



Najd National Schools
International Program

The School Board

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Vision

To promote global citizenship and learner autonomy within a secure and supportive school environment where students can achieve their utmost potential.

Mission

To expedite the implementation of student-centered learning by shifting our paradigm from teacher-centered instruction to learner-centered instruction. We will bring about change in our educational programs, instructional approaches, learning experience, and academic support strategies in order to serve the interests of our students.

Definition of Learning

Learning is a self-driven process that empowers students to set authentic goals, explore, make connections to key concepts, relate new information to prior knowledge, modify existing knowledge, develop new ideas, and reflect on academic progress in a secure equal-opportunity environment that respects diversity.

School Core Values

We believe that:

- Embracing cultural diversity helps us become globally aware and unprejudiced in order to bring about a positive change.
- Consolidating ethics and integrity in the classroom is fundamental to building ethical future generations.
- Consistency is a prerequisite to creating space for constructive learning environments.
- Learning by sharing builds positive relationships among students and helps improve academic performance.
- Curiosity stimulates the brain for learning, and makes the learning process a more rewarding experience.
- Sincerity and empathy bring about positive social experiences.



The School Board


The School boards is a group of leaders appointed by a school owners to help set policy for the school, to provide governance and oversight, to set and review the school bylaws, to monitor fiscal responsibilities and budgets, and to help incorporate a community's vision of what students should know and be able to do.

A primary responsibility of the school board is to ensure the best possible education experience for all students and align it with the school's guiding statements. This includes hiring and evaluating the principle, setting policies, long term-planning, setting a budget, and prioritizing how money should be spent.

Another responsibility of school boards is to link the school and community. Board members must consider the needs of the school faculty and staff, parents, students and others in the wider community that are affected by school activities and financial management. The board must take into consideration the input from the different stakeholders and address concerns of educators, students and community members. The board also must ensure that school operations comply with local laws and regulations imposed by the Ministry of Education and the Ministry of Labor. This includes developing a human resources system that provides fair and objective hiring, setting salaries, promotion and evaluation of school employees. Board members need to be properly informed, articulate, and professional in their communications regarding the school. The board members must build significant relationships with faculty, parents, parent groups, students, and the local community.

The school board shall be responsible for setting and periodically reviewing the school's guiding statements, including its mission, vision, and core values, to ensure they align with the educational goals and values of the community.

The General Director shall play a role in the budgeting process, working closely with the designated board member to develop and present the annual budget for board approval.



The school board shall establish specific dates for the evaluation of key aspects of the school's operations, including but not limited to academic performance, administrative effectiveness, and financial sustainability. These evaluation dates shall be included in the school's annual calendar.

The school board shall have the authority to select and appoint the General Director, Learning Director, principals, and Head of International Program, ensuring that these appointments align with the school's strategic objectives and values.

The school board, in collaboration with school leadership, shall be responsible for the development and periodic review of the school's strategic plan, which outlines its long-term goals and objectives.

With the implementation of policies delegated to the General Director, Learning Director, principals, Head of International Program, and administrative staff, the school board's role is to oversee, monitor, and evaluate the implementation of these policies to ensure they align with the board's directives and the school's mission. The school board shall have the authority to formulate proposals for the creation, enhancement, or revision of policies. While these proposals can be developed externally, the board shall review and provide the definitive approval for all endorsed proposals. The school board shall ensure that a designated individual or team is responsible for overseeing policy management and coordination. This role can be fulfilled by a member of the administrative staff or, in many instances, by the General Director, Learning Director, principals, or Head of International Program.

The school board shall actively solicit input regarding preliminary policy drafts from pertinent stakeholders, including parents, students, teachers, and community members, to ensure a collaborative and inclusive policy development process. The school board shall evaluate each policy and determine its appropriateness for adoption. Once approved, any newly created or revised policies shall be communicated to stakeholders, especially those engaged in the consultation process and those directly affected by the alterations, in a timely and transparent manner.

School policies cover areas include:

- Educational programs
- School finance
- Recruitment of staff
- Administration of student services

Board members:


- 1- School owners' representative for the boys section
- 2- School owners' representative for the girls section
- 3- Deputy school owners representative
- 4- Director General (non-voting member)

The board meets three times per year

Best Practices for Members of School Board

In my capacity as a member of the school board, I am committed to upholding the highest standards and principles to effectively serve the public interest in education. The following guidelines outline my responsibilities:

1. **Equitable Representation:** I will impartially and honestly represent all stakeholders within the school community. I will not yield to any special interests, ensuring the fair treatment of all constituents.
2. **Conflict Avoidance and Integrity:** I will steer clear of conflicts of interest and any appearance of unethical behavior that could arise from my role. I will refrain from utilizing my position on the board for personal gain or self-promotion.
3. **Collective Decision-Making:** Recognizing that individual board members lack legal authority, I understand that decisions can only be made through majority votes during board meetings.
4. **Confidentiality and Responsibility:** I will refrain from taking private actions that might compromise the board or administrative processes. I will also maintain the confidentiality of privileged information.
5. **Adherence to Majority Decisions:** While retaining the right to ethically and constructively seek changes in decisions, I will adhere to the majority decisions of the board.
6. **Open Dialogue and Respect:** I will foster an environment that values open expression of opinions among fellow board members. I will engage in board



discussions candidly, respectfully, and with an appreciation for differing perspectives.

7. **Active Participation:** I will diligently prepare for and actively participate in school board meetings.
8. **Informed Decision-Making:** I will ensure a sound understanding of the issues presented to the board and maintain a reasonable awareness of local, state, national, and global educational matters.
9. **Attentive Listening:** When engaging with those who communicate with the board, I will attentively listen to understand their viewpoints. I recognize my responsibility to represent the broader community's interests.
10. **Positive Collaboration:** I will cultivate a positive rapport with school principals, respecting their authority in advising the board, implementing policies, and managing the district.
11. **Commitment to Learning:** I will lead by example through my commitment to continuous learning, taking advantage of opportunities to develop as a board member.
12. **Focused Governance:** I will strive to keep the board concentrated on its core functions of defining the district's purpose, direction, and objectives, and overseeing district performance.

By adhering to these guiding principles, I pledge to uphold the integrity of the school board and contribute effectively to the betterment of our educational community.

Conflicts of Interest

Any conflict of interest should be taken seriously by the members of the Board. The fiduciary obligations imposed on Board Members encompass a duty to avoid any situation of conflict of interest. Any conflict of interest may be permissible only with the prior consent of the Board.

Board Members must:

- declare any conflicts of interest
- refrain from using their membership of the Board for direct or indirect personal gain without the informed consent by the Board
- refrain from using their membership of the Board to gain an advantage for themselves or someone else without the informed consent by the Board

Evaluation of the board

The Board must be thoughtful and consistent about self- evaluation and how the Board is doing its work. The Board should examine how it operates as a group. It must look into how it is preparing strategic plan, finance, policies, and its relation with all of the school’s stakeholders. The Board should maintain records, notes, and meeting minutes. The Board should maintain records of all its activities, decisions, strategic events with both negative and positive remarks for the members keep record of the school evolution (Annual Cycles and Board Committees, 2002).

The following self-evaluation survey is adopted from Assessing Board Effectiveness: Resources for Board of Trustees Self-Evaluation (Smith, 2009).

Standard	Rating The Board		
	meets the standards	partially meets the standard	does not meet the standard
1. The school has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.			
2. The governing board adheres to a clearly defined policy for selecting and evaluating the Director General and the Learning Director of the international program.			
3. Once the board reaches a decision, it acts as a whole.			
4. The board advocates for and defends the institution and protects it from undue influence or pressure.			
5. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.			
6. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.			

School Board Roaster

Members	Position	Contact
Mr. Ali Kalo	School Owners' Representative (Boys School)	a.kalo@najdschools.edu.sa
Mrs Hanan Alkaed	School Owners' Representative (Girls School)	h.kaed@najdschools.edu.sa
Mr. Ahmad Kalo	Deputy School Owners' Representative (Boys School)	Ahmad.kalo@najdschools.edu.sa
Mr. Bandar Almokbel	Director General	bmw@najdschools.edu.sa

Succession Plan

To guarantee the uninterrupted and sustainable operation of the school through transition in the membership of the School Board, the Board members will nominate three candidates and recommend them to the school owners. The school owners will choose one of the recommended persons.



References

Convey J. & Haney, R. (1997). *Benchmarks of excellence effective boards of Catholic education*. National Catholic Education Association, Washington: D.C.

Independent School Management Compendia Series. (2002). *The strategic boards series: board head relationships: the board as the strategic entity: board building: stability markers and board self-assessment: annual cycles and board committees*. ISM Publications. Wilmington: DE.

Smith, C. J. (2009). *Assessing Board Effectiveness: Resources for Board of Trustees Self-Evaluation*. Retrieved June/July, 2019, from <https://files.eric.ed.gov/fulltext/ED509091.pdf>