

Westminster Christian Academy

Huntsville, AL

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Abstract:

Westminster Christian Academy has a rich 45 year history as a Christian school. Sustained longevity can produce short comings, and at Westminster, we identified one of those short comings as the inconsistency of policies and procedures.

The school currently has two distinctly different campuses. While there are many benefits to this, there are also problems. At Westminster, one of the first problems identified was the consistency of policies and procedures. We quickly determined that an all-encompassing employee manual was needed to solve this important issue.

Rationale:

At Westminster Christian Academy, we are determined to be excellent in all that we do. Our goal is not to do anything for the sake of just doing it, but to do only that which we can do well. This is Westminster Christian Academy.

Westminster Christian Academy

Education in Christ... Excellence in all things



Goals:

Goal One: Unity: An Employee Manual for all employees would unite the school as faculty, staff and administration would be charged with abiding by all the policies and procedures in the manual.

Goal Two: Consistency: By putting every policy and procedure on paper, all faculty, staff and administration would operate in a more consistent manner in enforcing school policy, building relationships with each other and with students and in the use of all school property.

Goal Three: Continuity: By providing every employee with a manual, every employee's efforts and actions will contribute to the collective continuity of the whole, the school.

Goal Four: Value: By "loaning" every employee a manual that remains school property, the school is making a statement that every employee is valuable and needed. The manual will be the main resource in the governance of all WCA employees.

What We Have Learned:

A process was prepared and implemented in August. The process consisted of the following:

Step One: A Primary Committee was formed to oversee the project. The Committee was supplied different templates as examples. The committee then selected a template.

Step Two: Each division head was tasked with soliciting input from their division faculty by forming their own subcommittee.

Step Three: Each subcommittee then filled in their own template.

Step Four: The Primary Committee meet again to edit the templates with the division templates and other handbooks.

Step Five: The edited final template was put on display for faculty in order to get final input. Once each division had a chance to provide input the final edit is completed.

Conclusions:

Division produced Union: As the process began and people became part of the process, issues that once divided became paths towards unity.

Authoritative produced Democratic: A process that began with preconceived authoritative notions actually provided an avenue for faculty feedback and voice. The finished product is an actual compilation of all of Westminster.

Scattered produced Themed: As we created this manual, we did so in conjunction with the all other WCA manuals and handbooks. We discovered scattered policies and procedures with no central theme. The process producing a thematic approach across the scope of the school regarding all policies and procedures.

