



Cedar Tree Classical Christian School

Bylaws and Board Policy Manual

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Cedar Tree Classical Christian School Bylaws

Article I: Name, Principal Office and Authorized Agent

I.1 Name. The name of the school shall be Cedar Tree Classical Christian School, shortened or abbreviated hereafter as Cedar Tree, CTCCS, or the School. The name of the corporation shall be Cedar Tree, A Nonprofit Corporation.

I.2 Principal Office. The initial principal office of the Cedar Tree Corporation is with the registered agent. The Corporation may have such other offices, either within or without the State of Washington, as the Board of Directors may determine or as the affairs of the Corporation may require from time to time.

I.3 Registered Office and Registered Agent. The Corporation shall have and continuously maintain in the State of Washington a registered office and registered agent, as required by the State of Washington Nonprofit Corporation Act. The registered office may be, but need not be, identical with the principal office of the Corporation in the State of Washington and the Board of Directors may change the address of the registered office from time to time.

Article II: Mission Statement, Objectives, Statement of Faith and Philosophy of Education

II.1 Mission Statement. Cedar Tree exists to provide an excellent classical Christian education that cultivates minds and nurtures hearts for effective, Christ-centered living.

II.2 Objectives. At all its levels, programs and teachings, CTCCS seeks to:

- A. Teach all subjects as parts of an integrated whole with Scripture at the center.
- B. Provide a clear model of Biblical Christian life through its staff and board.
- C. Encourage every child in his relationship with God the Father through Jesus Christ.
- D. Emphasize grammar, logic and rhetoric in all subjects.
- E. Encourage every student to develop a love for learning and to achieve his academic potential.
- F. Provide an orderly atmosphere conducive to the attaining of these goals.
- G. Provide an education to applicants regardless of their race, color, national or ethnic origin.

II.3 Statement of Faith and Philosophy of Education. The Board of Directors shall adopt and approve a Statement of Faith and Philosophy of Education consistent with the stated objectives of CTCCS. The Statement of Faith and Philosophy of Education, along with these Bylaws, shall be kept and distributed together, and shall be considered the Constitution of Cedar Tree Classical Christian School.

As a matter of firm policy, it is mandatory that all board members subscribe to the 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.

Article III: Membership

The Corporation shall have no members.

Article IV: Board of Directors

IV.1 Election and Tenure. There shall be four appointed Board seats and three elected seats. The four appointed seats will be filled when necessary by appointment from the existing Board. There will be five persons appointed to fill the four seats, with the extra person taking a one-year sabbatical leave from the Board. This "sabbatical seat" will rotate through the complete appointed Board every five years.

The three elected Board seats will have three-year terms; one seat will be filled by Board election every year. New Board Members may be nominated for their terms of service by two or more sitting Board Members, or by petition of no less than seven households of current Cedar Tree attendees. Any two sitting Board

Members may remove a nominee from consideration. Election will be affirmed by a majority of current sitting Board Members, generally no later than June 30th of the current year.

Elected members of the Board shall serve for a maximum of three calendar years. No elected Board member may serve consecutive elected terms.

IV.2 Qualifications. Subject to availability of suitable Board members subscribing to the agreed upon Statement of Faith, every attempt will be made to secure Board members having expertise valuable to the school and a demonstrated commitment to classical Christian education. In all cases, the demonstrated Christian walk of the individual Board member shall be a major consideration as to their suitability as Board members. Board members must agree to and sign the Board Leadership Covenant.

IV.3 Vacancies. The Board for the unexpired portion of the term may fill a vacancy due to member and/or Board action, death or resignation. In all such circumstances, the Board shall remain sensitive to the needs and desires of the parents and students, and to Cedar Tree's spiritual mission. Any vacancy occurring in the Board of Directors may be filled by the affirmative vote of a majority of remaining Directors though less than a quorum of Directors remains.

IV.4 Ex-officio Board Members. The Board of Directors may designate non-voting, *ex-officio* members of the Cedar Tree School Board by a two-thirds majority vote of the full Board. Their term of service will continue at the discretion of the Board.

IV.5 General Responsibilities. The Cedar Tree School Board of Directors shall establish policies that serve to oversee this ministry and generally oversee the school's business affairs. Such responsibilities shall include, but not be limited to:

- A. The authority to select and remove all officers, agents, and employees of the Corporation at will; prescribe such powers and duties for them as are not inconsistent with law or these Bylaws; fix their compensation; and require from them security for faithful service;
- B. The authority to change the principal office from one location to another.
- C. The authority to grant any officer or officers, agent, or agents, to enter into any contract, or execute and deliver any instrument, in the name of and on behalf of the Corporation.
- D. Ensuring that the vision of the School as outlined in Article II is maintained.
- E. Establishing tuition and fees.
- F. Praying for the ministry of the school.

IV.6 Headmaster. The Board by two-thirds majority vote shall employ a Headmaster whose direct or supervisory responsibilities shall include, but not be limited to, developing budgets, preparing financial statements, maintaining the spiritual quality of the school, implementing Board-approved educational standards, training the staff, and all day-to-day administrative duties. Authority for the hiring and firing of all staff is generally delegated to the Headmaster, but the Board retains final authority. The Headmaster shall be excluded from voting membership on the Board, but shall not be excluded from ex-officio membership of the Board.

Article V: Officers of the Board

V.1 Number. The officers of the Board shall be a Chairman, a Vice-chairman, and a Secretary, each of whom shall be elected by the Board of Directors. Such other officers and assistants as may be deemed necessary, may be elected by the Board. The same person may not hold the office of Chairman and Secretary at the same time.

V.2 Election. The officers of the Corporation to be elected by the board of directors shall be elected annually by the Board of Directors at the first meeting of each fiscal year. Each Director and Officer shall hold office until his successor shall have been duly elected.

V.3 Removal of Officers. Any elected officer or agent may be removed from office by majority vote of the Board of Directors whenever in its judgment the best interests of the School will be served thereby. Three consecutive absences from regular Board meetings constitute valid grounds for removal from office.

V.4 Removal of Board Members. Three or more sitting Board members, or fifteen or more parents of Cedar Tree students may petition the Board for removal from the Board of any Board Member they feel lacks a basic commitment to the Corporation's statement of faith, philosophy of education, or wisdom and diligence in matters brought before the Board. A Board Member may be removed from the Board by a two-thirds vote of the Board Members not under consideration.

V.5 Chairman. The Chairman shall, when present, preside at all meetings of the Board of Directors. He may sign with the Secretary, or any other full and proper officer thereunto authorized by the Board, any checks/drafts, deeds, contracts or other instruments, which the Board has authorized to be executed.

V.6 Vice-Chairman. In the absence of the Chairman, or in the event of the inability of the Chairman to act, the Vice-chairman shall perform the duties of Chairman. The Vice-chairman shall perform such duties as from time to time may be assigned to him by the Chairman or the Board of Directors.

V.7 Secretary. The Secretary or his designee shall:

- A. Keep the minutes of all board meetings and actions;
- B. See that all notices are duly given in accordance with the provisions of these bylaws or as required by law;
- C. Be responsible to keep and maintain corporate records
- D. Sign with the Chairman of the Board any legal instrument approved by the Board; and
- E. Generally perform the duties of the office of secretary including such other duties as from time to time may be assigned to him by the Chairman or by the Board.

V.8 Treasurer. The Treasurer or his designee shall:

- A. Be selected by the Chairman from within or outside of the Board and approved by the Board.
- B. Have charge of and be responsible for all reporting and accounting of funds of the Corporation.
- C. Cause to be kept and maintained adequate and correct books and records of accounts of the properties and business transactions of the School.
- D. Receive and give receipt for moneys due and payable to the School and deposit all such moneys in the name of Cedar Tree in such bank(s) as selected by the Board.
- E. Give to Directors, whenever requested, an account of transactions as Treasurer and of the financial condition of Cedar Tree; and
- F. In general perform all duties incidental to the office of Treasurer as set out by the Board.

Article VI: Committees of the Board

VI.1 Executive Committee. An Executive Committee comprised of the Chairman and two annually Board-appointed members of the Board may, in the absence of the full Board, exercise all authority of the Board to the extent of the full Board authorization. However, said authorization shall not enable the Executive Committee to incur indebtedness, sell or lease School property, revoke or amend the bylaws, hire staff, or establish policy.

VI.2 Ad Hoc Committees. The Board of Directors may, by resolution passed by a majority, designate such *ad hoc* committees as may be appropriate, consisting of one or more Board members and others, as deemed necessary to carry out the activities and purposes of the Board. All committees serve at the pleasure of the Board and may be comprised of Board members, regular and *ex-officio*, parents or any others who may be approved to serve.

Article VII: Reports/Meetings

VII.1 Annual Reports. The Cedar Tree School Board will compose, review with the administration, and issue an annual, written report. This report will be made available no later than September 15th, for the previous fiscal and school calendar year. The report should include, but not be limited to the year-end financial reports; year-to-date scholarship funding; enrollment figures; standardized test results; the Board's annual evaluation of the School; the listing of all Board members, identifying the newly-elected Board member(s); listing of significant accomplishments and events of the school year; and such other business as may be deemed appropriate by the Board.

VII.2 Regular Meetings of the Board. Cedar Tree's full Board of Directors shall meet at regular intervals of not less than once per month at a pre-announced time and place. All regular meetings of the Board shall be open to any member of the School constituency and shall be conducted from a pre-published agenda, posted in the school office at least two days in advance.

VII.3 Special Meetings. Special meetings of the Board may be held at a time and place designated by the Board to address such issues as may come before the Board and shall be called by the Chairman or any two Directors.

VII.4 Decorum. The Chairman shall enjoy full privileges of voting and discussion, but shall be precluded from making motions while in the office of Chairman. All meetings of the Board shall be conducted principally in accordance with *Roberts' Rules of Order* using a printed, pre-published agenda. Minutes of all regular Board meetings will be published and maintained in the Corporation's offices.

VII.5 Quorum[s]. Five members of the full Board shall constitute a quorum for full Board action. Board proxies may only be held for specific issues, exercised only in behalf of that issue. If there are not sufficient Board members in office to constitute a quorum as provided in these Bylaws, a majority of Board members may qualify or approve new Board members. A majority of the members of the Executive Committee shall constitute a quorum for the transaction of day-to-day business.

VII.6 Executive Session. The Board, may, as circumstances dictate, adjourn to closed session from time to time as the need to address spiritual, personnel or disciplinary issues arises.

VII.7 Board Action. The Board will be considered as having formally acted when, in a duly-constituted meeting, a proposal is moved, seconded, discussed, passed with appropriate margin of votes, entered in minutes, and duly approved Board discussion, consensus, debate, etc. does not constitute formal Board action.

Article VIII: Fiscal Responsibility

VIII.1 General Policy. Through the annual budgeting process, the Board is responsible to ensure that the school's day-to-day operations, including facility maintenance, shall be fully funded. Budgeted revenue for the day-to-day operations will be comprised of the projected tuition; anticipated, non-donation/undesignated proceeds; and projected, undesignated donations. The undesignated donation total to be budgeted may not exceed 20% of the total anticipated revenue for any given fiscal year.

VIII.2 Fiscal Year. The fiscal year shall begin on the first day of July and end on the thirtieth day of June of each year. Terms of the Board Members will run concurrent with the fiscal year.

VIII.3 Budgets. The Board will approve annual operating budgets.

VIII.4 Financial Statements. It shall be the Headmaster's responsibility to prepare a monthly financial statement, to be submitted to the Board in advance of each regular Board meeting. All financial statements are subject to Board review.

VIII.5 Financial Inspection. Cedar Tree's financial records will be inspected at least annually before the filing of federal financial reports by a qualified person who does not have signing authority on any school assets and who does not prepare the school's financial records. A "qualified person" shall be any accountant, bookkeeper, attorney, or other person who by reason of his expertise or experience is competent to evaluate financial records.

VIII.6 Fund Raising. It shall be the Board's responsibility to set policy for the fund raising activities of the school staff and to be responsible for their propriety and effectiveness.

Article IX: Contracts, Loans, Checks and Deposits

IX.1 Contracts. The Board may authorize any officer, officers, agent or agents to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation.

IX.2 Loans. No loans shall be contracted on behalf of the Corporation without two-thirds approval of the Board of Directors.

IX.3 Checks and Drafts. All checks or drafts issued by Cedar Tree shall be signed by such officers in such a manner as shall be determined by resolution of the Board of Directors. The Treasurer will present a schedule of aged accounts payable and aged accounts receivable every thirty days for the Board's information and approval.

IX.4 Deposits. All funds of the Corporation shall be deposited in such depositories as the Board may select.

IX.5 Gifts. The Board of Directors may accept on behalf of the Corporation any contribution, gift, bequest, or device for the general purpose of the Corporation.

Article X: Statement of Non-Discrimination

X.1 Statement of Non-Discrimination to Applicants and Staff. No student applicant or employee applicant shall be denied benefit of/employment by Cedar Tree on the basis of race, color, national or ethnic origin. However, persons who are unable or unwilling, to abide by Cedar Tree's Statement of Faith or Philosophy of Education may be denied participation/employment.

Article XI: Amendments to Bylaws

XI.1 Procedure for Amendment. These bylaws may be altered, amended, or repealed by a two-thirds vote of the Board at any regular or special meeting provided a minimum of ten days written advance notice has been provided to all parents of record, specifically enumerating such proposed changes or amendments. The exception: Article II requires a unanimous vote of the Board, and all other Articles require a two-thirds majority vote of the Board to ratify proposed changes or amendments.

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 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: Adopted September 9, 1999; Revised January 10, 2004; April 13, 2006; May 14, 2009

Source: Bylaw II.1

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:

- A. Biblical foundation/Christian worldview
- B. Biblical discipleship and character development
- C. Time-tested classical Christian education following the Trivium
- D. God-glorifying excellence in every endeavor
- E. Respect for parental authority and involvement
- F. Biblical grace and truth environment

2.2 Objectives and Standards

Date: Adopted September 9, 1999; Revised January 10, 2004; May 14, 2009

Source: Bylaw II.2

At all its levels, programs and teachings, CTCCS seeks to:

- A. Teach all subjects as parts of an integrated whole with Scripture at the center.
- B. Provide a clear model of Biblical Christian life through its staff and board.
- C. Encourage every child in his relationship with God the Father through Jesus Christ.
- D. Emphasize grammar, logic and rhetoric in all subjects.
- E. Encourage every student to develop a love for learning and to achieve his academic potential.
- F. Provide an orderly atmosphere conducive to the attaining of these goals.
- G. Provide an education to applicants regardless of their race, color, national or ethnic origin.

2.3 Statement of Faith

Dates: Adopted September 9, 1999; Revised May 14, 2009

We Believe:

- A. 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.
- B. In one God, Creator of all things, infinitely perfect, omnipotent, omniscient, and omnipresent, and eternally existing in three persons: Father, Son and Holy Spirit.
- C. 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.
- D. 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.
- E. 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.
- F. 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.
- G. 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: Adopted September 9, 1999; 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:

- A. **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.
- B. **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.
- C. **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.
- D. **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.
- E. **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.
- F. **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.
- G. **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.
- H. **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 affirm the statement of faith on a yearly basis.

2.5 Code of Ethics

Dates: Adopted 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*

Dates: Adopted February 19, 2002; Revised May 14, 2009

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

Scope: This policy applies to the Board of Directors 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:

- A. At all levels, the Cedar Tree Board of Directors, 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.
- B. The Cedar Tree Mission Statement (Board Policy 2.1) and Objectives (Board Policy 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 by supporting parents who are already dedicated to such goals in their respective households.
- C. 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.
- D. 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

Dates: Adopted September 9, 1999; Revised February 11, 2002; May 14, 2009

Objective: To establish the limits of doctrinal teaching at Cedar Tree.

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 (Board Policy 2.3)

Guidelines:

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: Adopted October 3, 2002; Revised May 14, 2009; July 21, 2011

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:

- A. 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 (Dt. 6:6-9, 11:19-21).
- B. 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.
- C. 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).
- D. 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.
- E. The following boundary limitations are established to guard against potential compromises which in time may stem from being a state-registered private school:
 1. Ability to effectively and Biblically fulfill Cedar Tree's mission and vision.
 2. Being required to teach principles or content that is non-Biblical, such as secular concepts of sex education, diversity training, Darwinian evolution, etc.
 3. Being required to approve as truth what God's Word affirms as untruth/non-truth.
 4. Being required to approve as untruth what God's Word affirms as truth.
 5. Being required to hire people whose beliefs, values, and/or practices are in conflict with our mission and standards.
 6. Being required to adhere to regulations that are unduly burdensome, such that they may materially affect our ability to fulfill our mission and vision.
- F. When state legislation is passed and enforced that qualifies as a compromise to our standards, or a majority of the Board agrees that obeying the legislation would constitute a violation of our principles as described above, 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.
- G. In light of the tentative nature of Cedar Tree's participation in the state registration process, it is deemed prudent for the 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 Cedar Tree does financially benefit from state registration, the Board will handle those funds in a way so as not to become dependent on them for the regular operation of the school.
- H. 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.

- I. School Vouchers: Cedar Tree does not accept any certificate or voucher issued by the government intended for parents to apply toward tuition at a school other than the public school to which a child is assigned.

2.9 Aesthetic Vision

Dates: Adopted October 9, 2008

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: Adopted February 19, 2002; Revised April 9, 2009; July 21, 2011

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 principle 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. The Board of Directors 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.

Subject to the availability of qualified (Bylaw IV.2) 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 (Bylaw IV.1). All regularly scheduled School Board meetings are open to School staff and parents of students in the School (Bylaw VII.2).

As described in Bylaw IV.6, the Board by two-thirds majority vote shall employ a Headmaster whose direct or supervisory responsibilities shall include, but not be limited to, developing budgets, preparing financial statements, maintaining the spiritual quality of the school, implementing Board-approved educational standards, training the staff, and all day-to-day administrative duties. Authority for the hiring and firing of all staff is generally delegated to the Headmaster, but the Board retains final authority. The Headmaster shall be excluded from voting membership on the Board, but shall not be excluded from ex-officio membership of the Board.

4. Board of Directors

4.1 Organization and Operation of the Board

Dates: Adopted March 12, 2002; Revised April 15, 2004; February 10, 2005; July 26, 2005; April 9, 2009; July 21, 2011

Guidelines:

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

- A. The Chairman of the Board will be responsible for preparing and distributing the agenda to each Board member prior to the meeting. Items for the agenda should be submitted to the Chairman at least two days in advance of the publication date. The Secretary will record the minutes of each meeting and will have copies available for distribution prior to the next meeting.
- B. When a vacancy occurs, a spouse may be nominated and appointed to the place of a vacating Board member, but should not serve concurrently.
- C. 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.
- D. 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: Adopted March 12, 2002; Revised April 15, 2004; April 9, 2009; July 21, 2011

Guidelines:

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

- A. Encourage the Headmaster, as well as any others who make significant contributions toward the advancement of the school's goals.
- B. Adopt and revise Board policies
- C. Approve all significant changes to the curriculum or to administrative procedures..
- D. Remember that 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.
- E. Hire and evaluate Headmaster; approve the hiring of teachers.
- F. Ensure that a prudent budgeting process allows for the funding of day-to-day operations; and thus the Board will evaluate and approve annual operating budgets.
- G. Authorize any officer or agent to enter into a contract on behalf of the school.
- H. Engage in long-term planning to ensure the ongoing fulfillment of the school's mission.

4.3 Conflicts of Interest

Dates: Adopted July 21, 2011

Objective: To protect the School when the Board is contemplating a transaction or arrangement that might benefit the private interest of a Board member.

Scope: Any member of the Board of Directors

Guidelines:

For any moved and seconded motion, a Board member must declare if he has a personal interest beyond that which is already disclosed (such as being a parent or paid employee). Should the Board recognize a conflict of interest, while the member may participate in the discussion, he may not vote on the motion or any related motions. In the sole discretion of the Chairman, the Board member may be asked to leave the room during discussion of the matter in which he has disclosed a conflict of interest. The determination of a conflict of interest in the event of any dispute shall be made by a majority vote of the Board. At the first Board meeting of each fiscal year, Board members shall review and disclose any conflicts of interest they may have.

4.4 Interaction with Local Christian Community

Dates: Adopted 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.

4.5 Church Discipline

Dates: Adopted July 21, 2011

Objective: To establish a procedure to follow when a Cedar Tree Board member or staff member comes under church discipline.

Scope: The church discipline policy is to be followed whenever a Cedar Tree Board member or staff member comes under church discipline. There are not geographic or time limitations.

Definitions: N/A

Guidelines:

If a church exercises discipline over a Cedar Tree Board member or staff member, the following procedure will apply:

- A. The leaders of the church in question will be contacted, and asked to supply the Board of Directors with a written outline of the case, and the procedures which were followed. Any other believers who wish to present information to the Board may do so.
- B. The Board of Directors will meet to consider the facts of the case. Unless facts are presented which clearly demonstrate that the church has violated Scripture, in substance or manner, the Board of Directors will honor the discipline.
- C. When any church's discipline is honored, the Board of Directors is solely responsible to set the procedures and limits to be followed by Cedar Tree staff in honoring the discipline.

4.6 Dissolution

Dates: Adopted July 21, 2011

Objective: To define key responsibilities of the Board of Directors if dissolving the School were to become necessary

Scope: Board of Directors

Guidelines:

In the event that the dissolution of the School becomes necessary:

- A. The Board shall ensure that student files are entrusted to a previously-arranged local school and that parents are informed where they are.
- B. The Board shall, after paying all obligations of the corporation, dispose of all remaining assets in such a manner, or to such organization(s), as may be operated exclusively for charitable, educational, or scientific purposes as shall at the time qualify as an exempt organization(s) under Section 501 (c) (3) of the Internal Revenue Code, or any similar law of the State of Washington, as the Board shall determine. The Board shall make every attempt to dispose of such assets to Christian educational causes that meet the preceding qualifications.

5. Administrative Personnel

5.1 Headmaster

Dates: Adopted April 9, 2002; Revised May 27, 2004; April 9, 2009; July 21, 2011

Objective: The Board of Directors 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 Bylaw IV.6.

Guidelines:

A. Accountability to the Board

1. The Headmaster will promote and adhere to the Cedar Tree Statement of Faith and Philosophy of Education.
2. The Headmaster shall actively support Board policies and decisions.
3. 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.
4. The Headmaster shall serve on designated committees as appointed by the Board.
5. The Headmaster will attend conferences in order to continue developing professional skills and to maintain contacts within the ACCS.

B. Financial Stability

1. The Headmaster shall oversee the preparation of the operating budget for Board approval.
2. 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.
3. The Headmaster shall oversee timely and accurate financial reports. These will be provided to all Board members before each regular Board meeting.

C. Staff Development

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

D. School Operations

1. The Headmaster shall supervise purchasing, grade keeping, communications, advertising, enrollment, school library, and parent service.
2. The Headmaster shall oversee production and distribution of the school calendar, Parent/Student Handbook, and Staff Manual.
3. The Headmaster shall oversee the planning and execution of school events such as programs, assemblies, and parent meetings.
4. The Headmaster shall submit required reports to appropriate agencies and authorities.

5. The Headmaster shall ensure that student discipline is carried out in accordance with Board Policy.
6. The Headmaster will oversee the maintenance of the campus.

E. Community

1. The Headmaster shall seek to cultivate healthy relationships with other ACCS schools
2. The Headmaster will work with the Board's Development Committee to promote Cedar Tree and classical Christian education within the wider community.

F. Other

1. The Headmaster shall perform other duties as identified.

6. Policies Concerning Board Functions

6.1 Policy-Making Procedures

Dates: Adopted March 12, 2002; Revised April 9, 2009; July 21, 2011

Guidelines:

A. 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 least two weeks prior, and preferably at a regularly-scheduled meeting. Such a time frame will allow opportunities to cultivate unity of mind through study and prayer.

B. Policies should follow the following format:

Dates: Policy adoption and revision dates are to be noted.

Objective: This section clearly and simply states the objective of the policy.

Scope: This section defines 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.

6.2 School Board Committee Organization

Dates: Adopted May 27, 2004; Revised July 26, 2005; May 14, 2009; July 21, 2011

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:

Facility:

- Planning for future facility needs
- Ensuring the execution of those plans
- Maintenance of existing facilities

Finance:

- Financial operations (accounts receivable & payable)
- Non-profit accounting
- Reporting
- Budgeting

Development:

- Support and promote the philosophy of development.
- Formulate ways and means of Capital Development which support the school's facility goals and scholarship programs.

Guidelines:

- A. Each committee is responsible for carrying out its function as defined by the Board. Each committee must include at least one Board member.
- B. All nominated committee members must be approved by the Board.
- C. 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.
- D. Each committee shall ordinarily submit a report for each regular Board meeting.
- E. 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.
- F. Each committee reports directly to, and is under the direct authority of the Board. The 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 Headmaster.

6.3 Board Communication

Dates: Adopted 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:

- A. Be submitted in written form.
- B. Include a statement of how they relate to the stated mission of Cedar Tree.
- C. Include a statement of the potential benefit of using this information or implementing a change.
- D. Include a statement of the potential negative consequences of the information or implementing a change.
- E. Be signed.
- F. 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 7, 2000; Revised February 26, 2002; March 24, 2004; July 21, 2011

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

Scope: All students attending Cedar Tree

Definitions: N/A

Guidelines:

- A. **Immunizations:** All students attending Cedar Tree must have on record with the school either a current immunization record or an exemption statement, according to Washington State code, before starting classes in the fall. Standard immunization record forms may be obtained from Cedar Tree administration.
- B. **Health and Accident Release:** Each year, parents must sign a Health and Accident Release for each student.
- C. **Medication Administration:**
 - 1. Acetaminophen (“Tylenol”) Administration: Parents sign a statement annually, either allowing or not allowing the school administration of acetaminophen.
 - 2. Other medications, both prescription and nonprescription, require a completed Authorization for Administration of Oral Medications form to be on file in the school office.
 - 3. For students grades K-6, all medications are to be turned into the school office, along with the completed Authorization for Administration of Oral Medications form and are to be administered only by school personnel authorized to administer the medications.
 - 4. For students grades 7-12, students may carry and self-administer their own medications, except for those considered to be controlled substances by federal law, subject to parental approval. A completed Authorization for Administration of Oral Medications form must be on file in the school office and is updated annually. This permission can be revoked at any time for irresponsible behavior or if the student shares their medication with another student.

7.2 Serious Diseases

Dates: Adopted February 26, 2002; Revised May 14, 2009; July 21, 2011

Objective: To establish procedures which are to be followed whenever a serious disease might be introduced into the School.

Scope: This policy applies to all Cedar Tree students and staff.

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:

- A. The 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.
- B. 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.
- C. Upon receiving reliable information that a student or teacher at Cedar Tree has contracted, or has been in contact with, a serious disease, the Headmaster will immediately contact local health officials and the Center for Disease Control in Atlanta, Georgia to obtain more information. The information sought should answer such questions as:
 1. To what degree is the disease communicable?
 2. How is it transmitted?
 3. What is the incubation period for the disease?
 4. What are the disease symptoms?
 5. What precautions should the school take?
 6. What information would be helpful to the school's families?
- D. Based upon the answers to the above questions, the 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.
- E. The student may be asked to remain home for a specific, or undetermined, length of time.
- F. Closure of the school may be necessary in extreme cases.
- G. If the Headmaster determines that a deviation from this policy is necessary, the matter will be presented to the Board of Directors as soon as possible for a decision.
- H. All cases of serious diseases that have affected or could affect the school will be reported to the Board.

7.3 School Calendar

Dates: Adopted May 27, 2004; Revised May 14, 2009; July 21, 2011

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 Cedar Tree's mission.

Definitions: N/A

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

- A. 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:
 1. Fulfills the minimum number of school days required by the State of Washington.
 2. Four quarters of approximately nine weeks. (These are also to be the grade/progress reporting periods.)
 3. 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.
 4. At least two parent-teacher conference opportunities in the school year.
 5. 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.
 6. A weeklong spring break that preferably coincides with the Vancouver School District schedule.
- B. After Board approval of the annual calendar, the Headmaster has the authority to make the following decisions related to the calendar:
 1. To construct other extra-curricular and school program calendars that coincide with, but do not impinge upon the basic educational calendar.
 2. To plan and execute teacher training/workdays, without student attendance.
 3. 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.
- C. 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.
- D. All other calendar-related decisions that further Cedar Tree's goals and purposes.

7.4 Communication Systems

Dates: Adopted May 12, 2005; Revised May 14, 2009; July 21, 2011

Objective: 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.

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

Guidelines:

- A. The communications systems will only be used for purposes that are in agreement with the mission and values of Cedar Tree as noted in Board Policy 2.1.
- B. 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.
- C. All information intended for general dissemination within the school community must be approved by the Board or Headmaster. Approval will be determined by its compatibility with Cedar Tree's mission and values and its benefit to the school.
- D. 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 the "No Solicitation" guidelines in Board Policy 8.4 Fundraising). This includes partial or complete blanket e-mails to families without properly routing them through the Cedar Tree office.
- E. 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.
 1. 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.
 2. All links to other sites shall be investigated to the best of our ability to avoid recommending inappropriate information.
 3. Non-Cedar Tree e-mail addresses and phone numbers shall not be published on the public web site.
- F. 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 Collection

Dates: Adopted August 2, 2000; Revised April 9, 2002; July 26, 2005; June 4, 2009; July 21, 2011

Objective: To ensure that tuition payments are collected in a timely manner and to establish parameters on refunds.

Scope: New or returning families

Definition: Late Fees: Fees for tuition not paid in full by the fifth working day of the month due.

Guidelines:

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

- A. The bookkeeper will issue invoices in a timely manner.
- B. Parents are responsible to pay the tuition by the first day of each month. A late fee will be charged for all tuition payments received later than the fifth day of the month.
- C. If the registration fee is not received on time, there is no guarantee that classroom space will be reserved for the student.
- D. Failure to pay tuition by the fifth day of the month will result in a reminder notice and assessment of late payment fee.
- E. If fees are still not paid, or acceptable written arrangements are not made within 30 days of the date due, the Headmaster or someone he designates will personally contact the student's parents or responsible party and report the situation to the Board Chairman.
- F. In the event of non-payment or the absence of any agreement being made after the efforts noted above have been exercised, a pending expulsion notice will be issued, giving at least two weeks' notice. Good faith will be presumed on the part of these responsible parties unless subsequent circumstances indicate no positive action can be expected.
- G. No student records will be released to another school while a past-due balance remains.
- H. Registration fees and tuition payments are nonrefundable, but the Board may consider conditions of hardship or other instances on a case by case basis. .

8.2 Past Due Accounts Payable

Dates: Adopted April 9, 2002; Revised June 4, 2009; July 21, 2011

Objective: To establish a set procedure for the payment of bills in the event of financial crisis.

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:

- A. The oldest bills will be paid first.
- B. 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 Headmaster will notify such a creditor immediately.
- C. 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.
- D. If, as a result of implementing this policy, it becomes clear to the 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.
- E. 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 Scholarships

Dates: Adopted October 3, 2002; Revised June 4, 2009; July 21, 2011

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

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

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

Guidelines:

- A. The student must have applied to or have been accepted into the school.
- B. Scholarships will not be given that remove all responsibility for tuition/service from a family.
- C. 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:
 1. Financial need
 2. Christian character
 3. Commitment to a classical Christian education
- D. Cedar Tree reserves the right to refuse disclosure of the basis for rejection of a scholarship application.
- E. Scholarship funding applies to tuition only. Ordinarily, registration fees and ancillary costs/fees are not in the scope of the scholarship program.
- F. Funds will be apportioned to encourage existing families to continue with the school, while giving careful consideration to new families as well.
- G. Both existing and new families must submit information allowing assessment of financial need. All sources of family income will be considered.
- H. Scholarship applications for the following school year will be evaluated beginning in the 4th quarter of the present school year by the Headmaster and the Executive Committee. The Board will ordinarily make an official determination at the subsequent Board meeting and inform the family within one week. Additional scholarships may be considered as needs arise and funds are available.
- I. All scholarship recipients may be asked to increase volunteer work beyond the standard covenant agreement in a capacity that fills a specific school need.
- J. Unused funds will be rolled into the next year's scholarship fund.
- K. The Scholarship Fund can be exceeded, but only by permission of the Board.
- L. In the event a family's circumstance changes, the scholarship need will have to be addressed on a case-by-case basis.

8.4 Fundraising

Dates: Adopted 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:

- A. 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.
- B. In its development and fundraising activities, Cedar Tree will seek to cultivate cheerful giving of time and other resources.
- C. Designated gifts will be used for the designated purpose only, or else returned to the donor unless the donor gives permission otherwise.
- D. Gifts solicited for a specific purpose will be considered designated for that purpose.
- E. The use of any donor's gift will be explained to the donor at their request.
- F. Where appropriate, the fundraising policy will also apply to direct sales.
- G. Gifts may be received from non-Christians.
- H. No gift will be accepted if the condition(s) of such a gift would require Cedar Tree to compromise biblical standards.
- I. Opportunities for subject-oriented endowments should be encouraged and fully developed.
- J. Significant fundraising activities of the school will be coordinated where possible.
- K. The person(s) directing development should be informed of all fundraising activities at or by the school.
- L. All gifts should be receipted and acknowledged within two business days.
- M. Emphasis should be on a small number of effective fundraisers rather than a large number of small fundraisers.
- N. Ordinarily, no more than one student-solicited fundraiser per year will be permitted.
- O. 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.
- P. Cedar Tree families should not solicit funds during school hours or to the Cedar Tree community 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.

8.5 Donation of Investment Securities

Dates: Adopted July 21, 2011

Objective: This policy gives direction regarding security gifts donated to the school.

Definitions: Security: A security is a financial instrument such as stock, bonds, mutual fund shares, etc.

Guidelines:

- A. Cedar Tree welcomes the opportunity to receive investment gifts from donors. Unless the gifts are specifically restricted as “permanent” investment endowments, the Board of Directors policy is to liquidate donated securities upon receipt.
- B. Should there be a compelling reason to hold a given security for longer than a month, and the Finance Committee agrees on this approach, the Finance Committee shall notify the Board of this decision. Any securities that are not immediately liquidated shall be accounted by the Bookkeeper and listed as an asset.
- C. All securities gifts must comply with the general donation gift policy outlined in Board Policy 8.4 Fundraising.
- D. In the event that the school receives a permanent restricted endowment gift in the form of investment securities, the Treasurer will be responsible for ensuring the gift is appropriately categorized on the monthly balance sheet report and provide appropriate information for the annual tax form.

9. Personnel

9.1 Work

- 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 Board Policy 9.3 Personal Emergency/Sick Leave..
- 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
- Guidelines:*
- Staff** – 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 Board will oversee and approve compensation plans and fringe benefits.
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

Dates: Adopted April 9, 2002; Revised May 27, 2004; August 13, 2009; July 21, 2011

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:

- A. The Headmaster will interview and select qualified staff to fulfill the mission of the school.
- B. 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 prior to initial formal contracting.
- C. The Headmaster will interview and select all support staff. The Board is to be informed of the hiring of all support staff.
- D. A candidate is not an employee until he/she has signed the appropriate work agreement for his/her position.
- E. All full and part-time staff will have written job descriptions and work agreements. Maintaining these documents is the responsibility of the Headmaster.
- F. 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 (see Bylaw X.1).

9.3 Personal/Emergency/Sick Leave

Dates: Adopted September 7, 2000; Revised August 28, 2001; March 6, 2002; August 13, 2009; July 21, 2011

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 Cedar Tree staff members.

Definitions: Staff – all compensated employees (teachers, aides, administrative, janitorial, etc.)
Emergency Leave - unplanned, but necessary time off due to serious circumstances such as illness (personal or family), death in the family, injuries, etc.

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:

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.

- A. 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:
 1. Extended Recovery from injury or illness, but not requiring hospitalization.
 2. Loss of family member and resulting funeral attendance.
 3. Illness or injury of immediate family member (necessitating staff member's presence).
 4. 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.
- B. The Headmaster is authorized, when he deems it appropriate, to grant a staff member an additional week under the following circumstances:
 1. In all probability, the staff member will be able to return to work no later than the end of the consecutive ten days.
 2. The staff member has demonstrated through time and practice a high degree of reliability and punctuality.
 3. 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).
- C. Allowable emergency leave days, like the personal leave days, are not accumulated from year to year.
- D. 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:

- A. All staff members of Cedar Tree may request up to three paid days of personal leave each academic year.
- B. 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.
- C. 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.

- D. It will be the Headmaster's responsibility to respond to each request and to record all personal leave days taken by staff members.
- E. 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

Dates: Adopted April 9, 2002; Revised June 10, 2004; August 13, 2009; July 21, 2011

Objective: To describe the steps by which employees may be separated from Cedar Tree.

Scope: All Cedar Tree employees

Definitions: N/A

Guidelines:

The Employee will ordinarily carry out his/her assigned work responsibilities for the entire school year, with certain possible exceptions:

- A. Orientation Period – An Employee new to Cedar Tree will be given an orientation period of up to ninety (90) days in which to demonstrate his/her ability to the satisfaction of the Headmaster. If any areas need improvement, such will be communicated to the Employee in a timely fashion so that an effort may be made to correct the deficiency before the expiration of the ninety days. Should such instruction and corrective attempts prove unsatisfactory, as determined by the Headmaster, the employment may be terminated at any point within the ninety days without further obligation by either party.
- B. Unforeseen Circumstances - Due to events such as the death or serious illness of a family member or a close relative, relocation due to a spouse's job transfer, severe illness/injury/disability to the Employee, school closure, or an unforeseen budgetary crisis, the Employee may not be able to continue work. Both Cedar Tree and the Employee shall make every effort to accommodate the needs of both parties during the transition period.
- C. Voluntary Separation - The Employee may choose to terminate his or her employment at any time by giving at least sixty (60) days prior written notice to the Headmaster or Board, unless a different termination date is mutually agreed upon in writing.
- D. Dismissal - The Board and/or Headmaster may terminate the Employee's employment at any time, with or without cause, by giving at least thirty (30) days written notice. Cedar Tree reserves the right to relieve the Employee of his or her duties without prior notice and without cause, and pay the remainder of compensation due for this period. The Headmaster will communicate with the Board regarding any pending dismissal as soon as is reasonably possible.
- E. Immediate Termination - The Board and/or Headmaster may immediately terminate the Employee's employment without prior notice and without compensation if at any time the Employee engages in any conduct deemed by the Board and/or Headmaster, in their sole discretion, to be detrimental to Cedar Tree's ministry or reputation. Examples would include:
 1. Employee disagrees with Cedar Tree's Statement of Faith.
 2. Employee engages in any criminal or sexual misconduct.
 3. Employee commits any act of fraud or dishonesty.
 4. Employee practices insubordination.
 5. Employee is unwilling or unable to perform his or her duties (except as provided by applicable laws and regulations related to disabilities or medical leave).
 6. Employee commits any act or engages in any conduct deemed to constitute cause for termination under Washington law.
- F. Appeals Process - The Employee who receives a dismissal notice may appeal to the Board by requesting a Board Hearing. The procedure for a Board Hearing on a dismissal is:
 1. The written request of the dismissed Employee will be submitted to the Board Chairman, along with a report prepared by the Headmaster.
 2. The Chairman will schedule a meeting for the Employee to discuss the dismissal with the Board.

3. The Board will then issue a final written decision on the matter.

9.5 Grievances

Dates: Adopted February 26, 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:

A. 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 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.

B. 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 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.

C. Staff to Administration:

1. All concerns about the standards of the school must first be presented to the 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 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 Headmaster.

D. 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 Headmaster).
2. If the problem is not resolved, then the concern should be presented in writing to the 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 Headmaster.

E. Individual Board Members to Headmaster:

1. If specific concerns arise during a Board meeting, Board members may not challenge, rebuke, or debate directly with the 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 Headmaster will meet with the Board in executive session to present his perspective and answer questions.
5. If the Board decides against the Headmaster (2/3 vote required), the Board will attach a written description of their decision to the Headmaster's annual job evaluation.
6. If the Board does not decide against the Headmaster, any Board member/s who is/are still not satisfied will be instructed by the Board to drop the issue.

F. General:

1. 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 IV.5 A.

See Appendix 2 for further detail on resolving disputes.

9.6 Family Enrollment

Dates: Adopted September 7, 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

Dates: Adopted 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 Cedar Tree Board members, staff, and faculty.

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.

9.8 Teacher Qualifications

Dates: Adopted July 21, 2011

Objective: To establish the academic qualification for Cedar Tree teachers.

Scope: This policy applies to all Cedar Tree staff members with teaching responsibilities.

Definitions: N/A

Guidelines:

- A. A valid teaching certificate for Washington (or any other state) is not required for teaching at Cedar Tree.
- B. All teachers hired by Cedar Tree should have received at least a Bachelor's degree, as well as college training in the area(s) to which they are assigned.
- C. All Cedar Tree teachers are encouraged to pursue certification with the Association of Classical Christian Schools (ACCS).

9.9 Employee Protection (Whistle-Blower)

Date: Adopted July 21, 2011

Objective: To protect those who seek to assist the school in complying with laws and regulations.

Scope: All Cedar Tree employees

Definitions: N/A

Guidelines:

- A. If any employee reasonably believes that some policy, practice, or activity of Cedar Tree is in violation of law, a written complaint may be filed by that employee with the Headmaster.
- B. It is Cedar Tree's intent to adhere to all laws and regulations that apply to the organization, and the underlying purpose of this Policy is to support the organization's goal of legal compliance. The support of all employees is necessary to achieving compliance with various laws and regulations. An employee is protected from retaliation only if the employee brings the alleged unlawful activity, policy, or practice to the School's attention and provides the School with a reasonable opportunity to investigate and correct the alleged unlawful activity. Note: The protections described below are only available to employees that comply with this requirement.
- C. Cedar Tree will not retaliate against an employee who, in good faith, has made a protest or raised a complaint against some practice of the School, or of another individual or entity with whom Cedar Tree had/has a business relationship, on the basis of a reasonable belief that the practice is in violation of law or a clear mandate of public policy.
- D. Cedar Tree will not retaliate against an employee who discloses or threatens to disclose to a supervisor or a public body any activity, policy, or practice of the School that the employee reasonably believes is in violation of a law, or a rule, or regulation mandated pursuant to law or is in violation of a clear mandate or public policy concerning health, safety, welfare, or protection of the environment.
- E. The Headmaster shall see to it that the above statements are included in the Staff Manual distributed to and acknowledged by each School employee. In addition, the Headmaster will ensure that whistleblower protection notification is posted in a central workplace as required by state law.

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 Uniforms

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.

- A. The uniform models and teaches that dress matters, and promotes excellence and beauty for others.
- B. The uniform creates an orderly environment and academic workplace, freeing students from social pressure so they are better able to concentrate on their studies.
- C. The uniform allows godly authority to set dress standards rather than certain "popular" individuals, protecting the community from dealing with immodesty or inappropriate attire.
- D. 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:

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

10.2 Discipline

Dates: Adopted September 9, 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.
- C. 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.
- D. 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.
- E. **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.
- F. **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

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 students.

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

Definitions: Promotion: the advancement of a student from the most recent grade completed to the next successive grade.

Retention: requiring a student to repeat the grade in which he was most recently enrolled.

Guidelines:

- A. 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 Board Policy 9.5 Grievance.
- B. 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 Board Policy 10.4 Academic Probation for guidelines for Upper School students.
- C. 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.

10.4 Academic Probation

Dates: Adopted April 9, 2002; Revised June 10, 2004; August 13, 2009; July 21, 2011

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

Scope: This applies only to Upper School students.

Definitions: Upper School Students- Students in seventh through twelfth grades (Logic or Rhetoric)

Guidelines:

- A. Upper School students are required to maintain at least a 2.0 grade point average (G.P.A., the grade average of all subjects on a 4-point scale) 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.
- B. The G.P.A. for each Upper School student will be calculated at the end of each quarter.
- C. 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.
- D. Students who are on academic probation are ineligible to participate in extracurricular activities.
- E. 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 determine if Cedar Tree is the best place for the student and see to the development of a plan for all parties involved.
- F. 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

Dates: Adopted May 7, 2002; Revised June 10, 2004; August 13, 2009; July 21, 2011

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:

- A. 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. Based on Board policy, the following are attendance procedures:
- B. Student attendance is an important part of class participation and will be reflected in student grade reports.
- C. Punctuality is also an important part of class participation. Unexcused tardies will be reflected in student grade reports.
- D. Students absent because of illness or family emergencies will have the same number of school days that they missed during their absence to complete missed work after returning to school. Teachers may prioritize assignments so students do not fall further behind.
- E. Students will not receive participation points for days missed due to planned absences.
- F. Students will be expected to have all missing work completed by the end of the quarter. Any work missed during planned or unexcused absences will not be accepted after the last day of the quarter.

10.6 Controversial Subjects

Dates: Adopted September 9, 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: 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:

- A. 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.
- B. 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:
 1. As necessary, instruct the class on the responsibility of Christians to be charitable in debate.
 2. Instruct the class on their responsibility to honor the teaching they have received from their parents on this subject.
 3. 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.
 4. Refrain from pursuing tangents or other unplanned subject matter that will lead to a possible mishandling/poor teaching of controversial subjects.
- C. 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 9, 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:

- A. Children with a severe learning disability will not be admitted to Cedar Tree due to the lack of adequate staff, funding, and facilities.
- B. 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.
- C. 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

Dates: Approved February 26, 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 August 1, 2002; Revised August 13, 2009; July 21, 2011

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:

- A. 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.
- B. 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 contact the Headmaster and will be expected to go through the full admissions process as if he were new to Cedar Tree.
- C. If the Headmaster recommends re-admittance, the student's parent(s) must then meet with the Board or its designated committee for final approval. An Upper School student would be expected to be included in the meeting as well. Some, but not all, of the factors to consider include:
 1. Determine measures the family has taken to help ensure that the behavior, which resulted in expulsion, will not occur again.
 2. 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.
 3. Determine what kind of track record the student has developed in similar situations since the expulsion from Cedar Tree.
 4. 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.
 5. 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: Adopted November 13, 2003; Revised August 13, 2009; July 21, 2011

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

Guidelines:

- A. The factors used by the Headmaster to assess whether a child is ready for enrollment shall include:
1. Mental, emotional, social, spiritual, and intellectual maturity
 2. Attention span
 3. Self-control
 4. Ability to work in a classroom setting
 5. Ability to learn from a non-parent
 6. Parental support for student training.
 7. 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.
- B. The minimum age to enter the Cedar Tree Kindergarten program is five years old by September 1st of the year in which the student enrolls.
- C. Any variance from the minimum age standard requires that the student be five years old by December 1st 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 Board of Directors. The Board shall make the final determination for any variance from the minimum age standard.

10.11 Aesthetic Vision Application

Dates: Adopted October 9, 2008

Objective: 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:

- A. The Cedar Tree Headmaster or designee will ensure that staff will receive and understand guidelines and limitations for classroom decoration.
- B. 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.
- C. 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

Dates: Adopted October 9, 2008; Revised July 21, 2011

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 Upper School 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:

- A. Co-Curricular activities will not take priority over the academic program at Cedar Tree.
- B. Cedar Tree must have written parental permission for students to participate in such activities.
- C. The hiring of non-staff directors or coaches must be approved by the Board of Directors. The hiring of staff members to be directors or coaches must be approved by the Headmaster.
- D. The purpose of all such activities must support the established Cedar Tree philosophy and standards, excepting those activities under any athletic associations wherein the School does not have unilateral authority.
- E. All Cedar Tree students participating in Co-Curricular activities must maintain a 2.0 GPA or above (see Policy 10.4 Academic Probation).
- F. Operating expenses for such activities will be paid by participant fees or by participant-initiated fundraising, unless funds are specifically included in the School's annual budget.
- G. 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.
- H. 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.

10.13 Minimum High School Graduation Requirements

Date: Adopted July 21, 2011

Objective: To establish the minimum requirements for earning a high school diploma from Cedar Tree.

Scope: This policy applies to all students entering grades nine or above.

Definitions: Semester Credit - Students earn one credit for the satisfactory completion of each semester-long class meeting four or five times a week. Students earn a half credit for the satisfactory completion of each year-long class meeting two or three days each week.

Guidelines:

- A. Students must be enrolled in all classes, typically 56 semester credits in four years of high school.
- B. Students must have a cumulative grade point average (on a four-point scale) of at least 2.0.
- C. Students must earn at least 53 semester credits in order to graduate from Cedar Tree.
- D. Every Cedar Tree graduate must present a satisfactory senior thesis.
- E. Transfer students may have some credit requirements waived by the administration upon entrance, based upon transcript evidence of similar coursework.
- F. Students earn one-half of a semester credit toward fulfillment of the Health & Fitness requirement for participating in A SEASON OF an interscholastic high school sport or equivalent, based on a form completed by the student's coach.
- G. In the instance of a failing semester grade, the student may, subject to administrative approval and no more than once in any single academic year, complete a credit recovery program developed by the school to raise the grade to exactly 70% (passing). The credit recovery work must be completed before the end of the second semester if the failing grade occurred in the first semester, and completed before the next school year begins if the failing grade occurred in the second semester. An 'F' will be entered onto the student's transcript until credit recovery is completed.
- H. All state of Washington requirements are met within the Cedar Tree curriculum, provided that the student's successfully completed credits include Washington State History (1 semester credit, ordinarily taken in 8th Grade) and American History & Government (2 semester credits), P.E. (4 semester credits) and Software (2 semester credits).
- I. High school transcripts will include Latin courses and Washington State History taken during 7th and 8th grades, but they will not be included in the G.P.A. calculation.
- J. Every high school student must complete a minimum of 25 hours per year of community service as approved according to administrative guidelines.

10.14 Staff and Student Relations

Date: Adopted July 21, 2011

Objective: To provide overall and specific guidelines facilitating professional, friendly, and biblical relationships between Cedar Tree staff members and students. (to be in light of Policy 2.5 Code of Ethics)

Scope: This policy applies to all Cedar Tree staff members and students.

Definitions: N/A

Guidelines:

In order to facilitate proper, professional relationships and inhibit potential sinful, destructive behaviors between staff and students, the following guidelines are to be understood as representative of Cedar Tree's practices and philosophies. More specific guidelines conforming to this policy may be issued by the Headmaster, as necessary.

- A. Relationships between staff members and between staff members and students are to be friendly, courteous, and professional.
- B. Staff members are to be careful that any physical contact and verbal interchange with each other and with students avoid even the appearance of impropriety.
- C. Excessive familiarity, flirtation, innuendoes, casual disrespect toward authority, etc. are examples of the kind of unprofessional and inappropriate behavior that will not be tolerated.
- D. If it is necessary for a staff member to spend time alone with a student, or if a staff member needs to spend time alone with a staff member of the opposite sex, it should be arranged that they are easily visible to the public (e.g. an open door, windowed room, etc.).
- E. Staff members shall not travel alone in a vehicle with one student, nor should a staff member travel alone with another staff member of the opposite sex.
- F. The School will not permit any kind of evidence, either on the school property or at school-sponsored activities, that two students are coupled together in a special relationship that others would not feel welcome to be included in on. In particular, no physical displays of affection will be tolerated. Parents will always be notified if any of these issues become evident.

Appendices

Appendices to the Board Policy Manual are included as useful guidelines for Board practice, but are not intended to have binding force.

Appendix 1 – Board Calendar

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

July	Make any changes in development goals.
	Review Board Calendar
	Adopt final budget for upcoming school year
August	Review all facility needs.
	Make any decisions regarding maintenance.
	Review content of Bylaws and Policy Manual
	Review and approve administrative goals
	August 31: Annual Report and Financial Inspection due
September	Renew Liability insurance.
	Determine facility needs for next year.
November	Renew Directors & Officers insurance.
	Review and revise five-year goals.
January	Establish Board objectives for the next school year.
	Adopt a preliminary operating budget for the upcoming year
	Establish tuition and compensation structure for the next year
March	Renew Property Tax exemption
	Renew 501c-3
April	Review and set school calendar for the next year.
	Establish development goals for next year.
	Conduct school evaluation.
	Conduct evaluation of the Headmaster.
	Nominate new Board members.
May	Vote on new Board members.
	Review annual national standardized test scores.
June	Attend ACCS or other conferences specific to classical Christian education

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.

A. 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.

B. 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

C. 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.

D. 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.
- E. 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:

- A. 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.