



VERITAS ACADEMY  
CLASSICAL ▼ CHRISTIAN ▼ COVENANTAL

# BOARD HANDBOOK

*All policies approved by the Board of Directors, February 21, 2013, unless otherwise noted.*

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## **PURPOSE OF BOARD HANDBOOK**

This handbook is intended to provide guidelines and directives for the School Board in regard to general policies, operations, and philosophy of the School Board as it leads Veritas Academy.

As such, this document contains critical information for the board's governance and operations essential to meeting and maintaining the school's purposes, basis and principles as stated in the Veritas Academy Bylaws. The handbook shall incorporate all school policies (from the School Policy Manual) that apply directly the school board role, function, and governance of Veritas Academy.

## **HISTORY OF VERITAS ACADEMY (SPM 2)**

Veritas Academy began in the spring of 1997 as an informal meeting of parents who were interested in a school that would combine the strengths of classical Christian education and home-schooling. In the fall of 1997 they began to organize classes (primarily Latin) for home-school students. Throughout the year the group of parents continued to meet and pray, leading to formal organization in the spring of 1998.

A second academic year began in the fall of 1998 with expanded course offerings. A full-curriculum, half-day academic program followed in the fall of 1999, in addition to elective classes for home-school students.

Since 1997, we have continued to develop our program to serve families seeking classical Christian education with a format and culture that honors the role of parents in the education of their children. Our purpose is to assist parents in providing for their children an education that is Christian, classical, and family-based. In pursuing this vision Veritas has grown and added grades for a full program. Since 2005 an athletic program has been developed for the Logic School (grades 7-8) and Rhetoric School (grades 9-12).

Veritas Academy is a non-profit (501(c)(3), Reformed and Presbyterian Christian learning center offering grades pre-kindergarten (K4) through twelfth grade to Christian families in the Savannah, Georgia area.

Veritas Academy is accredited by the Association of Classical Christian Schools ([www.classicalchristian.org](http://www.classicalchristian.org))

## **FOUNDATIONAL STATEMENTS (SPM 3)**

### **MISSION (SPM 3.1)**

*(Revised September 16, 2015)*

The mission of Veritas Academy is to assist parents in the education of their children by cultivating truth, goodness, and beauty in students through a distinctly Christ-centered, classical, and covenantal education.

### **FOUNDATIONAL COMMITMENTS (SPM 3.2)**

*(Revised September 16, 2015)*

The foundational commitments of a classical, Christian, and covenantal school (or any other school) distinguish it as an institution and are the standards against which all new ideas and practices are tested. They are the core values to which the school (board, administration, faculty, and families) is committed and for which it is responsible to safeguard and promote for future generations.

1. Christian Worldview: We believe that every aspect of our children's education must be intentionally founded upon biblical truth.

We believe the focal point of all that is, has been, and ever will be is the person of Jesus Christ. We believe that the education of our children begins with this reality. God reveals Himself not only specially in His Word, but also generally in every facet of His creation. All knowledge is therefore interrelated and teaches us about God's character, wisdom, and power. Ultimate reality exists only in Him, the Creator and Sustainer of all things, and therefore truth can be understood only as it relates to Him, the God of Truth and Sovereign Lord over all. The Scriptures teach that the fear of the Lord is the beginning of wisdom and knowledge. We believe therefore that every aspect of our children's education must be intentionally grounded in and integrated with biblical truth.

At Veritas Academy biblical truth is understood and applied from the perspective of historic orthodox Protestantism in general, and Westminster Presbyterianism in particular.

2. Classical Liberal Arts: We are committed to the traditional and long established, exemplary forms and standards in education handed down from ancient and medieval educators.

We are committed to a classical liberal arts education; the traditional and long established, exemplary forms and standards in education handed down from ancient (Greek, Roman) and medieval educators. Our methods and curriculum are modeled on the medieval Trivium. The Trivium is understood as an approach to instruction in which the tools of learning are imparted to students in stages that correspond with their natural pattern of cognitive development (grammar –the tool of knowledge, logic –the tool of reasoning, and rhetoric –the tool of communication). The goal of the Trivium is to educate students not in what to think primarily; but in how to think thoroughly, maturely and biblically. We understand that the liberal arts of antiquity denoted the education “worthy of a free man” (Latin liber, “free”) –an education intent upon cultivating wisdom, virtue, and eloquence through the pursuit of truth, goodness, and beauty. We emphasize and seek to preserve and pass on to successive generations the richness of our Christian and Western cultural heritage.

3. Covenantal Family Based School: We seek to assist parents in their God-given task of educating their children in the Lord.

We believe that God's covenant is family-based, embraces believers and their children in God's redemptive purposes, and provides the key for understanding the status and duties of parents and children in the home, the church and school. We believe God has granted to parents the responsibility and authority for raising their children, including the responsibility of educating them. We seek to assist parents in this God-given responsibility. We also believe that God's work in the life of children occurs primarily in the home and through the ministry of local churches. We purpose to be an extension of the home and churches --educators who function as agents and servants of parents and churches. We endeavor to provide a model of educating children in which parental involvement is encouraged, indeed, even required. We are committed to fostering a covenantal community of like-minded families, who, with our faculty and staff, encourage one another in their calling to bring up their children “in the discipline and instruction of the Lord.”

4. Wisdom and Virtue: We believe that true education culminates in wise and virtuous students who are being conformed to the image of Christ.

We believe each child is a living and eternal soul to be nourished, not a product to be manufactured. The purpose of education is not instilling knowledge alone, nor is it merely providing vocational skills. The purpose is inculcating wisdom and virtue in the life of each student. We seek true wisdom that begins with the fear of the Lord, is rooted in the Scriptures, and encompasses all of human experience. We aspire to virtue that reflects the

moral excellence of Christ, expresses itself in faithful obedience to God, and demonstrates love to others. Wise and virtuous students will become understanding, thoughtful, and courageous leaders in our homes, churches, and communities.

5. God-Honoring Excellence: We are dedicated to teaching and learning with excellence as unto the Lord.

We believe that all instruction must encourage students to love and honor God through their academic endeavors. God commands us to love Him with all our heart, soul, mind, and strength. Students must be challenged at all levels to do quality academic work "heartily, as unto the Lord" because God is worthy of their best. We employ gifted teachers who possess a passion for learning, a passion for teaching, and a passion for Christ. We want our students to possess a love of learning and be well equipped for their future callings.

6. Appropriate Forms and Habits: We believe that true education recognizes that hearts and minds are shaped not only by ideas and knowledge, but also by practices, habits, routines, and liturgies.

We seek to deliberately develop a culture in the school in which every idea, truth, and concept has its fitting visible expression. We seek not the artificial formality of the arrogant, nor formality for formality's sake, but rather a wise attention to form that continually favors appropriateness over casual and comfortable complacency. We believe that true education recognizes that hearts and minds are shaped not by ideas and knowledge only, but also by practices, habits, routines, and liturgies.

## **APPROACH (SPM 3.3)**

*(Revised September 16, 2015)*

Our approach to classical, Christian, and covenantal education then flows from our foundational commitments.

1. Condensed Day Format

Veritas provides academic instruction in a condensed day format in which lessons and instruction in core academic subjects (e.g. reading, penmanship, grammar, math, science, history, literature, and Latin) are provided during a shortened school day. The condensed day format efficiently uses classroom time during school hours, enables parental involvement in the student's education, and maximizes the family's role in shaping the child's faith and character.

Mornings are taken up with academic classroom work, which is pursued with the utmost diligence. This includes mathematics, language arts, Latin, history, and science.

Afternoons are devoted to home-based academic work, requiring involvement of parents. While Veritas provides the bulk of academic instruction in the classroom and does not expect parents to teach formal lessons at home, Veritas does desire parents to be involved in their child's education. Parental engagement in the afternoons will vary depending on the age of the student (more for younger and less for older students), ability of the student, and nature of the assignment. Veritas provides a significant list of books that are to be read at home. It is our intention that every family set aside a daily "quiet" hour devoted exclusively to reading. Our expectation is that since students are not spending a full day sitting in a classroom, more time may be committed to reading, homework, and other educational activities. Elective courses in art, music, drama, and physical fitness are also made available in the afternoons at Veritas Academy.

Late afternoons and evenings are free for family-based activities and enrichment pursuits. Music lessons, athletics, ballet, civic clubs, and other such activities may be enjoyed more than might otherwise be possible.

Thus we combine the substantive academics of classical education with the family-engagement emphasized by home-educators.

## 2. Trivium Based Instruction

Grammar – Grades K-6: During the Grammar phase, when children are particularly adept at memorization, we challenge them by providing substantial subject matter for them to memorize. Each subject has its own grammar. In science, children memorize facts about nature. In math, children memorize times tables. In Latin, teachers emphasize vocabulary. Throughout each year in Grammar School, Veritas students learn the factual foundation of each subject. We use songs, chants, and rhymes to help children enjoy the learning experience.

Logic – Grades 7-8: The Logic phase involves ordering facts into organized statements and arguments. During these middle school years, when students are beginning to think independently and often develop a propensity for argument, Veritas teaches students to argue well and reason clearly. The study of formal logic helps students understand the fundamentals of a good argument. Practice in making written and oral arguments in all subjects helps to further develop these skills. Again, each subject has its own logic. In science, we use the development and testing of hypothesis. In math, we develop a student's ability to logically orient numbers through the more abstract concepts of algebra and geometry.

Rhetoric – Grades 9-12: Rhetoric is the art of communicating well. Once a Veritas student has obtained a knowledge of the facts (grammar) and developed the skills necessary to arrange those facts into arguments (logic), he develops the skill of communicating those arguments to others (rhetoric). During the high school years, students become concerned with expression, articulation, and creativity. Classical education helps students develop their minds to think and articulate concepts to others. Writing papers, researching, and orating ideas are skills required in all subjects. Veritas leverages these skills through the final requirement of the defense of a senior thesis.

While each component has a primary focus during a particular phase, all skills are developed during all levels. A second grader will develop certain skills in logic and rhetoric. A high school student will still acquire extensive grammar level knowledge in specific subjects (e.g. chemistry). Emphasis is simply placed on different phases during different ages.

## **GOALS (SPM 3.4)**

*(Revised September 16, 2015)*

Our aim, in conjunction with the family and church, is to graduate young men and women who:

1. Love God with all their heart, soul, mind, and strength;
2. Evaluate all human knowledge and experience in the light of the Scriptures;
3. Are equipped to engage and shape the culture with the Truth of Scripture;
4. Listen carefully, reason soundly, articulate precisely, and speak persuasively;
5. Have mastered a core body of knowledge and are capable of discussing great ideas;
6. Possess a life-long passion for learning and know how to apply the tools of learning;

7. Lead and serve their family, church, community, and nation with humility, gratitude, and grace.

### **STATEMENT OF FAITH (SPM 3.5)**

*(Revised September 16, 2015, Revised October 26, 2021)*

- A. The ultimate basis of the Corporation of Veritas Academy shall be the infallible and inerrant Word of God set forth in the Scriptures of the Old and New Testaments and the system of biblical doctrine of which is essentially summarized in the Westminster Confession of Faith and the Westminster Larger and Shorter Catechisms (collectively, “the Westminster Standards”).
- B. The mission, commitments, approach, and goals described above flow from the faith commitments of Veritas Academy. The program at Veritas is the direct consequence of its theological convictions.
- C. Our statement of faith does not exhaust the extent of our beliefs. The Bible itself, as defined by the 66 canonical books of the Old and New Testaments, is the inspired and infallible Word of God that speaks with final authority concerning truth, morality, and the proper conduct of mankind, is the sole and final source of all that we believe. For the purposes of Veritas Academy’s faith, doctrine, practice, behavioral standards, policy, and discipline, our board of directors is the final interpretive authority on the Bible’s meaning and application.
- D. The Veritas Academy Statement of Faith is for convenience divided into three sections:
  - (i) Veritas Academy’s primary doctrinal foundation is the Westminster Standards (2007, ISBN 978-0-9793770-0-6). We believe this historic confession is a faithful, comprehensive, and reliable exposition of Biblical teaching. The theology of the Westminster Standards is the bedrock of our Christian worldview and gives shape and substance to the entire curriculum.
  - (ii) Because, for purposes of Christian brotherly love and unity, the Bylaws allow exceptions for some board members (*see* Bylaws section 5.1(B)) and some directors, teachers and staff members (*see* Bylaws section 10.1(c)) to serve without affirming all the doctrines of the Westminster Standards, this section of the Statement of Faith describes the beliefs that those board members and those directors, teachers and staff members must affirm. These beliefs are also contained within the Westminster Standards.
    - (a) We believe in God the Father Almighty, Maker of heaven and earth, and in Jesus Christ His only Son, our Lord. Jesus Christ was conceived by the Holy Spirit, and was born of a virgin, Mary. He suffered under Pontius Pilate, was crucified, died, and was buried. He descended into Hades, and on the third day He rose again from the dead. He ascended into Heaven, where He sits at the right hand of God the Father Almighty. From Heaven He shall come to earth again to judge the living and the dead. We believe in the Holy Spirit, one holy catholic church, the communion of all true saints, the forgiveness of sins, the resurrection of the body, and the gift of everlasting life. (Apostle’s Creed)
    - (b) We believe that God reveals Himself through the creation, preservation, and government of the universe. We believe that God makes Himself more clearly and fully known through the Scriptures, which are the only inerrant and infallible Word of God, our ultimate and final authoritative rule for faith and practice. These Scriptures are made up of 66 books, from Genesis to Revelation, the authority of which depend not upon the testimony of any man or church and are all to be received as the Word of God.

- (c) We believe that there is but one living and true God, eternally existent in three Persons of one power, substance, and eternity—Father, Son and Holy Spirit. He is perfectly wise, the overflowing fountain of all good. He is omnipotent, omnipresent, and omniscient. In all things He is limited by nothing other than His own nature and character. We believe the God we serve is holy, righteous, good, loving, and full of mercy. He is the Creator, Sustainer, and Governor of all that has been made.
- (d) We believe in the true deity and full humanity of our Lord Jesus Christ, such that two distinct natures, divine and human, were inseparably joined together in one person, without conversion, composition, or confusion. We believe 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.
- (e) We believe that Adam was made from the dust of the ground and formed after God's image and likeness, which was good, righteous, and holy. Because of Adam's sin all mankind is in a state of rebellion against God. For the salvation of such lost and sinful men, regeneration by the Holy Spirit is absolutely necessary.
- (f) We believe that salvation is by grace through faith alone, and that faith without works is dead. We believe that God freely justifies His own, not by infusing righteousness into them, but by pardoning their sins, and by accounting and accepting their persons as righteous, for the sake of Jesus Christ alone.
- (g) Justification is by grace alone through faith alone and through it the undeserving sinner is clothed with the righteousness of Christ.
- (h) We believe in the present ministry of the Holy Spirit, by whose indwelling the Christian is enabled to live a godly life, as the Spirit of Christ within us enables us to do freely and cheerfully what the will of God revealed in Scripture requires to be done. We believe that good works are only those which arise from true faith, conform to God's Word, and are done for His glory.
- (i) We believe God has appointed a day when He will judge the world in righteousness through Jesus Christ. We believe in the resurrection of both the saved and the lost; those who are saved to the resurrection of life, and those who are lost to the resurrection of damnation.
- (j) We believe in the spiritual unity of all believers in our Lord Jesus Christ. All who are united to Christ as Head of the Church are united to one another in love and have communion in each other's gifts and graces.
- (k) We believe that God defined marriage as the life-long covenant between one man and one woman, and that all forms of sexual activity outside of marriage are sin.
- (l) We believe that God immutably creates each person to reflect His image as male or female.
- (iii) The following section of the Statement of Faith contains Veritas Academy's Beliefs on the Sanctity of Life, Marriage, Gender, and Sexuality, which shall be affirmed and adopted by all board members, administrators, directors, teachers, and staff.
  - (a) We believe that all human life is sacred and created by God in His image. Human life is of inestimable worth in all its dimensions, including pre-born babies, the aged, the physically and mentally challenged, and every other stage

or condition from conception through natural death. We are therefore called to defend, protect, and value all human life.

- (b) We believe that God wonderfully and immutably creates each person as male or female. These two distinct, complimentary genders and sexes together reflect the image of God (Gen 1:26-17). Rejection on one's biological sex is the rejection of the image of God within that person.
- (c) We believe that the term "marriage" has only one meaning: the uniting of one man and one woman in a single, exclusive union, as delineated in Scripture (Gen 2:18-25). We believe that God intends sexual intimacy to occur only between a man and a woman who are married to each other (I Cor 6:18; 7:2-5; Heb 13:4). We believe that God commanded that no intimate sexual activity be engaged in outside of marriage between a man and a woman.
- (d) We believe that any form of sexual immorality (including adultery, fornication, homosexual; behavior, bisexual conduct, bestiality, incest, and use of pornography) is contrary to the Bible's teaching, is sinful, and offensive to God (Matt 5:18-20; I Cor 6:9-10).
- (e) We believe that in order to preserve the function and integrity of Veritas Academy as a Christian school under the authority of the Scriptures, and to provide a biblical role model to our students and school community, it is imperative that all persons employed by Veritas Academy in any capacity, or who serve as volunteers in any capacity, agree to and abide by this Statement on the Sanctity of Life, Marriage, Gender, and Sexuality (Matt 5:16, Phil 2:14-16, I Thes 5:22).
- (f) We believe that every person must be afforded compassion, love, kindness, respect, and dignity (Mark 12:28-31; Luke 6:31). Hateful and harassing behavior or attitudes directed toward any individual are not allowed, are to be repudiated, and are not in accord with Scripture and the beliefs of Veritas Academy.

#### **NON-DISCRIMINATION POLICY (SPM 4)**

*(Revised November 16, 2021)*

Veritas Academy does not discriminate on the basis of race, color, national or ethnic origin in the administration of its educational policies, admissions policies, scholarship and financial aid programs, and athletic and other school-administered programs.

Subject to the United States Constitution and all applicable state and federal laws, Veritas Academy does not discriminate in its employment practices.

#### **ASSOCIATION OF CLASSICAL & CHRISTIAN SCHOOLS MEMBERSHIP POLICY (SPM 5)**

*(Approved October 21, 2015, revised November 13, 2017, Revised October 27, 2020)*

- A. Veritas Academy will maintain membership in the Association of Classical and Christian Schools (ACCS). Maintenance of membership in the ACCS by Veritas Academy is conditioned upon the ongoing commitment of the ACCS to promote, establish, and equip schools committed to a classical approach to education in the light of a Christian world view grounded in the Old and New Testament Scriptures.
- B. The following are the minimum requirements for membership in ACCS, to which Veritas Academy is committed. All schools must:



- (i) Be private and classical Christian.
  - (ii) Not accept government funding sufficient to compromise the classical Christian mission should the government funding be withdrawn in the future.
  - (iii) Operate a school with classrooms (physical or digital) and teachers where students are sent by their parents to be instructed nontraditional models like “University”™ model schools, or online schools qualify.
  - (iv) Serve some combination of grades k-12.
  - (v) Commit to providing or finding a path to full k-12 classical Christian education for students.
  - (vi) Serve more than one family.
  - (vii) Conform to the trivium in the grades that you serve and provide at least two years of Latin or ancient Greek, one year of formal logic, and one year of rhetoric in the secondary for each student.
  - (viii) Support the work and mission of the ACCS.
  - (ix) Agree with the ACCS definition of classical Christian education (see ACCS website) and implement it insofar as you have the ability and resources.
  - (x) Agree with the ACCS statement of faith (see [www.classicalchristian.org/statement-of-faith/](http://www.classicalchristian.org/statement-of-faith/)).
  - (xi) Not discriminate on the basis of race, color, or national/ethnic origin.
  - (xii) Not affirm unbiblical family relationships.
- C. As the Board deems beneficial, Veritas Academy may join other organizations or associations, so long as membership does not hinder the school from fulfilling its Mission, Foundational Commitments, and Goals.

## **CODE OF CONDUCT POLICY (SPM 8)**

*(Revised November 16, 2021, Revised August 22, 2023)*

The lifestyle, words, and deeds of each board members, administrators, directors, teachers, staff members, students, and representatives of Veritas Academy shall exhibit 1) the ethical and moral principles of Scripture, 2) institutional preferences which foster an environment conducive to achieving the school’s goals, and 3) expectations for a climate of mutual respect, love and encouragement among students, teachers, staff, and board. Therefore, the following requirements shall apply to all board members, administrators, directors, teachers, staff members, students, and representatives of Veritas Academy:

- A. Since God is holy and since His name is to be revered, all board members, teachers, staff members, students, and representatives of Veritas Academy are expected to treat worship, prayer, and discussion of spiritual matters with proper reverence. Jokes, songs, conversation, or behavior that treat the Lord’s name, character, or institutions with triviality are not permitted.
- B. Since appropriate response to authority is biblically mandated and critical to a healthy Christian life, all board members, administrators, directors, teachers, staff members, students, and representatives of Veritas Academy must model proper submission to authority and encourage all students to obey their parents, teachers, supporting adults, and school policies promptly, willingly, completely and cheerfully. They shall cultivate and maintain an atmosphere of mutual respect and submission in the school. No student conduct or performance will be concealed from a student’s parents.

- C. Since fidelity to the truth is commanded by God and is the core of all meaningful relationships, all board members, administrators, directors, teachers, staff members, students, and representatives of Veritas Academy will demonstrate honesty and integrity in all their dealings with students, parents, administrators, the board, and one another. Students will particularly demonstrate fidelity to the truth by completing all schoolwork with honesty and integrity. Students will not represent as their own work, content that is not their own work. Students will not cheat, plagiarize, or use artificial intelligence to complete assignments and take assessments.
- D. Since God created male and female in His image, equal in personhood, yet distinct in their manhood and womanhood and complementary in their roles, male administrators/directors/teachers/staff/board members and students will show appropriate honor for female administrators/directors/teachers/staff/ board members and students by demonstrating gentlemanly etiquette at all times and female teachers/staff/board members and students will show respect for male teachers/staff/board members and students by exhibiting ladylike etiquette at all times.
- E. Since modeling Christian virtue, serving as Ambassadors of Christ, and representing the vision of Veritas to the community are intrinsic to enrollment and employment at Veritas, all board members, administrators, directors, teachers, staff members, students, and representatives of Veritas Academy staff members and students are to dress professionally, modestly, and neatly at all times and in accord with the Uniform Policy for students and Dress Code for teachers and staff. Staff member and student appearance shall be generally “conservative” and never distracting, overly trendy, or worldly. The General Dress Code Policy for students in the Student Parent Handbook will apply to board members, teachers, and staff, as well as students.
- F. Since Veritas Academy cares deeply about the health and well-being of its students and staff, the possession and use of illegal drugs, alcohol, tobacco, or illegal weapons of any sort is strictly forbidden on school grounds. All board members, administrators, directors, teachers, staff members, students, and representatives of Veritas Academy Staff shall not abuse or illegally use drugs, alcohol, or weapons at any time.
- G. Since words have a power and integrity of their own and since God expects man to be stewards of thoughts and expressions, all board members, administrators, directors, teachers, staff members, students, and representatives of Veritas Academy will refrain from language and actions which are vulgar, inappropriate and demeaning to either God or mankind.
- H. Since Christians are to conduct themselves in a manner consistent with biblical principles of purity and holiness, all board members, administrators, directors, teachers, staff members, students, and representatives of Veritas Academy shall refrain from all forms of inappropriate sexual behavior. All immoral sexual activity, including fornication, promiscuity, cohabitation, viewing of pornography, immodest dress, rejection of one’s biological sex, and homosexuality, is forbidden.
- I. Since spiritual disciplines (e.g. prayer, worship, Bible study, and fellowship) are essential to Christian growth and discipleship, all board members, administrators, directors, teachers, staff members, students, and representatives of Veritas Academy will strive to maintain a faithful daily walk with Christ and be active in a local evangelical church.
- J. Since all board members, administrators, directors, teachers, staff members, students, and representatives of Veritas Academy serve as ambassadors for Christ and representatives of the school at all times, it is expected that they will conduct themselves accordingly at all times, whether they are at school or away from school.

## **IN LOCO PARENTIS POLICY (SPM 9)**

*(Approved October 21, 2015)*

1. *In loco parentis* is defined as "in place of the parents." At all levels, the Veritas Academy Board, administration, teachers, and staff acknowledge that the school does not function above parental authority, but rather with delegated authority (*in loco parentis*) from the parents.
2. The Veritas Academy Foundational Commitment #3 (Covenantal Family Based School) describes our belief that God has granted to parents the responsibility and authority for raising their children, including the responsibility of educating them. We seek to assist and support parents in this God-given responsibility. We seek to operate as an extension of the family.
3. The implementation of our Foundational Commitments and pursuit of our Goals is never intended to supplant the responsibility and authority of parents to raise their children in the Lord. We intend to fulfill these Foundational Commitments and Goals through partnering with and supporting parents who are already dedicated to such goals in their respective households.
4. The school will seek to fulfill the obligations we have with regard to this policy primarily through careful admission procedures, faithfulness to our stated educational mission, and biblical discipline.

## **GRIEVANCE AND COMMUNICATION POLICY (SPM 10)**

These guidelines are to be followed whenever there is a dispute or grievance concerning any aspect of Veritas Academy's operations, between any two parties connected in a direct way to the school. This includes students, parents, staff, volunteers, administration, and Board.

Students or Parents to Teachers:

1. All concerns about the classroom must first be presented to the teacher by the parents, or the student
2. If the problem is not resolved, the parents or student may bring the concern to the appropriate administrator. If the student advances the concern to the administrator, he must have permission from his parents to do so.
3. If the problem is still not resolved, the parents should appeal the decision to the Headmaster.
4. If there is still no resolution, the parents should request in writing a hearing from the Veritas Academy Board. The request will be passed through the Headmaster.

Parents to Headmaster or administrator:

1. If parents have a concern about the general operation of the school (apart from the operation of the classrooms), they should bring their concerns to the appropriate administrator.
2. If the problem is still not resolved, the parents should appeal the decision to the Headmaster.
3. If there is still no resolution, they should request in writing a hearing from the Veritas Academy Board. The request will be passed through the Headmaster.
4. This procedure applies to Board members who are acting in their capacity as parents/patrons, and not as representatives of the Board.

Staff to Administration:

1. All concerns about the general operation of Veritas Academy must first be presented to the appropriate administrator.
2. If the problem is not resolved, the staff member may appeal the decision to the Headmaster.
3. If there is still no resolution, the staff member should request in writing a hearing from the Veritas Academy Board. The request will be passed through the Headmaster.

Volunteers to Staff or Administration:

1. If any volunteer has a concern about the volunteer work, he will present that concern to the staff member responsible for his oversight.
2. If the problem is not resolved, the volunteer may appeal the decision to the Headmaster.
3. If there is still no resolution, the volunteer should request in writing a hearing from the Veritas Academy Board. The request will be passed through the Headmaster.

General:

1. It is understood that if any disputes arise which are not specifically covered by this policy, the general pattern of procedures established by this policy will be followed.
2. The lines of communication for dealing with grievances shall also apply to positive feedback and constructive ideas for improving the school. The communication should be directed to the person primarily responsible for the issue at hand.
3. The Board will not serve as the initial contact on school related issues. No individual Board member may speak on behalf of the Board unless specifically authorized by the Board to do so on a specific issue.
4. If a dispute or grievance concerning any aspect of Veritas Academy's operations between any parties connected in a direct way to the school (students, parents, staff, volunteers, administration and board) cannot be resolved as outlined in this Grievance and Communication Policy such dispute or grievance shall be settled by biblically-based mediation and, if necessary, legally binding arbitration in accordance with the Rules of Procedure for Christian Conciliation of the Institute for Christian Conciliation, a division of Peacemaker Ministries (complete text of the Rules is available at [www.peacemaker.net](http://www.peacemaker.net)). The parties may mutually agree upon a Mediator or Arbitrator, or in the event they cannot agree, then the Institute for Christian Conciliation shall have the power to select a Mediator or Arbitrator, and its decision shall be final and binding on the Parties. The Mediator and/or Arbitrator shall be compensated based on the amount of time spent on the case at their regularly hourly rates plus reimbursable out of pocket expenses. The Parties agree to share the cost of mediation or arbitration equally. Judgment upon an arbitration award decision may be entered in any court otherwise having jurisdiction. The Parties understand that these methods shall be the sole remedy for any controversy or claim arising out of this Agreement and expressly waive their right to file a lawsuit in any civil court against one another for such disputes, except to enforce an arbitration decision."

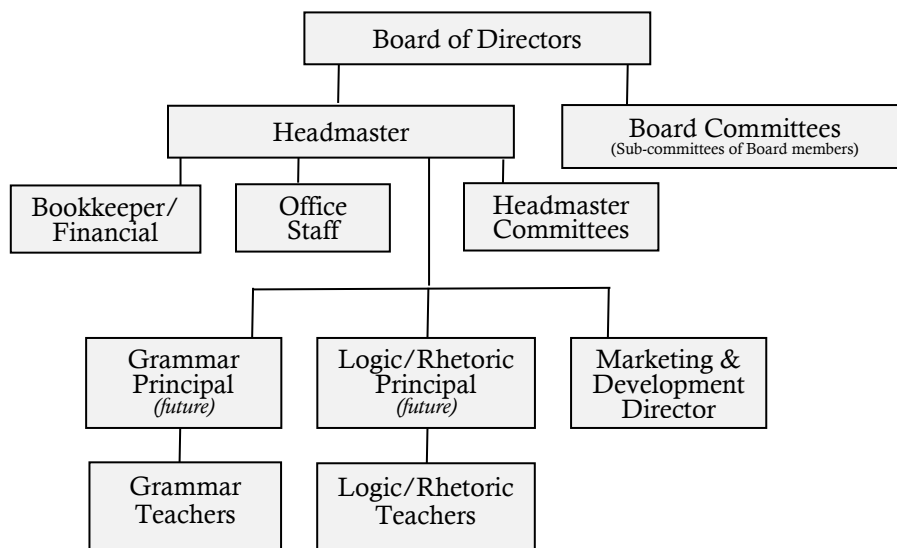
## **ORGANIZATIONAL STRUCTURE (SPM 18)**

*(Revised October 21, 2015)*

1. Definitions of Administrative Entities
  - a. The Veritas Academy Board consists of at least seven but not more than nine, appointed Board members. Detailed operational guidelines and responsibilities of the School Board are presented in the Veritas Academy Bylaws.
  - b. The School Headmaster is appointed and hired by the School Board to manage the day-to-day operations of the School and to provide timely information to the Board

regarding long-term decisions on curriculum, operations, school policies, budgeting, and facilities planning, student admissions, and school programs.

- c. Veritas Academy Principals are hired by the Headmaster with the consent of the Board and are directly responsible for managing the day-to-day operations of their Schools (including such duties as managing teachers and aides, class scheduling, student discipline,) and for providing input to the Headmaster regarding curriculum, school policies, budgeting, and facilities planning.
2. An organizational chart (allowing for future growth and development in staffing) for the management and operation of Veritas Academy is presented below:



**SCHOOL BOARD OF DIRECTORS (SPM 19)  
ORGANIZATION AND OPERATION OF THE BOARD (SPM 19.1)**

*(Revised May 17, 2017, Revised November 16, 2021)*

- A. Tenure and Number of Board Members
  - (i) There are two types of Board members:
    - (a) Permanent Board members shall maintain a permanent position on the board unless such service is terminated by resignation, death, or dismissal.
    - (b) Term Board members shall maintain a temporary position for a term of two years and may be re-appointed for up to three consecutive terms.
  - (ii) The total number of School Board members shall be at least seven but not more than nine. The minimum number of active permanent members on the Board shall be four or a number greater than the number of term members, that is, the number of active permanent members on the Board shall always constitute a majority of the board. The number of term members on the Board shall be less than the number of active permanent members.
- B. Board Member Qualifications
  - (i) All permanent members of the Board of Directors and all the term members except one (1) or two (2) term members shall:
    - (a) Give evidence of agreement the Statement of Faith (Policy 3.5 above). Any exceptions to the Westminster Standards must be stated in writing, and if such

exceptions are determined to be of a serious nature, undermining the integrity of Reformed Theology, service on the Board shall not be allowed; and

- (b) Be members in good standing of a Presbyterian and Reformed church which embraces the doctrines of the infallibility and inerrancy of the Word of God, the Scriptures of the Old and New Testaments, and the system of biblical doctrine set forth in the Westminster Standards.
- (ii) A maximum of two (2) term members of the Board of Directors shall be exempted from the full requirements of Policy 3.5.D(i), and shall give evidence of agreement with Section 3.5.D(ii), 3.5.D(iii), and also be members in good standing of a local Evangelical church that is in essential agreement with the doctrinal statement in section 3.5.D(ii) and 3.5.D(iii).
- (iii) All children of board members in the 2nd to 12th grade must be enrolled as full-time students at Veritas Academy. Exceptions may be made, per agreement of the board and board member parent, for children of board members whose educational needs cannot be satisfied by the school (e.g. students with diagnosed learning disabilities). Persons without school-aged children may serve on the Board.
- (iv) The majority of Board members shall always consist of parents of students enrolled at Veritas.

## **RESPONSIBILITY AND AUTHORITY OF THE BOARD (SPM 19.2)**

1. The Board of Directors has four primary responsibilities:
  - a. To preserve and support the Mission, Foundational Commitments, Approach, and Goals of the school,
  - b. To set school policy and to devise means and strategies for the funding of school policies,
  - c. To hire, evaluate, and support the Headmaster in implementing the mission, program, and plan of the school,
  - d. To plan future development and to devise means and strategies for the funding of future development.
2. Board members are also asked to:
  - a. Attend monthly board meetings
  - b. Serve as needed on at least one Board committee
  - c. Provide generous financial support according to one's means
  - d. Provide avid and vocal support of Veritas Academy in the greater community
  - e. Assist in recruiting additional Board members based on Board needs
3. The Board's authority is defined by the Bylaws which state:

The Board will be considered as having formally acted when, in a duly constituted meeting, a proposal is moved, seconded, discussed, passed with an affirmative vote of the majority, entered in minutes, and duly approved. Board discussion, consensus, debate, etc. shall not constitute formal Board action. Each Board member shall agree that the authority of the Board is corporate. Individual Board members, in dealing with the Headmaster, staff, faculty, parents, other board members, or in dealing with any matters of the school may not represent the full Board unless specifically instructed to do so by the Board, or required to do so by the Veritas Academy By laws.

### **BOARD OFFICERS (SPM 19.3)**

*(Revised September 25, 2017, October 29, 2019)*

Enumeration: The officers of the Board shall be a Chairman, Vice-Chairmen, Recording Secretary, Corresponding Secretary, Treasurer, and such officers as the Board may from time to time provide. Officers shall be members of the Board. The Chairman and Vice-Chairman shall be elected from the permanent board members. The terms of office shall be two years. The Chairman and Vice-Chairman shall be elected by the board on a bi-annual basis in June. No elected officer shall serve for longer than two consecutive terms. Secretaries and Treasurer shall be appointed by the Chairman.

1. Chairman: The Chairman shall preside at all meetings of the Board and shall be responsible, with the Board of Directors, for the formation of the general policies of the Corporation.
2. Vice Chairman: The Vice-Chairman shall preside at meetings at which the Chairman is absent and shall assist the Chairman in carrying out the programs of work and may be assigned responsibility for specific program areas.
3. Secretary: The Secretary shall keep a record of all meetings of the Board and the other committees of the Board; shall be the custodian of the seal and shall attest to all official paper; shall be sufficiently familiar with legal documents (articles, bylaws, IRS letters, etc.) to note applicability during meetings and shall be the principle contact between the Board and other entities concerning legal and regulatory issues; shall be subject to the administrative supervision of the Chairman of the Board.

The Secretary shall also be responsible for all Board correspondence including thank you notes, responses to communications, and board communications. This shall include notifying members of the Board of all regular and special meetings.

4. Treasurer: The Treasurer shall be responsible for oversight of all funds of the Corporation and for establishing and administering the necessary financial operations in the administration of the Corporation. The Treasurer shall provide to the Board at least quarterly a financial report of all funds of the Corporation during the preceding quarter.

### **BOARD COMMITTEES (SPM 19.4)**

The Board shall establish such committees as it may deem necessary to accomplish its objects and purposes. The Chairman shall appoint individual Board members to oversee the functioning of one or more committees. The Chairman of the Board shall be an ex officio member of all standing committees.

Committees may be any of the following: Personnel, Academic and Curriculum, Finance and Development, or Facilities

### **BOARD INTERACTION WITH LOCAL CHRISTIAN COMMUNITY (SPM 19.5)**

*(Approved October 21, 2015)*

The Board will develop and maintain open channels of communication with local Christian churches. Each Board member will be an active advocate of Veritas Academy and be willing to share the purpose and mission of the school with church leaders and laymen. The Board will follow the practice of referring students and parents to their pastors and elders for counsel on matters of doctrine not specifically included in the Veritas Academy Statement of Faith.

## **BOARD CALENDAR (SPM 19.6)**

*(Revised October 29, 2019)*

The Board of Directors shall strive schedule and achieve the following benchmarks and events during a one-year period beginning in June.

- |           |  |
|-----------|--|
| June      | Review standardized test scores and other academic data from completed year.   |
| July      | Receive and review final budget report from previous fiscal year.<br>Review preparations for start of new school year (facilities, curriculum, staffing, etc.).<br>Review Athletics and Extra-Curricular Programs for upcoming year.                                 |
| August    | Review Marketing and Development Plan and Goals for upcoming year.<br>Review and approve administrative goals.   |
| September | Prepare Annual Report.<br>Review Strategic Plan and establish priorities for the next school year for budget/tuition, personnel, facilities, academics, etc.<br>Plan for fall (October) meeting with families as needed.   |
| October   | Issue Annual Report to school community.<br>Review and revise (as needed) content of Bylaws, Board Policy Manual, Staff Manual, and Parent/Student Handbook.   |
| November  | Examine operating budget to date and compare to budget.<br>Draft preliminary budget and set tuition rates for next school year.<br>Conduct the Board annual planning meeting.  |
| December  | Approve budget for next school year.<br>Review and revise (as needed) admissions policies and processes.<br>Plan for winter (January) meeting with families, as needed.  |
| January   | Assess returning staff and staffing needs for upcoming year.<br>Assess and plan for facility needs for upcoming school year.<br>Assess board recruiting needs. Begin recruitment for board candidates as needed.   |
| February  | Adopt goals for upcoming school year<br>Approve calendar for upcoming school year.<br>Review preliminary budget and enrollment projections for upcoming school year.   |
| March     | Conduct evaluation of Veritas Academy's fulfillment of its mission.<br>Finalize recruitment of board candidates.   |
| April     | Establish development goals and priorities for upcoming year.<br>Conduct written evaluation of the headmaster.<br>Evaluate, interview, and nominate board candidates and officers as needed.   |
| May       | Review and adjust preliminary budget, based on enrollment projections, for upcoming year, and approve Final Budget.<br>Review preparations for start of new school year (facilities, curriculum, staffing, etc.).<br>Elect new board members and officers as needed. |

## **BOARD POLICY MAKING PROCEDURE (SPM 19.7)**

*(Revised October 21, 2015)*

1. Board Actions



- a. All resolutions adopted and all business transacted by the Board shall require the affirmative vote of a majority of the Directors present at the meeting, except as otherwise provided in the Bylaws, Article XIV, AMENDMENTS. The Board will be considered as having formally acted when, in a duly constituted meeting, a proposal is moved, seconded, discussed, passed with an affirmative vote of the majority, entered in minutes, and duly approved. Board discussion, consensus, debate, etc. shall not constitute formal Board action.
  - b. At all meetings of the Board, a quorum shall consist of one-half of the total voting membership plus one and shall include either the Board Chairman or Vice Chairman. A quorum is required for a vote on any Board action.
  - c. Board level policies (i.e. policies in the School Policy Manual) may be altered, amended, newly established, or repealed by majority vote of the Board at any regular or special meeting, providing that such changes were proposed and presented to the board in writing at a previously scheduled board meeting at least two weeks prior. Such a time frame will allow opportunities to cultivate unity of mind through study and prayer. While purposeful deliberations and adequate time for decisions are always wise, this requirement does not necessarily apply to “decisions” (e.g. operational or personnel decisions) that may require immediate action.
2. Amending the Bylaws
- The Bylaws of Veritas Academy, Inc. may be amended by a 3/4 affirmative vote of the Permanent members of the Board of Directors and 3/4 affirmative vote of the collective Board of Directors (Permanent and Term members) present in person or by proxy at a regular meeting or special meeting called for this purpose, provided the proposed amendments shall have been presented to the Board for approval prior to the meeting. However, amendments to the provisions of Bylaws Sections 3.1, 3.2, 4.1, 4.2, 9.1 and 14.1 shall require the unanimous affirmative vote of all Permanent Board members and 3/4 affirmative vote of the collective Board of Directors (Permanent and Term members).
3. Action in lieu of a Board meeting
- Any action required or permitted to be taken at any meeting of the Board may be taken without a meeting if a consent or consents in writing, setting forth the action(s) so taken, shall be signed severally or collectively by all directors, and such written consent or consents are filed with the minutes of the proceedings of the Board of Directors.

## **ADMINISTRATIVE PERSONNEL (SPM 20)**

### **HEADMASTER (SPM 20.1)**

- A. The Headmaster is the managing director and public representative of Veritas Academy. He represents the Academy and its Board of Directors. He leads the Academy in accomplishing its mission and advancing its vision.
- B. The Headmaster is under the authority of the Board of Directors. He shall be evaluated, supervised, and directed by the corporate Board.
- C. Requirements: The Headmaster must be a man of good reputation, a professing and practicing Christian, an active member in a local church which holds to the doctrines of the Reformed faith as expressed in the Westminster Standards or an acceptable equivalent, an experienced teacher, and an experienced administrator. He should hold an advanced college degree, preferably in the liberal arts; have knowledge of Latin, or other foreign languages; and a strong command of Western history. He should be deeply committed to the principles of Classical Christian education and able to promote these to a wide audience.

- D. Responsibilities: The Headmaster is responsible to manage and oversee the day-to-day operations of the School, including curriculum, instruction, student life, general administration, facilities, communications, admissions, finances, development, and staff management. He is responsible to lead the school such that the Mission, Foundational Commitments, Goals, and Statement of Faith are faithfully applied and advanced. Detailed responsibilities are stated in the Headmaster Job Description.

#### **OTHER ADMINISTRATIVE PERSONNEL (SPM 20.2)**

A. Elementary Principal

The Veritas Academy Grammar School Principal (and/or other administrative leaders) is hired by the Headmaster with Board approval to manage and administer the elementary school (Grades Pre-K-6) in line with the stated philosophy and goals. The principal's responsibilities and duties are determined by the Headmaster and serve as the basis for the Principal's annual performance evaluation.

B. Secondary Principal

The Veritas Academy Logic & Rhetoric School Principal (and/or other administrative leaders) is hired by the Headmaster with Board approval to manage and administer the Logic & Rhetoric school (Grades 7-12) in line with the stated philosophy and goals. The principal's responsibilities and duties are determined by the Headmaster and serve as the basis for the Principal's annual performance evaluation.

C. Marketing and Development Director

The Veritas Academy Marketing and Development Director is hired by the Headmaster with Board approval to manage the marketing and development efforts of the school. The Director's responsibilities and duties are determined by the Headmaster and serve as the basis for the Director's annual performance evaluation. General responsibilities include the development and administration of comprehensive plans for fund raising, student recruitment, public relations, and coordinating volunteer help for appropriate events and projects.

D. Enrollment Director

The Veritas Academy Enrollment Director is hired by the Headmaster with Board approval to manage all of enrollment efforts of the school. The Director's responsibilities and duties are determined by the Headmaster and serve as the basis for the Director's annual performance evaluation. General responsibilities include serving as the primary point of contact for prospective family, providing an informative and positive experience for prospective families throughout the admission process, and driving strategic initiatives supporting inbound recruitment marketing, family/student retention, and long-term strategic growth and development.

#### **CONFLICT OF INTEREST POLICY (SPM 21)**

*(Approved October 21, 2015)*

1. This purpose of this policy is protect the interests of Veritas Academy when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an Interested Person (as defined below) or might result in a possible "excess benefit transaction" (as defined in section 4958 of the Internal Revenue Code). This policy is intended to supplement, but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations. This policy applies to all Board members, faculty, staff, parents and students.

2. Interested Persons are defined as any director, principal officer or member of a committee with School Board delegated powers, who has a direct or indirect financial interest, as defined below, including but not limited to the School's Headmaster.
3. Financial Interest is defined as:
  - a. an ownership or investment interest (direct or indirect, through business, investment, or family) in any entity with which the School has (or causes students and their families to have) a transaction or arrangement,
  - b. a compensation arrangement (direct or indirect, through business, investment, or family) with the School or with any entity or individual with which the School has (or causes students and their families to have) a transaction or arrangement, or
  - c. a potential ownership or investment interest in, or compensation arrangement with (direct or indirect, through business, investment, or family), any entity or individual with which the School is negotiating (or causing students and their families to negotiate) a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the School Board decides that a conflict of interest exists.

4. Guidelines for Avoiding Conflict of Interests:
  - a. Duty to Disclose. In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the School Board so that the proposed transaction or arrangement may be considered.
  - b. Determining Whether a Conflict of Interest Exists. After disclosure of the financial interest and all material facts, and after any discussion with the Interested Person, he/she shall leave the School Board meeting while the determination of a conflict of interest is discussed and voted upon. The remaining School Board members shall decide if a conflict of interest exists.
  - c. Procedures for Addressing the Conflict of Interest.
    - i. An Interested Person may make a presentation at the School Board meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
    - ii. The Chairman of the School Board shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
    - iii. After exercising due diligence, the School Board shall determine whether the School can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest. In making its determination, the School Board may consider the views of the School's Administration concerning the relative quality of the products or services to be provided to the School by different providers.
    - iv. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the School Board shall determine by a majority vote of the disinterested members of the School Board whether the transaction or arrangement is in the School's best interest,

for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

- d. The term of any transaction or arrangement approved by the School Board in accordance with this policy may not exceed the then-current School Year.
5. Violations of the Conflict of Interest Policy.
- a. If the School Board has reasonable cause to believe that an Interested Person has failed to disclose actual or possible conflicts of interest, it shall inform the Interested Person of the basis for such belief and afford the Interested Person an opportunity to explain the alleged failure to disclose.
  - b. If, after hearing the Interested Person's response and after making further investigation as warranted by the circumstances, the School Board determines the Interested Person has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

## **CHURCH DISCIPLINE POLICY (SPM 22)**

*(Approved October 21, 2015)*

1. The church discipline policy is to be followed whenever an employee of the Veritas Academy, member of the Veritas Academy Board, or contracted Veritas parent comes under church discipline. There are no geographic or time limitations.
2. If any Christian church (i.e. any historically Evangelical church in basic agreement with the Veritas Statement of Faith) exercises church discipline over any church member who is an employee, board member, or contracted parent the following procedure will apply:
  - a. The leaders of the church in question will be contacted and asked to supply the Veritas Academy Board with a written outline of the case and the procedures which were followed. Any other believers who wish to present information to the board may do so.
  - b. The Board will meet to consider the facts of the case. The operating assumption of the Board will be that the church in question did in fact exercise biblical discipline, unless facts are presented which clearly demonstrate violation of the Scriptures, in substance or manner. The Veritas Academy Board will comply with, honor, respect, and implement the discipline, as needed.
  - c. When any church's discipline is honored, the Veritas Academy Board is solely responsible to determine how the discipline will be honored at Veritas. That is, the Board will set the procedures and limits to be followed by Veritas Academy personnel in the implementation of the discipline.

Please refer to School Policy Manual for policy statements regarding

Curriculum Goals Policy (SPM 6)

Trivium Application Policy (SPM 7)

Student Discipline Policy (SPM 11)

Student & Staff Relations Policy (SPM 12)

Parent-Teacher Communication Policy (SPM 13)

Secondary Doctrine Policy (SPM 14)

Controversial Subjects Policy (SPM 15)  
Holiday Observance Policy (SPM 16)  
Athletic Philosophy Policy (SPM 17)  
Conflict of Interest Policy (SPM 21)  
Church Discipline Policy (SPM 22)  
School Operations Policies (SPM 23)  
Financial Management Policies (SPM 24)  
Personnel Policies (SPM 25)  
Publications Policy (SPM 26)  
Family and Student Admissions Policy (SPM 27)  
Academic Program Policies (SPM 28)  
Uniform and Dress Code Policy (SPM 29)

## **BOARD GOVERNANCE GUIDELINES**

*(General Guidelines Approved November 16, 2016, unless otherwise noted.)*

The following information and guidelines provide general direction as to how the board should govern Veritas Academy. These do not constitute formal school policy (unless explicit board approval is noted), but rather provide wise instruction and “best practices” on how a school board best fulfills its role.

## **BOARD MEMBER PROFILE** *(approved July 17, 2014)*

Veritas Academy is governed by a Board of Directors, which serves four primary functions:

- To preserve and support the mission, philosophy, and goals of the school
- To set school policy and to plan for the school’s future development
- To hire, evaluate, and support the Headmaster in implementing the vision and plan
- To devise means and strategies to fund policies and future development

Board members shall meet the following requirements:

- Support, without reservation, the school’s mission, statement of faith, philosophy, and goals
- Understand and embrace the classical, Christian, and covenantal approach to education at Veritas Academy
- Use his God-given gifts and resources to further the mission of Veritas Academy

Board Members will be asked to:

- Be interviewed and evaluated by the board prior to their appointment regarding their suitability for board service and commitment to the educational and theological foundations of Veritas Academy
- Attend monthly board meetings
- Serve as needed on at least one Board committee
- Provide generous financial support according to one’s means
- Provide avid and vocal support of Veritas Academy in the greater community
- Assist in recruiting additional Board members based on Board needs
- Read and support the Dorothy Sayers’ article, *The Lost Tools of Learning*, and Douglas Wilson’s book, *The Case for Classical Christian Education* prior to Board appointment and read additional literature as requested to gain further understanding of the Classical and Christian vision for education and societal trends in education.

## **GENERAL PRINCIPLES OF EFFECTIVE BOARD GOVERNANCE**

*(Adapted from Petra Academy, Bozeman, MT, presented at ACCS Repairing the Ruins Conference 2009)*

### **1. Effective Board Governance**

- Makes board service a joy
- Increases the effectiveness and job satisfaction of staff
- Most effectively furthers the mission of the school
- Is good stewardship

### **2. Biblical Leadership is Servant Leadership**

- *Whoever wants to become great among you must be your servant, and whoever wants to be first must be slave of all. For even the Son of Man did not come to be served, but to serve, and to give his life as a ransom for many.*
- Board membership is about serving others

### **3. Attributes of a Dysfunctional Board, Part I**

- Excessively long meetings
- Poor attendance at meetings
- Poor preparation for board meetings
- Inability to keep confidential matters confidential
- Board members who see themselves representing a certain “cause”
- No balanced budget or plan to get there

### **4. Attributes of a Dysfunctional Board, Part II**

- Board members acting independently
- No regular executive session
- Unhealthy conflict, gridlock, one loud voice or lack of robust debate
- Managing too many details OR Managing the wrong details OR Simply Not managing/leading.
- Family members working in the school
- Inability to fully support board decisions afterwards

### **5. Clear Responsibilities**

- Head of School --Empowered to run the school, supported by the Board
- Board of Directors -Sets direction, then nose in and fingers out – except fundraising!

### **6. The Role of the Board**

- Establish and preserve a school vision
- Establish and preserve strategic goals that support and preserve the vision
- Pray for the school and staff
- Approve annual budget and ensure financial and legal integrity
- Promote the school and lead in financial giving
- Hire, support and manage the Head of School

- Participate and support the head of school in hiring of staff
- NOT to make day to day school operating decisions

### **7. The Role of the Board Chair**

- Set the agenda for board meetings with input from board members and head of school
- Plan periodic offsite planning sessions
- Run effective board meetings. (Starts and ends meetings on time)
- Build consensus around issues
- Insist materials are distributed and read before
- Lead annual review of Head of School

### **8. The Role of the Head of School**

- Manage school employees and day-to-day operations
- Sets tone of the organization by articulating expectations of children, teachers and parents
- Spiritual leader of the school
- Prepare annual budget and operating plan consistent with strategic goals
- Primary interface to parents
- Spokesperson for the school in the community

### **9. Effective Board Members**

- Exhibit spiritual maturity
- Can persuasively promote the school
- Attend the vast majority of meetings
- Support the school financially
- Keep confidential matters confidential
- Support the decisions of the board even if they did not agree
- If they have school age kids, they attend the school
- Not a staff member or related to a staff member

### **10. Running Effective Meetings**

- Materials distributed a minimum two days in advance of meetings – expect all to have read before the meeting
- Timely start and finish (2-3 hours)
- Expecting staff to bring proposed solutions, not just problems
- Bring conversations to a head while building consensus
- Don't be drawn into minutiae
- Don't decide issues that should be decided by the Head of School or teachers
- Don't discuss issues that should be handled in Executive Session (personnel issues, student discipline or performance, etc.)

### **11. The Purpose of the Executive Session**

- Should occur at the end of EVERY meeting



- Two parts – with and without Head of School
- To discuss any and all personnel matters that require board attention
- To discuss difficult student family matters or discipline matters that should not be public
- To collect and deliver regular feedback for the Head of School on their performance
- To provide a free forum for the board to discuss other school related matters without the presence of the Head of School
- Chairman should communicate the results of the Executive Session within 24 hours to the Head of School.

## **12. Head of School Performance Review**

- Monthly informal feedback following each Executive Session communicated by Chairman
- Annual formal performance review
- Head of School prepares their overview of performance
- Each board member prepares own feedback and highlights objectives for the following year
- Anonymous feedback from all staff
- Head of School adds their summary comments
- Completed report discussed during next Executive Session

## **BOARD GOVERNANCE CONSIDERATIONS AND DEFINITIONS** *(adapted from Pamela McGee, ECCS Board Manual, 2013)*

### **1. Policy Considerations:**

- Policies are the only medium through which the Board speaks.
- All Board policies should be in written form and reviewed annually.
- All Board policies should focus on explicitness, currentness, literalness, comprehensiveness, simplicity, brevity, and visibility.
- All Board policy should be based on the Mission Statement and other foundational statements of the school
- All Board policies should be located in a binder and available for public viewing. This is the responsibility of the acting Board Secretary. This Policy Manual shall be a dynamic document and policies may be amended by vote of the Board as prescribed in the Bylaws.
- Generally, each policy should be one page or less in length.
- Board policies should be pro-active, dealing with ends, not means.
- Board policies should deal with issues at the broadest level, reserving final choices to the Headmaster as long as those decisions are within the Board's ends and executive limitations.

### **2. Evaluation of Ends:**

- The Board's role is to concentrate on the Ends-related long range planning.
- Board members are to be strategic leaders, be forward thinking, and to develop long-range plans.
- Evaluating Ends discloses unacceptable deviations from the desired results or values.
- Evaluating Ends enables the Board to relax about the present so it can keep its mind on the future.
- Evaluating Ends keeps Board policies constantly in the spotlight and, therefore, more likely to be amended as they are out dated.

### **3. Governance vs. Management:**

"A Board that is more hurried than contemplative has probably fallen into staff-level issues and ceased to govern." (Carver, 2006)

- The Board speaks only when in a called Board Meeting.
- Board members have no individual power to govern.
- The Board speaks [corporately] as one, not as individual members.
- Only decisions of the Acting Board are binding.
- The Board delegates authority to and through the Headmaster.
- The Headmaster is the only staff member to whom the Board gives directions.
- Board members and the Headmaster are colleagues. Their relationship should be that of supportive peers.
- Board members have no authority to direct any other staff members.
- Board members or Board committees may not request information or assistance from any other staff without Board authorization.

- Board members may not spend school funds without prior and direct authorization from the Board.
- The Board and the Headmaster constitute a leadership team. Their contributions are formally separate but their roles are to support and respect each other. Teamwork, as in team sports, functions only as long as the positions are clearly defined.
- The Board confronts and resolves issues of governance while respectfully staying out of management.
- The Headmaster confronts and resolves issues of management while respectfully staying out of governance.
- Board members and the Headmaster must maintain confidentiality in matters discussed in Board meetings. Only information contained within the Board minutes and Policy Manual will be accessible to the public.

**4. Executive Limitations:**

- The Board maintains control of internal operations by setting limits instead of becoming directly involved.
- Board standards will state the limitations. (Ex., A Board that wishes to ensure that the Headmaster's actions are prudent and ethical must delineate ahead of time exactly what is imprudent and unethical. Any action that does not violate the Board's standards, then, is automatically approvable.)
- The Board is to state clearly what is unacceptable.
- The message the Board sends to the Headmaster consist of the goals to be achieved (Ends) and what may not be done in the process (Limitations).
- Defining the boundaries allows the Headmaster freedom to make decisions within these boundaries.

**Board Level Decisions**

Employment and dismissal of Headmaster  
 Approve annual budget  
 Strategic planning  
 Establish the Mission and Vision  
 Maintain a high level of ethics and integrity  
 Direct fundraising efforts  
 Responsible stewardship  
 Establish policy  
 Evaluation of Headmaster  
 Board committee work oversight  
 Board training and development  
 Maintain financial stability  
 Handle policy level concerns

**Headmaster Level Decisions**

Set personnel rules and regulations  
 Administer the approved budget  
 Purchasing within the budget  
 Daily operations of the school  
 Maintain high level of ethics and integrity  
 Supervision of faculty and staff  
 Responsible stewardship  
 Administer policy  
 Evaluation of faculty and staff  
 School committee work oversight  
 Faculty training and development  
 Maintain financial integrity  
 Handle parental concerns

## **READINGS and RESOURCES FOR BOARD DEVELOPMENT**

### **Category 1: Introductions to Classical, Christian, and Covenantal Education**

- The Case for Classical Christian Education*, Douglas Wilson (Crossway, 2003)  
*Classical Education (3<sup>rd</sup> ed.)*, Gene. E. Veith, Jr. and Andrew Kern (Capital Research Center, 2015)  
*A Firm Foundation*, ACCS (Collected important articles from the *Classis* newsletter)  
*The Lost Tools of Learning* (essay), Dorothy Sayers (E. T. Heron, 1948)  
*Recovering the Lost Tools of Learning*, Douglas Wilson (Crossway, 1991)  
*Wisdom and Eloquence*, Robert Littlejohn and Charles Evans (Crossway, 2006)

### **Category 2: Historical, Philosophical, and Theological Discussions Relevant to Classical, Christian and Covenantal Education**

- The Abolition of Man*, C. S. Lewis (Harper One, 2015)  
*On Christian Doctrine*, Augustine (426)  
*Of Education*, John Milton (1644)  
*Education, Christianity and the State*, J. Gresham Machen (Trinity Foundation, 1995)  
*Foundation of Christian Education*, Louis Berkhof and Cornelius Van Til (P & R, 1990)  
*The Great Tradition: Classic Readings on What It Means to be an Educated Human Being*, Richard M. Gamble (ed) (ISI Books, 2007)  
*Ideas Have Consequences*, Richard Weaver (Expanded Edition) (Univ. of Chicago Press, 2013)  
*The Paideia of God*, Douglas Wilson (Canon Press, 1999)  
*The Pattern of God's Truth*, Frank E. Gaebelain (BMH Books, 2009)  
*On Secular Education*, R. L. Dabney (Canon Press, 1996)  
*The Seven Laws of Teaching*, John Milton Gregory (Veritas Press, 2004)

### **Category 3: Discussions of Contemporary Issues in Education**

- Real Education*, Charles Murray (Crown Forum, 2008)  
*Desiring the Kingdom*, James K. A. Smith (Baker, 2009)  
*Educational Wastelands*, Arthur E. Bestor (1953)  
*The State of the American Mind*, Mark Bauerlein and Adam Bellow (editors) (Templeton Press, 2015)  
*Why Johnny Can't Read* (or *Why Johnny Still Can't Read*), Rudolf Flesch (Perennial, 1966, 1986)  
*The Vanishing American Adult*, Ben Sasse (St. Martin's Press, 2017)

### **Category 4: Board Governance and Organizational Health**

- The Advantage*, Patrick Lencioni (Jossey-Bass, 2012)  
*Getting Started with Policy Governance: Bringing Purpose, Integrity, and Efficiency to Your Board*, Caroline Oliver (John Wiley & Sons, 2009)  
*The Five Dysfunctions of a Team*, Patrick Lencioni (Jossey-Bass, 2002)

*Good to Great*, Jim Collins (Harper Business, 2001)

*The Five Most Important Questions You Will Ever Ask About Your Organization*, Peter Drucker, (Jossey-Bass, 2008)

*Mission Drift*, Peter Greer and Chris Horst (Bethany House, 2014)

*Healthy Boards, Successful Schools*, Willian R. Mott (Mott, 2018)

*Rethinking Sustainability*, Alan Pue (Purposeful Design Publications, 2012)

*Mission Directed*, Leonard Stob (Purposeful Design Publications, 2015)

### **Category 5: Online Resources: Newsletters, Lectures, and Workshops**

*Classis* Newsletter, Quarterly Journal of the ACCS (pdf edition available free to subscribers)  
visit <https://classicalchristian.org/public-resources/>

Recorded podcasts, seminars and workshops from ACCS Conferences:

visit <https://classicalchristian.org/favorite-audio-recordings-podcasts-and-materials/>

[www.ClassicalDifference.com](http://www.ClassicalDifference.com): Quarterly parent magazine of the ACCS. Available free through the Veritas school office. Pdf version available free at website.

Other helpful books, publications, articles, blogs, and podcasts may be found at

<https://veritaspress.com/> and <https://classicalacademicpress.com/> .

## **BOARD DEVELOPMENT PLAN**

*(Group readings, i.e. books read and discussed with entire board, may count toward reading requirements.)*

### **Prior to appointment to the Board**

Meet the expectations and qualifications listed on the Board Member Profile

Interview with the board and be evaluated regarding suitability for board service.

Be committed without reservation to the educational and theological foundations of Veritas Academy –as expressed in the Veritas Academy Mission, Foundational Commitments, Approach, Goals, Statement of Faith, Statement on the Sanctity of Life, Marriage, Gender, and Sexuality, and Code of Conduct Policy.

Read and support the Dorothy Sayers' article, *The Lost Tools of Learning*, and Douglas Wilson's book, *The Case for Classical Christian Education*.

### **During First Year on the Board**

Subscribe to and read the *Classis* newsletter and *The Classical Difference* magazine.

Read one book from Category 1 (Readings and Resources)

Read one book from Category 4 (Readings and Resources)

Listen to two ACCS Conference Recordings –one from Classical Christian Education selections and one from the Board selections.

If feasible, attend the ACCS Repairing the Ruins Annual Conference.

### **During Second Year on the Board**

Read one additional book from Category 1 (Readings and Resources)

Read one additional book from Category 2, 3, or 4 (Readings and Resources)

Listen to two additional ACCS Conference Recordings –one from Classical Christian Education selections and one from the Board selections.

If feasible, attend the ACCS Repairing the Ruins Annual Conference.

### **Third and Subsequent Years on the Board**

Read one additional book from Category 1 (Readings and Resources)

Read one additional book from Category 2, 3, or 4 (Readings and Resources)

Listen to two additional ACCS Conference Recordings –one from Classical Christian Education selections and one from the Board selections.

If feasible, attend the ACCS Repairing the Ruins Annual Conference.