

JECA

Board Policy Manual

Adopted by the Board of JECA

May 2023

Purpose of this Document

The purpose of this policy manual is to define the structure and operation of an organization whose primary mission, being religious and educational, is to operate a Christian school. This document is intended to provide guidelines and directives from the Board to the Head of School 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 bylaws of JECA. Further, this document is dynamic in nature and will be amended or updated as the Board deems necessary.

General Philosophy and Purpose of JECA

1.1 Philosophy

1. God is the creator and sustainer of ALL things. He is the source of ALL true knowledge and understanding. Jesus, God's only Son, is the fountainhead of all knowledge and truth. This world was created by Him and for Him. All truth is God's truth and Jesus Christ is Lord over ALL His creation including all areas of academic discipline.
2. All aspects of life, including education, are religious in nature. Thus, the whole range and content of Christian education serves to exalt and uphold the truths found in God's Word and in His world.
3. Man's chief purpose is to glorify God and to enjoy Him forever. God has bestowed upon man the mandate to take dominion over the earth that He created. God has given us the ability to explore and investigate the universe that He created and discover truths about it. Christian education strives to equip and diligently develop God-given capacities within the student so that they might be able to discern truth from error and positively impact the world for Christ.

4. The responsibility for a child's education biblically rests primarily with the parents; however, it is proper that parents should partner with those individuals who are gifted and called to teach. True Christian education functions as a delegation of authority from parents to the educators and it should never be an abdication of authority. The Christian educator does not so much function "in place of the parent" (in loco parentis), but rather in covenant with them.
5. Christian teachers model the Christian walk before their students. Teachers hold students to biblical standards of conduct and behavior, and expect the student to imitate the teacher as the teacher imitates Christ. True education is that which is accompanied by the regenerative power of the Holy Spirit of God. It is only through the redemptive act of God's Spirit that a mind can comprehend and allow truth to radically improve all aspects of life and culture for the Glory of God.

1.2 Statement of Faith

DOCTRINAL STATEMENT

We believe in one God eternally existing in three persons, of one substance, power and authority, Father, Son and Holy Spirit. The whole universe was created by God from nothing for His own pleasure. He is rightfully sovereign and rules over all creation. He is entirely good and gracious, all-powerful, all-knowing and all-loving. (Matthew 28:19; II Corinthians 13:14; Genesis 1:31; John 1:3)

We believe that man was originally created in the image of God to enjoy fellowship with God. In Adam's sin, humanity was alienated from God and it is now man's nature to be disobedient to God. However, man still bears God's image and thus has dignity and worth. Nevertheless, man's sin causes him to be separated from God and utterly lost. (Genesis 1:27; Romans 3:11; Romans 5:12; John 1:3)

We believe that Jesus Christ was conceived by the Holy Spirit, born of the virgin Mary, and that He is both undiminished deity and genuine humanity in one person forever. (John 1:1; Matthew 1:20-21; Philippians 2:7)

We believe that entrance into a state of fellowship with God is secured entirely by God's grace through a person's belief that Jesus Christ bore our sins in His sacrificial death, was bodily resurrected from the dead and was glorified as Lord and Ruler of all creation. This faith and the outworking of it are evidences of God's salvation unto eternal life. (John 1:12; I Timothy 2:6; Romans 10:9; Ephesians 2:8-10)

We believe the Holy Spirit convicts men of sin, regenerates them from spiritual death to spiritual life and is responsible for continuing the work of Christ in believers. Christians are thus enabled by His indwelling presence to enjoy God and to grow in Christ-likeness. The chief means and fruit of growth are: intimacy with God through the study and observance of His Word, prayer, worship, and the sacraments, active love of fellow Christians, and being salt and light to the world. (John 16:8; Titus 3:5-6; John 16:13-14; II Peter 1:5-8; John 17:17; Colossians 3:14-17; Matthew 5:13-16)

We believe the 66 books of Holy Scripture as originally given are the complete Word of God, without error, divinely inspired, recorded by men, and are the supreme and final authority in faith and life. (II Timothy 3:16; II Peter 1:21; Hebrews 4:12-13)

1.3 Mission and Vision Statement

Mission

Jonathan Edwards Classical Academy exists to assist Christian families in rearing their children to be lifelong learners who, with wisdom and beauty, shape and influence their world for Christ.

Vision

We do this by acknowledging a providential and saving God in all our ways, instilling a love of competent learning, and cultivating a culture of virtuous childhood. Further, we do this by providing for every student, professional teachers who ascribe everything to God and competently model the role of an eager learner, curriculum that has stood the test of time and content that favors the best kinds of things, and an environment that is rich in love, courtesy, deference, and honor.

1.4 Objectives of JECA

At JECA, we seek to do the following things as we educate each child:

1. Encourage every child to develop his relationship with God the Father through Jesus Christ (Matthew 28:15-20).
2. Provide a clear model of biblical Christian life through our staff and board of directors (Matthew 22:37-40).

3. Teach all subjects as parts of an integrated whole with the Scripture at the center (2 Timothy 3:16-17; 2 Corinthians 10:3-5).
4. Encourage every student to develop a love for learning and to achieve his/her academic potential.
5. Emphasize grammar, logic, and rhetoric in all subject matter in keeping with the classical model of the Trivium.
6. Provide an orderly and safe atmosphere conducive to the attaining of these goals.

1.5 Code of Ethics

The JECA Standard and the JECA Faculty and Staff Handout are the organization documents for JECA's code of ethics.

1.6 JECA Policy on Employee Philosophical Commitments

On Matters of Gender and Sexuality: We believe God wonderfully and immutably creates each person as either male or female (Gen. 2). Each of these sexes reflects the image of God in its own unique way (Gen. 1:26-27). We believe marriage joins one man and one woman in an exclusive union and provides the sole God-ordained context for sexual intimacy. We believe that all sexual relations outside of a committed heterosexual marriage constitute sin. This includes sexual sins such as fornication, adultery, homosexuality, and the use of pornography. We believe Christians should demonstrate God's love for those who struggle with sexual sins of all forms, including pornography, homosexuality, and gender identity discordant with their birth sex to find healing, wholeness, and their true identity as a new creation in Jesus Christ.

On Matters of Abortion: We believe the theological understanding of man revealed in Scripture leaves no doubt about the continuity of personhood which includes the unborn child. Simply, yet profoundly, the life resulting from conception is designated "man"; both before and after birth (Gen. 4:1, Job 3:3). A "man-child"; is conceived; the unborn child is not less than a man. Therefore, we believe the intentional killing of an unborn child is a violation of God's command and authority. Scripture considers such a child a person and thus covered by Divine protection even as a person after birth.

On Matters of Politics, Secular Philosophies, and Worldview: We believe our posture toward the world begins in recognizing that we are citizens of God's Kingdom before any nation, political affiliation, or philosophy. As Christians living in this world, during this time, we believe it is our duty to personally and vocationally pursue a life that seeks to know God fully and reflect Him through our view of the world in all disciplines of study including natural and social sciences, law, history, the arts, and humanities. We believe the foundation of a Christian worldview is the conviction leading to a confession: 1). that God is our Creator, and we are his creatures (Genesis 1) (Ps. 100 and Ps. 139) (The Apostle's Creed). 2). that "in Him all things hold together"; (Col. 1:15-

18), 3. that all true knowledge flows from the Creator to His creation in the Bible. It is this foundational understanding and worldview that JECA aspires to offer to every student in every discipline. We acknowledge Christians can disagree on matters of government programs, policies, and political parties. It is the task of the JECA educator to present relevant (to the discipline) topics and current events from the framework of a Christian worldview, and a true understanding of philosophy (as one who loves the wisdom of God, revealed in Scripture). It is also the task of a JECA educator to ensure that students are not presented worldly (secular) philosophies, leading to ungodly political ideas in a favorable light.

On Matters of Race and Racial Unity: We believe all humans are created in the image of God, which forms the foundation for the dignity, value, and worth for members of all races. The New Covenant invites people from every nation, tribe and tongue to create a new humanity through Jesus Christ. The church, and by extension, all Christians, is God's strategic agent in a fallen world to proclaim and embody the unity and diversity of God's people that will be manifest in the new creation. (Ephesians 2:16; Revelation 21:1-4, 9-14) We understand that individuals of all ethnicities are capable of engaging in demeaning behavior toward others. Christians should defend members of all ethnicities against race-based mistreatment. There is one human race with many ethnicities. We believe that all who believe in and profess Christ are adopted and unified in the family of God as brothers and sisters and we should no longer regard ourselves or each other from worldly categories or frameworks (2 Cor. 5:16-17). As such, we renounce the ideas of secular approaches to unity such as Critical Race Theory, Critical Theory, Marxism and/or any other secular humanist organization or worldview.

1.7 Nondiscrimination Policy

Jonathan Edwards Classical Academy admits students of any race, color, national and ethnic origin to all rights, privileges, programs, and activities generally accorded or made

available to students at the school. It does not discriminate on the basis of race, color, nation and ethnic origin in administration of its educational policies, admissions policies, scholarship/grant/loan programs, and athletic or other school-administered programs.

1.8 Secondary Doctrine Policy

In order to train our students in biblical discernment and equip them to become well-informed, fair-minded citizens, it is at times necessary for our teachers to present our students with challenging ideas and discuss controversial topics with them. These topics vary by discipline and arise in the classroom both naturally and by design. In approaching these topics, we do not shy away from discussing ideas or events that challenge the Christian perspective or stand in contrast to Biblical truth; rather, we believe that understanding and engaging diverse and even unbiblical ideas are a primary means by which we gain the skills of Christian apologetics, affirm Biblical truth, and strengthen our Christian perspective.

Similarly, in their education and study over time, our teachers have developed a set of personal opinions and ethical convictions regarding matters of secondary biblical doctrine (e.g. eschatology, baptism, and soteriology) and civic policy, among others. These opinions shape their understanding and interpretation of historical and current events and inform the ways in which they live, teach, post, and vote.

Understanding that our words and actions are inseparable from our most deeply held convictions and that the historic Christian church has long honored the liberty of the conscience, JECA's teachers are permitted to state their opinions to their classes when discussing matters of meta-physics (i.e. theology), moral philosophy (e.g. history, politics, civics, and economics), and natural philosophy (i.e. science). In doing so, the following guidelines apply:

1. Classroom discussion of controversial topics such as secondary doctrines, politics, and current events should be conducted on an informative, non-partisan level. To the best of their ability, teachers should provide a fair and factual presentation of all sides.
2. A spirit of meekness and brotherly love should permeate the discussion of these topics. Scripture commands us to love our enemies and bless those who persecute us. Likewise, we are commanded to say only that which is useful for building up and giving grace to those who hear. These commands preclude insults, condescension, and the manipulation of facts.
3. Teachers should encourage their students to direct follow-up questions to their parents and pastors.

Matt. 12:33-37

Westminster Confessions of Faith, 20.2-4

Matt. 5:43-48; Rom. 12:14; Eph. 4:29

SECONDARY DOCTRINES

Teachers in their education and study over time have developed their own preferences and spiritual flavors. They are allowed to state their opinions to their classes. These following guidelines apply to all JECA teachers in their capacity as teachers at JECA. Secondary doctrines are issues such as, but not limited to: eschatology, baptism, and soteriology.

I. Classroom discussion of secondary doctrine should be on an informative, non-partisan level. Teachers must honor and defer to parents as these topics arise.

2. Presentation of all sides is encouraged.

3. The teacher should encourage the students to follow up any questions they have with their parents and pastor.

A spirit of meekness should permeate the discussions surrounding these topics.

1.9 Entanglements with the State

It is the policy of the Board of Directors to refuse any affiliation with the State. This commitment means that we will not accept any type of vouchers, should a voucher program become a reality in our state or nation. This policy also precludes our school receiving separate accreditation from the state of Tennessee, though our membership bodies, the Association of Classical Christian Schools and Tennessee Association of Christian Schools, are recognized by the state of Tennessee as an accrediting agency.

Organizational Structure

2.1 Definitions of Administrative Entities

JECA is a private, nonprofit organization registered as such with the State of Tennessee, JECA at some times will be doing business as (DBA) Jonathan Edwards Classical Academy

The JECA Headmaster is appointed and hired by the Board to oversee the day-to-day operations of the school, to fulfill the stated ends of the Board without exceeding executive limitations, and to provide timely information to the Board regarding the

operation of the school. The Headmaster serves at the pleasure of the Board, and the Board may release the Headmaster from employment as they see fit for the betterment of the school.

2.2 Organizational Chart

{Insert a copy of the Organizational Chart in use in 2023 from Administrative Staff}

3.1 Organization and Operation of the Board

Board of Directors

Article VII. Board of Directors

- Shane Barry, Chairman (Active Permanent)
- Tim Eidson Director (Active Permanent)
- Laura Pottiger Director (Active Permanent)
- Bill Seaver Director (Active Permanent)
- Todd Colburn Treasurer (Temporary)
- Jean Gorgie, Secretary (Temporary)

3.2 Major Responsibilities

The Board shall provide direction, organization, and financial oversight for the School according to biblical guidelines and in accordance with the School's objective and statement of faith. The duties of the Board shall include, but not be limited to, the following:

1. Preserving or advancing the School's purpose and philosophy, as intended by the School's founders.
2. Establishing and publishing in manual form policies regarding matters such as hiring and dismissing of staff, maintenance of facilities, acquisition of property and equipment, curriculum, student conduct, discipline, and fundraising. The Board primarily through policy.
3. Overseeing a prudent budgeting process and ensuring that it allows for funding of the School's day-to-day operations.
4. The Board shall carry final responsibility for appointment and dismissal of the headmaster.
5. Authorizing any officer(s) or agent(s) to enter into any contract or to execute and deliver any instrument in the name of and on behalf of the School.

6. Continue to update this document to codify all policies adopted by the Board.
7. Support the school financially above any tuition payments and actively recruit others to do the same.

3.3 Qualifications

To be eligible to serve on the Board, a person must:

1. Be above reproach in his or her personal and public life.
2. Be in fundamental agreement with the School's statement of faith.
3. Be a member in good standing of a local and evangelical church.
4. Demonstrate commitment to Christian and classical education.

3.4 Composition

The Board shall be composed of permanent seats and may consist of temporary and ex-officio seats.

Permanent seats shall be classified as active and inactive. Board members holding permanent seats may, by their own intentions or the collective intentions of the Board, assume inactive status, while still maintaining their designation as permanent members of the Board; inactive permanent members of the Board shall, by definition, be ex-officio members.

Only those Board members holding either active permanent seats or temporary seats shall have the right to vote on issues affecting the School; these seats shall be called voting seats.

The minimum number of active permanent seats on the Board shall be two, and the number of temporary seats on any Board shall be less than the number of active permanent seats.

The Board shall initially consist of two permanent seats and no temporary seats. At any time, the Board may open and close seats at its discretion, in conformity with this section.

3.5 Installation and Tenure

Permanent Board members shall appoint other permanent seats and temporary seats from those who meet the qualifications set forth above and have proven that their service would be of benefit to the School.

Terms of the Board members will run concurrently with the fiscal year, defined hereinafter. Except in a case of a lasting hardship that would hinder one's ability to serve, each sitting Board member shall hold his office until his successor has been duly elected or appointed. The term length and limits of a temporary seat shall be determined by the Board when the seat is opened.

3.6 Officers

The officers of the School shall be Chairman, Vice-chairman, Secretary, and Treasurer. Their duties shall be as follows:

1. Chair
 - a. Preside, when present at all meetings of the Board.
 - a. Sign with the Secretary, or any other full and proper officer thereunto authorized by the Board, any legal instruments approved by the Board.
 - a. Prepare and distribute Board meeting agendas to each Board member, prior to each meeting.
2. Vice-Chair
 - a. Perform the duties of Chairman in the absence of the Chairman, or in the event of the inability of the Chairman to act.
2. Secretary
 - a. Record the minutes of all official Board proceedings, making copies available for distribution at the following meeting;
 - a. See that all notices are duly given in accordance with the provisions of these by-laws or as required by law;
 - a. Keep a current, valid post office address of each Board member;
 - a. Sign with the Chairman any legal instrument approved by the Board;
 - a. Generally perform the duties of the office of Secretary for the School, including other such duties as from time to time may be assigned to him by the Chairman or by the Board, including maintenance of the School offices.
2. Treasurer
 - a. Prepare or oversee the preparation of documents to be filed with the Internal Revenue Service.
 - a. Generally perform the duties of the office of Treasurer for the School, including other such duties as from time to time may be assigned to him by the Chairman or by the Board.

Other officers and assistants may be designated by the Board, as deemed necessary or expedient. Any two or more offices may be held by the same person, except the offices of Chairman and Secretary.

Officers shall hold office until his or her successor has been duly appointed and elected.

The Board may remove any elected officer or agent from office 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.

3.7 Removal of Board Members

Two-thirds of sitting Board members may petition the Board for the removal of any Board member they feel lacks a basic commitment to the School's statement of faith, objective of the School, or wisdom and diligence in matters brought before the Board. A Board member may only be removed from the Board by a unanimous vote of the Board members not under consideration.

3.8 Vacancies

A vacancy due to resignation, death, or Board action may be filled by the Board for the unexpired portion of the term. In all such circumstances, the Board shall remain sensitive to the needs and the spiritual mission of the School. Any vacancy occurring in the Board may be filled by the affirmative vote of a majority of remaining Board members though less than a quorum of Board members remains.

3.9 Meetings

The types of meetings shall be regular, special, and executive sessions, as described below.

- A. The full Board shall meet regularly, generally once a month, at a regularly designated place.
- B. 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. A special meeting shall generally be called by the Chairman.
- C. The Board may, from time to time as needs and circumstances dictate, adjourn to closed Executive Session to address, among other things, spiritual, personnel, or disciplinary issues.

All regular and special meetings of the Board shall generally be conducted according to *Roberts' Rules of Order*.

Three voting Board members present at a meeting shall constitute a quorum for full Board action, until such a time when the Board has five or six members holding voting seats, when three members plus the Chairman or the Vice-chairman shall constitute a quorum. Should the Board have seven or eight members holding voting seats, four members plus the Chairman or the Vice-chairman shall constitute a quorum for full Board action. Should the Board have nine or ten members holding voting seats, five members plus the Chairman or the Vice-chairman shall constitute a quorum for full Board action.

Board proxies may be held only for predetermined issues and exercised only on behalf of those issues.

Minutes of all regular Board meetings will be published and maintained in a permanent binder in the School offices.

3.10 Board Actions

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

Each Board member is required to remember that the authority of the Board is corporate. Individual Board members, in dealing with staff, or parents, may not represent the full Board unless specifically instructed to do so by the Board, or required to do so by these by-laws.

3.11 Committees

All committees serve at the pleasure of the Board for the purpose of proposing and/or reviewing policies within their defined areas. They may be comprised of regular and ex-officio Board members or any others who may be approved by the Board to serve.

Committee recommendations shall have the force of a seconded motion when presented to the full Board.

A. The types of committees shall be executive, standing, and ad hoc, as described below.

B. An executive committee, comprised of the Chairman and one or more Board members duly appointed by the Chairman, 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 by-laws, hire staff, or establish policy. The executive committee shall have authority to approve minutes of the full Board and set the agenda for Board meetings. A majority of the members of the executive committee shall constitute a quorum for the transaction of day-to-day business.

C. The Board may, by resolution passed by a majority, designate several standing committees may include, but not be limited to, facilities, finance, personnel, long-range planning, and curriculum. Standing committees must be composed of at least one sitting Board member who shall act as chairman of the committee. Other committee members shall be appointed by the chairman of the committee and approved by the full Board. A minimum of three committee members is required for each of the standing committees. Three-fifths of the standing committee members shall constitute a quorum. Each standing committee shall meet as required, generally no less than once every two months. The committees shall keep minutes of their meetings and shall report to the full Board as the Board deems appropriate. The report to the full Board may be presented in the form of information and recommendations. Any standing committee may be disbanded by a resolution passed by a majority of the Board.

D. The Board may, by resolution passed by a majority, designate such ad hoc committees as may be appropriate, consisting of two or more Board members and others, as deemed necessary to carry out the activities and purposes of the Board.

3.12 Policy-Making Procedures

1. All Board policies should be in written form and reviewed annually.
2. All Board policies should be written clearly, concisely, and comprehensively.
3. All Board policy should be based on the Mission and Vision Statement of JECA.
4. All Board policies should be located in a binder and available for public viewing. This Policy Manual shall be a dynamic document, and policies may be amended by three-fourths vote of the full board at any time.
5. Each policy should be one page or less in length. Less is more.
6. Board policies should be proactive, dealing with ends, not means.
7. Board policies should deal with issues at the broadest level, reserving final execution to the Administration, so long as those decisions are within the board's established ends and limitations.

Administrative Personnel

4.1 Headmaster

The headmaster is the sole employee of the board of directors, and is the chief executive officer responsible for the school's fulfillment of board-articulated ends without violating executive limitations. The evaluation of the headmaster is based on total organizational performance.

Responsibilities include the following:

1. The headmaster shall be a member ex officio of all standing committees of the Board.
2. The headmaster shall be the representative of the Board in its relations with the faculty, staff, students and the patrons of the corporation.
3. The headmaster shall select and hire, with board approval, properly qualified persons to serve as members of the faculty
4. The headmaster shall have direct supervision of the faculty and staff and shall coordinate the activities of the entire organization.
5. The headmaster shall hold regular meetings of the faculty and staff, and will ensure adherence to the policies of the school.
6. The headmaster will provide regular monitoring reports to the Board of Directors that show how the school is fulfilling the policies and demonstrating that executive limitations have not been violated.

General duties of the headmaster include (but are not limited to) the following:

1. To embody, manifest, and advocate the mission of the school
2. To articulate the vision for the school and its future
3. To monitor and address all matters of school climate and culture
4. To manage the sometimes competing demands of the various constituencies of the school
5. To provide to the Board of Directors various scenarios and possibilities for the Board to consider as it does its work focusing on the strategic future of the school
6. To work with the Board of Directors, its chair, and its committees in carrying out established school policies; to review those policies and make recommendations for changes; to attend meetings, prepare reports, maintain Board records, and keep Board members informed on all aspects of the school's operation
7. To supervise all the programs of the school (academic, athletic, and other extracurricular programs); to monitor curriculum, grading, testing, and reporting to parents; to prepare for and conduct periodic program evaluations; to submit reports to external agencies as required; to establish disciplinary policies and standards of conduct
8. To supervise the preparation of preliminary and final budgets; to monitor income, expenditures, collections, and cash flow; to maintain appropriate financial records; to oversee the employee programs

9. To oversee the admissions process, determining programs for the recruitment of students, including marketing and outreach, information dissemination, applicant testing and interviews and acceptance decisions
10. To represent the school to all of its constituents including neighborhood, parents, students, alumni, business community, faculty, and staff
11. To supervise the Development Director and all efforts to cultivate and affect generous support for the public image of the school
12. To handle all matters regarding employment, retention, and dismissal of personnel; salaries and contracts; job assignments and performance evaluation; and orientation and training
13. To prepare employee handbooks, and maintain appropriate personnel records
14. To represent the school in its relations with state and federal agencies and with local, state, regional, and national educational organizations and accrediting agencies
15. To act as liaison with the other organizations to ensure fulfillment of the school's contractual obligations; to coordinate schedules, arrange for rentals, and coordinate procedures where the interests of both organizations are involved
16. To supervise and/or assist with all other aspects of the school's operation, including (but not limited to) facilities maintenance and operation, food service, transportation, summer programs, development and fundraising, and alumni affairs

5.1 Conflict of Interest Policy

See Attached Conflict of Interest Policy.

School Operation Policies

6.1 School Hours and Calendar

The school day for JECA starts at 8:00 a.m. and ends at 3:00 p.m. Monday through Friday for all grades. Occasionally, JECA will have a planned shortened school day. These days will be on the annual calendar.

JECA start date and annual school calendar will differ from the Davidson County School calendar. Board approved calendars are provided through the school office and are available on the school website calendar.

6.2 Inclement Weather Policy

INCLEMENT WEATHER

In the case of inclement weather, JECA will notify families via text and or email, as well as through Facebook. Please make sure the office has your most current contact information. News Channel 5 will also broadcast information on the school's closing. Notice of closing will always be communicated as immediately as possible. JECA will close, delay, or remain open independently of any other organizations.

Financial Management Policies

7.1 Fiscal Year

The fiscal year for JECA begins on the first day of July and ends on the last day of June.

7.2 Annual Budget

Each year the Headmaster and treasurer will prepare and submit a budget for Board approval and will provide regular updates to the Board on the status of the school's finances.

7.3 Compensation

1. The Headmaster will determine the staffing needs of the school, bringing recommendations to the Board for the addition of new staff positions.
2. The Board will provide the Headmaster with a budget percentage to direct the amount allocated for staff compensation.
3. The salary schedule for administrators, faculty, and staff will be set by the Headmaster.
4. The salary of the Headmaster will be set annually by the Board, and is not included in the amount allocated in the budget for staff compensation.

7.4 Capital Expenditure Policy

Objective: To set procedures for capital expenditures.

Scope: This policy concerns itself with the expenditure of monies which are not allocated as part of the annual operations budget of JECA. Such monies may come as designated gifts, funds from auction or other fundraising activity, grants, etc.

Definitions: Capital expenditures – Monies spent generally on improvements or extensive repairs and which are not allocated in the annual operating budget.

Guidelines: To be followed for all capital expenditures:

1. Urgency should not take priority over quality.
2. All attempts will be made to get industrial or commercial quality at wholesale prices.

3. Recommendations for expenditures will come to the Board for final approval via the Headmaster.
4. The Board may appoint ad hoc committees in order to assist the Headmaster in making proposals.
5. If the project cost will exceed \$2000, the Headmaster must obtain at least two written bids to submit for Board consideration.
6. Designated funds will be spent only for those designated projects.

7.5 Accounting Records

The school shall maintain or cause to be maintained accounting records of the business and affairs of the school, which shall be open to inspection by the Treasurer at any time.

7.6 Tuition Philosophy

JECA is committed to maintaining tuition at a level that is both affordable for JECA families and financially responsible for the school. The Board's expectation each year is that tuition will cover 100% of operating costs.

Personnel Policies

8.1 Whistle Blower Policy

JECA Policy on Suspected Misconduct, Dishonesty, Fraud, and Whistle-blower Protection

If any person knows of or has suspicion about misconduct, dishonesty or fraud, the Headmaster should be contacted. If the alleged wrongdoing concerns the Headmaster, then the Chair or other officer or director of the JECA Board should be notified instead.

If the Headmaster, Chair or other officer of the organization receives information about misconduct, dishonesty or fraud, they shall inform the Board of Directors, which shall determine the procedure for investigating all credible allegations.

At all times, the privacy and reputation of individuals involved will be respected. There will be no punishment or other retaliation for the reporting of conduct under this policy.

If the person providing the information requests anonymity, this request will be respected to the extent that doing so does not impede any investigation.

Policies Regarding Educational Programs

9.1 Admissions Policy

Policy concerning admissions is contained within the JECA Standard.

9.2 Code of Conduct

Code of Conduct for faculty and staff is found in the JECA Faculty and Staff Handbook

Code of Conduct for Students and the School community is found in the JECA Standard.