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Visual Cue #1

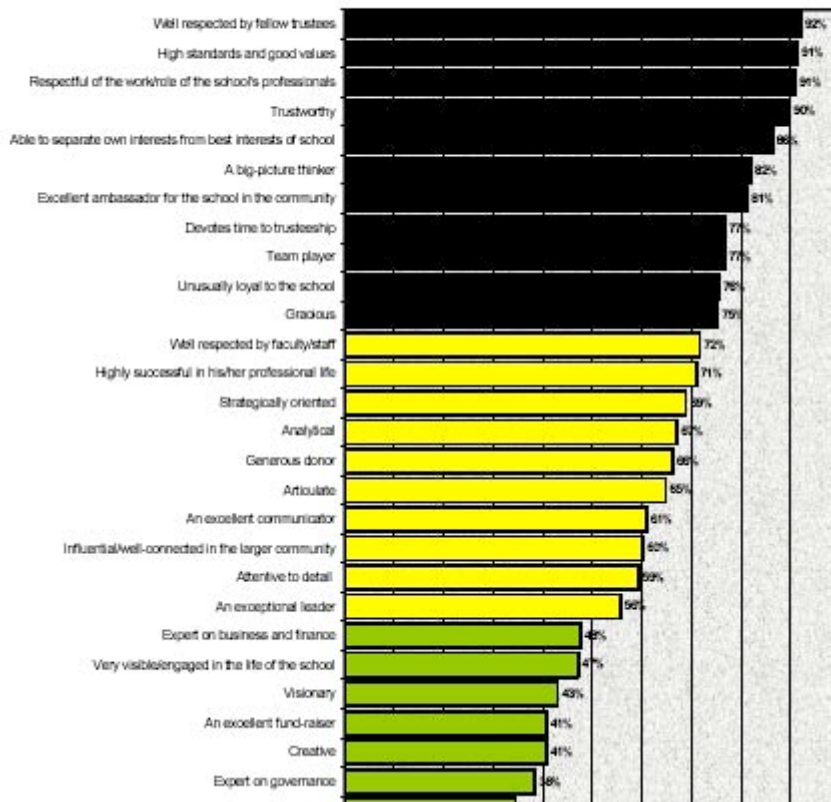
Ranking of Essential Attributes of a School Head, by Importance
(from The NAIS Head and Board Chair survey, 2001)

(1 = of little importance; 7 = essential)

Attribute	Board Chair Rank	School Head Rank
Vision	6.44	6.58
Educational Leadership	6.10	6.13
Personnel Management Expertise	5.83	5.75
Public Relations	5.74	5.59
Financial Management	5.22	5.18
Counseling Skills	5.18	5.15
Fund-Raising Expertise	5.17	5.10

Visual Cue #2

Superstar Trustees: Their Traits and Qualities



Source: A Head of School Survey, Wickenden Associates, 2000

Backgrounder: Roles and Responsibilities of the Independent School Board of Trustees

(adopted from manuscript *Trustee Orientation in Independent Day Schools: Perceptions of Activities Concerning the "Principles of Good Practice"* ©2004 Chuck Jones)

The popular image of independent school trustees comes from John McPhee's tract on long-time Deerfield headmaster Frank Boyden, *The Headmaster* (1966). Boyden served as head for 66 years and McPhee's portrayal of the man is compulsory reading for anyone considering independent school administration. In nearly every piece of research on either heads or trustees, *The Headmaster* is invariably quoted. In the book, there is a very romantic view of Deerfield's trustees. Whenever the school needed money, Boyden would summon his board to the school, where they would promptly open their checkbooks to the desired amount, then return from whence they came and leave the head to run his school as he wished.

The average board is still responsible for both giving and raising money for their school (Baldwin & Hughes, 1995; DeKuyper, 1998; McMillan, 1980). As mentioned earlier, they provided almost 13% of annual giving to schools in the 1998-1999 school year *by themselves* (NAIS, 1999b). There is an old, uncredited saying about recruiting trustees, that each should provide at least two of the "three W's": work, wisdom, and wealth (Kiki Johnson also mentions the "three T's": time, treasure, and talent; 1999a). In Boyden's day, wealth had to be one of

the ingredients, as growing the school was the important part and boards normally gave a rubber stamp, otherwise known as a ratifying board (Wood, 1985), on other matters to dominant heads like Frank Boyden.

This, as can well be imagined, is no longer the case. While all trustees must be involved in fundraising (Johnson, 1999a), that responsibility is only one of a handful each must negotiate. Given the growth in competition among schools, the aforementioned changes within the independent school community, the rise and fall of the American economy, and innumerable other variables, access to money is no longer a defining trait for trustees. Pearl Kane (1993, p.14) writes that given "an economic environment hostile to the survival of independent schools coupled with increasing pressure from constituencies within the school community makes the job of overseeing schools more demanding." Boards must now concern themselves with enrollment matters, deteriorating physical plants, hyper-transformation of technologies, soaring expenses, and costly conversion to ever-shifting methodologies (Baldwin & Hughes, 1995, p.29). With regard to those school constituencies, "the task of a trustee is to persuade the hostile, disarm the critical, spike rumors, correct misunderstandings, refute misstatements, explain school problems and interpret mission and principles" (Bradley & Gibbs, 1993, p.19). The job of a trustee is no longer the one portrayed in The Headmaster.

While there are a few similar prescriptions of their responsibilities, the NAIS Principles of Good Practice for the board (*Appendix B*) and individual trustees (*Appendix A*) provide as concrete and thorough a consolidation as can be found in the relevant literature. DeKuyper's Trustee Handbook (1998), as the NAIS's endorsed publication on the subject, is the preeminent prescriptive piece on independent school trustees, and within it she condenses the 21 total principles from the two lists into one overarching set of concerns for both the board and trustees. They include keeping the mission and serving as fiduciaries of the school, the stewardship of resources (fiscal responsibilities), the relationship with the head (selection, support, nurture, and evaluation), board development (recruitment, retention, recognition, and assessment), board organization, and the conduct of individual trustees. Furthermore, she adds, there are three duties of conduct that are critical to both individual and collective success. The duty of care boils down to making good decisions with reasonable care, such as hiring the right people to execute the school's program and mission, avoiding financial pitfalls, and guaranteeing school-wide safety. The duty of loyalty simply reminds the trustees that the institution itself comes before anything involved in the business of the school. Last, the duty of obedience requires trustees to remain true to the school's mission, thereby securing the integrity of the school and its board.

As is normally the case with any nonprofit organization, the independent school board as a corporate body and as a collection of individual trustees is legally responsible for what the school does or does not do. Each trustee is liable for the actions of the board, whether or not they were present when the decision was made. These decisions can be diffuse, since the board has a number of areas to actively oversee, including corporate law, internal policies and procedure, third party contracts, regulations from all three levels of government, the school's financial and physical resources, and risk management. As DeKuyper encapsulates, whether they fully comprehend it or not, trustees take on the responsibility as caretakers for both the school and its goodwill when they join the board. They must be ever vigilant in their role as keepers of the school mission.

In short, as Baldwin and Hughes (1995, p.29) explain, the board is "the most critical contributing force to the health of the school." These two authors provide a different view of the responsibilities of independent schools boards, as their goal is to present a guideline of eighteen standards for use primarily in self-assessment. While there are other tools for assessment (notably Eric Johnson's Evaluating the Performance of Trustees and School Heads, 1986), Boards at Their Best offers a well thought-out background and provides clarity and circumspection within four distinct areas. Under the authors' organizational heading, they assume that board composition is balanced and reflects diverse constituencies with the community, that the board has established a well-guided process of member participation through committees, that meetings are organized to be efficient and follow a careful agenda, and that the board maintains legally-binding by-laws.

Under the personnel heading, Baldwin and Hughes hold that new board members are oriented with respect to mission and responsibilities, that the head of school and all trustees are evaluated annually, that alumni/ae, parents, and staff are encouraged to keep appropriate roles, that trustees are dedicated to the school and its mission, and that the division of power between the head, board chair, and trustees be kept equal and bound by clear responsibilities. Under policy, there are but two positions: one, that a policy manual has been developed, and two, that the board engages an external consultant to lead any search for a new head. Finally, under leadership, the school's mission and philosophy guide the board, the educational program, and the admissions policy. In addition,

the board accepts responsibility for the oversight of fiscal operations, maintains a well-structured outline for funds, and participates in leading the school community through strategic planning.

The other piece dedicated to independent school trustees is Private Schools: Boards and Heads by William McMillan (1980). McMillan is the former head of Pine Crest School in Florida, and this work is the most practical and descriptive of the three, if for no other reason that much of what is provided is the nuts and bolts of trusteeship that he accumulated over (at this point) fourteen years in charge. While a majority of the book addresses the composition and commitment of the board, he does discuss the board functions as well. While he acknowledges that boards deal with policy, he finds it fallacious that they set policy. Instead, to borrow a term later used by Siri Khalsa (1994), policy is "co-constructed" by both the board and the administration. In other words, there is a cycle that exists between both entities, starting with the administration proposing the policy, the board questioning and clarifying the policy, the administration reconsidering the policy, and eventually the board ratifying the policy, only to have the whole process begin anew with another policy.

There are some active duties that the board alone has responsibility for, including the basic organization of the school charter, the appointment of any non-school based labor (accountants, auditors, architects, contractors, fundraising firms, and food services, among others), the care of major assets (land, endowment, and pension), and the hiring and firing of high profile positions (notably the head of school and superannuated master faculty). The major policy decisions include adoption of the school's written mission, tuition, salary and benefits, and master campus development plan, as well as approval of admission policies, graduation requirements, long-range plan, basic rules for student behavior, the outline of any summer programs, and others too numerous to mention. Last, there are some informal functions that McMillan finds important if unrecognized: Trustees must be goodwill ambassadors of their school, act as a means of communication between the school and parents, be fundraisers (although, as previously mentioned, others feel this is a manifest responsibility), including acting as a guarantor in the case of a new or bereft institution, and participate in the development of an independent school trustee knowledge base by attending conventions and workshops with other trustees (seconded by Johnson, 1999a).

The core practicalities that McMillan covers in some depth are best developed by James Ledyard (1987). Ledyard's dissertation examined the composition and decision-making practices of independent day school boards. He found that day boards had 20 members on average, most of whom were parents with a few alumni/ae, parents, and administrators. Kane (1992a) worried that while the diversity of this group is growing, many of these parents "are inexperienced with independent schools and unfamiliar with the concept of trusteeship." She also found that the number of parents on day boards distinguishes them from other nonprofit boards and may create hurdles. While the official NAIS average for boards is 21 (DeKuyper, 1998), McMillan (1980) proposed that the number should be somewhere between 18 and 20 so that every board committee -- Ledyard found that each member will serve on two of six or seven such committees -- would have enough people, although he asserted that a small school could have less and a larger school would almost have to have more. Ledyard discovered that trustees attend an average of nine meetings a year and that each meeting lasts approximately 2 hours. Furthermore, trustees spend an average of 11 hours on school affairs per month, an increase of 35% over what Kraushaar (1972) had found 15 years earlier. It is not surprising that some feel trustees who have had experience on other nonprofit boards may find independent school boards more demanding (Kane, 1999a).

Ledyard also found that most day school trustees serve two 3-year terms, although some schools allow for an indeterminate amount of terms. Even schools that have a two-term cap should and sometimes do have the ability to reelect a valuable trustee after a year or two off the board (McMillan, 1980). Terms are recommended for a few reasons, the common one being that they allow new blood to circulate on boards and they provide a civil way of removing a mediocre trustee after only one term (DeKuyper, 1998; McMillan, 1980). James Wickenden (1996), a respected board consultant, warns that a board composed of term trustees may not develop the unity, sense of respect, and commitment to the head enjoyed by a board that has worked together over a period of time.

Ledyard also did an assessment of independent school governance based on what he took as commonly held assumptions in the field. Here is what he found (p. 135):

The healthiest boards and board-head relationships exist in those schools where there is a relatively high level of board activity; where there are frequent, minor confrontations over a wide range of issues; where the board and school head trust one another and cooperate in the distribution of

influence; where the board is in touch with the various school constituencies on a regular basis; and where there are explicit, periodic assessments of the school head's performance.

The results are in concert with the prescriptive material of DeKuyper, Baldwin and Hughes, and McMillan. The only wildcard is the "frequent, minor confrontations" which go unaddressed by the others.

Thomas Reefer (1991) challenged part of Ledyard's findings, specifically that the healthiest relationships exist when there is a high level of board controversy. Reefer did a case study of a highly regarded urban coeducational preparatory school that had a powerful head but low levels of board controversy. He found that there were two separate spheres in the board-head relationship, the board's and the head's, and that there is not a great deal of intermixing as long as the board senses contentment within the greater school community. Furthermore, he found that the two bodies found mutual benefit mostly through co-optation and legitimization.

Others who have written on the board-head relationship include Khalsa (1994), Henningsen (1992), and Edwards (1994). Khalsa, specifically writing on how boards work with their school heads, found that the head defined the work of the school, citing that board chairs were unanimous in the position that the administration determined the board's work. Regarding the fine line of policy versus implementation, both heads and boards were most often concerned with who was best able to take care of the issue rather than abiding by the conventional wisdom of the board handling policy and the head handling implementation. Accordingly, Khalsa submits that governance is "co-constructed" or "the joint creation of the head and one or more key players, one of whom is almost always the board president" (p.143).

Henningsen explores the head search in independent schools. Referring to what famed organization expert Peter Drucker (1990) calls the "ultimate responsibility" (p.141), Henningsen found that the board must make their expectations open and clear, they must undertake considerable preplanning, they must already have a firm grasp of their role within the school, they must have active participation throughout the search by search committee members, and that strategic planning (to clarify where the school is and needs to go) and transition strategies must be heavily considered. As Baldwin and Hughes (1995) recommended, Henningsen reports that search consultants played a key role in the processes in which they were involved, and that a consultant should assist the board in clarifying expectations, needs, and agenda, as well as conduct a formal follow-up session for mediation purposes.

The final board-head researcher is Edwards (1994), who analyzed five factors that affect the success of board-head relationships. She found that there is a reciprocal relationship between the heads' efforts to develop and cultivate the board (the first two factors) and the boards' willingness to support and nurture the heads (the next pair of factors). The fifth factor involves feedback mechanisms used for board-head communications. Edwards asserts that such mechanisms are essential to the success of the other four factors and that levels of trust are dependant upon all five, with the heads' cultivation of trustees as the most crucial.

Two other descriptive researchers have written on independent school trustees, Scott (1991) and Miles (1994). Scott, like Reefer (1991), did a case study, but in this instance the purpose was to test a governance information system (GIS) developed at the Sloan School of Management on a suburban K-12 school in the Pacific Northwest. While the author comes to many conclusions about the GIS itself, he also finds that there are ways of improving communication between the board and school administration and providing information to better focus and involve a board. More important here, he finds that the "effectiveness of the GIS may be more related to the boards's positive perceptions of the school's leadership than the actual GIS itself" (p.139).

Miles studied the extent and causes of trustee involvement in educational matters. He found that a number of the responsibilities highlighted earlier were obvious entrees into educational plans, programs, and personnel. They included the responsibility for articulating the school's mission and strategic plan, understanding and evaluating the educational leadership of the head, and clarifying the role for the board's education committee. He also found some factors that restricted involvement in educational matters, but in turn encouraged trustees to involve themselves in administrative issues, the two major ones being the over-reliance on informal and anecdotal information on educational matters and the simple fact that many trustees were also parents.

(n.b.: citings available upon request)



NewSouth Associates is keenly aware of the pitfalls that come with the human side of running a non-profit institution. While charts (see Visual Cues #1 & #2) and background information (see Backgrounder) provide a school with valuable context, they are a dangerous platform on which to base an internal diagnosis. Accordingly, what follows is a peek at the top 10 problems and opportunities for school boards based on literature and our practice. We welcome any questions you may have about a situation particular to your school with which we might be of assistance.

NewSouth Associates' Top 10 Problems and Opportunities for Independent School Boards

(in no particular order)

Time Commitment -- Independent school trusteeship requires volunteer service on the board, among the school's constituencies, and in the larger community of those not part of the school. Each trustee takes on the obligation of active support for the school, for the leadership of the school head, and for independent education. One component of volunteer service is financial support of the school: each trustee should contribute to every school fund-raising effort. But volunteer service entails the gift of time and thought and effort as well. Independent schools exist because of volunteer service, one of the concepts embodied in independent education.

Composition of the Board -- A school needs thoughtful, dedicated trustees who fit the board's and the school's needs, are prepared to volunteer sufficient time to learn about the school and about trusteeship, and come prepared to board and committee meetings. Trustees must be discreet, for board discussions are absolutely confidential. Lack of confidentiality is a breach of trust, which can damage a school severely. Trustees are responsible to the institution as a whole. No trustee should formally represent a particular constituency. For example, if the head of the parents' association or the graduates' association is a trustee ex officio, that person, as a trustee, does not represent the parents or the graduate body. Similarly, trustees who are parents of children in the school should be able to decide an issue for the good of the school, not just for the good of their children. During board deliberations, each trustee decides for the good of the entire school. Boards must also be aware of

Board Efficiencies -- Boarding school trustees usually come together three or four times a year, holding committee meetings in the afternoon and board meetings in the evening and the following morning. However, approximately 55 percent of NAIS day school boards meet eight or more times a year. This frequency places a heavy burden on the board—especially on the chair, who must spend a good deal of time preparing for meetings and following up after them. This combination of frequent meetings and rapid trustee rotation has resulted in a very brief tenure for many day school board chairs. There may be temporary circumstances under which an independent school board needs to meet eight or more times a year. A board that routinely meets this often, however, probably is not delegating enough authority to the head or is not organizing itself adequately. Well-organized day school boards usually need to meet no more than five or six times a year for an hour and a half or two hours at a time. Time taken by additional meetings may deter trustees from further service to the school. Boards must also be aware of their size and term limits in order to best meet the needs of their respective institutions.

Board(chair)-Head Relationship -- The working relationship between the board, particularly the board chair and the head of the school, is a partnership of mutual endeavor and trust. Legally, the board is responsible for the institution and selects the head to be the educational leader and administrator of the school. The head is a full-time professional, the board is part-time and volunteer, but each has skills, knowledge, resources, and judgment essential to the school. To serve the institution well, they need to work cooperatively and communicate openly in an atmosphere of mutual respect. Defining the responsibilities of board and head is more complicated than the usual distinction between policy and administration. The board sets policy and delegates administration of the school to the head. But the head guides the board in setting policy, while the board has primary administrative responsibility for its own management, for managing the school's assets, and for raising money. Throughout, boards and heads have to ask themselves how, together, they can do the best possible job for their school. They must keep steadily in mind what is special about the school—its mission and characteristic spirit—in order to decide on the best possible policies and procedures for the school and for the board. A board's relation to the administration and the faculty is

as much an expression of a school's ethos as the education the school offers its students—and will have as great an effect on the institution's future.

The leadership of an independent school is the responsibility of the head and the board chair. The head is the professional leader of the school; the chair is the leader of the board. Both are crucial to the school. They are there to make a difference, to articulate their vision of what the institution can be, and to persuade others to work toward this end. Each trustee has the right to expect leadership from the head and from the chair. Communication—particularly between the board chair and the head—is vitally important to successful working relations between the head and the board. Some heads may never have attended a board meeting until assuming their present position. Unless the chair tells them, they may not know what is expected in terms of decision making or reporting to the board. Working with the board chair, the head should arrive at a balance that feels right for all parties between too much autonomy (which may surprise and offend trustees) and too much consultation (which may overinvolve trustees in detail and waste their time).

Managing your one employee -- There are new pressures on the independent school: more competition from improving public schools, declining numbers of middle and secondary school children, more complicated government regulations, tax reforms that make giving more expensive, the need for improving faculty compensation, and financial and other relatively recent complexities. The school head must act as the board's finger on the pulse of trends in the world of education, particularly within the independent sector.

The head of the school deals with all the individuals and constituencies in the school. As a result, the head moves in an atmosphere of constant approval, criticism, pressure, acceptance, gossip, and informal evaluation. For the board to evaluate the head's performance formally each year makes the head less vulnerable to casual, partisan evaluations and provides a procedure for agreeing on the head's priorities for the coming year. This evaluation takes place after the board and board chair evaluation, usually in the late spring or early summer. Its findings are kept as separate as possible from decisions about the head's compensation (usually made in January or February, along with faculty and staff compensation decisions), because its purpose is to improve or sustain the work of the head and to set goals. The relationship between a school and its head rarely continues until the head reaches retirement age. A board may wish to initiate a change; schools need different kinds of leadership at different times. Heads may feel they have done what they set out to do, they may want a new challenge, or they may wish a more private life and return to teaching. Nine to fifteen years is the usual period within which a head accomplishes all that one person can as a leader of a particular institution. The advantages of an incumbency of twenty years or more must be weighed against the near certainty of a rough transition period under the eventual new head. The head and board chair should be able to speak privately to each other about their timetables two or three years in advance. If possible, they should agree not to leave in the same year.

Knowledge of Responsibilities (individual/group) -- An independent school operates in the public interest. The board has an obligation to hold the school to the highest standards of service to the public from which the school derives its independence. As tax-exempt institutions, independent schools cannot justify their existence if their function is only to provide for those already privileged by society. The board is responsible for the school and for the welfare of students and faculty. To fulfill this responsibility, the board establishes the school's mission, formulates board policy, and assesses the performance of the school.

A quick and easy reference to the individual and group responsibilities of the board is the NAIS's Principles of Good Practice (provided in visual cue #3 below)

Fundraising -- The head is usually the person who alerts the board to the development needs of the school. The head also states the case for each campaign, meets potential donors, and helps make contact with foundation and corporate executives. Heads of elementary schools rarely solicit parents directly; all families need to feel that they can speak to the head about their children without being embarrassed about not making a gift. Heads of secondary schools generally are expected to solicit gifts from large donors, at least on occasion.

The board is responsible for the school's financial condition and for its plant. To ensure that the school has adequate financial and physical resources to carry out its mission, the board bears primary responsibility for fund raising.

Public Relations -- In the course of their time on the board, trustees of a school hear complaints from parents, students, graduates, and sometimes, faculty members. Trustees should not try to solve a problem themselves but, after listening, refer the person complaining directly to the head of the school. The trustee should then immediately inform the head of the matter. At all times trustees should be responsive and conciliatory in handling complaints. Silence can be misinterpreted as agreement with a complaint. Sensitive advocacy of the school's position need not be adversarial. If a complaint comes in writing, any written answer should say that the question is being referred to the head and indicate that a copy of the reply is being sent to the head. If the matter is particularly sticky or serious, or if the person complaining has already spoken to the head, or feels unable to do so, the trustee should mention the matter to the board chair as well, but the head should be informed first and know the name of the person complaining.

An independent school board should not sit as a court of appeal on the head's decisions. A board, or board committee, allowing access to parent, student, or faculty appeal, undermines the authority the board has delegated to the head, inhibits the exercise of the head's best judgment, and makes a clear statement that it questions the judgment of the head—whether or not the head's decision is upheld. In an extraordinary situation, a board, because it is ultimately responsible by law for the institution, may be required to overrule a head, but this will almost always result in the loss of the head.

Changes in school, board, or head -- The board holds in trust the school's future as well as its present; the board's collective judgment will affect how the institution can serve constituencies to come. These constituencies—students, faculty, administration, parents, graduates, donors, local community, trustees—change to some extent each year, as does the moral, intellectual, and social climate in which the school operates. As a result, schools are always in flux; they cannot rest. The board should expect continual change, try to anticipate it, and use it as an opportunity for the school.

Quite often, the greatest change within a school community is the head. A new head needs special board support in school and out. Individual trustees, and particularly the board chair, should be ready to adjust to the new head's ways of working and to help the new person settle in and overcome difficulties. The board should clearly give the new head its confidence and backing. It can take as long as two years for faculty, parents, and students to get used to a change of head. It would be surprising, and unusual, if no group in the school missed the earlier head.

Conflict of Interest -- Most independent school trustees have ties to the school. They know students and parents and, often, faculty members. As a result, school trusteeship differs from service on other not-for-profit boards, whose trustees may not know clients or staff. Because of the closeness of school communities, school trustees have to be careful to separate trustee decisions from family ones and to act, whenever possible, to support the authority of the head of the school. This concern is also appropriate with regard to a board member's business dealings with the school if they stand to profit either directly or indirectly as an outside vendor.

Visual Cue #3

The NAIS *Principles of Good Practice* for member schools, defining high standards and ethical behavior in key areas of school operations, are designed to help guide schools in becoming the best education communities they can be.

Independent School Trustees

The following principles of good practice are set forth to provide a common perspective on the responsibilities of individual members of independent school boards.

1. A trustee actively supports and promotes the school's mission, vision, strategic goals and policy positions.
2. A trustee is knowledgeable about the school's mission and goals, including its commitment to equity and justice, and represents them appropriately and accurately within the community.



3. A trustee stays fully informed about current operations and issues by attending meetings regularly, coming to meetings well prepared, and participating fully in all matters.
4. The board sets policy and focuses on long range and strategic issues. An individual trustee does not become involved directly in specific management, personnel, or curricular issues.
5. The trustee takes care to separate the interests of the school from the specific needs of a particular child or constituency.
6. A trustee accepts and supports board decisions. Once a decision has been made, the board speaks as one voice.
7. A trustee keeps all board deliberations confidential.
8. A trustee guards against conflict of interest, whether personal or business related.
9. A trustee has the responsibility to support the school and its head and to demonstrate that support within the community.
10. Authority is vested in the board as a whole. A trustee who learns of an issue of importance to the school has the obligation to bring it to the head of school, or to the board chair, and must refrain from responding to the situation individually.
11. A trustee contributes to the development program of the school, including strategic planning for development, financial support, and active involvement in annual and capital giving.
12. Each trustee, not just the treasurer and finance committee, has fiduciary responsibility to the school for sound financial management.

Board of Trustees

The board is the guardian of the school's mission. It is the board's responsibility to ensure that the mission is relevant and vital to the community it serves and to monitor the success of the school in fulfilling its mission.

The following principles of good practice are set forth to provide a common perspective on the responsibilities of independent school boards. The board and the head work in partnership in fulfilling these principles.

1. The board adopts a clear statement of the school's mission, vision, and strategic goals and establishes policies and plans consistent with this statement.
2. The board reviews and maintains appropriate bylaws that conform to legal requirements, including duties of loyalty, obedience and care.
3. The board assures that the school and the board operate in compliance with applicable laws and regulations, minimizing exposure to legal action. The board creates a conflict of interest policy that is reviewed with, and signed by, individual trustees annually.
4. The board accepts accountability for both the financial stability and the financial future of the institution, engaging in strategic financial planning, assuming primary responsibility for the preservation of capital assets and endowments, overseeing operating budgets, and participating actively in fund-raising.
5. The board selects, supports, nurtures, evaluates, and sets appropriate compensation for the head of school.
6. The board recognizes that its primary work and focus are long-range and strategic.
7. The board undertakes formal strategic planning on a periodic basis, sets annual goals related to the plan, and conducts annual written evaluations for the school, the head of school, and the board itself.
8. The board keeps full and accurate records of its meetings, committees, and policies and communicates its decisions widely, while keeping its deliberations confidential.
9. Board composition reflects the strategic expertise, resources and perspectives (past, present, future) needed to achieve the mission and strategic objectives of the school.
10. The board works to ensure all its members are actively involved in the work of the board and its committees.
11. As leader of the school community, the board engages proactively with the head of school in cultivating and maintaining good relations with school constituents as well as the broader community and exhibits best practices relevant to equity and justice.
12. The board is committed to a program of professional development that includes annual new trustee orientation, ongoing trustee education and evaluation, and board leadership succession planning.