

Essential Guide for Community Boards of Directors



Essential Guide for Community Boards of Directors



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Introduction:

The *Essential Guide for Community Boards of Directors* provides tools for boards to develop/review their essential documents and processes to maximize their commitment, time and energy as a member of a community based board of directors. It describes what a community board of directors is, its work and how it does its work. Three essential documents and five essential processes are identified for boards to do all their work. This resource was originally designed for child care community based boards, and as such specific examples relate to child care community boards.

What is a Community Board of Directors?

The board is:

- The legal entity responsible to carry out the mandate of the organization and in the instance of a child care community board, it is the legal holder of the child care centre (facility) license;
- Responsible to meet standards laid out in the *Societies Act* as well as Acts and Regulations related to providing their organization's service such as the Labour Standards Code; *Human Rights Act*; Health Regulations, Municipal bylaws, etc. In the instance of the child care community board, it is the organization's responsibility to meet the *Day Care Act* and Regulations.
- Responsible to the community to provide the services provided to meet its mandate and in the instance of a child care community based board, it is responsible to families and the community to provide a safe, enriching, developmental program for the children in their care;
- Responsible to their staff to provide the resources, materials and support for them to deliver their services to their community.

What is the Work of the Board?

The work of the board of directors is to **do their work well** and **avoid liability** by:

- delivering a service consistent with the objectives outlined in their Memorandum of Association and Bylaws;
- using prudence in their deliberations and decision making;
- being ethical in their deliberations and decision making;
- hiring, monitoring, supporting and evaluating their administrator;
- documenting, monitoring and evaluating their performance as a board on a continual basis.

How Does the Board Accomplish its Work?

The board of directors is a team; the board and their administrator is a team (Chapter 3). The characteristics of a successful team¹ are:

- They are clear about what is expected of them as a group and as individuals;
- They share a common goal;
- They value and utilize each others' skills, knowledge and expertise.

For the board to be an effective team, there are essential documents and processes to have in place in order to accomplish its work in **doing a good job** and **avoiding liability**.

Essential **Documents** which a board needs to have in place to practice effectively are:

- the **Boards of Director's Memorandum of Association and Bylaws** state the mandate and how the board can exercise its values and achieve its vision. This is the soul of the organization; (Chapter 1)
- the **Board of Director's Work Description** states what is expected of board members and the board as a whole in doing a good job and avoiding liability (Chapter 2); and

¹ (Harvey & Johns, CCIE, Oct 1988, p.33)

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- the **Administrator's Job Description** states what is expected of the administrator and provide the basis for hiring, and monitoring and evaluating his/her performance (Chapter 3).

These documents are primary reference documents that are used by the board to accomplish its work. They are a point of reference in decision making and are regularly reviewed and updated to reflect how the board accomplishes its work. The Memorandum of Association and Bylaws describe what the board can do and how it can do it. The board of director's work description and administrator's job description are consistent with the Memorandum and Bylaws, and expand on them.

Essential **Processes** that the board of directors needs to practice effectively are:

- **Bylaws Review** – to review/validate/revise the vision and mandate of the organization and ensure that the fit between what the board can do and what the board does is accurate (Chapter 1);
- **Evaluating Board Performance** - to determine that the board of directors is doing a good job and avoiding liability (Chapter 2);
- **Managing the Administrator** - to ensure that the administrator is supported, monitored, and evaluated in a timely and transparent manner and that s/he is accomplishing the direction set by the board for the organization (Chapter 3);
- **Ethical Decision Making** - to ensure that the board's practice is ethical for those decisions which require the best answer and to apply honest best practices in their board work (Chapter 4);
- **Effective Meeting Procedure** - to maximize the time, energy and work of board members when they meet, direct and document their work (Chapter 5).

How to Use this Guide:

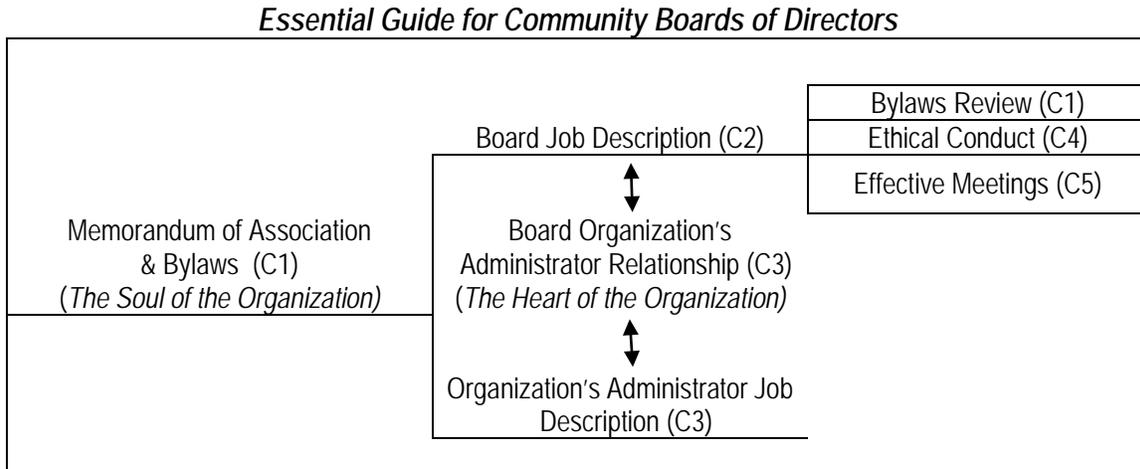
Boards can use this guide for a general overview of their work or to focus specifically on an aspect of their work. It can be used in training and orienting novice board members and refreshing experienced board members. It can be used in policy development, planning and evaluating a board's effectiveness. There are five chapters to the guide. Chapters 1 through 3 each address an essential document along with a related essential process, and Chapters 4 and 5 address the essential processes of ethical conduct and effective meetings.

The five chapters are:

- **Chapter 1: Memorandum of Association & Bylaws of the Society.** This chapter provides boards with a bylaws review tool to compare the bylaws with the *Societies Act* and identify the fit between what the board can do (*Societies Act* and bylaws) and what the board does (board practices). When there is not a fit, as a board, decisions are made on whether to change the bylaws to reflect practice or to change practice to reflect the bylaws.
- **Chapter 2: The Work of the Board of Directors.** This chapter provides boards with a description of the board's work, and a means to document, monitor and evaluate its performance.
- **Chapter 3: Board Organization's Administrator Relationship.** This chapter is about the heart of the organization. It combines the administrator's job description with how the board manages the administrator. It provides a tool and resources to develop and/or review the administrator's job description - the foundation for hiring, orienting, monitoring evaluating and dismissing the organization's administrator.
- **Chapter 4: Essential Board Processes: Ethical Conduct of the Board of Directors.** This chapter discusses ethical decision making for boards; a sample code of ethics for boards; a twelve step ethical decision making process for boards; and a case study that uses the process.
- **Chapter 5: Essential Board Processes: Effective Meetings.** This chapter provides the elements of effective meetings of the board.
- **Appendices for Community Boards of Directors.** These appendices are related specifically to Child Care Community Boards of Directors.

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The following diagram shows how the essential documents and processes fit together to provide boards with the essential tools to do their job well.



Resources

Board Development:
http://www.muttart.org/board_development_workbooks

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Chapter 1: Memorandum of Association and Bylaws of the Society

Each community nonprofit board in Nova Scotia must be incorporated as a nonprofit society. The **Societies Act (SA)** <http://nslegislature.ca/legc/statutes/societie.htm> specifies the requirements that have to be met by the society. Each nonprofit society must have a Memorandum of Association and Bylaws. The memorandum states the objectives of the society, i.e. what the society hopes to accomplish by existing. These statements form the foundation of the vision of the society and its mission. They put into words the values which will guide the board of directors of the society in achieving their mission and realizing their vision. Bylaws are legal commitments that describe the vehicles that the society will use to accomplish its objectives. They describe what the board of directors can do.

Timely and ongoing review of the objectives (Memorandum of Association) and the bylaws of the society will ensure that what the board does and what it can do are the same. It examines the objectives to determine if they are still valid for the society and if they are consistent with the vision and mission of the board of directors. It ensures that board members are knowledgeable of what they can do in relation to the bylaws.

Review Process

On pages 6 to 12, there is a Bylaws Review Kit that enables the review of the Memorandum of Association and bylaws of a nonprofit society. It contains what to review in relation to the SA, items for consideration with the review process and how the memorandum and bylaws address each item in the context of current board practice. The bylaws and current practices are compared. The board reviews the comparisons and makes decisions whether to change the bylaws or change the practice to ensure that what the board can do is consistent with what it practices.

Disclaimer

This kit has been developed by examining the SA and the sample bylaws provided by the Nova Scotia Registry of Joint Stock (RJS). This kit is for review purposes only and is not a legal interpretation. Boards should exercise due diligence by seeking advice from legal counsel whenever changing or revising their bylaws and if there is confusion when interpreting a bylaw.

Resources

Muttart foundation: Writing and revising your bylaws:
http://www.muttart.org/sites/default/files/downloads/publications/drafting_revising.pdf

Mission statement revision:
<http://nonprofit.about.com/od/nonprofitbasics/a/mission.htm>

Bylaws Review Kit:
<http://www.ccsc-cssge.ca/hr-resource-centre/hr-toolkit>

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Bylaws Review Kit

Information	Considerations	Our Memorandum / Bylaws	Our Practice
<p><i>Information needed for developing/reviewing bylaws</i></p> <p><i>Note: Throughout this document references to the SA and the pre-approved version of bylaws (RJS Sample) are in brackets</i></p>	<p>Where you can access information:</p> <ul style="list-style-type: none"> • There are two documents that provide guidance to boards when developing/ reviewing their bylaws: <ul style="list-style-type: none"> • The SA: http://nslegislature.ca/legc/statutes/societie.htm The requirements in this Act have to be met by the society. • A template that is a pre-approved version (by Registry) of a simple "standard" set of bylaws (RJS Sample) that a society may adopt as their own: http://www.gov.ns.ca/snsmr/pdf/ans-rjsc-society-incorporation-forms.pdf. • Other information can be accessed at: http://www.gov.ns.ca/snsmr/access/business/registry-joint-stock-companies/forms-information.asp#14379 and scroll down to " Societies. " • Legal counsel. 		
Memorandum of Association: <i>Society's Act</i>: Schedule A			
<p><i>Objectives</i></p>	<p>Each organization incorporated as a nonprofit society in Nova Scotia began as a collective vision of at least five individuals in a community who came together to form a society to achieve that vision. How that vision will be achieved is reflected in the <i>objectives</i> stated in the Memorandum of Association.</p> <p>A list of appropriate objectives is listed in the SA 3 (1). Objectives which would not be appropriate are:</p> <ul style="list-style-type: none"> • Grant or confer any degree or diploma of literacy, technical or scientific character (SA 12) • Where any act other than the <i>Companies Act</i> provides for the incorporation of a society for a particular objective (SA 3.2) • No society shall have a capital dividend, shares or declare any dividend or distribute property amongst its members (SA 4) • Carrying out a trade, business or industry. 		

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Information	Considerations	Our Memorandum / Bylaws	Our Practice
<i>Name, office, first directors</i>	<p>The Memorandum of Association also includes: (SA Schedule A; RJS Sample p.1-2):</p> <ul style="list-style-type: none"> • The <i>name</i> of the society; • <i>Where the activities</i> of the society will be carried on • The <i>registered office</i> of the society (SA17); and • The names, addresses, and occupations of <i>at least 5 persons</i> who will serve as the first directors of the society (SA 5). 		
Bylaws: Society's Act: Schedule B			
<i>Definitions</i>	<p><u>Definitions:</u> This is a section which provides definitions of important words, individuals and offices contained in the bylaws such as "society", "registrar"; and "special resolution". These definitions are of words which are used in several of the bylaws. (RJS Sample, Section 1) Specific definitions of these are in the SA (SA 2) which are the legal definitions, and probably should be used.</p>		
SA Schedule B (1)	1. Terms of admission of members and their rights and obligations:		
<i>Who is a member: SA 15(1); (2) RJS samples 2;5;6</i>	<p><u>Members:</u> The members of the society are those to whom the board/society is accountable:</p> <ul style="list-style-type: none"> • Who is eligible to be a member of the society? • Consider who the clients are; who are the stakeholders required to achieve the objectives of the society and should they be included as members? • Consider who needs to be involved in making decisions regarding the policies/ direction of the society and how they should be involved and if they would be in a conflict of interest position.¹ • How does a member assist the society in achieving its vision and objects? • Minor members (SA 15(2)). 		
<i>Registry of members (SA 18)</i>	<p>This is a requirement of the SA 18. There are both practical and principled reasons to consider when determining who is a member. A special resolution must be passed by $\frac{3}{4}$ of current members <u>present at the meeting</u> by the <i>Societies Act</i> (SA 2(e)) and the registry will determine that number. Consider delegating maintenance of the registry to one of the officers of the board or the administrator and placing this within the bylaws. If not in the bylaws, it should be included in the responsibilities of one of the officers of the board.</p>		

¹ Also consider how stakeholders and clients can provide input to the society's decisions/policies/direction other than being on the board and build this into your board policies. Forms of involvement include annual evaluation, surveys, interviews etc.

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<p><i>Member's rights and responsibilities:</i></p>	<p><u>Member Rights:</u> <u>Voting:</u></p> <ul style="list-style-type: none"> • Have a vote (SA 15(2)(b)- <ul style="list-style-type: none"> ○ RJS sample 4 suggests that members can vote at any meeting provided that they have attended at least one member meeting previously. • Proxies entitle a person or members of the society to vote at one meeting only (SA 15.2.c) <p><u>Other considerations:</u></p> <ul style="list-style-type: none"> • Can attend any member meeting (RJS sample 3) • Membership is not transferable (RJS Sample 7) • No funds can be paid for personal benefit of members (RJS sample 10) • No member is liable for debt of the society beyond their membership dues/fees (SA 27) • Have access to the Memorandum of Association and bylaws (SA23). 		
<p><i>SA Schedule B (2)</i></p>	<p>2. Conditions under which membership ceases and manner (if any) in which a member may be expelled</p>		
	<p>Apart from stating in Schedule B of the <i>Societies Act</i> that this must be included in bylaws, the specifics are not given. The RJS sample includes a sample of when membership might cease (RJS sample 8 (a)-(c) and how a member might be expelled RJS Sample (d).</p>		
<p><i>SA Schedule B (3)</i></p>	<p>3. Mode and time of calling general and special meetings of the society, number constituting a quorum at such meeting and rights of voting.</p>		
	<p>General and special meetings of members: <u>Member Meetings</u> (General or special):</p> <ul style="list-style-type: none"> • The quorum must be in the bylaws (RJS Sample 11, 16) • What will be done if there isn't a quorum • Number of votes that a member has (RJS Sample 11) • What happens if there is an equality of votes (RJS Sample 19) • How a resolution is carried, what is done to declare it carried (RJS Sample 21) • Proxy stipulations • Conditions whereby a general (includes AGM) or special meeting can be called (RJS Sample 12) • How notice is given to members (RJS sample 13). 		

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Information	Considerations	Our Memorandum / Bylaws	Our Practice
	<ul style="list-style-type: none"> • Who presides as chair of meetings (RJS Sample 18) • How a meeting is adjourned (RJS Sample 20) <p><u>Annual General Meeting:</u> (SA19) (RJS Sample 14)</p> <ul style="list-style-type: none"> • SA 19 states that an annual general meeting(AGM) of members must be held • Financial statements signed by the society's auditor/two directors must be filed with the registrar within 14 days of the AGM (SA19) • The agenda items recommended by (RJS Sample 15) include minutes of previous AGM; annual report of directors; annual financial report; appointment of auditors; election of officers. 		
<i>SA Schedule B:(4)</i>	<p>4. Appointment and removal of directors and other officers and their duties, powers, and remuneration</p>		
<i>Appointment & removal of directors</i>	<p>A society may nominate, elect or appoint any of its members as directors for conducting the business, discipline and management of the society and its affairs. (SA 10(1)) (RJS Sample 22). Consider your membership definition in terms of your board of directors.</p> <p>The RJS Sample states that directors are appointed by members at the AGM (RJS Sample15)</p> <p>The RJS Sample includes wording for:</p> <ul style="list-style-type: none"> • The number of directors (RJS Sample 23) • Retire from office at AGM and if eligible for reelection (RJS Sample24) and term for directors. • How directors who have resigned are replaced (RJS Sample 25, 26) • How a director can be removed by members (RJS Sample 26). 		
<i>Duties of directors</i>	<p><u>Duties:</u></p> <ul style="list-style-type: none"> • Appoint a recognized agent to receive notice, summons, notice of document (SA 7) • Hold an annual general meeting(SA 19) • File financial statement signed by auditor/two directors with the RJS within 14 days of AGM (SA19) • File a list of directors with its annual financial statement authenticated by a director, secretary or other authorized offices of the society with the registrar within 14 days of AGM/any change (SA20) • File a copy of any special resolution authenticated by a director, secretary or other authorized offices of the society with the registrar within 14 days of its passing (SA21). 		

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Information	Considerations	Our Memorandum / Bylaws	Our Practice
	<ul style="list-style-type: none"> • Pay any fees required by the registrar to the registrar. These include registration fees, annual registration fee and additional fees (SA 31 (1-3)) • Present the members' report of the financial position of the society signed by auditor/two directors and filed with registrar within 14 days (RJS Sample 44, 45 46) • Serve without remuneration or profit from their position, no loans from the society (RJS Sample 50,51). 		
<i>Management of the society</i>	<p>Management of the society is the responsibility of the directors</p> <ul style="list-style-type: none"> • The directors may appoint a general manager (administrator) (RJS Sample 27) • The directors may appoint an executive committee and/or other committees (RJS Sample 28) • The directors may be involved in dealing with conflict of interest and conditions (RJS Sample 29, 30). 		
<i>Meetings of directors</i>	<ul style="list-style-type: none"> • When the board will meet (RJS Sample 31) • Notice of board meeting (RJS Sample 32) • Quorum at board meetings (RJS Sample33) • Who presides as chair(RJS Sample 34) • What happens if there is an equality of votes (RJS Sample35). 		
<i>Officers/Executive committee</i>	<p>The SA does not stipulate that officers be appointed other than listing it in Schedule B of the Act. The RJS Sample does go into detail in describing what the officers should do.</p> <ul style="list-style-type: none"> • The directors may appoint an executive committee and/or other committees (RJS Sample 28) • Officers' responsibilities (RJS Sample 36) • Descriptions of the officers' responsibilities (RJS Sample president-37; vice-38; corporate secretary-39; treasurer- 41). 		
<i>SA Schedule B (5)</i>	5. Exercise of borrowing powers.		
	SA 10(d) indicates that the society may borrow, raise and secure payment of money, and with special resolution can use its property as security. (RJS Sample 48).		
<i>SA Schedule B (6)</i>	6. Audit of accounts.		
	SA 19 states that an annual general meeting must be held and as part of that meeting financial statements are presented, signed by an auditor or by two directors. (RJS sample 45)		

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Information	Considerations	Our Memorandum / Bylaws	Our Practice
	RJS Sample also suggests including: <ul style="list-style-type: none"> • Stating the fiscal year (RJS Sample 43) • An auditor is appointed by members at the AGM or the directors. 		
<i>SA Schedule B (7)</i>	7. Custody and use of the seal of the society.		
	The SA indicates that once incorporated the society has the right to a common seal (SA 9) and the use of the seal in contracts (SA 28(a)). The RJS Sample has a clause indicating who has custody of the seal of the society RJS Sample 39(b).		
<i>SA Schedule B (8)</i>	8. Manner of making, altering and rescinding by-laws.		
	Name, objects or its locality: The SA indicates that a society can change its name, objectives or its locality by special resolution (SA 10(f)). Special Resolution is defined as a resolution passed by not less than three quarters of the society's members at a general meeting with notice of the intention to propose a special resolution. (SA 2(e)). Special resolutions passed must be filed with the registrar within 14 days of being passed. (SA21) The RJS Sample indicates whose responsibility it is to file with the registrar (RJS Sample 39(c)2). All special resolutions to change bylaws have to be approved by the registrar before they are in effect (SA 11(1)); who will issue a certificate, if approved; or refuse to issue the certificate of acceptance (SA 11(2)) and may be published in the Royal Gazette at the cost to the society (SA 11(3)) Bylaws: The SA indicates that a society can make, amend or repeal bylaws not inconsistent with the Act or its memorandum for the conduct of its activities and affairs (SA 13(1)) Special resolutions passed must be filed with the registrar within 14 days of being passed. (SA21) It has to be approved by the registrar before it will take effect. (SA 13(3))(RJS Sample 9). (Definition of "Special Resolution" applies (SA 2(e)) The RJS Sample indicates whose responsibility it is to file with the registrar (RJS Sample 39(c)2).		
<i>SA Schedule B (9)</i>	9. Preparation and custody of minutes of proceedings of meetings of the society and of the directors and other books and records of the society.		
	Apart from stating in Schedule B of the SA that this must be included in bylaws specifics are not given. The RJS sample includes a sample of the corporate secretary position as having that responsibility (RJS Sample 39(a)).		

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<i>SA Schedule B (10)</i>	10. Time and place at which the books and records of the society may be inspected by members.		
	<p>The SA states that a copy of the memorandum and bylaws of the society be provided by a member requesting, and the charge for it cannot exceed 50 cents (SA 23)</p> <p>RJS Sample bylaws refer to financial statements, minutes, adds a notice period for members to inspect; and all other books and records within two days prior to the AGM.(RJS Sample 49).</p>		
<i>SA Schedule B (11)</i>	11. Execution of contracts, deeds, bills of exchange and other instruments and documents on behalf of the society.		
	<p>The SA grants the society the right to execute contracts, deeds, bills of exchange and other instruments and documents on behalf of the society (SA 10 (b)(e)) and the conditions that must be met (SA 28 (a-c)). The RJS Sample includes who may execute these instruments (signing officers). (RJS Sample 42).</p>		

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Chapter 2:

The Work of the Board of Directors

Board of Directors Work Description:

The board of directors' work can be described as *doing a good job* and *avoiding liability*.

The board continually documents and monitors its performance as a board.

I. Doing a Good Job:

I.A. Governing the Organization: Board members are committed to and know the mandate, understand the services the organization provides; and know what results are expected.

Their motivation for serving on the board is based on the organization's vision and mandate. They develop, review, revise, implement and monitor:

I.A.1 The *Vision* - What the organization exists for; where it is going, the mandate and how the vision affects the strategic planning for the organization;

I.A.2 The *Direction* - What the board does to achieve the vision including, board education; managing, monitoring and evaluating the Organization's Administrator (OA) and how s/he carries out the operations within the mandate of the organization;

I.A.3 The *Resources* - What the organization will use to realize its mission and carry out its mandate: the materials, facilities, human resources, policies in place, processes used.

I.B. Monitoring:

I.B.1: How fiscal resources are distributed in accomplishing the mandate of the vision - Policies and processes in place to monitor the fiscal resources of the organization;

I.B.2: Human resources management - Policies in place to effectively monitor human resources including the OA, staff, board performance and volunteers;

I.B.3: Legal obligations - Carry out and evaluate the board's effectiveness in carrying out the obligations of the board as laid out in

- The *Societies Act* as a nonprofit society;
- The Memorandum of Association and Bylaws
- *Human Rights Act*
- Labour Standards Code
- *Privacy Act*
- In the case of Child Care Community Boards, the *Day Care Act* and Regulations
- Other federal, provincial and municipal legal obligations and bylaws as they apply to the organization (for example those that have a charitable charter - federal)

I.C. Accountability: The board is accountable to a multitude of stakeholders. With limited resources (money, time, materials, etc.) the board has to prioritize those stakeholders in order to make decisions on who has priority to access the centre's resources. The primary stakeholder is the board, and the board must always act in the best interests of the organization. The board is accountable to the community to carry out the mandate of the organization in achieving its vision; accountable to the individuals and groups the organization serves; and accountable to the staff of the organization in providing the resources, policies, materials, support and direction to carry out the mandate.

Questions to ask as a board member:

- Am I committed to the mission of the organization?
- Can I contribute the time necessary to be an effective board member?
- Am I comfortable with the tone and approach of the organization's fundraising and advocacy efforts?
- Can I place the organization's purposes and interests above my own professional and personal interests when making decisions as a board member?

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II. Avoiding Liability:

Fiduciary Trust:

The board is responsible to act in the best interests of the organization at all times and not in the interests of an individual stakeholder or group. This is termed “fiduciary trust”- the interests of the organization must supersede all other interests when acting as a board member.

There are four fiduciary duties that demonstrate loyalty, honesty and good faith on the part of the board member and when practiced effectively avoid liability for the organization. These are **duty of care**; **duty of loyalty**; **duty to avoid conflict of interest**; and **duty of due diligence**. (These four duties are interrelated and are presented separately for clarity.) The board manages the risks involved in carrying out these duties.

II.A: Duty of Care:

II.A.1: To have the competence and skill to be a board member- the organization sets a standard of who can be a board member and their role in accomplishing the vision of the organization. These standards can be in the form of board policy manual and board job description. The legal definition of the board member’s role is contained in the organization’s bylaws;

II.A. 2: To have board succession planning in place including a nomination committee that has effective recruitment policies and procedures which are the most effective way to eliminate liability.

II.B. Duty of Loyalty:

II. B.1: Be truthful in all dealings with the organization;

II. B.2: Have allegiance to the organization’s mission and furthering its cause;

II. B.3: Resign if one’s personal prejudices or beliefs are inconsistent with the organization’s mission;

II. B.4: Place the interests of the organization above personal self interest in all dealings with the organization and avoid conflicts of interest;

II. B.5: Fulfill all reporting obligations; avoid conflict of interest; maintain minutes, records and accounts; ensure that decisions are implemented in accordance with board motions;

II. B.6: Portray the organization’s programs and objectives accurately to the public;

II. B.7: Not disclose any information acquired in connection with their position as board member that might be harmful to the interests of the organization unless that information is already in public domain.

II C. Duty of Due Diligence:

II C. 1: Meet regularly;

II C. 2: Attend meetings;

II C. 3: Be thoroughly informed about the decisions the board has to make;

II C. 4: Ensure that relevant documents are circulated well in advance of board meetings;

II C. 5: Exercise independent judgment when voting on all decisions;

II C. 6: Ensure that the minutes reflect comments/votes in opposition;

II C. 7: Carefully review all reports relating to organization’s financial affairs;

II C. 8: Carefully review and participate in formulating the annual budget and strategic plan;

II C. 9: Understand and comply with the stated purpose of the organization;

II C. 10: Understand and carry out the obligations under the bylaws;

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- II C. 11: Require the OA to provide ongoing operational and program information;
- II C. 12: Monitor and supervise the OA and regularly assess his/her performance;
- II C. 13: Be aware of all internal policies affecting the organization and be aware of all laws affecting the organization and obtain necessary legal and accounting advice;
- II C. 14: Evaluate board performance;
- II C. 15: Ensure that board conduct is ethical.

II.D. Duty to avoid Conflict of Interest:

- II.D. 1: Demonstrate full allegiance to the organization's mission and further its causes;
- II.D. 2: Approve a conflict of interest policy which requires board members to disclose a conflict, and to prescribe guidelines;
- II.D. 3: Not disclose any information acquired in connection with their position as board member that might be harmful in the best interests of the organization;
- II.D. 4: Not disclose or use any information relating to the affairs of the organization for personal profit or advantage;
- II.D. 5: Place the interests of the organization above personal self interests in all dealings with the organization;
- II.D. 6: Carry out all dealings in the best interests of the organization;
- II.D. 7: Actively avoid all conflicts of interests and immediately disclose any actual or potential conflict, real or perceived to the board;
- II.D. 8: Ensure that the minutes of any meeting at which a decision involving potential conflicts are discussed reflect accurately the views of all conflicted and non-conflicted board members;
- II.D. 9: Obtain legal opinion where there is uncertainty about conflicts;
- II.D. 10: Resign where the board member is a director of two organizations whose interests are in conflict and it is apparent that the board member cannot act in the interests of one organization without acting against the interests of the other.

II.E. Risk Management:

In managing risk, boards of directors should:

- II.E.1: Understand due diligence obligations and apply them to each decision and transaction as board members;
- II.E.2: Appropriately screen new staff, volunteers (including board members) to ensure minimized risk of harm to clients and stakeholders;
- II.E.3: Adequately supervise the OA in a collaborative and ongoing way;
- II.E.4: Rely on experts (accountants, lawyers, etc) for guidance, but always exercise one's own independent judgment in planning and decision making related to the organization;
- II.E.5: Consider indemnifying board members in bylaws;
- II.E.6: Ensure that the organization is well insured;
- II.E.7: Ensure that directors' and officers' insurance is in effect;
- II.E.8: Know the legal framework in which the board operates and take all necessary personal steps to avoid liability;

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Evaluating the Board's Performance

Evaluating board performance is essential for the board to *do its job well* and *to avoid liability*. The board of directors job description provides the evaluation framework.

Following is an evaluation tool for boards. Using the board job description ("Board Work" column) and referring to the essential documents within this guide (OA Job Description and Memorandum of Association and Bylaws) and essential processes (Managing the OA, Ethical Conduct, Effective Meetings, Bylaws Review), the board identifies how it will evaluate its performance and what material will support that evaluation ("Evaluation: How Will We Measure Our Competence as a Board?" column).

With the evaluation criteria identified, the board develops a process to evaluate its performance including timelines, documentation, assigning responsibilities and evaluating itself continually in achieving its mission and mandate. The evaluation process along with the evaluation itself will provide valuable information that the board can use in its planning; in communicating its accountability to the community; and a means to demonstrate that is doing its job well and avoiding liability.

Resources

Developing Job Descriptions for Board Members of Nonprofit Organizations:

http://www.muttart.org/sites/default/files/downloads/publications/developing_job_descriptions.pdf

Role of Boards:

<http://managementhelp.org/boards/index.htm>

Board Resources:

<http://www.dal.ca/faculty/cce/programs/non-profit-sector-leadership/non-profit-resources.html>

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Evaluating Board Performance

Board's Essential Documents			Board's Essential Processes				Evaluation: How Will We Measure Our Competence as a Board?
Board Work Job Description (JD)	Organization's Administrator JD	Bylaws	Board - Administrator Relationship	Ethical Conduct	Effective meetings	Bylaws Review	
I. Doing a Good Job:							
I. A. Governing the Organization: Board members know the mandate, understand the services the organization provides; knows what results are expected. Their motivation for serving on the board is based on the organization's vision and mandate.							
I. A.1. They develop, review, revise, practice and monitor the <i>Vision</i> - What the organization exists for; where it is going, the mandate and how the vision affects the strategic planning for the organization;		X				X	
I. A.2. They develop, review, revise, practice and monitor the <i>Direction</i> - What the board does to achieve the vision including board education; managing, monitoring and evaluating the OA and how s/he carries out the operations within the mandate of the organization;	X	X	X				
I. A.3. They develop, review, revise, practice and monitor the <i>Resource</i> - What the organization will use to realize its mission and carry out its mandate: the materials, facilities, human resources, policies in place, processes used.	X		X				
I. B. Monitoring							
I. B.1. How fiscal resources are distributed in accomplishing the mandate of the vision -			X		X		

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Board's Essential Documents			Board's Essential Processes				Evaluation: How Will We Measure Our Competence as a Board?	
Board Work Job Description (JD)	Organization's Administrator JD	Bylaws	Board - Administrator Relationship	Ethical Conduct	Effective meetings	Bylaws Review		
The policies and processes in place to monitor the fiscal resources of the organization;								
I. B.2. Human Resources management - Policies in place to effectively monitor human resources including the OA, staff, board performance and volunteers;	X		X					
I. B.3. Legal obligations - Carry out and evaluate the board's effectiveness in carrying out the obligations of the board as laid out in- <ul style="list-style-type: none"> • The <i>Societies Act</i> as a nonprofit society; • The Memorandum of Association and Bylaws • <i>Human Rights Act</i> • Labour Standards Code • In the case of child care community boards, the <i>Day Care Act</i> and Regulations • Other federal, provincial and municipal legal obligations and bylaws as they apply to the organization (ex. federal charitable charter or municipal zoning bylaws) 		X		X		X		
I. C. Accountability The board is accountable to a multitude of stakeholders. With limited resources	X	X	X				X	

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Board's Essential Documents			Board's Essential Processes				Evaluation: How Will We Measure Our Competence as a Board?
Board Work Job Description (JD)	Organization's Administrator JD	Bylaws	Board - Administrator Relationship	Ethical Conduct	Effective meetings	Bylaws Review	
<p>(money, time, materials etc) the board has to prioritize those stakeholders in order to make decisions on who has access to the resources. The primary stakeholder is the board, and the board must always act in the best interests of the organization. The board is accountable to the community to carry out the mandate of the organization in achieving its vision; accountable to the individuals and groups the organization serves; and accountable to the staff of the organization in providing the resources, policies, materials, support and direction to carry out the mandate.</p>							
<p>II. Avoiding Liability: The board is responsible to act in the best interests of the organization at all times and not in the interests of an individual stakeholder or group. This is termed "fiduciary trust" - the interests of the centre must supersede all other interests when acting as a board member. There are four fiduciary duties that demonstrate loyalty, honesty and good faith on the part of the board member and when practiced effectively avoid liability for the organization. These are duty of care; duty of loyalty; duty to avoid conflict of interest and duty of due diligence. (These four duties are interrelated and are presented separately for clarity.)</p>							
<p>II. A. Duty of Care</p>							
<p>II. A.1. To have the competence and skill to be a board member - The organization sets a standard of who can be a board member and their role in accomplishing the vision of the organization. These standards can be in the form of board policy manual and board job description. The legal definition of the board member's role is contained in the</p>			X		X	X	

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Board's Essential Documents			Board's Essential Processes				Evaluation: How Will We Measure Our Competence as a Board?
Board Work Job Description (JD)	Organization's Administrator JD	Bylaws	Board - Administrator Relationship	Ethical Conduct	Effective meetings	Bylaws Review	
organization's bylaws;							
II. A.2. To have board succession planning in place including a nomination committee that has effective recruitment policies and procedures which are the most effective way to eliminate liability.		X				X	
II. B. Duty of Loyalty							
II. B.1. Be truthful in all dealings with the organization; II. B.2. Allegiance to the organization's mission and furthering its cause; II. B.3. Resign if one's personal prejudices or beliefs are inconsistent with the organization's mission; II. B.4. Place the interests of the organization above personal self interest in all dealings with the organization and avoid conflicts of interest; II. B.5. Fulfill all reporting obligations; avoid conflict of interest; maintain minutes, records and accounts; ensure that decisions are implemented in accordance with board motions; II. B.6. Portray the organization's programs and objectives accurately to the public; II. B.7. To not disclose any information acquired in connection with their position as board member that might be harmful to the interests		X		X	X		

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Board's Essential Documents			Board's Essential Processes				Evaluation: How Will We Measure Our Competence as a Board?
Board Work Job Description (JD)	Organization's Administrator JD	Bylaws	Board - Administrator Relationship	Ethical Conduct	Effective meetings	Bylaws Review	
of the organization unless that information is already in public domain.							
II. C. Duty of Due Diligence							
II. C.1. Meet regularly; II. C.2. Attend meetings; II. C.3. Be thoroughly informed about the decisions the board has to make; II. C.4. Ensure that relevant documents are circulated well in advance of board meetings; II. C.5. Exercise independent judgment when voting on all decisions; II. C.6. Ensure that the minutes reflect comments/votes in opposition; II. C.7. Carefully review all reports relating the to organization's financial affairs; II. C.8. Carefully review and participate in formulating the annual budget and strategic plan; II. C.9. Understand and comply with the stated purpose of the organization; II. C.10. Understand and carry out the obligations under the bylaws; II. C.11. Require senior management to provide ongoing operational and program information; II. C.12. Monitor and supervise OA and regularly access her/his performance; II. C.13. Be aware of all internal policies affecting the organization and be aware of all	X	X	X	X	X	X	

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Board's Essential Documents			Board's Essential Processes				Evaluation: How Will We Measure Our Competence as a Board?
Board Work Job Description (JD)	Organization's Administrator JD	Bylaws	Board - Administrator Relationship	Ethical Conduct	Effective meetings	Bylaws Review	
laws affecting the organization and obtain necessary legal and accounting advice; II. C.14. Evaluate board performance; II. C.15. Ensure that board conduct is ethical.							
II. D. Duty to avoid Conflict of Interest							
II. D.1. Demonstrate full allegiance to the organization's mission and further its causes; II. D.2. Approve a conflict of interest policy which requires board members to disclose a conflict and prescribes guidelines; II. D.3. Not disclose any information acquired in connection with their position as board member that might be harmful in the best interests of the organization; II. D.4. Not disclose or use any information relating to the affairs of the organization for personal profit or advantage; II. D.5. Place the interests of the organization above personal self interests in all dealings with the organization; II. D.6. Carry out all dealings in the best interests of the organization; II. D.7. Actively avoid all conflicts of interests and immediately disclose any actual or potential conflict, real or perceived to the board; II. D.8. Ensure that the minutes of any meeting at which a decision involving potential		X		X	X		

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Board's Essential Documents			Board's Essential Processes				Evaluation: How Will We Measure Our Competence as a Board?
Board Work Job Description (JD)	Organization's Administrator JD	Bylaws	Board - Administrator Relationship	Ethical Conduct	Effective meetings	Bylaws Review	
<p>conflicts are discussed reflect accurately the views of all conflicted and non-conflicted board members;</p> <p>II. D.9. Obtain legal opinion where there is uncertainty about conflicts;</p> <p>II. D.10. Resign where the board member is a director of two organizations whose interests are in conflict and it is apparent that the board member cannot act in the interests of one organization without acting against the interests of the other.</p>							
II. E. Risk Management							
<p>In managing risk, boards of directors should:</p> <p>II. E.1 Understand due diligence obligations and apply them to each decision and transaction as board members;</p> <p>II. E.2 Appropriately screen new staff, volunteers (including board members) to ensure minimized risk of harm to clients and stakeholders;</p> <p>II. E.3. Adequately supervise the OA in a collaborative and ongoing way;</p> <p>II. E.4. Rely on experts (accountants, lawyers, etc) for guidance, but always exercise one's own independent judgment in planning and decision making related to the organization;</p> <p>II. E.5. Consider indemnifying board members in bylaws;</p>	X	X	X	X		X	

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Board's Essential Documents			Board's Essential Processes				Evaluation: How Will We Measure Our Competence as a Board?
Board Work Job Description (JD)	Organization's Administrator JD	Bylaws	Board - Administrator Relationship	Ethical Conduct	Effective meetings	Bylaws Review	
II. E.6. Ensure that the organization is well insured; II. E.7. Ensure that directors' and officers' insurance is in effect; II. E.8. Know the legal framework in which they operate and take all necessary personal steps to avoid liability.							

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Chapter 3: Board Organization's Administrator Relationship

One of the more important tasks for the board of directors in "doing a good job" is to manage the Organization's Administrator (OA). This involves recruiting, hiring, monitoring and evaluating the effectiveness of the OA in achieving the board's direction to realize its mandate. At the center of this task is the OA's job description.

The job description provides a description of the qualifications required of the OA, the work to be performed; accountability- to whom and how and when s/he will be monitored and evaluated; who will do the monitoring and evaluation; and reporting requirements. Supervising processes include recruiting, hiring, monitoring, and evaluating the performance of the OA in relation to her/his job description.

The OA job description is a key document for board accountability and responsibility in accomplishing its mandate and realizing its vision. It is the foundation for hiring, orienting, monitoring, evaluating and dismissing the OA as well as the vehicle used by the board to guide the OA in managing the day to day operations of the organization in realizing its mandate.

Following is a template for the OA's job description.

The Organization's Administrator's Job Description:

Job Title: Organization's Administrator

Qualifications:

Qualifications include post secondary training and experience required.

Legal Credentials:

The services provided by a nonprofit organization dictates whether or not there are specific credentials required by the OA. For child care community boards, in order for a program to be licensed, the *Day Care Act* and Regulations require that a facility administrator must have level 2 or level 3 classification. This requirement is at least a diploma in early childhood education or an area of study that qualifies a person to plan and deliver early childhood education programming for children; a clear Criminal Record check and a Child Abuse Registry check.

(Day Care Regulations: <http://www.gov.ns.ca/just/regulations/regs/dayregs.htm>)

Experience:

The board of directors determines how much and what kind of experience they require to competently administer their program /services.

Professional Affiliations:

Memberships in professional organizations may be desirable.

Responsibilities:

A general statement of the areas of responsibility for the OA and to who s/he reports is the first component of the job description. Specifics for each area are outlined. We have included responsibility areas specific to child care center administrators in the appendix at the end of the document.

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Accountability:

The OA is responsible to the board of directors. She/he is responsible for her/his own performance and that of the staff. This section of the job description includes:

- who will monitor and evaluate the OA;
- how s/he will be monitored and evaluated;
- when s/he will be monitored and evaluated; and
- reporting expectations.

Board's Managing Process for their Organization's Administrator:

The job description is the basis for all aspects for the board to manage the OA - recruiting, hiring, monitoring, and evaluating.

Recruiting the Organization's Administrator:

The first step in hiring an OA is to designate an individual or individuals (committee, task group) to guide and document the hiring process. Guidelines for the committee/task group/individual are outlined by the board or the committee develops its guidelines for board approval. This entity informs itself regarding labour code, human rights, privacy, legal obligations and applies these to the guidelines. They use the OA job description to frame interview protocols, and decision making.

When a board of directors is recruiting an OA, it uses the job description to develop any advertisement for the position.

The job description is used to develop the interview protocol, identifying priority areas. The job description is reviewed and the hiring

individual/group identifies how it can assess the candidate's competency in the priority areas. A variety of techniques and tasks can be used as well as posing questions to assess the fit.

Some techniques:

- Questions for the interview are framed using the job description. Scenarios can be used for the candidate's response as to how s/he would handle a situation. If this method is used, identify what the board would be looking for beforehand.
- If the job has a fair amount of paperwork, candidates might fill out a form, design a form; if writing is an important component, a writing exercise might be appropriate.
- If computer programs are important, a demonstration can be requested, a problem posed for the candidate to solve.

A first level screen of applications takes place by the individual or group delegated by the board to review the applications using the job description to determine the fit between the job and the applicant. Applications are screened using the job description, qualifications and experience required for the position. The hiring individual/group can use a point system, giving more points to aspects of the position which are more important to the board and the management of the organization, prioritizing the work described.

Albrecht (2002) suggests the following contents for an ad:
"Advertisements contain

- Job title and brief description of the position
- Status- full or part time
- Schedule- work hours and days
- Location
- Program features that might be important to applicants
- Contact information- where to send resumes, how applications will be accepted
- When and how to apply
- Nondiscrimination policy statement"

(From Albrecht, K, (2002) *The Right Fit*, Lake Forest, IL: New Horizons, p.14)

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A short list is selected for interviewing. Reference check questions are developed, and references of the short list of applicants are contacted to eliminate any whose references are not acceptable prior to the interview. Interviews are scheduled. When contacted for an interview, it is confirmed that the applicant has the applicable/legal credentials and any legal checks that have to be made (For instance child care requires criminal record checks and child abuse registry checks and a level 2 or 3 classification)

Interviews are conducted using the interview protocol. The hiring individual/group makes its decision based on the fit between the work description and the applicant's qualifications and their assessment of his/her competence. This is all documented. A recommendation is taken to the board, explaining the steps they took in coming to their decision.

Hiring the Organization's Administrator:

Orientation:

Once the board makes its decision and an offer is made and accepted, a thorough orientation is important. This includes reviewing the job description with the new OA-identifying the areas where training will be needed, areas where the OA is comfortable and competent; clarifying what the board expects of the OA in each of the areas; how reporting takes place; how, when and what gets reported to the board; evaluation and monitoring processes; probationary period and dates for assessment; and a formal introduction to staff, board members and clients. Required employment forms and policy documents (personnel policy, oath of confidentiality, etc) are given to the OA for review and completion. All this is documented and recorded in the OA's personnel file.

Monitoring the Organization's Administrator:

The job description outlines the OA's responsibilities, and is used to monitor the OA's performance. The board is responsible for the organization carrying out its mandate and delegates the day to day operations to the OA. To protect all parties it is suggested that a delegation of authority to the OA clause be include in the organization's bylaws (Figure 1). The job description outlines the OA's responsibilities and the delegation bylaw gives the OA permission to do her/his work.

With this responsibility, the board sets up policies and processes for monitoring executive performance. The board (or individual/group designated) reviews the job description and determines an effective means to monitor the tasks involved in the job description.

Three means for monitoring are:

1. Internal report: Discovery of compliance information to the board from the OA. For example, service usage figures; financial statements; and OA report.
2. External report: Discovery of compliance information by a disinterested, external auditor, inspector or judge who is selected by and reports directly to the board. For example, a workplace assessment; financial audit; and program assessment such as the Early Childhood Environment

Figure 1: Delegation to the OA

"40. The board of directors may from time to time appoint an administrator and may delegate to her full power to manage and direct the business and affairs of the society (except such matters and duties as by law must be transacted or performed by the board of directors and/or by the members) and to employ and discharge agents and employees of the society or may delegate to her any lesser authority. An administrator shall conform to all lawful orders given to her by the board of directors of the society and shall at all reasonable time give to the directors or any of them all information they may require regarding the affairs of the society. Any agent or employee appointed by an administrator shall be subject to discharge by the board of directors.

The administrator, while not a member of the board of directors, shall nonetheless be entitled to notice of all meetings of the board and its committees and shall be entitled to attend such meetings as an invitee." (*Child Care Connection NS Bylaws, 1989*)

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Rating Scale. The Early Childhood Environment Rating Scale is a widely used program quality assessment instrument designed for classrooms that serve children from 2 ½ to 5 years of age.

3. Direct board inspection: Discovery of compliance information by a board member, a committee or the board as a whole. For example, review of bookkeeping records; visiting the organization during operation hours; working with the OA on a task.

Monitoring the OA is an ongoing process which ensures due diligence on the part of the board, partnership with the OA in achieving the organization's mandate; and support of the OA. All monitoring activities are documented.

Figure 2: Example of what to evaluate from Appendix: Resources for Child Care Community Boards

KEY ACTIVITIES

- Leads and manages center services, programs and business functions
- Creates center policies, practices and procedures
- Develops and implements marketing strategies for the center
- Generates and secures funding requests and proposals
- Manage the center's human and financial resources
- Ensures well-being of children
- Liaises with other professional and community services and agencies

Evaluating the Organization's Administrator:

Monitoring ensures that the organization is accomplishing what it is supposed to accomplish and the board is doing its job. Evaluation ensures that the OA is competent in doing her/his job and accomplishing the mission of the organization. Monitoring and evaluation of the OA strengthens the working relationship between the board and the OA.

The job description is the basis for evaluating the OA's performance. Evaluation is an ongoing process, spread over the year with the OA evaluated on all areas of the work description. This approach keeps the board involved in monitoring the OA continuously and spreads the effort by both the board and the OA involved in

evaluating.

The group/individual that is designated to evaluate the OA identifies the key activities (figure 2) of the OA that will be evaluated using the job description. The documentation gathered in the monitoring process throughout the year is used to support the degree to which the OA is competent in carrying out the key activities. The key area is rated and supporting documentation is identified.

The board OA monitoring committee (could be the personnel committee) with the OA sets up a calendar of what will be evaluated over the year; what "success" would look like in each area; and when each aspect will be evaluated. A date is set for the overall review and recommendations and reporting to the board. The evaluation is completed and documented.

Once the evaluation is completed, the board OA monitoring committee or designate makes recommendations to the board regarding the remuneration of the OA. Remuneration can include salary, benefits, bonus, time off, training, etc. Review by the board is done in camera, without the OA present. After the board reviews and approves/modifies recommendations, the board meets with the OA and with her/him reviews the evaluation and action taken on recommendations. The OA and board identify priority areas to focus on in the next year taking the goals for the organization's, board and OA into consideration.

When an OA is incompetent, monitoring and ongoing evaluation will identify the OA's needs and the board can intervene before the best interests of the organization are put in jeopardy. The board will have exercised due diligence. The intervention could include closer monitoring, coaching, training, and support when there is potential and time; or dismissal. When monitoring and evaluation are ongoing, there is ample documentation to support good workplace practices on the part of the board or to support dismissal.

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The OA job description is a key document for board accountability and responsibility in accomplishing its mandate and realizing its vision. It is the foundation for hiring, orienting, monitoring, evaluating and dismissing the OA as well as the vehicle used by the board to guide the OA in managing the day to day operations of the organization in realizing its mandate.

Resources

Ratekin, Cindy; Bess, Gary .Working with a Board of Directors: Making the Partnership Stronger. Child Care Information Exchange, n112 p103-07 Nov-Dec 1996. Focuses on the role of the board of directors within nonprofit child care centers and how the board and center staff can work well together for the agency. Outlines each partner's role in the four areas of center responsibility: financial oversight, program planning, resource development, and personnel management.

Ratekin, Cindy; Bess, Gary M. Evaluating the Child Care Center Director. Child Care Information Exchange, n116 p75-79 Jul-Aug 1997. Discusses the child care center director evaluation process when conducted by a board of directors to enhance the director's effectiveness. Considers frequency of evaluation and assessment criteria for center and leadership and managerial objectives. Describes the evaluation process, including reorientation meetings, information gathering, performance assessment meetings, and the evaluation report review with the director.

Jorde-Bloom, Paula. Child Care Directors' Training and Qualifications. ERIC Digest, 1988. This ERIC Digest provides an overview of the competencies needed for effective early childhood center administration and summarizes state regulations governing minimum qualifications of center directors. Specific administrator skills are listed in four topical areas: (1) organization, leadership, and management; (2) child development and early childhood programming; (3) fiscal and legal considerations; and (4) board, parent, and community relations. State regulations governing minimum qualifications are discussed in terms of background qualifications and qualifications related to experience and formal education. Brief remarks on current levels of training and experience of child care directors complete the digest.

Performance Appraisal of the Executive Director

http://www.muttart.org/sites/default/files/downloads/publications/hiring_performance.pdf

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Chapter 4:

Essential Board Processes: Ethical Conduct of the Board of Directors

Boards have a responsibility to conduct themselves in an ethical manner in all of their responsibilities. Many decisions that boards will have to make will have ethical components, that is, the board must make the best decision they can, given the information and context that they have at a point in time. Decisions with ethical components involve choosing the right action in situations in which the welfare of people is at stake. These decisions are based on one's ideas about how people ought to behave, how we ought to treat one another, and what one's obligations are to people.

When faced with a decision the following questions (Griffin & Ricks, 1996) can help in determining if it has ethical components:

- *Is anyone's welfare at stake?*
- *Will anyone be affected by this decision?*
- *Is the board likely to make this decision on the basis of their ideas about how people ought to behave?*
- *Does the board have an obligation to choose one alternative rather than another alternative?*

Steps in Ethical Decision Making (*adapted from Griffin, S. & Rix, F., Taking Right Action, Vancouver: Early Childhood Educators of British Columbia, 1994.*)

First ask: Does this decision have ethical components? If it does, proceed with steps 1-12.

1. What is the issue or practice that is causing the problem? Write these down on the work sheet.
2. Indicate which individuals or groups are to be considered in the solution for your dilemma (use the information you gathered in referring to the Code of Ethics, as well as legalities, personalities, legislation etc,) put in the "individual/group" column on the ethics work sheet.
3. Examine your Memorandum of Association & Bylaws; your Board Work Description and the Administrator-Board Relationship (Chapter 1-3) as well as any Codes of Ethics for which may apply (see below). Use the information you gather in referring to legalities, personalities, legislation etc. and identifying the considerations owed.
4. Explain what considerations each person/group is owed and why, particularly in terms of rights and responsibilities, put in the "considerations" column.
5. Indicate the values that relate to the issue/practice and persons/group, put in the "values" column.
6. Develop alternative courses of action, Put in "Alternative actions" column on the work sheet.
7. Choose reasonable alternatives, check if reasonable in the "Reasonable or no" column.
8. Evaluate the consequences of taking each reasonable alternative- short term/long term effects, psychological, social, & economical, put in the "evaluation" column on the worksheet.
9. Apply values and principles conscientiously.
10. Choose a course of action; Write the "action you will be taking" on the work sheet.
11. Having decided on a course of action, act with a commitment to that action, assume responsibility for the course of action.
12. After a period of time, evaluate the action and assume responsibility for the consequences of the action.

A twelve step ethical decision making model (p55) has been developed which can assist boards when making a decision that contains ethical components. The process can be documented using the worksheet that follows to provide boards with a monitoring and evaluation tool. A case study is included using the worksheet to solve the ethical dilemma presented in the case study (Chapter 4: Appendix B).

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In maximizing services, boards have a responsibility to ensure that the conduct of all those involved in the delivery of their service is ethical. An ethical conduct policy is articulated to outline the responsibilities of boards for ethical conduct, how their ethical conduct will have an impact on their delivery of a quality service and what they will do to carry out this responsibility. The policy includes a process that will be used in solving problems with ethical components.

Code of Ethics for Child Care Licensed Operators

Ethical codes for child care practitioners have been created, ratified and implemented across most provinces and territories in Canada as well as nationally by the Canadian Child Care Federation. While ethical conduct for licensed operators is implied, it is not clearly delineated.

As child care has become an essential economic and social necessity for families in Canada today, it is pivotal that society recognizes and values the tremendous effort child care practitioners, administrators, educators and the licensed operators offer on a day-to-day basis. Quality child care is met through quality people. As it is the Board's work that is ultimately challenged by the financial restraints, government regulations, licensing standards, legal obligations etc., it is understood that it is this work that is often creates a multitude of ethical responsibilities related, yet often independent of, hired staff. The *Code of Ethics for Licensed Child Care Center Operators*¹ articulates the commitment by the licensed operator (owners and boards) to provide support to the daily practice of delivering services to families.

Dedicated licensed child care Center operators, (owners and boards of directors) seek to support and facilitate:

- *"The promotion of trusting, caring and cooperative relationships that respect the worth and uniqueness of the individual. (building relationships)*
- *Provide stimulation that encourages growth in the whole person. (stimulation)*
- *Provide settings that are healthy and safe. (protection)*
- *Care for and about the community by caring for it's most precious resource- our children."*²

The *Code of Ethics for Child Care Licensed Operators, (Owners and Boards of Directors)* is organized around the Center's infrastructure support areas and how they support the practice. In the code, a principle statement relative to the infrastructure support area is explained. Implications for the practice are discussed in terms of the practice areas of building relationships, stimulation and protection.

Principle statements for "A Code of Ethics for Licensed Child Care Center Operators (1994) (Owners & Boards of Directors)"

- ***Facility***
 - Principle: Supply resources for the facility beyond licensing standards.
- ***Funding***

¹. Ogilvie, M., *Code of Ethics for Licensed Operators (Owners and Boards of Directors)* Halifax: CCC-NS, 1994.

². CHILD CARE CONNECTION'S-NS, *Child Care Cares: Our Commitment to Children. Parents, Colleagues & Community.* Halifax: CCC-NS, 1994.

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- Principle: Provide appropriate and sufficient funding to support the practice and its continuous improvement.
- ***Policy , Procedures, Guidelines***
 - Principle: Develop clear policies to support the practice.
- ***Legal Requirements***
 - Principle: Uphold all legal requirements including licensing and honest best practices.
- ***Management Information Systems***
 - Principle: Implement and utilize up to date management information systems.
- ***Strategic Planning***
 - Principle: Have in place and implement long and short term planning for continuous improvement of child care services.
- ***Public Relations & Marketing***
 - Principle: Demonstrate honesty and integrity in service delivery, advertising and promotion of the facility.
- ***Hire and Manage the Administrator***
 - Principle: Will hire a qualified administrator.

The Code of Ethics for Licensed Operators can guide licensed operators towards a fulfillment of providing the infrastructure support for practice and accountability to society. The ethical guidelines establish and enhance the aims of the child care Center which are to support practice, to aid in the self-monitoring of the facility, to commit to the good of the Center's clients, and to maintain honest business practices and personal integrity in providing infrastructural support to child care practitioners.

Resources:

Ethical Guidelines for Board Members of Not-for-Profit Organizations
http://www.axi.ca/TCA/Mar2004/guestarticle_4.shtml

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Chapter 5:

Essential Board Processes: Effective Meetings

(Information has been adapted from *Making the Most of Meetings: A Practical Guide* by Paula Jorde Bloom, New Horizons Press, 2002, used with permission.)

Meetings are one of the primary processes used to conduct board work. The organization's bylaws outline the essential meetings required as a society; such as the annual general meeting, board meetings, committee meetings, special/extraordinary meetings and executive meetings and how they are to be conducted, who comes, notice, etc. Effective meetings are essential for efficient and productive board work that respects the time and energy of volunteer board members, clients, stakeholders and staff attending the meetings. The following provides an overview of the ingredients for successful meetings.

What Makes a Successful Meeting?

Balancing *task* (the work to be done) with *process* (how the task is accomplished) makes a successful meeting. Bloom identifies a successful meeting using the following criteria:

- The meeting has a purpose
- The agenda is distributed prior to the meeting
- The content meets the needs of those who attend
- Time is managed carefully
- Participation is balanced
- The meeting provides closure

What are the Elements of a Meeting?

- **Content** is what you want to *accomplish*:
 - topics of discussion; information to be shared, discussed, considered; and data to be analyzed;
 - knowledge, experience and opinions of the participants
- **Structure** is the way the content is *organized*:
 - Day and time the meeting is held
 - Location
 - Management of the physical environment
 - Agenda
 - Order of topics
 - Time allotted to each topic
- **Process** focuses on the interpersonal *interactions* during the meeting and how the group *functions as a whole*:
 - How leadership is exercised
 - How discussion is carried out
 - How decisions are made
 - How sensitive issues are handled

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- **Culture** is how members are influenced by the *history* of both the group and the organization:
 - Climate or atmosphere of the event.
 - Psychological investment of participants- open/formal; friendly/divisive; cooperative/competitive; trusting/adversarial.

Kinds of Meetings:

Most meetings have multiple purposes and each purpose lies on a continuum from

Information oriented ← to → **Action oriented**

- There are four general categories of meetings:
 - **Informational** with the purpose to transmit information;
 - **Professional Development** with the purpose to transmit information, increase knowledge, change behaviour;
 - **Problem Solving** with the purpose to define the problem, discuss potential solution and agree on a course of action;
 - **Planning** with the purpose to plan and coordinate of events/activities - who needs to do what, when and where.

Use this information to consider if a meeting is the most effective way to accomplish the task that has been identified.

- Consider the following when calling a meeting:
 - **What** is to be accomplished - a product (agreement; action plan, guidelines, list etc) or knowledge (better understanding, increased awareness, etc) and how will the board know it has been accomplished?
 - **Who** should attend? People, number, roles
 - **When** should you meet?
 - **Where** should you meet? Room set up, size of group, etc.

Roles in a Meeting:

- **Convener** This person decides whom to invite, the agenda, room set up, preparation, and participants
 - Developing and distributing an agenda prior to the meeting depends on the type of meeting and number of participants - serious issues? With meetings of more than six persons, it helps to ensure that the persons coming to the meeting are ready.
 - Get input- choose items which will keep the meeting focused
 - Determine outcomes and methods for covering each item
 - Decide on the appropriate amount of time for each topic
 - Determine the appropriate sequence of items to be covered
 - Determine roles
 - Prepare a draft
 - Distribute the agenda
- **Facilitator/Chair** This person ensures that what needs to get done gets done.
 - Consider the group dynamic, how they relate to each other and the board:
 - Use inclusive language
 - Make evident the group's shared values
 - Reinforce independence
 - Encourage folks to be direct with one another
 - Acknowledge those who are not present

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- Provide specific feedback to participants
- Promote respectful dialogue
- Establish ground rules - what is expected of board members or can be expected regarding:
 - Attendance
 - Time
 - Participation
 - Confidentiality
 - Interruptions
 - Preparation
 - Meeting roles
 - Flexibility
 - Decision making
 - Evaluation
 - Violation of ground rules
- Meeting Process:
 - Introduce the agenda item
 - Cover only one agenda item at a time
 - Set a comfortable pace
 - Ensure broad participation
 - Encourage good listening
 - Respect silence
 - Tune into non-verbal cues
 - Monitor the group energy level
 - Keep an eye on the clock
 - Provide closure for each item
 - Wrap up the meeting:
 - ✓ Review the outstanding items
 - ✓ Review all decisions and action plans
 - ✓ Draft your agenda for the next meeting
 - ✓ Celebrate the group's accomplishments
 - ✓ Celebrate individual learnings
 - ✓ Thank everyone for their contributions & participants
 - ✓ Evaluate the meeting
- **Recorder** This person records key points; decisions made; ideas to pursue at another time. The recorder keeps the "group memory".
 - They chart ideas on big pieces of paper that all can see
 - They write and distribute minutes
- **Timekeeper** This person informs meeting participants of the time allotted for an agenda item, time that is left for that item, and when time is up. Also, the timekeeper tells the group when it is time to break and time to wrap up.
- **Participants** The board member's role is be fully engaged and committed to a productive meeting.

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Setting Up the Physical Environment:

- Eliminate distractions
- Consider comfort with each other and ways to increase rapport
- Arrange the room for interaction; all can see the chair and other participants; keep folks together; consider the purpose of the meeting in seating
- Chair/Facilitator has good eye contact with all participants
- Recorder near flip chart/where they can hear and participants can see what is being recorded

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Appendices for Community Boards of Directors:

Chapter 3

Three documents follow that can be very useful to Community Boards of Directors in reviewing/revising/ creating the “responsibility” components of the Organization Administrator’s job description. Boards can review these documents and identify the responsibilities applicable to their child care Center/community based organization. Aspects of any of these work descriptions can be used to assist in developing the responsibility component of the Organization’s Administrator job description.

Appendix A

Table of Specifications- Child Care Administrator Management Area Responsibilities

Appendix B

Universal Classification Standard Work Description for Early Childhood Care Organization’s Administrator/Director

Appendix C

Occupational Standards for Child Care Administrators (2013)

Chapter 4

Appendix A

Ethical Decision Making Case Study

Appendix B

Ethical Decision Making Work Sheet

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Chapter 3:

Appendix A: Table of Specifications - Child Care Administrator Management Area Responsibilities (1997)

Practice	A. Systems	B. Policy	C. Services & Programs	D. Legal/ Professional Sanctions	E. Planning	F. Finances
Relationships I. Staff	1. Medicals 2. Compensation- salary scales, payroll 3. Recruitment 4. Hiring 5. Termination 6. Scheduling 7. Evaluation 8. Record, store & secure personnel information. 9. Record & store anecdotal behavioural and medical information regarding children 10. Orientation 11. Professional development 12. Rewards and recognition 13. Communication 14. Evaluate and document program effectivenesscontinued	1. Personnel 2. Program- outing, discipline, philosophy, curriculum, etc. 3. Procedural guidelines re health, safety, emergency, including medications, serious incident, accident 4. Confidential information policy 5. Job descriptions 6. Anti Bias 7. Parent - staff 8. Evaluation 9. Accepting and releasing children 10. Benefits 11. Criminal / child abuse registry checks	1. Resources 2. Team building-professional development, coaching 3. Supervision- mentoring, evaluation, discipline, mediation 4. Advocacy 5. Curriculum development a) Programs respect diversity in family dynamics, culture, abilities, etc.; b) Reflect Organization's philosophy; d) Ensure materials and resources are age appropriate e) Ensure adherence to safety procedures f) Ensure nutritional needs are met 6. Ensure adequate resources are available to implement quality programming (stimulation, protection & building relationships)	1. Labour Standards Code 2. <i>Children and Family Services Act</i> 3. <i>Day Care Act</i> 4. Insurance- malpractice liability 5. Documentation 6. Child Care Practitioners Code of Ethics 7. Criminal Reference Check and Child Abuse Registry Check ¹ 8. <i>Health Protection Act</i>	1. Input to strategic planning from staff re program, facility, policy etc. 2. Assess available resources and identified needs for new & existing programs 3. Curriculum planning consistent with program philosophy 4. Operations / management plan 5. Staffing plan	1. Payroll 2. Purchasing program materials, resources and supplies 3. Enrollment/ attendance 4. Petty cash

¹. Where required by law.

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Table of Specifications - Child Care Administrator Management Area Responsibilities

Practice	A. Systems	B. Policy	C. Services & Programs	D. Legal/ Professional Sanctions	E. Planning	F. Finances
Relationships I. Staff	15.Ensure an adequate supply of qualified substitutes 16.Decision making with clear lines of responsibility		7.Consults with health professionals regarding health and developmental issues and initiates interventions as required by external agencies ² 8.Timely and regular staff meetings 9.Represent licensed operator to staff and liaises 10.Shares information with staff re: control of infectious diseases and workplace health and safety procedures			

². Grant MacEwan Community College, Early Childhood Administrator, Occupational Analysis and Validation Survey Results, 1992, GMCC: Edmonton, 1992

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Table of Specifications - Child Care Administrator Management Area Responsibilities

Practice	A. Systems	B. Policy	C. Services & Programs	D. Legal/ Professional Sanctions	E. Planning	F. Finances
Relationships II. Families	1. Recording & informing parents of information regarding children- anecdotal, developmental 2. Documentation- medical, behavioural, key events/happenings related to the health and well-being of children, other information regarding children 3. Wait list maintenance and cultivation 4. Enrollment, orientation & discharge	1. Program policy 2. Payment policy 3. Parent/client policy- a) Medical b) Suspected child abuse (parent/ other/ staff) c) Arrival/Departure (acceptance/ releasing) d) Ill child e) Accident/serious incident f) Enrollment g) Discharge h) Nutrition i) Nutrition 4. Wait List policy 5. Confidential Information Policy 6. Parents role in the organization's	1. Regular and timely communication re children & organization's events, activities and plans 2. Liaison with community services and families where appropriate 3. Parenting resources 4. Programs respect diversity in family dynamics, culture etc. 5. Engage parents in program 6. Interprets organization's philosophy to parents	1. <i>Day Care Act</i> and Regulations 2. <i>Children and Family Services Act</i> 3. Documentation 4. Child Care Practitioners Code of Ethics 5. <i>Freedom of Information and Protection of Privacy Act</i> and <i>Personal Information Protection Electronic Documents Act</i>	1. Input to strategic planning by families 2. Client satisfaction evaluation 3. Wait list	1. Invoicing 2. Collections 3. Fee structure 4. Receipts

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Table of Specifications - Child Care Administrator Management Area Responsibilities

Practice	A. Systems	B. Policy	C. Services & Programs	D. Legal/ Professional Sanctions	E. Planning	F. Finances
Relationships III. Licensed Operator- Owners /Boards of Directors	<ol style="list-style-type: none"> 1.Regular & timely status reports on all aspects of organization's management to the licensed operator 2.Access licensed operator as a resource and support 3.Evaluated annually by licensed operator 4.Archives and maintains historical perspective of organization's and its programs 5.Systems to manage information and document quality of organization's services 6.Handle correspondence 	<ol style="list-style-type: none"> 1.Operations policy manual 2.Job description 	<ol style="list-style-type: none"> 1.Quarterly reports and documentation 2.Timely & regular management meetings 3.Serve as a resource & support to organization's committees and licensed operator 4.Advocacy 5. Implement policies and procedures established by the licensed operator (Owners/Boards) 	<ol style="list-style-type: none"> 1.Registry of Joint Stocks (Incorporation) 2.Child Care Practitioners Code of Ethics 3. <i>Day Care Act</i> and Regulations 	<ol style="list-style-type: none"> 1. Identify and represent areas for organization's development to licensed operator 2. Develop operations plan to implement licensed operator's strategic plan 	<ol style="list-style-type: none"> 1. Budget-develop, monitor evaluate & adjust 2. Accounts payable 3. Accounts receivable 4. Cash flow- deposits, payables, petty cash 5. Audit 6. Reporting financial status to licensed operator

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Table of Specifications - Child Care Administrator Management Area Responsibilities

Practice	A. Systems	B. Policy	C. Services & Programs	D. Legal/ Professional Sanctions	E. Planning	F. Finances
Relationships IV. Facility	1.Inventory control 2.Requisition, repair, replacement of materials and equipment 3.Contracting 4.Leases 5.Security 6 Optimal space usage	1.Program policy re fire, health, safety & program procedures 2.Facility review 3.Contracting 4.Leases	1.Maintenance 2.Design 3.Layout 4.Outdoor space 5.Office space 6.Consultation space for private meetings 7.Kitchen facilities 8.Classrooms 9.Distribution of materials, equipment & supplies 10.Washrooms 11.Meeting with authorities regarding the facility as required 12.Ensure that the environment is healthy and safe for all who are involved in the organization's	1. <i>Day Care Act</i> and Regulations 2. Acts and regulations respecting fire protection safety, health and sanitary requirements	1.Input to strategic planning regarding facility 2.Resource development planning 3.Upkeep / replacement / additions plan 4.Review and project future needs for facility	1.Purchasing services, equipment for facilities 2.Tendering 3.Job costing

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Table of Specifications - Child Care Administrator Management Area Responsibilities

Practice	A. Systems	B. Policy	C. Services & Programs	D. Legal/ Professional Sanctions	E. Planning	F. Finances
Relationships V. Community	1.Regular audits of systems, programs, accounts 2.Communications plan for projecting an effective public image 3.Marketing 4.Gather relevant social/political information that will affect the organizational assessment of community needs 5. Licensing	1.Communications policy 2.Sponsorship policy 3.Volunteer policy 4.Student placement policy 5.Grant policy 6.Community involvement 7.Licensing	1.Marketing & analysis strategy that reflects honest best practices in carrying out the organization's philosophy 2.Public education & awareness of child growth & development & benefits of child care services 3.Promotion of quality child care 4.Referral 5.Volunteer 6.Advocacy 7. Develop materials to promote the organization 8.Establish partnerships with community services/ organizations 9. Liaison with community services / organizations regarding the child care service	1. <i>Children and Family Services Act</i> 2. <i>Day Care Act</i> and regulations 3.Code of Ethics 4. <i>Freedom of Information and Protection of Privacy Act</i> and <i>Personal Information Protection Electronic Documents Act</i> 5.Criminal Reference Check and Child Abuse Registry Check where required	1.Community input to strategic planning 2.Resource/ service development in response to community needs 3.Fundraising	1.Fundraising 2.Funding/ investment partners 3.In kind donations 4.Deal with financial institutions and funding bodies

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Appendix B: Universal Classification Standard Work Description for Early Childhood Care Organization's Administrator/Director (2000)

Developed by: Child Care Connection's Nova Scotia

This work description was developed as part of Child Care Connection's Retention and Recruitment of Qualified Early Childhood Care Centers in Nova Scotia Project. The project was jointly funded by Connections and the Local Labour Market Partnerships Programs of Human Resources Development Canada.

What is a work description?

A document that describes work in terms of the results achieved, the key activities carried out, and the demands and conditions of the work.

It does not evaluate or appraise the competence or the contribution of the individuals who do the work.

The Universal Classification Standard (PS 2000 Classification Simplification Task Force, 1992) was used in developing the work description for the administrator position, utilizing the expertise of administrators and a Universal Classification Standard Consultant.

Early Childhood Care Organization's Administrator/Director

CLIENT-SERVICE RESULTS

Childhood development and early childhood care services to parent, children, employees and the community.

KEY ACTIVITIES

- Leads and manages center services, programs and business functions
- Creates center policies, practices and procedures
- Develops and implements marketing strategies for the center
- Generates and secures funding requests and proposals
- Manage the center's human and financial resources
- Ensures well-being of children
- Liaises with other professional and community services and agencies

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Early Childhood Care Organization's Director/Administrator Work Characteristics

Factor 1: Responsibility

Element 1: Information for Use of Others

- Researches, creates and presents promotional/educational materials for center, general public, government and community. These materials are used to increase awareness of childcare and for use of public, government, agencies and other centers in promotional, advocacy and educational activities.
- Researches, develops position papers and represents the center at meetings with community representatives, government and other agencies on significant childcare and development issues. Information and position papers are used by other centers, boards, government and agencies to facilitate input into child development strategies and initiatives.
- Develops and creates center responses to childcare inquiries from general public and potential clients in order to facilitate informed decision making processes and to disseminate data on specific programs and services.
- Researches, creates and presents reports to government and other agencies in order to facilitate funding requests and proposals. This information is used by government and agencies for action, planning or compliance.
- Reviews and analyses data, evaluation reports and audit findings related to childcare projects and child development programs. Information is used by center staff, boards and related agencies to make and implement decisions, develop strategies or to determine corrective action.
- Develops, creates and presents reports and briefing notes on child development concerns for various child related agencies including children with special needs or cases of suspected child abuse in order to meet compliance legislation and to facilitate decision making for appropriate corrective action.
- Develops frameworks for the evaluation of child development programs and projects. The information is used by center staff, boards, government and other related agencies to facilitate input into strategic decisions and directions in early childhood care and child development programs.
- Develops administrative policies and procedures for parents/guardians, center staff and related interested parties in order to facilitate operational activities of the center; decision making and assessment for use by current and potential clients and for use by center staff. Policies and procedures include center philosophy, approaches to discipline, release of children to authorized individuals, use of equipment, health and safety of children, emergency procedures, handbooks, application forms, program plans, fee schedules, wait lists, orientation, and enrolment.
- Creates newsletters, brochures and notices for parents/guardians, staff, community and government in order to increase awareness of child development programs, policies, events and activities within the center and the community.
- Plans and prepares agendas for parents/guardians, staff and community meetings in order to address child development program issues.
- Selects, validates and inputs information related to early childhood care delivery to an electronic or written database for early childhood care agencies, government, and center. This information is used to generate reports, statistics, and center operating activities and to assist in strategic planning and monitoring of decision making processes.
- Establishes frameworks for the creation of program curriculum in order to permit appropriate delivery of child development programs and to ensure consistency with the center philosophy. This information is used by staff and other centers to plan and conduct early childhood classroom learning programs.
- Plans, prepares and interprets reports and financial information in order to ensure center compliance with requirements of government organizations and other related agencies. This information is used by governments, centers, boards and other related agencies to monitor activities and permit planning and decision making.
- Participates in center committees and various external committees to provide expertise and exchange information in order to keep current on professional development and related professional sector issues.

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- Develops written and verbal briefings on individual children for parents/guardians, colleagues, professional associates, hearing/speech pathologists, child psychologists and government community services in order to aid in the monitoring and decision making of the child's development.
- Develops and negotiates tenders, contracts and leasing agreements for use with governments, private sector companies and individual service contracts in order to obtain products and services.

Factor 1: Responsibility

Element 2: Responsibility for the Well-Being of Individuals

- Custody, professional care, physical and psychological safety and security of children on a daily basis. Assesses and determines the appropriate release of children to authorized individuals.
- Facilitates the psychological, emotional, social and cognitive areas of child development. This is a continuous requirement and is a team effort.
- Monitors the total program and center environment to ensure protection, care and safety of each child's needs to food allergies, sensitivities and exposure to various products used throughout the center and in the learning programs.
- Provides a continuous enriched environment to stimulate and promote positive physical, emotional, social, cognitive, expressive and receptive language skills.
- Administers emergency first aid to the children using skilled, current first aid techniques. This responsibility, when required is intense.
- Conducts fire drills to provide for the health, safety and protection of the children. These are conducted in accordance with the center policies and legislative requirements.
- Maintains confidentiality of children's medical information to ensure individual child protection.
- Monitors the health and well-being of the children's physical, emotional and psychological signs and behavior to alert appropriate authorities and caregivers of possible health issues and potential physical/psychological child abuse. Contact with the child is on a case by case basis.
- Reporting is a direct legislative requirement for the well-being of the child.
- Advice and counseling, on a case by case basis to parents/guardians in order to establish a relationship with the parent/guardian. Advice may be provided as a remedial measure for specific personal development issues of the child. Counseling times vary and may take one to several hours each session.

Factor 1: Responsibility

Element 3: Leadership of Human Resources

- Evaluates the performance of staff and provides feedback, sets goals, develops and approves staff training and development plans and provides on-the-job coaching.
- Shared responsibility for orientation and adaptation of new staff to the center including understanding and upholding codes of conduct.
- Plans, coordinates and evaluates work of volunteers, interns, students and external contractors involved in center related activities.
- Provides leadership to staff in developing center's vision, mission and priorities and in the development of center service standards.
- Creates and facilitates a positive working environment for the center staff in order to achieve greater operational efficiency and to contribute to the professional growth of staff.
- Provides direction to interns, volunteers and students in order to adapt to the center. This is shared responsibility.
- Chairs and/or facilitates committees and meetings with colleagues to enhance professional development. This is a shared responsibility.
- Participates and represents the center as a member of working groups, committees and meetings with various community groups.

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- Plans parent/teacher meetings, interviews, special events to motivate and promote involvement of parents/guardians and other client users to the center environment and culture.
- Motivates and contributes to maintaining morale of staff, boards, private and public sector organizations within a team environment. This is a shared responsibility.
- Ensures the environment is safe and healthy for staff, children, external contractors, volunteers, interns and students.
- Identifies staff recruitment needs for the center, creates work descriptions, plans and establishes goals and work plans.
- Coordinates, schedules, assigns and monitors and evaluates the work of staff, students, interns, contractors and students.
- Mentors colleagues using a team approach. This is a shared responsibility.

Factor 1: Responsibility

Element 4: Responsibility for Finances

Planning and Controlling

- Assesses budgetary operational needs for the center. Plans, controls budget allocations and monitors expenditures of salary, operations and maintenance costs.
- Establishes priorities and budget allocation levels for all operating center budgets.
- Provides financial planning, forecasting, reporting and advice.
- Prepares cost benefit and risk analysis for the development of new programs; purchase of equipment, upgrading of current existing programs and equipment.

Managing Cash Flow

- Manages the negotiation of fees for services and manages the recovery of costs and fees from clients for childcare services.
- Prepares and makes bank deposits for the center.
- Acquires funds from fund raising activities and solicits funds from other funding agencies or organizations.
- Processes accounts payable and receivable.

Spending Funds

- Calculates and makes payments for staff payroll including payments such as employment insurance deductions for the federal and provincial governments.
- Creates financial documents, verifies authorization and payment for services.
- Verifies that goods and services are received and that the price is correct.
- Tendering and contracting for goods and services.
- Negotiates discounts and negotiates for obtaining goods and services at the highest quality and best price.
- Ensures facility and equipment liability is adequate to full replacement value.
- Commits and expends funds for equipment, operations and maintenance, supplies, staff, students and contract work.

Factor 1: Responsibility

Element 5: Physical Assets and Products

- Operates, maintains and cares for computer and related equipment, software, telephones, reference texts to perform own work and computer and related equipment used by center staff. These items can be easily replaced but at considerable cost.
- Maintains active hard copy of children's files in accordance with the *Freedom of Information and Protection of Privacy Act* and Regulations, that are used for reference by all teaching staff and contain original documentation that cannot easily be replaced.

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- Custody and safeguards active hard copy staff files in accordance with the *Freedom of Information and Protection of Privacy Act* and Regulations, used by the center director. Some items can be replaced but would be time-consuming to do so.
- Custody and safeguards active hard copy databases in accordance with the *Freedom of Information and Protection of Privacy Act* and Regulations, of financial documents, files, reports, budgets. These are replaceable but would be time-consuming to do so.
- The work requires responsibility for the custody, care, maintenance, servicing and cleaning of classroom equipment and related learning aids and products. This includes and is not limited to furniture, art supplies, toys, books which are used to provide learning programs and services to clients. These items can be easily replaced but at considerable cost.
- Custody and care for maintenance, servicing, and cleaning of center motor vehicle used by the center staff for services to children. Vehicle can be replaced but at considerable cost.
- Custody, care and accountability for maintenance, servicing of kitchen equipment. Equipment can be replaced but at considerable cost.
- Custody, delivery and storage of food goods for use of the clients. Some specific food products for clients are difficult to replace.
- Custody of databases used by the center for client registration and teaching resources. Some original documents cannot easily be replaced.
- The work requires custody of medications and related medical supplies. Certain medications may be difficult and costly to replace.

Factor 1: Responsibility

Element 6: Ensuring Compliance

- Reviews contract and related goods or services provided to the center and ensures the contractor has complied with the terms and conditions of the contract in order to authorize financial commitment and payment. Full authority to approve or deny payment or to request further action.
- Mediates issues or disputes with parents/guardians, agencies or governments.
- Performs compliance reviews on payment agreements to ensure payment fees and schedules for services performed and received are adhered to by parents/guardians.

Factor 2: Skill

Element 7: Job Content Knowledge

- Theories, principles, policies and practices of early childhood development in order to manage delivery of early child care programs.
- Program evaluation and techniques to manage the development, implementation and effectiveness of the programs.
- Conflict resolution and problem-solving techniques to manage program delivery and for effective consultations with staff.
- Principles and techniques of group dynamics to provide leadership and to facilitate an effective team-based working environment.
- Negotiation techniques for dealing with parents/guardians, government and other agencies in order to foster and create positive resolution and directions of issues.
- Fund raising techniques and practices to generate supplementary funding resources.
- Financial administration including budgeting, forecasting and monitoring of expenditures to manage the operations of the center.
- Recruitment, interviewing skills and performance evaluation in order to carry out human resources activities.

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- Computer skills (databases, email) to produce documents, to input and access data and to communicate with staff, other centers, boards, governments and agencies.
- Presentation methods and techniques to represent the center at meetings for early childhood care development issues and concerns. This knowledge is required to deal with government, boards, and other related groups.
- Marketing theories and practices to create awareness of childcare and to promote the services and programs of the center.

Factor 2: Skill

Element 8: Contextual Knowledge

Own Work Unit

- Knowledge of roles and responsibilities of staff within the center in order to delegate work and to implement changes.

Own Center

- Mandate, programs, mission statements, philosophies, policies of the center to ensure effective management and delivery of programs.
- Knowledge of community demographics, cultural climate, other community facilities and programs in order to maximize planning for client services and needs.

Other/Legislation/Regulations

- Mandate, roles and responsibilities of other agencies and government services to obtain assistance when dealing with childcare issues and in order to provide a comprehensive service to clients.
- Knowledge of community, cultural components to provide programs respecting diversity.
- Knowledge of provincial, municipal *Day Care Act* and Regulations respecting fire, employment, labour, child welfare in order to adhere to required government legislation.
- Knowledge of academic institutions in order to participate in internship programs and to provide input into focus groups on curriculum and practicum requirements.

Factor 2: Skill

Element 9: Communication

External Communication

- Written and verbal skills are required to prepare briefing notes and provide advice and direction on center programming to staff, parents/guardians and organizations and agencies.
- Verbal and written skills to make presentations to staff and outside childcare organizations.
- Interviewing skills to elicit information from the children and to adapt messages to the children.
- The work requires transforming and adapting language to the capability of children who have difficulty expressing their needs and who have varying levels of receptiveness and attention spans.
- Verbal and conflict resolution skills to facilitate problem resolution with parents/guardians related to center operating policies and procedures and on specific child development concerns.
- Skills are required to adapt communication to ensure understanding with individuals who have differing views and interpretations of the issues.
- Verbal and writing skills to provide interpretation of legislation, policies and guidelines to staff, parents/guardians and to the general public.
- Verbal and writing skills to convey client information to other professionals, agencies, speech therapists, child psychologists, parents/guardians and colleagues.
- Writing skills to document observations of the children in order to meet regulatory requirements.

Internal Communication

- Observation of verbal, non-verbal cues and active listening to interpret messages and needs of the children. This is

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very difficult particularly with the various age groups and capabilities of the children. Reading the body language is also required in order to understand and meet the needs of the children.

- Observation and active listening and interpretation skills to understand and determine enquiries and requests from parents/guardians. This can be difficult with clients who cannot articulate their requests or needs particularly in sensitive situations and cultural differences. Reading the body language of clients is required in order to provide assistance or guidance in dealing with a particular issue.
- Reading and interpretation skills to comprehend and assimilate information in legislative, reports and correspondence in order to determine specific information that is required to address issues or requests which require a response to boards, government, colleagues and clients.
- Listening and interpretation skills to understand multiple staff concerns. Difficulty may be encountered by lack of clarity or conflicting needs.

Factor 2: Skill

Element 10: Motor and Sensory Skills

- Dexterity and co-ordination skills are required to operate a computer keyboard and calculator for input of center related data for the preparation of reports, documents, letters, memos, and electronic communication.
- Auditory discrimination is required to respond to the emotional climate, discern messages of stress in children and staff voices. The work requires fast and immediate response in potentially hazardous situations.
- Equilibrium and co-ordination are required when lifting children in order to ensure safety of child and self.

Factor 3: Effort

Element 11: Intellectual Effort

- Effort is required in preparing the center's working plans including staff consultations, determining time frames, calculating financial and human resources and developing budgets.
- Effort increases when working with conflicting demands, expectations and deadlines.
- Effort is required to develop plans for program delivery by consulting stakeholders (parents/guardians, staff, boards, community, government departments and agencies) with the added difficulty of budget, time constraints, priorities and differing agendas of stakeholders.
- Effort is required to provide an information retrieval service to clients and potential clients, staff and external stakeholders. Time pressures, constant interruptions and distractions from telephone calls, staff, client demands increase the effort.
- Effort is required to determine options for delivery of child development programs. This involves evaluating current programs, assessing new trends, consulting with stakeholders, and creating new programs and center initiatives. Time, financial constraints contribute to the challenge and increase the effort.
- Effort is required in managing human resources. Selecting staff, budget constraints and turnover levels contribute to increase this effort to achieve optimal human resources management.
- Effort is required to solve ethical dilemmas within the center by adhering to a code of ethics and center philosophy with concurrent demands.
- Effort is required to verify records (attendance, financial status) to respond appropriately and accurately to stakeholders. Interruptions, time pressures, limited resources and concurrent demands contribute to increase this effort.
- Manages staff, children and parent/guardian relations. This requires an understanding of individual and group dynamics and the development of strategies to foster and strengthen these relationships. Effort is required to assess the differing perspectives and facilitate mutually beneficial solutions.

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Factor 3: Effort

Element 12: Sustained Attention

- Chairs or participates in lengthy committee meetings and stakeholder consultations. Sustained attention is required when dealing with admissions and the child's progress. Lack of attention or distractions from telephone calls, colleagues, urgent situations may lead to gaps in the analytical process and loss of goodwill with the clients. This activity takes up to 25 % of total work time.
- Sustained attention is required in preparing reports and inputting data to ensure accuracy of the data/content of the documents. There are continuous interruptions from telephone calls, colleagues, stakeholders, drop-in clients and center conversations. This represents about 20 % of the total work time.

Factor 3: Effort

Element 13: Psychological/Emotional Effort

- Mental effort and composure is required to manage emotional reactions and to maintain professional demeanor when dealing with parent/guardian meetings and interviews when there is disagreement with center philosophy, program methodologies or child evaluations. Some control can be exercised on the frequency and durations of these instances.
- Mental exertion is required to maintain composure while providing support to children under duress. There is not control over the frequency or duration of these incidents.
- Effort is required to maintain composure and impartiality when chairing or facilitating committees or meetings dealing with contentious operational issues. Little control can be exercised over the reactions of others in these circumstances.

Factor 3: Effort

Element 14: Physical Effort

- Sits for prolonged and sustained periods (up to four hours) before a computer when reviewing documents either in hard copy format or at a computer screen or keyboarding at a computer terminal. Managing files requires standing for prolonged periods while filing, bending and stretching to put files away on a daily basis.
- Bending, lifting, kneeling, standing, stretching, pushing, pulling is required for classroom setup and cleaning, approximately 2 hours per week.
- Bending and lifting of children to aid and comfort. Sitting at child's eye level for extended periods of time on child size chairs or on the floor.

Factor 4: Working Conditions

Element 15: Work Environment

Psychological Environment

- Work requires continuous exposure to multiple and conflicting demands, shifting priorities and short time frames to meet the demands of the children, staff, parents/guardians and other stakeholders. This occurs on a daily basis and specific issues cannot be predicted resulting in lack of control over the pace of work.
- Work requires addressing complaints from difficult clients about the programs and services provided by the center to their specific child. Clients may have unrealistic requests or expectations that contribute to the stress factors in the center and some issues can be ongoing.
- The work requires dealing with contentious, sensitive issues dealing with potential child abuses situations. This situation may occur intensely for a period of time until the case has been dealt with by the appropriate authorities.

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Physical Environment

- The work involves continuous exposure to center noise and constant interruptions in an open work environment.
- The work requires exposure to glare from computers when accessing or keyboarding information and data for periods of 2-3 hours per day.
- There is a lack of control over the demands of children and pace of work in the center. Emergency situations can occur requiring immediate and intense attention.

Factor 4: Working Conditions

Element 16: Risks to Health

- High stress levels resulting from the need to constantly deal with multiple demands from children, staff, parents/guardians and other stakeholders. Exposure is continual throughout the day.
- Exposure to children's communicable diseases may lead to contracting these diseases. Exposure is continuous throughout the day.
- Exposure to potential of blood borne/infected bodily fluids can lead to life threatening illness.
- Lifting, bending, and carrying children, equipment and furniture may result in back injury.
- Sitting at a desk, keyboarding for several hours may cause eyestrain and muscular pain.

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Appendix C:

Occupational Standards for Child Care Administrators (CCHRSC, 2013)

http://www.cpsc-cssge.ca/sites/default/files/uploads/Projects-Pubs-Docs/EN%20Pub%20Chart/OS_Admin_Web%28final%29.pdf

Section	Task	Sub tasks
SECTION A: CHILD DEVELOPMENT AND CARE	TASK 1: Develop and Implement Children's Programs	1.1: Implement a philosophy of early childhood education and care 1.2: Implement a curriculum 1.3: Provide a child-centered learning environment 1.4: Provide programming support to staff 1.5: Evaluate programs
	TASK 2: Protect and Respect the Rights of Children	2.1: Protect and respect the rights of children.
SECTION B: COLLABORATE WITH OTHERS	TASK 3: Collaborate with Others	3.1: Work in partnership with families 3.2: Work with external agencies and resources 3.3: Work with schools 3.4: Build community awareness and relationships 3.5: Collaborate with employer
SECTION C: HUMAN RESOURCES	TASK 4: Hire Staff	4.1: Determine staffing needs 4.2: Recruit staff 4.3: Interview prospective staff 4.4: Screen prospective staff 4.5: Offer position to best candidate 4.6: Provide orientation to new staff
	TASK 5: Manage Staff	5.1: Supervise staff 5.2: Motivate staff 5.3: Evaluate staff 5.4: Address significant performance issues or concerns 5.5: Facilitate professional development 5.6: Process terminations, resignations and leaves of absence
SECTION D: FINANCIAL MANAGEMENT	TASK 6: Prepare Budget	6.1: Develop budget 6.2: Manage budget 6.3: Develop funding proposals 6.4: Develop fundraising strategy
	TASK 7: Manage Revenues and Expenditures	7.1: Manage accounts receivable 7.2: Manage accounts payable 7.3: Manage payroll 7.4: Participate in audit process
SECTION E: OPERATIONS	TASK 8: Manage Legal Requirements	8.1: Comply with legislation and regulatory requirements 8.2: Develop policies and procedures 8.3: Manage home-based child care contracts
	TASK 9: Participate in Planning Activities	9.1: Develop plans 9.2: Implement plans
	TASK 10: Manage Administration	10.1: Monitor day-to-day operations 10.2: Manage enrolment 10.3: Manage information
	TASK 11: Manage Equipment and Facilities	11.1: Manage program materials, supplies and equipment 11.2: Manage facilities, materials, supplies and capital equipment 11.3: Manage shared space

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SECTION F: HEALTH AND SAFETY	TASK 12: Create a Safe and Healthy Environment	12.1: Maintain a safe workplace 12.2: Promote healthy living for staff, children and their families 12.3: Respond to illnesses
	TASK 13: Oversee Nutrition Program	13.1: Oversee Menu Development 13.2: Supervise Purchasing, Receiving and Food Storage 13.3: Monitor Food Preparation
	TASK 14: Oversee Security and Emergency Response	14.1: Implement security measures 14.2: Prepare for emergency situations 14.3: Respond to incidents and emergencies
SECTION G: LEADERSHIP	TASK 15: Provide Leadership	15.1: Model professionalism 15.2: Exhibit ethical conduct 15.3: Manage time 15.4: Model self-care 15.5: Participate in professional development activities 15.6: Advocate on behalf of quality early childhood education and care 15.7: Promote diversity 15.8: Support organizational change 15.9: Facilitate problem solving and conflict resolution 15.10: Address concerns and complaints
SECTION H: COMMUNICATION	TASK 16: Use Communication Skills	16.1: Use active listening skills 16.2: Demonstrate speaking skills 16.3: Use writing skills 16.4: Prepare reports 16.5: Use communication technology 16.6: Conduct meetings

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Chapter 4:

Appendix A: Steps in Ethical Decision Making

Worksheet

(adapted from Griffin, S. & Rix, F., Taking Right Action, Vancouver: Early Childhood Educators of British Columbia , 1994.)

Does this decision have ethical components?

- Is anyone's welfare at stake?
- Will anyone be affected by this decision?
- Is the board member likely to make this decision on the basis of his or her ideas about how people ought to behave?
- Does the board member have an obligation to choose one alternative rather than another alternative?

If the response to any or all of the questions above is "yes", an ethical dilemma exists.

Steps to follow and document on the worksheet:

1. What is the issue or practice that is causing the problem? Write these down on the work sheet ,
2. Indicate which individuals or groups are to be considered in the solution for your dilemma (use the information you gathered in referring to the Code of Ethics, as well as legalities, personalities, legislation etc.) Put in the "individual/group" column on the ethics work sheet,
3. Examine your Memorandum of Association & Bylaws; your Board Work Description and the Administrator-Board Relationship (Chapter 1-3) as well as the Code of Ethics for Licensed Child Care Centre Operators (Chapter 4:p.3). Use the information you gather in referring to legalities, personalities, legislation etc. and identifying the considerations owed.
4. Explain what considerations each person/group is owed and why, particularly in terms of rights and responsibilities, put in the "considerations" column,
5. Indicate the values that relate to the issue/practice and persons/group, put in the "values" column,
6. Develop alternative courses of action, put in "alternative actions" column on the work sheet,
7. Choose reasonable alternatives, check if reasonable in the "reasonable or no" column,
8. Evaluate the consequences of taking each reasonable alternative- short term/long term effects, psychological, social, & economical, put in the "evaluation" column on the worksheet,
9. Apply values and principles conscientiously,
10. Choose a course of action; write the "action you will be taking" on the work sheet,
11. Having decided on a course of action, act with a commitment to that action, assume responsibility for the course of action,
12. After a period of time, evaluate the action and assume responsibility for the consequences of the action

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Appendix B: Ethical Decision Making Case Study

Case Study:

You are a member of the Board of Directors of the Dragonfly Discovery Centre. Your child is in the Gecko (School age) group. You have been on the board for three years, since your child was in the Duckling group. You and three others are the more seasoned members of the board, the remaining five are new.

Your centre director has been in her position for the past 5 years. Her participatory management style of collaboration and openness with staff has built a strong team. Over the years, a social relationship has developed amongst the staff. Staff have a great deal of autonomy in organizing their classrooms and implementing their curriculum. Just last week the staff presented their curriculum approach at a provincial conference and it was received extremely well. The atmosphere of the centre is warm and relaxed for the staff and stimulating and nurturing for the children in their care. The centre has a strong and credible reputation, with a long waiting list for admission. Last year, it received the Early Childhood Care and Learning Award of Excellence for Program, an award juried by sector peers.

At the first meeting of the new board, the following comments were made:

- Parent representative (new board member): "The program is far too relaxed, these children aren't learning anything."
- New board member: "You (administrator) are too free and easy with information sharing with the staff... there's no way you should be sharing the budget... they do not need to see the whole picture, and do not understand the way finances are handled anyway, this is for the board alone to handle."
- Other board members said that work and social life should be kept separate.

No time was given to the administrator to respond to the comments in detail. The board directed the administrator that she could no longer share any financial information with the staff. Socializing between management and staff were to cease; and staff would no longer handle their own classroom's petty cash or choose their own equipment with the equipment grant money.

You were surprised at these comments and responded that for the past 5 years, you have been very pleased with the care that your child is receiving, the reputation of the centre in the community and your relationship with the centre staff. What was being done was working well. In spite of your objections, the changes were passed by the majority of board members. The administrator was to inform the staff of the changes at the staff meeting the following Tuesday.

When you pick up your son the next Wednesday, a staff member approaches you.

"This is outrageous, how can we understand the position of the centre, or the reasons why we can't spend money, get raises, if we are not privy to the budget? Doesn't the board trust us enough to handle petty cash? Do you think we are going to run off with it or something?" She was angry and walked away.

Another teacher came over and said: "one of the things that makes this a great place to work- or at least it used to be- is that we all have a great social relationship. Our director understands us because she really knows us! This place has a great atmosphere, the best I've ever worked in, and our program is good- what right does the board have to spoil that?" she too, walked away.

You tell your son that you have to speak to the administrator and you will be back in a few minutes. You knock on her office door. And say:

"Seems that staff are feeling strongly about the changes that came out of the board meeting"

She responded, "We could live with some of this if we had to, but I am really worried that a parent representative at the board is criticizing our program at the board level, before we've even been approached at our level by her as a parent."

Communication between board parents and staff continues to be strained. The cozy and friendly atmosphere at the centre is quickly diminishing. The next board meeting is Monday.

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Case Study: Ethical Decision Making Worksheet

Since Ethical Decisions are the “best” decision, each situation involves oneself, others and the environment (context) so a variety of definitions and solutions could emerge from one situation. Following is one interpretation of the case study.

1. The issue or practice that is causing the problem is...

Board made decisions on operations based on personal assumptions without consulting with the administrator or considering background information. Current and novice board members are not in agreement. The atmosphere of the centre is affected negatively by the direction given to the administrator by the board.

2. Individuals/Groups	3. Considerations	4. Values
Staff members	Staff want to understand the budget (raises, equipment purchase etc.) and have some discretion on what to spend petty cash.	Staff do not feel respected, trusted or a part of the decision making process.
Staff Members	The relationship between the staff members and socializing makes the centre a great place to work	The relationships within the centre are valued and a key to doing good work
Administrator	Parent board member did not come to her first regarding concerns regarding the program.	Parents respecting staff as qualified professionals with expertise in programming, curriculum development and delivery of child care services
Board Member in the Case Study	Does not agree with the decisions, has confidence in the program, the administrator, the centre's reputation, and the staff.	Respect and experience with the centre and the people has built trust and a positive relationship
Board Member in the Case Study	Your voice as a parent was not incorporated into the parent representative's comments	Parent representative represents all parents and has a responsibility to consult before evaluating.
Parent Representative (new)	Children are not learning anything	Definition of “learning” and how it is promoted is different from that of the administrator and staff.
Parent Representative (new)	Parent representative is speaking for all parents	Parent representative represents all parents and has a responsibility to consult before evaluating.
Other new Board Member	The budget, financial information , and other big picture information should not be shared with staff	Staff do not understand the way finances are handled, they don't see the big picture; and only the board should handle the budget.
Other Board members	Staff should not socialize	Work and social life should be kept separate
Board as a Whole	Board does not want the staff to handle money or be a party to budget information.	The board is the boss Staff cannot be trusted to make or understand money decisions The board is responsible for finances
Board as a Whole	Board is not speaking with one voice	Majority rules

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5. Alternative Courses of Action	6. Reasonable Alternative? Y/N?	7. Evaluation of consequences
Staff do a presentation to the board on their program including how they make decisions regarding equipment choices, petty cash spending and the processes they go through in making those decisions	y	Board can gain an understanding of the expertise of the staff in planning their program and outcomes for the children and how discretion on equipment choices and petty cash expenditures affect the program and the confidence of the staff. Board can gain an understanding the complexity that exists under the "relaxed" face of the program.
Clarify the parent representative board member role, including consultation process with all parents process; reporting to the board;	y	Parents know who to contact with comments, concerns and considerations and how the feedback will be used to inform the board. Parent representatives know how to handle this feedback; what reporting is required by the board;
Administrator or consultant presents to the board on how team relationships contribute to retention and recruitment and how that has an impact on the quality of the program. Include research.	y	Respect for the ability of staff to make decisions on how they handle peer relationships professionally.
Consult the bylaws regarding how decisions can be made by the board; and the administrator-board relationship including operations responsibility	y	Understanding fiduciary trust- duty of care, duty of due diligence; duty to avoid conflict of interest and risk assessment. Understanding the role of the administrator and their areas of responsibility and how a board acts in relationship with that.
Staff consult with Labour Standards Code regarding the legality of the board's decision to forbid staff from socializing. Staff bring in a mediator to negotiate with the board regarding petty cash discretion; budget disclosure; and socializing with other staff members.	y	Possibly adversarial relationship will be magnified. Cost for a mediator. Board and staff come to a mutual agreement and respect.

8. The action I/we will take is: (note: the "I" refers to the board)

I will urge the board to meet with staff to discuss the decisions regarding financial information and petty cash discretion.
 I will research the bylaws for decision making process and board-administrator relationship and put that on the agenda for the next board meeting.
 I will put discussion of the role of the parent representative on the agenda.
 I will suggest that the board have the staff prepare a presentation on their program planning; including outcomes and implementation costs.

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Appendix C: Ethical Decision Making Worksheet

1. The issue or practice that is causing the problem is:

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.....

2. Individuals/Groups	3. Considerations	4. Values

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5. Alternative Courses of Action	6. Reasonable alternative? Y/N?	7. Evaluation of consequences

8. The action I/we will take is:

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