



Duties & Functions of a Policy Governance Board

Origin: Board Governance Training Session, Oct 2006

Board Values & Success Criteria

Developed by the Board of Governors 27 October 2006

THE KEY INDICATORS THAT THE BOARD NEEDS TO CHANGE

<i>Key Indicator</i>	<i>Proposed Action</i>
1. Committee structure not functioning (too many; too much workload, too costly, overlapping mandates, unclear roles and tasks)	<ul style="list-style-type: none"> • Focus training on role of Board as a whole • Governance Process policy on Committees
2. Ineffective Communication between Board, School, external constituencies	<ul style="list-style-type: none"> • Articulate Board-Executive communications and reporting expectations • End policies on Ownership • Develop Board practices on consultation and non-formal contacts
3. Board receives unnecessary reports or information not relevant to its role	<ul style="list-style-type: none"> • Articulate Board-Executive communications and reporting expectations
4. Confusion around relationship with denominational "owners"	<ul style="list-style-type: none"> • End policies on Ownership
5. Confusion between policy and management roles, and therefore unclear and uncertain accountability	<ul style="list-style-type: none"> • Policy Governance system focused on clarity and accountability
6. Board meets too rarely to have a sense of having authority and is therefore reluctant to take decisions.	<ul style="list-style-type: none"> • Revise meeting format and schedule • Build clarity on role and responsibility of Board

THINGS WE VALUE SO STRONGLY IN OUR CURRENT PRACTICE THAT WE
WANT TO ENSURE IT IS PART OUR FUTURE

<i>Identified Value</i>	<i>Proposed Action</i>
1. Ability to have active contact with staff, students and faculty.	<ul style="list-style-type: none"> • Plan regular consultations and non-formal sessions with staff, faculty, students, etc.
2. Staff, students and faculty know 'what's going on' and what the Board is doing.	<ul style="list-style-type: none"> • Post Board Agendas in advance and issue key outcomes from each Board meeting
3. Having information about developments in the life and work of the school community.	<ul style="list-style-type: none"> • Principal's Report • Plan regular consultations and non-formal sessions with staff, faculty, students, etc.
4. Worship as integral part of Board meetings.	<ul style="list-style-type: none"> • Include in a Gov. Process policy
5. First Nation's presence on the Board.	<ul style="list-style-type: none"> • Provide through at-large members or by specific request with Owners

KEY MEASURES OF SUCCESS FOR THE BOARD RE-ORGANIZATION

<i>Identified Value</i>	<i>Proposed Action</i>
1. Able to clearly distinguish between true governance work and management or administrative matters.	<ul style="list-style-type: none"> • Training of Board and Management in Policy Governance
2. Able to get the appropriate information required to determine if policy is being followed or achieved.	<ul style="list-style-type: none"> • Policy Governance review and monitoring processes • Articulate Board-Executive communications and reporting expectations • Reframe Principal's Report
3. Have a clear schedule and specific board meetings to deal with particular matters such as finances.	<ul style="list-style-type: none"> • Policy Governance review and monitoring processes • Governance Process policy on Perpetual Calendar
4. Have measurable objectives for achievement and a clear method for evaluation of the Principal/School.	<ul style="list-style-type: none"> • End policies • Board-Principal Relations policies