



BOARD DEVELOPMENT CURRICULUM:

Outcomes 2018



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Module 1: Performing Roles & Fulfilling Responsibilities

Essential Question: How does the Board perform the role and fulfill the responsibilities of both governance and leadership?	
A. The full spectrum of "governance"	Trustees understand the nature and value of the fiduciary, strategic, and generative modes of governance; distinguish among them; and use each of these modes appropriately.
B. Adherence to "Principles of Good Practice" for Effective Governance	Trustees understand and abide by the <i>NAIS Principles of Good Practice</i> as well as guidelines established by their school's accreditation agency and ensure their own governance policies and practices are aligned with them.
C. Governance and Leadership: Policy-level vs. Operational-level	Trustees recognize the difference between policy (their responsibility) and operations (the administration's responsibility); and can appropriately identify "whose decision it is" when confronted with scenarios. Trustees can distinguish between micro-management and rubber-stamping, maintaining board oversight without becoming managerial or operational.
D. Policy Development	The Board employs a process of policy review/development to make sure policies are current, clearly express the Board's intent and are reflective of the school's mission, vision and values. The Board ensures administrative procedures are aligned with board policy.
E. Board Leadership	Trustees understand the role of the officers of the Board with particular attention to the responsibilities of the chair to exercise strategic leadership of the Board, effectively facilitate meetings, and maintain a positive relationship with the Head of School.



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Module 2: Meeting Fiduciary Responsibilities

Essential Question: How does the Board meet its fiduciary obligations and serve as a good steward?	
A. Risk Management	Trustees collaborate with the Administration to identify and analyze risk factors; and take effective steps to mitigate the school's vulnerability commonly faced by international schools.
B. Financial Audits	Trustees are familiar with principles regarding conducting, interpreting, and acting on the annual financial audit.
C. Conflict of Interest Policy	Trustees understand what is meant by "conflict of interest"; can elaborate on how that applies to their role; and have signed a conflict of interest statement on an annual basis.
D. Tax and Legal (including contract law) Considerations in Your Host Country	Trustees recognize the complexities of operating in the school's host country and, for schools incorporated in the USA, applicable American laws; and identify measures to ensure the school maintains compliance with such laws and regulations.
E. Crisis Response	Trustees recognize the critical attributes of effective crisis preparedness and response and can articulate the board's role and responsibilities in various crisis situations. The Board reviews the school's crisis response protocols on an annual basis.
F. Relationship with Community	Trustees recognize the importance of effective community relationships and adopt practices that promote good communication and generate loyalty and commitment to the school. Trustees understand that they must be mindful of their appropriate role in communicating with each other, the faculty, the staff, students and the outside community.
G. Confidentiality	Trustees understand the importance of maintaining confidentiality in regard to board deliberations and decisions, particularly in matters involving individual students, school personnel, and other sensitive matters (e.g., legal issues or government relations).
H. Effective Fiduciary Practices	Trustees adopt practices that help them execute their fiduciary responsibilities: e.g. employing an annual calendar of board reports and responsibilities; articulating the board's own operational protocols in a board protocol handbook; maintaining a comprehensive board orientation manual, etc.



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Module 3: Growing and Sustaining the Board

Essential Question: How does the Board build and sustain its own membership?

A. Models of International School Boards	Trustees understand the benefits, limitations, challenges and opportunities inherent in different board structures for international schools (large, small, elected, appointed, self-perpetuating, hybrid, proprietary, etc.)
B. Recruiting and Orienting Replacements	Trustees understand the essential importance of the Governance Committee and its role in recruiting, vetting and orienting board members; in providing professional development for the board, including an annual retreat; and in conducting the board's annual self-evaluation.
C. Self-evaluation	Trustees understand the importance of assessing their performance as a Board and as individual members, utilizing tools such as the <i>NESA Board of Trustees Evaluation Instrument</i> .
D. Board Professional Development	As members of a learning community, Trustees participate in formal professional development as a way of enhancing their effectiveness in serving the school.
E. Ensuring Good Trustee Conduct	On an annual basis, the board affirms norms of conduct and commits to operational agreements and a statement of ethics that is reflective of the <i>NAIS Principles of Good Practice</i> . Trustees recognize their responsibility to model the school's articulated values.
F. Addressing Problematic Trustee Conduct	The board has protocols for preventing, intervening in, remediating and learning from incidents of misconduct, including recognizing the importance of reviewing the board's policies on ethics and conflict of interest on an annual basis. The board will have a policy governing the removal of board members "for cause".



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**Module 4:
Hiring and Sustaining
the Head of School**

Essential Question: How does the Board build and sustain the school’s leadership?	
A. Supporting the Head of School	Trustees understand the role and operational authority of the Head of School, and recognize the responsibility of the Board to nurture and support him/her as the Board’s chief executive officer and the Board’s sole employee.
B. Head of School Evaluation Tools	The Board recognizes the importance of a well-designed Head of School evaluation process. The Head’s evaluation should be based on his/her job description and annual goals; and be viewed as a way to help him/her grow professionally.
C. Relationship Between Chair/Board and Head of School	The Board recognizes the interdependent relationship among the Board chair, the Board, and the Head of School, identifying practices that make this relationship serve the best interests of the Board, the Head and school.
D. Head of School Search	Trustees recognize the importance of succession planning and understand the complexity of the head search process and the importance of a formal transition plan. Further, the Board realizes the search process must be professionally done and reflective of the school’s mission, vision and values.



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Module 5: Optimizing Board Operations

Essential Question: How does the Board conduct its business?	
A. Agendas/Meetings/Minutes	Trustees understand the purpose of board meetings and institutionalize protocols and practices that maximize efficiency and effectiveness, including standardized formats for agendas, use of a consent agenda, adherence to timelines, timely distribution of materials, adequate record keeping, etc.
B. Structure and Function of Committees and Task Forces	Trustees understand the difference between committees and task forces. The Board has an appropriate number of standing committees and uses task forces appropriately. Each committee and task force has 'terms of reference' and uses standardized formats for agendas and minutes.
C. Between-meeting Conduct	Trustees understand that they have no authority outside of a meeting setting and cannot, as individual trustees, speak for the Board. They also understand how to respond to inquiries and requests from community members.
D. Decision Making	The Board understands when an issue is the Board's responsibility and makes decisions in a thoughtful, collegial and constructive way.



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Module 6: Being Strategic

Essential Question: How does the Board establish and sustain a strategic direction for the school?

A. Clarifying and Affirming Mission, Vision, Values and Objectives	Trustees can articulate the school's mission, vision and values; can clarify the purpose served by these guiding documents; and annually reflect on the appropriateness, incisiveness and clarity of these guiding documents.
B. Strategic Planning	Trustees understand the value of developing, employing, and monitoring progress on a multi-year plan that is focused on strategic priorities and serves the school's mission, vision and values.
C. Financial Planning	Trustees understand the importance of financial planning and fundraising/development; its relationship to the school's overall strategic intent; and how to develop and monitor a useful financial plan.
D. Facilities Planning	Trustees understand the purpose and scope of a facilities master plan.
E. Being Strategic	Trustees understand strategic thinking as an ongoing Board practice and articulate how it relates to meaningful and practical planning.
F. Generative Mode of Governance	Trustees understand the benefits of generative governance and identify specific strategies for utilizing appropriate and effective generative thinking in their work.





Module 7: Being Accountable and Assessing Success

Essential Question: How does the Board monitor progress and success in regards to fulfilling the school's mission, vision, values, educational objectives, and strategic intent?

<p>A. Measuring the Board's as well as the School's Performance</p>	<p>Trustees can identify what the board should be monitoring and evaluating regarding their own and the school's performance over time and agree on how this should be done. The metrics used to evaluate school progress and success are firmly grounded in the school's mission, vision and values.</p>
<p>B. Using Information to Inform Action</p>	<p>Trustees understand the distinction between data and anecdote and know how to use various sources of information to inform action.</p>
<p>C. Celebrating and Communicating Success</p>	<p>Trustees affirm the importance of acknowledging progress and success. They recognize those responsible and communicate good news to stakeholders and the community in general.</p>



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