Lakeside Christian Academy Board of Directors Handbook

Explanation of Terms and Acronyms

- Lakeside Christian Academy (“LCA,” or “School”)
- Lakeside Christian Academy Board of Directors (“Board”)
- Specific, Measurable, Agreed upon and Assigned, Realistic, and Time bound (“SMART”) goals

100 FOUNDATIONS

105 HISTORY

Lakeside Christian Academy (LCA) was established in 2024 to **disciple students as faithful followers of Jesus Christ, equipping them with the knowledge and skills to excel and fulfill God's unique purpose for their lives.** Our work with all students begins and ends with our passion to disciple students as faithful followers of Jesus Christ, equipping them with the knowledge and skills to excel and fulfill God's unique purpose for their lives.

Founder Jared Simmons, leading up to the formal establishment of LCA, is himself the product of Christian School education having attended Elkhart Christian Academy in Elkhart, Indiana; Heritage Christian School in Indianapolis, Indiana; and Indiana Wesleyan University in Marion, Indiana. Following college, he and his wife, Mary Claire, met at the Focus on the Family Leadership Institute. Jared furthered his studies in biblical worldview as a Colson Fellow.

While at the Colson Center Jared was challenged with the idea that as Christian steward leaders we are to fix what is broken, enhance what is working and create that which does not exist. He and Mary Claire became convinced that an excellent, independent Christian School did not exist in the Midlands of South Carolina, So, God laid it on his heart to start one.

In establishing the foundation of the school, Jared followed a people, program then places strategy. Jared first enlisted the help of his father, Dr. Brian S. Simmons, and Brian agreed to be the founding head of school. The founding principal, Bonnie Allen, was hired a short time later. Then a board of directors was established with Dr. Tony Fajardo as founding board chair.

This team worked together to create a strategic plan for LCA, initiatives were established, and specific, measurable, assigned and agreed-upon, realistic and time bound (SMART) goals were established. A launch team was formed, generous friends began to support LCS financially, a church facility was identified and church leaders prayed over and supported Jared and Brian from the first meeting. These were all “I Spy God” moments for LCA!

Key outstanding Christian schools in the southeast were identified, and assistance was solicited form the leaders of each of these Christian schools. FACTS services company was hired for back office SIS and finance software support, and a business office leader was hired part time. Financially, facilities were renovated, and teachers and support staff were hired.

The school opened with grades K-6 August, 2026 with 105 students. The school then embraced the commitment to add one grade level per year.

From the start, school leaders developed a shared vision that LCA would one grow to 1000 students and have a new state-of-the art facility on 40-50 acres within the target area. We praise God for His divine enablement of our good work. And we thank Him and praise Him as we recognize and celebrate miracles only He could do along the way!

Faith and Work

At LCA, we integrate faith and learning so that students will integrate faith and life! This statement is best understood in the context of a biblical theology of faith and work. Integration of faith and work is important because work done in faith has eternal significance! The good work of educating students bears fruit which glorifies God. This fruit looks like graduates who impact the world for Christ.

Gene Edward Veith, in his book *God at Work, Your Christian Vocation in All of Life, writes* that God has chosen to do His work through human beings, who, in their different capacities and according to their different talents serve each other and in doing so serve the Lord. So, Christian educators committed to the principles of Christian education see their various roles as one of steward (servant) leaders working diligently and collaboratively to fulfill the purposes of the Master (God) for all He has chosen to entrust to their care. Of course this includes time, treasure and talent, but most importantly this includes relationships (Psalm 24:1). Classrooms are filled with young people searching for meaning in their lives as they consider "what to do" and "who to become." Christian educators help these young people understand what it means to be a Christian businessperson, artist, lawyer, scientist, construction worker or doctor, and we need to train them at the highest levels to prepare them for success in their chosen careers.

Life Calling

As leaders of a Christ-centered, college preparatory school (LCA), the role of the teacher is to develop students in their ability to integrate biblical truth and learning into their daily lives and to impact the world for Christ! Exceptional academic preparation is accomplished via outstanding teaching coupled with high expectations in the context of an outstanding academic environment. These factors work together to encourage students to reach the highest levels of academic achievement possible. The end result is that LCA students graduate with the knowledge and skills to excel and fulfill God's unique plans for their lives.

What makes a school " Christian" is not bricks and mortar. It is people who lead Christian schools who are themselves Christians committed to daily living out their faith who most effectively lead students to become academically prepared disciples of Christ! A leader is anyone who has another person following in their footsteps. The deepest desire of Christian educators is that their footsteps will lead those following them to Christ! This is what motivates effective Christian educators every day as they strive toward excellence in their work. This is how faith informs teaching and leadership.

Preparing Students for the Christian Life

Effective Christian schools have a guiding philosophy that recognizes that all students are created in the image of God. Education is about preparing people for life and Christian education prepares young people for a particular kind of life we call Christian. Christian schools exist to provide outstanding Christian education to their students. Worldview is the lens through which we see all of life and answer life's most important questions. So what is it that makes Christian schools distinctive? It is the worldview- squarely centered on the living Word of God, the person of Jesus Christ, who is the Truth (John 14:6) and founded on the written Word of God- which is absolute truth (II Timothy 2:15). In short, the desire of the Christian educator is to encourage every one of their students to embrace a thoroughly biblical worldview as the lens through which they see all of life.

The Distinctive of the Christian School

The distinctive of the Christian school should be to provide an education that cultivates the active integration of faith and learning, of faith and culture according to Arthur Holmes in his book *The Idea of a Christian College (p. 6).* Christian education can be defined as teaching students to interact with the truth of every academic discipline through the lens of a biblical worldview, developing students as lifelong learners, and equipping students to fulfill God's purpose for their lives. The ultimate goal for Christian school leaders is the see all of the students entrusted to their care become thoroughly prepared, devoted followers of Jesus Christ!

To realize this vision of thorough academic preparation in the context of discipleship to Jesus Christ, there are three primary groups of people in every school community who must work together as they collectively have a direct impact on student learning: students, parents and teachers. Of these three groups, teachers have the most direct influence over students.

Because parents entrust their children to the care of school leaders and teachers for their education, school leaders must do everything within their power to ensure that students reach their full potential in every academic area. This includes all curricular and co-curricular areas including the arts and athletics. In short, students in effective schools are expected to achieve at or above their potential, to grow to be fully developed in all areas of their lives and to excel in their areas of special gifting and ability.

Conclusion

In a sense, God Himself teaches students via the vocation of the teacher. Christian schools teach, encourage, support and serve their students as they fulfill their calling and live out their faith. This is why Christian education is a holy calling informed by faith as followers of Jesus Christ make disciples. Christian school teachers are steward leaders who love and serve serve God by loving and serving their students. And when the students are fully grown, they will be like their teachers! (Luke 6:40)!

110 CIU CORPORATE PURPOSE, MISSION, AND CORE VALUES STATEMENTS

Mission, Vision, Belief Statement, Core Values and Passion Statements

Mission Statement

Lakeside Christian Academy exists to glorify God by partnering with Christian families to disciple students as faithful followers of Jesus Christ, equipping them with the knowledge and skills to excel and fulfill God's unique purpose for their lives

Vision Statement

Lakeside Christian Academy seeks to become the premier independent Christian school in the Midlands, building a thriving, Christ-centered community that equips leaders to transform culture for Christ.

Belief Statement

LCA embraces a covenant school foundation. This means that one of two parents and/or all new high school students must profess faith in Jesus Christ as their personal Lord and Savior as a part of the admissions process to LCA. All board members, faculty and staff will be expected to affirm the statement of belief annually.

- "We believe in God, the Father almighty, maker of heaven and earth"
- "We believe in Jesus Christ, his only Son, our Lord"
- "We believe in the Holy Spirit"
- "We believe in the Holy Christian Church, the Communion of Saints"
- "We believe that the Forgiveness of sins comes through faith in Christ alone"
- "We believe that the Bible alone is the authoritative Word of God and is the source of ultimate truth"
- "We believe in the Resurrection of the body"

Core Values

Truth – LCA is grounded in God's Word as the source of all truth, valuing honesty, integrity, and a Christ-centered worldview.

People – LCA values life, respect, hard work, and stewardship to develop leaders prepared for God's calling.

Impact – LCA pursues excellence in academics, athletics, and the arts, partnering with Christian families to develop world-changers who influence culture for Christ.

Passion Statement

We are passionate about bringing every student into a personal, growing relationship with Jesus Christ—equipping them to pursue, with excellence, all that God has called them to do.

210 PHILOSOPHY AND OBJECTIVE

Philosophy

By design, LCA is distinctively Christian in its purpose for existence. From its beginning, LCA has been rooted in the historic Christian faith. God and His infallible written Word are foundational and central to what we believe and how we function.

The foundation for curriculum, program, and decision-making is based on the following beliefs:

- God, as revealed through Jesus Christ, the Bible (the old and new testaments), and creation, is the source of all knowledge, wisdom, and truth;
- Man is created in God's image, fallen but redeemable through God's grace as offered through faith in Jesus Christ alone;
- Jesus Christ is the only source of a satisfying and significant life, appropriated through a vital relationship with Him;
- Parents are responsible for the education of their children and form an essential cooperative bond between the home, the church, and the school in the learning process;
- The nature of the learner is unique;
- The learning process is God-ordained and age-appropriate;
- The curriculum incorporates all that purposefully educates the student and is adapted to meet the learner's needs;
- A Christian world and life view is essential to a complete education;
- The intent of education is to discover God's truth and gain His wisdom for a lifetime of learning and service;
- Administration, faculty, and staff all perform an essential role in the learning process.

Objective

LCA' s objective is to lay a spiritual foundation in young lives that will encourage and help them to press toward the mark for the prize of the high calling of God in Christ Jesus. We acknowledge total dependence on God and covet the prayers of His people to accomplish things of eternal value in the lives of LCA students.

LCA seeks to fulfill this objective:

- Spiritually, by calling students to Christian discipleship through the biblically integrated curriculum and through the influence of faculty and staff;
- Academically, by providing an excellent education, in which revealed truth and natural truth are integrated, and in which Jesus Christ is the unifying Lord of life;

- Socially, by teaching and modeling the principles needed to establish and maintain biblically sound relationships;
- Physically, by providing guidance for our students that teaches, develops, and mentors proper stewardship of their bodies for God's glory and for the furtherance of His kingdom on earth.

Understanding of Integration

In a Christian school, all studies and activities should be God-centered and related to the spiritual. The goal is to promote God-consciousness in the students and to help them realize that He cannot be separated from any area of life or truth and thus not from any part of their lives. Developing a biblical worldview in the lives of its students is a primary goal of LCA. A biblical world view "is more than a theoretical explanation of Bible theology; it is a practical, all inclusive effort to interpret and integrate all areas of life and knowledge from the viewpoint of Scripture."[1.]

Further, we are committed to total worldview immersion in every area of LCA. Athletics, academics, fine arts, discipline, governance and all other areas of the school are founded on Jesus Christ who is the living truth in the flesh and the truth of the Word of God as expressed in the Holy Bible.

Teachers, the living curriculum, need to use their subject matter, instructional methods, classroom management techniques, and lifestyle to enhance their students' understanding of God. In seeking to develop Christian minds, they should craft their class so it conforms to and reinforces a biblical worldview. All information should be filtered through the lens of Scripture, with a continual realization that the pronouncements of man can only be considered final if they are corroborated in God's Word. Teaching should not be done in a preachy manner or by stretching the imagination in order to find some correlation or application. As teachers ground themselves in the Word and maintain a vital walk with God, the Spirit will bring divine wisdom to bear on each subject in a natural manner. In addition to the subject matter itself, the teacher will have opportunity to present God's ways, directly or indirectly, through planned and unplanned diversions, the handling of discipline and unexpected events, and the reaction to failure, their own and/or that of the students.

[1] Walker, Charles (2000). A *Teacher's Guide to Integrating Scripture with Academics*. Chattanooga, TN: TAKE TENN Publications.

Methods of Implementation

Spiritual Implementations

1. To demonstrate Jesus Christ as Lord.

2. To encourage each student to surrender to Jesus Christ as personal Savior and Lord.

3. To seek and discern opportunities inside and outside the classroom to assist students in their spiritual growth.

4. To pray faithfully for and with students.

5. To teach the Scriptures as authoritative in accordance with the School's statement of faith.

6. To teach the content, principles and application of the Scriptures from Genesis to Revelation.

7. To challenge students to a life of service "considering others as more important than themselves."

8. To promote missionary service at home and abroad.

9. To challenge and equip students to understand, apply, defend, and share their faith, being salt and light within the context of their culture.

10. To engender a positive atmosphere on campus that promotes spiritual growth by expecting obedience, good manners, and a cooperative spirit.

Academic Implementations

1. To recognize that each student is an individual created in the image of God and, therefore, is gifted with unique abilities intended to be used in God's kingdom.

2. To provide an academically excellent and biblically-based curriculum that intentionally integrates both revealed truth and natural truth.

3. To provide an education that prepares students for both college and for God's calling on their lives.

4. To train students to apply 21st century skills in all areas of life.

5. To challenge and to motivate all students toward excellence, providing appropriate help and remediation where needed.

6. To train students to be responsible and faithful in academic preparation, and to manage academic pressure successfully.

7. To promote an understanding of citizenship based on Christian faith and thought.

8. To provide adequate facilities, equipment, materials, and experiences for the educational process in accordance with the principles of biblical stewardship.
9. To teach students to think

Social Implementations

1. To teach and model Christ-like character traits which strengthen relationships (Matthew 5-7, Galatians 5:22-23, and Philippians 2:1-11).

2. To promote interaction between students, faculty and staff so that each one realizes his or her importance to the Lakeside Christian Academy community and the family of God.

3. To encourage all faculty, staff and students to invest in building relationships based on biblical love and compassion at school and beyond the classroom.

4. To support and strengthen Christian family life.

5. To teach biblical principles for the development of healthy interpersonal relationships

6. To provide scriptural counsel for the development of a biblical self-image.

7. To provide knowledge and encouragement regarding the transitions through the developmental stages.

8. To provide a positive atmosphere for relationships between young men and women in which healthy socialization can occur.

9. To train students to understand, accept, and submit to biblical authority.

10. To teach an appropriate Christian response to all of life's experiences.

11. To support and encourage meaningful involvement in a local church.

Physical Implementations

1. To teach students how to glorify God with their bodies (1 Corinthians 6:19-20 – "or do you not know that your body is a temple of the Holy Spirit within you, whom you have from God? You are not your own, for you were bought with a price. So glorify God in your body.")

2. To help students understand their development and maturation as people made in the image of God (Genesis 2:7 – "Then the Lord God formed the man of dust from the ground and breathed into his nostrils the breath of life, and the man became a living creature.").

3. To help students understand God's design for their bodies, their identity, and their sexuality.

4. To help students understand their distinct role as a man or woman, according to Scripture.

5. To help students realize that the Lord is the giver of all "good and perfect gifts" and that these gifts are to be used to honor the Lord and to point others to Him.

6. To help students discover their God-given physical talents, skills, and interests, and to develop, improve, and increase those abilities to the fullest (1 Peter 4:10 – "Each of you should use whatever gift you have received to serve others, as faithful stewards of God's grace in its various forms.")

7. To provide teachers sponsors, and coaches that can help the students identify, strengthen, and use their physical gifts and interests for the personal satisfaction of giving joy to others and glory to God.

8. To teach the values of discipline and hard work to students through the development and use of their talents, skills, and interests. (1 Corinthians 9:27 – "But I discipline my body and keep it under control.")

Outcomes of Student Learning

1. **Personal commitment to Jesus Christ**
    - Students begin and cultivate a relationship with Jesus Christ.
    - Students demonstrate their love for God through a lifestyle of trust and obedience.
    - Students examine the attitude of their hearts regarding their love for Jesus, love for people, and denial of self.
    - Students take a stand for Christ despite opposition.
    - Students develop lifelong personal disciplines (e.g., prayer, Bible study, verse memorization).
    - Students know, understand, and apply God's Word in daily life.

2. **Growth in character**
   - Students take responsibility for personal choices and act in a biblically consistent manner both on and off campus.
   - Students make a commitment to strive for excellence in all areas of life.
   - Students display a humble, teachable spirit.
   - Students display the fruit of the Spirit.
   - Students respect and relate appropriately with integrity to the people with whom they work, play, and live.

3. **Development of mind**
   - Students use a variety of learning strategies, personal skills, and time management skills to enhance learning.
   - Students reflect on and evaluate their learning for the purpose of improvement.
   - Students recognize that all knowledge is integrated through Jesus Christ and the Scriptures.
   - Students develop skills to create a life-long appreciation of the arts.
   - Students relate visual and performing arts to other areas of the curriculum.
   - Students appreciate literature and the arts and understand how they express and reflect beliefs and values.
   - Students express their God-ordained talents through a specific medium of the fine arts.
   - Students connect knowledge and experiences from different subject areas.
   - Students use what they already know to acquire new knowledge, develop new skills, and expand understanding.
   - Students, by using a variety of forms and skills, communicate with clarity, purpose, and understanding of their audience.
   - Students recognize, analyze, and evaluate various forms of communication.
   - Students demonstrate effective technology skills to enhance learning in all curriculum areas.
   - Students use creative thinking to generate ideas in a variety of contexts.
   - Students use critical thinking to gather and use information effectively to gain new information and knowledge, classify and organize information, support inferences, and justify conclusions.
   - Students have the skills to question, solve problems, and make wise decisions in a variety of contexts by utilizing, evaluating, and refining the use of multiple strategies.
   - Students value intellectual inquiry and are engaged in the marketplace of ideas (open honest exchange of ideas).
   - Students evaluate all knowledge and ideas on the authority of the Scriptures.
   - Students work constructively with others in a diversity of situations.
   - Students are proficient and prepared in academic disciplines.
   - Students possess apologetic skills to articulate and defend their faith and their Christian worldview while having a basic understanding of opposing worldviews.

4. **Service to others**
   - Students are involved in spreading the Gospel of Jesus Christ throughout the world.
   - Students reflect God’s heart and concern for the poor and down-trodden.

- Students, as responsible citizens, understand, value, and engage in appropriate social and civic activities.
- Students communicate with the purpose of serving and edifying others.
- Students work respectfully and constructively with others including those who hold opposing viewpoints in a variety of situations.
- Students are actively involved in a church community, serving God and others.
- Students practice the principles of healthy, moral family living.

5. **Stewardship**
    - Students effectively develop and steward the gifts of time, treasure, talent and relationships that God has given them.
    - Students value and treat facilities responsibly.
    - Students recognize and value peer and authoritative relationships in their lives.
    - Students value and utilize multiple resources appropriately.
    - Students treat their bodies as the temple of the Holy Spirit physically, emotionally, socially.
    - Students have an appreciation for the natural environment and practice responsible stewardship of God's creation.

6. **Esprit de Corps**
    - Students recognize that people are created in the image of God.
    - Students understand and appreciate the God-designed diversity and interdependence of all people.
    - Students have a discerning appreciation of cultures, which dispels prejudice, promotes harmony, and encourages biblical hospitality.
    - Students develop a habit of speaking the truth in love.
    - Students refrain from unedifying speech.
    - Students treat others with respect and courtesy.
    - Students embrace and practice Christ-like conflict resolution.
    - Students treat others of the opposite sex with purity.
    - Students have a discerning appreciation of cultures, dispelling prejudice, promoting harmony, and encouraging biblical hospitality.

300 BOARD OPERATIONS

305 AUTHORITY AND RESPONSIBILITIES

Authority

Delegated Authority

Lakeside Christian Academy ultimately belongs to God (Psalm 24:1). We, as board members, understand our role to be the primary stewards (trustees) of the school. All other employees are understewards, and together we seek the purposes of the Master (God) for all He has SO graciously entrusted to our care. We seek God's purposes while yielding our wills to His before we attempt to move others onto His agenda. LCA is an independent Christian school, and this LCA board is self-perpetuating.

Section 1. Membership

The Board of Directors shall be comprised of the following:

- A chair appointed by the LCA board of directors
- Committee chairs appointed by the LCA board of directors
- >50% shall always be non-parents.

Total membership should be comprised of 7-15 members

Operational Authority

The CLA Head of School ("Headmaster") is the only employee of the LCA Board. All other school employees report to the head of school. The BLS Board delegates full authority to the Headmaster for implementation of Board policy and decisions in the operation of the School, and holds him accountable for all operations of the School. The BLS Board shall annually review the performance of the Headmaster.

Responsibilities

The primary responsibilities of the LCA Board are as follows:

1. The LCA Board shall be responsible to determine the mission, goals, objectives and basic policies of LCA, to ensure their execution, and to evaluate their outcomes.

2. The LCA Board shall be responsible for the (1) development and investment of financial resources, and (2) shall approve all major plans related to construction, development, budgets, tuition, and fees. The LCA Board shall depend on the living and faithful God for His supply of all corporate needs in answer to prayer. The LCA Board shall provide leadership concerning the financial needs of the School so that God's people may intelligently pray and give as the Holy Spirit may direct.

3. The LCA Board shall authorize the educational programs and all other major programs of LCA upon recommendation of the Headmaster and shall monitor their effectiveness.

4. The LCA Board shall authorize all diplomas issued by LCA.

5. The LCA Board via the Governance Committee shall be responsible to provide periodic professional development regarding the roles and responsibilities of the whole Board and its members.
6. The board is ultimately responsible for the establishment of and support and funding for the LCA strategic plan.
7. The board develops and maintains Key Performance Indicators (KPIs) for admissions/ enrollment, finance, development, and academics. The head of school provides KPI reports to the board on a regular basis.
8. The board has written and maintains statements of position on gender, sexuality, and diversity that align with the school's mission, belief statements core values and other statements of guiding philosophy.

310 Meeting Schedule and Procedures

Time and Place of Meetings

1. The Board shall meet regularly at least four times a year. The annual meetings of the Board shall be held in September, November, January, and March. Meetings are normally scheduled for the second Monday of the respective months. The board may also conduct a retreat from time to time.

2. The Board, or a Board committee, upon reasonable notice, may conduct a meeting (including voting), by email, telecommunications, or by other effective means in an extenuating situation.

Quorum

Two-thirds of the voting members must be present, either in person or electronically, at each meeting to constitute a quorum for the transaction of business. Each member shall be entitled to one vote either in person, or by proxy, which may be submitted electronically.

Decision Making

1. Governing authority exists only during a properly called or standing Board meeting and when all voting members have been notified and there is a quorum. Board members carry no authority as board members outside of these regularly scheduled meetings.

2. Once a decision is reached, the Board communicates as one voice both inside and outside the Board meetings. The board will speak with one voice or not at all. All will commit to acting in accordance with biblical unity and love for one another.

3. Constructive conflict defined as healthy debate about ideology and ideas will be encouraged to ensure that all points of view are heard and considered before decisions are made. Destructive conflict defined as attacking others will not be tolerated.

4. Clarity will be provided defining who in the school is responsible for what decisions.

Amending Governance Policy

1. The Governance Policy Handbook is to be discussed and assessed annually.

2. At least two-thirds of full membership must vote in the affirmative to amend the Board Governance Policy.

3. Notice of proposed amendments must be given at least 10 days prior to the meeting.

Minutes

Minutes will be kept for all meetings of the Board and its committees. The secretary (or a designee) will record the minutes and ensure that a copy is provided for the official book of minutes. Copies of the minutes of the full Board will be distributed to all Board members prior to the next meeting of the Board. Minutes of the previous meeting will be approved, upon correction or adjustment, at each subsequent meeting.

Executive Session

These sessions will be held as a regular practice at the end of every board meeting. The chair will informally discuss all deliberations and decisions of the board made in executive session with the head of school the next day.

Accountability Calendar

The Lakeside Christian Academy *Board Accountability Calendar* (Accountability Calendar) gives direction concerning the assignments to be accomplished and agenda items to be discussed by each committee and the full Board throughout the year. The Accountability Calendar may be adjusted periodically by the chair in consultation with the executive committee.

315 OFFICERS

Election of Officers

1. The LCA Board chair is appointed by the LCA board.

2. The LCA Board shall elect officers according to these procedures:

    a. Officers shall consist of a chair, a vice chair, and a secretary.

    b. Officers shall be elected from persons nominated by the governance committee.

    c. Nominations shall be called for four weeks before annual meeting and the slate submitted two weeks before the annual meeting. A nominee shall respond as to availability to serve if elected. Although not required, more than one nominee for each office shall be considered desirable.

    d. Election to a Board office (except the chair) shall be made by a two-thirds majority, secret ballot vote of the full Board membership at the annual meeting.

3. No officer shall serve in the same office for more than four consecutive terms.

Role of Officers

Chair

The chair of the Board shall preside at all meetings of the Board and perform the duties related to the office that include the following:

1. The chair in consultation with the Headmaster will plan and distribute the agenda for Board meetings.

2. The chair will lead and facilitate Board meetings by ensuring that the agenda is closely followed, discussions are limited to those issues that are the Board's responsibility, Board members have the opportunity to participate in discussions, and the Board uses proper decision-making procedures.

3. The chair shall ensure the Board operates in a manner that is consistent with its own policies and procedures and those legitimately imposed on it from outside agencies.

4. Other than rare and specifically authorized instances, the chair is the only one authorized to speak for the Board.

5. The chair may serve a 2, 3 or 4 year term.
6. The incoming chair will serve during the board chair's final year.
7. The board chair will serve one additional year as outgoing chair after his/her final year.

Vice Chair

The vice chair of the Board shall perform such duties as assigned by the Board or chair. In case of the death, absence, or inability of the chair to act, the vice chair shall discharge the duties until a new chair is appointed. Generally, the Vice Chair will be the chair elect.

Secretary

The secretary (or a designee) shall be responsible to ensure that proper notice is given for meetings of the Board, and that a record of all meetings is maintained and signed by the secretary. The secretary shall discharge the duties of the chair in the absence of the chair and vice chair for the above mentioned circumstances. The secretary is responsible for recording the minutes of the executive committee.

320 Committees and Task Forces

Purpose, Formation, and Function

The Board will form committees and task forces that it believes essential for the successful and efficient functioning of the Board. Committees are ongoing, and task forces have a beginning and an end. Task forces are appointed for special purposes. Committees and task forces enable the Board to dedicate attention and expertise to specific functions, matters, and tasks in order to ensure accountability and to give information, guidance, and recommendations to the full Board. Committee and task force assignments are based on such considerations as experience, expertise, and interests.

Committees

Committees are formed and function according to the following rules:

1. The Board chair in consultation with the executive committee will appoint standing committees and their chairs. The Board chair in consultation with the committee chairs will assign members to the respective committees.

2. The chair and the Headmaster are ex officio members of all committees, without voting power.

3. A committee will meet only when all members of the committee, including the chair of the Board and the Headmaster, have been advised of the meeting.

4. A quorum of 50% is required for committee meetings. In the absence of a quorum, committees may not make binding decisions without the approval of the full Board. Committee decisions, instead, may be postponed until the next meeting

5. A committee may act in matters delegated to it by the Board, and it may advise the Headmaster in administrative decisions.

6. Committees will meet a minimum of four times per year prior to every board meeting. They will submit their reports to the Head of School (or a designee) who will distribute the reports to the Board in advance of its meeting. Committee reports shall include the names of those present, matters discussed, and any requested Board action.

Task Forces

The Board chair or any standing committee can recommend to the full Board the formation of a task force for a specific stated purpose and length of time. The membership of a task force may include non-Board members. The task force shall report its findings and/or recommendations to the Board chair.

Standing Committees

Each committee will have its own charter that documents its responsibilities. The committee structure and responsibilities listed below represent the current configuration. The Accountability Calendar displays the routine committee assignments to be accomplished throughout the year.

Executive The Executive Committee assists the board with their duties of loyalty and care. The Executive Committee is made up of the chairs of all standing committees and all board officers. The board chair and head of school serve as ex-officio members of this committee.

The Executive Committee is responsible for assisting the Board in monitoring and evaluating risk, performance, and strategic initiatives of the school. Between scheduled Board meetings, this committee may conduct business on behalf of the Board when the need arises. The Executive Committee attends to any issues that do not obviously fall within the scope of another committee.

Finance. The Finance Committee assists the board with their fiduciary responsibility for the school.

The Finance Committee is responsible for monitoring and evaluating the financial stability of Lakeside Christian Academy. Each year the Headmaster with the support of LCA staff will develop an annual budget to include capital expenditures. Short-term and long-term strategic initiatives will be considered in the budgeting process. After evaluation and consideration of the financial stability of the School, the Finance Committee will recommend for Board approval the annual budget along with the capital expenditures.

The Finance Committee will assist the Headmaster in overseeing the business functions along with the campus maintenance and construction of the School to ensure appropriate structure and processes are in place to support the financial thrivability the School. To evaluate the School's current financial condition, the committee will regularly review financial reports to include a cash flow statement, a profit/loss statement, a budget year-to-date, and Balance Sheet. The committee will inform and educate the Board regularly on the financial performance of the School. The school will also conduct an audit or financial review annually.

Each year the committee will recommend the budget to the LCA Board for approval along with capital expenditures. The committee will also recommend annual tuition rates to the LCA Board for approval based on the consideration of the strategic financial initiatives of the School.

Once the annual budget along with capital expenditures have been approved the LCA Finance Committee will have the responsibility of overseeing the budgeted items.

The committee members agree that ultimately the finances of LCA are under the authority of the Lord Jesus Christ. As such, the committee members agree that decisions will be made with this authority in mind and with thoughtful prayer.

Specifically, the finance committee oversees and guarantees the viability and thrivabliity of LCA. The committee balances the annual operating budget without internal borrowing from future years, or from any form of a loan, to cover the current year's expenses or we have a board-approved plan to eliminate internal or external borrowing for operating expenses within three years. Financial statements ate audited by an independent certified public accounting firm in conformity with U.S. Generally Accepted Accounting Standards (GAAS). The auditor presents the financial review or audited financial statements to the board of trustees or finance committee annually. If a review is used annually, there is a full audit of the financial statements every two years. And, we have compensation goal as and a plan to compete for top talent in our area.

Also, we have a minimum of unrestricted cash for 2 months of operating expenses plus current liabilities (including earned tuition revenue) or have a board-approved plan to gain unrestricted cash in the future. Our long term debt is below 10% of the school's annual cash operating expenses. We have detailed job descriptions for all employees. We have a clearly defined administrative structure detailed in an organizational chart that is made available to all employees. We have insurance coverage for all students, staff and board that iOS periodically reviewed by the board. We have a comprehensive crisis management plan and a safety and security plan in writing that is made available to all employees. Our school facilities are aesthetically pleasing and provide for the needs a of an outstanding scholastic program, demonstrate adherence to rigorous health standards, and are exceptional in regard to student safety. We have a written advancement plan that supports the school's strategic plan. We have a written enrollment and marketing plan that is updated annually. We have enrollment goals that demonstrate the mission and viability of LCA. We charge what excellence costs and distribute needs- based financial assistance for those with demo started financial need. We maintain an attractive and navigable website and have a plan to protect privacy of school records and data.

Governance. The governance committee will seek to ensure that the board engages in best practices for effective governance. The committee will also lead the board in the selection, care, remuneration, evaluation and support of the head of school.

- Determine the overall effectiveness of the Board and its individual members.
- Provide regular board training on best practice for effective governance
- Lead in the evaluation of the head of school
- Lead in the ongoing process of board self-evaluation.
- Exercise due diligence in the recruitment and evaluation of new Board members. After the Governance Committee has exercised due diligence in vetting a new candidate, it will ensure that the candidate is presented to the full Board for final approval.

- Oversee team building of board members
- Oversee orientation of all new board members
- The Governance Committee shall have the responsibility of assisting the Headmaster with setting annual goals and ensuring that the goals align with the overall strategic plan. This will be done before the goals are presented to the Board for final approval.
- Maintain a board matrix of possible future board members

Institutional Advancement

The Institutional Advancement Committee assists the board with their strategic and generative responsibilities for the school. The Institutional Advancement Committee will provide advancement strategy and support that enables the LCA administration and Board to make timely and appropriate decisions related to advancing the school's strategic vision and plans.

The Institutional Advancement Committee is responsible for assisting the Headmaster, advancement staff, and Board of Trustees in their oversight of the school's advancement strategy and objectives. This responsibility includes:

- Assessing continually the strength of the mission, vision, strategic plan, and case for support;
- Raising the needed resources required to carry out the school's strategic initiatives and Specific, Measurable, Agreed upon and Assigned, Realistic and Time-bound (SMART) goals
- Developing plans for cultivating and soliciting the needed gift income;
- Implementing best practices for donor cultivation, stewardship, retention, and recognition for all fundraising activities;
- Monitoring the progress of Board approved campaigns and helping oversee the volunteer and staff structure for all campaigns;
- Maintaining a liaison with the LCA administration and Finance Committee to ensure that the objectives of each are consistent;
- Making recommendations regarding marketing and enrollment strategies as part of advancing the mission.

In support of these responsibilities we will:

- Ensure that the School has a clear set of fund-raising objectives, goals and priorities including, but not limited to, annual fund, major gifts, planned giving and capital campaigns;

- Develop and maintain appropriate policies and guidelines for accepting gifts and donor solicitation and periodically review giving guidelines in order to ensure that they remain current;
- Provide guidance to advancement staff, including marketing and enrollment/admissions as needed;
- Work with the LCA Finance Committee and Headmaster in determining a list of capital expenditures;
- Review periodically the policies relating to the development and stewardship of financial resources of the School in collaboration with the LCA Finance Committee;
- Ensure that donors thanked appropriately.

325 MEMBERSHIP

Conditions of Service

Character

To be considered for the Board and remain in service on the Board, the individuals must meet these qualifications:

1. They must have received Christ as their Savior and made a personal commitment to follow Him.

2. They must evidence spiritual maturity and active involvement in the work of Christ.

3. They must unreservedly agree with the LCA Doctrinal Standard and fully support the mission and goals of LCA.

4. They must demonstrate an active interest in LCA and be qualified to make a significant contribution to the work of the Board.

Representation

The Board will seek to maintain appropriate representation from the following areas: the pastorate, business, the professions, parents, and alumni. Immediate family members of LCA employees (spouse, children, or parents) may not serve on the Board. There will always be one more than half of the board who are not parents of current students.

Termination

A member must terminate Board membership when he or she is no longer able to serve with loyalty to the mission, goals, standards, and policies of LCA, or the LCA Doctrinal Standard. The board may also terminate such a member via a 2/3 vote.

Nomination and Election Process

1. Identifying and Evaluating Prospects

   The governance committee will accept suggestions for prospective directors from members of the current Board of directors. These prospects are given a preliminary evaluation by the committee. The prospects' names are presented to the Board for initial review. Prospects should be contacted only after this initial review.

2. Contacting, Interviewing, and Assessing

   If the prospect is acceptable to the Board, the Board chair, representatives from the executive committee, and the Headmaster will officially approach, interview, and assess the prospect concerning the possibility of Board service. The prospect is provided with materials concerning service on the Board and information is gathered on the prospect. Such assessment shall include conversion experience and spiritual journey, current church/ministry involvement, educational background and work experience, family information, current and past LCA involvement; and, interest and skills applicable to Board service.

3. Reviewing

   The Governance Committee will review the candidate's information and determine whether to recommend the candidate to the full Board.

4. Electing

   The full Board shall be supplied with pertinent information prior to the meeting in which the vote on the candidates takes place. New members shall be elected by a two-thirds majority, secret ballot vote of the Board. Once elected, the new member's official service starts at the time of the following Board meeting.

Reelection and Dismissal

1. Reelection

   Reelection of members shall be by a two-thirds majority, secret ballot vote of the Board, typically in a spring semester Board meeting.

2. Dismissal

When a Board member no longer fulfills the stated qualifications for membership, the member may be dismissed by a two-thirds majority, secret ballot vote of the Board.

Orientation

New members shall receive orientation to governance, boardmanship, Christian school education, and specifics about LCA. They will be assigned to another member of the Board who will serve as a mentor to the new member and review Board policy and procedures, and expectations for Board members. The new member will be briefed on current Board activity and agenda items.

Code of Ethics and Expectations

1. The Board expects ethical and businesslike conduct of itself and its members. Board members must represent uncompromising loyalty to the interest of the entire organization. They must avoid any conflict of interest with respect to their fiduciary responsibility.

2. Board members are expected to commit the necessary time to adequately fulfill their duties as Board members which includes regular attendance and participation at Board and committee meetings. They are expected to gain a working knowledge of the School and its mission, philosophy, and programs. It is the Board members' duty to promote LCA and support it financially according to their ability. They are to be a living example morally, spiritually, and ethically to the administration, staff, students, and parents, modeling what the School is seeking to produce in the lives of the students.

3. If questions arise concerning propriety of certain conduct by an individual or others, or there is the suspected wrongdoing, illegal practices, or violations of organizational policies, the matter should be brought to the attention of the Board chair.

Evaluation and Affirmation

Prior to the last Board meeting of the year, the *Doctrinal Standard/Willingness to Serve Form* (page 45) and the *Corporate Conflict Of Interest and Related-Party Transaction Policy* *and Disclosure Form* (page 52) will be distributed to each Board member to be signed and returned in that meeting.

Term of Office

Membership shall be divided into three classes of 3 year terms. Members may serve multiple terms. There are no term limits.

Insurance

Each Board member is insured by the corporation against all expense actually and necessarily incurred by such member or officer in connection with the defense of any action, suit or proceeding as to which the member has been made a party by reason of being, or having been a member or officer.

This shall not include matters for which the member or officer shall be adjudicated in such action, suit or proceeding to be liable for gross negligence or willful misconduct in the performance of duty.

The LCA Board will annually review insurance coverage.

330 BOARD DEVELOPMENT AND EVALUATION

Professional Development

The Lakeside Christian Academy Board of Directors regularly engages in professional development activities. Professional development activities are planned annually for the Board.

Development topics include issues related to governance, primary and secondary education from a global and/or Christian context, as well as planning and evaluation related to LCA philosophy, policy and program effectiveness.

Presentations are varied in nature and are provided by the Governance Committee, administration, and outside consultants.

Evaluation

The Board's overall effectiveness is assessed by means of questionnaires or other evaluative measures of self-evaluation used on a regular basis.

The results of the assessment are reviewed by the Governance Committee, the Board chair and the Headmaster. Recommendations for enhancing Board effectiveness are communicated to the appropriate parties.

335 CONFLICT OF INTEREST

As a ministry initiated and sustained by God, LCA has a mandate to conduct all of their affairs decently, in order, and above reproach, both in the sight of God and before humankind. This accountability includes a commitment to operate with the highest level of integrity and to avoid both an actual conflict of interest, and the appearance of a conflict of interest.

1. A material conflict of interest may be defined as an interest, direct or indirect, between any person or entity and a LCA Board member, which might affect, or might reasonably be thought by others to affect, the impartial and objective judgment or conduct of the Board member.

2. Within the LCA Board, there exists fiduciary, strategic and generative responsibilities as well as a duty of loyalty and care. Board members are responsible for administering their responsibilities and duties prudently and with honesty, and for exercising their best care, skill, and judgment for the sole benefit of the school. Board members shall exercise the utmost good faith in all transactions involved in their duties and they shall not use their positions with the ministry of the school, or knowledge gained from those positions, for their personal benefit.

3. The LCA Board will maintain a *Conflict of Interest and Related-Party Transaction Policy and Disclosure Form* and procedure statement which are in compliance with applicable biblical mandates, governmental regulations, and generally accepted standards of ethical business practices. Each Board member will review the policy annually and indicate compliance with it by signature.

4. If questions arise concerning propriety of certain conduct by an individual or others, or there is the suspected wrongdoing, illegal practices, or violations of organizational policies the Board member is to follow the procedure stated in CODE OF ETHICS AND EXPECTATIONS, paragraph 3.

400 HEADMASTER, ADMINISTRATORS, AND FACULTY

405 HEAD OF SCHOOL

Qualifications

1. The Head of School shall exemplify the LCA core values.

2. The Head of School shall fully affirm the LCA Doctrinal Standard, lead in the continual development of a shared vision for the school, and fully support the mission and strategic initiatives of the school.

3. The Head of School shall demonstrate the ability to communicate ideas effectively, lead people successfully, and administer an educational program that continually strives for excellence in all areas..

Responsibilities

The head of school has executive authority over all vital operations of the school including, but not limited to, personnel decisions, admissions, student discipline, curriculum, and budget management. The head of school is also responsible to create and maintain a continuous, compelling strategic planning process collaboratively designed with input from various constituencies of the school and purposefully implemented buy the school's leadership team.

The head of school and his/her team develop a curriculum that reflects the stated mission of the school and which prepares students as desirable candidates for both higher education and the workplace. We develop a curriculum review process. All curriculum is reviewed on a 5 year rotation. We utilize nationally standardized examination(s) as an external program assessment tool at multiple grade levels to determine student achievement and school-wide achievement and with respect to other benchmark schools and national norms. We use this data to improve student learning. We recruit, train, and retain the best talent we can find. And, we build rigorous academic programs that reflect the stated mission and vision of LCA. Finally, we utilize a variety of survey tools to understand perspectives of the various stakeholders within the LCA community.

Appointment and Dismissal

1. Both the appointment and the dismissal of the Headmaster shall follow these procedures:

    a. By no less than a two-thirds majority, secret ballot vote of the full voting membership, the Board determines the appointment and if ever necessary, dismissal, of the Headmaster.

    b. The vote will take place in a stated or called meeting.

c. One week's advance notice must be provided to all members of the Board before the meeting in which the vote is to be held.

2. Dismissal shall be in keeping with the terms of the Headmaster Employment contract guided by the "Employment Contracts, "Corrective Action," "Termination of Employment," policies in the *Employee Handbook.*

Responsibilities

1. The Headmaster shall be an ex-officio nonvoting member of the Board and all of its committees; shall be notified and expected to attend all meetings of the full Board; shall have custody of all official reports; shall function under the Board as the Headmaster of all LCA operations; shall be the sole official channel of communication between the staff and the Board; and shall report administratively to the chair of the Board or a delegated representative. The Head of School is the only employee of the board.

2. The Headmaster shall be responsible to the Board for insuring that the LCA objectives are being fulfilled.
3. The Headmaster shall be responsible to provide leadership in the academic and spiritual life of LCA, policy development, evaluation and planning, and public relations. The Headmaster shall be responsible for the oversight of personnel policies and the budget and development programs which are necessary for LCA to achieve its goals.

4. The Headmaster shall be responsible to insure proper maintenance and supervision of the LCA campus.

410 ADMINISTRATORS AND FACULTY

Qualifications

1. LCA administrators and faculty members must demonstrate full commitment to the LCA core values.
2. LCA administrators and faculty members shall have training and experience commensurate with their responsibilities.

3. LCA administrators and faculty members must sign a statement of faith annually, affirming full agreement with the LCA Doctrinal Standard and the mission and strategic direction of LCA, and affirming compliance with LCA's standards of conduct as outlined in the *Employee Handbook*.

Contracts

Regular full- and part-time faculty and administrator contracts for the first year of service shall be issued by the Headmaster. Contracts issued in the second and subsequent years shall be by recommendation of the Headmaster with ratification by the Board. For information purposes, when issuing a contract for the second year, the Headmaster will provide the Board with a brief report of the individual's credentials and work experience.

Temporary full- and part-time faculty and administrators are appointed by the Headmaster.

Supervision, Development, and Evaluation

1. The LCA administrators and faculty members shall be responsible to the Headmaster, either directly or indirectly through a LCA administrator.

2. The Headmaster shall ensure that all members of the administration and faculty are involved in a process of ongoing professional development that strengthens them spiritually, professionally, and personally, and thereby promotes the continued improvement of the School's effectiveness in carrying out its mission.

3. The Headmaster shall ensure that the work of all administrators and faculty are evaluated by their supervisor informally on a continual basis, and formally at least once a year.

500 POLICY STATEMENTS AND FORMS

501 Prospective Board Member Selection

As part of the Board's sacred trust and legal and ethical due diligence, the following areas will be explored with all prospective Board member candidates and a summary statement provided to the Board prior to the candidate's election.

- Conversion experience and spiritual growth.
- Church and ministry involvement.
- Agreement with LCA's Doctrinal Standard without reservation.
- Family information, e.g., marital status, children, names and relationships of any relatives currently employed at LCA.
- Educational background and work experience.
- Knowledge of LCA and current/past involvement with it and support of it.
- Interests, skills, and experiences applicable for Board service.
- Willingness and time to serve on the Board.
- Any conflict of interest.
- Personal references that could verify good standing in the community.

505 Board Member Orientation Program

The orientation of new Board members is essential to the effectiveness and consistent functioning of the Board. The following specific steps are put in place to provide a thorough orientation plan and procedure for new members.

1. Upon election the Board secretary will:

    a. Provide a LCA *Board Handbook* and general information useful to service on the LCA Board such as statistical data regarding LCA enrollment, demographics, academic programs, and financial report.

    b. Insure the new member is placed on the LCA mailing lists as well as any similar relevant information-sharing electronic sites.

    c. Arrange an interview with the LCA board chair and Headmaster in which the LCA mission, objectives, and statement of faith are reviewed.

    d. Provide applicable and current materials and readings regarding board leadership and governance.

2. Prior to first Board meeting the Board chair in consultation with the Governance Committee will:

    a. Assign the new member to a Board committee whose chair will serve as a mentor for the new member's first year of service.

    b. Provide any additional guidance to the new member as necessary or requested.

510 Duties and Responsibilities of Individual Board Members

Service as a Board member is a ministry partnership between the member, the School, and the other Board members. Each Board member is to do his or her part to ensure Christ-centered governance and administrative leadership that promotes the School's mission effectiveness, fiscal soundness, and strategic direction. The Board member's duties and responsibilities include the following:

- Have a working knowledge of the School that includes its mission, objectives, history, and basic policies and programs.
- Memorize the Mission Statement.
- Faithfully attend Board and committee meetings, notifying the Board chair and Headmaster when unable to attend.
- Actively utilize skills and abilities in particular areas of interest, expertise, and assignments while remaining knowledgeable and supportive of all facets of the School.
- Be prepared for each Board meeting by reviewing the agenda and minutes of the past meeting and completing any assignments that are due for the meeting.
- Participate in Board and committee discussions and proceedings.
- Affirm other Board members in their role, encourage and support the Headmaster and administration, and commend and regularly pray for the School staff.
- Understand and respect the distinction between the governance responsibilities of the Board in contrast with the daily operation responsibilities of the Headmaster and administration, being diligent to follow established policies, procedure, and protocol in exercising Board duties.
- Keep all Board matters appropriately confidential including private information of the School, staff, clients, and other board members.
- Support the School financially as prospered and led by the Lord and seek opportunities to encourage others to support the School.
- Serve as an advocate for the School within Board member's circles of influence — personal, business, church, civic, etc.
- Seek to recruit top quality students.

- Maintain and promote high ethical standards including good-faith Board decision making and avoiding an actual or perceived conflict of interest with other activities, interests, and organizations in which Board member may be involved.

- Strengthen the accountability of the Board and the Headmaster.

- Promote unity by backing decisions made by the Board – even if the member does not agree with the final decision.

- Be a living example, morally, spiritually, and ethically in all settings so that the name of Christ, the name of the School, and the position of Board member will not come into disrepute.

- Agree that in the event, for whatever reason, Board member can no longer fulfill the duties and responsibilities as a Board member, the Board member will immediately notify the Board chair.

These practices of effective board members will be followed:

- The board should speak with one voice or not at all
- The board affirms that the LCA board policy manual provides the framework and guidelines for all LCA board decisions.
- The LCA board strives to define and delegate. Ineffective boards react and ratify.
- The LCA board affirms that performance can only be monitored via predefined, written policy.
- The board should do "board stuff" so school administrators can do "administrator stuff". Role confusion leads to negative, unintended results quickly.
- The board believes that they only have power to act as a board while together during officially schedule board meetings. This is the only time they wear their "board hat".
- The head of school is the board's only employee. All other school personnel report up to the board through the head of school.
- The three primary duties of the board are fiduciary, strategic and generative.
- The board regularly monitors the performance of the head of school providing formative and summative, formal and informal feedback and direction.
- The board's primary responsibility is to select, advise, support and fairly compensate the head of school.
- The board is to ensure that the organization operates responsibly and effectively.
- The board is to act on specific policy recommendations and mobilize support for decisions taken.
- The board provides a buffer for the head of school and in common vernacular "take some of the heat". They don't create heat by working around the head of school and interacting with and thereby affirming negative behaviors of problem parents.
- They work through the head of school with committees to lead the school forward
- They carefully establish the right committees and stay away from committees that mirror staff roles thus pulling board members into staff functions.
- They ensure that the necessary resources, both human and financial, will be available to pursue the organization's strategies and achieve its objectives.
- They provide effective governance

515 Willingness to Serve Form

Doctrinal Standard/Willingness to Serve
Lakeside Christian Academy

The following, together with other Christian principles of faith and practice, including the affirmation of the fu trustworthiness of Scripture, which in its original writing was verbally inspired and without error, shall be the basis faith and practice of LCA:

LCA embraces a covenant school foundation. This means that one of two parents and/or all nev high school students must profess faith in Jesus Christ as their personal Lord and Savior as a part of the admissions process to LCA. All board members, faculty and staff will be expected t affirm the statement of belief annually.

- "We believe in God, the Father almighty, maker of heaven and earth"
- "We believe in Jesus Christ, his only Son, our Lord"
- "We believe in the Holy Spirit"
- "We believe in the Holy Christian Church, the Communion of Saints"
- "We believe that the Forgiveness of sins comes through faith in Christ alone"
- "We believe that the Bible alone is the authoritative Word of God and is the source of ultimate truth"
- "We believe in the Resurrection of the body"

I hereby subscribe to the above Doctrinal Standard which expresses my own personal convictions of Christian truth. I hereby confirm that I have reread and am in agreement with the LCA *Board of Directors Handbook*, CODE OF ETHICS AND EXPECTATIONS (page 32) and DUTIES AND RESPONSIBILITIES OF INDIVIDUAL BOARD MEMBERS (page 43), and I hereby indicate my willingness to serve on the Lakeside Christian AcademyBoard of Directors for the 20__-20__ school year.

Name	Signature	Date

520 Self Evaluation Form

SELF EVALUATION OF INDIVIDUAL DIRECTOR EFFECTIVENESS

This instrument is designed to assist the Governance Committee fulfill its responsibility for enhancing director performance. Please use this checklist to help you think through your duties as a board member. If you are not able to evaluate an item, please use the "Not Sure" response. Narrative comments on the other side may be helpful. Thank you for helping us increase our effectiveness as a Board!

Scale: Excellent = 5, Good = 4, Average = 3, Fair = 2, Poor = 1, Not Sure = 0

[5 4 3 2 1 0]	1.	Understanding of LCA's mission/purpose.
[5 4 3 2 1 0]	2.	Commitment to LCA's mission/purpose.
[5 4 3 2 1 0]	3.	Understanding of LCA's basic philosophy and policies.
[5 4 3 2 1 0]	4.	Commitment to LCA's basic philosophy and policies.
[5 4 3 2 1 0]	5.	Relationships with other Board members.
[5 4 3 2 1 0]	6.	Relationships with LCA administrators.
[5 4 3 2 1 0]	7.	Relationships with LCA's faculty and staff members.
[5 4 3 2 1 0]	8.	Quality of contribution to plenary Board discussions.
[5 4 3 2 1 0]	9.	Quantity of contribution to plenary Board discussions.
[5 4 3 2 1 0]	10.	Quality of contribution to Board committee discussions.
[5 4 3 2 1 0]	11.	Quantity of contribution to Board committee discussions.
[5 4 3 2 1 0]	12.	Keeping up-to-date on Board information provided by the administration.
[5 4 3 2 1 0]	13.	Discretion and confidentiality concerning Board matters.
[5 4 3 2 1 0]	14.	Communication with Board leadership when needed between Board meetings.
[5 4 3 2 1 0]	15.	Functioning as a Board member without intrusion into administrative areas.
[5 4 3 2 1 0]	16.	Avoiding any appearance of a conflict of interest.
[5 4 3 2 1 0]	17.	Supporting the financial needs of LCA on a personal basis.
[5 4 3 2 1 0]	18.	Encouraging others to support LCA financially.
[5 4 3 2 1 0]	19.	Initiating or participating in public relations efforts on behalf of LCA.
[5 4 3 2 1 0]	20.	Attendance at plenary Board meetings.
[5 4 3 2 1 0]	21.	Attendance at Board committee meetings.
[5 4 3 2 1 0]	22.	Supporting LCA through regular intercessory prayer.
[5 4 3 2 1 0]	23.	Overall evaluation of effectiveness in the trustee role.

Name Signature Date

530 Corporate Principles Of Financial Accountability

The Handling and Accounting of Funds

1. Business is conducted on a sound financial basis. There will be no planned operating deficits. We use wise purchasing practices, avoiding conflicts of interest. We maintain good credit as a witness to the community.

2. Financial records are subjected to an annual independent audit or financial review which is available to anyone upon request.

3. Financial operations are under the oversight of a Board Finance committee which is skilled in business and finance and not composed of employees or family members.

Debt

1. Our annual long-term debt service payment is below 10% of the school's annual cash operating expenses.
    a. We have debt service reserves for mortgage or long-term debt that equals a minimum of annual debt service costs (principal and interest)
    b. Our debt level (total liabilities) does not exceed 2.5 times the school's unrestricted net assets
    c. We have a loan to value ratio in which debt does not exceed 80% of the current market value of the underlying property that it collateralizes.

535 Conflict of Interest and Related-Party Transaction Policy and Disclosure Form

Section 1: Reason For This Policy

As a ministry initiated and sustained by God, Lakeside Christian Academy has mandate to conduct all of its affairs decently, in order, and above reproach, both in the sight of God and before mankind. This accountability includes a commitment to operate with the highest level of integrity and to avoid both an actual conflict of interest, and the appearance of a conflict of interest.

Within the Board of Directors, there exists a fiduciary responsibility which carries with it a broad and unbending duty of loyalty. Directors are responsible for administering their fiduciary responsibilities prudently and with honesty, and for exercising their best care, skill, and judgment for the sole benefit of LCA. Directors shall exercise the utmost good faith in all transactions involved in their duties and they shall not use their positions with the ministry of LCA, or knowledge gained from those positions, for their personal benefit.

Section 2: Areas in Which Conflicts May Arise

Conflicts of interest may arise in the relations of a Director with any of the following third parties:

- persons or entities supplying goods and services to LCA;
- persons or entities from which LCA leases property and equipment;
- persons or entities with whom LCA is dealing or planning to deal in connection with the gift, purchase or sale of real estate, securities or other property;
- persons or entities paying honoraria or royalties for products or for services delivered by LCA for its agents or employees;
- other ministries or nonprofit organizations;
- donors and others supporting LCA;
- stations or programmers that carry LCA programming;
- agencies, organizations, and associations that affect the operations of LCA.

Section 3: Nature of Conflict of Interest and RelatedParty Transactions

A material conflict of interest may be defined as an interest, direct or indirect, between any person or entity (such as those listed under Section 2) and a Director, which might affect, or might reasonably be thought by others to affect, the impartial and objective judgment or conduct of a Director of LCA.

For the purposes of this Policy, the term "Related Party" shall mean any member of the Board of Directors of LCA or any relative of any such person within the second degree, whether related by blood or marriage, and any organization of which any such person is an owner, partner or shareholder. In addition, for the purposes of this Policy, the term "Related Party" shall mean any relationship between LCA and a related party pursuant to which LCA is to pay compensation for services, materials or products.

540 Corporate Whistleblower Policy for Reporting Improper Conduct

The Corporation hereby establishes and implements policies and procedures that enable individuals to come forward with information with regard to suspected wrongdoing, illegal practices or violations of organizational policies within the Corporation.

Article I. General

The Corporation has developed and implemented internal controls and procedures that are intended to prevent or deter improper conduct. There may, nonetheless, be both intentional and unintentional violations of laws, regulations, policies and procedures. This policy governs reporting and investigations of allegations of suspected Improper conduct. The Corporation encourages employees and others to use the guidance set forth in this policy to report any and all allegations of suspected Improper conduct. This policy provides for confidentiality, and confirms that any person who makes a good faith report of suspected improper conduct or who participates in the investigations of such a report will be protected from retaliation by the Corporation or anyone within its control. It is not intended that this policy alter in any fundamental aspect the responsibility for conducting investigations, but to provide guidance on how reports of suspected misconduct can be made. In all cases, the Corporation will exercise its discretion in determining when circumstances warrant investigation and the appropriate investigative process to be employed.

Article II. Definitions

For purposes of this policy, the following terms will have these meanings:

Section II(a). **"Corporation Resources."** Corporation Resources will include, but will not be limited to the following, whether owned by or under the management or control of the Corporation:

- Cash and other assets, tangible or intangible, real or personal property;
- Intellectual property rights;
- Facilities and the rights to use Corporation facilities;
- Corporation records.

Section II(b). "Chief Integrity Officer." The Chief Integrity Officer shall be a person appointed by the Chairman of the Board of Trustees of the Corporation, with the concurrence of the Board and shall be a person who is not an employee of the Corporation, is knowledgeable concerning Corporation resources and procedures, and can assure that there is a fair and impartial investigation of allegations of Improper Conduct and that the outcome of the investigation will be based on the merits. The Chairman of the Board may serve as the Chief Integrity Officer. The Chief Integrity Officer will report directly to the Board of Trustees.

Section II(c). "Improper Conduct." Improper conduct is any action or activity by a member of the Board of Trustees, officer or employee that is undertaken in the performance of the person's official duties or with the appearance or representation that it is undertaken in the performance of official duties, whether or not the action or activity is within the scope of his or her duties, and that: (a) is in violation of any federal or state law or regulation, including, but not limited to, corruption, malfeasance, bribery, theft, fraudulent claims, fraud, coercion, conversion; (b) misuse or misappropriation of Corporation property or willful omission to perform duty or intentional violation of a Corporation policy, procedure, rule or regulation; (c) is economically wasteful or involves gross misconduct, incompetence or inefficiency or creates for the Corporation potential exposure to liability and financial irregularities; (d) suggests strongly that the action or activity is the result of a criminal act; (e) is an unauthorized invasion, alteration or manipulation of records and computer files; (f) is in pursuit of a benefit or advantage in violation of the Corporation's conflict of interest policy; (g) is in interference with a Corporation investigation conducted in accordance with this policy, including the withholding, destruction or tampering with evidence or any effort to influence, coerce, intimidate or retaliate against Whistleblowers or witnesses; or (h) is determined by the Chief Integrity Officer to be detrimental to the best interests of the Corporation.

Section II(d). "Protected Disclosure." Protected Disclosure is any report, communication or other disclosure that may evidence improper conduct, if made in good faith for the purpose of correcting the conduct, or while participating in an investigation of improper conduct.

Section II(e). "Whistleblower." Whistleblower is the term for a person making a Protected Disclosure. The Whistleblower is a reporting party and is not an investigator, fact finder, or one who determines the corrective or remedial action.

Article III. Reporting Allegations of Suspected Improper Conduct.

Section III(a). Filing a Report.

(1) Any person may report allegations of suspected Improper conduct. Anonymous reports may be made. A report must include sufficient corroborating evidence to justify initiating an investigation.

(2) The Corporation encourages reports of allegations of improper conduct to be made in writing, so that there is a clear understanding of the issues raised. Oral reports may be made. Reports should focus on facts, and avoid speculation or drawing conclusions. Including as much specific information as possible will facilitate the evaluation of the nature, extent and urgency of preliminary investigative procedures.

(3) The Corporation recommends that persons who are not employees of the Corporation make reports to the Chief Integrity Officer. Such reports may be made to another Corporation official whom the reporting person may reasonably expect to have either responsibility over the affected area or the authority to review the alleged Improper Conduct on behalf of the Corporation.

(4) Employees of the Corporation should report allegations of improper conduct to the employee's immediate supervisor, the Chairman of the Board and/or the Chief Integrity Officer.

Section III(b). Reporting by Supervisory Employees.

Employees in supervisory roles who receive a report alleging improper conduct will promptly report the matter to the Chairman of the Board and/or the Chief Integrity Officer. The supervisor must document an oral report with a written summary of the oral report.

Section III(c). Reporting to Board of Trustees.

(1) The Chief Integrity Officer will have principal responsibility for reporting to the Board of Trustees. The Chief Integrity Officer will consult with those who will investigate allegations of improper conduct.

(2) In some instances, a funding entity or regulatory agency may require a report of an allegation of Improper Conduct. The Chief Integrity Officer will determine the nature and timing of such communications.

(3) The Chief Integrity Officer will report allegations of suspected losses of money, securities or other property pursuant to the terms of any contracts with insurance or bonding companies.

(4) In the event that any person with a reporting obligation believes that there is a conflict of interest on the part of the person to whom the allegations of suspected improper conduct are to be reported, the next higher level of authority will receive the report.

Section III(d). Confidentiality. Whistleblowers frequently make their reports in confidence. To the extent possible within the limitations of law and policy and the need to conduct a competent investigation, confidentiality will be maintained. Whistleblowers should be cautioned that their identity may become known for reasons beyond the control of the Corporation. Whistleblowers should be prepared to be interviewed by the investigator. If there is a self-disclosure, the Corporation is no longer obligated to maintain confidentiality.

Article IV. Investigating Alleged Improper Conduct.

Section IV(a). General. The Chief Integrity Officer will coordinate the investigation and will enlist the efforts of the appropriate staff within the Corporation to conduct the investigation or may solicit investigative services outside of the Corporation. In addition, the Chief Integrity Officer will: (A) assure that all appropriate reporting occurs to the Board of Trustees, funding and regulatory agencies, Whistleblowers, and others, as necessary; (B) assure that appropriate resources and expertise are allocated in order to effect a timely, comprehensive and objective investigation; (C) ensure that there are no conflicts of interest on the part of any party involved in specific investigative units; (D) monitor the progress of the investigation; and (E) coordinate and facilitate as an advisor in determining the corrective and remedial action to be taken. The Board of Trustees or the Chairman of the Board (as authorized by the Board of Trustees) will determine the corrective and remedial action to be taken.

Section IV(b). Duty of Cooperation. All Corporation employees have a duty to cooperate with investigations conducted under this policy.

Article V. Roles, Rights and Responsibilities of Whistleblowers, Investigation Participants, Subjects and Investigators.

Section V(a). Whistleblower. Whistleblowers provide initial information related to good faith belief that there is improper conduct. Whistleblowers will not obtain evidence to which they do not have a right of access. Whistleblowers are reporting parties, not investigators. Whistleblowers must be truthful and cooperative with the Chief Integrity Officer, investigators or others to whom they make a report of alleged Improper Conduct. Whistleblowers have a right to be informed of the disposition of their disclosure.

Section V(b). Investigation Participants. Investigation participants have a duty to cooperate fully with the Corporation investigators. Participants should not discuss or disclose the investigation or their testimony with others who are reasonably likely to be investigation participants, as well as with individuals not connected to the investigation. Under no circumstances will a participant discuss with the investigation subject or other witnesses the nature of the evidence requested or provided or the testimony given to the investigator unless agreed to by the investigator. The participants' confidentiality will be maintained to the extent possible within the legitimate needs of law and the investigation. Participants are entitled to protection from retaliation on account of their participation in an investigation to the extent that participants cooperate in a truthful, cooperative and candid manner.

Section V(c). Subject. A Subject is a person who is the focus of an investigation. Subjects should be informed of the allegations at the outset of a formal investigation and have opportunities for input during the investigation. Subjects will cooperate with investigators to the extent their cooperation will not undermine protection against self-incrimination under federal or state law. Subjects have the right to consult with person(s) of their choice, including an attorney. Subjects will not interfere with an investigation. They will not withhold, destroy or tamper with evidence or influence, coerce or intimidate witnesses.

Section V(d). Investigators. Investigators are those persons authorized by the Board of Trustees to conduct fact finding and analysis of cases of alleged Improper Conduct. Investigators derive their authority and access rights from corporation policy. All investigators will be independent and unbiased in fact and appearance. An investigation will be undertaken if preliminary consideration establishes that: (a) the allegation, if true, constitutes Improper Conduct; and (b) the allegation is accompanied by information specific enough to be investigated, or the allegation has or directly points to corroborating evidence capable of being pursued.

Article VI Protection Against Retaliation.

Section VI(a). Good Faith Efforts of Informant(s). Whistleblowers and others who make protected disclosures in good faith will not be retaliated against in any manner, including retaliation with the intent of adversely affecting the terms or conditions of employment or enrollment (including, but not limited to, threats of physical harm, loss of job, adverse or punitive work assignments or impact on salary or wages); and Whistleblowers will be protected from such retaliation by the Corporation. This protection from retaliation is not intended to prohibit supervisors or administrators from taking action, including disciplinary action, in the usual scope of their duties and based upon valid performance-related factors. Whistleblowers and others who believe they are the subject of prohibited retaliation should promptly report such actions to the Chief Integrity Officer.

Section VI(b). Bad Faith Efforts of Informants. A Whistleblower who makes a claim under this policy in bad faith, or knows or has reason to know that such claim is false or materially inaccurate, will be subject to disciplinary sanctions, including reprimand, suspension, demotion or, under appropriate circumstances, termination.

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	SEPTEMBER	NOVEMBER	JANUARY	MARCH
FULL BOARD	❖ Headmaster Submit Strateg review goals		❖ Approve annual budge tuition and fees	❖ Distribute Doctrinal Stan Willingness to Serve/Co Interest Forms ❖ Approve board officers ❖ Approve 2nd year contrac ❖ Approve preliminary bud ❖ Approve scholarship reci
EXECUTIV E				
GOVERNA NCE	❖ Plan Board Retreat ❖ Plan board professional dev activities	❖ Propose prospective boar ❖ Review Governance Poli "Governance Policies"(B Handbook sections 300,	❖ Review Headmaster pe appraisal ❖ Assess class year mem ❖ Nominate potential nev members ❖	❖ Review Headmaster perf appraisal ❖ Elect Executive Commit ❖ Elect & Re-elect board n ❖ Nominate to vote on nex committee chairs and me
FINANCE	❖ Approve final School budg ❖ Review enrollment trends ❖ Review Fiscal Year-end up ❖	❖ Review salaries ❖ Review financial trends ❖ Review tuition comparis ❖ Approve budget varianc	❖ Review and Approve p annual budget includin and fees ❖ Approve budget varian ❖ Review Board liability coverage	❖ Review budget variance
INSTITUTI ONAL ADVANCE MENT	❖ Review Capital Project upd	❖ Review Fall Fundraiser ❖ Review Capital Project ❖ Review report on Home	❖ Review Year-end Gifts ❖ Review Annual Fund r date	❖ Scholarship review ❖