

HIGH SCHOOL ADVISORY BOARD MANUAL



Diocese of Phoenix

Catholic Schools Office

Diocese of Phoenix

2013 Edition, Issue 1



The Roman Catholic
Diocese of Phoenix

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OFFICE OF THE BISHOP

Spring 2013

My Brothers and Sisters in Christ,

The Catholic School System of the Diocese of Phoenix is one of the greatest gifts that we offer to the People of God by assisting parents in their primary responsibility to transmit the fullness of the faith to their children. In the midst of all that can distract or mislead our youth from having a proper understanding of the faith, while at the same time promoting the development of their God given talents, Catholic schools foster the moral and intellectual growth of our children. The Diocesan School Board Nomination and In-service Committee and the Catholic Schools Office has worked diligently to collect best practices for effective and efficient school board operations as reflected in this Leadership Manual for Advisory boards.

This important tool will serve well as a resource to all of the school advisory boards of the Diocese, as they implement the mission statement and philosophy of their individual school.

The goal of the Diocesan Catholic Schools Office is to provide a resource that will assist every president/rector, principal and school advisory board of the Diocese to articulate local policies and procedures that respond appropriately to their needs.

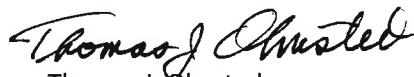
Parents who are considering a Catholic education for their children need to know what they can expect from our Catholic schools and what will be expected from them and their children. Candidates for positions on school advisory boards also need to understand our philosophy and vision.

I believe that this Leadership Manual for Secondary Advisory Boards of the Diocesan Handbook will serve our school administrators and advisory board members well.

I am grateful for the work of all those who have contributed to the process that has led to the development of this important resource. With the promulgation of this letter, I formally approve and endorse this Leadership Manual for School Advisory Boards.

I am confident that all who are responsible for the administration of our Catholic Schools will act in a positive manner to follow the guidelines set for effective school advisory board operations.

Sincerely yours in Christ,


+ Thomas J. Olmsted
Bishop of Phoenix



THE DIOCESE OF PHOENIX CATHOLIC SCHOOLS

Faith in Education

This edition of the **High School Advisory Board Manual** reflects the respect that the Catholic Schools Office holds for the role of the local high school advisory boards in the Diocese of Phoenix. The generous commitment that the members have for their schools and the school's community is recognized and valued as an integral part of the ministry of Catholic education. In developing this manual, consideration is given to how these high school advisory boards can, in their advisory capacity, effectively and efficiently assist the president-rector and principal in the operation of the school's programs.

It is hoped that this **High School Advisory Board Manual** will serve as a resource for advisory boards as they in-service themselves on their roles and responsibilities and as they implement the policies and procedures of the Diocese, the high school, and the Church.

The Roman Catholic Diocese of Phoenix Catholic Schools Office Policies, Procedures and Norms governs and gives guidance to all high schools and advisory boards.

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Superintendent of Catholic Schools
2013

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Introduction

In the Declaration on Christian Education, promulgated by the Second Vatican Council, the distinguishing characteristic of a Catholic school is described in this way:

“The Catholic school pursues cultural goals and the natural development of youth to the same degree as any other school. What makes the Catholic school distinctive is its attempt to generate a community climate in the school that is permeated by the Gospel spirit of freedom and love.”¹

Thus, the Catholic school should be able to offer young people the means to acquire the knowledge they need in order to find a place in society which is strongly characterized by technical and scientific skill. But at the same time, it should be able, above all, to impact a solid Christian formation.²

Catholic schools...

- ❖ Provide a Christ-centered environment
- ❖ Offer a comprehensive and rigorous academic curriculum based on the latest research, with faculty using 21st century teaching methods
- ❖ Form young Catholics who develop a strong relationship with Jesus Christ
- ❖ Prepare young people to meet global challenges
- ❖ Emphasize servant leadership
- ❖ Encourage students to think critically and creatively
- ❖ Prepare students to be effective communicators and numeric problem solvers
- ❖ Nurture God-given talents
- ❖ Offer hands-on experience with the latest technology
- ❖ Provide opportunities for worship and prayer
- ❖ Prepare students well for the next level of education, while ensuring a love of lifelong learning
- ❖ Remain firmly grounded in the eternal values of our Catholic faith.

¹ “The Religious Dimension of Education in a Catholic School,” Congregation for Catholic Education, Rome, April 7, 1988, paragraph 1.

² “The Catholic School on the Threshold of the Third Millennium,” Congregation for Catholic Education, Rome, December 28, 1997, paragraph 8.

Mission Statement for Catholic Schools Diocese of Phoenix

The Diocese of Phoenix engages in the faith formation of the young through Catholic schools by leading them to an encounter with the living Christ and by integrating faith throughout an educational process that promotes academic excellence, moral values and lifelong service.

Philosophy of Catholic Schools Diocese of Phoenix

Because Christ is our hope and our children are the future of the Church and society, the Church joins with parents, the primary educators, in placing the child at the center of the educational process, which promotes academic excellence and moral values, and fosters lifelong service.

Because each child needs the values and traditions of the Catholic community, the school will impart an understanding of the Catholic faith, doctrine and moral perspectives, afford participation in a worshipping faith community, and foster the responsibility for service.

Because each child is part of the Church and society beyond the school and home, the school will support and foster participation in the Diocese and the larger world community.

Because each child needs examples, in the school and in the home, teachers and parents must model their faith as portrayed in the Gospels and our Tradition.

Because each child must be able to make informed decisions and to live according to Christian principles, the school must encourage self-discipline, self-respect and respect for others, and growth in learning to deal with issues in a real world.

Because each child needs a strong and caring environment for learning, the school, like the home must be supportive, loving yet disciplined, encouraging yet challenging.

Because each child needs knowledge and skills for today's and tomorrow's world, the school will provide opportunity and high expectations for learning and will develop the potential of each child spiritually, academically, socially, emotionally and physically.

Shared Leadership in the Mission of Catholic Education

The education of youth is a ministry of the Catholic Church. In the Declaration on Christian Education, promulgated by the Second Vatican Council, the distinguishing characteristic of a Catholic school is described in this way:

“The Catholic school pursues cultural goals and the natural development of youth to the same degree as any other school. What makes the Catholic school distinctive is its attempt to generate a community climate in the school that is permeated by the Gospel spirit of freedom and love.”³

Thus, the Catholic school should be able to offer young people the means to acquire the knowledge they need in order to find a place in society which is strongly characterized by technical and scientific skill. But at the same time, it should be able, above all, to impact a solid Christian formation.⁴

An important element in developing this community climate is the collaborative leadership of parents with the president-rector and principal in the operation of the high school advisory board. Each has a specific role and commensurate responsibilities in the development of the school’s programs, policies and procedures.

The purpose of this manual is to delineate the ways that the school advisory board participates in the educational mission of the Catholic school. The school is strengthened through the working partnership between the leadership of the school and its constituents.

By its nature, the board is advisory. It is accountable to the president-rector and to the principal in its operation. It agrees to follow the policies and administrative procedures of the Diocese of Phoenix and the Catholic Schools Office. Members agree that they will use their talents, gifts and insights for the common good of the community to promote the mission and goals of Catholic education. They will defer their personal agendas in order to discern with other members the issues, concerns and challenges they face in meeting the educational needs of the students.

Not only will they take seriously their role as advisors to the president-rector and principal, but also they will accept the conditions of membership on the advisory board, namely, the **Code of Ethics**, which describes the parameters of their collaboration and responsibility.

The members model the faith community to its constituents. They promote respect between and among each other, acknowledge the various views of each member discern with each other in an open and collaborative manner and support the decisions approved by the board. The advisory board functions only when it is in session. This relieves them of “being on duty” at social or school events, or when they meet other members in the community.

The members understand that they are part of the Catholic community and that the school is a vital part of the community as well. Each member is a public relations agent of the school. It is a privilege to serve

³ The Religious Dimension of Education in a Catholic School, Rome 1988

⁴ The Catholic School on the Threshold of the Third Millennium, Rome 1997

as a member of the advisory board. The members are valued because of their expertise, the support that they give to Catholic education and their generosity in sharing their talents with other members.

Organizational Structure of the Diocese of Phoenix

This organizational structure of the Diocese of Phoenix describes the relationship between its various entities. The president-rectors, where in place, serve as the local juridic of the parishes. The president-rectors⁵ delegate the operation of the school to the principal. The High School advisory boards, representing the families, serve as advisors to the president-rector and to the principal. Each entity has specific responsibilities for carrying out the mission of Catholic education in the Diocese of Phoenix.

DIOCESE OF PHOENIX

BISHOP

AUXILIARY BISHOP

CATHOLIC HIGH SCHOOL

PRESIDENT-RECTOR

PRINCIPAL

Advisory Board

Advisory to president-rector and principal

CATHOLIC SCHOOLS OFFICE

SUPERINTENDENT OF CATHOLIC SCHOOLS

ASSISTANT SUPERINTENDENTS

President-rector and principal have a reporting relationship to the Catholic Schools Office for administrative duties.

Serves as advisors to advisory boards, parents and faculty members on school-related matters.

⁵ For Diocesan High Schools that do not have a President-rector assigned, the principal shall be responsible for the administrative duties outlined in this manual for the President-rector, with the President-rectors spiritual duties being performed by the assigned school chaplain.

The Role of the Bishop

The bishop has full responsibility for the educational ministries of the Diocese of Phoenix. All policies included in this diocesan handbook of policies, procedures and norms for Catholic Schools (hereinafter, “handbook”) have been approved by the Bishop.

Relevant Canons from the Code of Canon Law

Canon 794 §1. The duty and right of educating belongs in a special way to the Church, to which has been divinely entrusted the mission of assisting persons so that they are able to reach the fullness of the Christian life.

§2. President-rectors of souls have the duty of arranging everything so that all the faithful have a Catholic education.”

Canons 803 – 806 are specifically applicable to the Bishop’s oversight role in Catholic Schools.

Canon 803 §1. A Catholic school is understood as one which a competent ecclesiastical authority or a public ecclesiastical juridic person directs or which ecclesiastical authority recognizes as such through a written document.

§2. The instruction and education in a Catholic school must be grounded in the principles of Catholic doctrine; teachers are to be outstanding in correct doctrine and integrity of life.

§3. Even if it is in fact Catholic, no school is to bear the name Catholic school without the consent of competent ecclesiastical authority.

Canon 804 §1. The Catholic religious instruction and education which are imparted in any schools whatsoever or are provided through the various instruments of social communication are subject to the authority of the Church. It is for the Conference of Bishops to issue general norms about this field of action and for the diocesan Bishop to regulate and watch over it.

§2. The local ordinary is to be concerned that those who are designated teachers of religious instruction in schools, even in non-Catholic ones, are outstanding in correct doctrine, the witness of a Christian life, and teaching skill.

Canon 805. For his own diocese, the local ordinary has the right to appoint or approve teachers of religion and even to remove them or demand that they be removed if a reason of religion or morals requires it.

Canon 806 §1. The diocesan Bishop has the right to watch over and visit the Catholic schools in his territory, even those which members of religious institutes have founded or direct. He also issues prescripts which pertain to the general regulation of Catholic schools; these prescripts are valid also for schools which these religious direct, without prejudice, however, to their autonomy regarding the internal direction of their schools.

§2. Directors of Catholic schools are to take care under the watchfulness of the local ordinary that the instruction which is given in them is at least as academically distinguished as that in the other schools of the area.

A. Catholic Schools

Only with the approval of the Bishop may a school call itself “Catholic.”

B. Classification of Schools

Schools located in the Diocese of Phoenix are classified as Diocesan Schools, Parish Schools, and Private Catholic Schools. All Diocesan Schools, Parish Schools, and Private Catholic Schools are subject to the authority of the Bishop of the Diocese of Phoenix with respect to their Catholicity and their religious education curriculum.

1. Diocesan Schools

A “Diocesan School” is defined as a Catholic school which functions as part of the educational mission of the diocese and is directly accountable to the Bishop through the Superintendent of Schools. The Superintendent delegates administrative responsibilities to the school’s Principal. (Bourgade Catholic High School, Notre Dame College Preparatory, St. Mary’s Catholic High School, Seton Catholic Preparatory High School, and Xavier College Preparatory are Diocesan schools.)

2. Parish Schools

A “Parish School,” which includes Preschools and Elementary schools, is part of the educational mission of the parish for which the Pastor is the canonical administrator. The Pastor delegates administrative responsibilities to the school Principal/Preschool Director, who is accountable to him.

3. Private Catholic Schools

“Private Catholic Schools” are part of the mission of the religious congregation that sponsors the school. In order to call themselves Catholic, these institutions must receive formal approval from the diocesan Bishop and must commit themselves to follow the Diocesan religious education curriculum and catechist formation requirements, safe environment training and Catholicity of the school. Statistics are reported to the Catholic Schools Office annually. Principals of private Catholic schools attend and participate in Diocesan Principals’ meetings. (Brophy College Preparatory is a Private Catholic School).

The Role of the Diocesan Superintendent of Schools

The Bishop delegates to the Superintendent of Schools the supervision and coordination of all catholic schools in the Diocese. The Superintendent of Schools provides leadership and support to the presidents, principals and preschool directors of all schools. The Superintendent formulates the handbook.

The Role of the Diocesan School Advisory Board

The Diocesan School Advisory Board is an advisory body to the Superintendent of Schools and the Bishop in matters designated by the Board's constitution and bylaws.

A. Finances

The Diocesan School Advisory Board advises the Superintendent of Schools and the Bishop on financial matters affecting Diocesan Schools and oversees expenditures and investments of restricted funds related to Diocesan Schools.

B. Budgets

The Diocesan School Advisory Board reviews and makes recommendations to the Bishop on the annual budget of each Diocesan School.

C. Policies and Procedures

The Diocesan School Advisory Board formulates and recommends to the Bishop for approval written policies and procedures affecting all Catholic schools in the Diocese of Phoenix. The Diocesan School Advisory Board continually monitors and evaluates the effectiveness of such policies and procedures.

D. Planning

The Diocesan School Advisory Board implements short-term goals and long-term goals for all Catholic schools in the Diocese of Phoenix, including research and training for such schools' advisory boards.

E. Public Relations

The Diocesan School Advisory Board promotes good public relations for the Bishop, Superintendent of Schools and Catholic schools.

F. Opening and Closing of Schools

The Superintendent of Schools consults with the Diocesan School Advisory Board on school openings, consolidations or closures, and presents the Diocesan School Advisory Board's recommendations to the Bishop of the Diocese of Phoenix.

The Role of the President-Rector in the Diocesan High Schools

The Office of President-rector has as its primary purpose to provide overall leadership for the Diocesan Catholic High School in order to achieve the fullest attainment of the school's unique Catholic mission. The President-rector has the responsibility for both the spiritual and administrative leadership of the high school. In addition to the President-rector's responsibilities, as described in other sections of this handbook, the President-rector is responsible for the mission and Catholic identity of the school, for the hiring and supervising of the Principal, Development Director, and Directors of Finance, Facilities, and Technology, for promulgating school policies, and for approving local School Advisory Board decisions.

The President-rector's responsibilities include:

Mission and Catholic Identity- Faith Community Affairs

- Articulates and promotes the mission and Catholic identity of the school and ensures the overall maintenance of the school's Catholic identity.
- Ensures that all programs and activities reflect the Catholic mission and identity of the school.
- Oversees the overall development and enhancement of the faith community and integration of faith with the learning process in conjunction with the Principal.
- Ensures that students, parents, faculty, staff, alumni/ae and benefactors are all aware of and involved in the faith life of the school.
- Ensures the advancement and enhancement of the faith community and the integration of faith with the learning process through direct involvement in faculty/staff retreats, student retreats, days of recollection, service programs, the religion program, liturgies and paraliturgical services, etc.
- Coordinates a process of long-range strategic planning:
 - Ensures the implementation of strategic plans and other plans as required by the Advisory Board, the Diocese and the regional accrediting agencies.
 - Ensures regular reporting of plans and progress to the various constituencies of the school.
 - Leads specific planning for finances, advancement, enrollment management and communication.

Academic Affairs

- Employs, supervises, and evaluates the Principal.
- Oversees academic affairs through the Principal.
- Ensures the overall quality of the academic programs through the Principal.
- Participates in the employment of all administrative and instructional staff by signing all contracts.

Co-Curricular Affairs

- Ensures the overall quality of the co-curricular affairs programming through the Principal.
- Participates in employment of all activity advisors and athletic staff, initialing all contracts.

Development/Advancement Affairs

- Employs, supervises, and evaluates the Director of Development.
- Leads a comprehensive program to market the school for image, enrollment and resources.
- Serves as chief public relations officer for the school and ensures appropriate communication with various publics including media relations and a comprehensive annual report.

- Reviews and approves all fundraising and develops fundraising initiatives and activities.
- Through the Director of Development:
 - Oversees fundraising events;
 - Ensures annual and deferred giving programs;
 - Directs marketing programs for image and enrollment through a comprehensive communication and marketing plan;
 - Ensures good relations and involvement with the alumni community.
- Through the Director of Enrollment Management (Admissions Director):
 - Coordinates the overall enrollment management plan and program including student recruitment, admissions and retention.
- Ensures appropriate communication with feeder Catholic elementary schools and parishes.

Business Affairs

- Employs, supervises, and evaluates the Director of Finances, Facilities and Technology.
- Oversees business affairs through the Director of Finances, Facilities and Technology.
- Through the Director of Finances, Facilities and Technology:
 - Participates in the preparation of the annual school budget with the Principal, Director of Development, and the School Advisory Finance Committee for acceptance by the School Advisory Board and final approval by Diocesan School Board Finance Committee and Bishop.
 - Oversees the supervision, monitoring and reporting of the annual school budget.
 - Ensures appropriate supervision of administrative and non-instructional staff.
 - Ensures that the school maintains a safe, clean environment.
 - Coordinates and safeguards all financial investments through internal financial cornerstones and policies.
- Ensures compliance with School Advisory Board, Diocesan and government policy concerning financial stewardship.
- Assists in formulating, disseminating and executing all school policies and regulations according to the Diocesan Policies and Procedures.
- Oversees all legal affairs for the high school in consultation with Diocesan General Counsel.
- Participates in employment of all non-instructional staff.

Pastor's Advisory Board Relations

- Serves as the executive officer to the Pastor's Advisory Board

Advisory Board Relations

- Serves as executive officer to the School Advisory Board, providing professional leadership.
- Works with Advisory Board president to determine board agenda
- Serves as liaison between the school community and the School Advisory Board.
- Assists the Advisory Board in ongoing assessment and advancement of the mission of the school.
- Delivers oral and written reports at the School Advisory Board meetings.

Liaisons

- Plans and conducts regular meetings of the Leadership Team.

- Serves as the chief representative of school in dealings with the educational, civic and diocesan communities.
- Serves as president of the corporation board

The Role of the Principal

Under the supervision of the president-rector/superintendent, the principal is responsible for the day to day administration of the school.

The Principal's responsibilities in cooperation with the President-rector include:

1. Functioning on a day-to-day basis as the school's chief administrator in accordance with the school's mission and philosophy;
2. Exercising leadership in all phases of the educational program of the school;
3. Serving as the School's official representative with State agencies and other administrative boards;
4. Maintaining and working to increase student enrollment at the school;
5. Administering the school in accordance with Diocesan and local school policies and procedures, applicable state laws, and the policies and standards of the Western Catholic Educational Association;
6. Hiring, supervising, training, and developing a competent faculty and staff;
7. Providing for the safety, welfare and care of students, faculty, and staff while they are at school and at school-sponsored activities;
8. Managing an effective and efficient office and record-keeping system;
9. Maintaining school facilities in a neat, safe and orderly condition;
10. Working cooperatively with the President-rector/Superintendent of Schools and School Advisory Board to develop and manage the school budget and other financial and business affairs of the school;
11. Establishing and promoting positive public relations within and outside of the school community;
12. Working cooperatively with the School Advisory Board in the implementation of school and Diocesan policies and procedures; and
13. Continuing his or her professional development, including obtaining all necessary certifications and attending Principal meetings and other educational sessions.

The Role of the High School Advisory Board

Each Diocesan High School will have a local school advisory board.

A. Role of the High School Advisory Board

The "High School Advisory Board" supports the President-rector and Principal and promotes the

mission of the school. High School Advisory Board members must be active practicing Catholics. It is the responsibility of parents, teachers, the High School Advisory Board, and Administration to recognize parents as the primary educators of their children. The High School Advisory Board assists the school in achieving its goals to provide quality Catholic education. It shall be the goal of parents, teachers, the High School Advisory Board, and administration, through Gospel teaching and an excellent program of academics, to direct students toward a conscious choice of living a responsible Catholic life.

B. Constitution and Bylaws

Each High School Advisory Board shall have a written constitution and bylaws defining membership, function, and its authority as an advisory body assisting the President-rector/Superintendent and administrator in setting policies.

C. Local Policies

The policies as found in this Handbook shall be the policies of the High School Advisory Board. The High School Advisory Board shall recommend such additional policies as are necessary to assist the President-rector/Superintendent of Schools and Principal in the administration of the school. These policies shall be in accord with, and shall not contradict, the policies contained in this Handbook.

D. Training/In-service

High School Advisory Board members are to participate in training or in-services offered by the Diocesan School Advisory Board.

Description of Advisory Boards for High Schools

Every Diocesan High School shall have an Advisory Board. High School advisory boards are, by their very nature, **advisory** to the president-rector and the principal. Ordinarily, the President-rector and Principal participate in all regular, special and executive session meetings of the board. The President-rector and Principal participate in all deliberations of the advisory board and the President-rector has final approval of all board decisions. The principal is the Executive officer of the Board, in addition to other duties, and provides in-service and guidance to the Advisory Board in educational matters. The “**Diocese of Phoenix Handbook of Policies, Procedures and Norms**” shall be the policies of the advisory board. Additional School Advisory Board policies may be developed as necessary to assist the principal in the operation of the school. School Advisory Board policies may not be contrary to Diocesan policies. The school Advisory Board has a unique relationship within the Catholic community.

1. The School Advisory Board relates to the school faculty and staff through the principal.
2. The School Advisory Board represents its constituents: parents, guardians, Catholic community members and students.
3. The School Advisory Board members act as members of the board only at official board meetings or when otherwise directed.

The term “board” is used to describe the High School Advisory Board in each Diocesan High School.

Constitution & Bylaws

“The very essence of leadership is that you have to have a vision.”

Reverend Theodore Hesburgh, C.S.C.

Each High School Advisory Board shall define its authority and membership through a written constitution adopted by the Board and approved by the President-rector and Superintendent of Catholic Schools. Local constitutions and bylaws shall be in accord with Diocesan policies and procedures. A current copy of these documents shall be on file at the Office of Catholic Schools. See *Appendix VIII* for a sample school advisory board constitution and *Appendix IX* for a sample of bylaws.

Writing or Revising the Constitution and Bylaws

The Constitution establishes the board as an advisory group to the local authority. The bylaws serve as guidelines for how the board functions and carries out its responsibilities as a group.

Constitution

Topics included in the Constitution are as follows:

- I. Official name
- II. Purpose and function
- III. Relationship with other groups

- A. Diocese of Phoenix
 - B. President-rector
 - C. Principal
 - D. Parent organization
 - E. Faculty
- IV. Officers of the advisory board
- A. Eligibility for office
 - B. Titles of members
 - C. Responsibilities
 - D. Terms of office
- V. Rules of Order
- VI. Committees
- VII. Compensation
- VIII. Conflict/Duality of Interest
- IX. Indemnification
- X. Amendments

Bylaws

Bylaws will usually include the following topics:

- I. Official name
- II. Membership
 - A. General eligibility
 - B. Number of members and representation
 - C. Procedure for selecting board members
 - D. Appointment
 - E. Resignation or removal of board members
 - F. Vacancies
- III. Officers
 - A. Chair
 - B. Vice-Chair
 - C. Secretary
 - D. Administrative Officer
- IV. Meetings
 - A. Conduct
 - B. Quorum
 - C. Policy actions
 - D. Nominations
 - E. Annual meeting
 - F. Resignation
 - G. Special meetings
 - H. Agenda

I. Motions

V. Committees

- A. Committee membership
- B. Executive Committee
- C. Strategic Planning Committee
- D. Advancement Committee
- E. Finance Committee
- F. Nominating and Policy Committee
- G. Ad Hoc Committees

VI. Periodic review of bylaws

VII. Amendments

Questions related to school advisory board documents and/or proceedings shall be referred to the Catholic Schools Office.

Membership

The **president-rector** shall be an ex-officio member of the High School advisory board, ordinarily participating in all meetings, sharing his vision, wisdom and expertise. In light of his ministry to the total school, the president-rector has the right to veto those board decisions that are inconsistent with the integral proclamation of the Word of God, with Diocesan school policies, with duly established school policies or those decisions that are not financially appropriate.

The **principal** shall be the executive officer of the school advisory board and have voice but no vote in its deliberations.

The high school advisory board shall be broadly representative of the Catholic community served by the school. This includes parents of children enrolled in the school, alumni, and Catholic community members regardless if they have a family member enrolled in the high school or not. Broad representation is encouraged since the Diocesan high school represents the entire Diocese of Phoenix community.

Members of the board ascribe to the ***Code of Ethics for Board Members***. (See page 24)

Eligibility for Membership

Members shall be at least 21 years of age. No employee of the High School and no member of the immediate family of an employee shall be eligible for membership. The term *immediate family* shall be defined as spouse, child, parent, brother, sister or in-law. In addition, membership is limited to one person per household. It is also suggested that a person on the high school advisory board not serve in other school leadership positions.

Expectations of Advisory Board Members

PERSONAL

1. A willingness to give the time to serve conscientiously
2. A willingness to attend board functions regularly
3. The highest level of honesty, integrity, loyalty and prudence
4. Ability to act without bias
5. An inquiring mind open to both sides of an issue
6. A willingness to disclose any existing or potential conflicts of interest
7. Commitment to prayer
8. Prepared for board meetings
9. Attend mass on a weekly basis
10. Commitment to Catholic education
11. Enthusiastic
12. Innovative
13. A Positive attitude

PROFESSIONAL

1. A commitment to the importance of service to the school community
2. A willingness to balance a prudent concern for fiscal stability with a spirit of creative risk-taking
3. A willingness to learn while preparing for and serving as a board member
4. Ability to look at the “common good”
5. Ability to work in a group
6. Commitment to provide services to all students
7. Commitment to observation and evaluation
8. A willingness to mentor others
9. A willingness to give of your time and talents and follow through on commitments
10. Ability to further knowledge about Catholic education

BOARD

1. A commitment to understand and support the mission of the Diocesan School Board
2. A commitment to support the teachings of the Catholic church
3. Supportive of the President-rector and Principal
4. Be alert to alternative solutions by keeping an open mind
5. A willingness to serve within the directives outlined by the Diocesan School Board constitution/by-laws
6. An appreciation for maintenance of confidentiality in matters pertaining to the board
7. A willingness to support the board decisions even if not fully agreeing

TIME COMMITMENT

1. 2-3 hour board meeting once a month
2. 1 ½ hour committee meetings (2) monthly
3. Some evenings/weekends
4. Completing assigned task

5. Preparation time for reviewing meeting materials
6. In-service time commitment
7. May be asked to participate in ad-hoc or special committee tasks

Characteristics of an Effective Diocesan High School Advisory Board

“Look at an outstanding leader in the nonprofit sector – a university president, for example, or an executive director of an international aid organization – and you will find an impressive command and track record of fundraising.

This is less because these executives are good fundraisers and more because they are good leaders. That is, they inspire confidence. They elevate the visibility and importance of their institutions. They are mission-driven. They desire and demand excellence in every aspect of the institution they represent.

...They are confident and positive. Where they see positive potential, they act with alacrity and tenacity to bring it to fulfillment.”⁶

The National Association of Boards, Commissions and Councils of Catholic Education’s (NABCCCE) survey provides data that identify ten characteristics of effective school boards that may serve as benchmarks for other school boards.⁷

1. Boards have members that include business people and alumni.
2. Boards take ownership of issues under their jurisdiction.
3. Boards are involved with issues pertaining to budget, policy, mission, philosophy, and planning.
4. Boards have goals, review or update them annually and use them as a basis of self-evaluation.
5. Boards have actively working committees: finance, nominating, planning and policy, marketing, development, facility and executive committees.
6. Boards have contact and communication with their constituencies.
7. Boards assess their progress periodically.
8. Boards have effective meetings.
9. Boards are dedicated and committed to the school’s mission.
10. Boards train their new members and provide annual in-service for all members.

⁶ “Imagining Abundance,” Kerry A. Robinson, *America*, July 21-28, 2008, pp 29-32.

⁷ John J. Convey and Regina M. Haney, *Benchmarks of Excellence: Effective Boards of Catholic Education*, Washington D.C., National Association of Boards, Commissions and Councils of Catholic Education, NCEA, 1997, p 44.

Ownership

“If your actions inspire others to dream more, learn more, do more and become more, you are a leader.”

John Quincy Adams

What the research says...*Take Ownership of Issues Under Your Jurisdiction.*

Ownership is the magic ingredient that keeps members coming to meetings and keeps them enthusiastic about their work.

School advisory boards Take Ownership

Questions to ask your school advisory board as it takes ownership:

1. Are board members certain that they are stakeholders?
2. Can they see a connection between their involvement on the board and long-range positive effects on children and the community?
3. Are members involved in crafting and affirming the school's philosophy and mission?
4. Do members set the board agenda through long and short-range planning?
5. Do members have opportunities to articulate their support or non-support along with their reasons? Is their input reflected in the outcome?
6. Through committee work, do they have opportunities to bring issues to resolution?
7. Do they feel consensus is respected?
8. Do members receive appropriate recognition and have significant roles in activities such as graduation or assemblies?
9. Are they asked to represent the school at community functions?

Code of Ethics for School Advisory Board Members

The **Code of Ethics for School Advisory Board Members** delineates the expectations inherent in the purpose of the board. Members, by accepting the position to serve on the school advisory board, ascribe to this code. Periodic review of the code reminds members that they are working together for the common goal: to promote the mission and purpose of Catholic education. The Code of Ethics addresses the following: *conflict of interest, confidentiality, objectivity, justice, fairness, and maintenance of unity* (see Appendices I, II, & III for Code of Ethics & Conflict of Interest Policies).

Conflict of Interest:

School advisory board members shall avoid situations that present actual, perceived or potential conflict between their interest and the interest of the school.

Confidentiality:

Members of the school advisory board are responsible to keep matters discussed in executive/closed sessions in confidence. Official information/business discussed in such sessions cannot be shared with non-board members, even with one's spouse.

Objectivity:

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

Justice and Fairness:

Decisions made by the school advisory board and approved by the president-rector should be the result of honest and open discussion by all members: president-rector, principal and parent/community membership. Consideration of the good of the total Diocese & school community should be integral to the decision-making process. Every member shall uphold decisions. When decisions will affect various constituencies, those constituencies should be informed at the same time through an agreed upon vehicle of communication.

Maintenance of Unity:

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

School Advisory Board Responsibilities

“Learn to proclaim the good news of your organization and how it is making a measureable difference in the world. Believe that people want to hear good news and to be part of something life-giving, successful and, yes, holy. And remember that the person who says it cannot be done should not interrupt the person doing it!”

Kerry A. Robinson

What the research says... *The Board’s Primary Responsibilities Involve Issues Pertaining to Mission and Philosophy, Budget, Planning and Policy.*

In addition to addressing these issues, boards are involved in designing and implementing programs for development, marketing and student retention and recruitment. Evaluation of its own work and the administrator’s service to the board completes the board’s list of responsibilities.

Mission and Philosophy

The Catholic nonprofit sector can be divided into those who are trapped in a maintenance mindset, tantamount to treading water for survival, and those who live and breathe mission.

*Avoid the stultifying seduction of **maintenance**; emphasize **mission**.*

As people of faith we are called to be courageous, prophetic, confident and faithful. We are called to live in a world of possibility, to think big and to never give up.”⁸

What the research says... *Effective boards are mission-driven.*

According to the National Association of Boards, Commissions and Councils of Catholic Education survey, it is the members’ dedication and commitment to the mission that creates effective boards.

All Diocesan High Schools exist for a single purpose – to pass on our Catholic faith to our youth by integrating elements of it with the learning process, while providing a high quality education.

Mission Statement

A mission statement is a simple, compelling statement of what the school is called to do. Catholic school mission statements typically contain the following elements:

1. Why a school exists

⁸ Kerry A. Robinson, “Imagining Abundance,” *America*, July 21-28, 2008, p. 29-32.

2. Whom the school serves
3. What kind of academic program is offered
4. What values are held precious

A clear mission statement accomplishes the following:

1. Motivates teachers and others who work in the school;
2. Drives strategic and operational planning;
3. Forms the basis for curriculum development;
4. Conveys the school's purpose to prospective parents and students;
5. Inspires philanthropists to invest capital and volunteers to contribute human resources;
6. Sets the stage for board policies and administrative procedures.

The mission statement is based on and reflective of the school philosophy. The mission statement is used to drive strategic planning, day-to-day decision making and institutional advancement/development.

Keeping a mission statement current is critical to the success of any institution. A school should "revisit" its mission statement every three to five years and update as necessary to ensure it is contemporary, compelling and focused.⁹

In addition to a mission, each Diocesan High School should have these foundational documents:

1. The statement of philosophy
2. The statement of vision
3. The profile of the graduate at graduation.

These four foundational documents provide the basis for planning, policy guidance, fiscal responsibility and development. They should be well publicized and promulgated.

Statement of Philosophy

The Catholic school philosophy identifies what the school is called to be. Catholic school philosophies essentially identify that the school exists to "integrate elements of faith with the learning process." According to the Pastoral on Education written in 1972 by Catholic Bishops entitled *To Teach as Jesus Did*¹⁰, Catholic schools exist to:

1. Educate for Gospel values and teach Catholic doctrine
2. Build community

⁹ "Clarity of Mission: Essential to the Success of Catholic Schools," *Catholic School Management newsletter*, Vol. XXVIII, No. 3, January 2007, p. 1.

¹⁰ National Conference of Catholic Bishops, *To Teach as Jesus Did*, (Washington: United States Catholic Conference, 1972), p. 28, paragraph 101.

3. Provide opportunities for worship
4. Educate for service to others

Additionally, the Catholic school philosophy suggests that Catholic schools exist to:

1. Educate the whole child
2. Educate for global awareness
3. Educate for justice issues
4. Provide opportunities for community service learning

Vision

The vision represents the ideal state that can be achieved in the future if resources are no obstacle.

Profile of the Graduate at Graduation

Clearly articulate what the graduate will have accomplished by the time he/she graduates academically, physically, spiritually, religiously and socially.

Budget

The finance committee of the High School Advisory Board should assist the president-rector and principal in developing a school budget according to a fiscal calendar. The fiscal year begins July 1 and ends June 30. Actualization of the current school budget begins with the enrollment count as of September 1.

Creating a school budget takes several months. Diocesan high schools are required to submit their preliminary budgets to the Office of Catholic Schools no later than February 15 of each year. See the School Budget & Financial Management Manual for a complete timeline and action items.

School budgets are expected to be managed monthly. The finance committee should review budgeted and actual numbers for each line item, question large variances and make recommendations to the full board to adjust the budget as necessary.

Planning

The school should always be operating with a current strategic plan. Typically, a strategic plan is created through the planning committee with 3-year goals and 1-year objectives in the following areas: Catholic identity, governance, enrollment, curriculum (as determined by the principal), staffing (as it affects and is affected by the other categories), finance, facilities, development and marketing. Board committees are assigned appropriate goals and annually create objectives to meet these goals. Reports are given by each committee chair to the full board to monitor progress and celebrate achievements.

Every three years, the planning committee renews the strategic plan by collecting current data, analyzing the data and formulating new goals and objectives. Planning should be an exciting time that sparks innovation, creativity and enthusiasm.

In Tom Ralser's book *ROI for Nonprofits: The New Key to Sustainability*¹¹, he suggests repackaging strategic plans as strategic investment initiatives to denote the following nuances:

1. Strategic connotes long-term planning.
2. Investment introduces the concept that results are expected.
3. Initiative implies the future plan is not business as usual.

The importance of this is that if it was introduced as an investment, and the results are delivered, more investment for more results should be automatic. These plans and results should be communicated regularly with key constituents and potential donors.

Policy Development

One of the advisory board's responsibilities is to develop policies for the operation of the school consistent with Diocesan policies approved by the Bishop. Policies are determined by a response to a need expressed by the principal, president-rector or the advisory board representing its constituents. In some instances, parents may indicate that a policy is needed through an open forum, parent surveys or focus groups.

For policy development to be effective, it is essential that appropriate input be sought from those who will be affected by the policy. Policies should never be made in isolation or to "solve one problem." The nature of policy development requires time to analyze the need, gather data, allow for thoughtful deliberation, and ultimately approve a policy statement.

There is a difference between developing a policy and implementing policy. The advisory board develops policies, the president-rector approves policies, and the principal implements policies. High School policies should be maintained in a central location (hard copy, electronically or both).

The following benchmarks may indicate that the board needs to change, update or develop a policy:

1. The current school policy is obsolete.
2. The school's policy contradicts the Diocese of Phoenix or Catholics School's Office policies or procedures.
3. A situation arises that is not presently covered by policy.

¹¹ Tom Ralser, *ROI for Nonprofits: The New Key to Sustainability*, (New Jersey: John Wiley & Sons, Inc., 2007), p 121.

Policy Formation Process

An issue or topic may be brought to the advisory board by one or more members for discussion. The matter is sent to the planning committee for consideration. The individual or group requesting a new policy or change in policy may be asked to complete a form designed by the school advisory board that includes the following (see *Appendix XI* for a proposed new policy or change in policy form):

1. A statement indicating the need for the policy
2. Recommended new policy or change in policy
3. Perceived consequences of the new policy or change in policy

If the policy committee decides the policy is needed, it will draft the policy based on the data gathered and the principal's input. The chair will present the policy at a board meeting and the members will accept, amend or reject the proposed policy. If accepted, the policy is presented to the president-rector for final approval. If approved, the policy is dated and included in the other advisory board policies.

New policies are not retroactive. It is the principal's role to create the rules, guidelines or procedures to implement the policy.

If the proposed policy is not approved, the board either asks that the proposed policy be amended to include their input or they vote to reject the policy.

The planning committee also reviews and recommends rescinding policies to the president-rector when appropriate. Policies are tested every time they are used, and they should be changed as soon as they become obsolete or dysfunctional.

Development, Marketing and Recruitment

A. Development

Leadership is needed to move schools from fundraising activities (raffles, candy sales, galas, etc.) to development, from holding conversations with donors who "buy" products to building relationships with philanthropists who become engaged in the life of the school and invest in its mission. With this shift come expectations, accountability and the need to show investors a return.

The school should have a comprehensive development plan that includes every time a group asks for donations on behalf of the school. The development committee should act as the gatekeepers to "approve" new development plans and "discontinue" fundraising events or activities that are not producing acceptable returns on investment.

B. Marketing

Schools are marketed for image, resources and enrollment. Each school should have an annual marketing plan that includes time-specific, quantified and measurable goals and objectives along with specific programs to achieve the goals and objectives. The board should be involved in creating, implementing and monitoring a comprehensive marketing plan annually that meets its local needs and takes into consideration activities outlined in the Diocesan marketing plan.

C. Recruitment

The board should review an enrollment management spreadsheet at each meeting, monitoring the number of students coming in and leaving the school and watching for trends or patterns that might require more investigation. A current model that can be used by your school monthly is available at the Office of Catholic Schools.

Setting Goals and Objectives

“What you get by achieving your goals is not as important as what you become by achieving your goals.”

Zig Zigler

What the research says...*Establish Goals.*

Set goals, review and update them annually and use them as a basis of self-evaluation.

Effective boards set aside time to plan, to envision accomplishments and to outline steps to reach that vision. They also are involved with planning school-wide as it relates to the work of the board. Boards approve the planning process and the committees' chairs for their work. They also review periodic reports from the planning committee and orchestrate the implementation and evaluation of their recommendations.

The principal informs the board about the annual school goals and objectives developed by the principal and faculty members and gives monthly progress reports. The school advisory board's goals support the school goals and are integrated with the school's strategic plan.

I. Goals

- a. Definition: a goal is a statement of broad direction or purpose. A goal, by definition, will identify some outcome that will be achieved.

- b. Characteristics: goals are stated in general terms, point to some future outcome and identify what will be accomplished.

II. Objectives

- a. Definition: An objective is the specific method or procedure that will be used to achieve a goal.
- b. Characteristics: Objectives are specific, describe what will be completed, when it will be completed and can be evaluated for its implementation.

Committees of the Advisory Board

The committee structure contributes to the efficient operation of the school advisory board. It is impossible to address all of the work of the board without using the **committee structure**. The committee structure is also a way to recruit new members to the board and provide opportunities for members of the school community to become involved in the work of the board. Committees provide and organize needed information so that the board can take action on a particular issue. Committee members may include both non-board members and board members. The chair of each committee should be a board member.

The board's bylaws should list the standing committees of the board. The chair assigns school advisory board members to lead various committees to do the "*work of the board*." The committee is accountable to the board for their work and gives progress reports to the board at regular board meetings. Copies of the written report become part of the school advisory board's minutes. Ordinarily, the reports are sent to board members with the monthly agenda and minutes.

The school advisory board's agenda is designed to allow time for the members to discuss topics, receive information, give input on issues, and make decisions. Since the optimal time allocated for board meetings is two hours, committee work is prepared outside of the meeting. As part of the board's agenda, each committee chair gives a brief report to the board on the progress of the committee's work. The committee chair may also use this time to seek the board's approval or input on some aspect of the committee's work. The committee chair may also invite a committee member (or two) to assist in presenting the report to the board. (Some committees may not find it necessary to give a report at each board meeting.)

There are two types of committees, ***standing and ad hoc***. The **standing committee** provides continuity for the ongoing operation of the board. The **ad hoc committee** is established to meet a specific objective at a given time. Non-board members of the ad hoc committee do not actively participate in the board's agenda after presenting their report. When the work of this committee is complete, the committee disbands.

The chair of each committee should be a board member; however, the committee members can be non-board members and may be recruited by the chair, president-rector, principal and others from the

school or community to bring the required skills and resources to the table. This is also a way to provide opportunities for others to learn more about the school and how it operates and, ultimately, to recruit new board members.

Below are some suggestions on how to keep a committee enthusiastic¹²:

1. Keep the committee size manageable: 3 to 5 members are ideal.
2. Develop both a clear and concise charge to keep the committee focused on its task and a timeline for its completion.
3. Recruit non-board members with expertise related to the committee's task.
4. Maintain a link with the board by having a board member chair each committee.
5. Promote a sense of ownership by making each committee responsible for its own report. The principal should not do the committee's work or present the report.
6. When the committee submits its final report or recommendations, celebrate their accomplishments in a concrete way.

Some examples of the board's **standing committees** and a brief description of their responsibilities are:¹³

Executive Committee

Consists of the president-rector, principal and the chair of the school advisory board that meet regularly to plan the agenda for the regular meeting. They see that the members receive a copy of the agenda with the minutes of the previous meeting and any other information to be distributed to the members in preparation for the upcoming meeting.

Duties:

1. Represents the whole board when directed by the board to make decisions.
2. Addresses urgent situations that cannot wait for the next full board meeting.
3. Provides for board member orientation and training.
4. Facilitates annual board evaluation.
5. Ensures that all committees have written committee charges.

Finance Committee

The finance committee monitors the current year's budget and, in collaboration with the president-rector and principal, develops and proposes to the board a budget for the next fiscal year. It also prepares, updates and monitors long-range financial plans for the school and oversees, from a policy and

¹² John J. Convey and Regina M. Haney, *Benchmarks of Excellence: Effective Boards of Catholic Education*, Washington D.C., National Association of Boards, Commissions and Councils of Catholic Education, NCEA, 1997, p 51.

¹³ "Board Member Resource Notebook," *Catholic School Management*, February 26, 2010.

planning perspective, the business operations of the school. The Diocesan School Budget & Financial Management Manual should be used as a resource.

Duties:

1. Monitors and reports to the board on the status of the current fiscal year's budget highlighting actual versus projected revenue and expenses (monthly, quarterly and annually).
2. Formulates with the president-rector and principal a proposed budget for the upcoming fiscal year based on recommendations from all board committees.
3. Recommends to the board (and its policy committee) financial policy that ensures sound and consistent financial management and just salaries (in keeping with Diocesan policies), fair tuition increases and payment plans.
4. Oversees the school's investments, in keeping with Diocesan policies, including the endowment and policies for growth, management and distribution of proceeds.
5. Formulates with the school administration (and the policy/planning committee) policy concerning the business affairs and activities of the school, including such areas as the cafeteria, transportation, outside contractors, purchasing, rental agreements, contracts, etc.

Development/Marketing Committee

Develops plans, procedures and schedules for board involvement in third source funding as well as addresses enrollment and marketing. As a board grows in sophistication, these areas may belong to two separate committees.

Development

The development committee assists the board in carrying out its planning and policy responsibilities with regard to communications, marketing and development/institutional advancement. It also helps design and implement institutional advancement programs and activities to support the school's vision and strategic plan.

Development Committee Duties:

1. Advises and assists in creating an annual development or an institutional advancement plan.
2. Assists the administration and board in the implementation of alumni and alumni parent events and activities.
3. Participates in, and provides leadership for, programs of annual and planned giving and periodic capital campaigns.
4. Participates in the identification and solicitation of major donor prospects. Reports periodically to the board on development/institutional advancement activities
5. Supports the school's development director.

Marketing

The marketing committee assists the president-rector, principal, school advisory board and recruitment team with planning, creating, implementing, monitoring and evaluating the school's marketing plan. The school's marketing plan should meet its local needs and take into consideration activities outlined in the Diocesan marketing plan. The school should be marketed for enrollment, resources and image.

Marketing Committee Duties:

1. Advises and assists the president-rector, principal, school advisory board and recruitment team in creating and implementing an annual marketing plan.
2. Assists with measuring and assessing outcomes and modifying programs as needed.
3. Advises and assists the president-rector, principal, school advisory board and enrollment management team in creating and implementing a student retention plan.

Nominating and Policy Committee

The nominating and policy committee creates a process for recruiting new board members and designs and implements a process for selecting new board officers. (See Appendix X for guidelines.) It is responsible for providing appropriate orientations, in-service training and evaluations. This committee also assists the administration in the formulation of policy to guide academic, student, business, development and faith community affairs.

Nominating Committee Duties:

1. Determines annually the membership needs of the board.
2. Recruits potential nominees with the knowledge and support of the president-rector.
3. Works with the school administration and board leadership in preparing and conducting informational meetings for board nominees.
4. Works with the school administration and board leadership in carrying out periodic in-service training for board members.
5. Presents to the board at its annual meeting a list of candidates for board membership and officers (the president-rector has the final approval of all new board members).
6. Assists the executive committee with the annual board self-evaluation.

Policy Committee Duties:

1. Reviews with the president-rector and principal annual planning objectives for possible policy implications and to ensure they are consistent with the board's policies.
2. Conducts consultation on proposed policy as appropriate.
3. Evaluates newly promulgated policies (usually 6 to 9 months later).
4. Reviews annually with the president-rector and principal all policies for timelines and appropriateness to the school program (Fall).

Facilities Committee

The facilities committee develops and monitors long-term facility maintenance, capital improvements, security, space utilization and emergency management plans for the school. It has the following responsibilities in cooperation and collaboration with the president-rector and principal.

Facilities Committee Duties:

1. Designs and monitors long-term maintenance plans for the school.
2. Designs and monitors a long-term capital improvement plan for the school.
3. Outlines and recommends to the board procedures for use of the school building during non-school hours.
4. Assesses future facility needs in light of curriculum and enrollment goals.
5. Reviews space utilization plan in light of the school's strategic plan.

Strategic Planning Committee

The strategic planning committee assists the administration in creating a 3 to 5 year strategic plan and monitors its implementation and evaluation.

Strategic Planning Committee Duties:

1. Assists the board and school administration in establishing long-range strategic goals, based on an appropriate assessment and analysis in light of the program's mission statement and annual assumptions.
2. Monitors the progress of the strategic plan (goals and objectives) quarterly through committee reports to the board and provide a formal, written annual report summarizing the accomplishments.
3. Develops annual assumptions concerning the internal and external environments surrounding the educational ministries (January) Receives recommendations from other committees for next year's planning objectives (February).
4. Recommends objectives to the board for the next year Drafts with the executive committee and the school administration an annual report that reviews and summarizes the successes, concerns and plans for the educational ministry (May-June).

Catholic Identity Committee

The Catholic Identity committee assists the administration in ensuring that the catholicity of the school is present in all aspects of school life.

Catholic Identity Committee Duties:

1. This committee facilitates the nourishment of the spiritual dimension of the board work and gives School Advisory Board members the time, resources and opportunity to pray together, to reflect on the Scripture, to share faith, and to celebrate the Eucharist. A prayer for school advisory board meetings is provided in Appendix XVI with a commissioning process for new board members provided in Appendix XVII.
2. Make certain that Catholic identity and faith formation are integrated into all aspects of school life and form the soul of the school's program and activities.
3. Monitors the cultivation of an atmosphere and opportunities within the school that incarnates Gospel values (i.e. those exemplified in the Corporal and Spiritual works of mercy) and celebrates the vitality of the Catholic Faith through prayer, liturgy and the sacraments as well as through the signs, symbols and traditions of the faith.
4. Ensures that the mission statement of the school is to "proclaim the good news" and to provide opportunities "to encounter the living Christ".
5. Supports service outreach programs within the schools as a way of life that benefit the Church and the civic community.
6. Encourages students to become involved in their respective parishes and active members of those communities.
7. Provides opportunities for adult faith formation when possible so parent/guardians (adults) might be empowered to fulfill their responsibility as the primary religious educators of their families (children).

Ad Hoc Committees

Ad hoc committees may be formed for a particular purpose as needs arise to assist in the overall operation of the board. Examples of ad hoc committees are a principal search committee and a constitution and bylaws committee.

Ad hoc committee members are selected because they are knowledgeable, interested in serving and possess an expertise needed by the board. Members should be clear about their responsibilities and be familiar with the policies, practices and procedures of the organization which the board governs.

Communication

TTWWHADI

“That’s the way we have always done it” ... isn’t going to work anymore.

What the research says...*Have Contact and Communicate with Constituents.*

Regular communications with the fellow board members, the principal, faculty, staff and the school families will promote transparency, build community and advance the school’s mission.

Consistent communication will deflect potential crisis and nurture the community of stakeholders. Effective boards maintain contact and communication with constituents. Through planned and creative communication, boards articulate the mission and vision of the school, build awareness with the local and broader communities, and expand the network of supporters. They build awareness of the institution’s accomplishments, contributions, credibility and needs.

Below are some examples of effective communication between the board and its constituents:

1. Names of the board members are on the school’s web site, printed in handbooks and other publications for easy reference for those who have questions.
2. Board minutes are posted on the school’s website.
3. Committee reports are published in newsletters and on the school’s intranet site.
4. The board president regularly speaks at the home and school association meetings to inform others about board activities. Questions and comments are encouraged.
5. The board president regularly communicates with the principal.

School Advisory Board Evaluation Process

“The leader has to be practical and a realist, yet must talk the language of the visionary and the idealist.”

Eric Hoffer

What the research says...*Complete a Self-Assessment Periodically.*

Boards improve when they regularly ask these questions: What are we doing? Why are we doing it? How well are we doing it? How can we do it better?

School Advisory Board Self-Assessment

The board should conduct a self-assessment annually. An instrument to conduct a board self-assessment based on the NABCCCE's statistically significant characteristics of effective schools is presented in *Appendix VI*. This data should be used for future planning.

Assessment of the Principal's Service to the School Advisory Board

The second category of the board evaluation process assesses the principal's service to the board. The Office of Catholic Schools provides an annual online assessment tool for the board members to rate the principal in regard to these questions:¹⁴

1. Does the principal give direction to the board by assisting the chair to build meeting agendas, identifying school needs, offering suggestions for in-services, preparing a budget with the finance committee and making policy recommendations?
2. Does the Principal provide information to the board through monthly reports, curriculum updates, student assessment results, indications of school-wide problems or concerns and invitations to school activities and events?
3. Does the Principal cultivate a relationship with the board that evidences loyalty and respect, providing adequate clerical assistance for board meetings, assisting in recruitment of new board members and providing access to data and materials to accomplish committee assignments?
4. Does the administrator demonstrate accountability by implementing Diocesan policies, completing tasks assigned by the board, and complying with Diocesan guidelines?

Effective Meetings

"The manager asks how and when; the leader asks what and why."

Warren Bennis

What the research says...*Hold Effective Meeting.*

Effective boards engage in big picture discussions and strategic thinking. They avoid lengthy discussions about operational issues and know when to refer topics to the appropriate committee.

¹⁴ John J. Convey and Regina M. Haney, *Benchmarks of Excellence: Effective Boards of Catholic Education*, Washington D.C., National Association of Boards, Commissions and Councils of Catholic Education, NCEA, 1997, p 53.

Guidelines for Holding Effective School Advisory Board Meetings

The NCEA school boards department wrote about reframing the work of the board for survival in this environment in its Winter 2009 Issue Gram.¹⁵

Boards are challenged to think about these questions:

1. How do we transform our school to create a successful new future in the face of so many challenges?
2. How do we provide the right kind of leadership to our school that goes beyond keeping the doors open?
3. What should we as a board be doing now?

NCEA suggested that boards cannot keep doing business as usual and offered these suggestions to help reframe a board:

- 1. Engage in bigger picture discussions or strategic thinking.**

This requires a shift from listening to reports or engaging in short discussions. Instead, a block of time is set aside to allow for creative or break-through thinking. Answers are not limited to experts. In fact, the best answers will evolve through wide-range dialogue and debates.

- 2. Maintain a diverse membership.**

In the new environment of today, our boards must be diverse in ethnicity, gender and generations and represent the populations they serve. Viewing situations through multiple lenses enriches the vision, decisions and connectedness with the community.

- 3. Support and learn from other Catholic schools.**

Believe that the school is part of a network of a myriad of schools, whether part of the diocese or region, that could share resources rather than operating in isolation.

¹⁵ Regina M. Haney, Ed. D., "Reframing the Work of the Board for Survival in This Environment," *Issue Gram*, National Association of Boards, Commissions and Councils of Catholic Education, NCEA, Vol. 19, No. 3, Winter 2009, p 1.

Below is an outline of the various responsibilities to help ensure efficient, effective and mission-driven meetings.

I. Board Members' Responsibilities

Each member has certain functions prior to and during the meeting. Prior to the meeting members attend committee meetings. The chair of each committee submits a written report to accompany the agenda. Each board member is required to read the committee reports and supporting documents. Each is expected to read, research, and be ready to contribute. During the meeting members participate by contributing to the discussion or debate, listening to and respecting others.

II. Principal's Responsibilities

Set a specific day of the month for board meetings.

1. The board chair, president-rector, and principal develop the agenda and it is sent out with the supporting documentation and resources. This is sent at least a week in advance of the meeting so that members can prepare.
2. Make sure the meeting room is large enough and set up properly. Seating arrangements, meeting materials and equipment should be set in advance of the arrival of members for the meeting.

III. Chair Participation

1. The chair, with the executive committee, sets the agenda. He/she keeps the agenda moving within the established time frames. If an agenda item needs more work, the chair knows when to relegate it to the committee or to ask the president-rector or principal to work on it and report back to the board with recommendations.
2. The chair reminds the board when it moves into administrative areas and when it gets off track. It is the chair's job to handle conflict by assisting the group to:
 - A. State the problem clearly
 - B. Listen carefully for each faction's goal and areas of possible compromise
 - C. Come to consensus

At the beginning of the meeting the chair reminds the board of the goal and purpose of the meeting. At the end of the meeting, the chair summarizes the actions and decisions, and reviews the assignments and follow-up. For easy access and recall, these items could be charted on a flipchart throughout the meeting.

IV. Agenda Preparation

Prior to beginning discussions, members should understand the total time allocation and the desired outcome for each topic (e.g., is this session to brainstorm ideas, formulate a resolution or come to a final decision). This avoids long, unproductive meetings.

A *consent agenda* is a tool that may be used by the board to make meetings more efficient. A consent agenda is a group of items that is voted on, without discussion, as a package. Items placed on a consent agenda are self-explanatory and noncontroversial. They are “for your information only” and do not warrant board discussion time. Items commonly found on a consent agenda include:

1. Minutes of previous meetings: Minutes from previous meetings should not be read. Only approval or corrections to past minutes should occur at current meetings.
2. President-rector and principal reports: Any of these needing to be highlighted and discussed should be excluded from the consent agenda and added to the regular meeting agenda.
3. Committee reports: If these do not require discussion, they can be placed on the consent agenda.
4. Routine correspondence of any kind should be included in the consent agenda.

Consent agenda items, though not discussed by the board, will give members important information relevant to their work. The inclusion of information in a consent agenda should never be done to hide important issues or to avoid confrontational discussions. The value of a consent agenda lies in freeing up time for discussion of critical issues and ongoing planning. The consent agenda is usually the first item on the meeting agenda and is voted on as a whole. If a board member requests an item be removed from the consent agenda, it should be placed on the meeting agenda.

See *Appendix XIII* for a sample agenda and *Appendix IV* for a sample committee report form.

New Board Member Orientation and Ongoing Training

“Leadership and learning are indispensable to each other.”

John Fitzgerald Kennedy

What the research says...*Provide on-going training for all board members.*

New board members receive an orientation before beginning their services and all board members participate in training throughout the year.

Prospective Member Initial Meeting

There are many ways to introduce a prospective board member to your school. Each board seat is valuable, so make sure the prospective board member fits your culture and brings the needed skills to complement the board. At the same time, you want to give the prospective board member the opportunity to get to know board members along with the expectations and responsibilities so he/she can determine if joining your board is a good fit in terms of his/her interests, expertise and availability.

Some ways to build these initial relationships are listed below.

1. Since only a half of the board are current parents, the nominating committee chair along with the president rector, principal, and possibly the board chair or another experienced board member should meet with the prospective member for coffee, breakfast or lunch to share the school's mission, vision, achievements, strategic plan, etc.
2. Committees can be used as training grounds for prospective board members. Committee chairs can identify potential board members, and cultivate and recruit them when the time is right.
3. Prospective members should be asked to attend board meetings to acquire a firsthand look at the activities and the responsibilities of the board; the involvement of the members; the effectiveness of the board's work; the administrator's leadership; and the relationship of board, the president-rector, and the principal.

New Member In-Service

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

One method that is extremely helpful in introducing the newcomer to the team is to assign a mentor. The mentor welcomes the new member and informally familiarizes him/her with the board. The mentor highlights the board's past achievements, members' backgrounds, and current projects. At another time, they can talk about materials sent by the principal. Mentors' are encouraged to continue these informal conversations during the new members' first year on the board.

The president-rector or principal should provide each new board member with a copy of this manual and a board member resource notebook that includes the following information:

1. Definition of a Catholic school advisory board.
2. The board's annual plan and the school's strategic plan.
3. School overview (academic programs, catechetical program, ITBS scores, awards/honors, etc.).
4. Constitution and by-laws.
5. Code of Ethics.
6. Conflict of Interest disclosure.
7. Policies, regulations and publications.

8. The purpose and responsibilities of each standing committee.
9. Board handbook.
10. Board members' directory.
11. Information about the diocese.

Listed below are additional topics discussed by the president-rector, principal, board chair or nominating committee chair with prospective board members during an in-service program:

1. Institution's history and key programs.
2. A school tour.
3. Current projects.
4. Challenges and recurring issues.
5. Relationships with key groups and persons.
6. Meeting structure.
7. Member preparation for the meeting.

Ongoing In-Services

The board must be committed to growth. If not, its function becomes perfunctory and its influence minimal. The list of in-service programs can be determined through a board survey of its perceived needs. Some ways to deliver in-services to experienced boards include:

1. Annual retreat.
2. 10 minute in-services during board meetings.
3. President-rector's and Principal's individual cultivation of members.
4. Attending national, state and diocesan workshops and/or webinars.

School Advisory Board Resources

- A. Following are some general resources available from the Catholic Schools Office to assist boards in their work:
1. Diocese of Phoenix Catholic Schools Office; www.catholicschoolsphx.com/
 2. Handbook of Diocesan Policies, Procedures and Norms;
<http://www.diocesephoenix.org/policies-teaching-office.php>
 3. Mission Statement & Philosophy , Diocese of Phoenix Catholic Schools:
<http://www.diocesephoenix.org/catholic-schools-office.php>
- B. Norms for Finance Committees;
http://www.diocesephoenix.org/uploads/docs/DiocesanSchoolNormsforFinanceCmtes_12-2010_Approved.pdf
- C. Web based Marketing Handbook for Catholic Schools;
<http://www.catholicschoolsphx.com/documents.php?do=documentsearch&view=filter&category=8>
- D. Annual Diocesan School Board in-service for school advisory board members
- E. Diocesan School Board Blog; <http://boardtoboardtalk.blogspot.com/> Designed to share information, problems, best practices and ideas.
- F. Webinar trainings offered by NCEA
- G. National Catholic Education Association Board Information,
<http://ncea.org/departments/boards/index.asp>

Appendices

Appendix I: Code of Ethics for Catholic School Advisory Board Members¹⁶

As a member of a Catholic school advisory board, I

1. acknowledge that schools are a significant expression of the teaching missions of the Catholic Church and function within its structure;
2. will become more knowledgeable about the mission of Catholic education, as expressed in this school, and sincerely promote it to the various publics with whom I have influence;
3. recognize the need for continuing education about my responsibilities and know that I do not represent the board officially unless explicitly authorized to do so;
4. will be fully and carefully prepared for each meeting by doing the required readings and completing the necessary tasks for committee work and reports;
5. support the principal in authorized functions and avoid intruding in administrative details unless requested to do so;
6. will be loyal to board decisions even though personally opposed to the final recommendations and decisions;
7. will be alert to alternate solutions to problems by keeping an open mind;
8. will disqualify myself from discussion and vote on an issue where there is a conflict of interest with my family or business interests or if the outcome will grant me any pecuniary or material benefits; and
9. pray often for other members of the board, this Catholic school, and the community it serves.

¹⁶ Building Better Boards, A Handbook for Board Members in Catholic Education, Lourdes Sheehan, RSM, Ed.D., National Catholic Educational Association, Washington, D.C., 1991.

Appendix II: Conflicts of Interest Policy

Clergy and lay persons, alike, who serve on the Diocesan Boards, Councils and Committees that facilitate the mission of the ROMAN CATHOLIC CHURCH OF THE DIOCESE OF PHOENIX ("Diocese"), recognize a shared responsibility to ensure that they conduct themselves in an unbiased manner.

By adopting this Conflicts of Interest Policy, the Diocese also demonstrates its commitment to the ethical and moral principles of the Church.

Conflicts of Interest

Many who serve the Diocese either have positions that allow them to influence Diocesan decisions, or they have been entrusted with the authority to make decisions, individually or collaboratively, on behalf of the Diocese. Conflicts exist if such an individual's position or authority may be used to influence or make decisions that lead to any form of direct or indirect gain or benefit, financial or otherwise, for that individual, his or her family or his or her employer.

The term conflict of interest refers especially to situations in which financial or other personal considerations may compromise, or may have the appearance of compromising, an individual's judgment in his service to the Diocese.

Avoidance of Conflicts

All individuals who serve the Diocese shall scrupulously avoid any conflict, including the appearance of any conflict, between their own personal, professional or business interests and the interests of the Diocese, in any and all action taken by them on behalf of the Diocese.

Action Requirements

In the event that any individual shall have any direct or indirect interest in, or relationship with, any individual or organization which proposes to enter into any transaction with the Diocese, including but not limited to:

1. employment, or rendition of services, personal or otherwise;
2. sale, purchase, lease or rental of any property or other asset;
3. the award of any grant, contract or subcontract;
4. the investment or deposit of any funds of the Diocese and other related banking service

such person shall immediately give notice to any appropriate staff member of such interest or relationship and shall thereafter refrain from discussing, be present during any discussions, or voting on the particular transaction in which such person has an interest or otherwise attempts to exert any influence on the Diocese or its personnel, whether paid or volunteer, to affect a decision regarding such transaction.

Annual Statements

Each member of a Diocesan Board, Council and Committee shall annually sign a statement which affirms that such person:

1. has received a copy of the Conflicts of Interest Policy,
2. has read and understands the Conflicts of Interest Policy,
3. has agreed to comply with the Conflicts of Interest Policy, and
4. understands that the Diocese is a charitable organization and that in order to maintain its federal tax exemption it must engage exclusively in activities that accomplish one or more of its tax-exempt purposes.

<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> +Thomas J. Olmsted Bishop of Phoenix	/ / <hr style="border: 0; border-top: 1px solid black; margin-top: 5px;"/> Date
<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Sr. Jean Steffes Chancellor	/ / <hr style="border: 0; border-top: 1px solid black; margin-top: 5px;"/> Date

CONFLICTS OF INTEREST POLICY

ANNUAL ACCEPTANCE FORM

I acknowledge that I have received and read a copy of the Conflicts of Interest Policy, and I understand its contents. I agree to comply with the directives stated in this policy.

I further understand that the Diocese of Phoenix is a charitable organization and that in order to maintain its federal tax exemption it must engage exclusively in activities that accomplish one or more of its tax-exempt purposes. I abide by the understanding that all activities and decisions in which I am engaged as an employee/volunteer of this organization will be for the purposes of promoting the charitable business of this organization and will be in accordance with the ethical and moral principles of the Church.

Please Print
Name

Signed:

Dated:

Title:

Appendix III: Confidentiality Statement

[School Name] School Advisory Board

You have been selected to serve on the [school's name] School Advisory Board and/or its committees. As such, you will be reviewing materials provided by the [school's name] school office. You will also be conducting interviews with the school's various constituencies (staff, consultants, teachers, students, president-rector, and parents, etc.).

[school's name] School Advisory Board/committee members are in a position to learn a great deal about [school's name] efforts in the Diocese of Phoenix, their strengths as well as their needs, and to participate in identifying goals and action plans. As a professional, you are being asked to keep confidential all discussions, interviews, issues, information, documents, reports and recommendations that are part of [school's name] School Advisory Board meetings.

As a board or committee member, I fully understand that I should not discuss any aspects of the meetings with anyone other than the board members and [school's name] staff with whom I am working. I understand my responsibility to respect the information shared and to retain its integrity at all times.

I fully understand my responsibility to maintain confidentiality before, during, and after the meetings of the [school's name] School Advisory Board.

Please read, sign and date the statement below and return this statement to the [school's name] school office.

Please Print Name

[School name] School Advisory Board Member
signature

Date

Appendix IV: Sample Committee Report Form

(Name of School)

School Advisory Board Committee Report Form

Title of Committee:

Date Report Presented:

Committee Members Present:

Committee Members Absent:

State Goal:

Summary of Committee's Actions:

Recommendations:

Actions Required by Board:

Appendix V: Sample Strategic Plan Committee Report Form

Committee:			
Date of Committee Meeting:			
Members Present:			
Strategic Plan Consulted			
Yes			
No			
Strategic Plan Objectives Addressed:			
Comments:			
Submitted by:			
Actions	Discussion	Responsible Party	Status

Appendix VI: Sample School Advisory Board Evaluation Form #1

Please rate each section by circling the appropriate letter according following scale:

A - Outstanding

B – Very Good

C - Average

D - Poor

Decision Making:

- | | | | | | |
|----|---|---|---|---|---|
| 1. | How would you rate the School Advisory Board's planning process? | A | B | C | D |
| 2. | How would you rate the School Advisory Board's willingness to delay action for further discussion? | A | B | C | D |
| 3. | How would you rate the time allowed to prepare for and discuss major decisions? | A | B | C | D |
| 4. | How would you rate the School Advisory Board's decision making process? | A | B | C | D |
| 5. | How would you rate the School Advisory Board's involvement in living the mission of the Catholic Schools? | A | B | C | D |

Please make any suggestions you believe will improve Board level planning and decision making:

Operations:

- | | | | | | |
|----|--|---|---|---|---|
| 1. | How would you rate the School Advisory Board's present leadership? | A | B | C | D |
| 2. | How would you rate the composition of the School Advisory Board? | A | B | C | D |
| 3. | How would you rate the quality of School Advisory Board materials and information? | A | B | C | D |
| 4. | How would you rate the participation and comments of Board members are encouraged and welcome? | A | B | C | D |
| 5. | How would you rate the level of School Advisory Board member participation? | A | B | C | D |
| 6. | How would you rate with School Advisory Board members attendance at monthly meetings? | A | B | C | D |
| 7. | How would you rate School Advisory Board members' preparation for monthly meetings? | A | B | C | D |
| 8. | How would you rate the frequency and length of School Advisory Board meetings? | A | B | C | D |
| 9. | How would you rate the Board's effectiveness relative to financial issues? | A | B | C | D |

- | | | | | | |
|-----|---|---|---|---|---|
| 10. | How would you rate the Board's effectiveness in handling non-financial issues? | A | B | C | D |
| | | | | | |
| 11. | How would you rate the School Advisory Board's achievement of this year's goals and objectives? | A | B | C | D |
| | | | | | |
| 12. | How would you rate the structure of the School Advisory Board's Committees? | A | B | C | D |

Please make any suggestions you believe will improve the operation of the Board:

Training

- | | | | | | |
|----|---|---|---|---|---|
| 1. | How would you rate the Board's orientation session? | A | B | C | D |
| | | | | | |
| 2. | How would you rate the regional meetings? | A | B | C | D |
| | | | | | |
| 3. | How would you rate the School Advisory Board In-service ? | A | B | C | D |

You as a Board Member:

1. How would you rate your year of service on the School Advisory Board?

____ Good ____ Average ____ Needs Improvement

2. How would you rate your Committee Service?

____ Good ____ Average ____ Needs Improvement

3. How would you rate your preparation for Board and Committee Meetings?

____ Good ____ Average ____ Needs Improvement

Appendix VII: Sample School Advisory Board Evaluation Form #2

DIRECTIONS: Please rate each section by circling the appropriate letter according to the following scale:

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

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

OPERATIONS					
4.	How satisfied are you with the board's leadership?	A	B	C	D
5.	How satisfied are you with the composition of the board?	A	B	C	D
6.	How satisfied are you with the quality of board materials and information?	A	B	C	D

7.	How satisfied are you that participation and comments of board members are encouraged and welcome?	A	B	C	D
8.	How satisfied are you with the level of board member participation?	A	B	C	D
9.	How satisfied are you with board members' preparation for meetings?	A	B	C	D
10.	How satisfied are you with the structure of board committees?	A	B	C	D
11.	How satisfied are you with the frequency and length of board meetings?	A	B	C	D
12.	How satisfied are you with the board's accomplishments of the activities for which it assumes responsibility?	A	B	C	D
13.	How satisfied are you with the board's effectiveness in financial issues?	A	B	C	D

Appendix VIII: Model Constitution for Diocesan High School Advisory Boards

_____ School

CITY, STATE

CONSTITUTION

School advisory board

PREAMBLE

_____ High School is operated by the Diocese of Phoenix. The school is established to carry out the teaching ministry of the Catholic Church. As such, the religious and academic programs are and shall at all times continue to be in accordance with the teachings and laws of the Roman Catholic Church and the Diocese of Phoenix.

At this time, it is the intention of the president-rector of _____ High School to establish a “consultative” school advisory board to assist him and his appointed principal in the governance of _____ High School.

This consultative school advisory board shall have as its sole concern the ministry of Catholic school education. The school advisory board, operating under the guidance of the Diocese of Phoenix Office of Catholic Schools and the superintendent of Catholic schools, and in conformity with the diocesan school policies, shall concern itself with policy matters pertaining to the general excellence of Catholic education at _____ High School.

ARTICLE I – NAME

The name of this body shall be the _____ School advisory board, hereinafter referred to as the “board.”

ARTICLE II – PURPOSE AND FUNCTION**Section 1**

The board is by its nature consultative to the president-rector and principal. The function of the board shall be for the exercise of shared responsibility for fulfillment of the mission as a center of evangelization and excellence in Catholic education, and to provide leadership assistance and support for the School within the context of the mission at _____ High School.

Section 2

The main responsibilities of the board include the following:

- A. Policy: formulation and adoption of policy for the school, with the approval of the president-rector and principal, as needed, within the framework of diocesan policy. Monitor the implementation of school policy and procedure.
- B. Financial Planning and Management: providing advice and counsel with regard to long-range financial planning, annual budget development, budget monitoring and financial reporting.
- C. Planning: development and regular updating of a 3-year strategic plan for the school; annual goal-setting for the School and for the board. The strategic plan should follow the guidelines of the Office of Catholic Schools.
- D. Advancement: formulation and implementation of an advancement program (marketing, development and recruitment) for the school, following diocesan guidelines, and in cooperation with the Office of Catholic Schools.
- E. Evaluation: systematically evaluating:
 - a. The school's mission statement, goals and policies
 - b. The board itself
 - c. The principal through the process provided by the Office of Catholic Schools
- F. Recommendations for the appointment of the principal: when a vacancy occurs, some board members will be asked to participate in the search process.

Section 3

The school advisory board has no authority for formulating policies separate from the president-rector and principal. The board does not have responsibility for determining the amount of funds used in support of the school and has no responsibility with regard to school curriculum, staff/personnel or students.

ARTICLE III – RELATIONSHIP WITH OTHER GROUPS**Section 1**

Diocese of Phoenix

Regular information from the Diocese of Phoenix concerning diocesan policies impacting Catholic high school education shall be provided by the president-rector and/or principal as in-service programs to the board. The president-rector and/or principal shall implement diocesan school policies formulated by the Diocesan Office of Catholic Schools, approved by the Bishop and promulgated by the diocesan superintendent of Catholic schools.

Section 2

Finance Committee

The board shall work in a cooperative and collaborative manner with the president-rector and finance committee. Regular communication, including minutes of the board meetings, shall be forwarded to the president-rector.

Section 3

Parent Organization

An officer of the parent organization, or a designated representative appointed by the president-rector and/or principal, shall serve as an *ex officio* member of the board with non-voting rights. The relationship between the board and the parent organization shall be characterized by a common vision, clarity of responsibilities, good communication and collaboration.

Section 4

Faculty

The relationship between the board and the faculty shall be characterized by mutual support, good communication and cooperation. The principal represents the faculty to the board. From time-to-time, teachers and/or administrative team members may be invited to share information with the board on matters concerning the school. The board shall have no role in hiring, evaluating, terminating or renewing professional or support staff.

ARTICLE IV – OFFICERS**Section 1**

All members who have served one year or more on the board are eligible for any office.

Section 2

The officers of the board shall be the chair, vice-chair and secretary. They shall be elected annually by the board membership, subject to ratification by the president-rector. The election of officers shall take place at the annual meeting.

Section 3

The duties of the officers shall be:

Chair – The chair shall preside at all regular and special meetings of the board. The chair also shall preside at executive committee meetings at which the board agenda and packet is prepared. The chair shall have authority to assign additional duties and responsibilities to individual board members, oversee committee activities, plan orientation for new members with nominating committee and principal, review board self-assessment and guide the board to consensus on future plans.

No individual shall be eligible to serve as chair of the board without having competed two years of service on the board. The chair of the board shall be a practicing Catholic.

Vice-Chair – In the absence of the chair, the vice-chair shall perform all duties of the chair. The vice-chair shall be a member of the executive committee.

Secretary – The secretary maintains written record of all acts of the board; handles all correspondence for the board; preserves reports and documents; notifies members of date and time of meetings; ensures timely distribution of board packets in advance of board meetings; distributes minutes following each meeting and emails materials when possible. The secretary shall be a member of the executive committee.

Administrative Officer – The president-rector and/or principal shall serve as the administrative officers to the board. In that capacity, the president-rector and principal are members of the executive committee. The president-rector and/or principal may also call meetings of the executive committee and shall be responsible for bringing information to the board, including diocesan policies and plans.

Section 4

Election and Term of Office: Officers of the board shall be elected at the annual meeting and appointed by the president-rector for a term of one year. No officer may hold the same office for more than two consecutive years.

ARTICLE V – RULES OF ORDER**Section 1**

As much as possible, the board shall reach consensus on all actions.

Section 2

Ordinarily, consensus or recommendations regarding policy matters and other major issues are not reached at the “first reading.” The “second reading” of the policy occurs after additional consultation, committee work and clarification. At that time, the board begins its consensus building and recommendation process.

Section 3

A simply majority of the voting members of the board shall constitute a quorum for each meeting.

ARTICLE VI – COMMITTEES**Section 1**

Specific committee charges shall be adopted each year by the board at its annual meeting. Members of standing committees shall be appointed by the chair of the board. Committee chairs must be members of the board, although committee members may be drawn from outside of the board membership. The chair of the board and the administrative officer of the board shall be *ex officio* members of all standing committees.

Section 2

Special or *ad hoc* committees shall be established by action and approval of the board. Such committees shall operate until the duty assigned to them is completed and will be dissolved at that time, or at any earlier date, at the discretion of the chair.

Section 3

The functions of all committees shall be to determine the facts, deliberate, take action and be consultative, but never to legislate or administer. Recommendations by any committee shall be subject to ratification and approval by the Board.

ARTICLE VII – COMPENSATION

Board members shall not receive compensation for their services. However, *bona fide* expenses may be reimbursed.

ARTICLE VIII – CONFLICT/DUALITY OF INTEREST

Any board member having an interest in a contract or other transaction coming before the board or a committee of the board shall give prompt, full and frank disclosure of said interest to the board chair prior to the board acting on such contract or transaction. Upon such disclosure, the board member's interest shall be presented to the full board. The board shall determine, without participation by the interested member, at such time as disclosure is made to that body, whether disclosure shows that a conflict of interest exists or can reasonably be construed to exist.

If the board determines that such a conflict of interest exists, such member shall not vote, nor use personal influence on, nor participate in the discussions or deliberations with respect to such contract or transactions.

For purposes of this section, a person shall be deemed to have an interest in a contract or other transaction if he or she is a party (or one of the parties) contracting or dealing with parish, or is a director, partner, officer, or immediate family member of a director, partner, officer, or has a significant financial or influential interest in, the entity contracting or dealing with the school or parish.

ARTICLE IX – INDEMNIFICATION

Each member shall be provided defense and be indemnified against all expenses actually or necessarily incurred in connection with the defense of any action, suit or proceedings to which he or she has been made a party by reason of being or having been a board member, except in relation to matters in which the board member shall be adjudicated in an action, suit or other legal proceeding to be liable for gross negligence or willful misconduct in the performance of duty.

ARTICLE X – AMENDMENTS

These bylaws may be amended by a two-thirds (2/3) majority vote of the board, written approval of the president-rector and written ratification by the Diocesan Superintendent of Catholic Schools. Board members must receive written notice of amendments and copies of proposed amendments one month before a vote to amend.

Adopted by: _____

Chair – School Advisory Board Date

Approved by: _____

Principal Date

Approved by: _____

President-rector Date

Ratified by: _____

Superintendent of Catholic Schools

Prepared: (date)

Revised: (date)

Revised: (date)

Appendix IX: Model Bylaws for Diocesan High School Advisory Boards

_____ High School

CITY, ST

Bylaws

Consultative School Advisory Boards

ARTICLE I – NAME

The name of this body shall be the _____ High School advisory board, hereinafter referred to as the “board.”

ARTICLE II – MEMBERSHIP

Section 1

General Eligibility: Each member of the board shall be at least 21 years of age and demonstrate the following:

- A. Interest in and commitment to Catholic education in general, and a specific commitment to the mission and philosophy of _____ High School.
- B. Availability to attend meetings and periodic in-service programs and to participate in committee work.
- C. Ability to maintain high levels of integrity and confidentiality.
- D. Ability to deal with situations as they relate to the good of the educational ministry of the _____ High School.
- E. Capacity to give witness to Christian and moral values within the school and parish communities; a member of a parish; or if non-Catholic, not be opposed to the tenets of the Catholic faith.
- F. Willingness to maintain confidentiality and high level of integrity.

G. Commitment to living a professional and personal life that is reflective of the teachings of the Catholic Church.

H. Willingness to participate in and provide leadership for resource development programs for the school. It is the expectation that all board members will financially support the school to the best of their ability, consistent with the board's goal as presented in the annual development plan.

I. Not be a member of the school staff or a spouse, child, sibling, in-law or parent of a school staff member.

Section 2

President-rector's and Principal's Role: The president-rector, by virtue of his role as the president-rector and spiritual leader of the parish, is an *ex-officio*, non-voting member of the board. All board votes are subject to the president-rector's approval.

The principal is an *ex-officio*, non-voting member.

Section 3

Number of Members and Representation: The board shall consist of no fewer than twelve (12) members and no more than twenty-one (21) members. No more than half (50%) of the members shall be parents of students currently enrolled in the school.

Section 4

Procedure for Selecting Board Members

The nominating committee, working with the knowledge and support of the president-rector and/or principal, will recommend parents, at-large, alumni, parents of alumni, and community members to the board for membership.

The board will recommend and submit nominees to the president-rector once a consensus is reached. The president-rector will approve and invite nominees to serve on the board.

Section 5

Appointment

Each board member, other than a board member who serves *ex-officio*, shall be appointed by the president-rector for a three-year term. Each *ex-officio* board member shall serve only during the time he or she serves in the designated position for which they were appointed to the board.

In order to provide for staggered terms, the initial board members shall be divided into three groups of as nearly equal size as possible with the terms for one group of Board members expiring each year during a three-year period.

Board members may be reappointed; however, no board member shall serve more than two terms consecutively regardless of whether any such term shall be less than three years. Board members shall be eligible for reappointment after not serving on the Board for one year.

Section 6

Resignation or Removal of Board Members

Any board member who is absent from three (3) successive regular board meetings or a total of three (3) Board meetings in a year shall be deemed to have resigned as a board member unless reinstated with written approval of the president-rector.

Any board member may resign at any time by giving written notice to the chair of the board. Such resignation shall take effect at the time specified therein.

The president-rector may remove an individual board member for just and sufficient cause after having notified the board of his reasons for this action. Some reasons a member may be removed from the board include: violating the confidentiality of executive sessions; acting contrary to school mission; impeding the board's defined responsibilities.

Section 7

Vacancy

Any vacancy on the board may be filled by the president-rector upon recommendation of the board chair and principal for the unexpired portion of the term in the same manner as provided for in the original appointment.

ARTICLE III – OFFICERS

Section 1

Officers: The officers of the board shall be the chair, vice-chair and secretary. They shall be elected annually by the board membership, subject to ratification by the president-rector.

Section 2

Chair: The chair shall preside at all regular and special meetings of the board. The chair also shall preside at executive committee meetings at which the board agenda and packet is prepared. The chair shall have authority to assign additional duties and responsibilities to individual board members, oversee

committee activities, plan orientation for new members with nominating committee and president-rector and/or principal, review board self assessment and guide the board to consensus on future plans.

Section 3

Vice-Chair: In the absence of the chair, the vice-chair shall perform all duties of the chair.

Section 4

Secretary: The secretary maintains written record of all acts of the board; handles all correspondence for the board; preserves reports and documents; notifies members of date and time of meetings; distributes meeting agendas, committee reports and other consent agenda items at least seven (7) days before board meetings; distributes minutes following each meeting and email materials when possible.

Section 5

Administrative Officer: The president-rector and principal shall serve as the administrative officers to the board. In that capacity, the president-rector and principal are members of the executive committee. The president-rector and/or principal may also call meetings of the executive committee and shall be responsible for bringing information to the board, including diocesan policies and plans.

Section 6

Minutes: Minutes of all board meetings shall be prepared and filed at the school and forwarded to all board members.

ARTICLE IV – MEETINGS

Section 1

Meetings: The board shall meet according to a yearly schedule agreed upon at the first meeting. There shall be a minimum of four business meetings scheduled per year between September and May. Alternate months shall be used to accomplish committee work. Special meetings may be called by the chair, or in the absence of the chair, by the vice chair, as needed and with the approval of the president-rector/principal.

All regular meetings of the board shall be open to all interested parties, and notice of all regular meetings shall be posted in the parish bulletin, school memos and newsletters.

The board shall establish an internal policy addressing how and when non-board members may address the board. The board shall establish an internal board policy addressing “closed meetings” or executive sessions.

Section 2

Conduct of Meetings: The board shall operate in a spirit of collegiality, shall seek consensus, and shall conduct its business using “Robert’s Rules of Order” (latest copyright date) as a guide. The chair shall appoint a parliamentarian when appropriate.

Section 3

Quorum: A majority of the full membership of the board shall constitute a quorum. Unless otherwise provided, when a vote is taken upon any measure before the board, a quorum being present, a majority of the members voting on the measure shall determine the outcome thereof.

Section 4

Policy Actions: The board shall not vote on recommendations regarding the adoption, modification, or rescission of a school policy at the meeting at which such policy adoption, modification, or rescission is introduced.

Section 5

Nominations: After consulting with the president-rector and/or principal, the nominating committee shall recommend nominees for board membership to the board, which shall make recommendations to the president-rector for approval and appointment once consensus is reached.

Section 6

Annual Meeting: The Annual Meeting of the board shall be held in June. That meeting shall constitute a planning meeting and shall include on its agenda the election of officers for the ensuing year; review and discussion of the board self assessment; goal setting for the upcoming year and the recognition of those members whose terms have expired.

Section 7

Resignation: In the event of a resignation of a member(s), the nominating committee shall meet to propose nominees from which the full board shall make recommendations for appointment by the president-rector and/or principal.

Section 8

Special Meetings: Special meetings of the board may be called at the discretion of the chair, in conjunction with the president-rector, or, if the chair is unable or refuses to act, by a majority of the members of the board.

Section 9

Agenda: The board chair and principal shall develop the agenda. It shall be distributed seven (7) days prior to the meeting along with any supporting documentation and resources.

Section 10

Motions: After agreement on the wording of a motion is reached through consensus, a simple majority of those voting on a motion at a meeting at which a quorum is present shall constitute board action on that motion.

ARTICLE V – COMMITTEES**Section 1**

Committee Membership: All board members are expected to serve on a standing committee. Each standing committee shall have such authority and shall perform such duties as may be assigned to it by the board chair. The chair shall assign committee memberships, including committee chairs, after consultation with the full board.

Section 2

The board shall have the following standing committees:

A. Executive Committee

The executive committee shall consist of the board chair, vice chair, secretary, finance committee chair and administrative officer. It addresses urgent situations that cannot wait for the next full board meeting, represents the full board when directed by the board to make decisions, provides training, facilitates the annual board evaluation and ensures all committees have written job descriptions. The board chair or administrative officer may call meetings of the executive committee, which are considered closed sessions.

B. Finance Committee

The finance committee shall assist in developing the plans and means to finance the on-going educational program (i.e., setting tuition, developing the annual operating budget) according to the diocesan format.

C. Advancement (Marketing & Development) Committee

The advancement committee shall assist in the formulation and implementation of an advancement program, including public relations and marketing, development, alumni and constituency relations, and enrollment management.

D. Nominating and Policy Committee

The nominating and policy committee shall create a process for recruiting new board members and design and implement a process for selecting new board officers. It is responsible for providing appropriate orientations, in-service trainings and evaluations. This committee also assists the administration in the formulation of policy to guide academic, student, business, development and faith community affairs.

E. Facilities Committee

The facilities committee shall monitor long-term facility maintenance, capital improvements, security, space utilization, and emergency management plans for the schools.

F. Strategic Planning Committee

The strategic planning committee shall assist in the development and annual updating of the long-range strategic plans and goals of the school.

Section 3

Ad Hoc Committees: The board may appoint such *ad-hoc* committees as it deems advisable and may discontinue the same at its discretion.

ARTICLE VI: PERIODIC REVIEW OF BYLAWS

Section 1

At least once every five years, or more often if determined by the board, a review of the current bylaws shall take place.

ARTICLE VII: AMENDMENTS

Section 1

Amendments: These bylaws may be amended by a simple majority vote of the authorized voting members of the board, written approval of the president-rector and written ratification by the Diocesan Superintendent of Catholic Schools. Board members must receive written notice of amendments and copies of proposed amendments one month before a vote to amend.

Adopted by: _____

Chair – School Advisory Board Date

Approved by: _____

Principal Date

Approved by: _____

President-rector Date

Prepared: (date)

Revised: (date)

Appendix X: School Advisory Board Nominating Committee Guidelines

The nominating committee, including the president-rector and principal, identify potential school advisory board members and present a slate of nominees to the board. The following eligibility requirements should be considered:

- 21 years of age or older;
- Genuine interest in Catholic school education;
- A credible witness of the Catholic faith; a member of a parish; or if non-Catholic, not opposed to the tenets of the Catholic faith;
- Ability to work with others to achieve consensus;
- Ability to make time commitment for meetings, committee work, and in-services;
- Willing to maintain confidentiality and high level of integrity;
- Willing to support school philosophy and mission;
- Living a professional and personal life that is reflective of the teachings of the Catholic Church;
- Experience/expertise in one area supporting a standing committee is encouraged.

Members of the school staff or their spouses, children, siblings, parents or in-laws are **not** eligible for board membership. Staff members may serve on board committees, but cannot be voting members due to issues of confidentiality and conflict of interest.

Nominating Process

1. Nominating committee members actively solicit potential members, taking into primary consideration the key needs of the school as stated in the strategic plan, and targeting those people with the skill sets to assist in meeting those needs. The committee assesses the interest of those potential members and obtains the following information from each interested candidate:

- Biographical sketch (name, family, parish membership, occupation, civic involvement)
- Statement of candidacy/interest including his/her vision for the school; talents, expertise available to the board; willingness to give time, talent, energy and treasure (in accord with their capacity).

2. Committee reviews all candidate information, consults with the president-rector and prepares its list of recommendations.

3. Committee submits its recommendations to the full school advisory board for its vote.

4. The full school advisory board submits its recommendations for membership to the president-rector for approval.

5. The president-rector decides which candidates to appoint to the school advisory board and issues a formal invitation to join the board.

Where to Look for New Members

1. Look first to the school's strategic plan and identify the priority needs of the school (marketing, financial planning, capital needs, etc.) and the skill sets needed to meet those needs. Then, actively search for candidates with those skill sets.

2. Consider constituencies beyond the current school community: alumni (particularly those who have been steady donors, indicating a support of the school), past parents, local community members, civic leaders, retired educators, grandparents (current and/or past). A diversity of constituencies and viewpoints can be very healthy for a board.

3. Select members to represent the school community and not any one special interest group or specific constituencies (i.e. an Alumni Rep). Every member votes his/her own conscience.

4. Articulate the purpose, direction and mission of the board when recruiting new members. It is vital to maintain an enthusiastic, responsible, and positive approach before the candidates, as well as before the school and civic communities.

Examples of experience or expertise for Board Member selection

Strategic Planning Committee:

Data analysis
Finance
Education
Legal training
Facilities
Marketing
Goal Setting
Human Resources

Advancement Committee:

Marketing
Development
Advertising
Recruitment

Business/Sales

Finance Committee:

Certified Public Accountant

Accounting skills

Legal training

Bookkeeping skills

Budgeting experience

Nominating Committee:

Community Connections, Human Resources

Active member/leader in community

Policy Development:

Human Resources, Education, Legal Training

Appendix XI: Proposed New Policy or Change in Policy Form

Submitted by: Date:

(Name of Individual or Group)

New Policy or Change in Policy#

Recommended new policy or change in policy (change in policy requires copy of original written policy with track changes in the narrative):

Indicate the need for the policy or change in policy:

Perceived consequences of the new policy or change in policy:

Approved Policy: #

Reviewed by:

Chair, Policy Committee Date

Principal Date

Reviewed and recommended by the (School Name) board on _____

Approved by the president-rector for implementation on:

Appendix XII: Meeting Agenda Preparation

Agenda Preparation¹⁷

Constructing an agenda is the joint responsibility of the president-rector, principal and board president. However, as a group you can build a preliminary, tentative agenda for your next meeting.

Step 1: Make a list of items that might be included in the next agenda. To prod your thinking, consider;

- Items carried over from this meeting
- Committee reports due
- Long-range needs or plans
- New programs happening in the school

Step 2: Identify the items on the list which require neither discussion nor action by the board, but are merely intended to inform. These can be taken care of by written reports, so put them on the consent agenda.

Step 3: Determine if the rest of the items can be reasonably handled in a one hour meeting. If there are too many items, put some off until a later meeting or take care of them through the executive committee or another way.

Step 4: Arrange the remaining items in some logical order. Here are a few norms:

- Schedule participating guests early so they don't have to stay for the entire meeting unless they choose to stay.
- Schedule the most difficult item late enough so the group has developed some momentum, but early enough so that people are not too tired to give their best input.
- Avoid putting two difficult or controversial items back-to-back.
- If the same person is doing two lengthy items, separate them on the agenda. This gives the person and the group a rest.

¹⁷ John J. Convey and Regina M. Haney, *Benchmarks of Excellence: Effective Boards of Catholic Education*, Washington D.C., National Association of Boards, Commissions and Councils of Catholic Education, NCEA, 1997, p 157.

- Put expendable items (or items that can be postponed) at or near the end so they can be dropped if the meeting runs too long.

Step 5: Assign responsibility for each item, and make sure the person responsible is prepared to present the item.

Step 6: Determine and collect the information that must be sent with the agenda prior to the meeting. Consider these questions:

1. What background information would be helpful for board members to have ahead of time so they can make a wiser, more expeditious decision?
2. Who will get it ready?
3. How will it be sent?

(An agenda of this type with supporting information must be sent early so members will have time to read the materials.)

Appendix XIII Sample Meeting Agenda

Date

I. Prayer

Board Members *(2 minutes)*

II. In-Service – report by the religion teacher on the ACRE results

Ms. Smith *(10 minutes)*

III. Open Session

Board Chair *(10 minute limit)*

IV. Approval of Consent /Minutes Board Chair *(2 minutes)*

V. Old Business

(10 minutes)

A. Second reading and vote on proposed policy: “In situations of divorced or separated parents, the parent who does not have custody will, on request, be entitled to general information on the child’s progress”

Policy Committee Chair

VOTE

VI. New Business

(20 minutes)

A. Review of preliminary budget & determination of 20XX-20XX tuition rates (see finance committee recommendations in its committee report)

Finance Committee Chair

VOTE

B. Discussion: Do we want to create an after-school “community” program that is open to students and non-students to generate income and expose more families to our campus?

Marketing Chair

VII. Principal's Report - Principal (*2 minutes*)

VIII. President-rector's Report - President-rector (*2 minutes*)

IX. Closing Prayer President - Board member (*2 minutes*)

Note enclosures: January minutes, preliminary budget and tuition proposal, principal's report, monthly financial report, Diocesan report, committee reports (finance, marketing, facilities)

Appendix XIV Meeting Tips

1. Start each meeting with a prayer.
2. Provide a brief in-service educating the board about some aspect of the school (i.e., ITBS scores, new reading program, middle school mission trip, etc.) at the beginning of the meeting.
3. Provide parents with an opportunity to speak to their board through the open session. Put this early on the agenda so they can go home if they don't want to stay for the entire board meeting.
4. Send consent agenda items with the agenda prior to the meeting so no discussion is required, unless a board member wants to remove an item from the consent agenda and put it on the agenda for discussion. Examples of items to include in the consent agenda are minutes from the previous meeting, principal's report, president-rector's report, committee reports, etc. – items that do not require action.
5. Send information for new and old business prior to the meeting to cut down on presentation time and give board members time to formulate questions and preliminary thoughts. Also, include enough information to clarify what the board will be discussing or voting on.
6. Notice the principal does very little talking during the meeting.
7. Post online the board agenda, supporting documents used in the consent agenda and other materials sent to board members for discussion. Post the board agenda in a prominent place in the school a week prior to the meeting.

Appendix XV Prayer for School Advisory Board Meetings¹⁸

I have been asked to serve, Lord, and I have agreed.

Help me to know my board members; their gifts, their concerns, their lives.

I am doing your work, Lord, and your love for me and for them is, above all, personal.

Help me to welcome conflict as a sign of the diversity in this board, as an opportunity to reach for creative solutions.

Help me to recognize this diversity as a sign of your capacity to love us all and help me to cherish it as a great strength.

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

Help me to listen; to know when and to whom I should listen.

Help me to learn to use my own gifts

to promote thorough, thoughtful discussion of important concerns in our Catholic community.

Help me to develop my skills as a peacemaker, to know how and when to mediate, to conciliate, to negotiate.

Help me to enjoy doing your work and to remember your promise,

Whenever two of us are gathered in Your Name, You are with us.

Sit with me now.

Amen.

¹⁸ **National Catholic Educational Association** web site, <http://services.ncea.org/source/order/index>. Board Member's Prayer.

Appendix XVI Sample Commissioning of New Members of a Board, Council, or Commission of Catholic Education¹⁹

(There is no universally accepted or mandated commissioning rite. However, a formal commissioning is usually advisable as a way to formalize responsibilities and inform the community. This is one that can be adapted to fit your needs. The commissioning normally takes place during the celebration of the Eucharist, since Catholic education is usually part of the mission of the entire local worshipping community[ies]. The homily might address the mission of Catholic education, the unique mission of the school[s], the importance of everyone's role, and the need to depend on the guidance of God. After the homily, the new members are invited to stand and approach the altar.)

INSTRUCTION

Our Lord has called the church, the people of God, to work with him in serving others as he has served us, for the good of all: in our homes, in our work, in our recreation, in our communities. Everyone who is baptized shares this vocation, to be the light of the world with Jesus, and to bring the life of his Spirit into all the areas and concerns of human life.

As members of the *[name of board, council, or commission]*, you have been chosen by the school community to lead the institution in preparing students to be responsible members of the community and faithful followers of our Lord. *(Briefly summarize the responsibilities and authority of the board as stated in the bylaws, constitution, or other founding document.)*

READING (1 Peter 4:8-11)

A reading from the First Letter of Peter:

Above all, let your love for one another be intense, because love covers a multitude of sins. Be hospitable to one another without complaining. As each one has received a gift, use it to serve one another as good stewards of God's varied grace. Whoever preaches, let it be with the words of God; whoever serves, let it be with the strength that God supplies, so that in all things God may be glorified through Jesus Christ, to whom belong glory and dominion forever and ever. Amen.

PROMISES

(The presider addresses the new members being commissioned.)

Will you now promise to accept and faithfully perform the duties for which you have been selected? *R: I will.*

¹⁹ **National Catholic Educational Association** web site, <http://www.ncea.org/departments/boards/resources.asp>
Commissioning of New Members of a Board, Council, or Commission of Catholic Education

Will you prepare yourself to understand the issues, listen patiently to all points of view, strive to do what is best for the big picture, and make every effort to participate in meetings and activities? *R: I will.*

Will you strive to hold as sacred the dignity and rights of students and staff, and help them to grow in freedom and responsibility as they learn to live as Jesus wants them to live? *R: I will.*

Will you strive to work together with board members, administrators, teachers, parents, and all concerned in a spirit of cooperation, mutual respect, and charity for the good of our school and community? *R: I will.*

(The presider then addresses the gathered community.)

And you, the people of God gathered here to represent the entire school community, will you support these leaders as they carry out their ministry? Will you pray for them, respect them, speak honestly and constructively, and work with them to provide the best Catholic education for the children of our community? *R: We will.*

PRAYERS

Let us pray. We thank you, Father, for your selection of *[names]* and for their promises to use their many gifts in service to *[name]* Catholic School[s] and its *[their]* mission.

We ask your blessing on the promises made here today. We ask for insight to creatively respond to the challenges confronted by the board. We ask for openness to others' thinking and expertise. We ask for energy and commitment to move forward the strategies that will lead the school(s) into a new day and hopeful future, that will ensure a high quality education, and graduates who love the Lord.

We take this opportunity to pray for our administrators *[names]*, teachers, and staff. Fill them with wisdom and patience, skill in teaching, and faithfulness to your Word, that they may with gladness teach, comfort, counsel, and guide your people to maturity.

We also pray for our students and their families. May they be diligent in nurturing the gifts that are within them. May they grasp new discoveries; grow in understanding and in wisdom; seek the good of fellow students and of all people; and in spite of the injustices and temptations around them, may they always follow the path of life.

Give us all the grace to grow in faithfulness to you and in service to one another, through Christ our Lord.
R: Amen.

Appendix XVII Constitution and Bylaws of the School Board of the Diocese of Phoenix, Arizona

Article I. Preamble

Section 1. Mission:

It shall be the mission of the Diocesan Catholic School Board of the Roman Catholic Diocese of Phoenix (hereinafter referred to as “Diocese”), as established herein below, to promote a system of Catholic schools to bring forth Christian virtues by transmitting and integrating Gospel teachings in an educative process which, within an excellent program of academics, directs the students toward a conscious choice of living a responsible Catholic life.

Section 2. Goals:

To fulfill such mission, the Diocesan Catholic School Board of the Roman Catholic Diocese hereby sets the following goals for itself:

The Diocesan Catholic School Board shall formulate and propose policies to the Ordinary of the Roman Catholic Diocese of Phoenix (hereinafter referred to as the “Bishop”), designed to:

A. Train young people to live knowingly and understandingly as children of God through a school environment which proclaims the Gospel Values revealed in Christ, promotes fellowship in community, and encourages service to others.

B. Prepare students to practice the Gospel Values and transfer them into action in order to accomplish the twin purposes of the educational effort of the Catholic Church--personal sanctification and social reform.

C. Encourage students to internalize social justice concerns and develop peacemaking skills as they learn to be sensitive to human needs, and respond positively to those needs through individual and joint action.

D. Create and maintain in the Catholic school a living, conscious, active community of faith where teachers and staff, by word and by integration of Catholic faith in their own personal conduct, enable students to live a life in Christ.

E. Encourage a value-based teaching and learning atmosphere permeated

with the Gospel spirit of freedom and love.

F. Provide quality education in all areas of the Catholic school curriculum without regard to economic, cultural, ethnic or racial background of the students.

Article II. Creation and Name

There is hereby established an association of persons, which is organized under the name of “The Diocesan Catholic School Board of the Roman Catholic Diocese of Phoenix, Arizona” (hereinafter referred to as “Board”).

Article III. Purposes and Authority of the Board

Section 1.

The Board shall be advisory to the Bishop in all diocesan school matters for which the Bishop seeks the board’s advice and counsel including, but not limited to, preparing and submitting proposed goals and objectives of the Diocesan Catholic school system.

Section 2.

The Board shall give advice to the Diocesan Catholic Schools Office and the Bishop on financial matters concerning all Catholic schools within the Diocese.

Section 3.

The Board shall recommend to the Catholic Schools Office and the Bishop approval or disapproval of the annual budgets for Diocesan Catholic high schools.

Section 4.

The Board shall formulate and propose written policies designed to further the goals specified in Article I of this Constitution. Such policies shall be subject to the approval of the Bishop.

Section 5.

The Board shall continually monitor and evaluate the effectiveness of its policies and particularly the feasibility of application and enforcement by the Catholic schools within the Diocese.

Article IV. Membership

Section 1. Number:

The Board shall consist of not less than fourteen (14) nor more than nineteen (19) voting members. The Bishop, the Executive Director of Christian Formation and Education, the Superintendent of Schools and at least two priests appointed by the Bishop are ex-officio members of the Board. The priests as ex-officio members are voting members of the Board.

Section 2. General Eligibility:

Any person who is eighteen years or older and who has shown a deep interest in and commitment to Catholic education and shall be willing to give time and energy for the betterment of Catholic education and who is a positive contributor to the parish in the diocese in which he/she participates is eligible to become a member of the Board.

Section 3. Selection by Appointment:

The members of the Board shall be appointed by the Bishop in accordance with the Bylaws of the Board.

Section 4. Non-Eligibility:

No employee of the Catholic Schools Office or of any Catholic school in the diocese may be a member of the Board. No person may serve on a High School board and the Diocesan School Board simultaneously.

Section 5. Term of Membership:

Each member shall serve a term of three years. No member may serve more than two consecutive terms unless requested to do so by the Bishop. Priests appointed by the Bishop are also subject to this term of membership.

Article V. Officers

Section 1. Officers:

The officers of the Board shall consist of a President, a Vice-President, and a Secretary and a Past President.

Section 2. Eligibility:

Any voting member of the Board is eligible for election as an officer of the Board.

Section 3. Term:

The terms of any officer of the Board shall be for one year. No member of the Board shall hold the same office for more than two (s) consecutive terms.

Section 4. Duties:

The duties of the officers of the Board shall be established in the Board's Bylaws.

Article VI. Meetings

The Board shall meet regularly and especially as provided in the Board's Bylaws.

Article VII. Amendments

This Constitution may be amended by an affirmative vote of two-thirds of the authorized voting members of the Board and upon approval by the Bishop; provided, however, that any proposed amendment shall have been presented in writing at the regular meeting of the Board immediately preceding the meeting at which such a vote is taken.

Date: November, 2006

Approval: _____

Peter J. Hill

President of the Board

Date: November, 2006

Approval: _____

MaryBeth Mueller

Executive Director, Division of Education and Evangelization

Date: November, 2006

Approval: _____

Most Rev. Thomas J. Olmsted

Bishop of Phoenix

BYLAWS OF THE SCHOOL BOARD OF THE DIOCESE OF PHOENIX, ARIZONA

Article I. Appointment of Members

The Nominating Committee of the Board shall have the responsibility of acquiring the nominees for appointment to the Board in accordance with the Board's Constitution (Article IV). The Committee will interview each qualified applicant at a special meeting in May, review and discuss their choices, and shall select the nominee(s).

The names of the nominee(s) shall be delivered to the Bishop who shall make his appointment, no later than May 31.

The appointee(s) shall take office at the Board's regularly scheduled meeting in June.

Article II. Removal of Members of the Board

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

Any member of the Board who misses three consecutive regular meetings of the Board without having been excused by the President shall have his/her office declared vacant by the President.

A vacancy in the membership of any member of the Board caused by death, resignation, disability or declaration of the President as provided above, shall be filled by the Bishop from the nominee(s) recommended by the Board. A vacancy shall be filled by the Board no later than the next nominating process. The appointee shall fill said vacancy for the unexpired term of the position he/she fills in accordance with the Board's Constitution (Article IV).

Article III. Meetings

Section 1. Regular Meetings of the Board.

Regular meetings of the Board shall ordinarily be held ten times a year at a place and time determined by the Board through minute action.

Section 2. Special Meetings:

Special meetings of the Board for any purpose may be called at any time by the President in conjunction with the Superintendent of Schools or, if he/she is unable or refuses to act, by a

majority of the members of the Board.

Section 3. Quorum:

A simple majority of the authorized members of the Board shall constitute a quorum for the transaction of business.

Section 4.

The Board may fix its own rules of procedure, but in the absence of such rules, Robert's Rules of Order Revised shall apply.

Section 5. Open Meetings:

All meetings of the Board, both regular and special, shall be open to the public unless the President or the Board by majority vote deems it necessary to go into executive session for discussion, deliberation, and vote. If any person other than a member of the Board wishes to bring a matter before the Board, such person must obtain the approval of the President to place such matter on the meeting agenda prior to the meeting. The President or a majority of the members of the Board present at any meeting may waive this requirement.

Section 6. Majority Vote:

After agreement on the wording of a motion is reached through consensus, a simple majority of those voting on any particular motion shall constitute Board action on any motion.

Article IV. Officers

The officers of the Board, as established in the Board's Constitution, shall have duties as stated in these Bylaws including the following:

President: The President shall preside at all regular and special meetings of the Board, shall vote on the motion, shall make appointments of chairpersons of all standing committees of the Board, shall have the authority to create ad hoc committees of the Board and appoint members thereto, shall plan and organize the agendas of the Board meetings in consultation with the Superintendent of Schools, shall insure that Board decisions are implemented, and shall see that the functions of the Board committees are being properly performed.

Vice-President: The Vice-President shall, in the absence or disability of the President, perform all the duties of the President. When so acting, he/she shall have all the powers of and be subject to the restrictions on the President.

Secretary: The Secretary shall be responsible for the preparation and retention of the official minutes of all regular and special meetings of the Board and shall

perform such other duties as designated by the Board.

Past-President: The Past-President shall be of counsel to the Board of Directors and Executive Committee.

Article V. Election of Officers

The officers of the Board shall be elected annually at the Board's regular meeting in April and shall assume the office at the regular meeting of the Board in August.

Each officer shall hold the office until he/she shall resign, be removed by the Board or otherwise be disqualified to serve, or until his/her successor be elected, whichever event occurs first.

Article VI. Removal or Resignation of Officers

Any officer may resign or may be removed for cause by simple majority vote of the Board at any time. Any action to remove an officer shall be by secret written ballot. Any vacancy caused by the death, resignation, membership, vacancy, or removal of any officer shall be filled no later than the next nominating process.

Article VII. Committees

Except as otherwise provided in these Bylaws, the President, immediately after his/her election each year, shall appoint from the members of the Board a chairperson for each standing committee of the Board specified in these Bylaws. The chairperson shall appoint the members of the committee, subject to the approval of the Board at the meeting in which the appointments are announced.

Except as provided in Article VIII of the Bylaws, a minimum of two committee member shall be members of the Board, when possible. The President and the Superintendent of Schools shall be ex officio members of each committee.

The members of each committee shall serve until their resignation, their removal by a simple majority vote of the Board, or the first regular meeting following the election of a new President of the Board, whichever event occurs first.

Article VIII. Standing Committees

The standing committees of the Board shall be as follows:

Nominating Committee

(A nominee for election to the Board shall not be a member of the Nominating Committee.)

Executive Committee

The Board, may by resolution adopted by a majority of the whole Board, name four or more of its members as an Executive Committee, including at a minimum the President, Vice-President, Secretary, Past-President and one member at large. Such Executive Committee will have and may exercise the powers of the Board while the Board is not in session. A majority of those named to the Executive Committee will constitute a quorum, and the Executive Committee may at any time act by the written consent of a quorum thereof, although not formally convened.

Finance Committee

The Finance Committee shall (i) formulate financial policies and recommend them to the full Board, (ii) recommend changes in financial procedures, (iii) monitor ongoing revenues and expenditures, and (iv) recommend to the full Board approval or disapproval of the annual budgets for Diocesan Catholic high schools.

Article IX. Executive Officer

The Diocesan Superintendent of Schools shall be the executive administrator of the Board and shall be responsible for implementing the Board's policies.

Article X. Liability

Any person who serves as a member of the Board or who serves in an advisory capacity to the Board shall be immune from civil liability and shall not be subject to suit directly or by way of contribution for any act or omission resulting in damage or injury if such person was acting in good faith and within the scope of his official capacity, unless such damage or injury was caused by willful and wanton or grossly negligent conduct of such person.

Article XI. Amendments to Bylaws

These Bylaws may be amended by a vote of two-thirds of the authorized voting members of the Board and upon approval by the Bishop; provided, however, that any proposed amendments shall have been presented in writing to the Board at the regular meeting immediately preceding the meeting at which such a vote is taken.

Date: November, 2006

Approval: _____

Peter J. Hill

President of the Board

Date: November, 2006

Approval: _____

MaryBeth Mueller

Executive Director, Division of Education and Evangelization

Date: November, 2006

Approval: _____

Most Rev. Thomas J. Olmsted

Bishop of Phoenix

