



Najd National Schools
International Program

The School Board



Najd National School for Boys

International Program

The School Board

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Najd National Schools-International Program Guiding Statements

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 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 unbiased 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 board 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 Board members must believe that they are real stakeholders and their involvement has an effect on the learning at the school. They are involved in crafting and affirming the school's philosophy and mission and set the agenda for the school through long-range and short-range planning. They do this in an environment which provides them with the opportunity to articulate both their support and their



nonsupport (along with their reasons) on any issue facing the school (Convey & Haney, 1997)

Considering the unique needs of an accredited international school as compared to those of the National School program Board members have to be regularly informed and embrace the needs of the international program. These needs will be presented by the Learning Director of the international program and by the Head of the international section.

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

Conflicts of Interest

(Refer to the Conflict-of-Interest Policy)

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 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).

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.			

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

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

Board members 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>