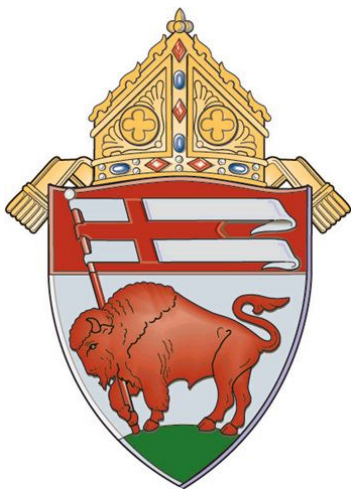


Handbook For School Boards of Limited Jurisdiction



Division of Catholic Education
Department of Catholic Schools
Diocese of Buffalo
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FOREWORD

Boards of Limited Jurisdiction (Board) are foundational to the quality of the Catholic elementary schools in the Diocese of Buffalo. Therefore:

- Each Board is one that leads because members know their purpose, role and responsibilities. Each board has a committee structure, has a good relationship with the administrators and pastor(s), sets goals to manage itself, monitors its plan, gathers needed membership and other resources, and follows a decision-making process that "gives life" to the mission and ensures the school's future.
- The Board's involvement provides an opportunity for collaborative leadership with the school's administration and pastor(s).
- The Board takes a great deal of ownership by dealing with issues and is involved in carrying out its responsibilities (for example, planning, budgeting, decision-making, advancement, and marketing).
- Members build a relationship among themselves as well as with the pastor(s) and administration that leads to trust.
- Members are respectful of one another and the administrators and pastor(s).
- The Board makes decisions that are well thought out and data-driven/research based. Most of all, the Board's final decisions advance the school's mission, mindful of the Catholic identity of the school.
- The Board is not a rubber stamp board, but one that raises questions and assists in determining the best choice, recommendations, and/or options.
- Members bring the needed talent, expertise, and experience to address the school's issues.
- Members on each Board serve as positive public relations persons for the school they serve.
- Members work as a team, striving for the realization of a common vision for their work as well as for the school's future.
- Each Board is aware of its school's strengths, challenges, opportunities and threats and builds a plan to work with them.

SCHOOL BOARD OF LIMITED JURISDICTION

A Board of Limited Jurisdiction gathers in the spirit of the Gospel to promote, sustain and ensure the ministry of quality Catholic school education. This is accomplished by providing vision, leadership and accountability in collaboration with diocesan and local administrators as well as with other key representatives of the school, parishes and business communities. This is further achieved by making informed and deliberative decisions in designated areas and proposing recommendations in other areas to the principal who makes the final decision.

The Community Schools of the Diocese of Buffalo are schools that are owned and operated by the parish upon which the schools are sited. The Community aspect is underscored in the investment by surrounding parishes in the school. The investment includes each parish's part in the annual assessment for Catholic education, the involvement of clergy in the life of the school, and the inclusion of persons from the surrounding parishes in the governance of the school.

The Board of each of the Community Schools of the Diocese of Buffalo will be a decision making board. The Board will be delegated its limited powers by the Bishop, who is the final determinant of the school's Catholic identity and relationship to the Diocese of Buffalo.

ROLE OF PASTORAL REPRESENTATIVE

The pastoral representative shall represent the other pastors of the contributing parishes to the Community school.

The pastoral representative will work with the contributing pastors to identify and name qualified persons to the Board.

The Pastoral Representative will:

- a. Meet quarterly with the pastors of the deanery; ensure the participation of school families in each of the parishes.
- b. Meet with the Chairperson and Principal prior to the quarterly Deanery meetings. The purpose of these meetings is to keep the Pastor Representative informed of the school's progress, as well as to enlist his support, advice and guidance in protecting the mission of the school and the implementation of spiritual activities.
- c. Serve as the leader of spiritual activities of the school community, and oversee and insure the school's Catholic identity.
- d. Invite the priests of the deanery to participate in the spiritual activities of the school (Mass, reconciliation, prayer services, devotions).
- e. Stay informed about school matters.

- f. Partake in principal selection and hire the principal. The pastor also is a part of the principal's appraisal.
- g. Ensure that the school budget is made in conjunction with the Parish Finance Council.
- h. Support the work of the Board.
- i. Be an advocate of the school mission in the community.

RESPONSIBILITIES OF THE COMMUNITY SCHOOL BOARD

A Catholic Board of Limited Jurisdiction in the Diocese of Buffalo is a body whose members are selected to participate in the decision-making process in certain select areas. Administrative responsibilities are delegated to the school principal and the Board who are accountable to the Bishop through the Superintendent of Catholic Schools.

DUTIES INCLUDE THE FOLLOWING AREAS:

- Create policies that are consistent with the mission of the school and the Diocese. Policy should be specific enough to guide, while general enough to provide latitude in implementation.
- Develop and approve a long-range strategic plan for the school.
- Engage in strategic planning and establish annual goals and objectives that will enable the school to effectively execute its mission.
- Evaluate and update the plan on a regular basis.
- Evaluate enrollment trends and establish realistic enrollment goals.
- Have the fiduciary responsibility for the fiscal viability of the school.
- Develop and approve a comprehensive financial plan that guides the work of the committee.
- Analyze and monitor the development of the annual budget to ensure effectiveness.
- Adopt a balanced budget.
- Ensure that the budget reflects financial aid for economically disadvantaged families and that the process for the distribution of financial aid ensures that families most in need receive adequate funding.
- Develop a contingency fund.

- Identify funding sources and amount needed from tuition, fundraising, subsidy and advancement.
- Review with the Board and independent auditor, the annual audit, management letter and appropriateness of internal control procedures reviewed during the annual audit.
- Work collaboratively with the Parish Finance Council in the preparation of the budget.
- Develop and implement an effective method of communicating the school's financial status to its publics.

MONITOR PROGRAMS

- Ensure that the values of the school's philosophy are clearly reflected in the school's academic and co-curricular programs.
- Develop with the administration and approve student recruitment and admission policies that are reflective of the school community.

REVIEW POLICIES AND PROCEDURES, WITH THE ADMINISTRATION, IN TERMS OF STATE AND FEDERAL LAWS AND REGULATIONS.

- Engage in political advocacy for the school.
- Support the principal in execution of responsibilities as outlined in regulatory guidance.
- Review admission policies that are reflective of the school community.

EVALUATE AND ADDRESS THE FACILITIES, WITH THE ADMINISTRATION, IN TERMS OF SAFETY, FIRE AND HEALTH CODES.

- Oversee the school's compliance in local, state and federal mandates - fire drills, integrated pest management act, health codes.
- Survey the facility in terms of safety and required maintenance.

PLAN FOR MARKETING AND PUBLIC RELATIONS EFFORTS

- Develop with the administration and approve a marketing plan to promote student recruitment and retention.

- Create a marketing team to market the school to target audiences through the use of public media, social media and other channels to the public.
- Communicate with various publics on behalf of the school.

ADVANCEMENT

- Develop a comprehensive advancement plan that includes diverse activities and programs to promote the school.
- Assess advancement needs and programs.
- Evaluate the effectiveness of advancement programs in terms of income, cost and personnel.
- Assist in the identification of prospects for major gifts to the school.
- Oversee the communications efforts including recognition and acknowledgement of donors.
- Coordinate advancement efforts in light of the school's mission and Catholic identity.

AREAS IN WHICH BOARD MEMBERS ARE NOT TO BE INVOLVED

1. REVIEW OF ADMINISTRATIVE DECISIONS

- a. School boards are not hearing boards for the individual conflicts concerning teachers, parents or students. Concerns and grievances are to be addressed by the local administrator.
- b. Personnel issues, including the hiring, supervision, appraisal, and termination or non-renewal of teachers are the responsibility of the school administrator.

2. ADMINISTRATIVE REGULATION

- a. Once a policy has been written it is the administration's responsibility to determine how it is to be implemented. Rules, regulations or procedures that determine, define or clarify how this implementation is to take place, are the responsibility of the Principal. Once these are formulated, they may be presented to the Board for input. The Board must review these administrative regulations but it is not their role to approve or disapprove them, but they may offer advice. Handbooks, discipline codes and school rules all fall under the responsibility of the school administration.
- b. The principal is responsible for interpreting and enforcing the school handbooks.

3. PERSONNEL ISSUES WHICH CONCERN INDIVIDUAL SCHOOL STUDENTS OR STAFF MEMBERS

- a. The Board does not become involved in the supervision or evaluation of individual teachers. The Principal describes the supervision and evaluation process to be used with staff and reports when all teacher evaluations are completed.
- b. When hiring or rehiring decisions have been made, these decisions may be reported to the Board.
- c. According to diocesan policy, Principals are evaluated by the Board following the process determined by the Catholic Schools Office.

4. SCHOOL CURRICULUM

- a. The school's curriculum area is the responsibility of the principal with the teachers of the school in consultation with the Department of Catholic Schools. The Board does not determine what is to be taught, which textbooks are to be used or how grading standards are to be determined.
- b. Board members are to be informed about curriculum. Changing theories, new programs and standardized test results are among the topics about which School Board members will receive reports and or in-service.
- c. Parental concerns about curriculum are to be referred to the principal and teachers who will address them.

ROLE OF PRINCIPAL

1. AS SPIRITUAL LEADER:

- a. Protects and fosters the Catholic identity of the school.
- b. Facilitates the spiritual development of the faculty, staff and student body through liturgies, sacramental programs, prayers services and retreat days.
- c. Provides a program of religious studies established by the Office of Catechesis in conjunction with the Department of Catholic Schools.
- d. Involves the Pastor in the development of the spiritual life of students.
- e. Ensures that Catholic values permeate the curricular and extracurricular programs of the school.

2. AS EDUCATIONAL LEADER:

- a. Implements Diocesan and Board policies.
- b. Establishes and maintains an effective learning climate in the school.
- c. Maintains a sound current educational curriculum.
- d. Supervises the instructional program.
- e. Provides for ongoing professional development for faculty.
- f. Provides appropriate educational material that supports an innovative curriculum.

3. AS MANAGERIAL LEADER:

- a. Maintains effective public relations with the local community, and a positive relationship with the Pastor.
- b. Participates in staff development opportunities provided by the Department of Catholic Schools, especially those designed to support and guide the principal's relationship with the Board.
- c. Supports advancement and marketing program for the long-range stability of the school.
- d. Meets financial targets as they are established in the budget.
- e. Submits statistical reports, appropriate government forms, and other requested data to the Department of Catholic Schools and the Board.
- f. Models and oversees the proper use of technological resources.
- g. Facilitates the hiring of faculty and staff members and is responsible for their supervision.
- h. Identifies needs and direction for policies and planning.

4. AS A MEMBER OF THE BOARD:

- a. Serves as a non-voting member of the School Board.
- b. Works collaboratively with the Board in updating and implementing the strategic plan for the school.

- c. Works in concert with the School Board in preparing, gaining approval and implementing the budget.
- d. Maintains effective communication with the pastoral representative and the Board.
- e. Gives timely updates and pertinent data to the Board.

BOARD MEMBERSHIP

ELIGIBILITY REQUIREMENTS

It is recommended the Board be made up of no fewer than 5 and no more than 21 members. Members are appointed by the pastor for a term of three (3) years. They may be reappointed to two (2) more additional three (3) year terms. Members may not serve more than three (3) consecutive terms. An absence of at least one (1) year is required before one may be reappointed to the Board after having served three (3) consecutive terms.

For the first appointment of a Board and at appropriate times in the future, the Pastor of Catholic Schools may designate terms of one (1) and two (2) years for positions on the Board in order to avoid too many members' terms expiring at one time. Members appointed to one (1) and two (2) year terms in this manner may be reappointed to two (2) full three (3) year terms.

From time to time and for special circumstances identified by the Pastor, a member may be appointed to additional terms beyond the limits of this section without a change of bylaws.

In determining membership eligibility, the criteria that must be followed include:

- Practicing Catholic; preferred, but not required
- Eighteen years of age or older
- Genuine interest in Catholic school education
- Ability to work effectively with others
- Willingness to maintain high levels of integrity and confidentiality
- Willingness to support diocesan/school philosophy and mission
- Be a credible witness of the Catholic faith to the school and beyond
- Not be a salaried employee of the particular parish or school
- Not related to a salaried employee of the parish or school
- Must participate in major school advancement programs

MEMBERSHIP QUALIFICATIONS

In the preparation for School Board selection, individuals who have special skills or expertise (e.g., legal, financial, human resources, marketing and advancement, education, public relations, etc.) will be encouraged to present themselves as candidates for Board membership. The contribution of such people benefits the entire school community. When certain areas of expertise are not possessed by candidates for Board selection, efforts will be made to recruit such people to serve on the Board. The Pastor and Board members should also look to the neighboring parishes without a school for potential members.

The following are examples of desirable qualifications for those who would serve on Catholic School Boards:

- A willingness to give the time to serve conscientiously
- Ability to be objective and free of personal self-interest
- Ability to influence public opinion favorably in areas of importance to the school
- A willingness to learn while serving as a Board member
- A demonstrated competence in his/her chosen field
- A willingness to support Board decisions even if s/he does not fully agree
- A willingness to accept working within the framework of a School Board of Limited Jurisdiction.

Since Board members need to be objective and free of personal self-interest, parental membership on the Board must be limited to no more than twenty percent (20%) including the President of the Home School Association.

BOARD RELATIONSHIPS

PASTORAL REPRESENTATIVE AS BOARD MEMBER

The Pastoral Representative, as an ex-officio, voting member shares the pastoral vision and offers other spiritual insights that will enrich and improve the quality of the Board's responsibility.

THE PRINCIPAL AND THE BOARD

The Principal as an ex-officio and non-voting member is the educational leader and executive officer of the Board. As such, the principal provides educational direction to the Board, and is the link between the Board and the school with its faculty, students and parents.

The Principal keeps the Board informed about the operation of the school and about diocesan guidelines, processes, and procedures. The principal prepares and submits policy recommendations and is responsible for policy implementation after enactment by the Board.

EXPECTATIONS: THE RELATIONSHIP BETWEEN THE BOARD AND PRINCIPAL

The Board should see the Principal as the educational expert and effectively utilize that expertise to the maximum extent possible for the good of all segments of the school community. The Principal will utilize the talents of the Board to support and further the mission of the school.

PRINCIPAL'S EXPECTATIONS OF THE BOARD

- Acknowledge the belief that schools are a significant expression of the teaching vision of the Church and function within its structure.
- Model a faith community in the spirit of interdependence with the Pastoral Representative and Principal.
- Act in an ethical and responsible manner, and at all times observe confidentiality.
- Acknowledge the administration of the school to be the Principal's responsibility and support him/her in these efforts.
- Furnish objective counsel and advice.
- Have an established set of policies to guide the Principal in performing his/her role.
- Adhere to diocesan policy and develop local policies that will enable the school to reach its goals.
- Follow agendas or expected procedures in Board meetings.
- Be fully and carefully prepared for each meeting by doing the required readings and completing necessary tasks for committee work and reports.
- Be loyal to Board decisions even if personally opposed to the final recommendations and decisions.
- Participate in ongoing in-service provided at the diocesan and local level.
- Collaborate in the development of the school's strategic plan.
- Actively promote the school to the community.
- Provide input into sources of income for the school such as donors, interested individuals, foundations, corporate donor programs.
- Be willing to accept leadership responsibilities.

- Practice confidentiality.

BOARD'S EXPECTATIONS OF THE PRINCIPAL

- Prepare, in consultation with the Executive Committee, the draft agenda of the Board meetings.
- Treat all Board members equally and without showing preference to individual members.
- Table unexpected issues, topics and areas of action at Board meetings; so that the Board can have adequate time to respond after being fully advised of all the facts.
- Support Board decisions.
- Keep the Board advised of changes, innovations and trends in education as applicable to the school.
- Keep the Board informed of terminations or hiring of replacements.
- Operate the school in a fiscally sound and responsible manner.
- Provide leadership in the implementation of the school's strategic plan.

THE BOARD AND THE FACULTY

To insure harmonious relations with the faculty, the Board will provide for communication with teachers by way of the Principal.

Board members must realize that, as individuals, they have no authority outside the meetings of the Board and must, therefore, conduct their relationships with staff members, the parish community and all outsiders on the basis of this reality.

Relationships between the Principal and faculty will be such that the Principal reports promptly and accurately to the school staff the proceedings of Board meetings. Board minutes will be made available to teachers, usually by posting them in the faculty room or the school's website. Input on any matter concerning teachers will be brought to the Board by the Principal. Teachers may occasionally be asked to attend a Board meeting to provide in-service on a particular topic. The Board will schedule yearly recognition of faculty's commitment to Catholic education.

THE BOARD AND THE HOME SCHOOL ASSOCIATION (H.S.A.)

The Board is part of the school's governance structure and works with the HSA. The HSA is a supportive system of communication and service.

THE BOARD'S ROLE:

- Planning in the areas of its limited jurisdiction
- Developing/approving the budget
- Formulating policy in the areas of its limited jurisdiction
- Putting an effective Advancement program in place
- Self-evaluation
- Planning and coordinating effective communications, publicity, and marketing programs

THE HSA'S ROLE:

- Support the activities and policies of the school to the broader community
- Conduct fundraisers
- Organize co-curricular and extracurricular activities
- Gather information or share ideas regarding policies
- Offer education for parents/families

Catholic boards and parent organizations have a symbiotic relationship; each has a real need for the other. Each has a corresponding responsibility to keep the other informed. When the two groups understand and appreciate each other they have the ability to foster a smoothly functioning, unified, and cohesive community which encourages the deep investment of all its segments.

THE BOARD AND THE COMMUNITY

One of the standing committees of the Board will be a public relations committee. It will be the task of this committee to publicize the workings of the Board and the programs of the school. Working with the Principal, the public relations committee would make maximum use of all media resources available.

The specific task for a school marketing/public relations committee would include these responsibilities:

- Maintaining continuous communications with deanery pastors and community organizations and the total Catholic community.
- Stimulating public interest in the school.
- Producing written materials for dissemination to news media, governmental bodies and local groups.
- Producing audio-visual materials to tell the school story.

- Justifying the need for greater financial support for the school.
- Promoting such legislation that will benefit the school by active involvement and making contact with local and state legislators.
- Creating effective communication plan between the community and the Board.

THE BOARD MEETING

PURPOSE OF MEETING

The Community School places its educational aspirations in the hands of the Board and, in so doing, gives the Board the opportunity to assist in shaping the school's future. The Board in its meetings concentrates on its basic functions that are:

- To implement the objectives and policies of the Department of Catholic Schools at the local level.
- To perform officially the specific actions required of the local Board by its bylaws.
- To evaluate the effect of the Board's decision making and implementation of their goals and objectives on the total educational program at least twice a year.

PREPARING THE AGENDA

Developing the agenda is the most important part of the preparation process, since the agenda identifies the issues to be dealt with at the meeting and provides for orderly discussion.

The task of preparing the agenda ordinarily belongs to the Principal and the Executive Committee. The process will include a way for Board members or others to submit agenda suggestions.

Agenda and other written materials that will assist Board members will be forwarded sufficiently in advance of a meeting to allow the members to come prepared. A productive meeting within a specified time framework of perhaps one and a half to two hours is recommended.

PREPARING THE MINUTES

Minutes are the written, legal record of actions taken at a Board meeting or a committee meeting.

The following should be included in all minutes:

- The name of the organization.
- The date of the meeting.
- The location of the meeting.

- The presence of the regular presiding officer and recording secretary or their substitutes.
- The names of members present and absent.
- Approval of the minutes of the last scheduled meeting.
- A listing of officers and committee reports presented.
- All motions.
- Listing of the number of votes for and against a motion.
- Any appeals or points of order taken.
- The beginning and ending times of the meeting.

SUGGESTIONS FOR A FAST-PACED AND PRODUCTIVE MEETING

Things a Board can do to make the meetings more productive and worthwhile:

- Start on time. Set ending time, generally no longer than two hours.
- Never discuss any subject that is not on the printed agenda, except in an emergency and with the unanimous approval of the Board members.
- Don't read aloud minutes, correspondence, reports, etc. Have all of it forwarded to the members prior to the meeting.
- Have the Principal edit the minutes prior to sending them out.
- Use an agenda format in which all action items are separated from all information items.
- Place all action items at the top of the agenda and finish every action item before moving into the information section.
- Ask the Principal to send his/her written recommendations in advance on every "action" item.
- Place all delegations, committees and individuals on the agenda at the end of the action section, not at the beginning, unless the delegation is speaking to an item slated for action. If so, delay the action until the Board has had time to consider the input and investigate ideas thoroughly.
- At the end of the meeting, set the date, time and place for the next meeting and develop a preliminary agenda. It is recommended that a yearly calendar be established to assure the attendance of members and to protect from conflicts with parish, school or Diocesan schedules.
- At the close of each meeting the Board should take a few minutes to evaluate how effectively the Board implemented these tips.

RECOMMENDED AGENDA FORMAT

The order of business for meetings of the Board will appear as follows:

- A. Opening
 - Call to Order
 - Prayer
 - Attendance
- B. Recommended Actions
 - Approval of the Agenda
 - Approval of Minutes of Previous Meeting(s)
 - Business Arising from Minutes
 - Old Business
 - New Business
- C. Presentations and Delegations
- D. Committee and Staff Reports
- E. Information Items and Correspondence Items
- F. Future Meetings and Events
- G. Closing Prayer
- H. Adjournment

RECOMMENDED ACTIONS

For an effective Board Meeting distinguish between “action” and “no action” items. The recommended agenda places all action items. The first business is the brief, familiar routines. Next are matters from previous meetings. Finally, the Board takes up new topics on which action is being recommended for the first time. After this is done, all official Board action is completed.

INFORMATION/COMMUNICATIONS/REPORTS

Information, communication or reports may be old or new topics. Often they will be matters of information requested by the Board.

Delegations will be given priority on the agenda.

FUTURE BUSINESS/EVENTS

The Principal and the Board Chairperson have an opportunity to give the Board a preview of future agenda items and issues that may require additional deliberation.

EXECUTIVE SESSION

If an issue arises which requires greater confidentiality, an executive session can be held at this time.

AGENDA PACKET

In order for Board members to make sound decisions during the meetings, it is desirable to furnish them with background materials on each agenda item in advance of the meeting. This enables members to study the material and be prepared to vote at the meeting with a minimum of discussion necessary.

ANNUAL CALENDAR

The Board will create an annual calendar addressing the following matters:

- Goal Setting
- Committee Appointments
- Enrollment Update
- Committee Work
- Strategic Plan Review/Update
- Quarterly Financial Review
- Board In-service
- Budget Preparation
- New Program/Staffing Needs Presented
- Board Self Evaluation
- Mid-Year Financial Review
- Orientation of New Members

THE BOARD & SCHOOL FINANCES

FINANCIAL RESPONSIBILITIES

The Finance Committee will include the Pastor, a member of the parish finance council, the Principal, the chairperson of the finance committee of the Board, and any other members. Functions of the Committee include:

1. Collaborate with the Department of Catholic Schools;
2. Develop and monitor the school budget, in alignment with Diocesan Finance Office guidelines and calendar.
3. Review internal controls and make recommendations for any deficiencies;

4. Review financial reporting process and develop recommendations to ensure integrity with regard to the schools financial statements;
5. Develop financing alternatives for the long-term strategic plan;
6. Ensure that sufficient third source advancement funds are available to meet the budget needs.

THE BOARD AND THE SCHOOL BUDGET PROCESS

The budgeting process requires time, effort and energy. Good budgeting will:

- Afford good stewardship of school funds.
- Clearly identify sources of income and expenditures.
- Assist in addressing educational needs of school programs.

THE BUDGET CALENDAR

October 1: Finance Committee gathers data and makes recommendations for tuition for the next school year.

November 1: Submit budget to the Board for review.

November 15: Board approves budget.

January 15: Tuition Assistance Information distributed to the school by the Department of Catholic Schools.

February 15: Tuition for upcoming school year is announced to stakeholders.

June 1: Revised budget due in the Department of Catholic Schools.

July 1: Budget is published.
Implementation of the budget.

Each quarter the budget is reviewed and revised by the Board.

APPENDICES

APPENDIX

A

SCHOOL BOARD FILE

The School Board File should contain:

1. Documents that govern operation of the school
 - Constitution/Bylaws
 - School mission and philosophy

2. Pertinent Policies/Plans/Procedures
 - School Board Handbook/Manual
 - Diocese of Buffalo Strategic Plan
 - School Strategic Plan

3. Membership Information
 - Current Board Composition
 - Current membership list to include:
 - Contact information (addresses, phone numbers, email)
 - Terms of office/membership (list specific dates of terms)
 - Committee membership
 - Listing of prospective Board members
 - Signed Confidentiality Statements

4. Agendas/Minutes
 - Agendas/minutes of last three years (other minutes may be kept in another location)
 - Annual summary document of all major decisions/recommendations made by the Board

5. Evaluations
 - Board's annual self-evaluation (three years)
 - Principal's annual evaluation (three years)

6. All Committee Reports
 - Committee reports for the calendar year

- School Budget/audits for the past three years MUST be part of the Finance Committee Reports

APPENDIX

B

New Board Member Orientation Model

One of the foundational principles of effective governance is that the School Board takes responsibility for itself-meaning its own procedures, activities and behaviors. An essential part of any Board's activities should be the orientation and training of newly-elected members.

The following is a comprehensive list of areas that might be covered during the orientation of new School Board members.

ORIENTATION TO THE BOARD

A personal copy of the handbook and explanation of its use, development, review, etc. including the following:

- An explanation of the Catholic identity of the school and its meaning in the deliberations and work of the Board.
- A copy and explanation of the school's mission, vision, values and beliefs, and/or educational philosophy.
- A copy and explanation of the school's strategic plan and related needs assessment.
- An explanation of the School Board organization (officers, standing and ad hoc committees, etc.)
- An explanation of any policies governing Board member conduct and activities (i.e. Board Code of Conduct, conflict of interest, professional development, etc.)
- An explanation of how Board meetings are conducted, including parliamentary procedures used, placing items on the agenda, principal informational packets, etc.
- A discussion about the fact that Board speaks with one voice, the authority of the Board vs. the authority of any individual Board member, the chain of command, etc.
- An explanation of Board processes: gathering community input, monitoring school progress, self-evaluation, communication with the stakeholders, etc.
- A historical perspective of the Board's current work, including minutes from the meetings of the past year.

ORIENTATION TO BOARD/ADMINISTRATION ROLES AND RELATIONSHIP

These items are generally shared areas of expertise between the Board and the administration, and should be a joint responsibility in the orientation process.

- Clarification of roles and responsibilities including discussion about "Who decides" particular types of issues.
- A copy of any evaluation materials and discussion of how and when they are used.
- An explanation of how communication flows between Board members and administration and how to use the chain of command.
- A review of written Board policies governing the Board/Administration relationship.

ORIENTATION TO THE SCHOOL

1. School Finance

- A copy of the school budget with an explanation of how, when and by whom it is prepared; how the school's mission and goals are translated into a financial plan; where the money comes from, where it goes and how it is spent.
- An explanation of financial accountability processes: how funds are accounted for; how expenditures are authorized; what financial reports are provided and how to interpret them.
- Data on school per pupil cost and expenditures.
- An explanation of the demographics of the school.
- An explanation of the funding process for the school.
- A description of the school's student enrollment trends and projections.
- Information on federal and state aid to the school's education program.

SCHOOL FACILITIES AND TRANSPORTATION

- A list showing the number, location and condition of buildings and other facilities.
- An explanation of construction projects contemplated and in process.
- A description of the school's building maintenance program.

- An explanation of the student transportation system including the contracts for transportation services.

SCHOOL CURRICULUM AND INSTRUCTION

- An explanation of curriculum standards required by state law and implemented by the State Education Department.
- An explanation of the school's overall curriculum.
- An explanation of school improvement initiatives.
- Student retention statistics.
- Information on standardized testing, recent test results and the utilization of test results.
- Data on the number of students that go on to Catholic high schools.
- Teacher/pupil ratio and median class size.
- Program for exceptional students.
- Data on age and condition of textbooks and equipment.
- Description of library, technology, other instructional materials in use now or planned for the future.
- List of extra and co-curricular activities in the school

ADMINISTRATION AND STAFF

- Organizational chart of the school management structure.
- Recruitment and hiring procedures.
- Staff salary schedules and benefits program.
- Evaluation criteria and procedures for administrators, teachers and support staff.
- Professional development program

SCHOOL COMMUNITY RELATIONS

- Programs, activities and interests of education-oriented groups and associations (Home School Association, Booster Club, etc.)
- An explanation of the public relations program, how it is coordinated, and what activities regularly take place.

APPENDIX

C

Conflict of Interest Policy

Section 1. Purpose.

The purpose of the conflicts of interest policy is to protect the School's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or Board member of the School.

Section 2. Definitions.

1. An "Interested Person" is any Board member, principal officer, or member of a committee with Board delegated powers who has a direct or indirect financial interest ,as defined below.
2. A person has a "financial Interest" if the person has directly or indirectly, through business investment or family:
 - a. An ownership or investment in any entity with which the school has a transaction or arrangement, or
 - b. A compensation arrangement with the school or with any entity or individual with which the school has a transaction or arrangement, or
 - c. A potential ownership or investment interest in, or compensation agreement with, any entity or individual with which the school has a transaction or arrangement.
3. "Compensation" includes direct and indirect remuneration as well as gifts or favors that are substantial in nature.

Section 3. Procedures.

1. Duty to Disclose.
In connection with any actual or possible conflicts of interest, an interested person must disclose the existence and nature of his or her financial interest to the Board and members of

committees with Board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists.

In connection with any actual or possible conflicts of interest, the interested person shall leave the Board or committee meeting while the financial interest is discussed and voted upon. The remaining Board or committee members shall decide if a conflict of interest exists.

3. Addressing the Conflict of Interest.

- a. The Chairperson of the Board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- b. After exercising due diligence, the Board or committee shall determine whether the school can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a conflict of interest.
- c. If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the Board or committee shall determine by a majority vote of the disinterested Board whether the transaction or arrangement is in the school's best interest, for its own benefit, and whether the transaction is fair and reasonable to the school. The Board or committee shall make its decision as to whether to enter the transaction or arrangement in conformity with such determination.

4. Violations of the Conflict of Interest Policy.

- a. If the Board or committee has reasonable cause to believe that a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the response of the member and making such further investigation as may be warranted in the circumstances, the Board or committee determines that the member has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Section 4. Records of Proceedings.

The minutes of the Board and all committees with Board delegated powers shall contain:

1. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board's or committee's decision as to whether a conflict of interest in fact existed.

2. The names of the persons who were present for discussion and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection therewith.

Section 5. Compensation Committees.

A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Board for services is precluded from voting on matters pertaining to the member's compensation.

Section 6. Annual Statements.

Each Board member, principal officer and member of a committee with Board delegated powers 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 policy,
3. Has agreed to comply with the policy, and
4. Understands that the School is a charitable organization and that in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Section 7. Periodic Reviews.

Periodic reviews shall be conducted to ensure that the Board operates in a manner consistent with its charitable purposes and that it does not engage in activities that could jeopardize its status as a religious organization exempt from federal income tax. The periodic reviews shall at a minimum include the following subjects:

1. Whether compensation arrangements and benefits are reasonable and are the result of legitimate negotiation.
2. Whether any corporate services result in impermissible private benefit.

Section 8. Use of Outside Experts.

In conducting the periodic reviews provided for in Section 7, the school may, but need not, use outside advisors. If outside experts are used their use shall not relieve the Board of its responsibilities for ensuring that periodic reviews are conducted.

(School Name)

Annual Conflict of Interest Statement

I, _____ have received a copy of the Bylaws of *(School Name)* including the article on Conflict of Interest, which is appended to this form. I have read and understand the policy, and I agree to adhere to it. Furthermore, I understand that *(School Name)* is a non-profit religious and charitable organization, and that in order to maintain its federal and state tax exemption, it must engage primarily in activities which accomplish one or more of the tax-exempt purposes.

Signature

Date

Within the past three years, have you or any family member(s):

- Held a position or a material financial interest in any entity doing business with *(School Name)*, or
- Had any personal loans, advances or borrowings from any entity that does business with *(School Name)* (excluding credit cards and personal/mortgage loans at market rates at financial institutions), or
- Rendered directive, managerial, consultative or other services to or on behalf of any entity that does business with *(School Name)*, or
- Employed or otherwise retained any personnel of *(School Name)* for work or non-school business, or
- Used property of *(School Name)* to conduct any personal or non-school business?

_____ NO _____ YES

(If YES, please provide further detail on reverse side. Thank you.)