

Diocese of Des Moines

**BOARD OF EDUCATION/
SCHOOL BOARD
MANUAL**



*The Board brings together committed people
to participate in the
educational ministry of the Church*

Catholic Schools Office
Diocese of Des Moines
Des Moines, Iowa

Approved December 2013 by Bishop Richard E. Pates

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A BOARD/COMMITTEE MEMBER'S PRAYER

*I have been asked to serve, Lord, and I have agreed.
Help me to know my fellow-board/committee members;
their gifts, their concerns, their lives. I am doing your work,
Lord, and your love for me and for them is, above all,
personal.*

*Help me to welcome conflicts as a sign of diversity
on this board/committee, as an opportunity to reach for creative
solutions. Help me to recognize this diversity
as a sign of your capacity to love us all and help
me to cherish it as a great strength.*

*Help me to approach issues with an open, inquiring
mind, free from prejudice, with my spirit depending
on yours for the strength to make hard decisions.*

*Help me to listen, to know when and to whom I should
listen. Help me to learn to use my own gifts to promote
thorough, thoughtful discussion of important concerns
in our Catholic communities.*

*Help me to develop my skills as a peace-maker, to
know how and when to mediate, to conciliate, to
negotiate.*

*Help me to enjoy doing your work and to remember your
promise: "Whenever two of us are gathered in your
name, you are with us."*

Be with us now and always. Amen

PARISH/SCHOOL CORPORATIONS

Each parish and/or school is incorporated and registered with the state of Iowa and the Federal government as a non-profit corporation. Canon law (Church Law) stipulates that the diocesan Bishop and Vicar- General, the pastor and two lay trustees of the parish/school are to serve as the incorporators and the board of directors of the parish and school. According to civil law, the board of directors is also recognized as the juridical person to run and manage the corporation. Thus all organizations and entities in the parish are truly governed by the board of directors. However, the Church recognizes that it is wise to seek the advice and counsel of members who have expertise and interest in the various ministries of the Church including education and formation. It is for this reason the Diocese of Des Moines has established both a diocesan Catholic Schools Board and local boards of education/school boards which are advisory and consultative in nature.

TYPES OF EDUCATION BOARDS

Diocesan Schools Board

The Diocesan Catholic Schools Board, an advisory and consultative body to the Bishop and school superintendent, is responsible for advice and counsel to the Catholic schools of the diocese through policy development and consultation with the Bishop and superintendent. Its policies and regulations must be followed by all local (parish and regional) boards of education/school boards once approved by the Bishop. Implementation of those policies is monitored by the Catholic Schools Office on behalf of the Bishop and Diocesan Catholic Schools Board. The Diocesan Catholic Schools Board also serves as the "identifiable agent" required by the Iowa Department of Education for all schools holding state accreditation.

Parish Boards of Education/School Boards

Each Catholic school must have a board of education/school board. (Diocesan Policy #201 and IAC 281-12.1(2)). These boards serve as an advisory and consultative body to the pastor and program administrators for the educational ministries of the parish designated by the pastors and the Pastoral Council. The chairperson of the board of education/school board or a member designated by the chairperson should serve as a liaison to the Pastoral Council. The liaison attends Pastoral Council meetings, providing information on educational matters to the Council and serving as the connection between the Council and the board of education/school board.

Boards of Education

The board of education has advisory and consultative purview for all of the educational/formational ministries of the parish. These ministries generally include, adult faith formation, children's' religious education/faith formation, the school, and youth ministry.

School Board

A school board has advisory and consultative purview for the school only. If a parish or regional board of education wishes to change from a board of education to a school board there are requirements that must be met prior to the change. The requirements are:

- Receive approval of pastor and pastoral council
- Assure the Bishop and parish that the other educational/formational ministries will receive support and assistance from the parish
- Seek approval for intended change from the Bishop

ORGANIZATIONAL DOCUMENTS

Constitution

Each parish and/or region in the Diocese of Des Moines must develop a constitution when board of education/school board is established. (See Appendix A for template.) All constitutions and revisions to the constitution must be approved by the local board of education/school board, the Pastor, and submitted to the Diocesan Schools Board for its approval. **All constitutions and by-laws must be reviewed at least every five years (Diocesan Policy 204, Regulation 204.1 and IAC 281-12.3(2)).** A copy of the most recent constitution is to be on file with the Executive Officer of the Diocesan Catholic Schools Board for maintenance of the official record of the board of education/school board in the diocesan archives. Each local board member should have a copy of the constitution and be familiar with its provisions.

By-Laws

By-laws are rules established by the board to govern procedures for the internal operations of the board and require the approval of the Bishop or pastor as may be the case. By-laws must be approved by the local board members and the pastor and are usually attached to the constitution. Each member should have a copy of the by-laws and be familiar with them.

ROLE OF THE BOARD OF EDUCATION/SCHOOL BOARD

The role of the board of education/school board is to give advice, provide consultation, make recommendations and suggestions, give support and encouragement to the pastor/canonical administrator and program administrators, and establish policies with the approval of the pastor/canonical administrator which will enable the stated mission of the programs to be accomplished. A board of education/school board has purview for the education programs provided by the parish, region or diocese.

Canon Law stipulates in Canon 228.2 that “lay persons who excel in the necessary knowledge, prudence, and uprightness are capable of assisting the pastors of the church as advisors.” Further in Canon 536.2 it is stated that “the pastoral council possesses a consultative vote only and is governed by norms determined by the diocesan bishop”. (The same applies to all Church councils, committees and boards.)

Among activities undertaken by the board of education/school board to fulfill its role are to:

- establish the school mission statement
- emphasize the importance of the Catholic Identity/Culture of the school
- assess the school needs
- implement an on-going planning process
- development of policies consistent with Canon Law, Diocesan Catholic Schools Board, civil law, and Iowa Department of Education regulations (schools only)
- participate in the selection and evaluation of program administrators (**contact the respective diocesan office for instructions.**)
- establish program budgets to be presented to any designated review group (e.g. parish finance council)
- provide for assessment of programs and policy implementation
- as a formality, approve the faculty/staff contracts as recommended by the program administrator
- support all educational programs

Appendix A describes nine categories of responsibility which should be reflected in the board's activity each year.

ROLE OF ADMINISTRATORS IN RELATION TO BOARD OF EDUCATION/SCHOOL BOARD

Critical to the success of any board of education/school board is the selection of competent and dedicated administrators for its educational/formational programs. Equally critical is the building of a strong relationship of mutual trust between the board and its administrators.

The primary role of the administrators relative to the board of education/school board is the implementation of policies established by the board for the school. Implementation includes the development of regulations, processes or programs through which the board policies are translated into action. A significant responsibility of the administrator is also the recommendation of policy for the board's consideration. Because of familiarity with the educational programs, administrators are in a unique position to recognize the need for policy development relative to a particular program. It is their responsibility to provide leadership to the board for policy formation and revision.

Communication with the board of education/school board is another component of the administrators' role. Among the ways this can be accomplished are:

- participation in establishing the agenda for meetings
- preparation of monthly reports for the board
- provision of information needed by the board to fulfill its planning function
- involvement in preparation and monitoring of the annual budget
- facilitation of on-going in-service for board members
- assistance in strengthening the communication between the board and the stakeholders regarding the educational/formational programs

As educational leader, it is the administrator's responsibility to:

- design and direct the specific program
- Formulate necessary processes and regulations
- direct the process for recruiting and interviewing personnel
- recommend hiring, renewal, or non-renewal of personnel
- supervise and evaluate staff
- assign and schedule within the program
- provide for resolution of any conflicts/grievances of staff, students, and parents.

ROLE OF THE PASTOR/CANONICAL ADMINISTRATOR IN RELATIONSHIP TO BOARD OF EDUCATION/SCHOOL BOARD

The pastor's/canonical administrator's role in the board/committee is one of leadership and support. His contribution to the board is unique because of his vision of ministry, his broad perspective of the parish community and its needs, his spiritual leadership, his familiarity with the financial situation, and his awareness of the educational/formational needs of the people.

In the Diocese of Des Moines, it has been the history and is the expectation that the pastor/canonical administrator be an active participant in all board meetings. His pastoral leadership and unique perspective are key to the effectiveness with which the board can function. In an environment of openness and trust the pastor/canonical administrator and all other board members clearly articulate their personal insights. Only then will the collective action of the board be reflective of all of the "pieces of wisdom" present in each member.

It is important for board members to understand that ultimate approval for board decisions rests with the pastor/canonical administrator. In the Diocese of Des Moines, this approval is accomplished in the context of the regular board meetings because the pastor/canonical administrator will have participated actively in the formulation of the decision and will be present when that decision is finalized. On rare occasions, a pastor/canonical administrator may not be able to approve a board decision because of major concerns in the area of faith and morals or for the good of the community. However, such a situation should come as no surprise to the board because the pastor/canonical administrator will have made clear his serious concerns throughout the deliberation. Ideally, that clarity will cause the board to modify the direction it is proposing thus eliminating the need for any "veto" of its action by the pastor/canonical administrator.

BOARD OF EDUCATION/SCHOOL BOARD MEMBERSHIP

Qualifications

Each board of education/school board constitution must detail the pre-requisites for membership in areas including age, parish membership, etc. Outlined below is a list of some of the qualities and qualifications necessary for one to be an effective member of a board of education/school board.

Personal

- A willingness to serve others in response to one's baptismal call
- A willingness to give the time to serve conscientiously
- A willingness to attend board functions regularly
- The highest level of honesty, integrity and prudence
- The ability to act without bias toward any employees of the educational program
- An inquiring mind and an openness to both sides of an issue
- The courage to face unpleasant tasks and decisions
- The ability to be very objective and to set aside personal interest
- A willingness to disclose any existing or potential conflicts of interest
- A sense of humor

Professional

- A commitment to the importance of service to the community
- The ability to influence public opinion favorably in areas of importance to the educational/formational programs
- A willingness to balance a prudent concern for fiscal stability with a spirit of creative risk-taking
- A willingness to learn while preparing for and serving as a board member
- A demonstrated competence in one's chosen field

Board

- A commitment to understand and support the mission of the educational/formational programs
- A commitment to support the teachings of the Church on education and directives of the bishop and diocesan offices
- A willingness to exercise the proper delegated authority of the board for conducting business related to the educational/formational programs
- An appreciation for and commitment to maintenance of confidentiality in matters pertaining to the board, parish(es) and educational/formational programs
- A willingness to support board decisions even if one does not fully agree

Responsibilities

Active participation in all aspects of the board functions is the responsibility of each member. The most productive board of education/school board will be one in which each member

- 1) prepares for meetings by reading and reflecting on reports and other materials received with the agenda prior to the meeting;
- 2) arrives on time and remains for the entirety of the meeting;
- 3) participates actively in the discussion of the meetings;
- 4) keeps confidential matters confidential;
- 5) is an active member of committees/subcommittees and is willing to serve as committee/subcommittee chair or an officer of the board;
- 6) supports administrators of the educational programs without becoming involved in administration;
- 7) serves as an ambassador for all aspects of Catholic education.

It is critical that board members understand that, individually, they have absolutely no power or authority. It is only the board as a whole which can function in an advisory capacity.

Respect of confidential information must be maintained by all board members at all times. Such information may not be discussed outside of the executive session. Inability to maintain confidences violates stated eligibility requirements and is sufficient reason to request a resignation or seek removal.

See the NCEA Code of Ethics for Catholic board of education/school board members in Appendix B.

Selection/Election

Each board of education/school board must develop a clearly defined selection/election process that is communicated openly to the parish (es) it represents. Specific details to be addressed in the process include, but need not be limited to, selection or election process to be used; the timeline; membership of the nominating/election committee, if one is part of the process; and number of nominees desired for each vacant position. It must be made clear that, according to **Diocesan Board policy #220**, membership on the boards of education/school boards is not open to the immediate family - spouse, parent, sibling, son/daughter - of employees of that particular board. Nor may a member, except for the pastor, serve on more than one board of education/school board or the Diocesan Catholic Schools Board at the same time. The process should also provide procedures for addressing a tie in the voting and for the appointment/election of someone to replace a member unable to complete his/her term. The process should be stipulated in the By-Laws.

Removal of a Board Member

A Catholic Schools or local board member may be removed by Bishop or a pastor/canonical administrator for failure to adhere to the beliefs and practices of the Church or whose actions make his or her continued membership detrimental for successful board operations and responsibilities (Policy 211).

BOARD ORIENTATION

Need for Orientation

One's new role as a member of the board of education/school board will be challenging and can, at times, be confusing. Orientation to roles, responsibilities and relationships is an opportunity to strengthen group cohesiveness that can be significant in helping the new members meet the challenge and become effective members. On-going board in-service must be a priority for the entire board. The Diocesan Catholic Schools office can offer assistance in this matter. Provision of spiritual growth opportunities should be an integral part of that on-going process.

Understandings

Specific understandings and/or skills which must be present in each board member include but are not limited to:

- the mission of the board and the ministry of board membership
- board organization/structure
- components of an effective meeting
- conduct of responsible members during and outside the meeting
- process for the formulation of policy
- role of the board in planning, budgeting and evaluation
- collaborative relationship between pastor/canonical administrator, board and program administrators

Process for Addressing Complaints

Individuals or groups may, on occasion, approach a member of the board with issues which should be addressed by the educational program administrator. Board members must know the process and direct the concerned person to the proper administrator for appropriate action.

The following procedure must be followed by the board and its individual members. **Neither the board as a whole nor any individual member should invite or consider concerns or complaints from staff, parents, or patrons until they have first been referred to the proper administrators. Only in those cases where issues are not addressed by the administrator and/or staff should concerns or complaints be referred to the board.** It is important that board members withhold comment about an issue until that matter has been addressed through proper channels. It is also wise for board members to postpone formulation of a judgment in the matter. If the matter is serious and remains unresolved after being addressed through administrative channels, board members will have the benefit of hearing the issue discussed in a setting where all aspects are considered.

Board Decision-Making

In the context of the community of faith of which the board of education/school board is a part, the decision-making process must be one of "shared wisdom". Such a process presumes that each member of the board has a piece of the wisdom but no member has all of the pieces. It presumes receptivity on the part of each member to the "pieces" of wisdom present in his/her colleagues. It also presumes openness on the part of each member to share his/her "piece" with the membership. Complete unanimity may not be reached at all times or under particular situations, but it should be the goal. Consensus is possible if the board has made full use of the wisdom within and beyond its membership. Consensus will be accomplished when each member is able to accept the decision of the group. This decision may not be the first choice of the entire membership but may be the best that can be made after weighing all the alternatives and concerns.

Ordinarily, consensus can be achieved and will be reflected in the minutes of the meeting by action on motions supported by all members. On those rare occasions when consensus is not achievable, the chairperson must determine whether to continue the discussion at the next meeting, table the discussion or bring the matter to a vote.

Policy Development

The primary responsibility of the board of education/school board is the development and recommendation for the pastor's/canonical administrator's approval of policies that are necessary for the successful operation of the educational programs for which it has purview. **A policy is a guide for discretionary action which clearly and simply states an expectation but not how it is to be achieved. Determining how policy is to be implemented is the responsibility of the program administrator.**

Each board member must have a complete, current set of Diocesan Catholic Schools Board (available on the Diocesan web site at www.dmdiocese.org) and local board policies. It is the responsibility of the program administrator(s) and/or the board chairperson to assist the members in keeping their policy books current. Local boards of education/school boards are responsible for the implementation of Diocesan Schools Board policies and may not establish local policies which would be in conflict with them.

In the NCEA publication, *Building Better Boards*, ten steps in the life cycle of a policy proposal were outlined. They are listed below with brief explanations adapted to acceptable practice in the Diocese of Des Moines.

I. Determine the need

Policy suggestions can come from numerous sources:

- administrators
- parents
- faculty
- board members

Questions to be answered:

- Is a policy the best way to respond to the need?
- Is the item petty?
- Is it likely to recur?
- Does it require an administrative act rather than policy?

II. Identify the issues involved and the facts surrounding them.

Questions to be answered

- What do we know about this matter?
- Are there likely to be varying points of view on how to address it?
- What assumptions, beliefs and values underlie these points of view?
- Who has vested interests?
- What authorities, laws, or principles need to be respected?

III. Gather Data

The identification of issues and facts surrounding possible policies will lead to a search for further information to support one or more policy options. The information is used for formulating the policy, building the rationale for it and projecting possible consequences for the position recommended. The board may find it desirable to consult "experts"; this is particularly advantageous if the subject matter is complex or controversial. The Diocesan Schools Office can assist in this matter.

- IV. Draft the Policy
Generally, one person is designated as the writer of a policy proposal. If the board uses a policy committee, committee members might serve as readers to critique the draft before its presentation to the entire board or to choose one of several options to present. On some issues, it is wise to seek legal counsel before presentation of the policy to the board. If this is the case, please contact the Diocesan Superintendent of Schools first. The recommended policy proposal should be briefly and clearly stated and supported by documentation. The person presenting the proposal must be prepared to explain the rationale for the recommendation and to project possible consequences if the policy is adopted.
- V. First Reading
At the first reading of a policy proposal, the policy is presented for understanding and clarification of what is being recommended. This is an opportunity to "make the case" for the proposal and for questions to be answered. Recommendations for changes may be made.
- VI. Consultation
Time provided for consultation will depend on the immediacy of the need for the policy, the board's calendar, the desire for additional input from experts, the board's decision as to the need for a public hearing to serve the best interests of those concerned. There should be time and opportunity for groups/individuals affected by the policy to be informed and submit their opinions to the board.
- VII. Second Reading
The second reading of a policy proposal affords formal opportunity for discussion and action. At this time, the proposal can be accepted, amended and accepted, sent back to the writer for revision, or rejected.
- VIII. Approval
Once approval is given by the board, the policy does not take effect until formal approval is given by the pastor in a parish setting, the canonical administrator in an inter-parochial or regional setting, or the bishop at the diocesan level. In the Diocese of Des Moines, at the local level this approval usually occurs at the same meeting of the board because the pastor/canonical administrator will have participated actively with the board in the formulation of the policy and will be present at the time the board's recommendation for approval is finalized. At the diocesan level, all policies must be approved by the Bishop prior to implementation.
- IX. Promulgation
All of those affected by board policy must be informed when policies are added, deleted, or changed. Channels of communication may include educational program newsletters, parish bulletins, church bulletin boards, letters to parents, handbooks or presentation at meetings (should the issue require it).
- X. Follow up
It is the responsibility of the board to evaluate the effectiveness of its policies after they have had a reasonable time to be implemented. This might be several months or a year depending on the circumstances. In addition, **the board must have an internal process for reviewing all policies at least every five years as mandated by Diocesan Policy 215 and IAC 281-12.3(2).**

Committees/Subcommittees

Due to the fact that the diocese has both boards of education and school boards, the use of the word committee is to indicate smaller working groups often formed/appointed to do work for the board can be confusing. Therefore, in this Manual, the words committee and subcommittee are interchangeable. A board of education/school board may have committees and subcommittees.

The focused work of competent committees can contribute immeasurably to the overall effectiveness and efficiency of the board. Appointment to committees is the responsibility of the chairperson of the board, a responsibility usually specified in the board constitution or by-laws.

Two kinds of committees function within most board structures. Ad hoc committees are those committees appointed for a specific task for a limited period of time. When the ad hoc committee's task is completed, the committee dissolves. Standing committees have on-going responsibilities and are sometimes enumerated in the constitution. As decisions are made about needed standing committees, the board must be able to articulate a clear purpose for the committee's existence on an on-going basis. In the absence of clarity of function, the committee members will lose interest and/or move into inappropriate roles as a result of their desire "to do something".

Committee effectiveness is determined by a number of factors. Some of those factors are:

- Clear expectations. It is important that the board clarify exactly what it expects of a committee. Verbs like "study" and "review" are not usually very helpful in giving direction to a committee. A mandate which says that a committee should assemble data on a specific issue and make a recommendation to the board or action it might take is much more helpful.

Having made clear its expectations, the board should hold the committee accountable for its work. How it will report to the board should be made clear to the committee. A committee does not make decisions for the board; it simply brings information and recommendations back to the board. On rare occasions a committee may be formally authorized by the board to act on its behalf.

- A reasonable timetable. The committee should be told when the board expects its work to be done and, if necessary, when progress reports are to be made to the board. The timetable ought to allow a reasonable amount of time for the committee to complete its assignment.

- Qualified and appropriate membership. The rule on committee membership is that it should be competent for the task and, if necessary, "representative" of the constituency. The competency is a combined thing; no one member need have all the skills required but the membership together should have the capability of accomplishing the task assigned. If the task is sensitive or controversial, the membership of the committee should also reflect the major points of view. This is the "representative" component.

Committee membership need not be limited to board members. If someone from outside of the board can bring expertise needed for the task, by all means include that person (or persons). The same is true of representation.

- Access to relevant data. To be effective, a committee must have access to information regarding its task. The board and the staff (administrator, secretary, etc.) must assist the committee to obtain the information it needs.
- The assistance of the office staff. The administrator must assure that each committee receives the staff assistance it needs to do its work. This may entail matters like arranging for a comfortable place to meet, providing technology resources and mailing services, and keeping records for them.
- Interest and appreciation of the board and administration. A committee's best reward is to have its work taken seriously by the board. The board should maintain contact with the committee to ensure that work is progressing and that the committee has whatever it needs to complete its task. An occasional question to the committee or offer of assistance by the board leadership or by the administrator lets the committee know that its work is considered important. A word of thanks is also helpful, of course.

MEETINGS

Types of Meetings

All meetings are considered open meetings unless specifically designated as executive session.

➤ **Open Meetings**

Open meetings are to be announced well in advance so that observers have the opportunity to attend. "Open" indicates that all discussion and action may be observed by non-members but they may not participate in the discussion or decisions. If the discussion during an executive session requires action by the board, the motion must be made and voted during the open meeting.

➤ **Executive/Closed Sessions**

Executive/closed sessions are closed sessions held to discuss personnel or other matters which must be confidential in nature. Executive/closed sessions must be kept to a minimum. Notice of the need for an executive/closed session and the reason for it must be provided to the board members and administrators in advance. Unless the reason for the executive/closed session is to evaluate the performance appraisal of the administrator (s), the administrator(s) are to be included in all executive/closed sessions. The chairperson may request other specific persons to be present during an executive/closed session depending on the nature and purpose of the session. Ordinarily executive/closed sessions will occur during the same meeting time span so that necessary action can occur in the open meeting. If an executive/closed session occurs within an open meeting, a motion to go into executive/closed session should be made and voted and similar action taken to return to open session. This helps to "frame" the discussion which occurs in executive/closed session and serves as another means of reminding participants of that material which must be maintained as confidential. If action is necessary as a result of executive/closed session deliberations, it is taken in open session with no discussion. No minutes are kept for executive/closed sessions.

Physical Arrangements

- Meeting Day: The day for the regular meeting is established in the by-laws (e.g. the first Tuesday of the month). A change of meeting day would be subject to the provisions made for any change in the by-laws of the board.
- Communication: Information regarding the date, time and location of the board meeting must be communicated regularly to the parish/region served by the board of education/school board.
- Room Arrangement: The meeting room should be arranged with a table large enough to accommodate all board members and administrators. This allows them to have easy access to their materials and to see and hear each other. They are the only persons to be seated at the table.

Seating for observers should be provided in an area away from the table but close enough for observers to be able to hear the discussion. If a person who is not a board member is to give a presentation to the board, he/she may be invited to the table for the presentation and question period only. Non-members participate only when making a presentation or when asked by the chairperson to comment.

Agenda

Preparation of the agenda is ordinarily the responsibility of the chairperson and the executive officer of the board of education/school board. In some cases additional program administrators participate directly in this process. The logistics of involving these additional participants in an extra meeting for the agenda preparation usually makes this impractical. The pastor/canonical administrator should be consulted. However, all board members and program administrators must be able to recommend agenda items through the chairperson or executive officer.

The agenda, accompanied by minutes of the previous meeting, administrators' and committee reports and any other material pertinent to specific agenda items, should be in the hands of each board member five to seven days prior to the meeting. A copy of these materials must also be electronically sent to the Diocese of Des Moines Schools Office. It is the responsibility of each member to carefully study the agenda and accompanying materials in preparation for the meeting.

The following format is recommended for the agenda of each regular board of education/school board committee meeting.

- I. Opening Prayer
- II. Roll Call
- III. Acceptance of Agenda
- IV. Approval of Minutes from last meeting
- V. Unfinished (Old Business) Business
 - A. Action on
 - B. Report on
 - C. Discussion of
- VI. Administrators' Reports
 - A. Director of Religious Education
 - B. Director of Youth Ministry
 - C. Principal
 - D. Other
- VII. Committee Reports
 - A.
 - B.
 - C.
 - D.
- VIII. New Business
 - A.
 - B.
- IX. Open Forum/Visitors' Comments
- X. Date of Next Meeting
- XI. Adjournment

The agenda should be prepared in such a way that the meeting should not ordinarily last more than two hours. Indicating time allotments to each agenda item is one way to help achieve this goal as is the focused preparation of each member prior to the meetings. Formal action to accept the agenda occurs immediately after roll call. This action usually assure that no additions to the agenda are made thus eliminating the possibility of the meeting going on indefinitely as new items for discussion "come to mind". It also should assure board members and administrators that there will be no surprises. If a situation requires an addition to the agenda action to add that item to the agenda must occur as part of the motion for acceptance of the agenda at the beginning of the meeting.

Board Action

Motions must be recorded in the minutes. If the motion is lengthy, it should be written and given to the secretary to assure accuracy. The name of the persons making and seconding a motion should be recorded, e.g. Tom Smith moved and Sara Jones seconded the motion and the motion passed or failed.

Minutes

The elected secretary of the board is responsible for complete minutes of the meetings. The recording secretary may be delegated the responsibility for taking minutes and preparing them for distribution to the board. Members of the board must approve the minutes. They should be provided a copy of the minutes prior to the meeting so they can be prepared for the action to approve or amend them. Time during the meeting should not be spent reading the minutes. A permanent file of all board of education/school board minutes is to be maintained by the executive officer of the board. Copies of all board meeting minutes must also be sent electronically to the Schools Office of the Diocese of Des Moines.

Audience

Observers are always welcome to attend open meetings of the board of education/school board. A specific time after the agenda has been formally approved may be provided for them to comment. The procedures for doing so should be included in the By-Laws. The procedures are a local decision; the following are suggestions. Anyone wishing to comment should check in (indicating his/her name and the subject of comments to be made) with the board chair or secretary or other designated person before the meeting begins. Those wishing to speak will then be permitted to address the board for an equal portion of the total time allotted for audience comments. For example, if three individuals wish to address the board each would have the same amount of time.

Questions for the purpose of clarification may be asked by board members. There must be no board member discussion or debate of issues raised by guests at this board meeting. Board members listen and, if necessary, take the matter under consideration through referral to the administrator(s) or a committee or in discussion at a future meeting. In rare cases the need for more time to seek information and clarify major issues raised by observers may be met by scheduling a special meeting. Ordinarily, any concerns raised can be adequately addressed by staff or in the context of later regular board meetings.

Board by-laws should provide a process through which a person who is not a board member can request time on the regular meeting agenda. This request should concern matters/issues that deserve more time than a few brief comments as allowed during the comment time.

Officers

Election of the Officers

Election of officers for the board of education/school board should occur no later than the June meeting in order that they can assume their roles for the new fiscal year in July. Provision for this timetable should appear in the board constitution or by-laws. It is recommended that officer elections take place prior to new members assuming their term of office.

Chairperson

The chairperson of the board is the person who assists in setting the agenda, runs the meetings, and represents the board at all functions unless the board appoints someone else. If the chairperson wishes to participate extensively in the discussion, he/she must relinquish the chair. He/she may not resume the chair until after completion of the discussion of the particular agenda item and/or action is taken on it.

Vice-Chairperson

The vice-chairperson assumes the role of the chairperson in her/his absence and conducts other tasks as assigned by the chairperson of the board.

Recording Secretary

It is strongly recommended that a person who is not a member of the board be appointed as recording secretary for all open meetings. This frees all elected board members to participate fully in the discussion without concern for taking the official minutes of the meeting.

Executive Officer

The president, if the school employs one, or the principal of the school serves as the executive officer of the board and acts as the liaison with the Superintendent of Schools and the Diocesan Catholic Schools Board. The executive officer is involved in setting the board agenda, conducts certain functions on behalf of the board and is included in all executive sessions unless the session concerns the performance appraisal of the executive officer

Budget Process

Initial preparation of the educational budget is the responsibility of the educational program administrator(s) and the board finance committee. This is accomplished within the previously established guidelines and timelines of the board of education/school board and the parish Finance Council.

Budget information prepared by the administrator(s) and the board finance committee is presented to the board for its approval. Having approved the educational budget, the board then presents it to the Finance Council of the parish for inclusion with the total parish budget. The primary responsibility of the Finance Council in regard to the educational budget is to determine the level of parish support which will be provided. If, for any reason, that amount will be different from what was requested by the board, it is the responsibility of the board in consultation with its administrator(s) to make necessary adjustments in the educational program budget line items. It is not the role of the parish Finance Council to tell the board of education/school board where and or how to cut the budget. It does however, have a responsibility to assist the board in determining ways parish support for the school can be increased

The budget process should begin early enough in the school year so that it can be completed and approved in time for contracts to be issued by the required deadlines.

Evaluation Role

Board Members: Board members should evaluate their work as board members individually and collectively at least once each year. A form recommended for this purpose is found in Appendix C.

Administrators: The board participates in the formal performance appraisal of its administrator(s) through the process outlined by the Diocesan office(s) which relate to the administrator(s).

- Staff: Administrators are responsible for the evaluation of staff employed in each educational program. The board should have some assurance that evaluation is occurring. It is suggested that in October or November the board receive information from the program administrators about the process and instruments the administrator uses for performance appraisal. A general overview of employee performance is provided to the board in executive session prior to the offering of contracts by April 1. **Written evaluation reports for an employee's file are confidential documents and must not be shared with the board members.**
- Programs: The board evaluates programs through the administrator. This can be accomplished through administrative reports, staff reports, local assessments, or an "outside" evaluation process.
- Policies: The effectiveness of board policies and regulations should be evaluated through process and results reports. All school policies and regulations must be reviewed at least every five years as mandated by the Diocese of Des Moines Schools Board policy and state law **(Diocesan Policy 215 and IAC 281-12.3(2)).**

Calendar for the Year

It is helpful to the board of education/school board for the chairperson and executive officer to develop a calendar for the year. This calendar outlines matters which will require the board's attention at particular times of the year. The following sample of a monthly plan could serve as the skeleton for each local board which may include additions based on the needs of the local community it serves.

August	Orientation of New Members
September	Establish annual board of education/school board goals Back to School Night Catechetical Sunday Beginning of PREP Programs
October	Review of local board of education/school board policies & regulations - continue throughout the year Initiation of Budget Process for next year
November	Initiation of Budget Process for next year Meet with Staff to discuss compensation for the following year
December	Continue policy and regulation review Check with the local Marketing/Recruitment Committee on plans and programs
January	Submission of Budgets to Parish Finance Council Participate, in the manner dictated by the Diocesan Schools Office, in the performance appraisal process of the administrators Participate in the Catholic Schools Week activities

February	Mid-year check on attainment of annual board goals
March	Completion of president's/principal's evaluation by Schools Office Offer contracts to program administrators by March 15
April	Return of signed program administrators' contracts by April 1 Offer contracts to teachers by April 1 Return of signed teacher contracts by April 15 Invitation to board of education/school board candidates to attend May meeting
May	Board of education/school board self-evaluation Board of education/school board elections Recognition of retiring staff members
May - June	Election of board of education/school board officers Recognition of out-going members and staff

Acknowledgments

This manual represents many years of experience of the past and present superintendents of schools and a vast array of informal sources which cannot be readily identified but have influenced the work of boards of education/school boards in the Diocese of Des Moines over the years. To all of them, which are unnamed, we are grateful.

The past and present superintendents of schools board development work during the years has laid a strong foundation on which our boards of education/school boards have continued to build. Their manuals and board work served as documents basic to this revision.

Other resources used and adapted in the development of this latest manual include:

Benchmarks of Excellence: Effective Boards of Catholic Education
authored by John Convey and Regina Haney (1997)

Building Better Boards
authored by Lourdes Sheehan, RSM, Ed.D. (1990)

School Board Study Programs Series I and II
authored by Daniel Brent and Carolyn Jurkowitz for NCEA (1983)

This manual has grown out of the seeds of these formal and informal resources combined with the lived experience of many board members and administrators. May it be a solid resource as future members continue the rich tradition of boards of education/school boards in the Diocese of Des Moines.

Luvern A. Gubbels, Ed.D.
Superintendent of Schools

APPENDIX

DIOCESE OF DES MOINES
BOARDS OF EDUCATION/SCHOOL BOARDS (Include whichever applies)

Model Constitution Template

ARTICLE I

Title

The name of this body shall be the _____ (Parish/Area) _____ Board of Education/School Board. (Include whichever applies)

ARTICLE II

Nature and Function

- Section 1. This Board is a consulting and advisory body for educational programs/school (Include whichever applies) at _____ (Parish) _____, _____ (Area/City) _____, subject to provisions of Canon Law, regulations that proceed from the Diocese of Des Moines Catholic Schools Board (schools only- and the Department of Education for the State of Iowa and subject to the laws of Iowa).
- Section 2. The Board shall have advisory and consultative responsibilities for all aspects of formal educational programs in the primary areas of catechesis: catechetical programs for children, youth ministry, Catholic school and adult education. (Include only those that apply)
- Section 3. The Board shall effectively implement the policies of the Diocesan Catholic Schools Board and the policies of the parish(es) connected with the educational ministries that are within the purview of this Board.
- Section 4. The Board is the voice of the local Catholic community in educational planning, goal setting and policy development in accord with the intent and spirit of the Diocesan Catholic Schools Board.
- Section 5. The Board shall have as an integral part of all its educational programs the four tasks of catechesis: a) to proclaim Christ's message; b) to develop community; c) to lead people to worship; d) to motivate toward service of others and the Catholic identity of the programs.
- Section 6. Specific duties and functions include the following:
- a. Coordinate parish/ area/school (Include whichever applies) educational programs and activities;
 - b. Build understanding and support for Catholic education in all its forms;
 - c. Develop the educational budgets in collaboration with the parish Finance Council and the administrators, in accord with the Diocesan guidelines and board procedures;
 - d. Adopt and oversee the implementation of the annual educational program/school budget; (Include whichever applies)
 - e. Retain personnel according to established policies of the Diocesan Catholic Schools Board and the local board;
 - f. Work with the affected parish(es) Buildings and Grounds Committee
 - in planning, operating and maintaining facilities
 - in planning and building new educational facilities;
 - g. Serve as a liaison body with public authority as appropriate;
 - h. Evaluate periodically
 - effectiveness of the Board policies
 - the accomplishment of goals and objectives
 - the effectiveness of internal functioning as a Board of Education/School Board (Include whichever applies)
 - all programs to which the board serves in an advisory and consulting capacity.

ARTICLE III

Membership

- Section 1. Members of the parish Board of Education/School Board (Include whichever applies) shall be the pastor (ex officio) and no more than nine elected representatives. Members of a Regional/Area Board (Include whichever applies) shall be the Canonical Administrator (ex officio), pastors of other school connected parishes if they desired to be members (ex-officio), and a specific number of persons who are representative of the parishes of the area.
- Section 2. Members of the Board shall be elected for a term of three years. A board member, having served two full terms, may again be a candidate for membership after a lapse of at least one year.
- Section 3. A member of the Board who is absent from two consecutive regular scheduled Board meetings shall, unless excused by the chairperson, cease to be a member. If a member is unable to serve the full term, a vacancy is created. The vacancy shall be filled as stated in the By-laws.
- Section 4. A member of the Board may be removed by the pastor/canonical administrator for cause (e.g. serious illness, failure to follow Church law and/or practice, or whose actions make his or her continued membership detrimental for successful board operations and responsibilities.
- Section 5. Election of new members shall be held annually, according to the procedures specified in the By-laws. New members take office at the first meeting of the Board of the new fiscal year.
- Vacancies on the Board shall be filled by appointment by the Board as stated in the By-laws.
- Section 6. The President/Principal/or one of the program administrators (Include whichever applies) serve as ex-officio non-voting members.

ARTICLE IV

Officers

- Section 1. The officers of the Board shall consist of Chairperson, Vice-Chairperson, Secretary and Treasurer. They shall be elected annually by Board members as stated in the By-laws. Officers assume their responsibilities at the first meeting of the Board of the new fiscal year.
- Section 2. All members of the Board with at least one year of their term remaining are eligible for any office with the exception of the Pastor who is ineligible to hold any office on the Board.
- Section 3. The duties of the officers shall be stated in the By-laws.
- Section 4. The President/Principal/one of the program administrators (Include whichever applies) serves as the Executive Officer to the Board.

ARTICLE V

Meetings

- Section 1. The Board shall meet regularly at a time and place specified in the By-laws. Special meetings may be called by the Chairperson or Pastor/Canonical Administrator as needed, or by a majority of the members.
- Section 2. A quorum, a majority of the entire Board, is necessary for the transaction of business at meetings; a majority vote of those present shall be sufficient for any decision or election. Proxy voting is never permissible.

- Section 3. All meetings of the Board are open unless designated as being executive/closed sessions. Decisions made in executive session must be presented and voted on during open session before becoming effective. Only Board and ex-officio members can attend executive/closed sessions. The Board may extend, through the Chairperson, an invitation to other persons when circumstances warrant inclusion of non-board members at an executive session.
- Section 4. A written record of all acts of the Board, maintained by the Secretary, shall be preserved in the parish and educational program(s)/school office. (Include whichever applies)
- Section 5. If a non-board member wishes to address the Board, the person must contact the Chairperson two weeks prior to the meeting to seek approval. The request must include the exact nature of the issue/concern to be addressed and supporting materials, etc. to be presented. Approval to address the board will be made by the officers.

ARTICLE VI

Conduct of Meetings

- Section 1. As a Christian community, the Board will endeavor to arrive at consensus in its deliberations. Formal decision-making will utilize parliamentary procedure as outlined in Robert's Rules of Order or another procedure of the Board's choice.
- Section 2. The ordinary order of meeting shall be as stated in the By-laws.

ARTICLE VII

Approval

This Constitution must have the approval of the Diocese of Des Moines Catholic Schools Board through its Executive Officer

ARTICLE VIII

Amendments

- Section 1. This Constitution, excepting required components, may be amended, substituted or repealed in whole or in part by a two-thirds vote by all members of the Board at a special meeting called for such purpose. Notice of said special meeting shall be given in writing to all members of the Board at least 20 days before said special meeting. Notice shall be given to the parish(es) (Include whichever applies) at least 10 days prior to said special meeting. Notice shall state the proposed action. All revisions of the Constitution shall be submitted to the Diocese of Des Moines Schools Board for final approval.
- Section 2. Amendments must be presented to the Board at least one meeting prior to voting on such.

ARTICLE IX

By-laws

- Section 1. By-laws in accord with this Constitution may be developed to further specify the internal operation of the Board.
- Section 2. By-laws may be developed and amended by a vote of one more than a simple majority at any regular meeting with a quorum present.
- Section 3. By-laws and/or amendments to By-laws must be presented at least one meeting prior to voting on such.

OFFICIAL SIGNATURES

Pastor/Canonical Administrator

Chairperson of the Parish/Area Board of Education/School Board (Include whichever applies)

Secretary of the Board of Education/School Board (Include whichever applies)

Dated:

APPROVAL

This Constitution is approved by the Diocese of Des Moines Catholic Schools Board.

Executive Officer of the Diocese of Des Moines Catholic Schools Board.

Dated:

12/13

BOARD OF EDUCATION/SCHOOL BOARD ACTIVITIES

Here are nine categories of activity that should, over the course of the year, contain the work of the advisory board. If a board is active in all or most of these categories, members can be reasonably sure that they are assisting the various educational/formational ministries of the parish (es).

PLANNING

The board of education/school board should be looking ahead to the parish's educational/formation needs and how they will be addressed. If the board is doing planning, its agendas will reflect these kinds of activities:

- Assessing parish needs; listening to parishioners, staff and administration as they outline needs, but not personnel issues
- Setting goals; determining how the board will achieve them.
- Developing and revising a long range plan.

POLICYMAKING

The board of education/school board should be adopting policies appropriate to meet educational/formational needs. The following agenda activities will indicate this is happening:

- Identifying policy needs.
- Receiving and reading policy drafts and discussing and adopting policies.
- Monitoring whether policies are working effectively.
- Reviewing existing policies - are they still useful? All must be reviewed every five years.

FINANCES

The board of education/school board should be adopting a financial plan and monitoring how it is working. This will involve meeting time spent on:

- Approving the educational program budgets.
- Determining salary and benefit plan for staff.
- Determining necessary fee structures.
- Regularly reviewing the educational program financial status.
- Suggesting sources of revenue.

PROJECTS

The board of education/school board spends time pursuing whatever special activities it has taken on. This will involve agenda attention to items such as:

- Commitments the board of education/school board made when it did its planning and goal setting.
- Participation in educational programs.
- Activities to support staff efforts or morale.

EVALUATION OF PROGRAM ADMINISTRATIVE STAFF

The board of education/school board should annually:

- Review the administrators' service to the board.
- Participate in the diocesan performance appraisal of the administrators.
- As a formality, approve the hiring and renewal of staff recommended by the administrator.
- Request information from the administrator (s) concerning the evaluation of staff instrument (s) and schedule.

BOARD OF EDUCATION/SCHOOL BOARD SELF EVALUATION

The board of education/school board should check on its own performance periodically. Indications that this is happening will appear by:

- Tracking the goals and objectives set by the board in planning.
- Reviewing the effectiveness of its policies.
- Doing an annual review of its performance. (See Appendix C) The board may choose to solicit the input of others (administrators, staff, parishioners, pastors) as part of this review.

INFORMATION SHARING

The board of education/school board should receive information about the educational programs in order to offer advice and suggestions. The board should also communicate with its constituents. Here are some ways which indicate this is happening:

- Request reports from the program administrators and from committees.
- Staff provides input to board.
- Dialogue takes place with Pastoral Council, Finance Council, Diocesan Catholic Schools Board, etc.
- Approved board agendas and minutes are provided to stakeholders.
- Board materials are forwarded electronically to the Diocesan Catholic Schools Office.

CONSULTATION

The board of education/school board responds to questions and issues brought to it by the administrator (s). This is indicated by how the board time and energy is spent:

- Responding to the administrators' request for advice and consultation.
- Providing members for special committees requested by the administrators.

INTERNAL LIFE OF THE BOARD OF EDUCATION/SCHOOL BOARD

The board of education/school board must provide for its own operation. The following kinds of activities will occur by a healthy board:

- Candidates for board/committee membership will be recruited and election of members and officers will take place.
- Orientation will be given to new members.
- Board development will occur for all members.
- Agenda planning will take place in a systematic way.
- Provision will be made for committee structure.
- Minutes of meetings will be officially recorded, approved and published
- Constitutions will be reviewed and updated as necessary or at least every five years.
- The board will spend time praying together.

**CODE OF ETHICS
FOR
CATHOLIC BOARD OF EDUCATION/SCHOOL BOARD MEMBERS**

As a member of a Catholic board of education/school board, I pledge

- to acknowledge that adult education, religious education, school and youth ministry programs are a significant expression of the teaching mission of the Catholic Church and function within its structure;
- to become more knowledgeable about the mission of Catholic education, as expressed in adult education, religious education, school and youth ministry programs and sincerely promote them to the various publics with whom I have influence;
- to be fully and carefully prepared for each meeting by doing the required readings and completing necessary tasks for board and committee work and reports;
- to recognize the need for continuing education about my responsibilities and know that I do not represent the board officially unless explicitly authorized to do so;
- to support the administrators of the programs in their authorized functions and not to intrude in administrative details unless requested to do so;
- to respect the confidentiality of information that is and must remain confidential;
- to avoid utilizing membership on the board as a means to accomplish personal goals/desires;
- to be alert to alternate solutions to problems by keeping an open mind;
- to disqualify myself from discussion and vote on an issue where there is a conflict of interest with my family or business interests or if the outcome will grant me any pecuniary or material benefits;
- to be loyal to board decisions even though personally opposed to the final recommendations and decisions; and
- to pray often for other members of the board, our educational programs and the community they serve.

Adapted from *Building Better Boards*
By Lourdes Sheehan, RSM

SELF EVALUATION THE INTERNAL FUNCTIONS OF THE BOARD/COMMITTEE

There are two major sections to be considered in the internal function of a board of education/school board decision making and operations. Please rate each section by circling the appropriate letter according to the following scale:

A - Very satisfied B - Satisfied C - Somewhat Satisfied D - Not Satisfied

DECISION MAKING

1. How satisfied are you with the board's decision making? A B C D
2. How satisfied are you with the board's/committee’s willingness to delay action for further discussion? A B C D
3. How satisfied are you with the time allowed to prepare and discuss major decisions? A B C D

Please make suggestions which will improve board level decision making.

OPERATIONS

4. How satisfied are you with the board's leadership? A B C D
5. How satisfied are you with the composition of the board? A B C D
6. How satisfied are you with the quality of board materials and information? A B C D
7. Generally, how satisfied are you with the content of the agenda? A B C D
8. How satisfied are you that participation and comments of board members? A B C D
9. How satisfied are you with the level of board member participation? A B C D
10. How satisfied are you with board members' preparation for meetings? A B C D
11. How satisfied are you with the structure of committees? A B C D
12. How satisfied are you with the frequency and length of board meetings? A B C D

Please suggest how board/committee operations can be improved?

THE EXTERNAL FUNCTIONS OF THE BOARD/COMMITTEE

The external functions of a board include areas of responsibility and relationships. Please rate each external function by placing a check in the appropriate column.

AREAS OF RESPONSIBILITY

	Outstanding	Good	Fair	Poor
STRATEGIC PLANNING				
1. The board under the direction of the program administrator (s) sets goals for the education programs and works toward the achievement of those goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The board involves other appropriate individuals and groups in its planning process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The board accomplishes the activities for which it assumes responsibility in the goal setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The board has developed in its long-range plan priorities for capitol repairs and improvements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The board has an active development committee.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The long-range plan for the educational program includes development efforts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The development committee includes its relationship to the finance committee.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The long-range plan for the educational programs includes marketing efforts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. There are active public relations efforts on behalf of the educational programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How can the board's role in strategic planning be improved?

FINANCES

10. The board has an active finance committee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The board reviews, approves, and monitors the budget for educational programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. The board finance committee's relationship with the parish finance council is clearly stated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. The board has developed policies for the financial management of the educational program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How can the board's role in finances be improved?

POLICY FORMULATION

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 14. The board formulates policies in accord with diocesan policies and procedures. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. The board uses opportunities for input into the policy formulating process of the diocesan board. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. The board evaluates its policies regularly. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. The board policies are systematically indexed, codified, and published in a board policy manual. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. Board policies are communicated to those people who are affected by the decisions. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. The board has a process for ensuring that the policies formulated are formally approved prior to being implemented by the administration. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

How can the board's role in policy formulation be improved?

RELATIONSHIPS

Please rate the board's relationship with each individual or group by placing a check in the appropriate space:

I think that the board's/committee's relationship with the following is...

	Outstanding	Good	Needs Improvement
1. director of religious education (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. director of youth ministry (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. school president (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. principal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. pastor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. parish pastoral council	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. parish finance council	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Outstanding	Good	Needs Improvement
8. parishioners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How can the board's relationship with others be improved?

VISITORS

Visitors are always welcome to our meetings! Our meetings are open to all unless there is a need for an executive session. Executive sessions are closed to all non-board members in order to protect the rights of personnel or other matters that are confidential. Usually executive sessions are very brief and held sometime before or during the scheduled meeting. During executive sessions all visitors must leave the room or the board must move to another room.

In an effort to make your visit beneficial and for the official business to be transacted, PLEASE NOTE:

As a visitor you are here to observe the meeting processes, procedures and discussions. As an observer, you are not able to participate in the deliberations nor are you to indicate your approval or disapproval of any discussions or actions taken. If you have a concern (s), please utilize the proper procedure listed here:

1. If you have classroom concerns, you are expected to contact the teacher for clarification and resolution. If the teacher is not able to satisfy the concern, you may contact the administrator.
2. If you have a non-classroom concern, you are expected to contact the administrator directly as the administrator is the person who has the responsibility to bring resolution to matters of concern. If the administrator is not able to satisfy the concern, you may contact the pastor/canonical administrator or the board chairperson.

(Board - only include item #3 if it is your local custom or you wish it to be so)

3. If you would like to informally address the meeting during the time on the agenda marked as Open Forum or Audience Comments, you must check with the Chairperson prior to the beginning of the meeting to receive permission and any stipulations as to time, etc. This opportunity is for those times when a simple concern or comment is appropriate. This is not the time for major or complicated matters. You should know that no discussion or action will be taken on the matter at this meeting.
4. If you wish to formally address the board concerning a major and/or complicated matter, you must contact the Chairperson at least (insert the local custom or stated stipulation as found in the By-laws here) _____ week(s) or _____ days in advance of the meeting to present your request. The request must include the exact nature of your concern/issue, any materials or other persons you will utilize during your presentation and any other helpful information. The Chairperson will relay your request to formally address the board to the group that establishes the agenda for their decision and inform you of their decision and any stipulations that are to be followed if your request to address the board is granted. Please be advised that the board may or may not take any action on your concern/issue at the meeting or at any future meeting.