“We Invite Christ Into Each day and Each Opportunity”

Diocese of Davenport
Davenport, Iowa
2016
NOTICE OF NONDISCRIMINATION

It is the policy of the Diocese of Davenport to provide equal employment and educational opportunities and not to discriminate.

The educational system of the Diocese of Davenport is committed to equal opportunities to the extent required by law, and does not discriminate on the basis of age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status in educational programs or activities which it operates. As a religious institution, we affirm the right to consider creed a bona fide qualification in certain cases. The educational system policy is not to discriminate in educational programs and activities extends to the employment in, and admission to, such programs, activities, and services. It does not discriminate in the administration of its educational policies, employment policies, admission policies, scholarship and loan programs, athletic and other school and parish administered programs.

Further, the Board affirms the right of all persons to be treated with respect and to be protected from intimidation, discrimination, physical harm and harassment, thereby meeting the requirements of Title VI and VII of the 1964 Civil Rights Act, Title IX of the 1972 Education Amendments and the Federal Rehabilitation Act of 1973 and the Code of Iowa.

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August, 2016

Dear Pastors, Board of Education Members and Administrators:

Since 1968 parishioners in the Diocese of Davenport have assisted pastors and administrators fulfill the sacred mission of Catholic school education. Talented and dedicated individuals from all walks of life have come forward, agreeing to serve on education boards and faith formation committees, in a cooperative effort of policy making for Catholic education.

Every parish and school must have a board of education or faith formation committee. Quoting the National Directory for Catechesis, “no single model will suit every parish or school. Members should represent diversity in age, ability and cultural, racial, social and economic conditions in the parish. They should receive appropriate training to help understand the Church’s universal mission, the overall goals of the parish and its catechetical priorities within the pastoral plan.”

It is hoped that this Board of Education/Faith Formation Committee Manual will serve as part of that “appropriate training” and as a resource as boards of education in-service themselves on their roles and responsibilities and as they implement policies and procedures of the Diocese of Davenport, the local school and the Church.

In order for your school to succeed, I am here to help and support you in this important work. Engaged board members continue to look for opportunities to learn and grow. Engaged board members are involved in the conversation to make our children’s faith formation and learning experience the best it can be. Engaged board members look for ways to actively support our schools and parishes so they can create the best possible opportunity for all our young people.

Thank you for agreeing to fulfill this Christian leadership opportunity, agreeing to witness the Faith with integrity and a commitment to collaboration with your fellow board members to help our schools soar to new heights with the help of the Lord.

Invite Christ into your discussions and into the hearts of our students and our Catholic school community! I hope and pray for a very successful board experience for each and every one of you.

May God bless you and your work,

Leland E. (Lee) Morrison
Director of the Office of Catholic Schools
Superintendent of Schools
Diocese of Davenport
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History of Catholic Lay Participation and Catholic Board of Education

Documents of Vatican Council II addressed the importance of involvement of the laity in the decisions affecting their lives and urged that appropriate structures be established for this purpose.

"There should be councils which assist the apostolic work of the Church Councils and which should be established on parochial, inter-parochial and inter-diocesan levels."

The Laity - Vatican Council II
Chapter V, Paragraph 26

The Church also called the laity to share in the educational ministry in new and challenging ways through the documents of Vatican II. In 1972, the bishops of the United States spoke to the same issue in the pastoral letter, To Teach as Jesus Did.

"Vatican Council II urged the establishment of agencies by which the laity can express their opinion of things which concern the Church. (Constitution on the Church, 37) One such agency, long a part of the American experience and in recent years increasingly widespread in Catholic education, is the representative Board of Education which, acting on behalf of the community it serves, seeks patiently and conscientiously to direct the entire range of educational institutions and programs within the educational ministry."

To Teach As Jesus Did, 140

Subsidiary-Vatican Council II

Subsidiary, a fundamental principle of Catholic social teaching assumes that problems are best defined and resolved by those most closely affected by them. This principle assumes that diversity and good order can only be maintained through subsidiary. In the spirit of this principle, Boards of Education (Faith Formation Committees) and all ministry groups involved in the process of consolation are vital for the good of the Church.

Documents such as these formed the backdrop for the establishment of parish councils, finance councils and Boards of Education. In the Diocese of Davenport, the Diocesan Board of Education and parish Boards of Education were established beginning in 1968.

Central Leadership of the Diocese

Bishop, Ordinary of the Diocese

The Bishop has responsibility for the spiritual formation of the faithful. With respect to schools he shares his regulatory and supervisory responsibility with the superintendent of schools. All Catholic elementary and secondary schools in the Diocese of Davenport are canonically responsible to the Bishop and shall remain in true communion with the Catholic Church. The Bishop has the sole authority to recognize and designate a school as “Catholic”. He shares his regulatory and supervisory responsibility for faith formation programs with the Director of the Office of Faith Formation.

Superintendent of Schools/Director of the Office of Catholic Schools

The superintendent of schools is appointed by the Bishop and will serve as director of the Office of Catholic Schools. The superintendent shall respect the independent nature of certain major aspects of governance and management of Catholic elementary and secondary schools. Each local Catholic elementary and secondary school has its own corporate board, constitution and by-laws and hires an administrator to run the day to day
operations. The superintendent represents the Bishop in preserving and promoting the Catholic identity of the school and adherence to state and federal regulations.

**Director of the Office of Faith Formation**

The director of the Office of Faith Formation is appointed by the Bishop to assist the Bishop by supervising all faith formation opportunities in the parishes and schools in the Diocese of Davenport. The Director of the Office of Faith Formation and affiliated staff will ensure suitable instruments of catechesis are available and duly prepare catechists through continuing formation opportunities.

**Policy Manuals/Adherence**

Each local parish or regional school is its own separate legal corporation with its own constitution and by-laws. The local Catholic school board must develop and maintain a policy manual which provides for the codification of policies and pertains to the local school. The adoption date and/or any revision dates must be included as part of the policies. Policies shall be reviewed at least every five years to ensure relevance to current practice and compliance with Iowa Code and rules and regulations.

The local Catholic board must adhere to the policies adopted by the Diocesan board of education, *The Policies for Diocesan Education and Faith Formation Programs*. Local policies must be developed with the diocesan policies in mind since the diocesan policy will be the standard followed in any parent or staff appeals if such a diocesan policy exists pertaining to the issue arising.

**Catholic Identity of All Catholic Schools**

Catholic identity is best expressed by a school’s visible communion and cooperation with the Bishop, the appropriate sacramental life, the teaching of the faith and an environment permeated with the spirit of the Gospel. Policies and rubrics in the area of Catholic identity apply to all Catholic schools and seek to ensure that the Good News that Jesus proclaimed is truly passed on from one generation to the next through the Catholic schools.

**Diocesan Board of Education**

The Diocesan Board of Education is an advisory body to the Bishop and is responsible for advice and counsel to Catholic schools and parishes through policy development and consultation with the Bishop. Its policies and regulations must be followed by all local parish and region boards/faith formation committees once approved at the Diocesan level. Implementation of all policies will be monitored by the Director of Faith Formation and the Diocesan Superintendent of Schools. The Diocesan board of education also serves as the identifiable agent required by the Department of Education for all schools holding accreditation. The Diocesan board also serves as a hearing panel for appeals to local board decisions concerning the termination or non-renewal of a contracted employee.

**Local Catholic Board of Education/Faith Formation Committee Membership /Elections**

It shall be the policy of the Diocesan Board of Education that parish, parish grouping or regional areas having a school shall have a Board of Education. All members of Boards of Education in the diocese shall be elected by the parish/parishes in the spring of the year and take office after July 1 or according to the local constitution and by-laws. Election procedures will be outlined in the school’s constitution and by-laws. Members will be elected to three year terms and limited to two consecutive terms for a total of six years. Members may serve an additional
third term if there has been a substantial break in service from the previous six years served allowing for a variety of individuals to serve on the board.

Boards should arrange that one-third of the members are elected each year. If board elections are proposed for anytime other than the spring of the year the Diocesan superintendent must be notified. Pastors and parish leaders recruiting individuals to seek election to the board should honor diversity. A board should include gender diversity, ethnic diversity and parents and non-parents.

Any parish, parish grouping, or regional area not having a Board of Education/Faith Formation shall have an active Faith Formation Committee.

**Eligibility for Board of Education Membership**
- Eighteen years of age or older
- Genuine interest in Catholic school education or Parish Faith Formation programs
- A credible witness of the Catholic Faith: a member of a parish: or if non-Catholic, not opposed to the tenets of the Catholic faith.
- Ability to work with others to achieve consensus
- Ability to make time commitment for meetings, committee work or board formation/in-service
- Willing to maintain confidentiality and a high level of integrity
- Willing to support school /faith formation program philosophy and mission
- Have a personal or professional life that is reflective of the teachings of the Catholic Church

**REGIONAL BOARDS OF EDUCATION**

Several boards of education in the Diocese of Davenport provide direction to programs, which are the result of a collaborative effort by several parishes. Examples of boards serving more than one parish are boards at Burlington Notre Dame, Holy Trinity Catholic schools, Regina Inter parish Education Center, Assumption High School, and Seton Catholic schools. The constitution of each Board provides for representation by all pastors and laity from the region served. It is possible for the bishop of the diocese to designate one of the supporting parish pastors as the Priest moderator or priest representative to the board. The priests may choose to select a priest representative to the board as well. The priest moderator’s relationship to the regional Board and program administrator(s) is similar to the relationship which would exist between the parish Board and program administrator(s) and the pastor.

**Board of Education Nepotism**

Membership on the parish or regional boards/committees of education shall not be open to employees or to members of the immediate family (spouse, parent, sibling, and children) of employees of that particular board/committee involved, with the exception of ex-officio members.

If a person is offered employment with a board/committee whose membership contains a member of his/her immediate family, the two individuals involved must determine the solution by which one declines employment or the other resigns from the board/committee. Realizing the importance of hiring quality employees, local boards will be allowed to grant individual exceptions of a case by case basis. Annually, the local board shall inform the diocesan schools office if they have board members who have a member of his/her immediate family employed by the school. Said member shall recues himself/herself from voting or participation in discussion on matters pertaining to the family member’s position.

If a member of a board/committee of education seeks to become an employee of said board/committee; the member shall not participate in any discussion and decision affecting the position. If the board/committee
member is offered and accepts the position, the member will immediately cease to be a member of said board/committee.

Role of the Pastor/Priest Moderator on Faith Formation Committees/Boards of Education

The contribution of the priest or pastor is unique because of his vision of ministry, his broad perspective of the faith community and its needs, his spiritual leadership, and his familiarity with the financial situation. The pastor of a local parish, or priest representative(s) to a regional board shall be present at all Faith Formation/Board Meetings and participate fully in discussions ensuring the teaching mission of the Catholic Church is protected.

The pastor will be an active participant in all parish board/faith formation committee meetings. It is the role of the pastor to ensure that the school conforms to the teachings and laws of the Catholic Faith. In regional schools or inter-parish school with multiple priests affiliated with the school the constitution and by-laws shall state the number of priests on the board. If multiple priests serve on a board or are affiliated with a school or faith formation program the priests must choose one priest as priest moderator to the board or faith formation committee and that priest shall have the power of canonical veto on that board/faith formation committee.

Canonical Veto

In rare occasions a pastor may not be able to approve a board/faith formation committee decision because of major concerns in the area of faith and morals or good of the community. The Code of Canon Law allows a canonical veto by the pastor in these instances. The pastor will usually express these concerns during deliberations allowing time for the board/faith formation committee to modify their intended action thus avoiding the need for a veto.

Code of Ethics for Individual Board Members

Members of the Board/faith formation committee, by accepting the position to serve on the board/faith formation committee, ascribe to this code.

Conflict of Interest

School board/faith formation committee members shall avoid situations that present actual, perceived or potential conflict between their interest and the interests of the school or program.

Confidentiality

Members of the school board/faith formation committee are responsible to keep matters discussed in executive/closed sessions in confidence. Official information/business in such sessions cannot be shared with non-board members.

Objectivity

As total objectivity is impossible for anyone to achieve, members are asked to identify and manage their personal biases. It is important that members see situations from multiple points of view rather than solely from their own perceptions, assumptions and feelings.
Justice and Fairness

Consideration of the good of the total parish/school, the board/faith formation committee should be integral in the decision making process. Every member should uphold decisions. When decisions will affect various constituencies, those constituencies should be informed at the same time through an agreed upon vehicle of communication.

Maintenance of Unity

In achieving its objectives within the faith community of the parish/school. The board/faith formation committee is to do all it can to avoid creating factions, sides or other divisive groupings in the parish or school community. Members should function within the framework of total leadership of the parish/school and strive to cooperate with other leadership groups in the local faith community.

Board of Education/Faith Formation Committee Removal from Office

The call to “universal holiness’ is echoed in every group of volunteers who so generously give of their time, talent and treasure to work as Catholic Board/Faith Formation Committee members. In community members have a unique opportunity to protect and advance the teaching mission of the Church.

The code of ethics and policy manual delineate the expectations inherent in the purpose of the board/faith formation committee. Members are reminded that they are working toward one common goal: to promote the mission and purpose of total Catholic education. It is the Diocesan expectation that members will:

- Avoid conflicts of interest
- Observe confidentiality
- Remain objective
- Ensure justice and fairness in proceedings and actions
- Promote the maintenance of unity.

Removal from Board or Faith Formation Committee membership:

Failure to ascribe to the above expectations can lead to removal from the board/faith formation committee:

Who may remove an individual board?

1. The Parish Priest affiliated with the school or if a number of priests are affiliated with the school, the priest chosen by his fellow priests to be priest moderator for school matters.
2. The Bishop of the Diocese of Davenport who also has authority under the Code of Canon Law to remove a board in its entirety.

Reasons for removal:

1. Failure to maintain the practices of the faith.
2. Immoral behavior resulting in scandal
3. Open support of inappropriate liturgical practices
4. For the good of the community

Board of Education Constitution and By-Laws

It shall be the policy of the Diocesan Board of Education that all parish or regional Boards of Education adopt a Constitution and/or By-Laws. These documents are to serve as the guide for the Boards. They shall adhere to diocesan particular law and model documents.
All Board Constitutions and/or By-Laws, new or revised, must be reviewed at least every five (5) years by said boards.

A copy of the current, approved Constitution and/or By-Laws shall be provided to the Diocesan Board of Education and be on file at the Diocesan Faith Formation office or schools office.

**Constitution Defined**

The **Constitution** is the founding document of an organization that establishes and defines mission, structure and process.

Things found in the constitution:
- The official title of the Board/Faith Formation Committee
- The purpose and function of the board
- The responsibilities of the board
- Membership
- Officers of the Board/Faith Formation Committee
- Quorum
- Role of the Chief Administrator
- Role of Committees
- Amendments

**By-Laws**

The by-laws are the rules adopted by the organization to govern its operation.

Things included in the by-laws should include but are not limited to:
- Membership of the Board/Faith Formation Committee
- Offices of the Board/Faith Formation Committee
- Responsibilities of officers
- Meetings
- Committees
- Amendments to the By-laws
- Review process for the by-laws

**Authority of the Board of Education**

Board of Education Committee and Faith Formation Committee members have authority only when acting as a Board or Faith Formation Committee, legally in session. The Board or Faith Formation Committee shall not be bound by any statement or action on the part of any individual member of the Board or Faith Formation Committee, except when such statement or action is in pursuance of specific instructions by the Board or Faith Formation Committee.

**Responsibilities**

Active engagement in all aspects of the Board functions is the responsibility of each member. The effectiveness of a board or faith formation committee depends upon how well it performs the vital functions of the board. The most productive Board of Education 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) actively participates in the discussion of the meetings
4) is an active member of committees and is willing to serve as committee chair or an officer of the board
5) supports administrators of the educational programs without becoming involved in administration and
6) 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 with authority. Respect of confidential information must be maintained by all Board members at all times. Such information will not be discussed outside of the executive session with anyone including other Board members and spouses. Inability to maintain confidences violates stated eligibility requirements and is sufficient reason to request a resignation.

ROLE OF THE BOARD OF EDUCATION

It is the role of the Board of Education to provide direction and establish policies, which will enable the stated mission of the educational program to be accomplished. Ordinarily the Board of Education is responsible for the religious education, youth ministry, adult education and, where available, Catholic school programs provided by the parish, region or diocese.

Among activities undertaken by the Board of Education to fulfill its role will be:
- assessment of needs
- implementation of an on-going planning process
- development of policy consistent with Canon Law, Diocesan Board of Education policies, civil law, and Iowa Department of Education regulations
- participation in selection and evaluation of program administrators
- establishment of program budgets to be presented to any designated review group (i.e. parish finance council)
- provision for assessment of programs and policy implementation
- approval of faculty/staff contracts as recommended by the program administrator
- leadership of public relations effort for all educational programs

A Board has limited jurisdiction and is advisory: A Board has final authority only in those educational areas specifically delegated by the Bishop.

- To provide an opportunity for laity to participate in the educational ministry of the Church
- To provide unity, direction and stability for educational programs
  - Vision for the future
  - Short-term and long-term planning
- To ensure the rights and duties of those served by or employed by school/educational center
  - Payments of just salaries and benefits
- To foster the schools or educational centers’ mission
  - Boards commit to articulate, monitor and ensure the living out of the mission
  - Board members are the front-line public relations persons
  - They must enunciate and clarify the purpose and vision
- To represent the stakeholders
  - Parish
  - Families

Effective local Boards have actively working committees: finance, nominating, policy, marketing, development, facility and executive committees
• **School Improvement Advisory Committee (SIAC):**

The responsibility of this Committee shall be to review the curriculum of the school in keeping with goals and objectives established by the Board and diocesan educational policies. The Committee is specifically responsible for assessment of the changing needs of the community, college preparatory requirements, and job markets available; maintenance of accreditation by the State of Iowa; assessment of the religious formation and academic needs of the student body and the recommendation of measures to meet such needs.

Membership in this committee should include current members such as students, community representation, parents, staff and Board members. The group should reflect gender, ethnic, socio economic balance.

• **Finance Committee:**

The Committee shall be responsible for ensuring that the Parish Finance Committee is regularly informed as to the financial status of the school. The Committee shall oversee and make recommendations to the Board on the financial and accounting practices of the school. The Committee shall review the budget and make recommendations to the Board, as appropriate, on budget matters and long-run financial feasibility studies. The Committee shall also oversee the investments of the school giving consideration to both appropriate yield and risk and the social policies of the Church.

• **Development Committee/Public Relations Committee:**

The Committee shall be responsible for formulating policies and guidelines that the Development Committee and Board will follow to educate the community as to the needs, goals, and objectives of the school; for public relations, fund raising, its potential for assisting in the recruitment of students and maintenance of liaison with the community served by the school.

• **Facilities (Building & Grounds) Management Committee:**

The Committee shall be responsible for advising the Board on the physical condition of the school buildings and grounds, assisting the social administration with repairs and improvements, recommending to the Board necessary expenditures for capital improvements and extraordinary repairs both for the purpose of future budgeting and in emergencies.

• **Strategic Planning Committee:**

The Committee shall be responsible for working with the Administration and the Board to develop a written long-range plan setting goals, objectives and planned actions for at least a five-year period (“the Plan”), for overseeing the implementation of the Plan as adopted and amended from time to time by the Board, and for reviewing the Plan and ensuring that planned actions outlined in the Plan are being accomplished by the persons or groups designated as responsible. The committee shall also be responsible for making recommendations regarding revisions of the goals and objectives set forth in the Plan and for ensuring that the Plan is periodically revised by the Board.
• **Nominating Committee:**

To identify and recruit candidates for future board membership and to organize and oversee the nomination process. This committee may be changed with the orientation, continuing education, and evaluation of members.

• **Policy Committee:**

To review current policies and to make recommendations regarding changes, additions or deletions and to formulate new policies for full board approval. All policies must be reviewed every five years.

• **Executive Committee:**

To prepare the agenda for meetings; to represent the whole board when commissioned by the board to make decisions; to deal with urgent situations that cannot wait for the next full-board meeting. (A word of caution, the executive committee does not operate independently of the board and must report its decisions to the full board.)

• **Ad Hoc Committee:**

In addition to standing committees, boards have ad hoc committees, created to accomplish a particular task in a specific time frame.

**Board Meeting Structure**

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

• **Open Meetings**

Open meetings are to be announced well in advance (at least 24 hours in advance of the meeting) so that observers have the opportunity to attend. "Open" indicates that all discussion and action may be observed by non-members although non-members will not participate directly in board discussions.

**Physical Arrangements**

Day: The day for the regular meeting is established in the bylaws (i.e. the first Tuesday of the month). A change of meeting day would be subject to the provisions made for any change in the bylaws of the Board of Education.

Communication: Information regarding the date, time and location of the Board meeting must be communicated regularly to the parish/region served by the 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.

Chairperson

The chairperson of the Board is the president. If the president wishes to participate extensively in the discussion, he/she must relinquish the chair to the vice-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. The Board president must be a Catholic in good standing.

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 the elected Board secretary to participate fully in the Board discussion without concern for taking minutes of the meeting.

Agenda

Preparation of the agenda is ordinarily the responsibility of the president and executive officer of the board (principal or president). In some cases, the executive committee or additional program administrators participate directly in that process. However, all Board members and program administrators must be able to recommend agenda items through the president 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, must be in the hands of each Board member five to seven days prior to the meeting. 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 meeting. It will help if there are time limits for agenda items. It must be understood that Open Forum is for issues, and not about students or staff. Board is to listen and ask for clarification if necessary. The Board president will direct the issues to the proper administrator or Board committee.

I. Call to Order and Opening Prayer
II. Roll Call and Introduction of Guests
III. Acceptance of Agenda
IV. Approval of Minutes from last meeting
V. Comments from Audience/Open Forum (15 minutes)
VI. Correspondence
VII. Unfinished/Old Business
   Action on (3-5 minutes)
   Report on (3 minutes)
   Discussion of (10 minutes)

VIII. Administrators' Reports
   A. Director of Religious Education (4-7 minutes)
   B. Director of Youth Ministry (3-5 minutes)
   C. Principal (4-7 minutes)
   D. Pastor

IX. Reports of Officers and Standing Committees
X. New Business

XI. Executive session if needed
XII. Date of Next Meeting
Prayer, etc.
Adjournment

The agenda should be prepared in such a way that the meeting will not ordinarily last more than two hours. Adding time limits 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 will 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 an emergency requires an addition to the agenda distributed prior to the meeting, action to add that item to the agenda will 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 person making and seconding a motion should be recorded, i.e. Tom Smith moved THAT MARY GREEN BE OFFERED A CONTRACT AS DIRECTOR OF RELIGIOUS EDUCATION. Seconded by Jean Adams. Yes: 6 No: 1 Abstained: 0 Motion carried.

Minutes
The elected secretary of the Board is responsible for complete minutes of Board meetings. The recording secretary may be delegated the responsibility for taking the minutes and preparing them for distribution to the board.

Members of the Board must approve minutes. They should be provided a copy of the minutes prior to the meeting so they can be prepared for the action to approve them. Time during the meeting must not be spent reading the minutes. A permanent file of all Board minutes is to be maintained by the executive officer of the board. Copies of all Board meeting minutes must also be sent to the Director of Faith Formation for the Diocese of Davenport.

Committees
The focused work of competent committees can contribute immeasurably to the overall effectiveness of the Board of Education. Appointment to committees is the right and responsibility of the president of the Board, a responsibility usually specified in the board's Constitution.

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 elements are addressed here. 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 on 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 that is not for some time, it should be given intermediate dates for partial accomplishment of its task (or at least for progress reports). 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 doing 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 by the project, by all means include that person (or persons). The same is true of representation; if someone from outside the Board's membership can reflect the concerns of a particular point of view, the Board should feel free to ask that person to serve.

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 cooperate fully in helping the committee get 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 typing, duplicating 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 parent Board. The Board should sustain contact with the committee to ensure that work is progressing and that the committee has whatever it needs to do its job. An occasional question to the committee or offer of assistance by the Board's leadership or by the administrator lets the committee know that its work is considered important. A word of thanks is also helpful, of course.

Keep Committees Enthusiastic and Productive
- Keep the committee size manageable: 3- members is a good guideline.
- Develop both a clear and concise charge to keep the committee focused on its task and a time line for its completion.
- Recruit non-Board members with experienced related to the committee’s task to provide expertise and community/faculty input.
- Maintain a link with the Board by having a Board member chair each committee.
- Hold committee meetings at a time that will encourage members to get their work done quickly and efficiently, such as the end of the business day and before dinnertime. Committees will be much less likely to stretch a one-hour meeting to three hours if they know they need to be somewhere else. If it fits members’ schedules, a breakfast meeting is another strategy.
- Promote a sense of ownership by making each committee responsible for its own report. The administrator should not do the committee’s work or present the report.
When the committee submits its final report or recommendations, congratulate the committee members on a job well done. Celebrate their accomplishments in some concrete way, for example, serve refreshments prior to the meeting, and/or recognize the committee at the home and school meeting.

**Executive or Closed Sessions of the Board or Faith Formation Committee**

The board or faith formation committee may meet in closed or executive session. The closed or executive session is sometimes necessary to deal with sensitive issues that may not be shared with the public. Executive or closed sessions are to be kept to a minimum. Notice of the need for an executive or closed session and the reason for it must be provided to the board members in advance. The agenda must reflect that the Board/ Faith Formation Committee will meet in closed or executive session if it is known in advance.

Ordinarily closed or executive sessions will occur prior to the announced open meeting so that necessary action can occur in the open meeting. If an executive session or closed session occurs within an open meeting, a motion to go into executive or closed session should be made and voted and similar action taken to return to open session. No action is taken during a closed or executive session. If action is necessary as a result of an executive/closed session deliberation, it is taken in open session with no discussion. Minutes will be taken of the closed or executive session and remain confidential.

Some topics which may be covered in executive or closed session include but are not limited to: the final selection of a principal hired to fill a vacancy, the resignation or the proposed removal of a board member, the review of the performance of the principal, the renewal or non-renewal of a principal’s contract, matters of potential litigation or strategies/offers to secure real estate.

The pastor and chief administrator or principal will be present for an executive/closed session of the board. The principal will be present except when his/her performance is being evaluated.

Members of the Board of Education/Faith Formation Committee are to keep all matter discussed in executive or closed session in confidence. Official information/business discussed in closed sessions cannot be shared with non-board members, even one’s spouse.

**Chain of Command/Complaints or Concerns**

Members of the Board/faith formation committee will from time to time be approached by parents or members of the faithful with concerns or complaints about individuals or programs in the school or faith formation program. The Diocesan staff adheres to the principal of subsidiarity. Problems and issues will be solved best at the local level, starting with the parties involved and moving up the chain of command.

The chain of command to be followed in the Diocese of Davenport is as follows:

- Teacher/Catechist
- Principal/Director
- Pastor(s)
- Parish/regional faith formation committee
- Superintendent /Director of Faith Formation
- Diocesan Board of Education
- Bishop
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 administrator for appropriate action.

The following procedure shall be followed by the Board and its individual members. Neither the Board as a whole nor any individual member will 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 shall 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.

WELCOME VISITORS

Visitors are always welcome to board meetings, unless there is a need for an executive session. Executive sessions are closed to all non-Board/committee 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/committee moves 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 below:

1. If you have a classroom concern, you are expected to contact the teacher for clarification and resolution. If the teacher is not able to satisfy the concern, you should then 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 then contact a Board/committee member.

3. If you would like to informally address the meeting during the time on the agenda marked as Comment Time, Audience Comments or Open Forum, you must check with the Chairperson/President 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 would be taken on the matter at this meeting.
4. If you wish to formally address the Board/committee concerning a major and/or complicated matter, you must contact the Chairperson/President at least (insert the local custom or stated stipulation as found in the Constitution 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/committee 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/committee is granted.

Please be advised that the board/committee may or may not take any action on your concern/issue at the meeting or at any future meeting.

POLICY DEVELOPMENT

The primary responsibility of the Board of Education is the development of such policies as are necessary for the governance of the educational programs for which it is responsible. 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 administration.

Each Board member must have a complete, current set of Diocesan Board of Education and local Board policies. Local boards of education are responsible for the implementation of Diocesan 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 Davenport.

I. Determine the need.
   - Policy suggestions can come from numerous sources:
     - Administrators
     - Parents
     - Faculty
     - Board members
     - A generally recognized need arising from a unique set of circumstances

   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 really require a program 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 them 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.

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. It is wise to seek legal counsel before presentation of the policy to the board. 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. The proposal is not debated at this time, nor (as a rule) changes to be made.

VI. Consultation
Time provided for consultation will depend on the immediacy of the need for the Board 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 must be time and opportunity for groups/individuals affected by the policy to be informed about it 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
The formal approval of the policy is given by the pastor in a parish setting, a selected pastor in an inter-parochial or regional setting, or the bishop at the diocesan level. In the Diocese of Davenport, this approval occurs at the same meeting of the Board because the designated pastor or bishop will have participated actively with the Board in the formulation of the policy and will be present at the time the board's decision is finalized.

IX. Promulgation
All of those affected by Board policy must be informed when policies are added, deleted, or changed. Those who must use it should receive copies of it. Other channels of communication may include educational program newsletter, parish bulletin, 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 on at least a three-year cycle/five-year cycle. The State of Iowa requires a 5 year cycle.

ROLE OF ADMINISTRATORS IN RELATIONSHIP TO BOARD OF EDUCATION
Critical to the success of any Board of Education is the selection of competent and dedicated administrators for its educational 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 is the implementation of policies established by the Board for each educational program. This function will entail 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 is another component of the administrators' role. Among the ways this will be accomplished are:

- participation in establishing the agenda for Board 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 its public regarding the educational programs

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

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

Board Orientation

One's role as a member of the Board of Education will be challenging and can, at times, be confusing. Orientation to roles, relationships and responsibilities and opportunity to strengthen group cohesiveness will be significant in helping the new members meet the challenge and become effective members in a short time. The board may choose to utilize the Diocesan superintendent or the local principal or president to facilitate the orientation process for new members. On-going Board in-service/faith formation must be a priority for the entire board. Provision of spiritual growth opportunities must be an integral part of that on-going process and will be led by the pastor or his designee.

Understandings to be Developed

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
- understand the role of the Board in planning, budgeting and evaluation.

Calendar for the Year
It is helpful to the Board for the president 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 such a monthly plan can serve as the skeleton for each local Board's plan, which will include additions based on the needs of the local community it serves.

August  
- Orientation of New Members
- Review spiritual mission and Catholic Identity Rubrics
- Review Constitution and By-Laws
- Review responsibilities of the board of education

September  
- Back to School Night
- Catechetical Sunday – What does the Board Do?
- Beginning of Religious Education and Youth Ministry
- Set board or committee goals

October  
- Define and Discuss Policy making
- Differentiate between policy, regulation and resolution

November  
- Review the Budget Process
- Begin budget talks to include salaries and tuition.
- Review of Long-Range Plan

December  
- Approval of Budget by Board

January  
- Submission of Budget to Parish Council
- Review Marketing Plan
- Review of Local Board/Committee Policies
- Catholic Schools Week
- Evaluation of Directors of Religious Education and Youth Ministry

February  
- Approval of Budget by Parish Council
- Presentation of Any Needed Policy Revisions

March  
- Self-Evaluation of Board
- Completion of Input for Principal's Evaluation and submit to the superintendent
- Offer staff contracts
- Recommend termination or non-renewal by March 31

April  
- Goal-setting for Following Year
- Nominating committee recommends candidates for election
- Updating of Long-Range Plan
- Return of Signed Faculty Contracts

May  
- Board/Committee Election
- Staff Recognition

May - August  
- Report from Diocesan Staff Regarding Administrator's Evaluation

June  
- Election of Officers
- Recognition of Out-going Members and Staff
Review student assessment data
Review the school’s Catholic Identity rubrics
Review progress of board or committee goals
Board Retreat
End of Year Celebration

July May or may not schedule a meeting

Evaluation
Board: Board members should evaluate their work as Board members individually and collectively at least once each year.

Administrators: The Board of Education provide input in the formal evaluation of its administrator(s) and submits that input to the diocesan superintendent who formally evaluates the administrator.

Staff: Administrators are responsible for the evaluation of staff employed in each educational program. The Board should have some assurance that evaluation is occurring. Written evaluation reports for an employee’s file are confidential documents and must not be given to the board.

Programs: The Board evaluates programs through the administrator. This can be accomplished through administrative reports, staff reports, local assessment, or an "outside" evaluation process.

Policies: The effectiveness of Board policies will be evaluated especially through process and product reports. All policies must be reviewed at least on a five-year cycle.

Budget

Initial preparation of the educational budget is the responsibility of the educational program administrator(s). This is accomplished within the previously-established guidelines of the Finance Council and the Board of Education. The school budget should be prepared according to the format provided by Office of Catholic Schools.

Budget information prepared by the administrator(s) is then presented to the Board budget or finance committee and ultimately 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.

The budget process should begin in the fall so that it can be completed with final approval in February. This timeline will facilitate the hiring of personnel, most of whom must receive contracts by March 15.

| It is important that the Finance Council not micromanage the education budget. This is the responsibility of the Administrator(s) and the Board of Education Finance Committee. It is the responsibility of the Administrator(s), with the cooperation of the Business Manager/Bookkeeper to oversee the education budget. |
APPENDIX A

BOARD'S "CALENDAR" OF RESPONSIBILITIES

Here are nine categories of activity that should, over the course of the year, occupy the Board's calendar. If a Board is active in all or most of these categories, members can be reasonably sure that they are busy with the right things.

PLANNING

The Board should be looking ahead to the parishes' educational needs and how they will be addressed. If the Board is doing this, its agendas will reflect these kinds of activities:
- Assessing parish needs; listening to parishioners, staff and administration as they outline needs.
- Setting goals; deciding what the Board will do to achieve them.
- Developing, revising, and "tracking" a long-range plan.

POLICYMAKING

The Board should be adopting policies appropriate to meet educational needs. Here are agenda "symptoms" that 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, as they "age" - are they still useful?

FINANCES

The Board should be adopting a financial plan and monitoring how it is working. This will involve meeting time spent on:
- Approving the Board budget.
- Determining salary and benefit plan for staff.
- Determining necessary fee structures.
- Regularly reviewing the educational program financial status

PROJECTS

The Board spends time pursuing whatever special activities it has taken on. This will involve agenda attention to items like these:
- Commitments the Board made when it did its planning and goal setting.
- Participation in educational programs.
- Activities to support staff efforts.

EVALUATION OF ADMINISTRATIVE STAFF

This should take place annually and will involve such activities as:
- Reviewing the administrators' service, offering suggestions.
- Contributing to a diocesan evaluation of the administrators and administrators' self-evaluation.

BOARD'S SELF EVALUATION
The Board should be checking on its own performance periodically. "Symptoms" 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 the board's performance. The Board may choose to solicit the input of others (administrators, staff, parishioners, pastors) as part of this review.

INFORMATION SHARING

The Board should receive information about the educational program to do its job and make decisions in an informal manner. The Board also communicates with its constituents. Here are some things which show this is happening:

- Reports are received from administrator and from committees.
- Staff gives input to board.
- Parishioners speak to Board and are surveyed about needs.
- Dialogue takes place with Pastoral Councils, Finance Councils, Diocesan Board, etc.

CONSULTATION

The Board responds to questions and issues brought to it by the administrators. Board energy then gets used for:

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

INTERNAL LIFE OF THE BOARD

The Board must provide for its own operation. The following kinds of things will be happening in a healthy board:

- Candidates for Board membership will be recruited and election of members and officers will take place.
- Orientation will be given to new members.
- In-service study will be shared by 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 and approved.
- Constitutions will be reviewed and updated as necessary,
- The Board will spend time praying together.
BOARDS OF EDUCATION

Model Constitution

ARTICLE I

Title

The name of this body shall be the ____________________ Parish Board of Education.

ARTICLE II

Nature and Function

Section 1. This Board is a governing body operating educational programs at ____ (Parish) ____, ____ (City) ____, subject to provisions of Canon Law, regulations that proceed from the Diocesan Board of Education as well as the Department of Education for the State of Iowa and subject to the laws of Iowa.

Section 2. The Board shall be responsible for all aspects of formal educational programs in the primary areas of catechesis: catechetical programs for children, youth ministry, Catholic school and adult education.

Section 3. The Board shall effectively implement at the parish level the policies of the Diocesan Board of Education and the policies of the parish Board.

Section 4. The Board is the voice of the parish community in educational planning, goal setting and policy development in accord with the intent and spirit of the Diocesan 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; and d) to motivate to service of others.

Section 6. Specific duties and functions include the following:

a. Coordinate parish educational programs and activities;

b. Build understanding and support for Catholic education in all its forms;

c. Develop the educational budget 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 budget;

e. Retain personnel according to established policies of the Diocesan and the Parish Board;

f. Work with the Parish 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
   • all programs that the Board governs

ARTICLE III

Membership
Section 1. Members of the Parish Board of Education shall be the pastor (ex officio) and nine elected
representatives.

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 Board 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 president, 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 Bylaws.

A member of the Board may be removed for cause only by the affirmative vote of two-thirds of the
voting members of the Board. Any action to remove a Board member shall be conducted by secret
ballot.

Section 4. Election of new members shall be held annually, according to the procedures specified in the Bylaws.
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 Bylaws.

ARTICLE IV
Officers

Section 1. The officers of the Board shall consist of President, Vice-President, Secretary and Treasurer. They
shall be elected annually by Board members (as stated in the Bylaws). 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 Bylaws.

ARTICLE V
Meetings

Section 1. The Board shall meet regularly at a time and place specified in the Standing Rules. Special meetings
may be called by the President or Pastor 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. Decisions made in executive
sessions must be presented and voted on at open sessions before becoming effective. Only Board
members should attend executive sessions. The Board may extend, through the President, an invitation
to other persons when circumstances warrant inclusion of non-Board members.

Section 4. A written record of all acts of the Board, maintained by the Secretary, shall be preserved in the
parish office.

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 Bylaws.

ARTICLE VII
Approval

This Constitution must have the approval of the Diocesan Board of Education.

ARTICLE VIII
Amendments

Section 1. This Constitution, excepting Required Components, may be amended, substituted or repealed in whole or in part only by two-thirds vote by ALL members of the Board of Education 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 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 Diocesan Board of Education for final approval.

Section 2. Amendments must be presented to the Board at least one meeting prior to voting on such.

ARTICLE IX
Bylaws

Section 1. Bylaws in accord with this Constitution may be developed to further specify the internal operation of the Board.

Section 2. Bylaws 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. Bylaws and/or amendments to Bylaws must be presented at least one meeting prior to voting on such.

ARTICLE X
Standing Rules

Section 1. Standing rules are guidelines related to the details of the administration of the Board.

Section 2. Standing rules may be adopted and amended by a simple majority vote at any regular meeting of the Board without previous notice.
OFFICIAL SIGNATURES

______________________________________  __________________________________________
Pastor                                                                                          President of Parish Board of Education

______________________________________  __________________________________________
Vice-President of Parish Board of Education  Secretary of Parish Board of Education

______________________________________  __________________________________________
Treasurer of Parish Board of Education   Dated:

APPROVAL
This Constitution is approved by the Diocesan Board of Education.

______________________________________  __________________________________________
Chairperson of the Diocesan Board of Education Date

______________________________________  __________________________________________
Bishop                          Date
SELF EVALUATION OF BOARD OF EDUCATION
THE INTERNAL FUNCTIONS OF THE BOARD

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

<table>
<thead>
<tr>
<th>Letter</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>Very satisfied</td>
</tr>
<tr>
<td>B</td>
<td>Satisfied</td>
</tr>
<tr>
<td>C</td>
<td>Somewhat satisfied</td>
</tr>
<tr>
<td>D</td>
<td>Not satisfied</td>
</tr>
</tbody>
</table>

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 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. How satisfied are you that participation and comments of Board members are encouraged and welcome? A B C D

8. How satisfied are you with the level of Board member participation? A B C D

9. How satisfied are you with Board members' preparation for meetings? A B C D

10. How satisfied are you with the structure of Board committees? A B C D

11. How satisfied are you with the frequency and length of Board meetings? A B C D

12. How satisfied are you with the board's participation in the evaluation of the program administrators? A B C D

Please suggest how Board operations can be improved.
# THE EXTERNAL FUNCTIONS OF THE BOARD

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

<table>
<thead>
<tr>
<th></th>
<th>Outstanding</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
</table>

### STRATEGIC PLANNING

1. The Board sets goals for the education programs and works toward the achievement of those goals.
2. The Board involves other appropriate individuals and groups in its planning process.
3. The Board accomplishes the activities for which it assumes responsibility in the goal setting.
4. The Board has an active development committee.
5. The long-range plan for the educational program includes development efforts.
6. The mandate for the development committee includes its relationship to the finance committee.
7. The long-range plan for the educational programs includes marketing efforts.
8. There are active public relations efforts on behalf of the educational programs.

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

### FINANCES

9. The Board has an active finance committee.
10. The Board reviews, approves, and monitors the budget for educational programs.
11. The finance committee’s relationship with the parish council and finance council is clearly stated.
12. The Board has developed policies for the financial management of the educational program.

**How can the board's role in finances be improved?**
BUILDINGS AND GROUNDS

13. The Board has an active buildings and grounds committee.  
14. The Board has developed in its long-range plan priorities for capital repairs and improvements.  
15. The relationship between this committee and other parish groups is clearly stated.

POLICY FORMULATION

16. The Board formulates policies in accord with diocesan policies and procedures.  
17. The Board uses opportunities for input into the policy formulating process of the Diocesan Board.  
18. The Board evaluates its policies regularly.  
19. The Board policies are systematically indexed, codified, and published in a Board policy manual.  
20. Board policies are communicated to those people who are affected by the decisions.  
21. The Board has a process for ensuring that the policies formulated are formally enacted prior to being implemented by the administration.

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 relationship with the following is...

1. Director of religious education  
2. Director of youth minister  
3. Principal  
4. Pastor  
5. Diocesan staff  
6. Parish pastoral council  
7. Parish finance council  
8. Parishioners  
9. Parents  
10. Civic community  
11. Alumnae (I)  
12. Faculty
13. Students

14. Others, please name _____________

How can the Board's relationship with others be improved?
New Board Members In-Service

Orientation is necessary if the new member is to feel part of the team. Team spirit is fundamental to an effective and productive Board. This in-service can take several forms.

One method that is extremely helpful in introducing the newcomer to the team is to assign a mentor. The mentor welcomes the new member and informally familiarizes him/her with the board. The mentor highlights the Board’s past achievements, member’s background, and current projects. At another time, the mentor and newcomer can talk about materials sent by the administrator.

Below is a list of information to be presented during newcomer in-service sessions:

Spiritual formation in the Catholic Faith

- First-hand information about the organization and the mission of the Diocese/parish/school
- Constitution and bylaws
- Policies, regulations, and publications
- Board handbook
- Meeting dates, and times for Board meetings
- Board members’ directory (names and phone numbers of Board members)
- General explanation of the board’s role and responsibilities
- Achievements highlighting annual reports and the Board’s plan
- Current projects highlighting plan
- Challenges and recurring issues
- Relationships with key groups and persons
- New member profile sheet (What the new members will bring to the Board. Members are asked to fill out a profile sheet that lists other Boards served on, community involvement, relationship to the school, parish, Diocese, graduate of the school, children enrolled, grandchildren attending.)
- Meeting structure
- Member preparation for the meeting
- Schedule of tour of the parish/school/diocesan office
- Institutions’ history and key programs
- Schedule of meetings with key people

In preparation for their initial in-service, it is suggested that new members read this book, *Benchmarks of Excellence Boards of Catholic Education*, or *Building Better Boards* and view the *Building Better Boards* video tapes. This will be excellent preparation for the in-service since the new members will be presented at the meeting with specific applications of the information found in these resources.

Another recommendation for in-service preparation for all new comers is to visit the school. A new Board member’s education includes an invitation to walk in the footsteps of students and staff whom the Board serves. This includes a tour of the parish, school or diocesan office to experience the operation and to meet key people. In addition, the newcomer can hear short presentations about the institution’s history and programs.

When and where should the newcomer in-service take place and who should conduct it? One or two Board members and the administrator would meet the newcomer(s) in a comfortable setting to present the materials. The topics would be the same as those listed above, but the environment would be more relaxed. This may help the newcomer to ask more questions and to interact more with the presenters.
# COMMITTEE WORKSHEET

(Update after each meeting and distribute to committee members and board chair as soon as possible.)

Committee Name ___________________________ Chairperson ___________________________

Members’ Names
________________________________________________________________________________________________________

Meeting Date ____________________________

<table>
<thead>
<tr>
<th>Issue/Goal</th>
<th>Action Strategies</th>
<th>Next Steps</th>
<th>By Whom</th>
<th>By When</th>
<th>Resources Needed</th>
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Regina Haney, Ed.D. haney@ncea.org
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## COMMITTEE REPORT FORM
(Include in pre-meeting materials to board members before each board meeting.)

| Committee Name _________________________________________ Chairperson _________________________ |
| Members’ Names______________________________________________________________________________ |
| Date of Report to Board Meeting _______________ Dates of Meetings __________________________________ |

### Issue/s
(Describe as briefly as possible, in as much depth as appropriate.)

### Solutions
(List the two or three most likely options the subcommittee considered, with advantages and disadvantages of each.)

### Recommendation/s or Progress Report
(Specify which solution is being recommended and why, or date it will be presented.)

### Action/s Required by the Board
(Define what action is needed by the total board.)

### Next Steps
For the purpose of stimulating your thought about how a Board of Education/Faith Formation Committee should work and how its operations might be improved, there are set forth below six basic fields of Board involvement. Please consider each of the fields and rate the performance of the Board in terms of each statement and the field as a whole. The rating system to be used follows:

5 = very good performance, standard fully and completely met
4 = good, standard met in all but minor respects
3 = adequate, standard substantially met
2 = poor, standard not met in significant respects
1 = very poor, standard not met in any respect
0 = object to, or disagree with standard

Part One
External Functions

Mission

_____ 1. The statement of philosophy, purposes, and objectives is both clear and useful as a guide to planning and decision making.

_____ 2. The Board keeps this statement in mind as it reviews policies and practices.

_____ 3. The institution lives up to its stated mission.

_____ 4. The Board periodically reviews - and, as necessary, revises the school’s statement of philosophy and mission.

_____ 5. The Board is adequately informed of broad issues and concerns in the field of education that can influence the direction of the institution and its management.

_____ Overall rating of Board performance in this field.

Comments and Suggestions:
**Strategic Planning**

1. The Board sets goals for the school and works toward the achievement of those goals.

2. The Board involves other appropriate individuals and groups in its planning process.

3. The Board accomplishes the activities for which it assumes responsibility in the goal setting.

4. The long-range plan for the school includes development efforts.

5. The Board provides for satisfactory planning concerning:
   a. Enrollment
   b. Staffing
   c. Quality Catholic Education
   d. Catholic Identity/Religion Program
   e. Physical Plant and Facilities
   f. Finances
   g. Development

**Overall rating of Board performance in this field.**

**Comments and Suggestions:**

**Physical Plant/Buildings and Grounds**

1. The Board has an active Buildings and Grounds Committee.

2. The Board has fulfilled its role in studying and recommending a master plan for meeting plant needs.

3. The Board has developed, in its long-range plan, priorities for capitol repairs and improvements.

4. The Board gives the Chief Administrator/Principal appropriate guidance and assistance in developing policy and procedures in this area.

5. The plant is well kept.

6. Board members avoid involvement in decisions on details that properly should be made by the administrative staff.

**Overall rating of Board performance in this field.**

**Comments and Suggestions:**

38    July 2016
Finances

1. The Board has an active finance committee.
2. The Board reviews, recommends and monitors the school budget.
3. The Board has developed policies for the financial management of the school.

Overall rating of Board performance in this field.

Comments and suggestions:

Development

1. The Board has an active development committee.
2. The mandate for the development committee includes its relationship to the finance committee.
3. The Development work of the Board includes:
   a. Public Relations efforts on behalf of the school.
   b. An aggressive Student recruitment component.
   c. Alumni Relations - as the primary beneficiaries of the Catholic education provided at the School, alumni/ae are being positioned and prepared to serve as “ambassadors” and leaders in the area of philanthropic support to their Alma Mater.
   d. Other Constituency Relations-targeting past parents, grand-parents, friends, etc. to join in a broad-based effort to ensure the long-term well-being of the institution.
   e. A comprehensive Annual Fund program to raise unrestricted dollars in support of the operating budget.
   f. Efforts to generate support for selected Capital projects.
   g. Efforts to raise Endowment funds for the school.
4. Each Board member gives philanthropic support to the school, within his or her capacity, and influences other persons to do the same.

Overall rating of Board performance in this field.

Comments and Suggestions:
Policy Formulation

1. The Board formulates policies in accord with diocesan policies and procedures.

2. The Board evaluates its policies regularly.

3. Board policies are communicated to those people who are affected by the decisions.

4. The Board policies are systematically indexed, codified, and published in a board policy manual.

Overall rating of Board performance in this field.

Comments and Suggestions:

Board/Community Relations help determine the image of the institution in the eyes of the community and significantly affect image, fund-raising, reputation and other aspects of institutional well-being.

1. Board members accept the responsibility of representing the institution in the community.

2. Board members exercise professional discretion in discussing the affairs of the institution with members of the community.

3. Board members take an active role as advocates of the institution in the community.

Overall rating of Board performance in this field.

Comments and Suggestions:
Board Evaluation should be such that the needed skills, experience, perspectives, and sensitivities are brought to bear during its deliberations while at the same time members perceive themselves as serving the institution as a whole rather than acting advocates for particular constituencies.

_____ 1. The size of the Board is appropriate.

_____ 2. The Board contains a sufficient range of talents, experience, and attitudes to accomplish its purposes.

_____ 3. The Board takes adequate advantage of its members’ skills and interests.

_____ 4. Board members serve the whole institution, not a particular constituency.

_____ 5. The composition of the Board is sufficiently diverse with respect to:
   A. representation from appropriate constituencies.
   B. age composition
   C. sex composition
   D. minority composition
   E. persons with educational expertise
   F. geographic representation
   G. conflict of interest issues.

_____ 6. The Board has a satisfactory process for the review of its membership’s composition and participation and for planning for future membership and leadership needs.

_____ 7. The nominating committee is effective in:
   A. identifying and recruiting new Board members.
   B. identifying potential officers.
   C. identifying and developing candidates for committee membership.

_____ Overall rating of Board performance in this field.

Comments and Suggestions:
**Board Organization** plays an important part in determining how effectively Board members will perform and how the Board’s work will be accomplished.

_____  1. Board processes are such that Board members are kept well informed on matters which they must evaluate and/or make decisions on.

_____  2. The number and duration of Board meetings are such as to enable it to do its work well.

_____  3. The present committee structure enables the Board to fulfill its role effectively.

_____  4. All committees are performing effectively.

_____  5. No small group dominates decision making.

_____  6. Each member has a proper voice in decision making.

_____  7. Board members are provided with an orientation that supports their effective participation early in their term of service.

_____  8. The Board is perceived as fulfilling important leadership role at the school.

_____  9. Satisfactory processes exist to evaluate Board members’ effectiveness.

____ Overall rating of the Board performance in this field.

**Comments and Suggestions:**

**Board/Principal Relations** must be open and mutually supportive, fostering a total institutional perspective and good working relations.

_____  1. The Board and the Chief Administrator/Principal are well defined and understood by the members.

_____  2. No Board member interferes improperly with the administration of the institution.

_____  3. The Board gives the Chief Administrator/Principal adequate personal support and guidance.

_____  4. The Board participates in the evaluation of the Principal in terms of his/her relationship to the Board.

____ Overall rating of the Board performance in this field

**Comments and Suggestions:**
It is suggested that each Board member respond to this form only after having completed Parts One and Two of the Board Evaluation Form, which offers a comprehensive review of board responsibilities and activities. Use the other side as needed.

1. In addition to serving as a Board Member, I stand in the following relationship with the institution (check as many as appropriate):
   alumnus/alumna: _______ Parent _______ Past parent _______ grandparent _______
   other (please explain) ____________________________

2. I have served as a Board member of this institution for _______ years.

3. Do you find your work as a Board member satisfying? _______ In what ways?

4. In what areas do you feel you are most effective as a Board member?

5. In what areas do you feel least effective?

6. What do you perceive to be the principal strengths of the institution?

7. On what goals should the Board concentrate in the next few years?
   • For itself?
   • For the institution?
A BOARD MEMBER'S PRAYER

I have been asked to serve, Lord, and I have agreed. Help me to know my fellow Board 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, 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