

Governing Boards: A Practical Guide to Best Practices & Policies

"Effective boards respect the integrity of the governing process."
Richard P. Chait, *The Effective Board of Trustees*, p. 78

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Mission Statement

The Columbia Union Conference is dedicated to providing all students with an opportunity for a quality Seventh-day Adventist education through...

Christian Growth & Fellowship

Where families, congregations, and schools work in harmony to nurture all students into a personal relationship with Jesus

Academic Quality

In schools and classrooms that lead each student into an academic “Journey to Excellence.”

Dedicated, Competent Teachers

Who model exemplary Christian teaching in an environment that is loving and safe, equipping students to maximize achievement and be life-long learners.

The “Upper Room” Board Meeting

Perhaps in a sense, one might consider the disciples’ agenda - the “business of the day,” the night before the death of a King. Who among them would be the greatest, who the least? The discussions must have been direct and passionate, if not ill-advised or even ominous. Yet for all they knew and witnessed, the disciples could not see past their own agenda to understand the peril ahead of them or the mission to which they were called.

Then, a certain One, with towel and basin in hand - showed the way; leading by serving! Whatever moments were lost to meaningless jabber among the twelve were of no account when Christ lovingly refocused the “board” to mission. The rest, of course, is living history.

In like manner, school board members serve best when they are committed to servant leadership. Robert Greenleaf, in the book entitled, *The Power of Servant Leadership*, catches the essence of servant leadership, describing it in this manner, “It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead. The difference manifests itself in the care taken by the servant - first to make sure that other people’s priority needs are being served.” To be sure, board service is not about the exercise of power, but the joy of true Christian service in advancing the cause of Adventist education ministry.

Foreword

School board members, particularly those new to board service, are often heard asking such questions as:

- ☞ What do I need to know about this board and the school it serves in order to offer my best service?
- ☞ What are the union and conference policies that shape the work of the board?
- ☞ What are the appropriate roles and responsibilities of the board?
- ☞ What are my responsibilities as a board member?
- ☞ Does the board to which I am called to serve
 - provide an orientation to, and/or mentors for new members?
 - facilitate constructive, engaging relations between and among members?
 - have a missional “compass” that drives its work?

Governing Boards: A Practical Guide to Best Practices & Policies, a compendium of board governance, is a compilation of what recent research and literature reveals regarding effective board service. Material used in this document draws from books, journals, magazines, and web-sites, all intended to provide the reader with up-to-date “tools” for use in assuring more efficient, effective, and responsible “boardmanship.”

This manual, while in places making reference to specific Columbia Union *Education Code* policies or minor adaptations of same, is *not* intended to supersede the Columbia Union *Education Code*. When questions arise regarding specific policies, Columbia Union *Education Code* is the final authority and boards are required to reference the Code as necessary. The Education Code is available in hard copy at the school and can be accessed and/or downloaded on-line at www.columbiaunion.net (see *Education page*)

Twelve Principles that Power Exceptional Boards*

Boards that are truly exceptional define their success not only through notable achievements as a board, e.g., funding a capital project or hiring exceptional teachers, but particularly through effective partnership with their respective principals. Such boards encourage their principals to participate in vigorous debate, share differing points of view, and partner in strategic planning to drive mission. They empower their principals, holding them appropriately accountable for the power they vest in him or her to drive the school forward.

While exceptional boards are faithful to empower principals, they also hold them accountable through annual, objective, and formal evaluation. Such boards trust, encourage, and support their principals; and consistently avoid “micro-managing.”

Outlined below are twelve principles research indicates power exceptional boards. Each board should strive to incorporate these principles. *Are these principles operative in the work and/or functions of your board?*

1. **Board/Principal Partnering**
 - ☞ Having an open, honest, direct and sensitive line of communication between the board and principal - communication that shares good and bad news, mutually celebrates successes, and faces and resolves problems early.
 - ☞ Providing a job description to the principal developed by the board and carefully reviewed with him or her, and to which he or she is held appropriately accountable.
2. **Mission Driven**
 - ☞ Shaping and upholding the school’s mission, articulating a compelling vision based on board-identified, board-embraced core values that drive the board’s work, e.g, integrity, fiduciary responsibility, etc.
 - ☞ Using mission, vision, and core values in decision-making, translating words and ideas to actions shaped by organizational mission; and, having the courage to refocus organizational mission as circumstances might require.
3. **Strategic Thinking**
 - ☞ Setting the organization’s course, providing direction to the school’s future by understanding its past through on-going strategic planning.
 - ☞ Moving away from meetings that focus on report-driven formats to agendas that carve out time for substantive discussion of consequential items focused on mission and strategies.
4. **Culture of Inquiry**
 - ☞ Creating and sustaining an environment of mutual trust and respect between and among board leadership, members, and principal that consistently fosters open communication, inquiry, and analysis based on well-prepared, accurate data/materials provided to board members in advance.

- ☞ Convening well-organized meetings that offer members, in an environment of trust and respect, appropriate opportunities to challenge assumptions and conclusions within established group norms and processes.

5. **Independent-Mindedness**

- ☞ Requiring all members to put the school's best interests **first**, laying aside personal agendas and/or loyalties to other board members when decisions are made;
- ☞ Including, as a requirement of membership, an annual, **signed** conflict of interest statement that includes disclosure, review and, as necessary, recusal from discussion and/or actions where a conflict of interest may exist.

6. **Ethos of Transparency**

- ☞ Giving all board members equal access to all relevant materials and information needed to optimize sound decision-making, striking appropriate balance between the need for transparency and the importance of confidentiality.
- ☞ Communicating consistently and appropriately with all stakeholders, information that advances the best interests of the school and promotes high-level confidence in the board's and principal's credibility.

7. **Compliance with Integrity**

- ☞ Establishing, maintaining, and implementing an explicit set of ethical values and standards that have been candidly discussed and clearly communicated not only to board members, but to all stakeholders.
- ☞ Assuring that a sufficient number of board members are financially literate and astute to engage the board to carefully and consistently assess the financial health of the school.
- ☞ Making certain that the school not only has adequate insurance coverage and contingency plans in the event of emergencies but also updates board members and, as appropriate, stakeholders of current and potential risks to the school.
- ☞ Implementing vigorously all conflict-of-interest policies.

8. Sustaining Resources

- ☞ Linking budget to strategic planning to deliver on the school’s mission, approving activities realistically financed with existing, sustainable resources.
- ☞ Making sure the board strategically addresses infrastructure (facilities) issues in planning; and maximizing its capacity to deliver on other school needs, e.g., hiring highly-qualified administrators and teachers, vetting and using capable volunteers, providing for the technology needs of the school.
- ☞ Having members that provide resources to the school that might include, among other possibilities, financial support, service in kind, promoting special fund-raising campaigns, and strong advocacy for the school.

9. Results-Oriented

- ☞ Measuring overall board efficiency, effectiveness, and impact against board-established, board-approved key indicators; consistently reviewed on a quarterly basis that flow from the school’s mission, vision, and strategic priorities.
- ☞ Showing flexibility to make strategic “mid-course” corrections, changing and/or refreshing strategic and operational plans as appropriate to assure that the school is sufficiently nimble to respond to changing or unforeseen circumstances.
- ☞ Using performance evaluation to ensure that the board and its leaders, including the school’s principal, are able to identify successes, challenges, opportunities, etc. to maximize benefits and minimize risks; catching and addressing problems early - *before* they escalate.

10. Intentional Board Practices

- ☞ Valuing efficiency, exceptional boards study strategic priorities, institutional turning points, and leadership, tracking emerging trends and making internal policy adjustments, as necessary, to assure the school’s viability.
- ☞ Making board meetings really matter, allowing meaningful and sufficient time to discuss matters of greatest importance to the school.
- ☞ Using “executive session” to deal with difficult, confidential issues - assuring that confidential discussion *remain* confidential.

- ☞ Keeping and distributing accurate minutes.

11. Continuous Learning

- ☞ Providing continuous learning opportunities for board members that enhance their understanding of governance, board culture, organizational history and traditions, and teamwork.
- ☞ Providing mechanisms that allow the board to identify and learn from board experiences (mistakes in board decision-making) better equipping the board to avoid, in the future, those processes and judgments that lead to poor decision-making.
- ☞ Using a combination of routine and periodic evaluations to improve meetings, restructure committees, and address individual member performance; and, using situational assessments during extraordinary events when the board must be able to respond to challenges.

12. Revitalization

- ☞ Using well-defined processes (with diversity and inclusiveness in mind) for recruiting members for service based on identified competencies, passion for the school's mission and vision, and willingness to engage in discussions and decision-making on issues vital to the school.
- ☞ Establishing a subcommittee that is responsible to the whole board - that is responsible for member recruitment, orientation, mentoring, and on-going education for the board as a whole.
- ☞ Voting and implementing means, e.g., term-limits, to remove disengaged, apathetic, non-attending, etc. board members who do not significantly contribute to the board's work, culture, or strategic interests of the school.

* adapted from *The Source: Twelve Principles of Governance That Empower Exceptional Boards* BoardSource: Washington, DC. (2005)

CHAPTER 1

Organizations and Functions

I. LOCAL CONFERENCE OFFICE OF EDUCATION

I. Functions of the Local Conference Office of Education (*see CU Education Code, #2000C*)

Local school boards, at times, are not fully clear regarding the work of the local conference Office of Education and/or what conference superintendents and/or associate superintendents can do to facilitate the school board's work. Lacking clarity, school boards can sometimes overreach their authority, particularly in matters regarding conference-employed administrators and teachers working at the school. Knowing the functions of the local conference Office of Education helps avoid misunderstandings, thus promoting a more vibrant, confident relationship between both entities.

The local conference Office of Education will ...

1. Serve as agent(s) of the conference K-12 board of education in administering and supervising the conference's K-12 system of education in accordance with established policies.
2. Prepare job descriptions for each member of the local conference office of education staff within the structure authorized by the conference executive committee.
3. Implement the Union Wage Scale as adopted by the conference executive committee.
4. Implement the CUOE's credentialing policies.
5. Develop and maintain effective working relationships with local and state offices of education and regional accrediting associations.
6. Acquaint the constituency with the necessity of Christian education.
7. Maintain the security of student and employee records for elementary schools and junior academies.
8. Compile and present to the Union Junior Academy Review Committee applications to teach secondary subjects in schools other than senior academies.

9. Be responsible for the recruitment of K-12 educational personnel, in cooperation with local school boards.
10. Supply elementary schools and junior academies with essential record-keeping materials.
11. Provide teachers with the NAD and CUOE approved list of textbooks and other curriculum materials.
12. Provide the *Journal of Adventist Education*, the official publication of the General Conference Office of Education and the Association of Seventh-day Adventist Educators, to K-12 educational personnel. Each local conference or academy will order the *Journal of Adventist Education* for elementary, junior academy, and senior academy teachers in the conference - see Code #1555. Each conference and academy will be billed by the supplier. The NAD, Union and local conferences will share subscription costs.
13. Promote the Home and School Associations of elementary schools and junior academies.
14. Promote leadership in encouraging professional growth for educational personnel.
15. Serve as counselor to the conference building committee in planning school facilities.
16. Gather and process reports required by the Union and NAD offices of education.
17. Hold and preserve all records of discontinued schools.
18. Consider applications for establishing new K-12 schools, in consultation with the conference K-12 board of education.
19. Develop and implement a master schedule for the conference evaluation of teachers and administrators in K-12 schools.
20. Provide leadership for orienting school board chairs and members regarding their responsibilities.
21. Promote leadership in developing long-range plans for education in the conference.
22. Organize all K-10 accreditation visits in collaboration with the CUOE.

23. Prepare a master calendar for K-12 schools providing for activities such as school visitations, teacher supervision, conventions, workshops, in-service meetings, conferences, and board and committee meetings.
24. Assist school personnel in planning spiritual and cultural activities.
25. Promote and coordinate combined purchasing of supplies and equipment between and among schools.
26. Assist in formulating recommendations for capital appropriations based on school requests.
27. Work with the conference treasurer on submitting to the conference K-12 board of education the annual education operating budget.
28. Keep copies of audited financial statements of schools in the conference office of education.
29. Ensure that financial statements of academies and annual audited statements of junior academies are sent to the CUOE.
30. Monitor asbestos management in all conference schools, including asbestos management plans, as prescribed by law to ensure compliance.
31. Survey, compile, and report data on K-12 enrollment, achievement, teacher certification, school accreditation status and other trends with the conference.
32. Keep its schools informed of current state curricula requirements

II. LOCAL CONFERENCE BOARD OF EDUCATION

Constituency (see CU Education Code, #2500-#2699)

School boards are elected by and composed from their local school constituency. A school constituency may be one of the following:

1. The constituency consists of the church(es) that support the school as defined in the school constitution.
2. The constituency of senior academies sponsored by the local conference constituency.

Meetings

1. The constituency will meet as specified in the school's constitution.
2. The constituency of a senior academy sponsored by the local conference will meet at the same time the regular conference constituency meeting is held.

Functions of the Constituency of K-12 Schools (*see CU Education Code, #2510*)

1. To establish and adopt a constitution, in harmony with denominational policies, that defines the principles and guidelines by which the school will be operated and to make needed amendments as circumstances warrant.
2. To provide adequate financing for general operating costs.
3. To approve financial plans for major capital improvements as recommended by the school board.
4. To receive reports of the school operation.
5. To encourage the organization and maintenance of a Home and School Association organization.
6. To either elect the school board or establish procedure for such election to take place in the sponsoring church(es).

Functions of a Senior Academy Constituency Sponsored by a Conference (*see CU Education Code, #2515*)

1. To prepare and adopt a constitution, in harmony with denominational policies, that define the principles and guidelines by which the academy will be operated, and to make needed amendments to the constitution as circumstances warrant.
2. To elect the academy board.
3. To receive reports of the academy operation.
4. To consider long-range needs of the academy.
5. To approve and provide, as necessary, a financial base for major capital expansion of the academy.

Relationship Between the Local Board and Conference Entities

Confusion sometimes exists over the role of the local board and other entities, especially the conference K-12 Board of Education and conference Office of Education.

1. The local conference K-12 Board of Education derives its authority from the conference constituency and/or conference executive committee. To ensure effective, orderly operation of schools within the conference, the conference K-12 Board of Education delegates selected functions to local school boards.
2. The school board should thoroughly understand its relationship to the conference K-12 Board of Education and Office of Education. The Columbia Union *Education Code* specifies the nature of this relationship and should be reviewed annually. (see *CU Education Code*, #2720)

School boards should be aware of the functions of the conference Office of Education. (see *CU Education Code*, #2000C) Boards that are aware and take advantage of the benefits of a close working relationship with the conference Office of Education tend to function more effectively.

Although the Columbia Union Conference K-16 Board of Education delegates certain functions to school boards, it cannot divest itself of its inherent legal obligations. Inasmuch as the conference association, conference trustees (in which school ownership rights are vested) remains legally bound by school board actions, it is incumbent that close cooperation remain between school boards and the conference K-12 Board of Education in school operation and in all personnel actions.

- ☞ The conference board of education serves as employer of all certificated educational staff. As such, the conference Board of Education is responsible for the employment, assignment, transfer, retirement, non-renewal of contract and termination of all certificated personnel.
- ☞ The conference superintendent, in consultation with local school boards, makes recommendations to the conference K-12 Board of Education on employment of certificated personnel.
- ☞ The school board serves as employer of all classified personnel. Classified personnel are school employees for whom denominational certification is not deemed an essential part of the job description. Examples may be secretaries, teaching assistants, non-management custodians, etc. Since all schools are part of the Seventh-day Adventist school system, they are to follow employment guidelines for classified personnel as outlined in the Columbia Union *Education Code*.

- ☞ The conference office may provide courtesy payroll services for classified personnel.
- ☞ In the employment of classified personnel, it is essential that the local school board works in cooperation with the conference superintendent. The superintendent or designee must be present when decisions are made regarding the employment status of all school personnel.
- ☞ The conference K-12 Board of Education may consider appeals that have not been resolved at the local level.
- ☞ In addition to composing each school evaluation team, the conference Office of Education schedules and chairs school evaluations in consultation with the local school board.
- ☞ The conference Office of Education gives counsel in organization, administration, and curriculum.

CHAPTER 2

The Board at Work

I. WHAT SCHOOL BOARDS DO

Functions of the School Board (*see CU Education Code, #2710B*)

School boards retain considerable power and influence affecting the respective schools they serve. Yet, local school boards are *not* autonomous and are required to comply with local conference, Columbia Union, and North American Division policies. In instances where working policies of the local conference, union, or division are silent, the local school board can exercise discretion to act, filtering and shaping action through the school's philosophy and mission.

Each school operating board will:

1. Develop, through counsel with the school faculty and its various publics, a lucid, practical statement of philosophy and objectives that are in harmony with the general Adventist philosophy of education.
2. Comply with personnel procedures as outlined in the Code. (*see CU Education Code, #2710C & Section 9000-9999*) - *See section in this manual entitled "School Personnel"*
3. Ensure the implementation of policies and plans of the local conference and Union offices of education.
4. Develop policies in areas of local concern such as:
 - a. Use of school property.
 - b. Bus schedule and routes.
 - c. Purchasing procedures.
 - d. Tuition and other methods of support.
 - e. Admission requirements in accordance with state and local conference guidelines (*see CU Education Code #3050, #4510, #5200*)
 - f. Equipment and maintenance of school plant.
 - g. Textbook purchases (pupil or school-owned).

- h. Master planning.
 - I. Follow the NAD and Union-adopted curriculum.
 - j. Other policies as prescribed by state departments of education.
5. Support the principal in administering the school program including the following:
 - a. Implementation of board policies.
 - b. Teacher load.
 - c. Daily schedule.
 - d. Development and enforcement of a code of student conduct.
 6. Hear and review recommendations from the school administration or parental grievance appeals. All appeals must be heard in closed or executive session.
 7. Promote and support the Home and School Association or parent-teacher organization where organized.
 8. Ensure that official minutes of each meeting of the board or committees of the board are kept and that a copy is filed with the local conference office of education. Senior academies are to file copies with the conference and the Union office of education.
 9. Consider appeals and answer questions regarding the operation of the school.
 10. Participate in the process of school evaluation.
 11. Provide resources enabling the school to have an active inservice program from teachers and cooperate with the local conference office of education in planning for inservice education and teacher conventions.
 12. Consider and approve, in counsel with the local conference superintendent, a proposed plan of school organization, including a constitution and bylaws, the administrative organization and a basic curriculum plan for the school.
 13. Adopt the recommended local conference-wide school calendar and secure permission for modifications from the conference office of education.

14. Adopt a dress code policy and a code of social behavior.
15. Authorize the preparation of a school bulletin that will include such items as:
 - a. Financial information.
 - b. School regulations.
 - c. School calendar.*
 - d. Course offerings.
 - e. Graduation requirements.

* *School boards are to adopt the recommended conference-wide school calendar. Any modifications must receive prior approval from the conference office of education. Boarding academies are provided flexibility in calendar, given the need for home-leave planning.*

16. Assume responsibility for planning and funding an annual operating budget including but not limited to:
 - a. Administrative expenses.
 - b. Teacher/staff salaries.
 - c. Teacher/staff professional growth costs.
 - d. Curriculum materials.
 - e. Playground and physical education supplies.
 - f. Media center materials.
 - g. School supplies.
 - h. Insurance.
 - I. Indebtedness.
 - j. Other operating expenses.

17. Work with the church board(s) and church finance committee(s) on the amount of church subsidy to be given to the school.
18. Work with the constituent church(es) in fulfilling the goals of the local church(es).
19. Assume responsibility and work with appropriate church entities for planning and funding a capital budget including improvements.
20. Cooperate with the local conference and Union offices of education in matters of curriculum development and innovations.
21. Develop long-range plans for the school taking into account projected enrollment figures, class size, financial needs, and staffing requirements.
22. Provide a professional growth program for administrators and teachers.
23. Appoint subcommittees as needed which may include personnel, finance, curriculum, etc.
24. Employ classified personnel as needed.
25. Participate in a self-evaluation program for school accreditation.
26. Help the principal actively recruit new students to the school.
27. Provide the necessary support and resources to effectively address recommendations proffered by in the NAD Commission on Accreditation evaluation reports.

Responsibilities: Who Does What?

It is very important for all parties that work together in affecting governance to be clear in their respective roles and responsibilities. Outlined below is an inventory of responsibilities for which each notes what party or organization has specific jurisdiction or responsibility.

RESPONSIBILITY	ADM	CONF	BD	RESPONSIBILITY	ADM	CONF	BD
1. Certification of teachers		X		23. Student acceleration	X	X	
2. Attendance of teachers		X		24. Student transfers	X		

3. Capital Expenditures			X	25. Textbook selection		X	
4. Handling cost of books			X	26. Building maintenance			
5. Suspension	X			27. Student records	X	X	
6. Expulsion			X	28. Grade book/records	X	X	
7. Field trips	X	X	X	29. Tuition collection	X		X
8. Overnight trips	X	X	X	30. Teacher in-service	X	X	
9. Fund raising projects	X		X	31. School discipline	X		
10. Non-budgetary purchases			X	32. Entrance age		X	
11. Personnel contracts, prof.		X		33. Faculty committees	X		
12. Personnel, local			X	34. Board committees			X
13. Personnel, hiring & firing, local	X		X	35. Teacher assignment	X	X	
14. Personnel, hiring & dismissal, professional		X		36. Leaves of absence	X	X	
15. School calendar		X	X	37. Spiritual leadership	X		
16. School budget		X	X	38. Teacher salaries		X	
17. Student admissions	X		X	39. Substitute teachers	X		X
18. Teacher incompetency	X	X	X	40. Supervision of instruction	X	X	
19. School evaluations	X	X	X	41. Teacher evaluation	X	X	
20. Curriculum change	X	X	X	42. Issuance of transcripts	X		
21. Recruitment procedures			X	43. Local school policy			X

II. MEETINGS

Conducting Business

Have you ever attended a board meeting where, upon completion of its business, you've wondered whether attending was worth your time and energy? Perhaps you asked

yourself questions such as: What did we accomplish? Was I really comfortable with what was said (about what, about whom)? In what direction is the board seeking to take the organization it was elected to serve? Was the Lord really present, given the substance and/or tone of discussions?

To be sure, not all board meetings are productive. Nevertheless, we should always strive to make them so. To seek or allow anything less serves little constructive purpose and leads to discouragement, indifference, passivity, or worse among board members. Board meetings should be productive, collegial - started and ended with prayer.

At all times, board meetings should focus on the right issues - issues that advance mission, and members should always keep in mind that they are in the presence of the Holy One. Thus, in the manner and spirit of His service, board members should seek to serve likewise. Consider the following passage from *Testimonies*, Vol. 6, pp. 139-140:

“Let those who attend committee meetings remember they are meeting with God, who has given them their work. Let them come together with reverence and consecration of heart. They meet to consider important matters connected with the Lord’s cause. In every particular, their actions are to show they are desirous of understanding His will in regard to the plan to be laid for the advancement of His work. Let them not waste a moment in unimportant conversation; for the Lord’s business should be conducted in a businesslike, perfect way.”

Board Authority

Every Union school and academy will have an operating board elected by the school constituency to which it is responsible. In addition, boards are best served when working in close partnership with the local conference office of education.

Each board is obligated to operate the school within the guidelines and policies adopted by the Columbia Union *Education Code*, local conference K-12 board of education, and the constituency as stated in the school’s constitution. *The board has authority only when meeting in official session. Individual members may not speak for the board unless designated to do so by voted action of the board as a whole.* All actions of the board are implemented through its executive secretary (principal), in cooperation with the board chair. (see *CU Education Code*, #2700)

Meetings

The school board or executive committee should meet at a regular time and place at least four times during the school year and as often as needed during the summer months. (see *CU Education Code*, #2710A)

Board meetings should be driven by greater purpose than to simply share information. While sharing information is of value, even more so is the time of board members. Technology now allows information to be shared quickly, effectively, and extensively. Consequently, board meeting time used for analysis of reports (board committees, management, etc.) and data (financial indicators) delivered to members *prior* to the board meeting should be minimal, unless financial challenges require more extensive discussions and action by the board.

Board time is best spent addressing matters of strategic importance that affect the school's mission and vision. Strategic planning, non-management policy development, leadership, personnel, development/investment are among items that should occupy the larger share of board meeting time. To be sure, boards should be extraordinarily diligent to *avoid* "micro-management," dealing with trivialities and/or addressing policy matters best suited for school administration's attention and discretion.

Boards can enhance their effectiveness by the following practices and policies:

- ☞ Establishing written procedures, available to all board members, for how agendas are set for meetings, including means by which board members, school staff and constituents can offer agenda items. Impromptu items suggested at the time the board meets should not be permitted unless voted by the board.
- ☞ Establishing written, objective, and measurable criteria for use in selection of personnel; consistently seeking to strengthen the process the board's employs in interviewing and offering recommendations to the conference K-12 board of education, re: hiring.
- ☞ Establishing a decision-making process that is transparent and openly solicitous of input from all members of the board.

Meeting Conduct₁

- ☞ Begin and end on time.
- ☞ Arrive prepared to conduct the work of the board.
- ☞ Prioritized time allocations to provide for agenda items of greater importance.
- ☞ Non-pertinent discussion should be called into question, allowing the board to remain focused on dialogue pertinent to the issue.
- ☞ An orderly method must be established to which the board will adhere, by which staff, constituents, and students may be heard during meetings.

- ☞ Discussions, presided by the chair, must allow for all members to offer their respective insights in an orderly fashion, also allowing members to offer alternate points of view.
- ☞ When speaking, members should address issues, not personalities, with brevity and without interruption from others.
- ☞ Discussion, on any given item, should be timely and paced deliberately by the chair, to avoid members' "attention fatigue." It is the responsibility of the chair to set reasonable parameters for discussion.
- ☞ Members should declare, in a timely manner, potential conflicts of interest as circumstances warrant and recuse themselves from any discussion or vote taken by the board on items where such conflicts of interest might exist. The minutes should indicate that the conflicted party neither participated in discussion nor voted on the item under consideration.
- ☞ Create a cooperative, rather than a competitive, environment. Whenever those voting in the majority believe they "beat" the minority; whenever good committee reports are unnecessarily questioned; and, whenever a group believes it is against the chair, the entire board and school system suffers.

Consent Agenda

If efficiency is important to your board, then a consent agenda, "*... a practice by which the mundane and non-controversial board action items are organized apart from the rest of the agenda and approved as a group*"², should be employed. Consent agenda includes all the business items that require formal board approval but do not need board discussion before taking a vote because such items are non-controversial in nature. Items appear on the consent agenda only if all board members agree; and, any item that a member believes needs discussion must be removed and placed on the regular agenda for the board meeting.

The key to successful use of consent agenda items is to provide those items to board members *well in advance* of the meeting, allowing board members to have ample time to read and analyze the reports/data. Routine reports, that could be offered in e-correspondence in advance of meetings, e.g., principals' reports, committee reports, enrollment data, etc., typically compose consent agenda.

Minutes

Whether the keeping of minutes is the responsibility of the board secretary (usually the school principal) or a recording secretary (board-designated), minutes are an authoritative source and permanent record of voted board actions and proceedings.

Minutes should include a record of (1) attendees, (2) time of declared quorum, (3) voted actions, and (4) time of adjournment. If annotated, great care should be exercised in noting the substance of discussions and conclusions, avoiding excessive or inappropriate detail. Minutes should be carefully written and avoid inclusion of confidential or sensitive information, e.g., student accounts, family issues, etc. Always remember that minutes are a legal record of the official business transacted by the board in session.

As noted in the section entitled “Executive Session” (see p. 30), board minutes do not include confidential matters discussed while in executive session.

A preliminary draft of minutes should be reviewed and, as necessary, edited by the board chair and secretary *before* being distributed as official. It is advisable to distribute minutes within 48 to 72 hours of a board meeting’s adjournment, with a copy sent to the conference office of education and, in the case of academies, to the Union office of education.

Electronic Board Meetings

Sometimes circumstances make it nearly impossible for board members to assemble at a certain time and place to conduct board business, particularly when urgent business requires an unscheduled meeting. Increasingly, the answer to such a challenge is the tele- or video conference. Boards are now allowing individual members to join scheduled, face-to-face board meetings via teleconference and, in some cases, meetings are held entirely by teleconference or video conference. While sometimes necessary, tele- and or video conferencing should *not* replace the traditional face-to-face meetings.

When tele- or video conferencing is necessary, the board chair and board secretary should:

- ☞ be sure to have a quorum.
- ☞ track the flow of the meeting and voting results.
- ☞ produce, and provide accurate minutes of voted actions for board members.

Tips for Teleconferencing

- ☞ Choose a time convenient for all, being mindful of members that might be participating from different time zones.
- ☞ The chair should pay special attention to assure involvement of all members in discussion and decision-making.

- ☞ Roll call should be taken to establish a quorum, to assure meeting by-law requirements.
- ☞ Ask every speaker to first identify him- or herself before making a comment.
- ☞ Ask members to call from a quiet location, speak clearly, and, if calling via cell phone, to mute noise.
- ☞ To authenticate voted actions, take a roll call vote of each individual board members, particularly if the meeting is joined by non-members and/or invited guests or if you anticipate that a voted action might be challenged.
- ☞ Do not use teleconferencing for major planning meetings or for sorting out a conflict.
- ☞ Follow up with minutes if voted actions were taken.³

School Boards and Budgets

A budget is an itemized summary of probable income and expenses for a given period of time. In the case of schools, annual budgets are typical. There are two kinds of budgets for schools:

- ☞ *An operating budget* - which forecasts income and expenses for the fiscal year, typically from July 1 to June 30.
- ☞ *A capital budget* - a plan to finance long-term (5-8 years) outlays such as fixed assets like facilities and equipment. Short-range capital budgeting is typically planned within a 12-24 month range.

School budgets are typically tuition-driven, requiring yearly development based on the best information and projections possible. Subsidies from constituent churches and the local conference must be established on realistic estimates, based on what each entity is able and willing to provide annually.

Schools and local churches are seldom on the same fiscal year. Friction can, at times, result when churches are asked to provide more funds than they have budgeted. It is the school administrator's responsibility, working closely with the school board and church pastor(s), to anticipate the needed subsidy for the next fiscal year and to communicate this need to the local pastor(s) before the church budget(s) is developed.

In setting and managing budget priorities, boards should:

- ☞ realize that most budget items are relatively fixed, with little flexibility.

- ☞ develop preliminary budgets for various levels of projected enrollment, such as 105%, 100%, 95% and 90%, given fluctuations in year-to-year actual enrollment.
- ☞ examine expenditure trends and past performance.
- ☞ where possible and/or as needed, employ contingency planning.

Budgeting Process

In budgeting, as in other areas, the board is responsible for establishing policies, school administration is responsible for implementing and controlling those policies.

- ☞ Boards should not be involved in managing minor details of the budget. Administration is accountable to the board for performance.
- ☞ A budget covers a 12-month period, from July 1 through June 30. A budget calendar is needed to indicate when planning and preparation must occur, when reports and recommendations are due, and who is responsible for precise functions.
- ☞ Budget preparation, particularly in early stages, requires input and participation from staff, school organizations (e.g. Home and School Association), the constituency, and boards (school and church). A short questionnaire might suffice for some groups, whereas formal meetings might be more appropriate for other groups.
- ☞ Boards deserve rational explanations for every major budget area. Be especially aware of funding changes exceeding 10%, unrealistically low allocations, and the need for a reasonable emergency fund.
- ☞ Proper order is important in the budgeting process. Major consideration should first be given to educational needs, *then* the ability to finance those needs.
- ☞ The board must not be concerned only of its immediate responsibility to prepare a budget for the next school year. A well-developed budget recognizes the need for future projects, programs, and improvements. Reserve funds and long-term goals should be budgeted over a two- or three-year period.
- ☞ Boards need to understand the difference between budgeting dollars and authorizing expenditures for specific materials or services. Failure to clarify the distinction between the two will create conflict during budget implementation.

- ☞ Establish and maintain budget areas. Depending on school size, budget areas commonly include salaries and fringe benefits, curriculum and instruction, materials, equipment, facility operation and maintenance, and transportation.
- ☞ Once established, there should be little need to transfer funds from one account to another.
- ☞ Budget for the unexpected (contingency).
- ☞ Consider placing utility services on a constant budget figure with a settlement date in the summer.

The Work of Board Committees

Most school boards use committees composed of select sets of board members and, at times, board-approved invitees/volunteers to prepare much of agenda for board meetings. The typical board will have 3-5 committees, usually including personnel, finance, and building/maintenance. The work of board committees is very important and requires diligence on the part of members to assure more effective use of board meeting time.

Outlined below are some ideas that can enhance the function and work of board committees:

- ☞ Committees should be composed of 5-7 members, balanced in gender, ethnicity, and as circumstances might allow, age.
- ☞ Establish a set meeting day, time, and place, allowing members to more easily remember.
- ☞ Do not reward late-comers by recapping discussions and/or decisions made by the committee in their absence.
- ☞ Publish an agenda, thus keeping members more focused and efficient in addressing the committee's work.
- ☞ Good leaders commend ideas, *not* people, making it possible to challenge ideas without challenging those who offer them.
- ☞ The chair should consistently seek and secure input from all committee members, not allowing a second contribution from one individual until each other member has had a chance to speak to the item being addressed. Members should economize their contributions, recognizing that often, the more one contributes the less impact and/or credibility his/her

contributions have.

- ☞ Care should be exercised by the chair to avoid filtering discussion through his/her own opinions. The chair facilitates, and not controls, discussion, allowing for consensus to emerge.
- ☞ Discussion may well lead to conflict. The chair's goal is to manage conflict, not avoid it.
- ☞ When an impasse seems to halt progress, remind the committee of common goals.
- ☞ Compromise and negotiation are often satisfactory. Preferences and procedures are negotiable.
- ☞ Committee members will not respect a member who tells stories, offers extended explanations or recounts the ways in which things have previously been done.
- ☞ Appropriate and timely humor often lends to a more productive and enjoyable time spent together.
- ☞ Remember - the characteristics most valued in committee discussion are clarity, brevity, and flexibility.

III. PROCESS AND PROCEDURE

Parliamentary Procedure

Unlike larger counterparts, small boards, at times, process work through approaches less formal than *Roberts' Rules of Order*. While such informality usually works without difficulty, even small boards should employ basic parliamentary procedures when conducting business, particularly when dealing with potentially challenging issues. Board members are more likely to feel that issues have been addressed with fairness, objectivity, and transparency when parliamentary procedures guide discussions and decisions.

The following chart addresses parliamentary procedure “basics” that can assist board members and/or board chair lacking familiarity with established procedural rules:

To Do This:	You Say This:	Interrupt?	Need Second?	Debate?	Amend?	Vote to Carry	Reconsider?
Adjourn meeting	Move that we adjourn	No	Yes	No	No	Majority	No
Call for recess	Move for recess	No	Yes	No	Yes	Majority	No
Suspend discussion	Move to table the motion	No	Yes	No	No	Majority	No
End debate	Move the previous question	No	Yes	No	No	2/3	No
Give closer study	Move to refer the item	No	Yes	Yes	Yes	Majority	Yes
Amend a motion	Move to amend by ...	No	Yes	Yes	Yes	Majority	Yes
Introduce business	I move that ...	No	Yes	Yes	Yes	Majority	Yes
Vote on a ruling of the chair	I appeal the chair's decision	Yes	Yes	Yes	No	Majority	Yes
Avoid improper matter	I object to considering this motion	Yes	No	No	No	2/3	No
Request information	Point of information	Yes	No	No	No	No vote	No
Reconsider hasty action	I move to reconsider ...	Yes	Yes	Yes	Yes	Majority	No

Secret Ballot

Secret ballots are used primarily for two reasons: to limit if not completely avoid subtle or overt member intimidation when votes on sensitive issues are necessary, or to assure anonymity and confidentiality of members' votes. *Board chairs should be sensitive to, and accommodating of, requests made by individual board members for secret balloting*, primarily because neither chairs or principals can be entirely aware of what political, social, or familial pressures faced by members might be at play on issues

requiring board action.

Items that typically require or elicit calls for secret ballot are:

- ☞ Board/school personnel matters, e.g, recommendations to the conference k-12 board of education regarding hiring, retention, transfer, termination of school personnel.
- ☞ Proposed major capital/financial expenditures that might impact church budget(s), e.g., securing loans.
- ☞ Proposed substantial changes in school programming, e.g., eliminating course offerings or programs (secondary).
- ☞ Proposed change in school status, e.g. change from elementary to junior academy or k-12 program.
- ☞ Election of board/committee officers

Executive Session

Every board has the right, if not responsibility, to meet in session exclusively with members of the board. Such a meeting is called an “executive session” and is necessary when open discussion and/or a needed action may be hindered by the presence of non-members or matters requiring confidentiality need to be addressed.

Items that might require an executive session of the board include:

- ☞ Investigation of alleged misconduct on the part of an employee or board member.
- ☞ Discussion of financial issues with an auditor.
- ☞ Preparation of a legal case with an attorney.
- ☞ Discussion of a board’s approach to a scandal or negative publicity.
- ☞ Handling of personnel issues, e.g., performance evaluation, discipline, determination of job status - (*see Education Code, #2710C & #9050*)
- ☞ Handling of other matters where confidentiality has been requested or is otherwise prudent.
- ☞ Peer-to-peer discussions about board operations.⁴

It is important to note that while boards can and should move in and out of executive session as circumstances require, board minutes should reflect that an executive session of the board was called. The minutes however, should not include those proceedings which are confidential to the executive session.

Removing a Board Member

Removal of a member from the board is a very serious matter and should never be taken lightly. At times however, such a step must be considered. Among reasons believed appropriate for removal are:

- ☞ Prolonged non-attendance.
- ☞ Unethical, disruptive, or obstructive behavior that prevents a board from proceeding with its work or threatens its credibility.
- ☞ Profound conflict of interest.
- ☞ Breach of confidentiality or covenant.
- ☞ Any individual member action, not authorized by vote of the board, that creates legal jeopardy for the board as a whole and/or the organization it serves.

Under no circumstances should a member who expresses a point of view, if even often contrary to the prevailing sentiment of the board as a whole, be removed from the board. In fact, boards are well served by members whose perspectives force the board to examine matters from a variety of perspectives.

Every organization should have a by-law (member impeachment) that expresses reasons for, and methods by which, removal from the board is undertaken. To affect removal, a high standard should be established, namely a three-quarters vote of the entire board membership.

IV. THE BOARD AND SCHOOL PERSONNEL

School Personnel (*see "Personnel Procedures" in CU Education Code, #2710C*)

The local conference superintendent works closely with local school boards to select school personnel. In some cases, the superintendent may ask the local school board to appoint search committees to find candidates to recommend to the conference K-12 board of education for employment. Often times the school will rely on the recommendation of the superintendent. The final decision to hire will be made by the conference K-12 board of education. (*see CU Education Code, #9050*)

Hiring a Principal

Although official hiring of a school's principal is the exclusive prerogative of the local conference K-12 board of education, the local school board has considerable input in principal selection. Prior to interviewing principal candidates, school boards would be wise to create a *position profile* - *an outline of the characteristics and skills desired for the position for use in vetting candidates*. The position profile should be created very early in the search process. The school board should work very closely with the conference superintendent in the creation and use of the position profile as candidates are considered.

Developing and using the profile provides the board a much better opportunity to hire the individual with the requisite skills needed to lead the school at the time of hire. In addition, the position profile can become the basis for the writing of an individualized job description, the basis upon which the principal can be evaluated particularly after his/her first year of service.

Principal Job Description

Since a principal should be evaluated on the basis of his/her individualized job description (*see CU Education Code, #9125F*) provided at the time of hiring. It is essential that the school board, in cooperation with the local conference office of education, create and provide the job description as part of the hiring process. Collaborating with the local superintendent on the individualized job description provides the local school board with an opportunity to input into some of the metrics used by the local conference office of education in evaluating the principal's work.

Principal Evaluation (*see CU Education Code, #9125F*)

Unlike with teachers, the local school board has a unique and direct working relationship with the principal, particularly given the high-level accountability of the principal to the school board. Given same, it is important for the school board and local conference to follow policy regarding principal evaluation for administrators on term-status.

Administrators employed on term-status will be evaluated annually on a shared basis by the local conference office of education or, at the discretion of the conference, by the CUOE. The evaluators should have school administrative experience.

Competency evidenced by professional evaluation is a condition of continued term-employment. The evaluation process will consist of a minimum of one written evaluation per year with a follow-up personal conference with the local

superintendent.

Conflict and Differences: Board and Principal

Protracted, unresolved conflict between the school board and principal can create a poisonous atmosphere both at board meetings and in the school served. When significant differences arise between the board and the principal, every effort should be made to resolve the differences *quickly, honestly, privately, objectively, and confidentially* using Matthew 18 guidelines. Do not let the problem fester. Delaying action to resolve significant differences between parties serves no constructive purpose and will likely result in compounding the problem.

Differences between the board and principal that arise during meetings should be handled with respect and courtesy, allowing all parties to maintain dignity. Every effort should be made to address potential problems *BEFORE* the meeting, using conference and/or union resources if necessary, to mediate or solve the problem before it engages the board as a whole.

Teacher Employment Status and Terminations (see “School Board Responsibility for Unamortized Moving Expenses” in CU Education Code, #2730)

Should the local conference K-12 board of education have to terminate or move a K-12 employee because of a teacher- local school board conflict in which the K-12 board of education finds the local school board is primarily at fault, the school board is liable for the termination settlement and for the unamortized moving expenses based on the reimbursement schedule outlined in Code #9340.

CHAPTER 3

Individual Board Members

Role of the Board Member

Board members must act in good faith to advance the mission, vision, and goals of the school, always seeking to promote its best interests. In addition, members should...

1. Read materials for meetings in advance and make any other relevant preparations to effectively contribute to board proceedings.
2. Attend board meetings.
3. Participate in discussions.
4. Use board meetings to make reasonable inquiries regarding proposed policies, strategies, and goals considered by the board.
5. Make informed decisions and votes, based on a clear, appropriate understanding of issues addressed by the board.
6. Participate in committees as appropriate.
7. Respect the privacy and confidentiality of information obtained in the course of participation in board discussions and decisions.

Remember - as a board member, your input is important to the board's success and the health of the school.

Qualifications of Members (*see CU Education Code, #2705B*)

1. Members of the Church in regular standing.
2. Members of the constituent church(es) sponsoring the school.
3. Will have their own school-aged children enrolled in the K-12 constituent Adventist school. An exception *may* be allowed if the school has determined that the child's special learning needs are best met in another setting.
4. Shall not be spouses, parents, siblings, or immediate relatives of staff members. It is advisable that not more than one member from the same immediate family be elected to the board

Board Member Ethics (see *CU Education Code, #2705C*)

School board members should always remember that, as Christians, the calling to service requires no less than the highest ethical standards and conduct, particularly given how a board's work often affects personal lives in one way or another.

Board members will agree to abide by the following Code of Ethics. Members will:

1. Maintain confidentiality in all matters that, if disclosed, would needlessly injure or bring legal liability to individuals or the school.
2. Maintain honesty, trust, fairness, and integrity.
3. Base all decisions on the philosophy and mission of the Adventist education system, while avoiding actions that are taken because they are expedient.
4. Demonstrate attitudes and personal conduct that reflect the standards of the Church, while refraining from actions or involvements that could prove embarrassing to the school or the Church.
5. Work unceasingly to improve the understanding and support of Adventist education.
6. Learn and practice the art of compromise without ever sacrificing principle.
7. Support and protect the rights of all members of the school community including the board, the school administration, faculty, parents, and students.
8. Recognize that the authority of the board is only expressed through its actions when in session. Individual members will not act or speak on behalf of the board unless authorized by the board to do so.
9. Take no private action that will compromise the school system, board, or administration of the school.
10. Avoid all conflicts of interest by refusing to vote on proposals for which there may be a conflict of interest unless asked to do so by the remainder of the board.
11. Base decisions on facts and independent judgment and not deferring judgment and opinions to individuals or special interest groups.
12. Work cooperatively with other board members in a spirit of decency, harmony, and cooperation.

13. Support and uphold all board decisions regardless of personal disagreement.
14. Ensure that board meetings are conducted in a Christian manner and in harmony with the principles outlined in Matthew 18:15-19;

Conflict of Interest Declaration & Statement *(for full policy details, see CU Education Code, #3010)*

A trustee, officer, executive committee/board member, employee or volunteer has a duty to be free from the influence of any conflicting interest when serving the organization or representing it in negotiations or dealings with third parties. Both while on and off the job, an employee is expected to protect the best interests of the employing organization.

The Code outlines 11 conditions that constitute conflicts of interest. *(see CU Education Code, #3010D)* Members and organizational employees have a responsibility to declare and make known to the entire board any potential and actual conflicts of interest in any and all matters that come before the board. Every board member has a responsibility to annually sign and submit a statement of acceptance of the policy governing conflicts of interest.

The chief administrative officer of the organization concerned will present a statement of acceptance of this policy (as provided by the NAD), to denominational administrators and department leaders and to each member of the board of trustees and all employees of denominational associations and institutional corporations having responsibility in connection with the handling of trustee funds, and such statements will be signed and made available to the responsible auditors. The boards of trustees of such organizations will be appraised annually by denominational auditors of inherent exposures to denominational assets. (see CU Education Code, #3010E)

Personal Liability of Members *(see CU Education Code, #2705D)*

While it is true that board members are indemnified within limits as prescribed by Church policy while serving the board, members should know that ...

1. They have a responsibility to show prudence with respect to safety and physical hazards that may exist at the school or during school activities.
2. They are responsible for preserving the esteem, confidence, and good will in which employees, parents, and students are held.
3. They may be held personally liable for statements they make during meetings that invade a person's privacy or are slanderous.

4. When boards discuss sensitive matters related to employees, parents, or students, they will go into executive session and maintain confidentiality. (See section entitled “Executive Session” in this booklet)

SELF-TEST for Individual Board Members

How diligent a board member are you? Answer each of the following 10 questions after each board meeting:

1. Did I arrive at tonight’s meeting prepared, having read and studied all materials sent to me in advance?
2. Did I contribute in a significant way to board discussions and actions this evening?
3. Did I ask for and receive clarifications, as necessary, when the financial statement, audit, and/or budget was discussed?
4. Did my comments advance the appropriate role of the board or did they lend to micro-management?
5. Were my comments and votes consistent with the organization’s mission and values espoused by the board?
6. Was I, in principle, supportive of the administration and its duty to bring information, proposals, and insights regarding specific agenda items?
7. Did I (and will I) maintain strict confidentiality regarding all sensitive matters discussed by the board, e.g., personnel/executive session?
8. What “fence-mending” (*who, what, where, when, how*) should I undertake, if necessary, regarding my words or behaviors at tonight’s meeting?
9. Was I given a specific assignment by the board tonight and, if so, have I (will I) plan for its completion?
10. Was I satisfied that tonight’s meeting was productive and collegial?

CHAPTER 4

The Board Chair

The Effective Board Chair

A strong leader who builds his/her credibility on a foundation of trust, honesty, objectivity, and passion for mission, the effective board chair looks at the big picture and keeps an eye on the institution's mission, vision, and long-term goals. The effective board chair establishes and nurtures his/her relationship with all board members and, in particular, with the principal, with whom he/she must work closely. Recognizing that he/she does not work in a vacuum and that the entire weight of the board's work must not fall on his/her shoulders, the effective board chair strategically and efficiently delegates tasks to board committee chairs and members. While charged to lead the board, a strong chair recognizes that, at times, he/she will have to make and be held accountable for difficult decisions, yet makes certain to consult with the board, conference office of education and/or Union office of education before rendering a decision on a difficult matter.

How Does a Chair Deal with Difficult Meetings and Conversations ₅

- ☞ Ask open-ended questions i.e., “*What results do you want to achieve?*,” in order to help another member identify his/her own solution to the problem.
- ☞ Ask for specifics and take notes. Ask an angry person to give details about why he/she is upset.
- ☞ Use writing as an effective communication tool. It will help you present your points in an orderly fashion.
- ☞ Turn “us” and “them” into “we.” Highlight similarities between you and other board members. Suggest that you do things cooperatively. “Let’s find the information together.”
- ☞ Listen attentively and acknowledge others. Even if someone is blowing off steam, it may provide you with insight into the problem.
- ☞ Restate - make sure you understand what he/she is saying.
- ☞ Reflect - offer an empathetic response that verifies the person’s feelings.
- ☞ Reframe - ask him/her what is going on, what he/she is thinking, or why he/she took a particular action. This helps people feel heard and understood.

- ☞ Establish realistic expectations - help others understand that even though they may be frustrated, it isn't the result of unfair or arbitrary action.
- ☞ Use peer pressure. Don't pressure people to see things your way, but rather, make them responsible for their own actions. Remind them of the consequences of angry tirades. Discreetly remind them if they appear to be talking too often or too long, thus denying others the opportunity to speak.

Duties of the Board Chair (*see CU Education Code, #2715B*)

1. Call and preside over board meetings.
2. Become acquainted with basic parliamentary procedures.
3. Serve as consultant to the secretary on preparing an agenda for board meetings.
4. Encourage discussion that is relevant to agenda items.
5. Become acquainted with the school program and confer with the principal on items pertaining to the operation of the school.
6. Support the principal in administering the school.
7. Act as liaison with individual churches to ensure communication and presentation of school items pertinent to each church constituency.

Another reality the effective board chair will encounter and plan for is the “difficult” board meeting and/or board discussion.

Duties of the Vice Chair (*see CU Education Code, #2715C*)

1. Act in absence of the board chair.
2. Other duties as determined by the school board and/or school constitution.

Duties of the Secretary - Principal (*see CU Education Code, #2175D*)

1. Keep a written record of each meeting in a permanent file. A non-voting recording secretary may also be chosen (*highly recommended*).
2. Send typed copies (hard copy) of board minutes and actions to the local conference superintendent after each meeting. Senior academies are to send a copy to the Columbia Union Office of Education.

3. Carry on the necessary correspondence of the board.
4. File with the conference superintendent the dates for regular board meetings.
5. Contact all board members when special board meetings are called, informing members of time and place.
6. Send, in advance of regularly scheduled board meetings, information packets containing reports and data (as deemed appropriate by the board) to all board members to facilitate discussion and proposed actions to be taken by the board.
7. Work in tandem with the school board chair in developing meeting agendas.

Duties of the Business Manager (Secondary) - (see CU Education Code, #9110B2)

1. Financial planning and budgeting.
2. Cost-control management.
3. Purchasing.
4. Accounts receivable control.

In instances where the principal is not designated as the business manager, the business manager reports and is accountable to the principal of the school.

Duties of the Board Treasurer (see CU Education Code, #2175E)

In schools where a board member serves as school treasurer, the following duties apply:

1. Keep all financial records.
2. Issue school bills to parents.
3. Collect tuition.
4. Pay authorized bills.
5. Present a complete financial report at each board meeting. The treasurer or designee will send copies of the budget and monthly financial statements to the conference office of education.

6. Arrange and prepare for an annual financial audit of school operations.

Chair/Principal Relationship

For better or worse, the relationship, or lack of same, between the board chair and school principal can affect the climate of both the board and school. There is no relationship more vital to school governance than that between the board chair and principal. It is imperative that this relationship is built on trust, open and frequent communication, and mutual respect.

Building the Partnership: Chair and Principal - 10 Commandments

1. Allow nothing or no one to undermine the trust, open and frequent communication, and mutual respect between both parties.
2. Seek to establish and maintain a “*shared vision*” for the school.
3. Clearly define and respect the line between management and governance, respecting each other’s role.
4. Avoid territorial behaviors, particularly when the board is in session.
5. Collaborate to make the relationship between the board and principal a positive one - one which *unites* rather than divides.
6. Make *quality* communication a very high priority.
7. Always keep emotions in check.
8. Protect and support one another both in and out of board settings, maintaining a united front.
9. Work together to make the board stronger, particularly in the selection of new members, and replacement of those whose term of service have expired.
10. Measure success by the relationship’s *impact* on board productivity and the school rather than on the relationship’s strength.

Chair/Local Pastor(s) Relationship

When the relationship between the board chair and pastor is strong, both school and church benefit. When the relationship is challenged, more often than not, both school and church suffer. Here are some important “tips” that can foster a healthy board chair-pastor relationship:

- ☞ Communication should be substantive, timely, and transparent.
- ☞ Meetings, whether board and/or finance committee, that address school budget, school capital projects, and other financial matters that could impact the church budget should always involve the pastor (or designee).
- ☞ Privileged information regarding school and/or church families/members should never be compromise by either party except in cases that involve a child's safety or well being is at stake or must give way to the requirements of the law, e.g., suspected child abuse.
- ☞ School and church board meetings should never involve "surprise" agenda items for either the board chair (at church board meetings) or pastor (at school board meetings).
- ☞ The pastor should not chair either the school board or its finance committee.
- ☞ Significant differences of opinion on school-related matters that cannot be resolved between the board chair (or board as a whole) and the pastor(s) should be taken to the superintendent of education and, if necessary, to the conference board of education to facilitate resolution.
- ☞ Under no circumstances should one, publicly or privately, diminish the other regardless of the issues at hand.

CHAPTER 5

Board Performance

Was the Board Meeting Efficient and Effective?

At the end of each meeting, boards would do well to consider how efficiently and effectively work was conducted. Members are more inclined to attend and participate in board meetings that are productive and enjoyable. Provided below is a simple, recommended mini-evaluation form boards can use at the end of each meeting to determine members' perceptions of time spent.

Board Mini-evaluation Form₆

Meeting Date: _____

Please comment if you do not agree with the following statements.

1. Board packet materials sent in advance helped me to prepare for this meeting.
2. Our meeting focused on the right issues that should be our board's concern.
3. We stayed on track and kept the school mission as our guide.
4. We covered all the issues thoroughly and objectively.
5. I left the meeting knowing what I need to do next.
6. The meeting was well organized, well run, and enjoyable.
7. My additional suggestions to improve our board meetings are:
 - A.
 - B.
 - C.

An even more simple but effective meeting mini-evaluation form, that can be used, though likely to render less detail, follows:

A. The issues covered today were						
TRIVIAL	1	2	3	4	5	ESSENTIAL
<hr/>						
B. The materials provided were						
WORTHLESS	1	2	3	4	5	INDISPENSABLE
<hr/>						
C. Today's discussion and actions concerned primarily						
OPERATIONS	1	2	3	4	5	OPERATIONS & STRATEGY

The board should designate a member, perhaps the board secretary, to compile, prepare, and present a report of mini-evaluation feedback from meeting to meeting.

Ideas to Involve and Motivate Your Board Members ⁸

The climate and culture of the board are very important. For the board to be truly effective - inclusiveness, transparency, and productivity are essential. Encouraging full participation, valuing each board member, and providing all members the necessary information to foster sound decision-making makes board meetings more productive and enjoyable.

Consider the following:

- ☞ Take the time for board members to know each other's talents and areas of expertise.
- ☞ Develop a sense of "community" among board members - occasionally having meetings around food and/or having a semi-annual social gathering away from the board room. If possible, conduct a yearly retreat.
- ☞ Set high expectance early. People rise (or fall) to the level of expectations set.
- ☞ Make board meetings, "show time." Allow time for the organization to "shine" and celebrate successes.

- ☞ Interview board members, in teams of two, annually. Find out their feelings about what has been, and needs to be, accomplished. Find out what more they want to learn about the school - its history and traditions.
- ☞ Acknowledge and celebrate members' birthdays, anniversaries, and other notable highlights in their lives.
- ☞ Challenge board members to "adopt" a school project.
- ☞ Set time aside at board meetings for *real* strategizing!
- ☞ Invite board members to visit the school and talk with classroom teachers and, per discretion of the principal, become involved in activities that advance the school's mission.

School Board Credibility: Put it to the Test ...

Covey, in his book entitled, *The Speed of Trust*, identifies four "cores" of credibility, essential to establishing and maintaining meaningful relationships between and among individuals, groups, organizations, etc. What are those four cores?

1. INTEGRITY

- ☞ *Congruence* - when no gap exists between intent and behavior.
- ☞ *Humility* - when decisions are driven by a true sense of service
- ☞ *Courage* - making decisions/taking actions that are right, even if hard.
- ☞ *Honesty* - telling the truth and leaving the right impression.

Does our board ...

- ☞ Genuinely try to be honest in all of its interactions with others?
- ☞ "Walk the talk?"
- ☞ Have clarity and stand up for the values it espouses?
- ☞ Remain open to the possibility of learning new truths that cause it to rethink issues or even redefine its values?
- ☞ Consistently keep commitments?

2. INTENT

- ☞ *Motive* - true reasons that drive the board's thinking and actions.
- ☞ *Agenda* - grows out of motive - what we intend to do or promote because of our motives.
- ☞ *Behavior* - manifestation of motive and agenda.

Does our board ...

- ☞ Honestly examine and refine its motives?
- ☞ Declare its intent and not keep it hidden?

3. CAPABILITIES

- ☞ *Deployment* - recognizing and deploying talents, skills, knowledge, capacities and abilities to perform at a high level, enhancing board credibility.
- ☞ *Confidence* - possessing and entrusting confidence between and among members to successfully address and complete tasks/assignments.
- ☞ *Attitude* - possessing a genuine desire to improve current capabilities and gain new ones.

Does our board ...

- ☞ Know and deploy the capabilities of individual board members, matching them to tasks consistent with respective strengths?
- ☞ Appropriately place its trust in members' capabilities, thus enhancing accountability for high-level production?

4. RESULTS

- ☞ *Definition* - identifying and defining the indicators that constitute success.
- ☞ *Communication* - sustaining and/or enhancing board credibility through effective, consistent communication with stakeholders.

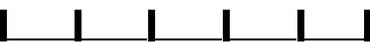
Does our board ...

- ☞ take responsibility for results?
- ☞ set realistic expectations, consistently seeking to “finish strong” in each key result area?

Keeping the aforementioned four cores in mind, boards would do well to periodically take the following Covey “test” on the 13 behaviors that “measure” how credible the board is in how it conducts its work and outcomes:

13 Behaviors:: Does the Board as a Whole and Individual Members ...

DESIRED BEHAVIOR	CURRENT PERFORMANCE	OPPOSITE/ COUNTERFEIT
Talk Straight		Spin, lie, tell half-truths, double talk, flatter
Demonstrate Respect		Don't care or don't show care; show disrespect or show respect only to those who can do something for you.
Create Transparency		Withhold information; keep secrets; create illusions; pretend.
Right Wrongs		Don't admit or repair mistakes; cover up mistakes.
Show Loyalty		Sell others out; take credit rather than give it; sweet-talk people to their faces and bad-mouth them behind their backs.
Deliver Results		Fail to deliver; deliver on activities, not results.

DESIRED BEHAVIOR	CURRENT PERFORMANCE	OPPOSITE/ COUNTERFEIT
Get Better		Deteriorate; don't invest in improvement; force every problem into one solution.
Confront Reality		Bury your head in the sand; focus on busywork while skirting the real issues.
Clarify Expectations		Assume expectations or don't disclose them; create vague and shifting expectations.
Practice Accountability		Don't take responsibility; "it's not my fault"; don't hold others accountable.
Listen First		Don't listen; speak first, listen last; pretend listen; listen without understanding.
Keep Commitments		Break commitments; violate promises; make vague and illusive commitments or don't make any commitments.
Extend Trust		Withhold trust; fake trust and then micro-manage; give responsibility without authority.

Why Some Boards Micro-manage

Some boards have difficulty distinguishing between appropriate board governance and organizational micro-management. Boards that micro-manage tend to delve into discussions and actions that address responsibilities/prerogatives of principals who manage the day-to-day functions of their schools. Almost all governance literature not only addresses the inappropriate nature of micro-management but its accompanying perils, not the least of which is the very real risk of high rates of principal turnover.

Richard P. Chait, acknowledged as one of the country's leading voices in board governance, notes some reasons why boards tend to micro-manage. What follows is an adapted version of his insights:

- ☞ Governing does not usually create immediate rewards. Strategic developments take time to show results. Operational tasks often produce faster tangible outcomes and personal satisfaction.
- ☞ Sometimes it is difficult to differentiate between governance and management. Particularly in organizations with small staff, board members can be easily drawn into daily operations.
- ☞ Board members may not understand their roles correctly. They are likely involved in management issues in their regular jobs - and that is what they know best.
- ☞ The board is missing a strong leader who helps it focus on strategic issues.
- ☞ A principal steers the board astray by bringing management issues to the board for approval.
- ☞ The principal does not provide the board with adequate information, forcing the board to demand additional detailed reports.
- ☞ The board is not confident in the principal's ability to manage the organization.

The best way for a principal to prevent board micro-management is to keep the board fully informed in a timely manner on all significant matters appropriate to the board's governance responsibilities.

School Boards & Financing: 10 Characteristics of Successfully Funded Schools

Elementary and secondary school boards often wrestle with financial issues faced by the schools they serve. The Lutheran school system (Missouri Synod), a system that,

according to the National Center for Educational Statistics, is growing, has identified ten characteristics of successfully funded schools of which board members might wish to be aware (adapted)

1. **Shared Ministry**

- ☞ The congregation and school jointly promote and support their ministries.
- ☞ The principal and school staff are available and visible in the church program.
- ☞ The pastor(s) is available and visible in the school program.

2. **Congregational Support**

- ☞ The congregation understands and accepts the school and its mission.
- ☞ Consistently strong role models within the church support the church and school.

3. **School Mission Statement**

- ☞ The mission statement clearly explains why the school needs financial support.
- ☞ The mission statement gives direction.
- ☞ Stakeholders know the mission statement.
- ☞ The mission statement describes the ministry of the school.

4. **Distinctive Education Program**

- ☞ The education program fulfills the goals of the congregation and community.
- ☞ The education program offers the community the program it needs.
- ☞ The education program provides quality Christian education, particularly quality academics.

5. **Trained School Board**

- ☞ The board understands school funding is a primary responsibility.
- ☞ The board seeks ways to strengthen the funding base.
- ☞ The board communicates the financial situation with the congregation and community.

6. **Driven Development Team**

- ☞ The development team shows leadership in school funding.
- ☞ The development team takes action.
- ☞ The development team takes calculated risks in providing school funding.
- ☞ The development team removes burdens from the principal.

7. **Aggressive Marketing Plan**

- ☞ The marketing plan seeks ways to retain current students.
- ☞ The marketing plan provides methods for student recruitment.

8. **Strategic Financial Plan**

- ☞ The financial plan has a strategy to secure annual cash flow.
- ☞ The financial plan is designed for future financial security.

9. **Enlightened Principal**

- ☞ The principal realizes financial changes are happening and will continue to happen.
- ☞ The principal prepares personally for change.
- ☞ The principal gathers a funding team to direct the school's financial plan.
- ☞ The principal leads the staff and board through change.

10. Up Front Pastor

- ☞ The pastor accepts the school as a ministry.
- ☞ The pastor shows a partnership in implementing the mission statement of the school.
- ☞ The pastor promotes new ideas in the changing financial times.¹⁰

School boards and principals should view the aforementioned characteristics as goals to vigorously pursue and attain. School size should not be considered a deterrent for boards to realize these characteristics for the schools served.

SAMPLE BOARD AGENDA

Hometown S.D.A. Elementary School
 School Board Meeting
 Tuesday, October 10, 2008, 7:00 p.m.

MISSION

to instill in each student a love for God, a desire to excel, and a commitment to lifelong service.

Agenda

7:00	1. Welcome		Name
7:05	2. Devotional and Prayer		Name
7:15	3. Approval of Minutes - 9/5/08	<i>Action: Vote</i>	
7:20	4. Financial Statement - 9/30/08	<i>Action: Vote</i>	Name
	5. Reports		
7:35	a. <i>Principal</i>		Name
7:45	b. <i>Home & School</i>		Name
	c. <i>Subcommittees*</i>		
7:55	- Finance	<i>Action: Vote</i>	Name
8:20	- Personnel	<i>Action: Vote</i>	Name
8:45	- Building/Maintenance	<i>Action: Vote</i>	Name
9:00	6. Dismissal Prayer and Adjournment		
	7. Next Scheduled Meeting - 11/20/08, 7 p.m.		

** assumes recommendations to the board for action*

SAMPLE BOARD MINUTES

Hometown S.D.A. Elementary School
School Board Minutes
October 10, 2008

MEMBERS PRESENT: I. M. Heare, Chairman; G. W. Smith, Secretary; E. L. Arthur, D. R. Dietrich, M. I. Frank, R. U. Gladde, H. A. Moreno, T. S. Robinson, R. D. Swisher

MEMBERS ABSENT: J. A. Pritchard (*excused*), H. A. Wellman (*unexcused*)

DEVOTIONAL & PRAYER G. W. Smith

QUORUM: 7:15 p.m.

PRINCIPAL'S REPORT: (Note some of the major highlights)

APPROVAL OF MINUTES: VOTED to approve the minutes for the September 5, 2008 board meeting.
08/09:22

FINANCIAL STATEMENT: VOTED to accept the financial statement of September 30, 2008, subject to audit.
08/09:23

BUDGET REVISION: VOTED: to begin preliminary budgeting process for 2009-2010, requesting the Finance Committee to present preliminary budget assumptions at the January 15, 2009 school board meeting.
08/09:23

CLOSING PRAYER: I. M. Heare

ADJOURN: 9:00 p.m.

I. M. Here, Chairman _____

G. W. Smith, Secretary _____

SAMPLE BUDGET OUTLINE

20__ to 20__

School Name: _____ (Check one) Due April 1 – Tentative
 Due October 15 – Revised

Make out in duplicate
 Send both copies to the Conference Education Department

INCOME:

Acc't. #

99-200 1. Tuition:

YEAR

Grade	Number of Children	Full Tuition	Fees	Book Rental	Total	Gross Tuition
K	_____	\$ _____	\$ _____	\$ _____	\$ _____	
1	_____	\$ _____	\$ _____	\$ _____	\$ _____	
2	_____	\$ _____	\$ _____	\$ _____	\$ _____	
3	_____	\$ _____	\$ _____	\$ _____	\$ _____	
4	_____	\$ _____	\$ _____	\$ _____	\$ _____	
5	_____	\$ _____	\$ _____	\$ _____	\$ _____	
6	_____	\$ _____	\$ _____	\$ _____	\$ _____	
7	_____	\$ _____	\$ _____	\$ _____	\$ _____	
8	_____	\$ _____	\$ _____	\$ _____	\$ _____	
9	_____	\$ _____	\$ _____	\$ _____	\$ _____	
10	_____	\$ _____	\$ _____	\$ _____	\$ _____	
Totals	_____	\$ _____	\$ _____	\$ _____	\$ _____	

Tuition Discounts \$ _____
 Net Tuition Income \$ _____

Acc't.#

200-300	2. Subsidies	Last Yr. Budget	YTD Actual	Proposed Budget
	Church Subsidy (church name)	_____	_____	_____
	1. _____	_____	_____	_____
	2. _____	_____	_____	_____
	3. _____	_____	_____	_____
	4. _____	_____	_____	_____

Acc't#

Student Projects	_____	_____	_____
Cafeteria	_____	_____	_____
Music	_____	_____	_____
Home and School	_____	_____	_____
Citrus from Savings (past year's profit)	_____	_____	_____
Other: Guidelines for School	_____	_____	\$ _____
Total Income			\$ _____

EXPENSES:

Acc't. #1. Administrative

	<u>Last yr Budget</u>	<u>YTD Actual</u>	<u>Proposed Budget</u>
100	Teacher contract to Conference School Employees:		
	\$ _____	\$ _____	\$ _____
105	Amount Owed Conference from Previous Year		
	_____	_____	_____
	<u>Auxiliary Personnel</u>		
110	Bus Drivers		
120	Custodian		
125	Secretary		
135	Teacher Assistant/Part-time Teachers		
137	Treasurer		
140	Other _____		
145	FICA (7.65% of gross wages)		
150	Retirement Contribution (over 1,000 Hours/calendar year @ 11.5% of gross wages)		
	_____	_____	_____
155	Workers' Compensation (2.5% of gross wages)		
	_____	_____	_____
160	Other _____		
	Sub-Totals	\$ _____	\$ _____

Acc't. #2. Supplies: (expendable)

200	Bookstore	\$ _____	\$ _____	\$ _____
205	Building Maintenance Supplies	_____	_____	_____
210	Cafeteria	_____	_____	_____
	Classroom	_____	_____	_____
214	Computer	_____	_____	_____
215	Art	_____	_____	_____
216	Music	_____	_____	_____
217	Science	_____	_____	_____
218	Vocational	_____	_____	_____
219	Other _____	_____	_____	_____
	Sub-Totals	\$ _____	\$ _____	\$ _____

Acc't. #3. Equipment: (non-expendable)

300	Audio Visual	\$ _____	\$ _____	\$ _____
305	Cafeteria	_____	_____	_____
306	Computer	_____	_____	_____
310	Furniture	_____	_____	_____
315	Library and Media Materials (Union requires \$30/student. Not to include auxiliary funds.)	_____	_____	_____
	_____	_____	_____	_____
320	Playground	_____	_____	_____
325	Textbooks	_____	_____	_____
330	Other _____	_____	_____	_____
	Sub-Totals	\$ _____	\$ _____	\$ _____

Acc't. #4. Utilities:

400	Disposal	\$ _____	\$ _____	\$ _____
405	Electric	_____	_____	_____
410	Gas	_____	_____	_____
415	Telephone	_____	_____	_____

420	Water and Sewer	_____	_____	_____
425	Other _____	_____	_____	_____
	Sub-Totals	\$ _____	\$ _____	\$ _____

		<u>Last yr Budget</u>	<u>YTD Actual</u>	<u>Proposed Budget</u>
<u>Acc't. #5. Insurance:</u>				
500	Bus	\$ _____	\$ _____	\$ _____
505	Fire and Vandalism	_____	_____	_____
510	Student	_____	_____	_____
515	Other _____	_____	_____	_____
	Sub-Totals	\$ _____	\$ _____	\$ _____

<u>Acc't. #6. Maintenance and Repair:</u>				
600	Building	\$ _____	\$ _____	\$ _____
605	Bus (all expenses)	_____	_____	_____
610	Equipment	_____	_____	_____
611	Lawn Care	_____	_____	_____
612	Snow Removal	_____	_____	_____
615	Other _____	_____	_____	_____
	Sub-Totals	\$ _____	\$ _____	\$ _____

<u>Acc't. #7. Miscellaneous Expenses:</u>				
700	Bad & Doubtful	\$ _____	\$ _____	\$ _____
705	Home and School	_____	_____	_____
710	Refunds	_____	_____	_____
720	Savings	_____	_____	_____
722	Auxiliary Funding Reserve (20% of reimbursement for textbooks, and 10% of other expenditures)	_____	_____	_____
723	Student Aid	_____	_____	_____
725	Other _____	_____	_____	_____
	Sub-Totals	\$ _____	\$ _____	\$ _____
	Total Expense	\$ _____	\$ _____	\$ _____

SIGNED: This budget has been approved by the School/Churches at their Board Meetings or constituency on:

DATE:

of Schools

School Board Chairman
School Board Treasurer
Principal/Head Teacher
Pastor _____ (church)
Pastor _____ (church)
Pastor _____ (church)
Superintendent/Assoc. Superintendent

CALENDAR OF BOARD ACTIVITY

The following are items that boards should discuss or take action on during the school year. Items will vary depending upon the size of the school. Sequence of the suggested agenda items is approximate. Special meetings should be called as necessary.

AUGUST

- ☞ Review important policies such as field/class trips, medication, immunization, discipline, enrollment, etc.
- ☞ Elect a new chair of the board and subcommittees.
- ☞ Elect school board officers.
- ☞ Receive report on safety audit of school facilities and grounds.
- ☞ Review the calendar to confirm regular meeting dates of the school board throughout the current school year.
- ☞ Review the school handbook and “boardsmanship” videos.
- ☞ Provide orientation to board members and assign mentors to new board members as needed.
- ☞ Express appreciation and affirmation to administration and teaching staff, e.g. perhaps working with local pastor(s), re: teacher recognition Sabbath.
- ☞ Act on student applications.

SEPTEMBER

- ☞ Report on last year’s financial audit.
- ☞ Arrange for board committee assignments.
- ☞ Develop school goals for the year.
- ☞ Review enrollment reports.
- ☞ Review school calendar.
- ☞ Where school accreditation is scheduled, begin orientation to the process and selection of the coordinating committee.

OCTOBER

- ☞ Act on class trip or major field trip requests.
- ☞ Revise school budget as enrollment necessitates.

NOVEMBER

- ☞ Review health, safety, and sanitation of school plant.
- ☞ Review progress in school accreditation preparations.
- ☞ Receive preliminary report from administration on teacher evaluation plans and/or progress.

DECEMBER (Optional)

- ☞ Report from the curriculum committee. (If no meeting is scheduled, review the curriculum in November.)

JANUARY

- ☞ Report on standardized test results.
- ☞ Review enrollment report and student census for next year.
- ☞ Review school evaluation report.
- ☞ Receive conference superintendent's report on teacher(s) intent for next school year.

FEBRUARY

- ☞ Progress report on school goals and review curriculum audit.
- ☞ Report from marketing/recruiting committee.
- ☞ Review preliminary budget.
- ☞ Report from personnel committee.

MARCH

- ☞ Adopt next year's budget.
- ☞ Report from personnel committee.
- ☞ Facilities update plan.
- ☞ Major maintenance projects for the summer.

APRIL

- ☞ Review school calendar for next year, including projected board meeting dates.
- ☞ Review progress of marketing/recruiting committee.

MAY

- ☞ Promotional activities for next school year.
- ☞ Report on committee activities for the year.
- ☞ Report on school goals, accomplishments.
- ☞ Plan for June meeting if work of the personnel committee is not yet completed.

Note: If hiring will take place, plan for interviews, reference checks, etc. during February, March, and/or April.

Sources

Several sources are cited within the document. Outlined below are those noted for citation.

1 *Guidelines for School Board Members* (1997), Columbia Union Conference, Ohio Conference, pp. 24-25.

2 Renz, D. O., *Consent Agenda*. Midwest Center for Nonprofit Leadership, University of Missouri, Kansas City.

3 List drawn from multiple sources including but not limited to:

www.marketingsource.com/articles/view/1796

www.usaconferencing.com/tips.htm

4 Outi, F., *Meet Smarter: A Guide to Better Nonprofit Board Meetings* (2004). BoardSource: Washington, DC, p. 55.

5 www.ncacc.org/bestpractices/boardleadership-dev/boardleadership-development.pdf
(excerpted and adapted)

6 Constructed from multiple sources including but not limited to:

Chait, R. P., Holland, T. P., and Taylor, B. E. *The Effective Board of Trustees*. Oryx Press: (1993), pp. 37-38.

7 Chait, R. P. *How to Help Your Board Govern More and Manage Less*. 2nd ed. BoardSource (2003), p. 11

8 www.richardmale.com/richtips/richtips20060105.htm (adapted)

9 Chait, pp. 4-5.

10 Grube, E. & Cochran, W. (2002). *Governing Manual for Lutheran Schools*, Chapter 9: Board Financial Responsibilities, at <http://www.lcms.org/pages/internal.asp?NavID=1776> , pp. 160-163.