

In the Name of God, Most, Gracious, Most Merciful

HOW TO BUILD A DREAM BOARD



**Presented by
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April 2007**

MERIT

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HOW TO BUILD A DREAM BOARD

Every non-profit executive wants to have an ideal board whose members are deeply committed to the mission of the school, who talk about the school passionately, who bring different areas of expertise to the board, and who are willing to ask for funds for the school. Can such an ideal board exist? Strong, effective boards do not occur automatically; an ideal board is developed with careful planning, ongoing training and regular evaluation.

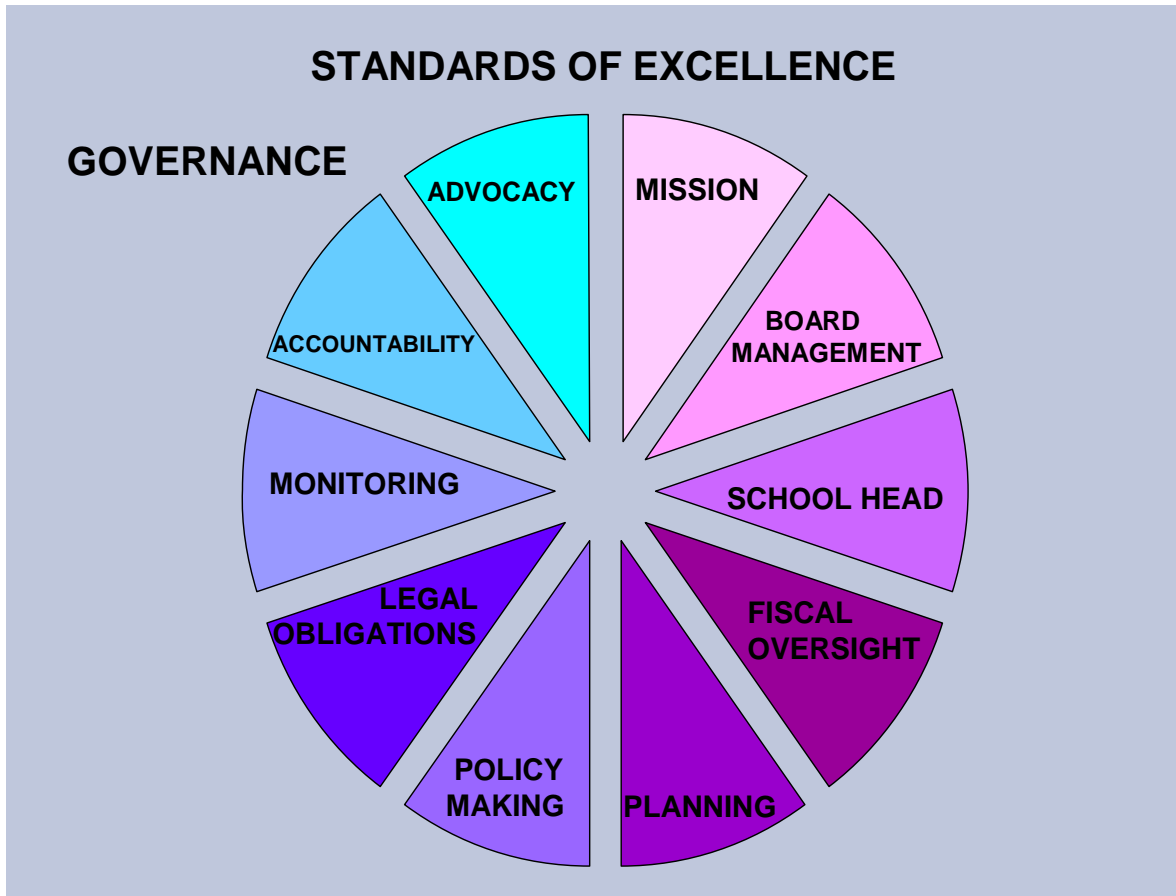
One important aspect of this board building process is developing standards for boards. Boards identify and develop standards collectively, they implement those standards and they keep themselves accountable by measuring their performance and progress against those agreed-upon standards. Today, we will be exploring two aspects of building a dream board:

- **Developing Standards of Excellence for Boards**
- **Using Standards to Evaluate Boards**

STANDARDS OF EXCELLENCE FOR BOARDS

*“By adopting and living up to the Professional Governance Standards,
we are modeling what we expect from our students and our staff”*

Rose Filicetti, a board member



STANDARDS OF EXCELLENCE FOR BOARDS

The concepts of standards and accountability are sweeping the nation and have become the buzzwords in education today. School boards should lead the standards movement by example. Boards must demonstrate accountability by measuring their performance and progress against predetermined and agreed upon standards. The standards provide a framework for boards that helps them operate more effectively. Before successful board performance can be achieved, the board must collectively determine the standards against which it will measure its own performance. The following standards provide common goals among board members while they strive for excellence:

STANDARD ONE

DETERMINE THE SCHOOL'S MISSION AND PURPOSE

The board, with the partnership of the principal, creates, articulates, and guards the mission and vision of the school that is shared and supported by the school community. The board is the ultimate guardian of this mission. It is board's responsibility to ensure that the mission of the school is relevant in every aspect of the school and that the decisions are made considering the mission of the school.

Quality Indicators

1. The board's first responsibility, with the partnership of the principal, is to create, articulate, and guard the mission and vision of the school.
2. The board, with the partnership of the principal, ensures that the mission and vision of the school are both clearly stated and effectively communicated to the school community.
3. The board, with the partnership of the principal, ensures that the mission and vision of the school are communicated at school events and published in school publications, and displayed and disseminated regularly.
4. The board leads the school, sets its goals, develops its plans and makes its decisions based on the mission and vision statements.
5. The board, with the partnership of the principal, ensures that the staff will implement the mission and vision of the school in every aspect of the school and that the mission and vision of the school shape and direct all the educational programs, plans, activities, and decisions.
6. The board ensures that there are adequate financial and human resources to implement the stated mission, vision, and goals of the school
7. The board, with the partnership of the principal, develops a "Mission and Vision Implementation Plan". This plan consists of regular monitoring, evaluation, and revisions of the school mission.
8. The board ensures that all the board members are familiar with the mission statements and that the new board members are trained during the orientation with mission and vision exercises.
9. The board ensures that the school staff and teachers are oriented annually to the mission and vision of the school.
10. The board ensures that the mission and vision of the school reviewed and, if necessary, revised regularly by the board members.

STANDARD TWO

BOARD MANAGEMENT

The board is responsible for its own management through approved policies and procedures. The board demonstrates a commitment to continuous improvement by arranging a board development program to improve performance.

Quality Indicators

1. The board provides organizational structure to accomplish its responsibilities.
2. The board adopts policies that clearly define the roles and duties of its members.
3. The board adopts policies delineating the procedures for electing its officers and defining their roles and duties.
4. The board adopts policies aligned with the strategic direction of the school to define the committee structure.
5. The board governs through approved policies and maintains a current policy manual that is reviewed regularly.
6. The board conducts professional meetings by publishing the agenda prior to meetings; and by following the agenda during meetings. (see board meeting standards)
7. The board keeps full and accurate records of its meetings. Board minutes are kept in the minute book noting formal votes and general topics of conversations
8. Board composition reflects diversity and strategic expertise, resources, and perspectives
9. The board composition reflects three generations for wisdom, experience, and energy
10. The board chair ensures all its members are engaged and actively involved in the work of the board and committees
11. Board makes decisions as a group, only does so at properly called meetings, and recognizes that individual members have no authority to take individual action.
12. The board is committed to board development, fostered by strategies that include: an annual trustee orientation, ongoing trustee training, board evaluations and board leadership succession planning

STANDARD THREE

BOARD – PRINCIPAL RELATIONSHIP

The board hires, supports, nurtures, supervises, and evaluates the school principal and understands that the principal is the only employee of the board. The principal directs the school according to the mission, strategic goals, policies, and guidelines set by the board.

Quality Indicators

1. The board conducts a search process to hire a principal in a professional and competent manner.
2. The board provides a written job description clearly indicating the responsibilities of the principal.
3. The board develops policies that define the role, function, and clear performance expectations of the principal.
4. The board sets an appropriate and compatible compensation and benefits package for the principal.
5. The board delegates authority to the principal and empowers her/him with full responsibility to lead the staff and manage the school
6. The board evaluates the principal fairly, diligently, and in a timely manner, in a mutually agreed upon process.
7. The respective roles of the board and the principal are clearly defined and understood.
8. A climate of mutual trust, respect, confidence and cooperation exists between the board and the principal.
9. The board encourages and supports the professional growth of the principal by providing for attendance at educational meetings and training seminars through appropriate budgetary support.
10. The board members refrain from attempting to interfere or micromanage the work of the principal.
11. The board provides meaningful praise and recognition to principal for outstanding performance.
12. The board makes sure that a competent replacement for the principal is available when necessary.

STANDARD FOUR

FISCAL OVERSIGHT

The board is responsible for overall financial stability and long-term financial future of the school. The board is accountable for developing financial policies, overseeing operating budget, participating actively in fund-raising and long-term financial planning, assuming primary responsibility for the preservation of capital assets and endowments.

Quality Indicators

1. The board makes certain that the budget, as developed by the principal and approved by the board, directly supports the school's strategic priorities, goals, programs, and services.
2. The board makes sure that there are enough financial resources to provide programs and services to fulfill the mission.
3. The board develops a budget development process with timelines that is reflected in the board calendar.
4. The board develops comprehensive financial policies for sound fiscal management.
5. All members of the board understand the budget development process and fundraising strategies.
6. The board begins and completes the budget process in a timely manner.
7. The completed budget is fiscally responsible while meeting the needs of the programs.
8. All the board members provide financial support to the school on an annual basis and actively participate in fundraising activities and solicitations.
9. The board has a clear policy on the individual board member's responsibility in the area of fundraising.
10. The board is involved both in developing fundraising strategies, generating resources, and keeping sound records.
11. The board members ask friends and colleagues to support the school and recommends to the staff particular individuals, corporations, and foundations.
12. The board arranges for an annual financial audit and fulfills the recommendations given by the auditors.

STANDARD FIVE

PLANNING

The board will lead the school to a formal systematic strategic planning process by setting goals and action plans based on the school's mission, priorities, and rational analysis of strengths, weaknesses and opportunities.

Quality Indicators

1. The board has a strategic vision of how the school should evolve over the next three-to-five years.
2. The board continuously engages in a strategic planning process in order to consider how the school should meet new opportunities and challenges.
3. The board has identified key indicators for tracking progress toward the school's strategic goals.
4. The board actively seeks input from the community in establishing the strategic plan and has a clear understanding of the school's market and whom it is serving.
5. The board will publish a strategic plan document. This document will guide the board with major school decisions.
6. The board should translate the strategic plan into an annual operational plan, which will set the board's annual agenda.
7. The board will use the strategic plan prior to making any major decisions and setting annual school goals.
8. The board ensures that the practices of the school, services, and programs are in line with the school's strategic plan.

STANDARD SIX

POLICY MAKING

The board develops and articulates policies and the principal implements the policies. Effective Islamic school boards adopt, evaluate, and update policies consistent with the law of the land, Islamic principles and ideologies, and the mission and strategic goals of the school.

Quality Indicators

1. The board's policy decisions reflect the school's mission, strategic direction, and goals.
2. The board adopts policy on a regular, planned basis, and board members participate in policy making.
3. The board maintains a board policy manual.
4. The board policy manual is maintained, reviewed, and revised regularly.
5. All members of the board have read their policy manual.
6. The board monitors that policies are being implemented by the board and the staff.
7. The board seeks the principal's recommendations on policy issues.
8. The board seeks legal advice on drafting policies.
9. The board has established appropriate financial policies.
10. The board reviews the Employee Policies Handbook annually.

STANDARD SEVEN

LEGAL OBLIGATIONS

The board assures that the school and the board both operate in compliance with applicable laws and regulations. The board adopts, maintains, and reviews bylaws that conform to legal requirements, including duty of loyalty, duty of obedience, and duty of care.

Performance Indicators

1. The board ensures that all relevant legal filings are current and prepared according to the laws and regulations of the land.
2. The school provides employee health, welfare, and retirement benefit plans and ensures these plans meet with all federal and state laws.
3. The board bylaws conform to federal and state statutes and have been reviewed by legal counsel.
4. The board members are familiar with the bylaws. The board periodically reviews its policies and bylaws.
5. The board creates a conflict of interest policy that is reviewed and signed by each trustee annually.
6. The board ensures that the school has adequate amount of insurance and liability coverage for the school protection.
7. The board ensures that the school conducts an annual audit for all financial transactions and implements any resulting recommendations in a timely manner.
8. The board arranges that all personnel policies are regularly reviewed by an employment law expert and provides training to the staff on policies.
9. The board maintains consistent fiscal policies, including cash management policies and procedures.
10. The board maintains accurate board records in Minutes Book and Board Policy Book.

STANDARD EIGHT

MONITORING

The board is accountable for monitoring programs and services to ensure that the school offers the quality promised in the mission statement. Monitoring means keeping track of progress toward goals established during strategic and annual planning.

A responsible board will ensure that the school achieves its stated mission through such monitoring.

Quality Indicators

1. At their planning retreat, the board discusses and agrees on how to measure its success, monitor its effectiveness, and measure its impact.
2. The board creates a board accountability committee to ensure the effective monitoring and evaluation of the school.
3. Prior to the school year, during the planning retreat, the board and the principal prepare an annual agenda with an annual calendar and a work-plan.
4. At the beginning of the school year, the principal and the board chair will agree on the "Principal's Annual Agenda" according to the priorities of the school.
5. The principal will be monitored and evaluated according to the principal's annual agenda.
6. The board monitors the school's effectiveness according to the school's annual agenda, annual calendar, and work-plan
7. The board monitors through the board's annual agenda which consists of a monitoring board calendar, board meetings, board members, board committees, school effectiveness, a school agenda, and a principal's agenda.
8. The board monitors individual board member effectiveness by using board member evaluation.
9. The board committees will prepare an annual agenda prior to the school year with their goals and plans for the school year.
10. The board monitors and evaluates each committee according to the committee's annual agenda, annual calendar, and work plan.

STANDARD NINE

ACCOUNTABILITY

The board members are the trustees of the school and have the ownership of the school. This ownership comes with accountability. The board members are collectively accountable for the well-being of the school and to the community. The board assesses its own performance, the principal's performance, and the school's success in achieving its mission.

Quality Indicators

1. Since there isn't a higher authority keeping the boards accountable, the board needs to create a system to keep themselves accountable.
2. The board's credibility rests on trust and integrity, so checks and balances are crucial.
3. The board is accountable for the selection and hiring of the best principal and for delegating the authority of leading and managing the school.
4. The board is accountable for monitoring and evaluating the principal.
5. The board is accountable for its own management.
6. The board is accountable for arranging self-evaluations of the board to enhance performance.
7. The board is accountable for building a strong board by identifying, cultivating, recruiting, orienting, educating, and evaluating the board members.
8. The board is accountable for planning a board development program.
9. The board is accountable for leading a strategic planning process which clarifies purpose, goals, strategies, timelines, and resources to achieve the mission.
10. The board is responsible for the financial health of the school and helps with the development program
11. The board is responsible for establishing policies for the staff.
12. The board is accountable for marketing the school by sharing the school's success with others.

STANDARD TEN

ADVOCACY AND PR

The board serves as the school's key advocate and secures the community's support for the school's mission, vision, and long-term direction. The board engages in an ongoing two-way conversation with the community. The purpose of the conversation is to enable the board to hear and understand the community's educational aspirations and desires and to inform the community about the school's performance and success as the advocate of the school.

Quality Indicators

1. The board interprets the school's beliefs to the community and encourages its support for the school.
2. The board develops community awareness of the school's unique role as an educational institute that raises American-Muslim students.
3. The board represents the school to the community, government agencies, foundations, corporations, and funding agencies.
4. The board establishes partnerships with individuals, groups, and organizations to promote educational opportunities for the school.
5. The board identifies community resources that can help provide both academic and financial enrichment opportunities to the school.
6. The board monitors government legislation and advises government officials on the impact of current and proposed policies.
7. The board develops policies and white papers that describe the school's position on relevant educational issues.
8. The board leads in celebrating the achievements of students and accomplishments of other community members who contribute to education.
9. Board members attend and participate in special events and recognition ceremonies when appropriate.
10. The board arranges for open forums to communicate with the school community to build sense of community partnership.

USING STANDARDS TO EVALUATE TE BOARD

STANDARD ONE

Determine the School's Mission and Purpose

The board, with the partnership of the school head, creates, articulates, and guards the mission, vision, philosophy, and strategic goals of the school shared and supported by the community. The board is the ultimate guardian of this mission. It is board's responsibility to ensure that this mission is relevant in every aspect of the school and that the decisions are made considering the mission of the school.

	Quality Indicators	Outstanding	Effective	Acceptable	Needs Improvement	Ineffective
1	The vision and mission of the school are clearly stated, effectively communicated to staff, parents, students, and community members					
2	Goals are developed with input from school's major constituencies, regularly reviewed and revised, and effectively communicated to staff, students, parents, and wider community					
3	The board, with the partnership of the school head, shares the vision and mission with the school community and encourages participation so that the community will support the mission					
4	The vision and mission are communicated at the school events and published at school publications, displayed and disseminated regularly					
5	The board ensures that the staff implements the mission of the school in every aspect of the school					
6	The board ensures that the mission of the school shapes and directs all the educational programs, plans, activities, and decisions					
7	The board ensures that there are adequate financial and human resources to implement the stated vision, mission, and goals					
8	The board, with the partnership of the school head, develops the "Vision and Mission Implementation Plan". This plan consists of regular monitoring, evaluation, and revisions of the school mission					
9	The board makes their decisions based on the mission statement and considers educational excellence and the benefits to students as the top priorities					
10	The board ensures that the mission of the school guides and shapes the educational programs, plans, activities, and decision					
11	All board members are familiar with the mission statements, and the new board members are trained during the orientation with vision exercises					

STANDARD TWO
Board Management

The board is responsible for its own management through approved policies and procedures. The board demonstrates a commitment to continually improving teamwork, problem solving, and decision-making skills through a conscious board development program.

	Quality Indicators	Outstanding	Effective	Acceptable	Needs Improvement	Ineffective
1	The board provides organizational structure so the board can accomplish its responsibilities					
2	The board adopts policies that clearly define the roles and duties of its members					
3	The board adopts policies delineating the procedures for electing its officers and defining their roles and duties					
4	The board adopts policies to define the committee structure aligned with the strategic direction of the school					
5	The board governs through approved policies and maintains a current policy manual, which is reviewed regularly					
6	The board conducts professional meetings by publishing the agenda prior to the meeting and following the agenda during the meeting (see board meeting standards)					
7	The board keeps full and accurate records of its meetings. Board minutes are kept in the Minute book, noting formal votes and general topics of conversations					
8	Board composition reflects diversity, strategic expertise, resources, and perspectives					
9	The board composition reflects three generations for wisdom, experience, and energy					
10	The board chair ensures all its members are engaged and actively involved in the work of the board and committees					
11	The board makes decisions as a group only at properly called meetings, and recognizes that individual members have no authority to take individual action.					
12	The board is committed to board development that includes: annual trustee orientation, ongoing trustee training, board evaluation and board leadership succession planning					

STANDARD THREE PRINCIPAL

The board hires, supports, nurtures, supervises and evaluates the school head so that the mission, strategic direction, goals, and policies can be implemented. The school head is the only employee of the board.

	Quality Indicators	Outstanding	Effective	Acceptable	Needs Improvement	Ineffective
1	The board conducts a search process to hire the school head in a professional and competent manner					
2	The board provides a written job description clearly indicating the responsibilities of the school head					
3	The board develops policies that define the role, function, and clear performance expectations of the school head					
4	The board sets appropriate compensation and benefits package for the school head					
5	The board delegates authority to the school head and empowers her/him with full responsibility to lead the staff and manage the school					
6	The board evaluates the school head fairly, diligently, in a timely manner, and through a mutually agreed upon process					
7	The respective roles of the board and the school head are clearly defined and understood					
8	A climate of mutual trust, respect, confidence and cooperation exists between the board and the school head					
9	The board encourages and supports the professional growth of the school head by providing for attendance at educational meetings and training seminars through appropriate budgetary support					
10	The board members refrain from attempting to interfere or micromanage the work of the school head					
11	The board provides meaningful praise and recognition to school head for outstanding performance					
12	The board makes sure that the competent replacement for the school head is available when necessary					

STANDARD FOUR FISCAL OVERSIGHT

The board is accountable for both the financial stability and financial future of the school by engaging in strategic financial planning, assuming primary responsibility for the preservation of capital assets and endowments, overseeing operating budgets, and participating actively in fund-raising.

	Quality Indicators	Outstanding	Effective	Acceptable	Needs Improvement	Ineffective
1	The board makes certain that the budget, as developed by the school head and approved by the board, is directly related and supports the board priorities, goals programs, and services					
2	The board makes sure that there are enough financial resources to provide programs and services to fulfill the mission					
3	The board develops budget development timelines, and that is reflected in the board calendar					
4	The board employs comprehensive financial policies for a sound fiscal management					
5	All members of the board understand the budget development process and fundraising strategies					
6	The board begins and completes the budget process in a timely fashion					
7	The completed budget is fiscally responsible while meeting the needs of the programs					
8	All the board members provide financial support to the school on an annual basis and actively participate in fundraising activities and solicitations					
9	The board has a clear policy on the individual board member's responsibility in the area of fundraising					
10	The board is involved both in developing the fundraising strategies and generating resources					
11	The board members ask friends and colleagues to support the school and recommend to the staff particular individuals, corporations, and foundations					
12	The board makes sure that there is an annual financial audit					

STANDARD FIVE PLANNING

The board will lead the school to a systematic, formal strategic planning process in setting goals, priorities and the future direction based on a rational analysis of strengths, weaknesses and opportunities.

	Quality Indicators	Outstanding	Effective	Acceptable	Needs Improvement	Ineffective
1	The board has a strategic vision of how the school should be evolving over the next three to five years					
2	The board continuously engages in a strategic planning process in order to consider how the school should meet new opportunities and challenges					
3	The board has identified key indicators for tracking progress toward the school's strategic goals					
4	The board actively seeks input from the community in establishing strategic plan and has a clear understanding of the school's market and whom it is serving					
5	The board reviews the strategic plan prior to setting annual school goals					
6	The board ensures the practices of the organization represent the mission of the organization					
7	The board ensures that the goals, objectives, and strategies of the plan fit the mission and purpose of the organization					
8	The board should translate the strategic plan to an annual operational plan which will set the board's annual agenda					
9	The board will publish a strategic plan document. This document will guide the board with major school decisions					

**STANDARD SIX
POLICY MAKING**

Effective boards adopt, evaluate, and update policies consistent with the law, ICSC ideology, missions, strategic goals, and the direction of the school.

	Quality Indicators	Outstanding	Effective	Acceptable	Needs Improvement	Ineffective
1	The board's policy decisions reflect the school's mission					
2	The board adopts policy on a regular, planned basis					
3	The board maintains a board policy manual					
4	The board policy manual is maintained, reviewed, and revised regularly					
5	All members of the board have read their policy manual					
6	The board monitors that policies are being implemented by the board and the staff					
7	The board seeks the school head's recommendations on policy issues					
8	The board seeks legal advise on drafting policies					
9	The board has established appropriate financial policies					
10	The board annually reviews the Employee Policies Handbook					

**STANDARD SEVEN
LEGAL OBLIGATIONS**

The board assures that the school and the board both operate in compliance with applicable laws and regulations. The board adopts, maintains and reviews bylaws that conform to legal requirements, including duty of loyalty, duty of obedience, and duty of care.

	Quality Indicators	Outstanding	Effective	Acceptable	Needs Improvement	Ineffective
1	The board ensures that all relevant legal filings are current and prepared according to the laws and regulations of the land					
2	If the school has qualified employee health, welfare and/or retirement benefit plans, the board ensures they meet all federal and state laws					
3	The board bylaws conform to federal and state statutes and have been reviewed by legal counsel					
4	The board members are familiar with the bylaws. The board periodically reviews its policies and bylaws					
5	The board creates a conflict of interest policy that is reviewed and signed by each trustee annually					
6	The board ensures the school has a adequate amount of insurance coverage					
7	The board conducts annual audits of all financials and implements any resulting recommendations in a timely manner					
8	The board has all personnel policies regularly reviewed by an employment law expert and trains staff on policies					
9	The board maintains consistent fiscal policies, including cash management policies and procedures					
10	The board maintains accurate board records in the Minutes Book and the Board Policy Book					

STANDARD EIGHT Monitoring

The board is accountable for monitoring the programs and services to ensure that the school offers quality services as promised in its mission statement. Monitoring means keeping track of progress toward goals established during strategic and annual planning. A responsible board will ensure that the school achieves its stated mission by monitoring.

	Quality Indicators	Outstanding	Effective	Acceptable	Needs Improvement	Ineffective
1	At their planning retreat, the board discusses and agrees on how to measure its success, monitor its effectiveness and measure its impact					
2	The board creates a board accountability committee to ensure the effective monitoring and evaluation of the school					
3	The board and the school head prepare an annual agenda with an annual calendar and work plan during the planning retreat prior to the school year					
4	At the beginning of the school year, the school head and the board chair agree on the "School head's Annual Agenda" according to the priorities of the school					
5	The school head monitor and evaluate according to the school head's agenda					
6	The board monitors the school's effectiveness according to the school's annual agenda, annual calendar and work plan					
7	The board monitors through the board's annual agenda which consist of monitoring the board calendar, board meetings, board members, board committees, school effectiveness, school agenda, and school head's agenda					
8	The board monitors individual board member effectiveness by using a board member matrix					
9	The board committees prepare an annual agendas prior to the school year with their goals and plans for the school year					
10	The board monitors and evaluates each committee according to the committee's annual agenda, annual calendar, and work plan					

STANDARD NINE ACCOUNTABILITY

The board members are the trustees of the school and have the ownership of the school. This ownership comes with accountability. The board members are collectively accountable for the well-being of the school and to the community. The board assesses its own performance, the school head's performance, and the degree to which the school is achieving its mission.

	Quality Indicators	Outstanding	Effective	Acceptable	Needs Improvement	Ineffective
1	Since a higher authority is not available to keep the boards accountable, boards need to create a system to keep themselves accountable					
2	The board's credibility rests on trust and integrity, so checks and balances are crucial					
3	The board is accountable selecting hiring the best school head and delegating the authority of leading and managing the school					
4	The board is accountable for monitoring and evaluating the school head					
5	The board is accountable for its own management					
6	The board is accountable for evaluating the board to ensure maximize performance					
7	The board is accountable for building a strong board by identifying, cultivating, recruiting, orienting, educating, and evaluating the board members					
8	The board is accountable for planning board development programs					
9	The board is accountable for leading a strategic planning process which clarifies purpose, goals, strategies, timelines, and resources needed to achieve the mission					
10	The board is responsible for the financial health of the school and help with the development programs					
11	The board is responsible for establishing policies to give guidelines to the staff					
12	The board is accountable to market the school by sharing the school's success					

STANDARD TEN ADVOCACY AND PR

The board serves as the school's key advocate and secures the community's support for the school's mission, vision, and long-term direction. The board engages in an ongoing two-way conversation with the community. The purpose of the conversation is to enable the board to hear and understand the community's educational aspirations and desires, and as the advocate of the school, to inform the community about the school's performance and success.

	Quality Indicators	Outstanding	Effective	Acceptable	Needs Improvement	Ineffective
1	The board interprets the school's beliefs to the community, and encourages their support for the school					
2	The board develops community awareness of the school's unique role as a educational institute that raises American-Muslim students					
3	The board represents the school to the community, government agencies, foundations, corporations, and funding agencies					
4	The board establishes partnerships with individuals, groups, and organizations to promote educational opportunities					
5	The board identifies community resources that can help provide both academic and financial enrichment opportunities to the school					
6	The board monitors government legislation, and advises government officials on the impact of current and proposed policies					
7	The board develops policies that describe the school's position on relevant educational issues					
8	The board leads in celebrating the achievements of students and accomplishments of others who contribute to education					
9	Board members attend and/or participate in recognition ceremonies when appropriate					
10	The board arranges for an open forum to communicate with the school community and to build a sense of community partnership					