, procedures, or decisions to continue which are unjust, unsafe, undignified, unclear or unnecessarily intrusive.

Further, without limiting the scope of the above by this enumeration, the Headmaster shall not:

1. Elicit information for which there is no clear institutional usefulness or need;
2. Use methods of collecting, reviewing, transmitting, or storing personal information that fail to protect against improper access to or distribution of that personal information;
3. Provide facilities that are generally inaccessible to any or do not provide for appropriate privacy;
4. Operate without communicating to Students/Families a clear understanding of what may be expected from the services offered and what will be expected of them;
5. Allow constituents to be uninformed of their protections under all applicable school policies or guidelines, or discourage persons who believe they have not been accorded a reasonable interpretation of their protections under all applicable school policies or guidelines, from airing a complaint and being heard;
6. Allow or condone mistreatment by the school or its staff against students or their families for voicing their opinion in a non-disruptive or non-disrespectful manner;
7. Allow families to be enrolled who fail to meet the following criteria:
 - a. Children must be capable of succeeding within The Oaks context;
 - b. Parents must be supportive (in writing and otherwise) of school policies and practices, including our Statement of Faith, our Mission, our Vision, and our Statement on Marriage and Human Sexuality;
8. The Headmaster shall not fail to communicate to parents their God given authority as the primary educator of their children consistent with Ephesians 6:4 and Deuteronomy 6:6-7.
9. The Headmaster shall not fail to have a Security and Lock-down plan for any leased or owned buildings where students, faculty and staff gather on a regular and consistent basis.
 - a. Such a plan will be informed by a third party that is an expert in this field and will address prevailing dangers experienced by other similar institutions,
 - b. Will be reviewed with staff and faculty annually,
 - c. Will be reviewed by a third party every three (3) years, and
 - d. The plan or any comments from the third party will be shared with the board after every review.

2.2 Hiring and Treatment of Faculty and Staff

With respect to the hiring and treatment of paid and volunteer faculty and staff, the Headmaster may not cause or allow conditions which are unjust, unsafe, undignified, disorganized, or unclear.

Further, without limiting the scope of the above by this enumeration, the Headmaster shall not:

1. Operate without:
 - a. written rules and position descriptions for faculty and staff,
 - b. provision for effective handling of grievances, and
 - c. protection against wrongful treatment or conditions, such as unjust preferential treatment for personal reasons;
2. Fail to provide clearly defined limitations of authority for the faculty and staff. Any reasonable decision made by the faculty or staff within the boundaries of these limitations will be fully supported by the Headmaster;
3. Mistreat or show prejudicial treatment to any teacher or staff member for dissent that is expressed in a biblical fashion;
4. Prevent faculty or staff from addressing the board when:
 - a. internal grievance procedures have been exhausted or not honored by the administration, and/or
 - b. the employee alleges that board policy has been violated to his or her detriment;
5. Fail to inform faculty and staff of their protections under this policy as interpreted by the Headmaster;
6. The Headmaster shall not hire any individual for the position of a head of school or development director unless the individual is on the board approved list of candidates for such a position. Likewise, the Headmaster shall not proceed toward termination without cause any individual in those positions without informing the board of the relevant issues. All other hiring and termination shall be at the discretion of the superintendent Headmaster.

2.3 Compensation and Benefits

With respect to employment, compensation, and benefits to employees, consultants, contract workers and volunteers, the Headmaster shall not cause or allow jeopardy to our fiscal integrity or to our public image.

Further, without limiting the scope of the above by this enumeration, the Headmaster shall not:

1. Change his own compensation and benefits, except as directed by the board;
2. Promise or imply permanent or guaranteed employment, except as determined in writing in cases of sabbatical and/or leaves of absence for professional advancement;
3. Establish or change employee compensation or benefits so as to cause unpredictable or unjust situations, including those that:
 - a. Incur unfunded liabilities,
 - b. Provide less than some basic level of benefits to all full time employees, though differential benefits to encourage longevity are not prohibited,
 - c. Allow any employee to lose benefits already accrued from any foregoing plan;
4. Reduce compensation or raises or otherwise under-compensate faculty and staff with the goal of balancing the annual budget;

5. Create obligations over a longer term than revenues can be reasonably projected or allowed by board policy.

2.4 Financial Planning/Budgeting

Financial planning for any fiscal year or the remaining part of any fiscal year will not deviate materially from the Board's Ends priorities, risk financial jeopardy, or fail to be derived from a multi-year plan.

Further, without limiting the scope of the above by this enumeration, the Headmaster will not allow budgeting that:

1. Risks incurring those situations or conditions described as unacceptable in the "Financial Conditions and Activities" Board policy;
2. Omits credible projection of revenues and expenses, separation of capital and operational items, cash flow, and disclosure of planning assumptions;
3. Plans the expenditure in any fiscal year of more funds than are conservatively projected to be received;
4. Fails to achieve a reserve fund equivalent to 15% of the annual operating expenses by the start of the start of the 2021/22 school year;
5. Allows Hard Income Coverage (ISM Stability Marker #4) to fall below 98%;
6. Provides less for Board activities during the year than is set forth in the Cost of Governance policy (*see policy in Governance Process section 3.9.2*);
7. Increases tuition and fee rates more than an average of 3% and less than an average of 1% in any one fiscal year unless the Board approves such a change to meet other financial conditions as enumerated in this or other Board policies;
8. Allows fund-raising to be necessary for more than 2% of current operating income;
9. Allows tuition assistance to exceed more than 10% of the overall budget.

2.5 Financial Condition and Activities

With respect to The Oak's actual, ongoing financial condition and activities, the Headmaster shall not cause or allow the development of fiscal jeopardy or a material deviation of actual expenditures from board priorities, as established by the Ends.

Further, without limiting the scope of the above by this enumeration, the Headmaster shall not:

1. Create obligations over a longer term than revenues can be reasonably projected;
2. Expend more than 2% of the current fiscal year's approved budgeted expenditures on any single capital project without prior board approval;
3. Use Board-designated long-term reserves/endowment funds;
4. Conduct inter-fund shifting in amounts greater than can be restored to a condition of discrete fund balances by certain, otherwise unencumbered revenues within 30 days. Indebt the organization in an amount greater than can be repaid by certain, otherwise unencumbered assets;
5. Allow actual allocations to deviate significantly from the established Ends;
6. Borrow from the funds set apart by the board for a designated purpose;

7. Operate without aggressively pursuing material receivables after a reasonable grace period;
8. Operate without adequate internal controls over receipts and disbursements to avoid unauthorized payments or material dissipation of assets;
9. Spend more than 1% of the annual budget on improvements to leased facilities;
10. Acquire, encumber, obligate, lease or dispose of real estate without prior authorization;
11. Deviate from standard financial practices.

2.6 Asset Protection

The Headmaster shall not allow institutional assets to be unprotected, inadequately maintained or unnecessarily risked.

Further, without limiting the scope of the above by this enumeration, the Headmaster shall not:

1. Allow the organization to be uninsured:
 - a. Against theft and casualty losses to at least 100% of replacement value, and
 - b. Against liability losses to Board members, staff and the organization itself in an amount equal to or greater than the average for comparable organizations, and
 - c. Against employee theft and dishonesty;
2. Assume liability, property, or casualty risk unnecessarily, including risk against liability losses to board members, staff and the organization;
3. Allow unbonded personnel access to material amounts of funds in excess of \$10,000 at one time;
4. Subject facilities and equipment to excessive wear and tear or insufficient maintenance;
5. Make any purchase or sale wherein normally prudent protections have not been given against conflict of interest;
6. Allow intellectual property, information and files to be inadequately protected from piracy, loss, theft, or from suffering significant damage;
7. Receive, process or disburse funds under controls which are insufficient to meet the board-appointed auditing or financial reviewing standards;
8. Invest or hold operating capital in insecure instruments, including uninsured checking accounts and bonds of less than AA rating at any time, or in non-interest-bearing accounts except where necessary to facilitate ease in operational transactions, within reason;
9. Endanger The Oak's public image or credibility, particularly in ways that would hinder its accomplishment of its institutional ends;
10. Fail to release necessary information to the media that serves to build the public image, reputation, and credibility of The Oaks;
11. Change The Oak's name or substantially alter its identity or reputation in the community.

2.7 Ends Focus of Contracts

The Headmaster may not enter into any contract unless it enables the pursuit of approved institutional ends and avoids unethical means.

Further, without limiting the scope of the above by this enumeration, the Headmaster shall not:

1. Enter into property or facility lease agreements with The Oak's current lessor or other potential lessors.

2.8 Emergency Executive Succession

In order to protect the board from sudden loss of the Headmaster's services, the Headmaster will have no less than one other qualified person(s) sufficiently familiar with board and administrative issues and processes to enable him to take over with reasonable proficiency as an interim successor.

2.9 Communication and Support for the Board

The Headmaster shall not permit the board to be uninformed or unsupported in its work.

Further, without limiting the scope of the foregoing by this enumeration, the Headmaster shall not:

1. Neglect to submit reports required by the board in Board-Management Delegation policy entitled "Monitoring the Headmaster's Performance." The reports will be submitted in a timely, accurate and understandable fashion, directly addressing provisions of board policies being monitored, and including the Headmaster's interpretations of the board's intentions, along with any other relevant data;
2. Let the board be unaware of an actual or anticipated noncompliance with any Ends or Executive Limitations policy of the board. In the case of any noncompliance that could significantly impact the ability of the school to meet organizational ends, it must be reported as soon as it is discovered;
3. Let the board president be left unaware of potential non-compliance with the board's own policies on Governance Process and Board-Headmaster Linkage, particularly in the case of board behavior which is detrimental to the working relationship between the board and the Headmaster;
4. Let the board be unaware of relevant trends, anticipated adverse media coverage, threatened or pending lawsuits, material external and internal changes, particularly changes in the assumptions upon which any board policy has previously been established;
5. The Headmaster shall not fail to marshal for the board as many staff and external points of view, issues, and options as needed for fully informed board choices;
6. Communicate substantive governance information to an individual or segment of the board except when responding directly to the board president, or committees or individuals duly charged by the board to obtain that information;
7. Fail to submit to the board a consent agenda containing items delegated to the Headmaster yet required by law, ACCS accreditation, or contract to be board approved, along with applicable monitoring information.

2.10 Long-Term Asset Planning

Long Term Asset decisions in terms of grounds, facilities, and infrastructure shall not deviate materially from the board's institutional ends priorities or the long term wishes and needs of the association, risk long term fiscal jeopardy, unduly limit the flexibility of future decisions or the Strategic Plan, be made independent of other long term asset decisions, or be made without appropriate levels of planning.

Further, without limiting the scope of the foregoing by this enumeration, the Headmaster shall not:

1. Make such decisions without ensuring that the key long term interests, wishes or needs within the Board are known;
2. Make such decisions without assessing how they fit within the larger Strategic Plan for all long term asset decisions;
3. Make such decisions without assessing their long term impact on academics and curriculum;
4. Allow or cause material deviations from the original Strategic Plan as portrayed to the Board;
5. Authorize schedules and change orders which substantially change costs, reduce quality, or result in significant shifts in scope or focus.

2.11 Approved Value Statements

The Headmaster shall not fail to have a Board approved Statement of Faith, Mission Statement, Vision Statement and Statement on Marriage and Human Sexuality to present to existing and potential families as well as the greater community.

3 GOVERNANCE PROCESS

3.0 GLOBAL GOVERNANCE PROCESS/OWNERSHIP LINKAGE

The purpose of the board, on behalf of the Owner, is to ensure that The Oaks achieves its ends stated above at an appropriate cost, and without unacceptable consequences.

3.1 OWNERSHIP

The Triune God is the owner of The Oaks. The Oaks board, which operates as Steward of The Oaks on behalf of the Triune God, shall not fail to honor and uphold The Oaks' vision as represented in this policy manual (1.0-1.5) and the Bylaws.

3.2 GOVERNING STYLE

The board will govern taking the initiative, with an emphasis on (a) outward vision, (b) reasonable encouragement of diversity in viewpoints, (c) strategic and unified leadership, (d) clear distinction of board and headmaster roles, (e) collective decisions, and (f) the future. A central challenge of the group of individuals comprising the board is to convert many divergent views into a single official view. On any issue, the board must elicit as much diversity of opinion as reasonably possible. Yet these divergent views must be resolved into a single organizational position, spoken with one voice.

Accordingly:

1. The board's major policy focus will be on the intended long-term impacts within and of the organization, not on the administrative or programmatic means of attaining those effects;
2. The board will cultivate a sense of group responsibility. The board, not the staff, will be responsible for excellence in governing. The board will be the primary initiator of governance policy, not merely a reactor to staff initiatives, while at the same time taking care not to ride roughshod over staff expertise. The board may use the expertise of individual members to enhance the ability of the board as a body, but without allowing that one board member to become a one-man board;
3. The board will direct, lead, encourage, and inspire the organization through the careful establishment of broad written policies reflecting the board's values and perspectives;
4. The board will enforce upon itself whatever discipline is needed to govern with excellence. Discipline will apply to matters such as attendance, preparation for meetings, policymaking principles, respect of roles, clear conflicts of interest, and ensuring the continuance of governance capability. Although the board can change its governance process policies at any time, it will observe them scrupulously while in force;
 - a. In accordance with this discipline, the board will only allow itself to address a topic after it has answered these questions:
 - i. Whose responsibility is this?
 - ii. Has the board already dealt with this subject in a policy? If so, what has the board already said on this subject and how is this issue related? If the board has already addressed the matter, does the board wish to change what it has already said?
 - iii. If the matter is several levels below board level, what is the broadest way to address this issue so that it is still under existing board policy? Does that policy suffice to deal with our concern?

- b. It is out of order for board members to address a topic until the questions of appropriateness in a) above are settled;
- 5. Continual board development will include orientation of new board members in the board's governance process and periodic board discussion of process improvement;
- 6. The board will allow no officer, individual or committee of the board to hinder or be an excuse for not fulfilling group obligations;
- 7. The board will monitor and discuss the board's process and performance at each meeting. Self-monitoring will include comparison of board activity and discipline to policies in the Governance Process and Board-Executive Linkage categories. Topics for discussion will follow the routine schedule as indicated in the Board Calendar discussed in section 3.3.5.

3.3 BOARD JOB DESCRIPTION

The board assumes direct responsibility for defining and ensuring appropriate organizational performance:

Accordingly:

- 1. The Board will be the conduit linking Owners interests and operational performance;
 - a. Needs Assessment: The Board will assess needs and will develop Ends policies identifying and prioritizing intended organizational outcomes to address those needs,
 - b. Advocacy: The Board will act on behalf of the Owner, guiding the organization's present activities with an eye toward expected future results;
- 2. The Board will develop and maintain written governing policies that realistically address the broadest levels of all organizational decisions and situations:
 - a. ENDS: Organizational products, effects, benefits, outcomes, recipients, and their relative worth (what good for which recipients at what cost/priority),
 - b. MANAGEMENT LIMITATIONS: Constraints on executive authority that establish the prudence and ethics boundaries within which all executive activity and decisions must take place,
 - c. BOARD/MANAGEMENT DELEGATION: How authority is delegated and its proper use monitored: the Headmaster's role, authority and accountability,
 - d. GOVERNANCE PROCESS: Specification of how the board conceives, carries out and monitors its own task;
- 3. The Board will assure successful Headmaster performance on Ends and Management Limitations;
- 4. The Board will take all necessary steps to ensure the on-going stability of leadership through a well-designed succession planning process for both the Headmaster and the President;
- 5. The Board will assure effective and efficient board governance by following an annual calendar of board responsibilities which begins in September and ends in August. This calendar can be found in Exhibit 1, Board Calendar, at the end of this policy manual.

3.4 AGENDA PLANNING

To fulfill its role, the Board will prepare and follow an annual work plan that (1) completes a re-exploration of Ends policies each year, (2) continually improves Board performance through Board education, enriched input and deliberation and (3) incorporates items necessary to fulfill the long-term strategic vision of the school.

Accordingly:

1. The Board's annual planning cycle will conclude each year on the last day of March so that administrative planning and budgeting can be based on accomplishing a one-year segment of the Board's most recent statement of long-term Ends;
2. The cycle will start in April with the Board's development of its work plan for the next year,
 - a. Consultations with selected groups, or other methods of gaining input, will be determined and arranged in the first quarter, to be held during the balance of the year,
 - b. Board education related to Ends issues (e.g. presentations by advocacy groups, staff, futurists, etc.), and education about governance and operational issues, will be determined and arranged in the first quarter, to be held during the balance of the year,
 - c. The President will, at the commencement of the Board's annual planning cycle, prepare and present for the Board's consideration a tentative agenda plan for the following year's meetings; The President will determine the agenda for any particular meeting, although Board members may request or recommend any appropriate matters for Board consideration,
 - d. A Board member may recommend or request a matter for Board discussion by submitting the item to the President at least 8 days prior to the regularly scheduled Board meeting,
 - i. Prior to making any such submission, the Board member making the request shall have addressed the questions of responsibility contained in Section 3.2.4.
 - e. The meeting agenda and packet are to be received by Board members at least four days prior to the scheduled Board meeting,
 - i. At least two days prior to the scheduled Board meeting, any questions related to the consent agenda shall be submitted to the President.
 - f. By an affirmative vote of a majority of those present at a meeting, additional matters may be added to the agenda of any regular Board meeting;
3. The Board will attend to consent agenda (or, "required approval") items (those items delegated to the Headmaster yet required by law or contract to be Board-approved) as expeditiously as possible;
4. At any meeting prior to which monitoring reports have been received, the board will determine by vote whether a majority of members judge each report to have demonstrated fulfillment of a reasonable interpretation of the applicable policy;
5. Headmaster remuneration will be decided during the month of April (to be effective July 1), based on a summary/review of the Board's judgments of monitoring reports received during the last year.

3.5 PRESIDENT'S ROLE

The president, a specially empowered member of the board, assures the integrity of the board's process and, secondarily, occasionally represents the board to outside parties.

Accordingly:

1. The assigned result of the president's job is that the board behaves consistently with its own rules and those legitimately imposed upon it from outside the organization,
 - a. Meeting discussion content will be only those issues which, according to board policy, clearly belong to the board to decide or to monitor,
 - b. Information that is for neither monitoring performance nor board decisions will be avoided or minimized and noted as such,
 - c. Deliberation will be fair, open, and thorough, but also timely, orderly, and focused;
2. The authority of the president consists in making decisions that fall within topics covered by board policies on Governance Process and Board-Executive Linkage, with the exception of (a) employment or termination of the headmaster and (b) where the board specifically delegates portions of this authority to others. The president is authorized to use any reasonable interpretation of the provisions in these policies,
 - a. The president is empowered to chair board meetings with all the commonly accepted power of that position (e.g., ruling, recognizing),
 - b. The president has no authority to make decisions about policies created by the board within Ends and Executive Limitations policy areas. Because the board as a whole creates the ends and executive limitations, the president has no authority to supervise or direct the headmaster,
 - c. The president may represent the board to outside parties in announcing board-stated positions and in stating committee chair decisions and interpretations within the area delegated to him. This does not conflict with the role of the headmaster as spokesperson for the organization,
 - d. The president may temporarily delegate this authority, but remains accountable for its use.

3.6 BOARD MEMBERS' CODE OF CONDUCT

The board commits itself and its members to ethical, professional, and lawful conduct, including proper use of authority and appropriate decorum when acting as board members.

Accordingly:

1. Members must represent undivided loyalty to the interests of the Owner. This accountability supersedes any conflicting loyalty such as that to advocacy or interest groups and membership on other boards or staffs. It also supersedes the personal interest of any board member;
2. Members shall not make decisions without the input of the Headmaster, accordingly,
 - a. The Headmaster will be invited to every meeting of the Board subject to the same notification requirements contained in the bylaws and policies as if he were a full member of the Board,
 1. The Headmaster will be welcome for the entire meeting except for the time when the Board enters into executive session,
 - b. The Board will forego this requirement for issues where the Headmaster has an

- unavoidable conflict of interest and has recused himself from the discussion in writing, in such cases the Heads of School shall be his substitutes,
3. Members must avoid conflict of interest with respect to their fiduciary responsibility,
 - a. There must be no self-dealing or any conduct of private business or personal services between any board member and the organization except as procedurally controlled to assure openness, competitive opportunity, and equal access to inside information,
 - b. When the board is to decide upon an issue about which a member has unavoidable conflict of interest, that member shall recuse himself without comment, from not only the vote but also from the deliberation,
 - c. Board members must not use their board position to obtain employment in the organization for themselves, family members, or close associates. Should a member desire employment himself, he must first resign;
 - d. Board Members will be required to affirm compliance and disclose any conflicts of interest annually, at the July board meeting. Upon awareness of conflicts of interest, the board of directors will review and resolve any concerning conflicts of interest.
 4. Board members may not attempt to exercise individual authority over the organization except as explicitly set forth in board policies,
 - a. Members' interaction with the headmaster or with staff must recognize the lack of authority vested in individuals except when explicitly board authorized,
 - b. Members' interaction with public, press, or other entities must recognize the same limitation and the inability of a board member to speak for the board except to repeat explicitly stated board decisions,
 - c. Except for participation in board deliberation about whether the headmaster has achieved any reasonable interpretation of board policy, members will not express individual judgments of performance of employees or the headmaster in any way that disrupts the full board's ability to evaluate the headmaster's job performance;
 5. Members will respect the confidentiality appropriate to issues of a sensitive nature;
 6. Members will be properly prepared for board deliberation;
 7. Members will support the legitimacy and authority of the final determination of the board on any matter, irrespective of the member's personal position on the issue.

3.7 BOARD COMMITTEE PRINCIPLES

Board committees, when used, will be assigned so as to reinforce the wholeness of the board's job and so as never to interfere with delegation from board to headmaster.

Accordingly:

1. Board committees are to help the board do its job. Committees ordinarily will assist the board by preparing policy alternatives and implications for board deliberation. In keeping with the board's broader focus, board committees will normally not have direct dealings regarding operational/management issues;
2. Board committees may not speak or act for the board except when formally given such authority for specific and time-limited purposes. Expectations and authority will be carefully stated in order not to conflict with authority delegated to the headmaster;
3. Board committees cannot exercise authority over staff. Because the headmaster works for the full board, he will not be required to obtain approval of a board committee before an executive action;

4. Board committees are to avoid over-identification with organizational parts rather than the whole. Therefore, a board committee that has helped the board create policy on some topic will not be used to monitor organizational performance on that same subject;

5. Committees will be used sparingly and ordinarily in an *ad hoc* capacity;
6. This policy applies to any group that is formed by board action, whether or not it is called a committee and regardless whether the group includes board members. It does not apply to committees formed under the authority of the headmaster.

3.8 BOARD COMMITTEE STRUCTURE

A committee is a board committee only if its existence and charge come from the board, whether or not board members sit on the committee. Unless otherwise stated, a committee ceases to exist as soon as its task is complete.

3.9 COST OF GOVERNANCE

Because poor governance costs more than learning to govern well, the board will invest in its governance capacity.

Accordingly:

1. Board skills, methods, and supports will be sufficient to assure governing with excellence,
 - a. Training and retraining will be used liberally to orient new members and candidates for membership, as well as to maintain and increase existing member skills and understandings,
 - b. Outside monitoring assistance will be arranged so that the board can exercise confident control over organizational performance. This includes, but is not limited to, fiscal audit,
2. Costs will be prudently incurred, though not at the expense of endangering the development and maintenance of superior capability,
 - a. Up to \$2,000 per fiscal year for training, including attendance at conferences and workshops, (Consulting, books)
 - b. Up to \$2,000 per fiscal year for audit and other third-party monitoring of organizational performance, (Auditor)
 - c. Up to \$1500 per fiscal year for surveys, focus groups, opinion analyses, and meeting costs; (Board travel, Board Sec., legal advice, meeting supplies)
3. The board will establish its cost of governance budget for the next fiscal year during the April board meeting.

4 BOARD-MANAGEMENT LINKAGE

4.0 GLOBAL BOARD-MANAGEMENT LINKAGE

The board's sole official connection to the operational organization will be through the headmaster of The Oaks Classical Christian Academy.

4.1 UNITY OF CONTROL

Only officially passed motions of the board are binding on the headmaster.

Accordingly:

1. Decisions or instructions of individual board members, officers, or committees are not binding on the headmaster except in rare instances when the board has specifically authorized such exercise of authority;
2. In the case of board members or committees requesting information or assistance without board authorization: the headmaster has the option to refuse such requests that require, in the headmaster's opinion, an inordinate amount of staff time, funds, or disruption. Provided, however, all such requests made to the president who may, in his sole discretion, forward such requests to the headmaster. The president shall only forward such requests to the headmaster if he believes that the request is directly relevant and germane to a current board function, and that such request is reasonable limited in scope to protect otherwise confidential information.

4.2 ACCOUNTABILITY OF THE HEADMASTER

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

Accordingly:

1. The board will never give instructions to persons who report directly or indirectly to the headmaster;
2. The board will not formally evaluate any staff or faculty other than the headmaster;
3. The board will view the headmaster's performance as identical to organizational performance, so that organizational accomplishment of board-stated Ends and observance of board-stated limitations will be viewed as effective headmaster performance;
4. However, the board may give instructions or other directives to a person who reports directly or indirectly to the headmaster if the subject matter of such instruction or directive concerns a matter on which the headmaster has a direct conflict of interest.

4.3 DELEGATION TO THE HEADMASTER

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

Accordingly:

1. The board will develop policies instructing the headmaster to achieve certain results for certain recipients, at a specified cost. These policies will be developed systematically from the broadest, most general level to more defined levels, and will be called Ends policies (Section 1 of this

Policy Manual);

2. The board will develop policies that limit the latitude the headmaster may exercise in choosing the organizational means. These policies will be developed systematically from the broadest, most general level to more defined levels, and they will be called Executive Limitations policies (Section 2 of this Policy Manual);
3. As long as the headmaster uses any reasonable interpretation of the board's Ends and Executive Limitations policies, the headmaster is authorized to establish all operational policies, make all decisions, take all actions, establish all practices, and develop all activities;
4. The board may change its Ends and Executive Limitations policies, thereby shifting the boundary between board and headmaster domains. By doing so, the board changes the latitude of choice given to the headmaster. But as long as any particular delegation is in place, the board will respect and support the headmaster's choices.

4.4 HEADMASTER'S COMPENSATION & BENEFITS

On an annual basis the board will set a compensation package that includes salary as well as non-salary compensation. The board will review the Headmaster's compensation package as defined in the headmaster contract, following the completion of the annual cycle of monitoring reports, as per policy 4.6, Monitoring Headmaster Performance. It will use the level of achievement of performance targets and overall satisfaction of the board with the headmaster's performance in the previous year to determine any salary change.

4.5 HEADMASTER'S RETIREMENT

The retirement age for the headmaster will be 65. He will ordinarily not serve as headmaster into the academic year in which he turns 66. As circumstances warrant, the board may extend this on a year-by-year basis for two additional years.

4.6 MONITORING HEADMASTER PERFORMANCE

Systematic and rigorous monitoring of the Headmasters' job performance will be solely based upon expected headmaster job outputs: organizational accomplishment of board policies on Ends and organizational operation within the boundaries established in board policies on Executive Limitations.

Accordingly:

1. Monitoring is simply to determine the degree to which board policies are being met. Data that do not do this will not be considered to be monitoring data;
2. The board will acquire monitoring data by one or more of three methods:
 - a. by internal report in which the headmaster discloses compliance information to the board,
 - b. by external report in which an external, disinterested third party selected by the board assesses compliance with board policies, and
 - c. by direct board inspection, including on-site visits, in which a designated member or members of the board assess compliance with the appropriate policy criteria.
3. In every case, the board will judge (a) the reasonableness of the headmaster's interpretation and (b) whether data demonstrate accomplishment of the interpretation;
4. The standard for compliance shall be any reasonable interpretation of the headmaster of the board policy being monitored. The board is final arbiter of reasonableness, but will always judge with a "reasonable person" test rather than with interpretations favored by board members or by the board as a whole;

5. All policies that instruct the headmaster will be monitored at a frequency and by a method chosen by the board. The board can monitor any policy at any time by any method, but will ordinarily depend on the routine schedule, as shown in Exhibit 2, Headmaster Monitoring Schedule at the end of this policy manual.
6. Annually the Board shall provide an oral and written evaluation of the Headmasters performance.

Exhibit 1: BOARD CALENDAR

SECTION 3 - GOVERNANCE POLICY

Board Calendar

Section	Title	Month
3.2 3.4 3.6 3.7 3.8 4.1 4.6	<u>Board Monitoring Items:</u> Governing Style Agenda Planning Board Member's Code of Conduct Board Committee Principles Board Committee Structure Unity of Control Headmaster Evaluation <u>Action Items:</u> Profile Board	January
	<u>Action Items:</u> Identify Board development needs to support the Ends Statements Review Headmaster Contract/Compensation	February
	<u>Action Items:</u> Conclusion of Board Planning Cycle Board Evaluation	March
3.9 4.3 4.4	<u>Board Monitoring Items:</u> Cost of Governance Delegation to the Headmaster Headmaster Remuneration <u>Action Items:</u> Strategic Plan Review Establish Plans for New or Returning Board Members Prepare Board Annual Agenda	April
	<u>Action Items:</u> <i>Prepare Annual oral and written Headmaster Evaluation</i>	May
	<u>Action Items:</u> Elect New Board Members	June

3.0 3.2 3.4 3.5 4.0 4.1	<u>Board Monitoring Items:</u> Global Governance Process/Ownership Linkage Governing Style Agenda Planning President's Role Global Board-Management Linkage Unity of Control <u>Action Items:</u> <i>Deliver Annual Headmaster Evaluation</i> Board Conflict of Interest Annual Affirmation of Compliance and Disclosure	July
	No Items	August
	<u>Action Items:</u> (New Fiscal Year Begins) Reevaluation of Section 1, Ends Statements during the September Meeting	September
3.1 3.3 4.2 4.5	<u>Board Monitoring Items:</u> Ownership Board Job Description Identify Board work necessary to support the Ends Statements Accountability of the Headmaster Headmasters Retirement <u>Action Items:</u> Faculty and Staff Christmas Party	October
	<u>Action Items:</u> Identify Board work necessary to support the Ends Statements	November
	No Items	December

Exhibit 2: HEADMASTER MONITORING SCHEDULE

SECTION 2 – Ends Statements & Executive Limitations

Headmaster Monitoring Schedule

Section	Title	Month
1.2 2.5	Classical Pedagogy Financial Condition and Activities	January
2.6 2.9	Asset Protection Communication and Support for the Board	February
1.4 2.10	Truth, Beauty and Goodness Long-Term Asset Planning	March
2.3 2.5	Compensation and Benefits Financial Condition and Activities	April
2.2 2.8	Hiring and Treatment of Staff and Faculty Emergency Executive Succession	May
	No items	June
1.0 1.1 2.4 2.5	Global Ends Statements Graduates Financial Planning/Budgeting Revenue Projections, Hard Income Coverage, Tuition increase between 1% and 3%, Fund Raising <2% and Tuition Assistance <10% Progress on achieving a Reserve Fund of 15% by the start of the 2021/2022 school year Budget to Actual Comparison, Capital Project Expenditures, Indebtedness, Internal Controls, Leased Facility Improvements and Real Estate Changes among others. Financial Condition and Activities	July
	No items	August
	No items	September
2.0 2.5	Global Executive Constraints Financial Condition and Activities	October
1.3 2.1 2.11	Christian Pedagogy Treatment of Constituents Approved Value Statements	November
1.5 2.7	Cost Ends Focus of Contracts	December