



CEDAR TREE CLASSICAL CHRISTIAN SCHOOL

## Board Policy Manual

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# **1. Purpose of this Document**

Cedar Tree Classical Christian School, a private education ministry operated by Cedar Tree, A Nonprofit Corporation, is managed by its Board of Directors (hereafter referred to as the Board) and its appointed School Headmaster. This policy manual is intended to provide guidelines and directives from the Board in regard to general policies, operations, and guiding philosophy of the School. As such, this document contains critical information for implementing management plans and operations essential to meeting and maintaining the school objectives stated in the Cedar Tree Classical Christian School Bylaws.

## **2. General Philosophy and Purpose**

### **2.1 Mission Statement**

*Dates:* Revised January 10, 2004, Revised April 13, 2006, May 14, 2009

Cedar Tree exists to provide an excellent classical Christian education that cultivates minds and nurtures hearts for effective, Christ-centered living.

The core values of Cedar Tree which reflect why we exist as a distinctively classical Christian School are:

- Biblical foundation/Christian worldview
- Biblical discipleship and character development
- Time-tested classical Christian education following the Trivium
- God-glorifying Excellence in every endeavor
- Respect for parental authority and involvement
- Biblical grace and truth environment

### **2.2 Objectives and Standards**

*Date:* Revised January 10, 2004, May 14, 2009

Cedar Tree seeks to:

1. Teach all subjects as parts of an integrated whole with the Scriptures at the center.
2. Provide a clear model of the biblical Christian life through our staff and Board.
3. Encourage every student to develop in his relationship with God the Father through Jesus Christ.
4. Emphasize grammar, logic, and rhetoric in all subjects. (Grammar is to be understood as the fundamental rules and data of each subject. Logic is to be understood as the ordered relationship of particulars in each subject. Rhetoric is to be understood as the means by which the grammar and logic of each subject may be expressed clearly.)
5. Encourage every student to develop a love for learning and to achieve their academic potential.
6. Provide an orderly atmosphere conducive to the attainment of the above goals.
7. Provide an education to applicants regardless of their race, color, national or ethnic origin.

## **2.3 Statement of Faith**

*Dates:* Revised May 14, 2009

### **We Believe:**

1. The Scriptures, both Old and New Testaments, to be the inspired Word of God, without error in the original writings, the complete revelation of His will for the salvation of men and the divine and final authority for Christian faith and life.
2. In one God, Creator of all things, infinitely perfect, omnipotent, omniscient, and omnipresent, and eternally existing in three persons: Father, Son and Holy Spirit.
3. That Jesus Christ is true God and true man, having been conceived of the Holy Spirit and born of the Virgin Mary. He died on the cross as a sacrifice for our sins according to the Scriptures. Further, He arose bodily from the dead, ascended into heaven, where at the right hand of the Majesty on High He is now our High Priest and Advocate, and will return personally in power and glory at the end of the age.
4. That the ministry of the Holy Spirit is to glorify the Lord Jesus Christ, and during this age to convict men, regenerate sinners, indwell, guide, instruct, and empower the believer for godly living and service, according to the Old and New Testaments.
5. That man was created in the image of God but fell into sin and is, therefore, lost, and only through regeneration by the Holy Spirit can salvation and spiritual life be obtained, which is by grace through faith alone.
6. That the fall has affected every aspect of the character and capacities of humanity such that we naturally view all things from the perspective of our own desires and from the pursuit of our own advantages.
7. That the shed blood of Jesus Christ and His resurrection provide the only ground for justification and salvation for all who believe, and only such as receive Jesus Christ are born of the Holy Spirit and, thus, become children of God.

As a matter of firm policy, it is mandatory that all administration and staff (Board members, administrative staff, and teachers) subscribe to the above statement of faith in a manner and method prescribed by the Board of Directors, either by written statement or by oral testimony before the Board.

## 2.4 Philosophy of Education

*Dates:* Revised May 14, 2009

***Purpose:*** The purpose of Cedar Tree Classical Christian School is to provide an education that has the fear of the Lord as its true and proper end. To fulfill this aim, Cedar Tree will present all areas of learning within a biblically based framework or worldview, following the classical instruction method of grammar, logic and rhetoric in each subject area.

***Affirmations:***

1. ***We hold that education, rather than being a redemptive aspect of salvation, is key to our fulfillment*** of God's calling to be good stewards of the mind and the earth as well as the gifts we've received by grace through faith.
2. ***We hold that the child of God is not saved out of the world but is saved so as to be God's servant*** in the world. The child of God is called by God to work for the restoration of all things, which is the great end of Christ as He redeems the world from the fall.
3. ***We hold that there is a continuity of purpose between learning those things that*** pertain to the kingdom of God on earth as revealed in God's Word, and those things that pertain to the order of creation, generally known as the natural world and its sciences, and the order of human life, generally known as civilization or culture and its sciences. Because God is the Creator of all things, and because He is the only self-subsistent Being, all things ultimately can only be known in their relation to Him. When we truly know things and use and honor them according to that knowledge, we glorify God as their Creator; He has designed all things to reflect His excellencies.
4. ***We hold that all things are ultimately and inherently rational,*** being the creations of the mind of God. Consequently, all that is made stands open to the inquiry of the human mind which, created in the image and likeness of God, is only inherently limited by its being finite. Those limitations of the mind resulting from sin are circumstantial and, ultimately, remedial through the sanctifying work of God; however, this remediation will only be complete with the end of the age and the resurrection of the body.
5. ***We hold that the most effective and efficient method of education*** is that which is commonly called classical, consisting in a child learning first the grammar (the basic data and the fundamental rules), then the logic (the ordered relationship of the particulars), and finally the rhetoric (the clear expression of the grammar and logic) of each subject.
6. ***We hold that the education of children in the laws and ways of God is a divine mandate*** to parents as part of the covenant of God's grace. We further hold that being educated in the stewardship of creation and moral truth is inherent to our being made in the image and likeness of God. Therefore, a Christian school is a servant to parents who put their children in its care for their spiritual as well as academic development, which are properly inseparable.
7. ***We hold that the distorting of all truth by a self-serving perspective must be curbed,*** controlled and, to the extent possible, corrected by the disciplines of moral instruction, intellectual education, training of the sensibilities or desires, and the informal and formal influences of civil and political government, all of which begins first in the home.
8. ***We hold that the effective impartation of that spiritual truth given us by revelation*** and contained in the Bible requires the power of the Holy Spirit. Furthermore, those who seek to teach spiritual truth must personally believe in Jesus Christ and endeavor to cultivate and demonstrate a Christ-like character in all aspects of their lives. To this end we insist that every teacher, as well as those who administer, govern and oversee the education provided by Cedar Tree, personally subscribe to the attached statement of faith on a yearly basis.

## **2.5 Code of Ethics Policy**

*Dates:* Approved February 19, 2002, Revised May 14, 2009

*Objective:* To maintain the testimony of Cedar Tree Classical Christian School as a Christian school.

*Scope:* This policy applies to all individuals who represent the School in any capacity.

*Definitions:* N/A

*Guidelines:* All teachers, staff members, and representatives of Cedar Tree are expected to conform to biblical standards of behavior.

## **2.6 Loco Parentis Policy**

*Dates:* Approved February 19, 2002, Revised May 14, 2009

*Objective:* To ensure that parental authority over the education of their children is respected at Cedar Tree Classical Christian School.

*Scope:* This policy applies to the Board and all teachers and staff who exercise authority of any kind over the students.

*Definitions:* *Loco parentis:* this Latin phrase means "in place of the parents."

*Guidelines:*

1. At all levels, the Cedar Tree 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 Cedar Tree Mission Statement (2.1) and Objectives (2.2) represent the desired results that we believe will come from our educational support of godly homes. We intend to fulfill these established goals through by supporting parents who are already dedicated to such goals in their respective households.
3. The School's implementation of our Mission Statement and Objectives is not intended to supplant the responsibility of parents before God for the nurture and education of their children.
4. The School will seek to fulfill the obligations we have with regard to this policy, and both our Mission Statement and Objectives, primarily through careful admission procedures, faithfulness to our stated educational mission, and biblical discipline.

## **2.7 Secondary Doctrine Policy**

*Dates:* Adopted September 1999  
Revised February 11, 2002, May 14, 2009

*Objective:* To establish the limits of doctrinal teaching at Cedar Tree Classical Christian School.

*Scope:* This policy applies to all Cedar Tree teachers in their capacity as teachers at the School.

*Definitions:* Secondary doctrine: Doctrinal issues that are not addressed in the Cedar Tree Statement of Faith (2.3)

### *Guidelines:*

The Cedar Tree's Statement of Faith defines the beliefs on which the school is based. It expresses the key elements of Christianity that will be unapologetically taught in various ways through all grade levels. Their substance is that which will be considered primary doctrine at Cedar Tree. Secondary or divisive doctrines and issues will not be presented as primary doctrine. When these types of doctrine or issues arise, they will be referred back to the family and local churches for final authority.

When secondary doctrine enters classroom discussion, therefore, the teacher shall direct it as informational and nonpartisan. Teachers must be careful not to speak to the students in a manner that would cause offense to the parents. The presentation of all sides of an issue is encouraged (at the child's level of understanding). The teacher should encourage the students to follow up any questions they have with their parents and pastor.

## **2.8 Cedar Tree and the State**

*Dates:* Approved October 3, 2002, Revised May 14, 2009

*Objective:* To establish the relationship of Cedar Tree to governmental entities which may establish requirements or guidelines for the education of minors.

*Scope:* This policy applies to Cedar Tree Board, administration, and staff in their capacity as leaders of the school.

*Definitions:* Governmental entities: Includes federal, state, county, and local governments.

Minor: a person who has not reached the legal age of adulthood

### *Guidelines:*

- We understand the Bible to teach that the parents are responsible for the intellectual, moral, spiritual, and physical education of their children, under the guidance of the Holy Spirit. Deut. 6:6-9, 11:19-21
- We recognize that the prevailing modern culture seeks to remove God from education and thus ignores Him in relation to the intellectual, moral, spiritual, and physical development of students.
- We also believe that we are to submit to governing authorities so far as they do not command us to do what is contrary to God's Word (Rom. 13:1-7).
- Therefore Cedar Tree as a classical Christian school, which exists to educate students in God's truth, will voluntarily comply with governmental requirements insofar as doing so will not compromise the school's mission.
- State Registration Boundaries

It is the purpose of this guideline to establish a set of boundary limitations to required compliance issues stemming from being registered with the State of Washington as a private school.

### Boundaries to continued State Registration:

- Ability to effectively and Biblically fulfill Cedar Trees' mission and vision.
- Being required to teach principles or content that is non-Biblical, such as secular concepts of sex education, diversity training, Darwinian evolution, etc.
- Being required to approve as truth what God's Word affirms as untruth/non-truth.
- Being required to approve as untruth what God's Word affirms as truth.
- Being required to hire people whose beliefs, values and/ or sexual orientation are in conflict with our mission and vision.
- Being required to adhere to regulations that are unduly burdensome, so much so that they may materially affect our ability to fulfill our mission and vision.

### Actions contingent upon boundaries being violated:

- When state legislation is passed and enforced that qualifies as a "road block", or a majority of the board agrees that obeying the legislation would constitute a violation of our principles; we will begin the appeals process and preparation for departure from state registration, but not drop our registration status until those avenues have proved fruitless.
- In light of the tentative nature of Cedar Tree's participation in the state registration process, it is deemed prudent for Cedar Tree Christian Classical School to avoid entanglements (such as tax favored status, vouchers, scholarships, etc. that depend upon state registration) which would make withdrawal from registration unacceptably difficult. If CTCCS does financially benefit from state registration, the board will handle those

funds in a way so as not to become dependant on them for the regular operation of the school.

- For the purpose of establishing an accountability network regarding state registration, the Board should ask other Christian schools within the state to keep us accountable to the limits and controls set forth in this proposal.

## **2.9 Aesthetic Vision**

*Dates:* Approved – 10/9/08

The apostle Paul instructs us to set our minds on that which is true, noble, just, pure, lovely; we are to meditate on those things which are of good report, virtuous, or praiseworthy (Phil. 4:8). As a classical and Christian school, Cedar Tree has particular duties in this regard: the staff has been entrusted by our school parents with the responsibility to help train and discipline the minds and affections of their children. The loveliness and nobility enjoined by the apostle involve more than just “spiritual” truths so we understand our responsibility as a school to include the discipline of aesthetic education.

What frames our understanding of aesthetics? We begin with God himself, affirming that the triune God contains within Himself all ultimate loveliness and beauty. We also affirm that, as His creatures, we are to serve and worship Him in all that we do in the beauty of holiness. He has created us in His own image, and requires us to conform to His image in all that we do. As His creatures we must understand our responsibilities of creating and appreciating what is lovely.

We therefore affirm objective aesthetic standards. At the same time, we realize our limitations as creatures. We understand that only God knows exhaustively all that is beautiful about a piece of art while we see the beauty only partially. To us—limited human observers who see different aspects or “partialities” of a work—art appreciation may seem subjective. But this is an illusion created by our individual limitations. Therefore, we seek to instruct our students to make all aesthetic judgments in humility while training them in their responsibility to make grounded and informed aesthetic judgments, rejecting all forms of principled ugliness or aesthetic nihilism.

We seek to teach the importance of aesthetic standards in all activities associated with the school, striving for that form of excellence suitable to each activity. This obviously includes a strong emphasis throughout our curriculum on the fine arts—music, painting, sculpture, drama, poetry—with the attendant responsibilities of the students including study, reflection, and memorization. But our concern for aesthetics also extends to more mundane matters such as the cleanliness and decoration of classrooms, student dress, athletic competition, handwriting, music in the classroom, and organization of school-sponsored events. In all of these areas, we aim to teach our students the reasons for what we require, and not just impose the bare requirement. As our mission requires excellence in all that we do, we want to grow in what that means, avoiding all forms of pious or traditional kitsch, aesthetic frauds which can evoke a sentimental and superficial response not based in truth.

The standards we use in determining what we consider to be aesthetically valuable include, but are not limited to: conformity to the standards of Scripture; historical durability and the approval of many minds over generations (we are a *classical* school, after all); a balance of complexity and simplicity as seen in nature; the ability to encourage dignity; metaphorical strength; encouragement of harmony; the grace of subtlety; the power to evoke love of truth and goodness; quality of craftsmanship; an ability to honor standards while employing them in new ways; the avoidance of formulaic clichés; and the practice of wisdom.

## 3. Organizational Structure

### 3.1 Definition of Administrative Entities

*Dates:* Approved February 19, 2002, Revised April 9, 2009

Cedar Tree, A Nonprofit Corporation, a private, nonprofit organization registered as such with the State of Washington, operates Cedar Tree Classical Christian School.

Attempting to incorporate the federal (covenantal representation) model of government found in Scripture and the legal notion of *in loco parentis*, the School has sought to create an educational environment that promotes the family and the father's responsibility to bring his children up in the training and admonition of the Lord (Eph. 6:4). The School operates, both in the realm of education and in its own governmental structure, with delegated authority from the family (specifically, the father). The School Board is not autonomous in setting policy and directing the affairs of the School, but is in submission to the School Bylaws and all Articles contained therein. When a School Board member ceases to meet the necessary qualifications for Board membership, the school family (and/or Board) may exercise their authority in accordance with said Bylaws (see Article V, Section 4). The Cedar Tree Bylaws is the document to which the School Board and School (parents, staff, and students) are to submit. Ultimate authority rests in God alone, through the Lord Jesus Christ, as revealed to us in the Bible.

Subject to the availability of qualified (Article IV, Section 2 of School Bylaws) Board members, the School Board will consist of five permanent, appointed Board members (four of whom serve at one time, while a fifth member takes a one-year sabbatical) and three elected, temporary Board members, each serving a rotating term of three years. All regularly scheduled School Board meetings are open to School staff and parents of students in the School.

The School Headmaster is appointed and hired by the School Board to oversee the day to day operations of the School (including such duties as managing teachers and office staff, class scheduling, student disciplining, and interviews with prospective new students and parents) and to provide timely information to the Board regarding long-term decisions on curriculum, school policies, budgeting, and facilities planning.

## **4. School Board of Directors**

### ***4.1 Organization and Operation of the Board***

*Dates:* Approved March 12, 2002, Revised 4-15-04, 2-10-05, 7-26-05, 4-9-09

*Guidelines:* The Guidelines for Board Organization are given in the Bylaws. These additional policies are:

The Board shall elect annually, by July 1, from its ranks a Chairman, a Vice Chairman, and Secretary. The Chairman of the Board will preside over all meetings of the Board, unless otherwise agreed upon, and will be responsible for preparing and distributing the agenda to each Board member prior to the meeting. The Secretary will record the minutes of each meeting and will have copies available for distribution prior to or at the next meeting. Items for the agenda should be submitted at least two days in advance of the publication date.

When a vacancy occurs, a spouse may be nominated and appointed to the place of a vacating Board member, but should not serve concurrently.

Non-Board members will not be permitted to participate in the Board deliberations unless they have been invited for that purpose or have submitted an item that is on the agenda. The Board may, however, choose to have a time for public comment during Board meetings. For those who have been invited or have submitted an item on the agenda, the Board will benefit from their presence by gaining their input, but will usually not respond with any Board action until they have had time to deliberate and formulate a unified response.

The Board shall keep the minutes of all closed sessions in a separate binder for use by the Board only.

The Board may also conduct a limited amount of business by letter or electronic communications as long as all Board members are included and all such business is approved at a regular meeting of the Board.

## **4.2 Major Responsibilities**

*Dates:* Approved March 12, 2002, Revised 4-15-04, 4-9-09

*Guidelines:*

The overall responsibility of the School Board is to operate Cedar Tree Classical Christian School according to biblical guidelines and in accordance with the Cedar Tree Classical Christian School Bylaws. As part of this task, the Board will be responsible specifically for:

1. Encouragement of the School Headmaster, as well as any others who make significant contributions toward the advancement of the school's goals;
2. Approval of all school policies.
3. The authority of the Board is corporate. Individual Board members, in dealing with administration, staff, or parents, may not represent the Board as a whole unless specifically instructed to do so by the Board, or required to do so by the School Bylaws or this Policy Manual.

### **4.3 Policy-Making Procedures**

*Dates:* Approved March 12, 2002, Revised April 9, 2009

*Guidelines:*

The Cedar Tree Classical Christian School Bylaws may be altered, amended, or repealed by a two-thirds majority vote of the Board at any regular or special meeting, providing that a written notice enumerating such action has been mailed to all parents of record at least ten days prior to said meeting.

Policies set forth in this Policy Manual may be altered, amended, newly established, or repealed by a two-thirds 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. Interim policies may be established by the School Headmaster when necessary and will remain in effect until the following regular Board meeting, when the Board acts to establish permanent policy on the given matter.

#### **4.4 Interaction with Local Christian Community**

*Dates:* Approved March 12, 2002

*Guidelines:*

The Board shall strive to develop and maintain open channels of communication with local Christian churches. Each Board member shall be an advocate of Cedar Tree and be willing to discuss openly the purpose and mission of the School with church leaders and laymen. The Board also shall follow the practice of referring students and parents to their pastors and elders in matters of doctrine or counseling not specifically included in the Cedar Tree Statement of Faith.

## 5. Administrative Personnel

### 5.1 School Headmaster

*Dates:* Approved April 9, 2002; Amended May 27, 2004, Revised April 9, 2009

*Objective:* The Board will use the following goals and measurements as the basis for their ongoing evaluation of the Headmaster throughout the school year.

*Scope:* This policy applies to the School Board and Headmaster

*Definitions:* Headmaster- an employee hired by the School Board to manage and administer the school in accordance with Article IV of the Cedar Tree Classical Christian School Bylaws.

*Guidelines:*

#### 1. Accountability to the Board

- a. The Headmaster will promote and adhere to the Cedar Tree Statement of Faith and Philosophy of Education as outlined in Article II of the By-laws.
- b. The Headmaster shall actively support Board policies and decisions.
- c. The Headmaster shall attend all regularly scheduled Board meetings unless excused due to vacation, illness, or emergency. At each regularly scheduled Board meeting, the Headmaster shall present a report covering the following items: P&L analysis (including unusual expenses); significant facility, personnel, and discipline issues; changes in enrollment or staffing; other items deemed important by the Headmaster.
- d. The Headmaster shall serve on designated committees as appointed by the Board.
- e. The Headmaster will attend conferences in order to continue developing professional skills and to maintain contacts within the ACCS.

#### 2. Financial Stability-

- a. The Headmaster shall oversee the preparation of the operating budget for Board approval.
- b. In coordination with the Treasurer, the Headmaster shall control expenses to within budgeted operating and personnel costs in accordance with Board oversight and the current fiscal budget.
- c. The Headmaster shall oversee timely and accurate financial reports. These will be provided to all Board members before each regular monthly Board Meeting.

#### 3. Staff Development-

- a. The Headmaster shall select, train, supervise, and evaluate all staff members according to the standards as set by Board Policy.
- b. The Headmaster will ensure that classes are taught with excellence in a manner consistent with Cedar Tree's philosophy of education.

#### 4. School Operations-

- a. The Headmaster shall supervise purchasing, grade keeping, communications, advertising, enrollment, school library, and parent service.
- b. The Headmaster shall oversee production and distribution of the school calendar, Parent/Student Handbook, and Staff Manual.
- c. The Headmaster shall oversee the planning and execution of school events such as programs, assemblies, and parent meetings.
- d. The Headmaster shall submit required reports to appropriate agencies and authorities.
- e. The Headmaster shall ensure that student discipline is carried out in accordance with Board Policy.
- f. The Headmaster will oversee the maintenance of the campus.

5. Community-

- a. The Headmaster shall seek to cultivate healthy relationships with other ACCS schools
- b. The Headmaster will work with the Director of Development to promote Cedar Tree and classical Christian education within the wider community.

6. Other Duties-

- a. The Headmaster shall perform other duties as identified.

## 6. Policies Concerning Board Functions

### 6.1 Policy Creation Policy

*Dates:* Approved February 2002, Revised May 14, 2009

*Objective:* To establish a set format and procedure for creating written policy.

*Scope:* This policy is to be used whenever policy is proposed, revised, or written with the intention of being included in the Policy Manual for Cedar Tree Classical Christian School (for policies created/amended after the original policy approval date.).

*Definitions:* Dates: Policy approval and revision dates are to be noted.

Objective: This section is to clearly and simply state the objective of the policy.

Scope: This section is to define the breadth of application that the policy is intended to cover, such as personnel, time period, geographic locale, etc.

Definitions: Any term used in this policy that is considered worthy of defining is to be defined in this section.

Guidelines: This is the section to list the procedures or guidelines particular to this policy.

*Guidelines:*

1. Policies will follow the format exemplified in the five sections as defined in "Definitions" above.
2. The organization of policies in the manual will be established and revised to fit this format.
3. All proposed policies will be submitted in writing to the Board.
4. In order to give time for thorough consideration, voting on proposed policy revisions to existing policy should occur at least 2 weeks after the meeting when the proposal was made.

## **6.2 School Board Committee Organization Policy**

*Dates:* Approved May 27, 2004

*Revised:* July 26, 2005, May 14, 2009

*Objective:* Defines the committees, outlining their function and articulating their relationship to the Board.

*Scope:* N/A

*Definitions:*

Standing committees of the School Board, as defined under the authority of Article VI of the Bylaws, will be:

Education:

Development and maintenance of Scope & Sequence

Selection of textbooks, materials, and equipment

Facility:

Planning for future facility needs

Ensuring the execution of those plans

Maintenance of existing facilities

Finance:

Financial operations (accounts receivable & payable)

Fund accounting

Reporting

Budgeting

*Guidelines:*

1. Each committee is responsible for carrying out its function as defined by the Board. Each committee must include at least one Board member.
2. All nominated committee members must be approved by the Board.
3. Committee membership is for one year coinciding with the school's fiscal calendar. Committee members may be added or replaced, as needed, subject to Board approval.
4. Each committee shall ordinarily make a report at each regular Board meeting.
5. Each committee is responsible for contacting the Board Chairman to place items on the agenda at least one week prior to the next Board meeting.
6. Each committee reports directly to, and is under the direct authority of the Board. The School Headmaster may, when directed by the Board, assist or serve on a committee, but he does not report to the committees nor the committees to the School Headmaster.

### **6.3 Board Communication Policy**

*Dates:* Approved August 1, 2002, Revised May 14, 2009

*Objective:* To establish a format for communication of issues for the consideration of the Board by constituents of Cedar Tree.

*Scope:* This policy applies to all people who are constituents of Cedar Tree and to issues that are outside the scope of the grievance policy

*Definitions:* Issues: Information or ideas for change which are seen as being beneficial to the operation of Cedar Tree and consistent with its stated mission and purpose.

Constituents: persons having an active involvement, such as parents, teachers, students, employees, etc.

*Guidelines:* All proposals intended for formal consideration by the Board shall:

1. Be submitted in written form.
2. Include a statement of how they relate to the stated mission of Cedar Tree.
3. Include a statement of the potential benefit of using this information or implementing a change.
4. Include a statement of the potential negative consequences of the information or implementing a change.
5. Be signed.
6. Be given to the Chairman of the Board at least two weeks prior to the next Board meeting in which it will be considered.

The Board will address the proposal at its next regular meeting. If time does not allow a full consideration, the item may be assigned to a committee, delayed until a later meeting, or remanded to the author(s) for further information. A response to the communication will be returned to the author(s).

## 7. School Operations and Equipment Policies

### 7.1 Student Health Requirements

*Dates:* Adopted September 2000  
Revised March 24, 2004

*Objective:* To provide guidelines for student health records and medication administration to students.

*Scope:* All students attending Cedar Tree

*Definitions:* N/A

*Guidelines:*

1. All students attending Cedar Tree must have on record with the school either a current immunization record or an exemption statement, according to Washington code, before starting classes in the fall. Standard immunization record forms may be obtained from Cedar Tree administration.
2. Each year, parents must sign an accident release statement for each student. For returning students, parents must review the health record on file and note any changes.
3. Before Cedar Tree will issue **any** medication to a student, the school must receive written permission from parents. Medications will not be dispensed unless the parents provide written authorization describing the medication, dosage frequency and potential side effects of the medication to be administered. All medicine authorizations, for both prescription and over-the-counter medications, must be in writing, specific to each and every medication to be dispensed and resubmitted each time use of the medication is resumed after any period of non-use.
4. For students who take medications regularly or frequently (such as acetaminophen), parents may sign a statement allowing the dispensing of such medicine at any time throughout the school year. As noted above, the medication dosage and frequency at which it may be given needs to be noted in the written statement. **Parents are to provide the medicine in its original container; the medicine will be kept in the school office. A record will be kept for each student who receives medicine which includes the date, time, dose and name of the staff member dispensing the medicine.**
5. **Students are to turn in all medicines to the administrative office in order to protect other students from unauthorized use.**

## **7.2 Serious Diseases Policy**

*Dates:* Approved February 2002, Revised May 14, 2009

*Objective:* It is the purpose of this policy to establish procedures which are to be followed whenever a serious disease might be introduced into Cedar Tree Classical Christian School.

*Scope:* This policy applies to all students enrolled at Cedar Tree, and to all staff of Cedar Tree.

*Definitions:* Serious diseases: Those diseases which are potentially life-threatening, or which can cause permanent bodily damage, and can be communicated from one person to another (other than genetically). Spinal (or viral) meningitis, AIDS (Acquired Immune Deficiency Syndrome), and pneumonia are examples of the type of diseases herein referred to. Common colds, influenza (mild forms), chickenpox, Strep throat, etc., though unpleasant and contagious, are not to be considered serious diseases.

### *Guidelines:*

1. The School Headmaster will take every appropriate precaution to reduce the risk of infection of any student or teacher by any known serious diseases. This will include isolating the student(s) who may have the disease, or have been exposed to it.
2. Cedar Tree cannot be held responsible for the communication of any serious disease that was introduced to the school without the knowledge of the administration.
3. Upon receiving reliable information that a student or teacher at Cedar Tree has contracted, or has been in contact with, a serious disease, the School Headmaster will immediately contact local health officials and the Disease Control Center in Atlanta, Georgia to obtain more information.
4. The information sought should answer such questions as:
  - To what degree is the disease communicable?
  - How is it transmitted?
  - What is the incubation period for the disease?
  - What are the disease symptoms?
  - What precautions should the school take?
  - What information would be helpful to the school's families?
5. Based upon the answers to the above questions, the School Headmaster will determine what actions are necessary. He (or someone he designates) will then contact the parents of the affected student(s) and share with them the information he has received, as well as the decisions he has made.
6. The student may be asked to remain home for a specific, or undetermined, length of time.
7. Closure of the school may be necessary in extreme cases.
8. If the School Headmaster determines that a deviation from this policy is necessary, the matter will be presented to the Cedar Tree Board as soon as possible for a decision.
9. All cases of serious diseases that have affected or could affect the school will be reported to the Board.

### **7.3 School Calendar Policy**

*Dates:* Approved May 27, 2004, Revised May 14, 2009

*Objective:* To set guidelines for the administration of Cedar Tree regarding the construction and execution of the school's yearly calendar.

*Scope:* This policy applies to the construction and execution of the annual school calendar of all programs related to the mission of Cedar Tree.

*Definitions:* Nine-week Quarter: Consists of nine weeks of regular school days in which not more than two days in any week are missed.

School Days: Consists of a morning and afternoon period of educational activities with the normal breaks and lunchtime.

*Guidelines:* In constructing and carrying out the annual school calendar of Cedar Tree, the following guidelines are to apply:

1. Each year, no later than April 15, the Headmaster will construct and submit for Board approval an annual school calendar that includes the elements below:
  - a. Four nine-week quarters of school days. (These are also to be the grade/progress reporting periods.) Two extra days will be added to adjust for unplanned school closures.
  - b. As often as possible, given the above standards, starting and ending dates that fall between the first half of September and the first half of June, respectively.
  - c. At least two parent-teacher conference opportunities in the school year.
  - d. Recognition, by having vacation days, of the following holidays: Thanksgiving, Christmas, President's Day, Good Friday, and Memorial Day. Other holidays are subject to Board approval.
  - e. A weeklong spring break that preferably coincides with the Vancouver School District schedule.
2. After Board approval of the annual calendar, the Headmaster has the authority to make the following decisions related to the calendar:
  - a. To construct other extra-curricular and school program calendars that coincide with, but do not impinge upon the basic educational calendar.
  - b. To plan and execute teacher-training/workdays, without student attendance.
  - c. To close the school for emergency or other unforeseen circumstances (e.g. weather, death of a faculty member, national crisis, etc.) In such an event, the Headmaster, with whatever other advisory services he chooses, will determine as early as possible in the day, whether to close the school or not.
  - d. Should conditions necessitate more than two days of unplanned school closure during the school year, the Headmaster will work with the Board to determine how best to make up the additional days missed.
  - e. All other calendar-related decisions that further the goals and purposes of Cedar Tree.

## **7.4 Communication Systems**

*Dates:* Approved May 12, 2005, Revised May 14, 2009

*Objective:* It is the purpose of this policy to establish guidelines for using the communication systems of the school. It is the intent to protect the community while maintaining effective communication between the interested parties of Cedar Tree.

*Scope:* This policy applies to all students enrolled at Cedar Tree, staff, and parents.

*Definitions:* Communication Systems: Includes telephone, Internet, email, web sites, homework folders, family files operated by the schools, and any other on-site method by which the school communicates information to the staff, children, and families of Cedar Tree

### *Guidelines:*

1. The communications systems will only be used for purposes that are in agreement with the mission and values of Cedar Tree as noted in policy 2.1.
2. Permission from the Headmaster must be obtained prior to performing personal work on school computers. Use of the telephone for personal reasons should be minimized in order to leave the lines open for school business.
3. All information sent from the school email address or placed in family files for general dissemination must be approved by the Board or Headmaster. Approval will be determined by the appropriateness of the information based on the mission and values of Cedar Tree, the relationship to the purposes of the school, and the benefit to the school.
4. The use of the Cedar Tree school directories (including phone numbers, addresses and e-mail list) cannot be for purposes of solicitation, fundraising, or other activities that are outside the mission of Cedar Tree (consistent with 8.6 –No Solicitation). This includes partial or complete blanket e-mails to families without properly routing them through the Cedar Tree office.
5. Public web pages shall be used to provide information concerning the school and its mission. Private web pages may be used to provide information to current families of the school. The private pages shall be password protected, the password being changed at least once per year.
  - a. Names of students will not be used in conjunction with a photograph on the public web site. When a parent or legal guardian of a child requests the removal of specific photographs depicting the child, the photographs shall be removed in a timely manner.
  - b. All links to other sites shall be investigated to the best of our ability to avoid recommending inappropriate information.
  - c. Non-Cedar Tree e-mail addresses and phone numbers shall not be published on the public web site.
  - d. The Board is responsible for all web content. This authority may be delegated to the Headmaster and/or a Board approved web master.

The communications systems will not be used for any illegal purposes, personal expressions of negativity, or non-school business development.

## 8. Financial Management Policies

The policies presented in this section address financial issues, such as budgeting, financial operations, accounting and reporting practices, capital expenditures, and fund raising guidelines.

### 8.1 Tuition and Fee Policy

*Dates:* Approved August 2, 2000

Revised April 9, 2002; July 26, 2005, June 4, 2009

*Objective:* To ensure that tuition payments are collected in a timely manner. To establish policy whereby unpaid tuition payments are collected as quickly as possible. To establish parameters on refunds.

*Scope:* New or returning families

*Definition:* N/A

*Guidelines:* The following process is to be followed in the collection of tuition and fees:

1. The bookkeeper will issue invoices in a timely manner.
2. Parents are responsible to pay the tuition by the first day of each month.
3. A late fee will be charged for all tuition payments received later than the fifth day of the month. A 10% late fee will be assessed on any book/supply fees received later than the fifth day of the month.
4. If registration or book/supply fees are not received on time, there is no guarantee that classroom space will be reserved for the student.
5. Failure to pay tuition by the fifth day of the month will result in a phone reminder by the Headmaster or someone he designates, to attempt to collect the tuition. In the event tuition is not paid after the phone call, the Headmaster will notify the Board.
6. An attempt by the Board to collect overdue payments will be made immediately.
7. In the event of non-payment or the absence of any agreement being made, the student(s) will be expelled by the 1st of the following month.
8. Registration fees and book/supply fees are nonrefundable.
9. Tuition payments are not refundable, whether prepaid or paid over the course of a school year.
10. The Board may consider conditions of hardship or other instances on a case by case basis.
11. This policy is to be followed unless specific other arrangements have been made between the Headmaster and the financially responsible parties involved. Good faith will be presumed on the part of these responsible parties unless subsequent circumstances indicate no positive action can be expected.

## **8.2 Past Due Accounts Payable Policy**

*Dates:* Approved April 9, 2002

Revised June 4, 2009

*Objective:* To establish a set procedure for the payment of bills.

*Scope:* This policy applies when any money is owed to outside creditors, the government, or staff, and is past due.

*Definitions:* Past Due Accounts Payable: Any bill that has not been paid by the date upon which we have agreed to pay it. If we have no explicit agreement to pay by a certain date, then the date due shall be determined by the creditor.

Financial Crisis: When cash reserves are not available to pay outstanding obligations in any given month.

*Guidelines:*

1. The oldest bills will be paid first.
2. When a bill goes overdue, the creditor receives less than payment-in-full, or when the creditor receives less payment than was arranged previously, the School Headmaster will notify such a creditor immediately.
3. All undesignated money received by Cedar Tree, whether tuition or gifts, will be applied to the oldest bills first. Money received will not be accumulated in order to meet current obligations (i.e., payroll, rent, etc.) if there are any older, unpaid obligations.
4. If, as a result of implementing this policy, it becomes clear to the School Headmaster that the school will be unable to make payroll, then he will notify the Chairman of the Board in the event that payday will not be made in full, for whatever reason. The responsibility for generation of the necessary gifts for staff will become the Board's responsibility. The School Headmaster will retain his responsibility for accounts receivable to the school.
5. If payroll is not completely met, then the Board or Board representative will meet with the staff to work with them concerning our failure to meet our obligations to them.

### **8.3 Scholarship Policy**

*Dates:* Approved October 3, 2002  
Revised June 4, 2009

*Objective:* To establish the procedures and criteria for accepting and disbursing funds for tuition scholarships

*Scope:* This policy applies for all current and prospective students and families of Cedar Tree.

*Definitions:* Scholarship: A reduction in the tuition and/or fees for a student/family based on the established criteria.

Undesignated service: Service which would allow a reduction in tuition for a family, but which is instead being given to the school to help an undesignated student/family.

*Guidelines:*

1. The student must have applied to or have been accepted into the school.
2. Scholarships will not be given that remove all responsibility for tuition/service from a family.
3. Designated funds will be applied according to the above guidelines, but for students whose applications are not accepted, designated funds will be returned at the donor's discretion. In the case of expulsion, prepaid tuition will be returned on a pro rated basis for uncompleted school quarters.
4. Available undesignated funds will be applied toward tuition of Cedar Tree students/families following the acceptance of a Scholarship Application, which will be used to assess:
  - a. Financial need.
  - b. Christian character.
  - c. Commitment to a classical Christian education.
5. Undesignated service will be handled by the Board/Headmaster on a case-by-case basis.
6. All scholarships are subject to final approval by the Board of Cedar Tree.
7. Cedar Tree reserves the right to refuse disclosure of the basis for rejection of a scholarship application.
8. Scholarship funding applies to tuition only; ordinarily, registration fees, book fees and ancillary costs/fees are not in the scope of the scholarship program.
9. Funds will be apportioned to encourage existing families to continue with the school, while giving careful consideration to new families as well.
10. Both existing and new families must submit information allowing assessment of financial need. All sources of family income will be considered.
11. Scholarship applications for the following school year will be evaluated beginning in the 4<sup>th</sup> quarter of the present school year. The Board will ordinarily make an official determination at the subsequent Board meeting and inform the family within one week.
12. All scholarship recipients may be asked to increase volunteer work beyond the standard covenant agreement in a capacity that fills a specific need at Cedar Tree.
13. Unused funds will be rolled into the next year's scholarship fund.
14. The Scholarship Fund can be exceeded, but only by permission of the Board.
15. In the event a family's circumstance changes, the scholarship need will have to be addressed on a case per case basis.

## **8.4 Fundraising Policy**

*Dates:* Approved May 27, 2004

*Revised:* February 10, 2005, June 4, 2009

*Objective:* To establish guidelines for the fundraising activities of Cedar Tree.

*Scope:* This policy is limited to the fundraising activities of Cedar Tree. It does not apply to the generation of assets through the provision of educational or ancillary services to patrons.

*Definitions:* Fundraising activities.

Direct sales -- activities generating assets by the provision of goods or services to the donor.

Gifts -- assets received without regard for the provision of goods or services to the donor.

*Guidelines:*

1. Funds are to be raised only for causes which contribute to fulfilling Cedar Tree's mission. Funds are not to be raised for purposes prohibited by Scripture.
2. In its development and fundraising activities, Cedar Tree will seek to cultivate cheerful giving of time and other resources.
3. Designated gifts will be used for the designated purpose only, or else returned to the donor unless the donor gives permission otherwise
4. Gifts solicited for a specific purpose will be considered designated for that purpose.
5. The use of any donor's gift will be explained to the donor at their request.
6. Where appropriate, the fundraising policy will also apply to direct sales.
7. Gifts may be received from non-Christians.
8. No gift will be accepted if the condition(s) of such a gift would require Cedar Tree to compromise biblical standards.
9. Opportunities for subject-oriented endowments should be encouraged and fully developed.
10. Significant fundraising activities of the school will be coordinated where possible.
11. The person(s) directing development should be informed of all fundraising activities at or by the school.
12. All gifts should be receipted and acknowledged within two business days.
13. Emphasis should be on a small number of effective fundraisers rather than a large number of small fundraisers.
14. Ordinarily, no more than one student-solicited fundraiser per year will be permitted.
15. Direct solicitation for funds from parents for a staff-directed in-class purpose is forbidden. This applies both to the classroom teacher and the class parent, student, or teacher. Directed fund-raisers that provide a service, e.g. a carwash or bake sale, may be allowed, subject to prior permission from the Headmaster.
16. Cedar Tree families should not solicit funds during school hours or to the community of Cedar Tree for purposes that are not related to the activities of the school. No type of school directory or list should be used for any such solicitation. This does not prohibit fundraising for non-school activities based on personal relationships that exist outside the school.

# Personnel

## 9.1 Work Policy

*Dates:* Adopted September 7, 2000

Revised August 28, 2001, February 26, 2002, August 12, 2004, May 15, 2008, August 13, 2009

*Objective:* To ensure that Cedar Tree's core values are supported in both compensated and non-compensated work assignments within the organization of Cedar Tree.

*Scope:* This policy is to be administered by the Headmaster in relation to all staff and families involved in Cedar Tree. In no way should this policy override the Personal Emergency/Sick Leave Policy.

*Definitions:*

- Staff: Compensated positions within Cedar Tree (reporting to the Headmaster)
- Parent Service Hours: A mandatory, quarterly time commitment to be served by each non-staff family enrolled

*Policy:*

**Staff** – The Headmaster will interview and select qualified staff to fulfill the mission of the school. The Board must approve all teacher selections prior to initial formal contracting. All other staff positions will be filled according to the Headmaster's design under the oversight of the Board's annual budgeting process.

The Board will oversee, and approve compensation plans and fringe benefits.

The Board is responsible to ensure that the hiring and accountability policies, processes, and practices promote the school's mission in an ethical and equitable manner

The Headmaster will establish the work calendar for all staff each year, as well as the times of all regular workdays.

**Parent Service Requirement-** The Headmaster will be responsible for systems to ensure that enrolled families fulfill their quarterly service hours in service to the mission of the school.

## **9.2 Hiring Policy**

- Dates:* Approved April 9, 2002
- Revised:* Approved May 27, 2004, August 13, 2009
- Objective:* To provide a clear policy describing the steps by which candidates are interviewed and hired by Cedar Tree.
- Scope:* All paid employees of Cedar Tree will be hired in line with this policy.
- Definitions:* Administrative staff – employees whose main responsibilities are in administration.  
Teaching staff – part or full-time paid teachers.  
Support staff – secretaries, bookkeeper, janitorial, aides, etc.

### *Guidelines:*

1. All full and part-time staff will have written job descriptions and work agreements. Maintaining these documents is the responsibility of the Headmaster. The Board will approve all new or revised documents.
2. The Board or a committee of the Board appointed for that purpose, will interview all teaching staff after initial interviews by the Headmaster. Approval will be by a two-thirds majority vote of the Board.
3. The Headmaster will interview and select all support staff. The Board is to be informed of the hiring of all support staff.
4. The Board must approve all written job descriptions used in the hiring process.
5. A candidate is not an employee until he/she has signed the appropriate work agreement for his/her position.
6. Cedar Tree requires all staff members to agree with Cedar's Tree Statement of Faith and live according to biblical standards. Otherwise, there is to be no discrimination on the basis of race, color, national origin, age, sex, or physical disabilities (provided the person is able to fulfill all requirements of the position).

### **9.3 Personal/Emergency/Sick Leave Policy**

*Dates:* Adopted September 7, 2000

Revised August 28, 2001, March 6, 2002, August 13, 2009

*Objective:* To provide a consistent standard by which the Headmaster can determine and authorize special requests from staff members needing personal, emergency or sick leave.

*Scope:* This policy applies to all staff members of Cedar Tree.

*Definitions:*

1. **Staff** – all compensated employees (teachers, aides, administrative, janitorial, etc.)
2. **Emergency Leave** -- unplanned, but necessary time off due to serious circumstances such as illness (personal or family), death in the family, injuries, etc.
3. **Personal Leave**-- is understood to be any planned, non-emergency time taken by any staff member away from what would otherwise be his or her normal working time.

*Guidelines:*

#### **EMERGENCY AND SICK LEAVE GUIDELINES:**

1. Staff members needing to take time off work for typical illnesses (flu, colds, etc.) should let the Headmaster know the circumstances and potential loss of time related to their problem. The arrangements for approved substitutes for staff members taking emergency or sick leave are the primary responsibility of the staff members. The Headmaster (or someone he designates) must be made aware of the arrangements.
2. Full time staff members may be granted up to one week of paid emergency/sick leave should the circumstances of the emergency be in the nature of the following:
  - Extended recovery from injury or illness, but not requiring hospitalization.
  - Loss of family member and resulting funeral attendance.
  - Illness or injury of immediate family member (necessitating staff member's presence).
  - Circumstances resulting from a birth in the immediate family. A staff member will be granted an unpaid leave of absence for the period of time she is medically disabled.
3. The Headmaster is authorized, when he deems it appropriate, to grant a staff member an additional week under the following circumstances:
  - In all probability, the staff member will be able to return to work no later than the end of the consecutive ten days.
  - The staff member has demonstrated through time and practice a high degree of reliability and punctuality.
  - The unique circumstances of the current emergency make it highly unlikely that another such situation will occur within the foreseeable future (at least the current school year).
4. Allowable emergency leave days, like the personal leave days, are not accumulated from year to year.
5. If a staff member's emergency situation requires a prolonged (more than ten days) absence from work, the reasons for the absence and the anticipated events will be presented to the Board for a case-by-case decision as to substitute or replacement issues.

#### **PERSONAL LEAVE GUIDELINES:**

1. All staff members of Cedar Tree may request up to three paid days (as defined above) of personal leave each academic year. That is, for whatever daily length of time normally devoted to work for Cedar Tree, the staff member may take personal leave for up to three increments of their working time. For example, if

a teacher has two classes per day, he/she may take personal leave equal to missing each of those classes three times.

2. Requests for personal leave should be submitted in writing to the Headmaster at least one week prior to the planned leave. Granting leave on shorter notice is at the discretion of the Headmaster.
3. The arrangements for approved substitutes for staff members taking personal leave are the sole responsibility of the staff members. The Headmaster (or someone he designates) must be made aware of the arrangements.
4. It will be the Headmaster's responsibility to grant and record all personal leave days taken by staff members.
5. Whenever possible, personal leave that is taken beyond the three days per academic year should be made up at another time. If this extra time is not made up, the compensation will be reduced accordingly.

## **9.4 Separation Policy**

*Dates:* Approved April 9, 2002

*Revised:* June 10, 2004, August 13, 2009

*Objective:* To provide a clear policy describing the steps by which staff members may be separated from Cedar Tree.

*Scope:* This policy covers the procedure of separating a staff member

*Definitions:* N/A

*Guidelines:* Separation of staff members may take place under the following circumstances:

1. **Voluntary Separation:** Staff members may choose to voluntarily resign at the culmination of a work agreement period.
2. **Unforeseen Circumstances:** Due to events such as death, disability, school closure, etc., the staff member may not be able to continue work.
3. **Non-Renewal of Work Agreement:** A staff member may not be offered a new work agreement by the Headmaster.
4. **Dismissal:** In cases of gross misconduct, the Headmaster may immediately place the employee on paid administrative leave until the Board takes action.
5. Reasons for dismissal will most likely be for the following: Two or more very low evaluations without notable improvement; immorality; mistreatment of or harshness with students; blatant disrespect of parents, other staff or students.
6. The procedure for dismissal is:
  - A written warning and conference with the Headmaster, with time for correction specified.
  - A follow-up evaluation conference to be held at the end of the specified time.
  - If adequate improvement is not apparent, immediate dismissal is in order.
7. The Headmaster will communicate with the Board regarding any pending or immediate dismissal as soon as is reasonably possible.
8. The staff member may appeal to the Board by requesting a Board Hearing.
9. The procedure for a Board Hearing on a dismissal is:
  - The written request of the dismissed staff member will be submitted to the Board Chairman and a report prepared by the Headmaster.
  - The Chairman will schedule a meeting for the staff member to discuss the dismissal with the Board.
  - The Board will then issue a final written decision on the matter.

## **9.5 Comprehensive Grievance Policy**

*Dates:* Approved February 2002;

*Revised:* May 27, 2004; August 12, 2004, ?

*Objective:* To establish biblical guidelines for the resolution of disputes and grievances in the operation of Cedar Tree.

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

*Definitions:* Dispute: Any disagreement that results in broken fellowship or trust between the parties, or that disrupts the lines of authority in the school, or which (in the judgment of either disputant) threatens the successful implementation of Cedar Tree objectives and goals.

Grievances: Any concern about a decision made by one in authority, where the concern is large enough to appeal the decision beyond that authority to the next level.

Concerns: The substance and details of the dispute and/or grievance.

*Guidelines:*

### **Students/parents to teachers:**

1. All concerns about the classroom must first be presented to the teacher by the parents, or if the student is mature enough, by the student himself. If the student presents the concern, a respectful demeanor is required at all times.
2. If the problem is not resolved, the parents or student may bring the concern to the School Headmaster. If the student brings the concern, he must have permission from his parents to do so.
3. If the problem is still not resolved, the parents should appeal the decision by requesting a hearing from the Cedar Tree Board.

### **Parents/patrons to Headmaster:**

1. If parents or patrons have a grievance or dispute about the general operation of the school (apart from the operation of the classrooms), they should bring their concerns to the School Headmaster.
2. If the situation is not resolved, they should request a hearing from the Cedar Tree Board.
3. 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 standards of the school must first be presented to the School Headmaster. A respectful demeanor is required at all times.
2. If the problem is not resolved, the staff member may appeal the decision in writing to the School Headmaster, followed by a meeting to discuss the matter.
3. If the problem is still not resolved, the staff member may appeal to the Board in writing and request a hearing. The request will be given to the Board and the School Headmaster.

### **Volunteers to Staff/Administration:**

1. If any volunteer has a concern about the volunteer work, he/she will present that concern to the staff member responsible for his oversight (teacher or School Headmaster).
2. If the problem is not resolved, then the concern should be presented in writing to the School Headmaster, followed by a meeting with him to discuss the concern.

3. If the problem is still not resolved, the volunteer may request a hearing from the Board in writing. The request will be given to the Board and the School Headmaster.

**Individual Board Members to School Headmaster:**

1. If specific concerns arise during a Board meeting, Board members may not challenge, rebuke, or debate directly with the School Headmaster in the Board meeting, but their concerns will be channeled through the Chairman instead.
2. Any Board member may call the Board into executive session if a potential grievance or dispute arises during a Board meeting.
3. If the Board decides that the issue does not warrant executive session, the Board will return immediately to open session.
4. If the Board decides further investigation is warranted, the School Headmaster will meet with the Board in executive session to present his perspective and answer questions.
5. If the Board decides against the School Headmaster (2/3 vote required), the Board will attach a written description of their decision to the School Headmaster's annual job evaluation.
6. If the Board does not decide against the School Headmaster, any Board member/s who is/are still not satisfied will be instructed by the Board to drop the issue.

**General:**

It is understood that if any disputes arise which are not covered by this policy, the Board will decide what procedures to follow based on a parity of reasoning from those procedures established by this policy. Enforcement of this policy may include all measures deemed necessary by the Board, up to and including dismissal as granted by authority of Bylaw 4.5 A.

See Appendix 2 for further detail on resolving disputes.

## **9.6 Family Enrollment Policy**

*Dates:* Adopted September 2000

*Revised:* April 9, 2002, August 13, 2009

*Objective:* See Guidelines below

*Scope:* This policy applies to all families with one or more children enrolled at Cedar Tree.

*Definitions:* N/A

### *Guidelines:*

Cedar Tree is seeking to partner with parents who are seeking a classical Christian education for all of their children. We believe that a classical Christian education equips a student for a life of effective Christian service in a manner that cannot be attained by modern forms of education. In order to select those families who share a common vision for equipping their children, we are most interested in families that wish to enroll all of their children at Cedar Tree for the entire duration of their pre-college education.

Parents who choose to educate some of their children through other means need to be aware that Cedar Tree does not hold positions for their other children who have siblings already attending Cedar Tree, and that openings may not exist for siblings if they seek to enter Cedar Tree above the grade of kindergarten.

## **9.7 Church Attendance Policy**

*Dates:* Approved April 9, 2002.

*Revised:* August 13, 2009

*Objective:* To set the standard for church attendance for Cedar Tree staff.

*Scope:* This policy applies to all Board members, staff, and faculty of Cedar Tree.

*Guidelines:*

All Board members and staff members are required to attend regularly any local Christian congregation judged to be in substantive agreement with Cedar Tree's Statement of Faith.

## 10. Policies Regarding Educational Programs

The policies presented in this section address educational programs sanctioned by Cedar Tree, including both curricular and extra-curricular activities. Pertinent issues include topics such as the school uniform, discipline, academic probation, attendance, controversial subjects, learning disabilities and reverence.

### 10.1 Uniform Policy

*Dates:* Adopted August 22, 2000

Revised July 10, 2001, March 5, 2002, June 10, 2004, November 12, 2009

*Objective:* To establish guidelines for dress at Cedar Tree that will promote the ability of our students to focus on the process of learning.

*Rationale:* Cedar Tree's uniform standards reflect the conviction that no activity, even dress, is a neutral endeavor; all should be done to the glory of God, reflecting His goodness, truth and beauty.

- The uniform models and teaches that dress matters, and promotes excellence and beauty for others.
- The uniform creates an orderly environment and academic workplace, freeing students from social pressure so they are better able to concentrate on their studies.
- The uniform allows godly authority to set dress standards rather than certain "popular" individuals, protecting the community from dealing with immodesty or inappropriate attire.
- The uniform reminds us that we are part of a larger community, committed to common goals and convictions.

*Scope:* This policy applies to all students.

*Guidelines:* Students attending Cedar Tree are expected to comply with the following guidelines for student attire:

1. Cedar Tree requires a dress uniform for specified school activities and allows a defined range of clothing to be worn at other times.
2. The details of these standards are part of the administrative policies, which are maintained and distributed under the supervision of the Headmaster
3. The Headmaster will establish uniform standards applying to school related activities outside of normal school hours.
4. The Headmaster will ensure that School families are aware of the uniform standards and that the standards are being followed.
5. Significant changes in specific uniform choices require Board approval.
6. The Headmaster will maintain policies on clothing standards for the staff, that reflect the rationale for the students stated above.

## 10.2 Discipline Policy

*Dates:* Adopted September 1999  
Revised April 24, 2003, August 13, 2009

*Objectives:* To ensure consistent biblical discipline at Cedar Tree.

*Scope:* This policy applies to all students at Cedar Tree.

*Definitions:* N/A

*Guidelines:*

The kind and amount of discipline (punishment) will be determined by the teachers and, if necessary, the Headmaster and parents. The discipline will be administered in light of the individual student's problem and attitude. All discipline will be based on biblical principles: restitution, apologies (public and private), immediate and instructive punishment, restoration of fellowship, no lingering sinful attitudes, parental involvement, etc. The vast majority of discipline problems are to be dealt with at the classroom level.

It is vital for parents and students to realize that maintaining an orderly atmosphere in the school and the classroom is critical to the learning process. As in all other areas of the education at Cedar Tree, love and forgiveness will be an integral part of the discipline of a student.

A. All teachers and instructors will work in coordination with the Headmaster to identify causal factors contributing to student behaviors not conducive to learning. Whenever possible, training and discipline for minor issues (i.e., classroom rules, procedures, etc.) will take place in the classroom.

B. There are five basic behaviors that will automatically necessitate a teacher removing the student from the classroom to determine the nature of the discipline. Those behaviors are the following:

1. **Disrespect** shown to any teaching staff (including parent helper). The teacher/helper will be the judge of whether or not disrespect has been shown.
2. **Dishonesty** in any situation while at school, including lying, cheating, stealing, and vandalism.
3. **Rebellion**, i.e. outright disobedience in response to instructions.
4. **Fighting**, i.e. striking in anger with the intention to harm another student.
5. **Obscene language**, including taking the name of the Lord in vain.

During the visit with the Headmaster, the Headmaster will determine the nature of the discipline. Possible punishments include restitution, janitorial work, mandatory parental attendance during the school day with the child, or other appropriate measures consistent with biblical guidelines, .

If for any of the above reasons the child receives discipline, the following accounting will be observed within either semester of the school year:

1. The first two times a student is dealt with outside the classroom, the student's parents will be contacted and given the details. The parents' assistance and support in averting further problems will be sought.
2. The third offense will be followed by a meeting with both of the student's parents and the Headmaster.
3. Should the student require a fourth disciplinary intervention, a two-day suspension will be imposed on the student.
4. If a fifth offense is recorded, the student will be expelled from school.

C. **Expulsion:** The Cedar Tree Board realizes that expelling a student from school is a very serious matter and should always be carefully dealt with on a case-by-case basis. Forgiveness and restitution are fundamental to our total discipline policy. However, should a student and his parents not be able to eliminate behavioral problems before a fifth administrative visit, the student will be expelled.

D. **Serious Misconduct**: Should a student commit an act with such serious consequences that the Headmaster deems it necessary, the discipline process may be by-passed and suspension or expulsion imposed immediately. Examples of such serious misconduct could include: acts endangering the lives of other students or staff members; gross violence/vandalism to the school facility. Students may be subject to school discipline for serious misconduct that occurs after school hours.

### **10.3 Student Promotion Policy**

*Dates:* Adopted May 7, 2002

Revised June 10, 2004, August 13, 2009

*Objective:* To establish a consistent set of standards to be applied in determining grade promotions for all elementary and secondary students.

*Scope:* To be applied to all entering and continuing students in Kindergarten through Grammar 4.

*Definitions:*

1. Promotion: the advancement of a student from the most recent grade completed to the next successive grade.
2. Retention: requiring a student to repeat the grade in which he was most recently enrolled.

*Guidelines:*

It is the policy of Cedar Tree to promote students after they have mastered the key elements of the Trivium at each grade level. The key elements of the Trivium that must be mastered prior to a student's promotion include English grammar (*including* spelling, literature, and English composition), Latin, and mathematics. In order for a student to be promoted, the student must earn at least a "C" (70%) grade in each of these subjects in at least three out of four quarters of the current school year. A student failing any of these core courses in two or more quarters of the current school year will generally be retained at the current grade level. All appeals for diverging from or waiving the requirements of this policy will be submitted to the Headmaster and thereafter follow the grievance policy (9.5).

Elementary students are required to maintain a 70% grade in each of the key subject areas during any two consecutive quarters of the year. If a student receives a failing quarter grade in one or more of the key subject areas, a parent/teacher/Headmaster conference will be arranged to determine the best course of action for the student. Such action may include a recommendation that the student be moved down one grade level. If the student remains in the current grade level and the student receives a failing quarter grade in one or more of the key subject areas in the following quarter, the Headmaster will, in consultation with the homeroom teacher, meet with the parents and the student to determine if Cedar Tree is the best place for the student. The Headmaster will see to the development of a plan for all parties involved. See Policy 10.4 Academic Probation Policy for guidelines for secondary students.

If a student is identified by a teacher as being capable of moving one grade level ahead or if the parents of a student request that their child be moved one grade level ahead, the Headmaster is to meet with the teachers of the key subject areas in order to determine whether the student is capable of succeeding in all key subjects. Further, the student must have earned at least a grade of "A" in all key subject areas at Cedar Tree during the previous *quarter*. If it is determined that the student is capable of succeeding by teacher recommendations and grades earned, if the parents approve, and if sufficient space exists in the next grade level to accommodate an additional student, the student *may* advance one grade level. Once the student has advanced one grade level, he/she must earn a grade of at least "B" in all key subject areas for the remainder of the school year or he/she will immediately be required to move back to the previous grade level, unless moving back to the previous grade level would cause the class to be above capacity.

***In addition, when considering promotion of students currently enrolled, the following guidelines may be utilized in understanding a student's overall readiness for promotion:***

- *Kindergarten to PreGrammar 1:* Behavioral maturity and reading readiness for First Grade.
- *PreGrammar 1 to PreGrammar 2:* Able to read silently and orally with adequate speed, correct use of phonetic skills, and fundamental comprehension. Able to write neat, complete sentences. Able to add and subtract single digit numbers with at least 70% proficiency.
- *PreGrammar 2 to Grammar 1:* Cumulative mastery of above requirements, plus: Able to read fluently and independently, using books of a second grade level. Able to write neatly and correctly identify the basic

parts of a sentence. Able to spell correctly with at least 70% proficiency. Able to add and subtract two-digit numbers with at least 70% proficiency.

- *Grammar 1 through Grammar 4*: Cumulative mastery of all requirements prior to grade level in addition to satisfactory (70%) proficiency of curriculum objectives for current grade level.

## **10.4 Academic Probation Policy**

*Dates:* Approved April 9, 2002.

Revised June 10, 2004, August 13, 2009

*Objective:* To provide additional motivation to secondary students whose academic achievements are not up to their capability.

*Scope:* This applies only to secondary students.

*Definitions:* Secondary Students- Students in seventh through twelfth grades (Logic or Rhetoric)

*Guidelines:*

1. Secondary students are required to maintain at least a 2.0 grade point average (G.P.A., the grade average of all subjects) during any two consecutive quarters. Exceptions may be made for students who have a G.P.A. of less than 2.0 but have not failed any courses during the quarter in question.
2. The G.P.A. for each secondary student will be calculated at the end of each quarter.
3. If a student's G.P.A. is below 2.0 (i.e., a "C" average), that student will be placed on academic probation during the following quarter. A parent/teacher conference will be arranged at this time.
4. Students who are on academic probation are ineligible to participate in extracurricular activities.
5. If at the end of the next quarter the student's G.P.A. (for the quarter) has not risen to at least a 2.0, that student and his parents will meet with the Headmaster who will, in consultation with the primary teacher, determine if Cedar Tree is the best place for the student and see to the development of a plan for all parties involved.
6. Grade point equivalents:
  - A = 4.0
  - B = 3.0
  - C = 2.0
  - F = 0.0
7. If implementation of this policy would be counter-productive to the objective, the Headmaster may decide not to place a student on probation. A written record explaining this decision will be signed by the Headmaster and placed in the student's file.

## **10.5 Attendance Policy**

*Dates:* Adopted May 7, 2002

Revised June 10, 2004, August 13, 2009

*Objective:* To establish a policy that encourages student attendance at school.

*Scope:* The policy applies to all students, as indicated.

*Definitions:* Planned absence: any absence that is the result of a parent deciding to excuse their student from attendance at school for reasons that are foreseeable. Examples are absences due to family vacations, doctor or dentist visits, programs that are not school-related, etc.

Unplanned absence: any unforeseeable absence. Specific examples are illnesses or family emergencies.

*Guidelines:*

1. Students enrolled at Cedar Tree are expected to attend all prescribed classes, i.e., parents and/or students may not choose which or how many classes to attend.
2. A record of attendance for each student will be kept by the teacher. The total number of days absent, present and tardy will be recorded on the student's quarterly report card.
3. Students will be expected to complete all work assigned during their absence. Extensions will be given for a due date but will not exceed the number of school days missed during the absence. Due dates will be established by the classroom teacher.
4. However, in the event of an illness lasting three or more days, the teachers may, at their discretion, excuse the students from up to fifty percent of the assignments missed.
5. It is the parents' responsibility to find out what work was assigned. Failure to complete assigned work will be reflected in each student's quarterly grade (failing grades in any two key subjects will generally affect the student's promotion at the end of the school year).
6. Parents are expected to advise their children's teachers of planned absences. If illness arises, please phone the school to advise as soon as possible.

## **10.6 Controversial Subjects Policy**

*Dates:* Adopted September 1999  
Revised August 13, 2009

*Objective:* To establish a policy that helps Cedar Tree to respect the convictions of parents and teachers in various academic subject areas, while at the same time maintaining our goal of teaching all subjects in the light of a comprehensive Christian worldview.

*Scope:* This policy applies to all teaching staff in the course of their teaching duties. It does not apply to teaching staff on their own time.

*Definitions:* Controversial subjects are subjects which Christian families and churches commonly consider divisive, whether or not the introduction of the topic was planned by the teacher or brought up by a student. Examples: environmentalism, old earth/young earth, partisan politics, etc.

### *Guidelines:*

1. If in the course of teaching a class a teacher sees that a subject has arisen which he has good reason to believe is controversial and discussion of that subject will not help him achieve the goals set for that class in the curriculum guide, then the teacher will not allow class time for the discussion of the topic at all.
2. If a subject arises which the teacher has reason to believe is controversial and the discussion of that topic will help achieve the goals set out in the curriculum guide for that subject, then the teacher will do the following:
  - a. As necessary, instruct the class on the responsibility of Christians to be charitable in debate.
  - b. Instruct the class on their responsibility to honor the teaching they have received from their parents on this subject.
  - c. As appropriate (i.e. pertinent to the stated goals of the class), direct the students' attention to informed sources on each side of the subject concerned. This may be done in a variety of forms, such as a research paper, guest speakers, reading differing authors, etc. Strongly encourage students to become knowledgeable of the most widely held views on the topic.
  - d. Refrain from pursuing tangents or other unplanned subject matter that will lead to a possible mishandling/poor teaching of controversial subjects.
3. The teacher is to remember that he is serving as a role model of a mature Christian adult to the students. As such, teachers are never to enter into an adversarial debate with students on controversial subjects within a classroom setting. Even though the teacher may hold strong personal convictions regarding the subject, in light of this policy and sound teaching practices, he is to encourage a gracious and scholarly attitude in the students.

## **10.7 Learning Disabilities**

*Dates:* Adopted September 1999,  
Revised September 11, 2003, August 13, 2009

*Objective:* To reinforce the educational goals of Cedar Tree Classical Christian School.

*Scope:* This policy applies to all students and teachers in all classrooms of Cedar Tree.

*Definitions:*

Severe learning disability: Any condition in a potential student which would require a separate classroom, program, or staff in order to provide the educational services desired by the parents.

Learning disability: Any condition hindering the academic progress of a potential student which does not require a separate classroom, program, or staff in order to provide the education services desired by the parents. For the purposes of this policy, it is not important whether or not the condition was accurately diagnosed and is a genuine learning disability.

*Guidelines:*

1. Children with a severe learning disability will not be admitted to Cedar Tree due to the lack of adequate staff, funding, and facilities.
2. Children who have been diagnosed as having a learning disability will be required to meet the same academic standards as all the other children in their grade level.
3. Children who have been diagnosed as having a learning disability will be given as much individual instruction and encouragement as their classmates.

## **10.8 Reverence Policy**

*Dates:* Approved February 2002.  
Revised August 13, 2009

*Objective:* To ensure that God's name, character, and truth are honored and respected at Cedar Tree Classical Christian School.

*Scope:* This policy applies to the entire program of Cedar Tree.

*Definitions:* N/A

### *Guidelines:*

In all areas of instruction, proper respect and consideration of God's character will be given. Specifically, class songs, skits, stories, and discussion that include references to the name and attributes of the Lord must be consistent with biblical principles.

Things to avoid include silly or trite references to Jesus Christ and His work on the cross, and mockery of angelic powers, whether demonic or heavenly.

Promoting students' spiritual training through joyful encouragement and instruction in reverential knowledge of the Lord is an essential aspect of a Cedar Tree education.

## **10.9 Re-enrollment After Expulsion**

*Dates:* Adopted 8/1/02

Revised August 13, 2009

*Objectives:* To ensure consistent biblical discipline and a safe, healthy environment for all students at Cedar Tree.

*Scope:* This policy applies to students who have been expelled from Cedar Tree (or other schools) seeking re-admittance (admittance) to Cedar Tree. (See also Policy 10.2 Discipline.)

*Definitions:* N/A

*Guidelines:*

1. The student requesting re-admittance to Cedar Tree must remain out of the school for at least two quarters. In most cases, the student will remain out for the remainder of the school year.
2. Should a student expelled from Cedar Tree desire to be re-admitted to Cedar Tree at a later date, the student's parent(s) shall go to the Board or its designated committee to request re-admittance to the school for their child.
3. After expulsion, the student must go through the full admissions process as if he were new to Cedar Tree.
4. The Headmaster must approve the re-enrollment of an expelled student. Some, but not all, of the factors to consider include:
  - a. Determine measures the family has taken to help ensure that the behavior, which resulted in expulsion, will not occur again.
  - b. If the student was expelled for exhibiting threatening or violent behavior, determine whether there are objective witnesses available (such as professional counselors) who will state that the student is now deemed non-threatening and the measures that are in place to prevent recurrences of the threatening behavior.
  - c. Determine what kind of track record the student has developed in similar situations since the expulsion from Cedar Tree.
  - d. Determine whether it will be necessary for the child to receive special provision in the classroom such as one-on-one supervision or other provision, which adds an additional burden for the teacher.
  - e. Make sure that parents know that the student will be held to the same discipline standards as all the students enrolled in Cedar Tree.

## **10.10 Kindergarten Admission Standards**

*Dates:* Approved November 13, 2003  
Revised August 13, 2009

*Objective:* To establish a policy that gives clear guidelines regarding the requirements for admission to the Kindergarten class at Cedar Tree.

*Scope:* This policy applies to all students applying for admission to the Kindergarten class

*Definitions:* Kindergarten is the initial or beginning class at Cedar Tree, after pre-school.

*Guidelines:*

1. The factors used by the Headmaster to assess whether a child is ready for enrollment shall include:
  - a. mental, emotional, social, spiritual, and intellectual maturity
  - b. attention span
  - c. self-control
  - d. ability to work in a classroom setting
  - e. ability to learn from a non-parent
  - f. parental support for student training.

If the student is deficient in regard to these factors such that the Headmaster concludes that it will be significantly detrimental to the performance of the student or the class, admission for the student will be deferred until the following year.

2. The minimum age to enter the Cedar Tree Kindergarten program is five years old by September 1<sup>st</sup> of the year in which the student enrolls.
3. Any variance from the minimum age standard requires that the student be five years old by December 1<sup>st</sup> of the year in which the student enrolls and that the parents make an appointment with the Headmaster, so that he may assess the readiness of the student. The Headmaster has the discretion to determine whether a variance shall be recommended to the Cedar Tree School Board. The Board shall make the final determination for any variance from the minimum age standard.

## **10.11 Aesthetic vision application policy**

*Dates:* Approved 10/9/08

*Objective:* This policy seeks to ensure that the aesthetic vision approved by the Board governs all school-sponsored programs and facility maintenance and development.

*Scope:* This policy applies to all aspects of Cedar Tree's work in providing an excellent, classical Christian education.

### *Definitions:*

School-sponsored events are 1) events which are organized by a Cedar Tree staff member acting in their official capacity as a teacher, Headmaster, etc. or 2) events approved by Cedar Tree's headmaster or 3) events which are published on the Cedar Tree yearly calendar or 4) events which receive financial support from Cedar Tree (including fund-raising opportunities provided through Cedar Tree).

### *Guidelines:*

1. The Cedar Tree Headmaster or designee will ensure that staff will receive and understand guidelines and limitations for classroom decoration.
2. The development of policy and guidelines for campus and classroom decoration will be based upon, but not limited to, the standards noted in the aesthetic vision of the Board.
3. We understand that humility must color any policy developed as, just like our growth in holiness, the practice and appreciation of a Christian aesthetic is a "work in progress."

## **10.12 Co-Curricular Activities Policy**

*Dates:* Approved October 9, 2008

*Objective:* To provide direction and an implementation framework for all Co-Curricular activities in line with the established philosophy, purpose, and standards of Cedar Tree.

*Scope:* This policy concerns the establishment and operation of Co-Curricular activities through Cedar Tree, especially at the junior and senior high level, as well as methods and standards of student participation therein.

*Definitions:*

**Co-Curricular Activity:** An organized, school sanctioned activity intended for student participation and enrichment beyond the normal academic (curricular) activities. As such, participation in such activities (which generally occurs outside of regularly scheduled class time) is considered *voluntary*. Examples include student organizations and clubs, athletics, drama, and special music groups, debate, etc.

**GPA:** Grade Point Average

*Guidelines:*

**General:**

1. Co-Curricular activities will not take priority over the academic program at Cedar Tree.
2. Cedar Tree must have written parental permission for students to participate in such activities.
3. The hiring of non-staff directors or coaches must be approved by the Cedar Tree School Board. The hiring of staff members to be directors or coaches must be approved by the Headmaster.
4. The purpose of all such activities must support the established Cedar Tree philosophy and standards, excepting those activities under any athletic associations wherein Cedar Tree School does not have unilateral authority.
5. All Cedar Tree students participating in Co-Curricular activities must maintain a 2.0 GPA or above. This will not apply to transfer students for their first quarter of attendance.
6. Operating expenses for such activities will be paid by participant fees or by participant-initiated fundraising, unless funds are specifically included in the Cedar Tree School annual budget.
7. Students who are ineligible for the beginning of a season remain ineligible for participation during the entirety of that season, regardless of the grade point average for the following quarter. Similarly, if students are eligible to begin a season, they remain eligible until the end of that season.
8. If implementation of this policy would be counter-productive to the students' best interests, the Headmaster may decide not to restrict a student's eligibility. In making this decision, the Headmaster will consider the student's academic ability as measured on standardized tests and evaluated by the secondary teachers. Exceptions to this policy will be reviewed first by the Headmaster, then presented to the school Board for possible approval.
9. A team sport will be established only when there are reasonable grounds for believing that a team can be fielded consistently over a number of seasons.

*Admin Policy section*

*Definitions*

1. **WIAA:** Washington Interscholastic Activities Association
2. **WIAA Cooperative Program:** A program whereby two or more WIAA members agree to operate a Co-Curricular activity (typically in athletics) jointly under the guidelines set up for WIAA Cooperative Sponsorship of an activity.

**WIAA Associate Membership:**

1. To facilitate scheduling of activities and to encourage competition, Cedar Tree School will strive to maintain associate membership in the WIAA so long as it is deemed beneficial to the school administration.
2. Such membership will allow Cedar Tree to participate in WIAA sanctioned activities with the exception of district and state tournaments and playoffs.

#### WIAA Cooperative Programs:

1. Application to the WIAA for a cooperative program in any activity may be made by the School Board after a request in writing has been presented to the Board by a Cedar Tree staff member or parent(s). Cedar Tree participation in such activities should be such that staff, parent, and student efforts are not significantly diverted from establishing a stand-alone program at Cedar Tree.
2. Participation in a cooperative program will cease when Cedar Tree can field its own team in that sport.
3. Participants are responsible for handling arrangements pursuant to participation (i.e., transportation to practices, insurance, equipment, etc.).
4. A Cedar Tree Headmaster(s) will explain to all participants and parents the possible problems associated with such cooperative programs (i.e., limitations for district and state competitions, odd man out, etc.).
5. Cedar Tree School, as an institution, and its Headmasters, as representatives of the school, may not acknowledge the authority of any cooperative school over any aspect of Cedar Tree School's program, nor may they incur any liability (legal or financial) for Cedar Tree or for themselves in such matters.

# Cedar Tree Policy Manual: Appendix 1

## ***Board Calendar: Guidelines for the Board***

The following events or benchmarks summarize the time-table for major activities of the Board during a one-year period beginning July 1:

<b>July</b>	Make any changes in development goals. Review Board Calendar
<b>August</b>	Review all facility needs. Make any decisions regarding maintenance. Review content of Bylaws and Policy Manual Ensure policy manual is ready for staff orientation. Review and approve administrative goals August 31: Annual Report and Financial Inspection due
<b>September</b>	Have policy manual available for families. Renew Liability insurance.
<b>October</b>	Determine facility needs for next year.
<b>November</b>	Examine operating budget to date and compare to budget. Plan necessary adjustments. Renew Directors & Officers insurance.
<b>December</b>	Review and revise five-year goals.
<b>January</b>	Establish goals for the next school year. Review handbook and make policy revisions necessary for publication. Review preliminary operating budget for the next year Establish tuition and compensation structure for the next year
<b>March</b>	Assess returning staff and staffing needs. (Headmaster: Begin interviews for new staff.) Renew 501C-3
<b>April</b>	Approve budget for next year Review and set school calendar for the next year. Include: school photo day and day off end of 1 <sup>st</sup> quarter (Nov.) for fire inspection. Establish development goals for next year. Conduct school evaluation. Conduct evaluation of the School Headmaster. Nominate new Board members. Approve budget for next year (Change to )
<b>May</b>	Finalize any decisions regarding changes for the fall opening. Review annual national standardized test scores. Review & expand year-end awards for pre-grammar.
<b>June</b>	Attend ACCS or other educational conferences specific to classical and Christian schooling. Review planned budget, based on enrollment to date. Review and approve planned budget. Make running Budget operational from July 1 through June 30 of following year. Vote in new Board members.

# Cedar Tree Policy Manual: Appendix 2

## ***Dispute Resolution Principles***

**Definitions:** Dispute: Any disagreement that results in broken fellowship or trust between the parties, or that disrupts the lines of authority in the school, or which (in the judgment of either disputant) threatens the successful implementation of Cedar Tree objectives and goals.

Mediation: A process where a neutral third party assists two or more individual to find common ground for reconciliation and repentance. This cannot be forced.

### **Process:**

When a party that is part of the Cedar Tree organization (student, teacher, parent, staff, Headmaster, Board member, patron) feels that there is dispute with another party of sufficient gravity that it affects the effectiveness of the school in achieving its goals, then, the following steps based on principles presented in Matthew 18:15-18, should be followed.

Step 1: Consider to overlook.

1. In prayer, the individual will consider if the dispute is one that is minor, may be merely a misperception, and with no long term negative consequence, and can be overlooked and forgiven without communicating with the perceived offending party.
2. If the dispute is overlooked, the process ends here. If not, proceed to Step 2 within 2 weeks.

Step 2: Speak with the perceived offending party.

1. Prepare for the conversation by: 1) clearly identifying and describing the concern, 2) focusing on one's own subjective feelings, 3) refraining from judging the other party's intent and character, and 4) thinking of possible solutions.
2. In a dialogue, present to the other party the specific concerns, owning one's feelings regarding those concerns, giving the other party the benefit of the doubt, and presenting possible resolutions.
3. Reach closure in the spirit of forgiveness and reconciliation immersed in prayer.
4. Have multiple meetings, if necessary.
5. If reconciliation is not reached within 2 weeks, document this conversation as to specific agreement and/or issues that cannot be resolved. Proceed to step 3

Step 3: Seek the assistance of third party mediation.

1. Request from the Headmaster that mediation begin. The Headmaster will mediate, or assign a mediator if he is a direct participant in the dispute.
2. The Headmaster or the mediator will arrange for and facilitate the mediation session; a neutral position must be maintained through the process. This is not adjudication. The mediator will simply facilitate.
3. Reach closure in the spirit of forgiveness and reconciliation.
4. The issue and resolution will be documented by the mediator and filed in the office.
5. There may multiple mediation sessions if necessary.
6. Executive committee must be informed of all issues that require mediation either by the Headmaster or an assigned Mediator.
7. If reconciliation is achieved via mediation, the process stops here. If reconciliation is not reached within 2 weeks, proceed to step 4.

Step 4: Present the issue to the Executive Committee for adjudication and disposition.

1. Any member of the Board involved in the dispute, or with any apparent conflict regarding the dispute, will recuse themselves from the proceedings.
2. The parties will submit to the Executive Committee documentations of the previous steps, identifying clearly what the concerns are and why they are a concern. The Headmaster/mediator will also submit a mediator's report.
3. The Executive Committee may request oral presentations from the parties, with ensuing discussion, in addition to the submitted documents.
4. Given the documents submitted and oral presentations (if any), it will be the Executive Committee's responsibility to reach a decision on the matter, document its judgment and specific courses of action.
5. If reconciliation is not reached within 2 weeks, proceed to step 5.

Step 5: Executive Committee makes a recommendation to the Board.

1. The Executive Committee documents the previous steps, identifying clearly what the concerns are and why they are a concern. The Headmaster/mediator will also submit a mediator's report.
2. The Board may request oral presentations from the parties, with ensuing discussion, in addition to the submitted documents.
3. The Board has authority to issue disciplinary orders up to and including expulsion from the organization.
4. Reach closure in the spirit of forgiveness and reconciliation.
5. The decision of the Board is final, and should be delivered to the parties within 2 weeks of the submission of all documents and/or oral presentation (if any).

#### **Guidelines:**

The above process will be followed under these guidelines:

1. The process should be resolved at the lowest level and with the least number of parties involved.
2. The Headmaster will be the designated mediator unless he needs to recuse himself.
3. The organization will aim to have trained mediators in its midst; if not possible, outside mediators may be employed.
4. If the 'offended' or 'offending' party is a student, the parent of the student should be informed from the very beginning, and always be present in any proceedings.
5. All sessions will be wrapped in prayer.
6. Civility and common courtesy is expected in all sessions.
7. The goal is always reconciliation in Christian love.
8. The goal will be quick resolution.
9. The Executive Committee will be informed of all processes involving mediation by the Headmaster/mediator.
10. Issues involving the Headmaster must be reported directly to the Executive Committee if resolution cannot be achieved with the Headmaster
11. Step three begins the process of formal written records.