ASSOCIATION for the ADVANCEMENT of INTERNATIONAL EDUCATION

THE AAIE INTERNATIONAL SCHOOL BOARD DEVELOPMENT CURRICULUM

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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 Board's Fundamental Role	International School Boards bear responsibility for both fiduciary sustainability and the strategic direction of the School.
B. Adherence to Principles of Good Practice	Trustees understand and abide by the *NAIS Principles of Good Practice* as well as guidelines established by their school's accreditation agency; and ensure that their own governance policies and Board protocols are aligned with them.
C. Governance and Leadership: Policy-level vs. Operational-level	The Board recognizes the difference between governance (its responsibility) and operations (the Head of School's responsibility. It focuses on its fiduciary and strategic duties, leaving the management of operational matters to the Head of School, exercising balanced oversight while not micro-managing school operations.
D. Policy-based Governance	The Board maintains and is guided by a Policy Manual that is current, clearly expresses the Board's intent, reflects the school's mission, vision, and core values, and is consistent with other foundational documents, (i.e., Articles of Association, Bylaws, etc.). The Board holds the Head of School responsible for ensuring that administrative procedures are aligned with Board policies.

Module 2:
Meeting Fiduciary Responsibilities

<u>Essential Question:</u> How does the Board meet its fiduciary obligations and serve as a good steward?	
A. Fiduciary Sustainability	The Board ensures both the School's current viability and sustainability for the future. Fiduciary responsibility encompasses the full range of vulnerabilities, and that responsibility is shared as appropriate with the Head of School.
B. Effective Fiduciary Policies and Practices	The Board maintains policies and employs practices that help it execute its responsibilities across the full range of fiduciary matters, including, among others: • Legal compliance; • Finances; • Risk management; • Emergency Preparedness; • Safety &Security; • Data Security; • Community and external relations; • Child Protection; and • Ethical conduct, including Conflict-of-Interest and Confidentiality.

Module 3:
Growing and Sustaining the Board

Essential Question: How does the Board build and sustain its own membership?	
A. Board Structure and Functional Guidelines	The Board's structure, organization, composition, and ways of operating align with principles of good governance and the particular context of the School. Board operational protocols are articulated and affirmed annually, e.g., The Board Handbook.
B. Board Leadership	Officers of the Board perform their established job functions effectively. In particular, the Chair exercises strategic leadership of the Board, effectively facilitates the Board's work, and maintains Board discipline.
C. Recruiting and Orienting Replacements	The Board recognizes the essential importance of effectively recruiting, vetting, and orienting new Trustees by implementing a process for fulfillment of those tasks.
D. Self-evaluation	The Board annually assesses its performance as a Board as well as that of the Chair and individual Trustees, utilizing tools such as the *AAIE Board of Trustees Evaluation Instrument.* The results of the Board self-evaluation are used to determine Board goals for the coming year.
E. Board Professional Development	Trustees participate in formal professional development such as an annual Board retreat, in order to enhance their effectiveness in serving the school.
F. Ensuring Good Trustee Conduct	On an annual basis, the Board affirms norms of conduct and its commitment to abide by a statement of ethics that is reflective of the *NAIS Principles of Good Practice.*
G. Addressing Problematic Trustee Conduct	The Board has protocols for preventing, intervening in, remediating, and learning from incidents of misconduct. The Board has a policy or bylaw governing the removal of a Trustee "for cause".

Module 4:
Hiring and Sustaining the Head of School

<u>Essential Question:</u> How does the Board support the school's leadership?	
A. Supporting the Head of School	The Board and individual Trustees recognize and honor the operational authority of the Head of School, and nurture and support him/her as the Board's chief executive officer and the Board's sole employee.
B. Head of School Evaluation	The Board recognizes the importance of a collaboratively-designed and implemented annual Head of School evaluation process, based on his/her job description and Board-approved annual goals. Evaluation is viewed as supportive of his/her professional growth.
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, employing practices that make these relationships serve the best interests of the Board, the Head, and the School. Special attention is paid to fostering and maintaining a close and productive working relationship between the Board Chair and the Head of School
D. Head of School Search	When needed, the Board conducts the search for a new Head of School in accordance with proven practice, recognizing the complexity of the head search process, and incorporating a comprehensive transition plan.

Module 5:
Optimizing Board Operations

Essential Question: How does the Board conduct its business?	
A. Common Board Practices	The Board articulates protocols and practices that maximize operational efficiency and effectiveness in conducting its work, ensuring continuity by codifying them in policy or a Board Handbook.
B. Structure and Function of Committees and Task Forces	The Board utilizes a limited number of standing committees complemented by appropriate use of Board task forces for discrete tasks. Each committee and task force operates in accordance with Board approved "Terms of Reference."
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 respond appropriately to inquiries and requests from community members. The Board has established protocols for communication and if required, decision-making, outside the formal meeting structure, including virtual meeting guidelines.

Module 6:
Being Strategic

<u>Essential Question</u>: How does the Board establish and sustain a strategic direction for the school?	
A. Clarifying and Affirming Mission, Vision, Values and Objectives	The Board approves and honors the school's mission, vision, and core values and annually reflects on the current relevance and clarity of these guiding documents.
B. Strategic Planning	The Board employs and monitors progress on a multi-year plan that is focused on strategic priorities and serves the school's mission, vision, and core values.
C. Financial Planning	The Board utilizes financial planning integrated with the school's Strategic and Facilities Master Plans.
D. Facilities Planning	The Board has approved, updated, and is implementing a comprehensive Facilities Master Plan.
E. Being Strategic	The Board focuses on strategic issues, as reflected in meeting agendas and minutes, discussions, and decision making. The Board employs strategic thinking and, as appropriate, generative discussions, in addressing complex issues.

Module 7:
Being Accountable and Assessing Success

<u>Essential Question</u>: How does the Board monitor progress and success in fulfilling the school's mission and vision?	
A. Measuring the School's Performance	In collaboration with the Head of School, the Board has identified what it should be monitoring and evaluating regarding the school's performance over time and how this should be done. The indicators used to evaluate school progress and success are grounded in the school's mission, vision, core values, and strategic priorities; and are both quantitative and qualitative.
B. Using Information to Inform Action	The Board bases decision making on relevant information, including trend data, analyses, external audits, and administrative reports.