

## DO WE HAVE AN EFFECTIVE BOARD?

The success of a Board is determined, to a degree, by the way it's own members perceive the Board. Appraisal can help to clarify roles, increase effectiveness, extend understandings and improve the quality of governance.

Choose the number for each item that best describes your feelings regarding the Board as a whole.

- 1) STRONGLY AGREE
- 2) AGREE
- 3) NO OPINION
- 4) DISAGREE
- 5) STRONGLY DISAGREE

1. Members of the Board have a clear understanding of purposes and goals.	
2. Financial/budget information is presented in a clear or transparent way that the Board can understand.	
3. The Board is able to secure the commitment of its members to important decisions.	
4 The Board is not dominated by any of its members.	
5. The Board has access to the information that it needs.	
6. The Board has full disclosure to significant school problems.	
7. Questions about the budget are directly responded to so that Board members feel confident about budgetary matters.	
8. All members of the Board are concerned about contributing ideas.	
9. The Board, before making major decisions, has an opportunity to read background information, examine alternatives and consider the implications of alternative actions.	
10. Members of the Board are able to avoid internal conflicts that block progress.	
11. The Board is prepared for each Board meeting with required information and a carefully planned agenda.	
12. Members of the Board demonstrate a positive attitude toward people and situations.	
13. The Board members know, understand and support the lines of authority and the assignment of all responsibilities.	
14. Requests for copies of budget documents are promptly met.	
15. The Board listens and is responsive to student needs.	

Choose the number for each item that best describes your feelings regarding the Board as a whole.

- 1) STRONGLY AGREE
- 2) AGREE
- 3) NO OPINION
- 4) DISAGREE
- 5) STRONGLY DISAGREE

16. The Board is cognizant and follows its Governance policies.	
17. The Board speaks with a united voice.	
18. The Board is committed to the PCHS Mission/Vision.	
19. The Board receives and welcomes constructive criticism.	
20. The Board delegates operational responsibility to the educational staff through the PCAO.	
21. The Board receives and evaluates reports of the operation of the school.	
22. The Board requires that all employees of the school follow the policy of the school in regard to complaints and responsibilities of their office.	
23. The Board reserves judgment on all matters until it hears the recommendation of the PCAO and discusses the matter in a duly authorized meeting.	
24. The Board recognizes that it has a unique function—to interpret the school to the community and the community to the school.	
25. The Board hears communications , written and oral, from private citizens and organizations on matters pertaining to education.	
26. The Board provides a climate of mutual respect and trust offering commendation whenever earned, and constructive criticism when necessary.	
27. The Board actively fosters cooperation with the various news media for the dissemination of information about the school.	
28. The Board provides opportunities and encouragement for professional growth of the total staff.	
29. The Board considers all decisions in terms of what is best for the students.	
30. The Board makes continuous effort to acquaint themselves with matters pertaining to education and to duties and responsibilities of the office.	
31. Members of the Board are willing to assume responsibility for the actions of the Board.	
32. The Board spends an appropriate percentage of its time on student issues.	
33. Board members keep Closed Session discussions confidential.	

**Board-Leader Roles & Responsibilities**  
**Setting Boundaries Through Analysis of Typical Transactions**

Purpose: To establish the boundaries between the roles/responsibilities of the Board and the PCAO through analysis of typical transactions that occur at PCHS. This tool will enable a clear line to be drawn separating the actions and determining what level of communication should occur, if any, between the Leader and the Board. It is important to discuss this matter at the beginning of the relationship so that all can begin on the right “step.” By defining the respective “lanes” or “ballparks,” the outcome should reduce conflict and confusion within the school community as the clarification of role/responsibilities will encourage individuals to follow the “chain of command.”

Appropriate Response

- (1) Leader (PCAO) handles transaction or completes task and does not inform Board;
- (2) Leader (PCAO) handles transaction or completes task and notifies Board;
- (3) Leader (PCAO) notifies Board prior to handling transaction or completing task;
- (4) Leader (PCAO) does not act until Board provides direction

Typical Transactions (choose the best response from above for each item)

- Placing a staff member on Administrative Leave
- Suspending a student from school
- Sending students home early due to a power outage
- Canceling a course in the Master Schedule
- Giving instructions to school staff
- Developing committees to deal with areas such as transportation
- Dealing with parent complaints about contract non-renewal of a popular new teacher
- Changing the school bell schedule and/or school year calendar
- Purchasing new equipment costing less than \$10,000 for the school
- Ordering textbooks to support an instructional program
- Determining contract language for administrators and other employees

- \_\_\_ Setting a salary schedule placement for managers who report directly to the PCAO
- \_\_\_ Determining placement on the salary schedule for managers who do not report to PCAO
- \_\_\_ Writing a negative evaluation of a classified management staff member
- \_\_\_ Forming a new parent support group
- \_\_\_ Attending an out of State conference
- \_\_\_ Employing an additional secretary in the Principal's Office
- \_\_\_ Deleting the use of PLC's at the school
- \_\_\_ Joining a local service club
- \_\_\_ Accepting donations/fundraising
- \_\_\_ Receiving a petition requesting certain actions

Board Governance by Carver  
ACCOUNTABLE DELEGATION

1. The Board must clearly set out its expectations of the job to be done –in other words— the definition of success.(use the end-means principle and the principle of sequential levels of detail (see below))
2. The Board must identify who is expected to see that the board’s expectations are met and assign to that person the authority that is needed to meet them.
3. The Board must subsequently require evidence that its expectations were met.
  - a. Monitoring – seeks to discover if the CEO led the organization to the accomplishment of reasonable interpretations of Ends policies and avoidance of the means prohibited in Executive Limitation policies
    - i. Must include the disclosure of the CEOs interpretation of the policy being monitored along with his/her rationale for the reasonableness of that interpretation
    - ii. Must include data that demonstrate the accomplishment or its lack of the interpretation

END DECISIONS vs MEANS DECISIONS  
(Types of Decision)

- Every organizational decision or action that describes the *effect to be produced* by the organization for an intended recipient outside the organization is an ends decision.
- Every designation of the *intended recipient of the effect* is an ends decisions.
- Every designation of the *cost or priority (worth) of the effect* is an ends decision.
  - Cost of results in \$ terms – expectation about efficiency
  - Cost of 1 result in terms of other results forgone – about priority or opportunity cost

**Ends Decisions** are only those that designate results, recipients and worth of results. All other decisions are non-ends decisions or means decision. Ends decisions are the effect created on the world outside the organization ( help improved housing in a community), not something the organization does (having a housing program). Ends address what an organization is for, not what it does. Ends never describe organizational activity.

The **ends-means distinction** focuses on the fact that activities and results are not the same. The board that requires the right results for the right people at the right worth will not be satisfied w/ activities as these are not what it asked for.

Means include governance, finance, human resource issues, and all organizational actions including programs, services and curricula.

**Ends** – The board with a long-term perspective and w/ the input of owners and advisors, creates policies that prescribe what is to be produced, for whom and at what worth.

## **Means –**

1. **Board Means** – the board creates policies that prescribe its own job and conduct
  - a. **Operational or Staff Means** – the board in order to optimally control the operating organization, creates policies with an important characteristic – these policies tell the CEO what not to do rather than what to do (Executive Limitations)
2. Board approvals of staff actions/plan – tell us what to tell you
  - a. The board's interest in operational means is not their effectiveness but their prudence and ethics
  - b. Policy governance boards set expectations about operational means by describing what would be unacceptable to the board even if effective. (Executive Limitations)

*The board's job is to prescribe ends and prohibit unacceptable means.*

*Any organization can be said to work if it accomplishes the ends the board wanted and avoids the means that the board didn't want.*

1. Governance process policies describe the board's job, its connection with owners and its expectations about the performance of itself, its chair, its committees and its members.
2. Board Management Policies describe the manner in which the board connects governance to management. (this is where one finds the board's decisions to use a CEO function, to monitor that CEO's performance in a defined way, and to establish CEO authority.

4 Policies – End (board's voice), Executive Limitations (board's voice), Governance Process, Board-Management Delegation

The organization's budget, strategic plan and other docs are management docs. They are components in the manager's arsenal of means to ensure organizational compliance with board policies.

### 3 Non-delegable Outcomes of Policy Governance

1. Connection with owners
2. Written governing policies
3. Assured organizational performance