

The Proper Roles Of and Relationship Between Private School Boards and Heads of School: Review and Application to Cornerstone Academy

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Executive Summary

With the recent unexpected and abrupt dismissal of Head of School Ethel Nukunya PhD by the Board of Directors, and the difficulty that parents and faculty had in obtaining explanations and future plans, the mode of governance of the school seems ripe for review.

The governance by non-faculty Board of Directors appeared to work well for the first ten years of the existence of the School, based on inflation-adjusted program services revenue reported to the Internal Revenue Service, serving as a proxy for the health of the School. However, this may be related to the home-school origins of the institution. As that student body graduated and moved on, and the School became a 4- or 5-day a week private School where likely fewer of the families had their own expertise at education, the financial data show a change. There is an obvious downturn since 2011 in the financial data, especially when adjusted for inflation. Only in the last two years does the downturn seem arrested, and now with a significant change in leadership and the likely loss of some faculty, the future is less assured. Very helpful and knowledgeable input from (Board Chair) Barnett Chenault suggests that Federal financial support may account for some of the apparent financial stability in the last two years, and is transitory.^{1 i}

This paper reviews several sources of guidance for private School Board qualifications and responsibilities, the available historical financial data, and multiple sources providing typical Head of School responsibilities.

Based on those data sources, eight distinct adjustments to the pattern and method of governance of the school are recommended by the author, who has multiple years of part-time upper- and AP-level experience teaching at the School spread out over both the "glory" and the downturn years.

1	Reduce or eliminate much of the stifling secrecy on the part of the Board.
2	Change the makeup of the Board <i>(to have more of the actual teachers and administrators who understand the workings of the school involved).</i>
3	Develop written, public Board of Directors Qualifications that put true expertise on the Board in the primary business of the School:

i This was one of multiple very helpful insights provided privately by Chair Barnett Chenault, for which I am very grateful.

	Education.
4	Ensure that all Board Members are given adequate education and training in all statutory requirements, and accreditation requirements to operate our type of School
5	Develop a realistic, comprehensive, written, and public Job Description for the Cornerstone Academy Board of Directors. [significant suggestions are provided in the Text from outside sources]
6	Rework the relationship between School Board and Head of School with appropriate doses of humility on all sides, which currently appears to be corrosive, resulting in defensiveness rather than collaboration.
7	Develop a realistic, comprehensive, written, and public Job Description for the Head of School. [significant suggestions are provided in the Text from other schools' documents]
8	Develop a higher sense of the honor to be afforded Scholarship and accomplishment, by our School and its representatives. [Romans 13:7; a much better grasp of normal academic courtesy appears needed.]

The recommended changes would provide for a more diverse and experienced Board, with improved understanding of both applicable laws and regulations, and of the actual operation of the School. Significantly more-detailed written job descriptions would allow for a more collaborative effort between School Board and Head of School, with a view toward what the author considers much more scriptural transparency to allow "a multitude of counselors" to provide input for the governance.

Detailed examples of working documents are provided, including extremely detailed working documents from a Classical Christian School of *almost exactly our same age* -- but one that is thriving with **their own property** since 2008, a **strong enrollment**, and a **steady Head of School since 2008**. One wonders whether with solid and transparent organizational principles, Cornerstone couldn't begin to catch up, instead of carrying the current decline to its logical conclusion. When such documents are readily available from successful schools, why doesn't a 24-year-old school have them?

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Introduction

The recent conflict over the abrupt ending of the Headship of Ethel Owuso-Nukunya PhD just before Christmas, 2024, by the Cornerstone Academy and Ministries Board of Directors, has brought the issues of governance and "division of labor" between Board and Administration of private Christian schools to the forefront, and added unwelcome stress to an already thin, over-burdened and almost overwhelmed faculty.

All put together, I have taught part-time chemistry, physics, calculus or pre-calculus over a period of 6 years at Cornerstone. The first portion was 15 years ago when I had sons at the school and I was working full-time as a Trauma/Liver Transplant Anesthesiologist at Shands. Cornerstone was a fun place to teach back then. Our level of education was not up to the amazing levels where it has been recently, but I put their chemistry and physics at least solidly at high school, quasi-AP level. We had a *nationally-ranking* robotics team led by an outside volunteer (who has since left). There were thriving sports teams (which caused me significant problems with continuity of science teaching, but we pulled off a trip to Oak Ridge National Laboratories as a result). The organization of the school was fairly "fluid" as I recall.

Now, coming back in my retirement years from my medical practice at the University of Florida, the teaching staff are just as thin or *worse*, but teaching practices have been firmed up considerably, while the robotics is gone, and multiple efforts to create a ham radio group have largely failed. The level of extracurricular STEM involvement is much lower. We have a good scholastic recordkeeping system using FACTS, even though access is sometimes balky. Only in the past two years have Cornerstone faculty advanced to a consistent format for reasonably detailed **daily lesson plans**, an advance instituted under Dr. Nukunya's direction by Mrs. Schreffler. Only in the past year have faculty been writing **weekly letters to their parents** to build better rapport and understanding of the progress of their children at Cornerstone in their individual subjects, an advance Dr. Nukunya may have copied from me, as I did it with all my families in AP courses (to try and explain why these courses are so difficult).

Last year, during the Christmas break, I was so moved by concern about the **missing infrastructureⁱⁱ and very weak outward promotion of our school** that I undertook a huge project to objectively compare our outward appearance to that of our competitors, and provided our Board with a 17-page highly detailed comparison, complete with over 50 footnotes and dozens of suggestions by which they could improve our community image as a solid educational opportunity.² I believe those suggestions were so valuable, that they are repeated in Appendix One for comparison with the current state of the School. I was dumbstruck when I never got any official or substantive written reply. *Ever*: The only observable change from all those hours of research on my part was that Dr. Nukunya (to whom I also provided a copy) began to delegate significantly more duties to others (as I had urged, as she simply cannot do everything needed), creating multiple "vice-Principal" positions and growing up new leadership (because it was patently obvious that she cannot do everything). In our current crisis, those new intermediate leaders may be the only salvation, although we have now lost at least one of them, and another does not want to be in that position. She also took up my suggestion to have the Humanities Vice Principals finish the Handbook and provide it in a suitable (PDF) format, possibly for the first time in the school's history. Our outward web-based promotion *still* does not provide

ii Despite its 23-year history, the school could not publicly provide a Handbook of policies in PDF format. Compared to our competition, we appeared glaringly less-organized, despite our stellar educational opportunities.

information on the identities and background of Board of Directors, Administration, or Faculty, or financial or outcome data (beyond a listing of colleges to which students have gone). The format is visually appealing; the details are exceedingly thin to any prospective family or philanthropist.

Our teacher turnover however is **corrosive**. Many of our teachers are "stepping-stone" outward bound, or limited in the time they have available (like me). We are so short of teachers that any incoming new full-time teacher may be hit with up to five new courses to teach, and asked to create (or find) a "Scope and Sequence" for the entire year and write a governing Syllabus in the week just before school starts. This is extraordinarily difficult for anyone who didn't formally train to be a teacher in that particular field. We had a new and promising STEM teacher last year hit with this load -- that person resigned at the end of the year. We obtained a wonderful replacement, but only for a small number of courses, a person with significant industry experience and extremely bright, able to deal with the load of just a small number of courses. We have been developing other teachers; one of our existing teachers passed the State of Florida Teacher Certification Test for Mathematics 6-12 over last summer, to better equip themselves to begin to help with some of our math, and immediately was inserted into a middle school math subject, on their way up. I took and passed three FTCE exams over last summer (Mathematics 6-12, Chemistry 6-12, and Physics 6-12) and learned a bit more about the teaching profession in the process. While our Humanities department has been fairly steady with Mrs. Schreffler, Mrs. Tomlin, Mr. Lawson and Mr. Ku, our upper level STEM courses have had only Mrs. Diuguid as the constant -- I and all the others are new or in flux.

Despite these damaging weaknesses, our teams managed to turn out a 100% success rate in AP exams -- both humanities and STEM exams -- last year. We guided every single student, in every single exam that they took to a passing or above passing score. ***This is almost unheard of.*** It represented a huge success and victory for several students for whom this was a real "stretch." I was able to find only a few schools over the entire nation advertising that they had such a pass rate in ONE subject or so. Yet, there was little fanfare of this incredible feat that we all working together, pulled off, until Dr. Nukunya put together yard signs to advertise at our entrances. **We could use much stronger promotion of our strong points to the general public. Hard work going unnoticed does not encourage repetition.**

During that same year that our Faculty and students were achieving such a rare AP success, our school was out-visioned by the leadership of other local schools and we completely **lost our building** at the end of that school year. As you will read later in this report, there is a certain portion of private school leadership tasked with maintaining access to facilities, and we lost badly on that one. **That failure had a very high chance of losing the entire school**, for all the students built up over the years would have to go elsewhere and likely would never return. A facility was indeed quickly obtained, but it fails the code requirements for fire-protection sprinkler systems, and has nowhere near the space required even for a private school of our size. An unwieldy (but imaginative!) plan for movable dividers was finally abandoned when the true physical and economic costs were realized by the Board. (You aren't going to get 68-year old retired physicians to do manual labor every day pushing entire laboratories aside.) **Our faculty saved the school.** In our science department, the entire contents of our laboratories were moved into private garages and homes for safekeeping for the entire summer, labor done by our own faculty, and then were moved back into a good facility at Grace Baptist just barely in enough time to start the new year. The entire chemistry laboratory -- all the beakers, pipettes, scores of chemicals, scales, thermometers, balance scales, spectrum tubes, power supplies,

glass graduated cylinders -- lay in my garage the entire summer. Along with it were the entire physics laboratory equipment. Every STEM teacher was pitching in. At one point, a day or two before opening, I was moving scores of middle school desks and chairs from one facility to another using my ancient pick-up truck and 20-foot equipment loader trailer, with chairs almost falling off on 39th Avenue.

However, at that point of losing our building our faculty losses began. We lost a key volunteer teacher, Mrs. Macgregor, and her daughter. This loss was a huge one for our lower level STEM courses, which Mr. Schreffler was valiantly trying to keep going by himself. As a result, our Environmental Science course is no longer AP level. We also lost our incredible Music department leadership (Mrs. Broadway), an incredible store of institutional knowledge and ability.

Moving into the new facility was physically just about at my limit. Both Art and all Science were put into one large Sunday school fellowship room. There wasn't near enough space for our combined equipment. The Art department threw out a lot of equipment. Just putting the middle school science gear into existing cabinets used up all the cabinet space available. We had lost all the wall-mounted cabinets from our previous school. Nancy and I personally put together two kits for additional cabinets to hold the Chemistry laboratory equipment; we still have no space for the Physics Laboratory equipment. Yet we continue to teach, study ourselves, write weekly lesson plans, create tests, grow up students both academically and spiritually.

In training a summer ago in Ohio, I had the chance to spend an early hour each morning with different Board members of a school that bought and built in its 11th year by way of Board members (and presumably others) mortgaging homes to raise finances for 16 acres. Those same Board members were running many facets of the Course that I attended and answered all the questions I threw at them!

I and other faculty members, having saved the school at the beginning of the year, were then utterly shocked to lose yet another person of our already thin crew, just before Christmas -- and none other than the Head of School, who had been loudly and publicly proclaimed by a previous Board as the perfect choice just a couple years before!

We are SO short of qualified individuals and so pushed to maintain this school, that this loss of beloved leadership came as a great shock. We could not get answers as to *why*? Already there have been resignations among the faculty of the school. This will be our **second extinction-level event** in only one year. Yet ironically, the only reason presented for this action seemed to be a concern for extinction itself, that Dr. Nukunya did not possess the skillset to continue growing the school, apparently. The details differ depending on whom you ask, and remain very murky to us. And for this concern, we now again face extinction.

Now, in addition to our losses in science and music at the end of last year, we have already lost not only Dr Nukunya, but both Mr. and Mrs. Schreffler, nearly gutting our middle-school and lower-upper school humanities and STEM. My future is quite murky. I have created a strong AP-level set of courses designed to allow us to compete with any school in the District and even with Santa Fe College dual-enrollment, so that we can keep bright students withing our Christian influence, in hopes of reducing the well-known losses that occur to church-going students going to college. All of that is now in jeopardy.

Since all of the latest losses seem to revolve around an argument between Board and Head of School on job responsibilities and what is possible versus unrealistic, a thorough review of the literature on these points is badly needed, and this paper attempts to do that.

REVIEW

This document, in an earlier form, was circulated to trusted friends and advisors who have real teaching experience and know Cornerstone well. I have not received any corrections or improvements from that group, just a few statements of appreciation / praise. In the interests of scholarship, it was also provided direct to every member of the Board of Directors, and to the listed Board email in the Cornerstone Email system. I received significant communications as personal input from the Board Chair, Barnett Chenault, which are included herein and gratefully appreciated. I did not receive any other input from the Board as a whole or from other members of the Board. Both groups had sufficient days to review and respond, in the interests of getting the best input possible.

Background: Governance of the School & School History

I have been unable to find more than scraps of Minutes of the legally-governing body of the School, the Board of Directors. Therefore it has been very difficult to find documentation of concerns leading up to the recent issues. I have not found any documentation of the Job Description of a member of the Board of Directors. I was able to find a basic Job Description of the "Principal" of the School in the 2024 Faculty Handbook, which reads as follows below, starting with introductory material defining the Board. There are no other descriptions of a superior officer ("Headmaster" or similar) in that document. Dr. Nukunya is listed, however, as both Head of School and Principalⁱⁱⁱ, and signed the document as "Principal."^{iv}

"The Cornerstone Academy Board consists of appointed and elected members from the Cornerstone Academy Association. There are five permanent, appointed board members (four of which serve at any one time, while a fifth member takes a one-year sabbatical) and three elected, temporary board members, each serving a rotating term of three years. Detailed operational guidelines and responsibilities of the Cornerstone Academy Board are presented in the Cornerstone Academy Association by-laws. Essentially, the board sets a school policy to direct the principal."^v

"The Cornerstone Academy Principal is [sic] appointed and hired by the Cornerstone Academy Board to oversee the day-to-day operations of the school and to provide timely information to the board regarding long-term decisions on curriculum, school policies, budgeting, and facilities planning.

*"The Cornerstone Academy Principal is directly [sic] responsible for managing the day-to-day operations of the school (including such duties as managing teachers and office staff, class scheduling, student disciplining and interviews with prospective new students and parents) and for providing input to the board regarding curriculum, school policies, budgeting and facilities planning."*³

According to comments made by members of the Board during a faculty meeting on December 19, 2024, there were concerns for the future viability of the School under the current Administration. Given those concerns, it seems important to understand the past performance of the School. Unfortunately, I have never been able to receive detailed data about the enrollment or success of the school, despite being on an ad-hoc Marketing Committee of faculty at one time.

Extremely helpful information provided as non-Board input by Mr. Barnett Chenault helps illuminate this picture considerably. Apparently the Board also was stymied at finding many pieces of crucial management data. Mr. Chenault correctly asserts that **enrollment data** would be potentially more valuable, along with several other metrics, but indicated despite an effort at providing the tools to gather and report these data, the data didn't materialize. A volunteer background check system apparently didn't appear. Mr. Chenault helpfully indicated that student/family retention was of great

iii Cornerstone Academy Faculty and Staff Handbook, 2024-2025, page 3

iv Cornerstone Academy Faculty and Staff Handbook, 2024-2025, page 2

v Obviously, per the Articles of Incorporation, the Board is actually the sole legal responsibility for all the actions of the School.

concern to the Board, with losses reaching as much as 25% at times. I heard a lot of frustration in the missives from Mr. Chenault, who indicated a desire to see much more detailed metrics in the future.

Mr. Chenault further alluded sincerely to great difficulty of the Board in accessing any monthly metrics and even obtaining access to the email system. (A year earlier, it was discovered that the Board did not know that they have an email address within the school FACTS system -- explaining why some earlier missives from me were not even being read. Having learned of their email, how could the Board be unable to utilize it?)^{vi} These are difficult questions to answer.

Therefore, with no other data available, in order to provide accurate data regarding the historical viability of the School, federally-reported data on IRS Form 990's were obtained from a reputable source⁴ and entered, year by year, into a spreadsheet. The data for "program services revenue" provide a reasonable proxy for the financially-viable student enrollment in the school, since no other data are currently available.

The program services revenue in nominal dollars (not corrected for inflation) are shown in Figure 1.

vi As will be clear in the later section on Board Governance, and from the Articles of the Cornerstone Academy and Ministries, the Board has **ultimate control over ALL matters of the School**. Mr. Chenault indicates the Board had "no hands" to accomplish reporting they desired. I believe this represents a faulty grasp of the breadth of both the responsibility, and authority and powers of the Board. It is not clear to this writer **why the Board would not be able to simply hire an employee to accomplish any job duty they wish**, even if the Board members themselves are unable to provide the time to do the work as volunteers. There is no conflict of interest for Board members to volunteer. And the Board has complete control of ALL affairs of the institution, including all finances and any other matter, per their Articles. (Note that I have never seen a copy of any Bylaws and they are not publicly available if they exist -- they are not on the Secretary of State's web site.)

Annual Program Service Revenue (Nominal Dollars)

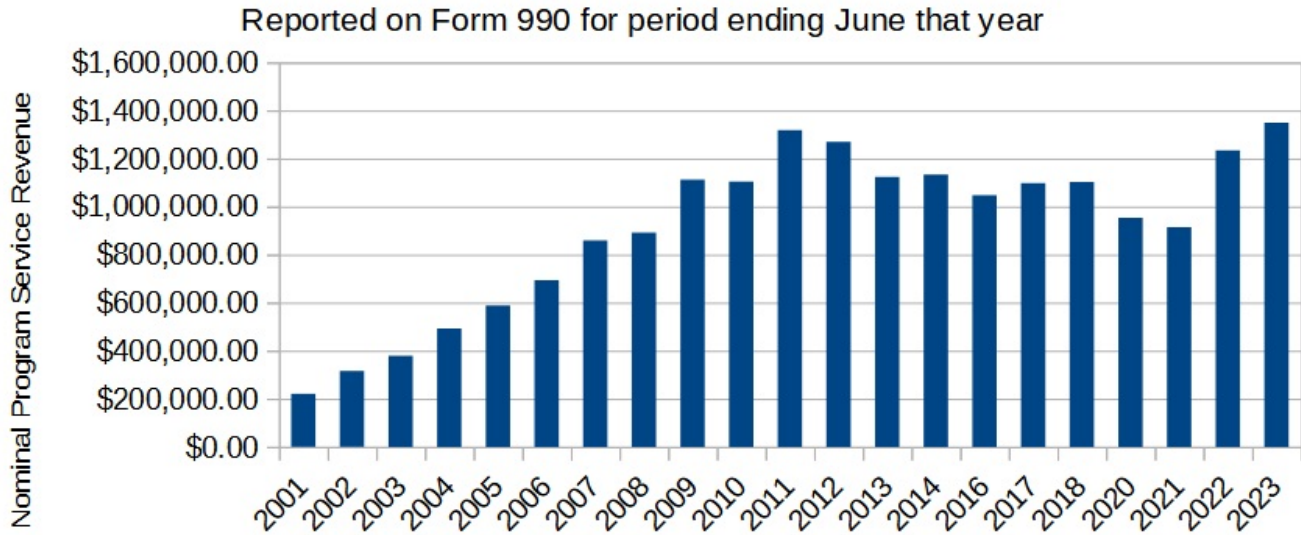


FIGURE 1. Reported Nominal Dollars Annual Program Service Revenue. Data are reported as received until June of the reporting year. For two years (2015, 2019), data are inexplicably missing.

While Figure 1 suggests that the enrollment-proxy program services revenue peaked in 2011, then began a decline, dipped at the onset of COVID-19 and then began a quite significant rise during the tenure of Dr. Nukunya as Principal, these data do not include adjustments for inflation, which has varied over the course of these 20+ years.

Therefore, using available CPI-Inflation data⁵, I corrected all of the available Program Service Revenues for the reported CPI-Inflation percent for each year. Inflation-corrected program services revenue (in \$2024 dollars) are shown in Figure 2.

Program Service Revenue, CPI-Inflation Adjusted Dollars of Year 2024

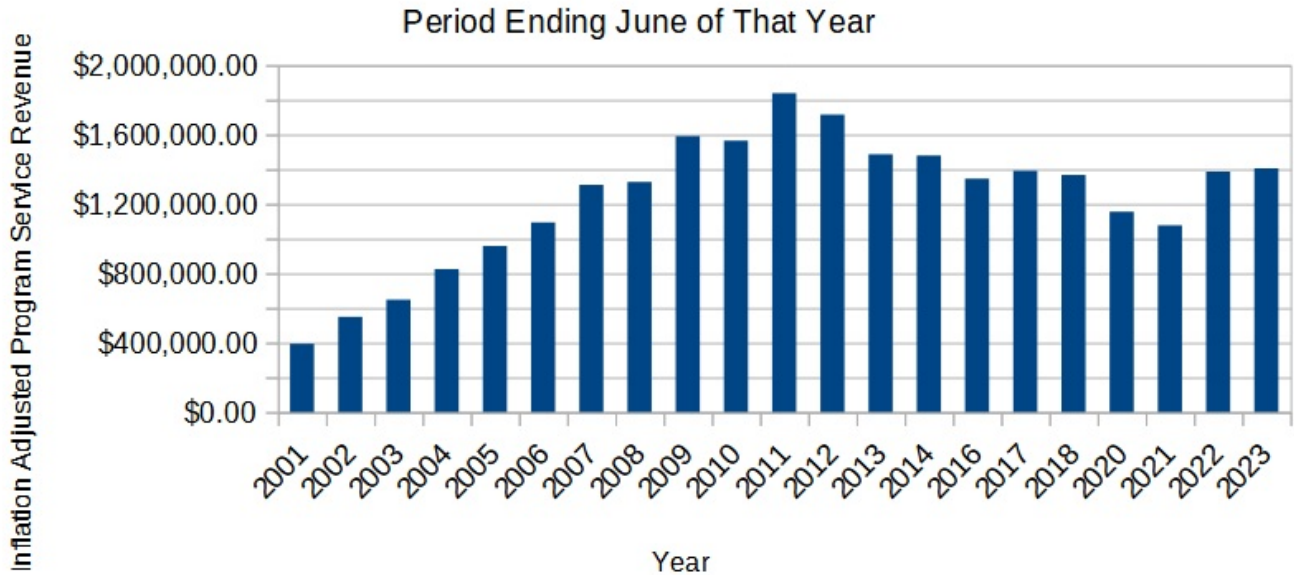


FIGURE 2: Inflation-adjusted (base year 2024) Program Services Revenue reported as of June of each year.

The inflation-adjusted program services revenue data demonstrate multiple periods in the life of Cornerstone Academy:

- Steady Growth from inception to the year 2011

The apparent steady climb of program services revenues to 400% of the original amount likely overstates the numerical enrollment growth, likely due to the school (a) adding more days from its original 3-day/week and (b) adding more students whose parents were not teaching at the school and thereby receiving significant reductions in tuition. Indeed, the most students I can remember at the school were under 200, and yet the Parent-Student handbook indicates the school opened on August 21, 2000 "with 90 students for an Orientation/Meet The Teacher day."⁶

- General Decline from 2012 through 2021
- Significant recovery in the years 2022-2023, back approximately to the level of 2008-2009 just before the peak years.^{vii}

vii As suggested by Mr. Chenault, these data may be distorted by Federal programs, largely "give-aways" in the form of forgiven loans, etc., as the Government pushed liquidity into the financial systems and corporations of America after the COVID-19 onset. It is not known at this time whether those federal dollars are included in the "Program Services Revenue" but it appears likely. Without those dollars, the decline in the school post COVID would likely be significant.

These financial data do not appear to support a thesis of immediately impending doom, nor of accelerating growth.. Rather, they show a declining school that possibly experienced something of a financial turnaround during the time of Dr. Nukunya's tenure, albeit involving potential Federal dollars.

Methodical Review

In the State of Florida, private schools may register as Corporations by filing the appropriate paperwork with the Division of Corporations, including the Articles of Association or similar document providing the governance of the corporation. They must also register with the State of Florida Department of Education, which helpfully provides a web page explaining the steps involved, and providing a list of helpful information to be researched. That page explains that the private school, even if non-profit, is still subject to "local building, zoning, public safety and inspection regulations." School buildings are routinely inspected by local health departments.⁷ There are no requirements presented there for the form of governance, nor for the division of labor within the School.

While there appear to be no statutory requirements for the setup of governance of private Schools in the State of Florida, there is no shortage of opinions and writing on how different authorities recommend Schools be configured. An online search for Christian School Board function / policy and interactions with headmaster revealed a host of individual documents from various schools, and a small number of review or opinion documents, sometimes from school associations and others from small companies hoping to grow such schools.

Table One lists four sources of information/opinion on Board/Headmaster labor division / interaction that were found and reviewed through an online search. The first of these is actually a review article in itself, and therefore carries significant weight in suggested governance. I attempted to find similar guidance from the Association of Classical Christian Schools, <https://classicalchristian.org/>, but without a membership login, I could not obtain any resources on their website. The lengthy documents (*61 pages*) from Cedar Tree present very detailed documentation of governance of a successful School of just about the same age as ours -- but FAR more advanced. Cedar Tree Classical Christian School is only 1 year older than Cornerstone. Their town of Ridgefield, WA has only approximately 15,000 residents, though they are in northern reaches of the liberal Portland, OR metropolitan area. This current year (their website is up-to-date!) they have 239 students, representing 120 families. Their current Headmaster has been with them since 2006.⁸ They purchased their current 15-acre site in 2007, in the 8th year of their existence, and have been building new structures ever since.⁹ One could do worse, than to learn from their wisdom.

Table One:

References reviewed for Board recommendations, wisdom and knowledge.

#	Title/Reference	Comment
1	The Function of Boards in Private Schools Parameters and Best Practices in Current School Board Literature by Dan Guernsey (dated July 10, 2003) ¹⁰ https://napcis.org/BoardFunctionsPractices.pdf	Provided by The National Association of Private Catholic and Independent Schools, within a set of overall "Documents, Articles, Audio & Links for Administrators." The napcis.org includes 81 member schools, 31 accredited schools across America.
2	"School Board Responsibilities," "Individual School Board Members Responsibilities",	Lincoln Christian School was founded in 1951 in Lincoln, Nebraska and currently

	"Individual School Board Members Qualifications," "Principles of Spiritual Leadership," "Individual School Board Members Practical Personal Principles," "Individual School Board Members Selection Procedure" -- series of printed policies from Lincoln Christian School, a 900-student Christian school founded in 1951, located in Lincoln Nebraska. ¹¹ https://lincolnchristian.org/wp-content/uploads/2012/11/LCS-School-Board-Qualifications-Responsibilities-11-24-2014.pdf	serves 900 students.
3	5 Core Responsibilities of Any Great Board of Directors, by Alexander Puutio ¹² https://www.forbes.com/sites/alexanderpuutio/article/board-of-directors-responsibilities/	This secular opinion article in Forbes turned up in my online search.
4	Cedar Tree Classical Christian School / Bylaws and Policy Manual ¹³ https://cedartreeschool.org/pdf/Policy_Manual.pdf	This 61-page policy manual serves an independent K-12 Classical Christian School founded in 1999, operating on their 15-acre campus in Ridgefield, Washington with 235 students in 2023-2024.

Proceeding through each reference source, chosen without any bias driven by their content but only by their appearance as reliable sources, I compiled the Board Responsibilities listed in each source in Table Two. (Later in this paper is a similar search for Headmaster Responsibilities)

Table Two:
Board Responsibilities listed in reviewed resources

Reference	Key duties of Board of Directors	Comment
Guernsey (The National Association of Private Catholic and Independent Schools)	<ul style="list-style-type: none"> • Formulate Policy • Give direction to the school ("plan") • Furthering the school's mission • Ensuring school's success • Deal in long range issues, planning, budgeting or budget approval • Cites Independent School Management (ISM) as stating core activity is planning • Minimal functions of most private school boards: develop strategic plan; policy development/approval; 	

	<p>hiring principle, approving budget, setting salaries and tuition, overseeing financial accountability, school fulfills mission</p>	
Lincoln Christian School	<ul style="list-style-type: none"> • Clear statement of schools' mission, values and objectives, direction for spiritual leadership • Holds two "association" meetings annual • Establishes polices and plans consistent with mission, vision, values • Self evaluation, goals for own performance next year. • "Selects, supports and nurtures the superintendent" • Written annual evaluation of superintendent, works to set their goals for next year. • Final approval of teachers recommended by superintendent • Accountable for financial well-being of school • Full / accurate records of all activities • Ensures members actively involved in work of board • Assures compliance with laws, regulations <p>In section on individual board members' responsibilities, pertinent items include:</p> <ul style="list-style-type: none"> • "Knows about School's mission and goals as well as current operations and issues" 	
Puutio (Forbes)	<ul style="list-style-type: none"> • "Deeply involved in shaping the organization's strategy, overseeing financial health and ensuring legal compliance." • Ensure organization run to serve best interests of those represented: strategic planning, financial oversight, legal compliance • Regularly interact with executive team, review performance, setting long-term goals and offering oversight. Approves major initiatives • High-level guidance; assess/approve major decisions; setting long term goals. • Hiring and evaluate senior executives • Bridge between organization and "stakeholders" (e.g. employees, customers and broader community) • Healthy relationships with all stakeholders. 	Mr. Puutio tended to repeat the same major themes multiple times. I tried to capture his recommendations accurately.
Cedar Tree	<p>Major Board Responsibilities (Section 2.2)</p> <ul style="list-style-type: none"> • Operate the school according to biblical guidelines and School Bylaws. • Approve all significant changes to curriculum or admin procedures • Hire/evaluate Headmaster 	

	<ul style="list-style-type: none"> • Approve hiring of teachers Evaluate, approve annual operating budget • Plan & execute ways to address facility needs • Authorize contracts • Long-term planning to ensure ongoing fulfillment of mission. 	
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In the December 19 2024 meeting with School Faculty, Board Chair Barnett Chenault listed the current Board's view of the role of the Board of Directors as was captured by Dax Kershner, faculty meeting volunteer secretary, which is captured based on available minutes, in Table Three.

Table Three:

Cornerstone Board Self-Described Duties/Responsibilities & Off-Limits Areas

Item	ROLE	
1	Govern, advise, and ensure long-term success	
2	Setting up and upholding M&V	
3.	Periodically review M&V and ensure school remains faithful	
4	Provide oversight and oversee head of school	
5	Ensure financial integrity	
6	Strategic planning, focus on long term goals	
7	Accountability to school leadership for outcomes including acad and spiritual [sic]	(Could this mean accountability "of" school leadership?)
NOT THEIR ROLE (per Mr. Chenault)		
1	Manage day-to-day operations as hiring teachers, creating schedules, running programs	
2	Micromanage staff	
3	Operational specifics not our role, just big picture ^{viii}	

viii I'm perplexed by this vision of what is "NOT" their role. By the government Articles, the Board is in charge of, and responsible for, everything. Thus if operational specifics are not to their liking, they should be intimately aware of this issue, and solve it. That can include hiring their own personnel, or sending their own emissaries to accomplish any matter necessary. The Board literally has complete control of the School.

In the December 19 2024 meeting with School Faculty, Board Member Valladares presented a list of criteria for the next head of school. As they appear in the minutes provided by faculty member Dax Kershner, they are listed in Table Three below. I am unable to verify that this is an accurate record of the exact presentation as there were no written handouts, but it is likely that Dax caught the major points. (Note that he liberally used abbreviations to shorten the note-taking.)

TABLE FOUR:
Cornerstone Board Self-Described Criteria For Head of School

Item	Area	Specifics
1	Strategic thinking and ed visioning [sic]	Create map and mobile communications [sic]
2	Finance	Create and mng budget in short and long term
3	Growth mgmt	Comprehensive approach including marketing and retention strategies
4	Donor dev	Relationships with donors
5	Other criteria	"E.g. experiment teaching K-12"

By comparing these Board Member statements of their perception of the Board and Headmaster responsibilities, the following comparisons and contrasts between them and the reviewed literature appear.

Table Five:
Comparisons / Contrasts between local Board Responsibilities with Outside Views

Item	Comparison or Contrast	Comment
1	Cornerstone Board accept their role as maintaining both the mission and vision of the school and the long term strategy of the school (see 1, 2, 3, 6) , views that agree well with statements by Guernsey, Lincoln Christian, Puutio, and Cedar Tree.	
2	Cornerstone Board see their role as including oversight and overseeing the Head of School, but do not mention annual evaluations, nurture of the Head of School, goal setting, as Lincoln Christian and Puutio suggest.	
3	While Cornerstone Board appear to see themselves and maintaining "accountability" for academic and spiritual outcomes, they do not see themselves as getting involved enough to work on policy development (Guernsey, Lincoln Christian), approving major initiatives/decisions (Puutio), planning and executing facility needs (Cedar Tree)	In a sense, the Cornerstone Board stays above the larger and more difficult decisions and initiatives, yet we do know that there was significant Board involvement in the emergency move of the school after longer range facility planning

		experienced what can only be described as a complete failure, resulting in the school having no facility at all.
4	Cornerstone Board does not see themselves as facilitating and maintaining the communication between the stakeholders and the school to ensure continued support. (Lincoln Christian)	This is an example of staying above the actual operation of the school. They specifically disavow knowledge of the operational specifics, yet Lincoln Christian specifically mentions that Board members should be very aware of current operations and issues.
5	The Cornerstone Board does not mention any involvement in fund raising, donor development, other than observing the financial integrity of the school	In my experience, connections and ability to fund-raise are common criteria for Board membership.

It has been somewhat difficult for faculty and parents to get details of exactly what issues have so concerned the Board of Directors, to such a degree that the Chair cited a concern for continued existence in remarks to the Faculty. Moreover, it appears from statements made during the December 19th meeting, that the Board may consider the School to have gone "off the rails" for some number of months after the emergency move was required by the unexpected failure of facility planning.^{ix} Yet faculty members were not apprised of this "off the rails" issue/situation during either the 1st or 2nd quarter of the 2024-2025 school year and were completely unaware of the concerns of the Board. This along with the statements of Board responsibilities by Chairman Chenault paints a picture of a Board that is quite distanced from a School that has quite serious operational issues with an extremely thin staff, having resurrected the school "by the bootstraps" after losing their facility. This is a stark contrast, particularly to the image of an involved Board given by the Lincoln Christian statement of responsibilities of individual Board Members.

In a later section, I will present the resulting recommendations for Board membership, capabilities, and responsibilities.

Typical Headmaster Job Responsibilities

Having investigated the common views of Board Responsibilities, it is now time to investigate the common views of Headmaster Responsibilities. In order to find a random sampling of Headmaster Job Descriptions, I utilized the current Job Exchange of the Association of Classical Christian Schools.¹⁴ For job openings within the past 12 months for a post of Headmaster or equivalent, I found 8 postings. Not all provided detailed information, but several did. (There was no

ix In my opinion, facility planning is a direct responsibility of the Board.

posting at this time from Cornerstone Academy & Ministries.) I captured the full text of all listings of Headmaster Job Responsibilities (or equivalent) to allow impartial comparison, and these (lengthy) texts are listed in full in Appendix One.

Some schools had an extraordinarily extensive view of the responsibilities and capabilities of the optimum Headmaster. Clear Lake Classical is a good example, with pages of responsibilities. They alone however, seem to realize that it is unlikely to find every skillset in one individual (especially at the pay scales small private schools can afford, when physicians are in the \$300-900,000 range). They wisely wrote:

*"The Headmaster serves many roles as outlined in the job description below. **We recognize that one person cannot fulfill all of the duties included on his/her own, but that a candidate might lean into certain strength areas more while delegating in other areas.** While not explicitly listed below as a responsibility, the culture of Clear Lake Classical encourages the administration to take opportunities to **teach/lead a class** as time and bandwidth allow."*
[emphases added]

It is impossible to adequately condense the entire skillsets requested by many of these advertising schools, because many of the qualities are quite subjective and involve personality, demeanor, and relationship skills of individuals. Items that might be accomplished in mere minutes precisely directed at the proper times throughout the school year. Thus, using my best judgment from decades of clinical and research practice, I then underlined what I would consider to be **objectively evaluable "deliverables"** -- items that were not really open to subjective "atta-boy" checkoffs, or angry denials, but instead required actual attendance, production of written paperwork, or completion of a finite task.

Quite a few schools provided very expansive lists of the areas which might easily fill up the day, week month and year of a Headmaster, but when boiled down to objectively evaluable deliverables, the list was substantially shorter, and are shown in Table Six.

Table Six:
 Objectively evaluable Headmaster Deliverables

No.	School	Objectively evaluable deliverables
1	Clear Lake Classical	Directs the daily operations of CLC by providing direct oversight of the Administrative Team through regular meetings, informal touchpoints, and annual evaluations Provides strategic leadership for the Administrative Team, including <u>strategy development, execution support, and accountability</u> Identifies needs for hiring of personnel and collaborates with other staff and Board to recruit and retain faculty members that can fulfill the

		<p>vision and purpose of CLC</p> <p><u>Extends contacts^x [sic] to new and renewing staff</u>, balancing the available budget with the need for high-quality faculty and staff</p> <p><u>Host initial parent interviews for new families and overseas placement testing to be administered by staff. Final say on admissions decisions (in collaboration with the Ed Council)</u></p> <p>Writes a monthly board report and attends all board meetings Informs the board of significant school concerns, problems, and successes</p> <p>Ensures administration of standardized tests</p> <p>Ensures compliance with accreditation standards, including execution of yearly progress updates and preparation for site visits every 5 years</p> <p><u>Ensures compliance and execution of the Students First initiative in Iowa including Administration of the Education Savings Account funding from parents</u></p> <p><u>Maintains accurate personnel records in conjunction with the Administrative team</u> <u>Approves purchase requests by faculty and staff</u> <u>Oversees the development of the all-school calendar</u></p> <p>Ultimately responsible for developing and maintaining annual budget and long-term planning for financial sustainability of operations. Exercises fiscal responsibility by staying within appropriate budgetary guidelines set by the Board</p>
2	Rochester Classical Academy	<p>The Head of School will be responsible for the <u>day-to-day operations of the school, including managing teachers and volunteers</u>, while fulfilling the key responsibilities outlined below. (Vague)</p>
3	Trinity Christian School	(no objectively evaluatable items listed)
4	Trinity Preparatory	– <u>Oversee long-term strategic planning, advising the Board to</u>

^x Presumably this was meant to refer to "contracts"

	School	<p><u>ensure implementation of the school's vision.</u></p> <ul style="list-style-type: none"> – <u>Coordinate budget creation and financial accounting</u>, ensuring responsible fiscal management – <u>Direct daily operations, supervising faculty and staff to ensure a smoothly running school.</u> – <u>Maintain accurate personnel records and oversee standards and policies implementation.</u>
5	New Covenant Christian School	<ul style="list-style-type: none"> • <u>Obtain accreditation from the Association of Classical Christian Schools (ACCS).</u> • <u>Increase retention in our Logic and Rhetoric school levels.</u>
6	Austin Classical School	No objectively evaluatable requirements listed.
7	Oakdale Academy	<ul style="list-style-type: none"> • <u>Set, communicate, and attain strategic goals in collaboration with the board.</u> • <u>Collaborate with the board to develop the school's budget and manage the school's operations to meet the budget.</u>
8	Arma Dei Academy	[broken link, no information available]

It is apparent that there is a wide range of Job Descriptions among Classical Christian Schools, if attention is paid to objectively evaluatable job deliverables. Clear Lake Classical (which posted its job twice within the past year, suggesting difficulty in filling the position) has an extremely detailed and lengthy set of "deliverables." Some other schools have zero to few such requirements and some are not technologically capable of filling out the job posting....

Overlap with Board Responsibilities

Strategy Development was listed by Clear Lake Christian School, and Trinity Preparatory School; Oakdale Academy included strategy develop but "in collaboration with the Board." It appears there is a range of involvement of Boards in the process of longer term planning, despite the almost universal advice cited above that Boards' primary job is "planning."

Table Seven attempts to allow side-by-side comparison of known Cornerstone Head of School selection criteria, with a collection of criteria listed by multiple other Classical Christian Schools.

Table Seven:

Comparison of Cornerstone Head of School Criteria with other ACCS School

Cornerstone Listed Criteria	Listed Criteria by Selected Schools Seeking Headmaster
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Item	Area	Specifics	Item	Area
1	Strategic thinking and ed visioning [sic]	Create map and mobile communications [sic]	1	Directs daily operations....annual evaluations
2	Finance	Create and mng budget in short and long term	2	Leadership of Administrative team, <u>strategy development, execution support, and accountability</u>
3	Growth mgmt	Comprehensive approach including marketing and retention strategies	3	<u>Identifies needs for hiring of personnel and collaborates with other staff and Board to recruit and retain faculty members that can fulfill the vision and purpose of CLC (Includes contracts)</u>
4	Donor dev	Relationships with donors	4	<u>Host initial parent interviews / final decision on admissions</u>
5	Other criteria	"E.g. experience teaching K-12"	5	Monthly Board Report / board meeting attendance
			6	Ensures standardized tests
			7	Handles re-accreditation requirements
			8	Ensures financial systems compliance
			9	Handles purchase requests
			10	Accurate personnel records
			11	Oversees all school calendar
			12	Developing budget and ensures remains within budget (some schools) / Collaborate with Board to develop budget (other schools)
			13	Managing teachers and volunteers
			14	Oversees long term strategic planning (specific school; often considered a Board effort)
			15	Increase retention (presumably student) at middle and upper levels.

Comparisons/Contrasts

Table Eight attempts to make comparisons and contrasts between selection criteria for Head School between Cornerstone and other ACCS schools.

Table Eight:

Selected Comparisons / Contrasts between known Cornerstone Head of School Selection Criteria and other ACCS Schools

No.	Item	Comment
1	Outside schools include many more items related to the day-to-day running of the school, including #1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 13 (in the right hand columns)	With a small struggling school, with extremely thin teaching staff, many of who are under-prepared, the actual day to day <i>running of the school</i> and nurturing new teachers would seem to be an overwhelming and central task for a Head of School and should have more prominence in Cornerstone criteria.
2	Strategic Thinking is listed as a Headmaster responsibility by Cornerstone, but only by a distinct minority of outside schools, and then sometimes in collaboration with the Board.	Typically, from the Board recommendations found in outside sources, the Board takes primary responsibility for this, and is very aware of the operational issues facing the school; may very well involve the Headmaster but does not depend on that individual.
3	Budget -- Cornerstone Board statements put this on the Headmaster as do some of the outside schools, but some with collaboration of the Board.	Cornerstone Articles place final responsibility for all of the School on the Board; however, it is reasonable for Headmaster to present recommended budgets for approval or amendment by the Board, which has overall visionary responsibility in most Board recommendations.
4	Donor Development - listed by Cornerstone as a selection criterion.	<p>Oddly, this is not something for which most outside schools depend on the Headmaster. Most outside school primarily depend on the Headmaster to <i>run</i> the school, which from their lists, is a full time job.</p> <p>The larger number of Board Members and presumably their greater community experience and contacts within the community, would suggest that they would be the preferred persons to represent the School to well-connected donors.</p>
5	Growth Management - Cornerstone places this squarely in the Headmaster arena.	The scarce available data charting of Cornerstone student population testifies to the abject failure of this area. I am left with no understanding why this has not been better addressed, even after my massive research provided to the Board a year ago.

Recommendations

No.	Recommendation
1	<p>Reduce or eliminate much of this stifling secrecy on the part of the Board. It does not appear Scriptural and it appears to have significantly damaged the School (for which the Board is totally responsible). The Scriptures advise that "in a multitude of counselors is success" -- but the failure to have written and easily available minutes dramatically reduces the potential number of counselors -- many of whom might have provided creative alternatives in this latest debacle. Further, outside readers might have provided better counsel to the Board on how to gain access to important monthly metrics that apparently eluded the Board. These failures were preventable. The unnecessary secrecy gives the aura of something that needs to be hidden (which is bad) and also sets the Board farther and farther away from the Faculty, Students, and Parents -- whom they are instituted to SERVE.^{xi}</p> <ul style="list-style-type: none"> • <i>Without counsel, plans go awry, but in the multitude of counselors they are established.</i> Proverbs 15:22 NKJV • <i>For by wise counsel you will wage your own war, and in an abundance of counselors there is victory.</i> Proverbs 24:6 NASB • <i>Whoever conceals his transgressions will not prosper, but he who confesses and forsakes them will obtain mercy.</i> Proverbs 28:13 • <i>For there is nothing hidden that will not be disclosed, and nothing concealed that will not be known or brought out into the open.</i> Luke 8:17 • <i>Let your light so shine before men, that they may see your good works, and glorify your Father which is in heaven.</i> Matthew 5:16 <p>Produce written, accurate minutes of all but intimate or legally protected personnel issues, in timely fashion, with draft versions available via simple web access, to the community within 2 weeks of all meetings, and approved versions available to the community, via simple web access, within 6 weeks of meetings.</p>
2	<p>Change the makeup of the Board. The 100% constitution by non-faculty may have served the School well in the beginning, but it appears since the year 2011 to have been a factor in the decline of the School. I do not buy the argument that faculty would have a damaging conflict of interest, particularly when there are entire companies that are employee owned (and hence, employee directed), and demonstrated examples of schools with faculty representation.</p> <p>Guernsey openly recommends <i>limiting the number of parents</i> on the school board: "Typically, some limitation is put on the total number of parents serving in an attempt to buffer the school from too much parent interaction. ISM's Board</p>

xi At the same time, it should be noted the speaking members of the Board have been very circumspect in their description of the issues, and have avoided impugning the character of Dr. Nukunya. This is to their credit, even though it makes a fair review of the situation all the more difficult. Without knowing the real issues, one must take the conclusions and data in this review carefully, as more details may eventually become available.

	<p>Building manual (2002) recommends that parents comprise about 60 percent to 70 percent of the Board "</p> <p>One obvious reason is that the financial goals (conflict of interest) of parents (to minimize tuition) may be at direct odds to the successful mission of the School. Another is that parents may exert inordinate influence over the Board. My concern is that we do not appear to have sufficient representation on the Board who actually understand the issues the school faces, because they do not have sufficient actual teaching experience in our School, and therefore some significantly <u>impractical solutions</u> have been strongly advanced by the Board.</p> <p>Cedar Tree Classical School Manual (which is a very in-depth manual that could fill in many thin spots in Cornerstone written guidance) makes it very plain that conflicts of interest -- from both parent and teacher -- can be adequately dealt with:</p> <p>"1. For any motion under consideration, a Board member must declare if he has a personal interest beyond that which is already disclosed (such as being a parent or" paid employee). 2. Should the Board recognize a conflict of interest, while the member may participate in the discussion, he may not vote on the motion or any related motions.</p> <p>3. The Chairman may ask a Board member to leave the room during discussion of the matter in which he has disclosed a conflict of interest.</p> <p>4. The determination of a conflict of interest in the event of any dispute shall be made by a majority vote of the Board.</p> <p>5. At the first Board meeting of each fiscal year, Board members shall review and disclose any conflicts of interest they may have. "</p>
3	<p>Develop written, public Board of Directors Qualifications that put true expertise on the Board in the primary business of the School: Education.</p> <p>I would suggest that any person on the Board who does not have actual recent teaching experience as a full- or part-time teacher at our own School, participate in leading a minimum of 2 classes per day, for a minimum of 2 weeks, under the guidance of an experienced teacher, so that they actually <u>learn how our school operates</u>.</p> <p>Their experience should include all of the following, with discussions of these items with an experienced teacher afterwards:</p> <ul style="list-style-type: none"> • Making up lesson plans weekly, on time, for both courses. • Previewing and learning the material to be taught, including making lecture notes as needed. • Delivering the actual lectures and carrying out actual demonstrations and (if appropriate) actual laboratories with the students. • Grading all homework for the period (with assistance from the teacher to ensure accuracy) • Constructing at least one test, administering and grading.

	<ul style="list-style-type: none"> • Utilizing FACTS to enter all lesson plans. • Utilizing FACTS to record all attendance in timely fashion. • Leading the spiritual portion of classes as well! • Dealing with behavioral issues of their students. • Dealing with security issues between and within class periods (e.g. locked doors) • Understanding lockdown and fire evacuation procedures • Working with all visual aids, including white/black board, projector or other equipment suitable for that course. • Interfacing with other teachers and with the Head of School during faculty meetings <p>Without these actual experiences, I question whether a Board member can meet the fiduciary requirements of governing the school.^{xii} This concern should be very carefully examined by all who wish the best for the School.</p> <p>I agree that the Board should leave actual day-to-day operational control to their Head of School (Principal) -- but without actually understanding what it is like to try to teach children, they will be much more likely to apply unrealistic or misguided judgmental standards to the performance of the Head of School.</p>
4.	<p>Ensure that all Board Members are given adequate education and training in all statutory requirements, and accreditation requirements to operate our type of School.</p> <p>We have experienced embarrassing revelations where the School had operated for significant periods of time in violation of statute or code or other requirement. As the Board is legally responsible for all the operation of the school, individual Board Members deserve to receive sufficient education to help avoid these experiences. This should occur either before, or immediately after taking a position on the Board. Various groups offer this type of training.</p>
5	<p>Develop a realistic, comprehensive, written, and public Job Description for the Cornerstone Academy Board of Directors.</p> <p>Providing prospective or actual members of the Board with the realistic teaching experience listed in (3) above, and with access to quality training suggested in (4) above may significantly improve the overall effectiveness of the Board.</p> <p>I suggest that the Job Description of the Board of Directors include the following items, among others:</p>

xii The current empty spots in the Faculty of Cornerstone Academy present golden opportunities for Board Members to jump in to deal with the outcome of their recent decisions, and to gain extraordinarily valuable personal insight into the effort of teaching the students, and managing the discipline and safety of the School.

	<ol style="list-style-type: none"> 1. Every year, update a detailed and publicly available long range set of goals, to include 5-year plan and goals, consistent with the Mission and Vision of the School. 2. Every year, complete an After Action Report on the overall performance of the Board and School, complete with outcome measurements of the students and school, and measurements of the long-term outcome of graduates of the school, with a detailed list of Improvement Plans to further the accomplishment of the Vision and Mission of the school. The longer-term outcome measures of graduates of the school may include such items as 4-year collegiate or employment outcome, 10-year spiritual engagement outcome, and 10-year professional/employment outcome. This self-analysis is Scriptural and will be of great value to the marketing team. 3. Maintain school access to suitable physical plant,^{xiii} with the acquisition of owned facilities by June 2026.^{xiv} 4. Hire, train and nurture the Head of School 5. Collaborating with the Head of School, develop each annual budget 6. Oversee financial accountability 7. Oversee school fulfillment of mission 8. Conduct school donor-development and philanthropy development program 9. Conduct overall school marketing and promotional campaign, collaborating with school Administrative staff where appropriate. 10. Final approval of all teachers recommended by the Head of School 11. Responsible for compliance with all laws / regulations. 12. While not involved in the day-to-day operation of the school, intimately aware of those operations, issues, difficulties and improvements. 13. All Board members equipped with keys, alarm codes, and intimately familiar with all physical plant.^{xv} 14. Healthy servant relationship with School Administration members, faculty members, and all parents possible. Open system for input at all times, in accordance with Scripture.
6	<p>Rework the relationship between School Board and Head of School with appropriate doses of humility on all sides, which currently appears to be corrosive, resulting in defensiveness rather than collaboration.</p>

xiii I view the provision of a physical plan as a *sine qua non* **responsibility of the Board**, and the loss of our physical plant at the end of the 2023-2024 school year as a marker of huge failure.

xiv I view the lack of a School-owned physical plant, after 24 years of operation, to be a very solid indication of failure of Board commitment, when other successful school succeeded after only a decade or less. The makeup of the Board is very likely a significant cause. There are readily available techniques for committed supporters to accomplish the necessary fundraising without continuously failing 3-year plans. However, the current lack of transparency and written documentation in the School are even more likely indicators that solidity of purpose, method and commitment is lacking.

xv At least once, I have had to assist Board Members who did not know their way around our school facilities. This should never happen. How can a Board maintain they are providing adequate oversight when they don't even know how to move about the building?

	<p>The Board of Directors is selected to <i>serve</i> the School, and a primary means of accomplishing that objective is to <i>serve</i> their chosen Head of School. I like the way the Lincoln Christian School phrases one of their Board Job Responsibilities: "Selects, supports and nurtures the superintendent."</p> <p>Just because you are in an authority structure that places you in charge of a position, does not mean that you cannot <i>serve</i> the person in that position as well! The Lord Jesus, having spent three years training his disciples (presumably by the greatest Teacher the world has ever seen) at the Lord's Supper observed their abject weakness in the area of servanthood and humility. Rather than upbraiding His disciples, He instead girded himself with a towel and went about the business of serving them, in the manner that He wanted them to learn to serve each other and their own disciples. This is our example of a master leader.</p> <p>Board members numerically outnumber the Head of School. There are multiple Board members, with a variety of experience sets; there is likely only one Head of School and potentially one major Principal (if the school is able to support both) -- and these key leadership personnel can dramatically benefit from "<i>support and nurture</i>" from the Board of Directors. When you observe a weakness in the Head of School, take a hint from the Holy Spirit and "come alongside" to assist the leader to get that area solidified and potentially shore up that weakness.</p>
7	<p>Develop a realistic, comprehensive, written, and public Job Description for the Head of School.</p> <p>The lowest paid elementary school principal in the entire Alachua County Public School system was paid a salary of \$82,600 in 2023¹⁵ That salary is computed as 20% lower than the average in the state of Florida. Their total compensation will be considerably greater since the pay schedule is defined as including "salary, bonuses, benefits, retirement contributions, pensions." The average elementary school principal in the United States earns a salary of \$157,086.¹⁶</p> <p>Because Cornerstone Academy and Ministries IRS Form 990 submissions do not include the listing of any "key employees" we know that even the top salary paid to our leadership is far below the average United States Elementary Principal salary.^{xvi}</p> <p>With a depressed pay scale, it is unlikely that Cornerstone Academy will be hiring nationally known Principals (or Nobel Prize winners). Thus we must craft expectations that include realistic goals and also provide for nurturing and growing our leadership.</p> <p>Day-to-day running of a \$1 million revenue school that is split between two buildings and</p>

^{xvi} Key employees per IRS Form 990 instructions earn more than \$100,000.

includes near-volunteer and relatively untrained teachers (many of whom do not have Florida Teaching Certification and doubtfully would qualify for it in their field) is in itself likely a full-time position. Add into that the spiritual aspect of managing school spiritual growth, Chapel services etc., and the load grows even heavier.

It is unlikely that on top of this, the executive will be able to write grants, develop relationships with the wealthy philanthropists in the county, be an expert on building codes and local real estate availability for a school where one of the buildings does not meet safety standards. Typically, Board members step in on these points!

Thus the Board should write a Job Description that has specific objectively evaluatable deliverables that are within the capabilities of a lower-than-average salaried executive, and work to provide suitable support from the larger pool of expertise within the Board and the Cornerstone community to fill in the gaps.

The Clear Lake Classical school job description for Headmaster is an example of a job description that is expansive in outlining the breadth of services the Headmaster can carry out for the school, but limited in the exact formal deliverables required. (See Appendix One). The Board might review that Job Description as well as others to develop a realistic Description. Because the Board is, by our own Articles of Association, the final responsibility for ALL operations, I would suggest that members of the Board be assigned to tackle the areas of

- Facility Development - finding and acquiring our our property within 3 years
- Donor Development - Developing relationships with high net worth individuals in the community who are likely to support Classical Christian Schools; developing a marketing plan to encourage annual giving, Qualified Charitable Distributions, and estate philanthropy to the School

I would suggest the following objectively evaluatable deliverables be expected of the Head of School:

1. Day to Day management of the school and response to incidents.
2. Monthly written report to the Board, publicly available to the school community; Board meeting attendance and collaboration. (These reports should include financials, enrollment and other key metrics.)
3. Written "after action report" due July 1 after the completion of each school year, publicly available to the school community, with a comprehensive evaluation of how the school performed in its mission, and written improvement plans for the areas where the Head of School believes improvement is vital. This should include identification of need for hiring of personnel and estimated salaries. This document can provide suggestions to the Board for long-term strategic planning (a responsibility of the Board, not the Head of School)
4. Annual written evaluations carried out for every member of the faculty or staff, based on at least 1 hour of observation of their work product and 30 minutes of

personal interview time; these can be primarily carried out by the Head of School but can also involve efforts by Assistant Principals.

5. Host initial parent interviews, make final decisions on admissions
6. Ensuring standardized testing is completed every year.
7. Managing re-accreditation process, assuring the school meets the requirements.
8. Ensuring financial systems compliance.
9. Ensuring that staff maintain accurate personnel records.
10. Overseeing the school calendar
11. Development annual budgetary proposal for submission to the Board for amendment/approval; ensuring the school remains within the Budget during the year or obtaining prior approval from the Board for changes

To this long list of objective deliverables (on top of a much longer list of of subjectively evaluatable leadership efforts, such as presented by Clear Lake), I would add one more deliverable for the long term good of the school: objectively moving all the faculty to Florida State Teacher Certification, by at least 10% of the remaining each year.

In our competitive Alachua County competitive educational environment, Cornerstone is handicapped by inability to present itself as having competent teachers, judged by external certification. Further, our current teacher contract actually requires this in Paragraph 4. Credentials,

(a) Teacher shall have and present the Administration of the school with proof of having certification in the subject area or grade level for which they are hired to teach or the employee agrees to obtain certification in the subject level or grade level within two years of employment.¹⁷

In my understanding, this portion of the contractual agreement is **not being carried out** (a potential legal problem for the School). I suggest that it be modified to require at least current or past Florida 5-year Temporary Certification (as older part-time teachers may never be able to meet the employment requirements for permanent teaching certification) but that the Headmaster implement the following procedures:

- Identify teachers who need to meet the certification requirement.
- Assist them in finding study materials to prepare for the examination
- Succeed each year in getting at least 10% (preferably 33%) of the remaining uncertified to pass the relevant FTCE exam in their area.¹⁸

Some of our current teachers have successfully gone through this technique (some in more than one area) and are now eligible for Temporary Certification. The Florida Department of Education's bureaucracy moves at glacial speed, but the process does work.

This would not only improve the teaching quality at the school but would be a big boost to the Board's marketing and fundraising efforts.

	<p>If Cornerstone Academy is able to identify superior educators who have true spiritual maturity and are willing to carry out these eleven key elements of leadership, for a school split between two campuses with an overall downward growth trajectory in an extremely competitive private school marketplace^{xvii} with a depressed salary scale, you will have done quite well.</p>
8	<p>Develop a higher sense of the honor to be afforded Scholarship and accomplishment, by our School and its representatives.</p> <p>Cornerstone Academy was enormously blessed to have an earned PhD holder as its chief educational officer. In all engineering and science fields combined, the 2023 earned doctorates for U.S. citizens numbered only 45,533.¹⁹ For any given age in the prime working years, in the United States there are approximately 4.5 million adults of that age.²⁰ From these data, it is apparent that even without considering her spiritual qualifications, a person of Dr. Nukunya's educational achievement is roughly 1 out of 100.</p> <p>Add to that her years of experience teaching both high school and public college, and her solid faith and leadership witness for the Lord, and you have an exceptionally rare individual, who may be difficult to replace on the salary schedule that the School can afford.</p> <p>The Scriptures give significant guidance how we are to treat persons who have significant achievement:</p> <p style="padding-left: 40px;"><i>Pay to all what is due them; tax to whom tax is due; custom to whom custom; respect to whom respect; honor to whom honor.</i> Romans 13:7 NASB</p> <p style="padding-left: 40px;"><i>Do not sharply rebuke an older man, but rather appeal to him as a father, and to the younger men as brothers.</i> 1 Tim 5:1 NASB</p> <p>We were incredibly blessed to have a leader who knew exactly what it takes to succeed in educational attainment to the highest degree, even in a difficult field such as chemistry. A leader who had intimate knowledge of exactly how colleges and graduate schools operate, and could therefore provide key insights, encouragement and guidance to students far beyond high school, and who could write Letters of Recommendation with real weight behind them.</p> <p>Oak Hall, one of our competition, with a far larger student body, and enormously greater resources, many, many more Directors of every possible facet of education, has a chief officer with an earned PhD, but in the educational field, not the hard-science engineering/STEM arena. While this may be fitting for a high school, we had a leader</p>

xvii Recent successful opening of the Fraser school and the Westside Baptist Christian School illustrate the extremely competitive nature of Alachua County private schools

with extremely rare capabilities.

Cornerstone Academy is an educational institution (in both worldly and spiritual matters) and therefore should uphold the customs of honor to those of high achievement. For this reason, in any presence of students, I have always addressed our Head of School as "**Doctor** Nukunya" -- showing scriptural honor for her educational attainment. The earned PhD is the highest degree of academia; considered higher than the more technical Medical Doctor (MD). Always in all documents and in any public meeting, at the University of Florida, faculty were addressed with honor as "Doctor." This is simple common courtesy.

In the same way, except in the rare case of scandal or illegality, all departing leadership were honored with effusive mention of their service and accomplishments (even if the College of Medicine hoped to replace them with a more suitable leader) -- and usually with a feast and many laudatory speeches.

Academic educators' salaries don't come close to the hundreds of thousands of dollars that practicing physicians and practicing faculty physicians earn (while enduring the responsibility and legal risks of caring for live patients). A professor of Chemistry at Santa Fe College might have an earnings potential of only \$100,000, for all of their years of training and teaching experience. Their payment includes the enjoyment they get from touching young lives, and from being treated with respect and honor. Their reputation is very important to their future earning potential, and so they can be quite sensitive to the potential of being treated carelessly.

For the good of the School and in obedience to the Scriptures, any potential future academic leader should be **firmly convinced** that

- (1) their service to the School will be honored;**
- (2) they will be treated with the respect due their academic accomplishment;**
- (3) their reputation will be upheld (even if by "faint praise") and**
- (4) they will be given a fine send-off when for one reason or another it is time for them to resign**

(presuming there was not some scandal). All leaders eventually run out of gas and groups need to obtain "new blood." This is part of life. But messy leadership change situations should ALWAYS be worked out before public announcements are made, such that the valuable persons -- even if they don't perfectly serve the current perceived need -- always resign with honor and whatever accolades are pertinent.

A school with a limited staff, and limited salary possibility will have a much more difficult time attracting superlative academic and spiritual candidates if these conditions are not firmly upheld.

APPENDIX ONE

Suggestions made to the Board December 30, 2023

See <https://docvacuumtubes.com/cornerstone/2023/CornerstoneBoard12202023.pdf>

Outcomes Goals & Management	Track and manage <ul style="list-style-type: none"> • Faculty turnover • Faculty remuneration • Numerical Student Growth • Communications Transparency
Subset: Communications Transparency	<ul style="list-style-type: none"> • Online Handbook or Parent/Student Guide (publicly available) • Course List • Faculty (list, training, background) • Public Calendar • Plans for future (e.g. 5 year goals) • Hiring Information • Key Financials • Board Members • Student Outcome Measurements • Minutes / Printed Agenda [Board of Directors]
Web Site Easy Improvement	Included explanations of simple ways to provide key information that changes from time to time.
Board Engagement	
Management of Drills to National Standards	
Key principles from "Five Dysfunctions of a Team"	<ul style="list-style-type: none"> • Absence of trust • Fear of conflict • Lack of commitment • Avoidance of accountability • Inattention to team results
Academics and "home" work	What is the aim of the school? Truly excellence (with the attendant costs) or mediocrity?

APPENDIX TWO
EXTANT HEADMASTER JOB DESCRIPTIONS PROVIDED WITH OPEN JOB
POSITIONS WITHIN THE LAST 12 MONTHS ON
ASSOCIATION OF CLASSICAL CHRISTIAN SCHOOLS

No.	School	Description of Headmaster Job Responsibilities
1	Clear Lake Classical (Headmaster)	<p>The Clear Lake Classical Board of Directors is searching for a Headmaster to serve as the academic leader of the school. The Headmaster is the sole employee of the Board in keeping with the policy governance model. Clear Lake Classical is looking to fill this position in time for service in the 2025-26 school year.</p> <p>The Headmaster serves many roles as outlined in the job description below. We recognize that one person cannot fulfill all of the duties included on his/her own, but that a candidate might lean into certain strength areas more while delegating in other areas. While not explicitly listed below as a responsibility, the culture of Clear Lake Classical encourages the administration to take opportunities to teach/lead a class as time and bandwidth allow.</p> <p>The Headmaster Responsibilities Include: Leadership of the Clear Lake Classical Administrative team (Deans, Education Council, Administrative Staff) Directs the daily operations of CLC by providing direct oversight of the Administrative Team through regular meetings, informal touchpoints, <u>and annual evaluations</u> Provides strategic leadership for the Administrative Team, including <u>strategy development, execution support, and accountability</u> Fosters a culture of collaboration among the Administrative Team, providing a venue for a healthy exchange of ideas Empowers the Administrative Team to implement changes, solve problems, and overcome challenges in their sphere of leadership by applying principles of CLC’s philosophy of education (contained in our manuals and handbooks) Provides Administrative Team personnel with support, encouragement, accountability, and constructive feedback Helps with student discipline at Lower and Upper School as needed Staff Leadership</p>

	<p>Identifies needs for hiring of personnel and <u>collaborates with other staff and Board to recruit and retain faculty members that can fulfill the vision and purpose of CLC</u></p> <p>Creates an atmosphere to assimilate faculty and staff members in order to minimize turnover and to ensure that new teachers are trained and ready on day 1</p> <p><u>Extends contacts [sic] to new and renewing staff</u>, balancing the available budget with the need for high-quality faculty and staff</p> <p>Sets and promotes clear standards of excellence including cultural and behavioral expectations for all staff; models them personally; and empowers the Administrative Team to implement expectations within respective programs</p> <p>Leads in the professional development of staff throughout the year and encourages faculty to pursue training in classical Christian pedagogy via leadership emphasis, time allocation, budget support</p> <p>Oversees the culture and atmosphere of CLC, ensuring an ordered and loving environment with an aesthetic that distinguishes and differentiates CLC from other schools.</p> <p>Monitors cultural trends in and out of classrooms, making small course corrections as needed in collaboration with the Administrative team, and supports the faculty through classroom visits, observations, and annual evaluations</p> <p>Establishes and communicates clear lines of responsibility within the CLC’s organizational structure</p> <p>Parent Community Leadership</p> <p>Represents Clear Lake Classical at numerous parent and community functions, including but not limited to open houses, back-to-school nights, evening programs, etc</p> <p><u>Host initial parent interviews for new families and overseas placement testing to be administered by staff. Final say on admissions decisions (in collaboration with the Ed Council)</u></p> <p>Maintains an open line of communication and displays a willingness to meet with parents in a timely manner when requested/needed</p> <p>Addresses parent concerns quickly and wisely according to our policies and procedures</p> <p>Communicates with the board, staff, and parents in the case of serious student misbehavior or danger</p> <p>Addresses significant issues from parents as elevated by the</p>
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	<p>Administrative Team Engages with the parent community to foster parental partnership and to promote an increased understanding of the classical Christian model of education</p> <p>Board Liaison The Headmaster is the sole employee of the Board of directors Monitors and ensures the execution of the strategic initiatives set by the CLC Board of Directors <u>Writes a monthly board report and attends all board meetings</u> <u>Informs the board of significant school concerns, problems, and successes</u></p> <p>Curriculum and Academic Progress Oversees curriculum development and usage in collaboration with the Administrative Team to foresee needs and improvements. Protects the school from significant changes in curriculum that have not been carefully considered and wisely rolled out As needed, researches and develops academic programs and curricula through attendance at educational conferences, scholarly research, and developing relationships with other classical Christian schools <u>Ensures administration of standardized tests.</u> These are to be limited in number (so as not to distract from academic programs) but those that will maximize impact for our school and students. Current testing programs include: ERB(1st- 8th grades); ISASP (related to ESA eligibility); CLT (10th and 11th grades) Reviews school wide testing results with the Academic Dean, discerns academic weaknesses and strengths and makes recommendations based on patterns of data <u>Ensures compliance with accreditation standards, including execution of yearly progress updates and preparation for site visits every 5 years</u></p> <p>Administration Head of the Education Council <u>Ensures compliance and execution of the Students First initiative in Iowa including Administration of the Education Savings Account funding from parents</u> Review all school-wide communications before dissemination <u>Maintains accurate personnel records in conjunction with the</u></p>
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	<p><u>Administrative team</u></p> <p><u>Approves purchase requests by faculty and staff</u></p> <p><u>Oversees the development of the all-school calendar</u></p> <p>Oversight of transportation needs for CLC</p> <p>Ultimately responsible for regular school events</p> <p>Approves the development of extra-curricular activities and partnerships that support the vision and purpose of CLC</p> <p>Financial</p> <p><u>Ultimately responsible for developing and maintaining annual budget and long-term planning for financial sustainability of operations. Exercises fiscal responsibility by staying within appropriate budgetary guidelines set by the Board</u></p> <p>Promote CLC and, in collaboration with the Board, be responsible for fundraising initiatives as needed</p> <p>Grow the understanding and excitement for the vision and mission of Clear Lake Classical, resulting in investment from the community at large</p> <p>Develop and implement plans for facility improvement to meet the needs of the school to facilitate our enrollment and offerings</p> <p>Oversee fundraising and financial sustainability efforts to ensure long-term viability and relative independence from funding sources (i.e. ESA's) that are not within our control</p> <p>Focus on the growth and improvement of the CLC's compensation plans to retain and attract faculty and staff</p> <p>Oversee (in collaboration with the Board Treasurer) third-party preparation of reviewed or audited financial statements biennially</p> <p>Executive Leadership</p> <p>Be a vigilant steward that makes sure Clear Lake Classical does not drift from its core vision and purpose</p> <p>Be an excellent team builder, team leader, and motivator; this person must inspire enthusiasm, cast the school's vision, and be open to ideas for continuous improvement, growth, and development</p> <p>Be a key promoter of the school, responsible for enrollment, retention, and fundraising success</p> <p>Be a natural community leader, both on campus and off. Create further understanding, excitement, and engagement in the vision of CLC resulting in the investment of time and resources of the total</p>
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		<p>community Oversight of maintaining CLC facilities Be a developer and implementer of future plans regarding facility improvement, and maintain healthy enrollment and offerings</p>
2	Rochester Classical Academy (Head of School)	<p>Responsibilities:</p> <p>The Head of School will be responsible for the <u>day-to-day operations of the school, including managing teachers and volunteers</u>, while fulfilling the key responsibilities outlined below. A more detailed job description for specific areas will be provided later in the hiring process.</p> <p>Academic</p> <ul style="list-style-type: none"> ●Curriculum ●Teacher Development ●School Communication ●Internal Events ●Student Discipline ●Operational <p>Administrative:</p> <ul style="list-style-type: none"> ●Financial, Record keeping, Calendars, Regulations, Policies ●Human Resources ●Admissions ●Fundraising ●Communication ●External Events ●Facilities ●Vision & Strategic Plan
3	Trinity Christian School (Head of School)	<p>We are searching for a proactive Head of School who can marshal our talented faculty, engaged parents, and motivated Board to help us reach our potential. Our goal is to have the Head of School in place prior to the start of the 2025-26 academic year.</p>

		<p>The Head of School is the chief executive of Trinity Christian School, a ministry of Trinity Presbyterian Church. Reporting directly to the School Board, the Head of School is responsible for advancing the school strategically, cultivating a thriving campus environment, and building strong community engagement. As chief executive, the Head of School must delegate authority and yet retain final responsibility for the effective operation of the school.</p>
4	Trinity Preparatory School (Headmaster, K-12)	<p>Duties/Responsibilities:</p> <p>1. Vision and Leadership:</p> <ul style="list-style-type: none"> – Develop, refine, and propagate the school's vision, fostering a culture of truth, beauty, and goodness. – <u>Oversee long-term strategic planning, advising the Board to ensure implementation of the school's vision.</u> – Cultivate relationships with like-minded institutions, fostering collaboration and support <p>2. Faculty and Staff Development:</p> <ul style="list-style-type: none"> – Recruit exceptional teachers, fostering a faculty dedicated to Trinity's mission. – Lead and develop the teaching staff, promoting continuous growth and improvement. – <u>Coordinate budget creation and financial accounting,</u> ensuring responsible fiscal management <p>3. Student Services:</p> <ul style="list-style-type: none"> – Ensure student needs are met, collaborating with faculty to establish and enforce supportive policies. – Maintain student discipline, building relationships to foster godliness within the school community. – Oversee student recruitment, attracting godly families to support school growth. <p>4. Academic and Operational Management:</p> <ul style="list-style-type: none"> – Guide curriculum choices and development, ensuring the use of the best available curriculum. – Implement best practices from the broader academic community, fostering continuous improvement. – <u>Direct daily operations, supervising faculty and staff to ensure a smoothly running school.</u> <p>5. Community Engagement:</p> <ul style="list-style-type: none"> – Monitor cultural trends, correcting negative trends and inspiring positive cultural growth. – Serve as an ex-officio member of the Trinity School Board, fulfilling additional responsibilities as needed. – <u>Maintain accurate personnel records and oversee standards and policies implementation.</u> <p>Qualifications:</p> <p>1. Bachelor's degree (preferably in the Humanities); graduate</p>

		<p>degree in education, humanities, or theology preferred.</p> <p>2. Preferred three years of teaching experience and three years of school leadership.</p> <p>3. Broad knowledge of theological and philosophical history.</p> <p>4. Conversant with and supportive of the reformed faith and classical Christian education.</p> <p>5. Alignment with the vision and values of Fellowship Alliance Church (our host church) and Trinity and supportive of their missions.</p>
5	New Covenant Christian School (Head of School)	<p>The NCCS Head of School (HOS) is responsible for the institutional excellence of NCCS, effectively leading and managing the responsibilities of the HOS role in line with the school’s mission, vision and values. This includes and is not limited to supervising all employees and the daily operations of the school both academically and administratively ensuring the ongoing health and safety of the school, its staff, and its students. This position, available for the 2025-26 school year, reports directly to the Board of Directors of NCCS.</p> <p>We’re looking for a Head of School to help NCCS achieve key milestones in our Five-Year Strategic Plan. Specifically, the HOS will work to:</p> <ul style="list-style-type: none"> ●Maintain and elevate NCCS’ deep commitment to classical education principles and excellence. ●<u>Obtain accreditation from the Association of Classical Christian Schools (ACCS).</u> ●<u>Increase retention in our Logic and Rhetoric school levels.</u> ●Support, love, and grow NCCS faculty and staff. ●Increase NCCS’ capacity to support student learning differences and challenges. <p>Please review our full Head of School recruitment description which includes information about NCCS and an overview of the position including key responsibilities, required qualifications, and application procedures: http://NCCS.HeadofSchoolJobPosting</p>
6	Austin Classical School (Head of School)	Our Head of School search committee is actively looking to fill the Head of School position for the 2025-2026 school year. [sic]
7	Oakdale Academy	Headmaster Position Overview

(Headmaster)	<p>As the executive leader of Oakdale Academy and steward of its mission, the Headmaster works collaboratively with the Board of Trustees in planning for the long-term flourishing of Oakdale Academy and is entrusted with the authority and responsibility to implement and safeguard its mission. The Headmaster’s ultimate responsibility is to ensure fidelity and excellence in the formation of the students. This is a profoundly rewarding and challenging leadership role. It requires strategic planning alongside daily duties, systems thinking paired with relational warmth, being conversant with the ancients while embracing the realities of operations, and any number of similar dynamics all of which involve maintaining peace and focus amidst the tensions and distractions of shepherding a community.</p> <p>Required Qualifications & Skills:</p> <ul style="list-style-type: none"> • Personal affirmation of the Oakdale Academy Statement of Faith or the Apostles’ Creed and demonstrating a life that exhibits a strong and mature Christian faith. The Headmaster should belong to a local Christian church that will be in accord with our core beliefs. • A respect for the decidedly Christian and distinctly classical educational mission of Oakdale Academy. • Commitment to defending the truth of the Christian faith, and to leading the school’s faculty and staff with diligence and humility. • Expertise in the intellectual tradition of Western civilization, classical curriculum and pedagogy, Christian faith and formation, and the ability to explain, defend, and establish the same. • Manifest love for students and for their spiritual growth, including consistent and wise discipline. • Passion for and expertise in identifying, developing, and supporting excellent faculty. • A robust, mission-aligned vision for the development of faculty and student culture. • Proven ability to develop, communicate with, and lead a team to achieve strategic goals. • Proven administrative acumen, including the creation and implementation of operational systems, effective decision-making, and financial management skills such as budgeting and resource allocation. • Excellent written and verbal communication skills for engaging all members of the community in the full range of contexts from public address to private crucial conversations.
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	<ul style="list-style-type: none"> • Ability to lead during crises or emergencies with composure and effective decision-making. • Bachelor’s Degree or higher from an accredited college or university. <p>Strongly Preferred:</p> <ul style="list-style-type: none"> • 3 years of teaching and 5 years of leadership in classical Christian education. • Advanced Degree in relevant area of study. • Experience with long-term and long-range strategic planning and working with non-profit organizations and non-profit boards. • Experience in fundraising and development. • Experience in admissions decisions and process for private schools. • Experience in a headmaster/head of school role or as a dean, principal, or department/division head. <p>Responsibilities:</p> <ul style="list-style-type: none"> • Execute the school’s mission and strengthen its fidelity to the Christian faith. • Lead and develop all aspects of the culture, instruction, programming, and operations of Oakdale Academy in alignment with the mission. • <u>Set, communicate, and attain strategic goals in collaboration with the board.</u> • Lead the processes for the selection, hiring, training, development, evaluation and retention of quality faculty and staff. • Ensure high-quality, mission-aligned instruction and fruitful evaluations through consistent observation and feedback of the faculty. • Build robust, mission-aligned faculty and student cultures in concrete ways through communication, events, art selection, policies and practices, relationship development, etc. • Model joy in work and an enthusiastic appetite for learning. • Cultivate impactful relationships with students. • Ensure consistent, clear, firm, and restorative discipline system is upheld. • Provide high quality professional development for the faculty. • Maintain and strengthen relationships with the school’s current benefactors and develop new sources of financial support from individual donors and foundations.
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		<ul style="list-style-type: none"> • <u>Collaborate with the board to develop the school’s budget and manage the school’s operations to meet the budget.</u> • Evaluate and continually enhance the quality and content of the school’s academic program within a classical and Christian curriculum. • Serve as the chief spokesperson for the school to all constituencies and communities. • Build strong relationships with parents, alumni, and the local community. • Serve as an Ex-Officio of the Board of Trustees and be its chief advisor on all school operations while simultaneously reporting to the Board of Trustees and serving on committees. • Other duties as assigned by the Board of Trustees.
8	Arma Dei Academy [Head of School]	[Broken link, no information available]

Endnotes

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