

2.0 THE SCHOOL BOARD

Table of Contents

| | | |
|----------|--|----|
| 2.0 | THE SCHOOL BOARD | 1 |
| 2.10 | School Board Legal Status | 4 |
| 2.10.1 | School Board Powers and Duties | 5 |
| 2.10.2 | Individual Board Member Authority | 7 |
| 2.10.3 | Board Member Ethics | 8 |
| 2.10.3.1 | Board Member Conflicts of Interest | 9 |
| 2.10.3.2 | Personal Relationships | 10 |
| 2.10.4 | Board Planning Process | 11 |
| 2.10.4.1 | Strategic Plan | 12 |
| 2.10.4.2 | Annual Budget and Business Plan | 13 |
| 2.20 | Board Members | 14 |
| 2.20.1 | Selection and/or Election of Board Members | 15 |
| 2.20.2 | Board Member Induction and Development | 17 |
| 2.20.3 | Board Member Compensation and Expenses | 18 |
| 2.20.4 | Vacancies on the Board | 19 |
| 2.30 | Organisation of the Board | 21 |
| 2.30.1 | Board Officers | 22 |
| 2.30.2 | Board Committees | 23 |
| 2.30.2.1 | Current Committees | 24 |
| 2.30.3 | Advisory Committees to the Board | 25 |
| 2.30.3.1 | SNOB & NTC Advisory Committee Policy | 27 |
| 2.30.4 | Board's Legal Counsel | 32 |
| 2.30.5 | Board-Head of School Relationship | 33 |
| 2.30.6 | Board Self-Evaluation | 35 |
| 2.30.7 | Board Calendar | 36 |
| 2.40 | Board Meetings | 37 |
| 2.40.1 | Annual General Meeting (AGM) | 38 |
| 2.40.2 | Extraordinary General Meeting (EGM) | 39 |
| 2.40.3 | Regular Board Meetings | 40 |
| 2.40.4 | Special Board Meetings | 41 |
| 2.40.5 | Regular Board Meeting Agenda Preparation, Format and Dissemination | 42 |
| 2.40.6 | Quorum | 43 |
| 2.40.7 | Attendance by Invited Guests | 44 |
| 2.40.8 | Voting Method | 45 |
| 2.40.9 | Minutes | 46 |
| 2.40.10 | Public and Parent Attendance at Board Meetings | 47 |
| 2.50 | Board Policy Development..... | 48 |
| 2.50.1 | Preliminary Development of Draft Policies | 49 |
| 2.50.2 | Policy Adoption and Dissemination | 50 |
| 2.50.3 | Board Review of Administrative Policy and Procedures | 51 |
| 2.50.4 | Administration in Policy Absence | 52 |

| | | |
|------------|---|----|
| 2.50.5 | Policy Review and Evaluation/Manual Accuracy Check | 53 |
| 2.50.6 | Amendment of Articles of Association or Policies (and Suspension of Policies) | 54 |
| APPENDIX 1 | – ISA VISION & STRATEGIC PLAN 2012-2017 | 55 |

2.10 School Board Legal Status

General Statement:

The business of the International School of Aberdeen Educational Trust Limited, known as “the Company”, is managed by the School Board of Trustees, known as “the Board”, which operates under the regulations contained in the Memorandum and Articles of Association of the Company. The Board determines policy, delegates executive, supervisory and instructional authority to its employees, and appraises the results achieved in light of the goals of the school system. The Board is responsible for the *what* (deciding what is to be delivered), *why* (establishing why this is important), and *how much* (approving the financial cost).

CROSS REFERENCE: 1.10.1 Memorandum and Articles of Association, Control and Purpose

2.10.1 School Board Powers and Duties

The Board's powers and duties according to the Articles of Association include:

1. Delegating powers to subcommittees to act on its behalf as it deems expedient. Any subcommittee will follow the regulations of the Memorandum and Articles of Association.
2. Paying the costs, charges and expenses of the Company.
3. Purchasing or taking on lease as they think fit.
4. Paying for any property, rights or services for the Company.
5. Securing the fulfilment of any contracts or engagements by the Company.
6. Appointing, removing or suspending the Head of School, Principals, teachers, support staff, agents, contractors and others as they think fit. The Board delegates authority as it thinks expedient and determines duties and fixes salaries.
7. Appointing any person or persons to hold in trust Company property.
8. Executing mortgages, charges and other securities and leases for any member of the Board who may incur, or be about to incur, any personal liability whether as a principal or guarantor, for the benefit of the Company.
9. Instituting, conducting, defending, compounding or abandoning any legal proceedings concerning the Company or its officers.
10. Referring any claims or demands by or against the Company to arbitration and observing and performing the awards.
11. Making and giving receipts, releases and other charges for money payable to the Company and for claims and demands to the Company.
12. Determining who shall sign bills, notes, receipts, acceptances, endorsements, cheques, releases, contracts and documents on the Company's behalf.
13. Admitting reduced fee pupils to the School, particularly in exceptional or deserving cases.
14. Suspending or removing from membership any member whose continued membership is detrimental to the best interests of the School. Members include parents or guardians of any pupil, any corporation having an employee with a pupil, or any person appointed as a member of the Board.

-
15. Making regulations and by-laws regarding the conduct of the School; qualification of the Head of School, Principals, teachers, pupils and others; school terms, vacations and fees; and other affairs and concerns of the Company or School.
 16. Granting and establishing scholarships, prizes, and payments towards the expenses of pupils.
 17. Investing the funds of the School in an interest bearing account.

2.10.2 Individual Board Member Authority

No individual Board Member has the authority to act for the Board, unless that power has been clearly delegated and minuted.

2.10.3 Board Member Ethics

The International School of Aberdeen (ISA) Board's code of conduct includes:

- Making all decisions in the best interests of the entire School and the children.
- Becoming familiar with and abiding by Board-approved policies of the School.
- Helping to set the direction, philosophies and policies of the School and becoming an advocate for these.
- Acting collectively and being promoters of the School.
- Maintaining confidentiality on all proprietary and personnel issues.

2.10.3.1 Board Member Conflicts of Interest

Board Members will not engage in any activities that conflict with the best interests of the International School of Aberdeen (ISA). Board Members will not use their position for personal gain or for the improper benefit of others. The Board should be informed if a Member of the Board or any known relative of the Board works or holds a proprietary interest in a company involved with ISA in the purchase of supplies, equipment, or services. If in doubt whether their actions might reasonably lead one to believe a conflict exists, the Member should raise the issue with the Board. In any given case, the Board shall decide whether or not a conflict of interest is 'substantial', and whether it warrants any special measures, such as requiring the Member to refrain from voting on a particular matter, or requesting their resignation.

CROSS REFERENCE: 1.10.1 Memorandum and Articles of Association, Control and Purpose

2.10.3.2 Personal Relationships

Board Members will inform the Board of any personal relationships involving school employees or fellow Board Members. A personal relationship is one of sufficient intimacy as to create the appearance of a bias. No member of the immediate family of a Board Member is eligible for an employment contract at the International School of Aberdeen. No more than one member of a family can serve on the Board as a Board Member at any one time.

2.10.4 Board Planning Process

The Board is responsible for ensuring a strategic plan and an annual business plan is developed for the International School of Aberdeen (ISA). The responsibilities include:

- Reviewing and approving the planning process and calendar.
- Developing long term strategies and short-term goals.
- Arranging for appropriate studies, as needed.
- Ensuring the development of an annual business plan to achieve approved financial and strategic objectives.
- Establishing audit procedures for performance and financial objectives.
- Standing accountable for performance and financial objectives set forth in approved plans and for compliance with school policies.
- Communicating performance and financial results to other members of the Company.

CROSS REFERENCE: 2.40.3 Regular Board Meetings

2.10.4.1 Strategic Plan

The Board completes a new strategic plan for ISA at least once every five years. Annually, as the first step in the planning process, the strategic plan is reviewed for continued relevance. A copy of The International School of Aberdeen – ISA Vision & Strategic Plan 2012-2017 is shown as Appendix 1.

2.10.4.2 Annual Budget and Business Plan

The Board and the Head of School are responsible for completing an annual budget and business plan. The draft business plan (i.e. action plan for implementing the strategic plan) should be completed by May of each year, in preparation for the upcoming school year. The Board may delegate the preparation of the annual budget to the Finance Committee; however, the final approval and responsibility rests with the School Board.

2.20 Board Members

General Statement:

The International School of Aberdeen (ISA) School Board of Trustees is a partly appointed, partly elected institution. Obtaining Board Members with the skills, knowledge and ability to serve on the Board is critical to its efficient operation and decision-making. The Board wants responsible and capable candidates who are interested in the welfare of the ISA students, who have the institutional affiliation and expertise desired by the Board, and who have sufficient time and interest to devote to Board business. The selection, election, resignation and removal processes for Board members are determined by the Articles of Association of the ISA Educational Trust Limited.

CROSS REFERENCE: 1.10.1 Memorandum and Articles of Association, Control and Purpose

2.20.1 Selection and/or Election of Board Members

The School Board of Trustees has a minimum of seven (7) Members and a maximum of eight (8) Members at any given time. The annual School Board year is the 1st December through the 30th November. Elected Members of the ISA Board (except the position added in the May 2000 EGM to allow for one external Board Member) may be required to be parents with children actively attending ISA. The School Board is composed of Members from the following categories. (The terms of office in categories one to three are staggered to ensure continuity.):

1. Three appointed Members approved by the five Corporations with employees having the largest to the fifth largest number of children attending ISA.
2. One appointed Member approved by the five Corporations with employees having the sixth to tenth largest number of children attending ISA.
3. Three elected Members from the Annual General Meeting.
4. One external Member appointed by the majority of the Board, as required.

The make-up of the Board reflects the desire to ensure the needs and opinions of the paying Corporations, students' parents/guardians, and local community. The objective is to have a variety of skills, knowledge and experience on the Board in order to improve its efficiency and effectiveness.

No one is eligible to be a Board Member if they are employed at ISA or is the spouse of an ISA employee.

The selection and/or election processes follow:

Three Appointed Members

The five Corporations with the largest to the fifth largest number of children entered for and attending ISA on 1st October in the year of appointment will endorse the appointed Member in writing. The written appointment will be made at least one month before the 1st December.

The Board expects the Corporations to select their representatives by whatever manner the Corporations desire. The Board, however, may provide selection criteria and a list of potential candidates in order to ensure relevant skills or expertise are available to meet the Board's needs. The Board is interested in candidates who are able to fill the two-year term of office from the 1st December.

One Appointed Member

The five Corporations with the sixth to tenth largest number of children entered for and attending ISA on the 1st October in the year of appointment will endorse the appointed Member in writing. The written appointment will be made at least one month before the 1st December.

The Board expects the Corporations to select their representative by whatever manner the Corporations desire. The Board, however, may provide selection criteria and a list of potential candidates in order to ensure relevant skills or expertise are available to meet the Board's needs. The Board is interested in candidates who are able to fill the two-year term of office from the 1st December.

Three Elected Members

The elections will be conducted in such a way as to encourage Board representation from the parents or guardians of the ISA student body. The Board will provide desired selection criteria as part of the nomination process. Nominees for the elected Member positions will be solicited at least one month prior to the Annual General Meeting (AGM). During the AGM, vacant elected Board positions will be filled based on the majority votes of members at the AGM. The term of office for an elected Member is two years from the 1st December.

One External Member

When needs arise, the majority of the seven (7) Board Members may appoint, in writing, an External Board Member. The purpose of the External Member is to add stability, diversity and perspective to the Board. The external Member should provide a wider community and/or educational perspective to the Board.

The External Member on their appointment becomes a Member of the Company under the Articles of Association. The term of office is two years from the date of appointment.

A retiring Member of the Board is eligible for re-appointment or re-election.

2.20.2 Board Member Induction and Development

The Board realises the importance of an induction programme for new Board Members. Under the guidance and direction of the Board Chair and ISA Head of School, an induction will be provided to new Board Members. The induction will include such activities as:

- Extending an official communication of welcome.
- Providing a copy of the ISA School Board Policy Manual, and strategic plans.
- Meeting to discuss roles and responsibilities.

The Board will periodically hold a development session to learn and discuss ways to improve the effectiveness of the Board, as the process of development and review of the annual Board Goals largely serves its purpose.

2.20.3 Board Member Compensation and Expenses

Members of the Board will not receive any remuneration for serving on the Board, and will not be liable for any action lawfully taken by them in their capacity as a Member of the Board.

Members of the Board will be reimbursed for all necessary expenses incurred in attending any meetings or in making any trips on official business for ISA when so authorised by the Board.

2.20.4 Vacancies on the Board

Vacancies on the Board occur by reason of:

- a) If they become bankrupt or insolvent or compounds with their creditors;
- b) If they become of unsound mind;
- c) If their election as a Member of the Board under Article (39) (D) of the Articles of Association is revoked by a majority of the votes of all the remaining Board Members (which votes shall be cast in writing and signed by each Board Member);
- d) If their appointment as a Member of the Board under Article (39) (A) or (B) of the Articles of Association is revoked in writing by the five corporations which appointed them;
- e) If they give the Board one months notice in writing to the effect that they resign their office;
- f) If they cease to be a Member of the Company;
- g) If they cease to hold office by virtue of any provision of The Companies Act 1948 as amended or modified by any subsequent legislation;
- h) If they are not eligible to be a Member of the Board of a charity by virtue of s.69(2) of the Charities Act;
- i) If the Board considers that they are in serious or persistent breach of s.66(1) and/or s.66(2) of the Charities Act, such Member being entitled to be heard by the Board before it makes its decision;
- j) Where there is a significant or persistent conflict of interest which, in the opinion of the Board, prevents the Member of the Board from acting or carrying out their duties impartially, such Member being entitled to be heard by the Board before it reaches its decision;
- k) If they accept any remuneration in contravention of Clause 4 of the Memorandum of Association;
- l) If they are removed from office by the Company in General Meeting under Article (40) of the Articles of Association;
- m) If their appointment as the External Member of the Board under Article (39) (C) of the Articles of Association is revoked in writing by a majority of the other 7 Board Members at any time.

The Board will be actively involved in developing a list of viable replacement candidates following a vacancy. Departing Members will be asked for possible replacement names. The Board will consider the overall composition of the current Board and the future needs of the Board, both in the short and the long-term, when determining a list of possible replacement candidates. Ideally, potential candidates will submit information on their interest and suitability for serving on the Board prior to any decisions being made. Interviews will be conducted to determine willingness and to ensure understanding of Board Member responsibilities.

The process for replacing vacancies follows:

1. Three Appointed Members
Filled by appointment from the five Corporations with employees having the largest to the fifth largest number of children entered for and attending ISA at the time of the vacancy. The Board will provide a list of potential candidates, however the final decision is up to the five Corporations.

-
2. One Appointed Member
Filled by appointment from the five Corporations having the sixth to the tenth largest number of children entered for and attending ISA at the time of the vacancy. The Board will provide a list of potential candidates, however the final decision is up to the five Corporations.
 3. Three Elected Members
Filled by election from the majority of votes of the remaining Board Members (votes will be cast in writing and signed by each Board Member).
 4. One External Member
If the Board determines the vacancy will be filled, the replacement will be selected by a majority of the remaining seven Board Members.

A replacement Board Member will only hold office for the remaining term of office of the Board Member in whose place they are filling.

CROSS REFERENCE: Articles of Association, Article VIII The School Board

2.30 Organisation of the Board

General Statement:

The organisation of the Board is instrumental in ensuring its smooth and efficient operation. Clearly communicated roles and responsibilities assist the Board's decision-making process and meeting effectiveness. The formal organisation of the Board includes the appointment of officers, standing committees, advisory committees, legal counsel and interaction with the International School of Aberdeen (ISA) Administration.

2.30.1 Board Officers

At the first meeting of each new School Board year (after 1 December), the Board shall elect a Chairperson, Vice-Chairperson, Treasurer and a Secretary from among the four appointed Board Members. The roles are held in accordance with the Articles of Association. The responsibilities of each of the Board Officers follow:

- a) Chair
 - Develops the Board meeting agenda
 - Responds to any correspondence addressed to the Board
 - Serves as the point of reference for the Head of School on issues requiring Board input or assistance
 - Provides the determining vote in tied voting situations
- b) Vice-Chair
 - Takes the Chair for Board meetings when the Chairperson is not present
 - Assists with any responsibilities the Chairperson is unable to complete
- c) Treasurer
 - Meets regularly with the ISA Finance Manager to review the school finances
 - Chairs the Finance Committee
 - Works with the administration to build and recommend the school budget
- d) Secretary
 - Maintains register of members
 - Ensures accurate maintenance of Board records and policies
 - Counts votes at any Annual General Meeting or Extraordinary General Meeting

2.30.2 Board Committees

The Articles of Association permit the formation of committees to assist in the work of the Board. The Board will provide clear direction to the committees on the work that needs to be completed. It is the practice of the Board to have one or more standing committees concerned with particular aspects of the Board's work (e.g. Finance Committee). These committees may be changed, dissolved or formed as particular needs arise. The Board will periodically review its roster of committees to ensure their continued usefulness to the Board and ISA. Board members are responsible for the work of the committees, however additional resources, such as parents, may assist with committee work.

CROSS REFERENCE: 1.20.3 Parent Involvement in Decision-Making

2.30.2.1 Current Committees

The Board will have standing committees including:

- Finance
- Strategy
- Policy
- Communication

Other committees may be added and/or disbanded as required.

2.30.3 Advisory Committees to the Board

Advisory committees play an important role in contributing to the educational programme of ISA by conducting studies, identifying problems, or developing recommendations to assist the Board in making decisions. The Board has the sole power to establish and dissolve any of its advisory committees, and reserves its right to exercise this power at any time during the life of a committee. The following policies will govern the appointment and functioning of advisory committees:

1. Advisory committees may be created by the Board to serve as task forces for special purposes or to provide continuing consultation in a particular area of activity. However, there will be no standing overall advisory committee to the Board.
2. If an advisory committee is required by law, its composition and appointment will meet all the guidelines established for that particular type of committee.
3. The composition of task forces and any other advisory committees will be broadly representative and will take into consideration the specific tasks assigned to the committee. Members of the staff may be appointed to the committee as members or consultants, as needed. The Board may appoint one or more Board Members to serve on advisory committees on behalf of the Board.
4. The Board will make all appointments to advisory committees. Any staff member appointments will be made by the Board based on the recommendation of the Head of School.
5. Staff members accepting membership on an advisory committee do so on the understanding that they speak on the basis of their personal and professional experience, and not as official representatives of specific professional groups. A similar understanding is expected from committee members who are invited to serve as parent, student or community members; they are invited for what they personally can contribute to the committee's work and not for their affiliation (if any) with group or political points of view.
6. Tenure of advisory committee members will not be longer than one year, unless the committee member is re-appointed.
7. Each advisory committee will be clearly instructed as to the:
 - a) Length of time each member is being asked to serve.
 - b) Service the Board wishes the committee to render, including the extent and limitation of its responsibilities.
 - c) Resources the Board will provide.
 - d) Approximate dates on which the Board wishes to receive major reports.
 - e) Board policies governing advisory committees and the relationship of these committees to the Board, individual Board members, ISA Head of School, and other members of the professional staff.
8. Recommendations of advisory committees will be based on research and fact.

-
9. No announcement may be made by the advisory committee or its members to the press, school community (parents, staff, students) or public until such announcement has been cleared with the Board Chair.
 10. The Board possesses certain powers and prerogatives that cannot be delegated or surrendered to others. Therefore, all advisory committee recommendations must be submitted to the Board for action.

CROSS REFERENCE: 1.20.3 Parent Involvement in Decision-Making
 5.20.4 Staff Involvement in Decision-Making
 8.40.4 Student Involvement in Decision-Making
 9.40.1 Parent Involvement in Decision-Making

2.30.3.1 SNOB & NTC Advisory Committee Policy

Background

NTC Education stands for “Nederlands Taal en Cultuur Onderwijs”, or the Dutch Language and Culture Education, hereafter referred to as NTC or NTC Programme. The mission of the NTC is to offer students the opportunity to develop a Dutch identity by providing a Dutch Culture and Mother Tongue programme within the wider context of the International School of Aberdeen’s curriculum and community. The ultimate goal is to assure alignment regarding Dutch language and culture for students who return to the Netherlands to continue their education.

The International School of Aberdeen (hereafter referred to as ISA) has offered the NTC education since August 2007, after the closure of the Dutch School in Aberdeen. The NTC programme is monitored periodically both by the School Inspection of the Dutch Ministry of Education and by the Stichting Nederlands Onderwijs in Buitenland (Foundation for Dutch Education Abroad, hereafter referred to as SNOB). The NTC Advisory Committee provides advice and safeguards the quality and continuity of NTC within the ISA.

1.0 Act of Affiliation with SNOB

The Board of ISA will ensure that the act of affiliation with SNOB is maintained throughout the maintenance of the NTC Programme at ISA.

2.0 Organisational Structure & Responsibilities

A clear understanding of the roles and responsibilities of all parties is essential to ensure the delivery of the NTC Programme and to ensure cooperative, effective and collegial interactions.

2.1 ISA School Board

The ISA School Board will act as the Board of the NTC facility at ISA and will also be the acting governors. The ISA School Board will also be responsible for ensuring all necessary financial, facility and staffing requirements are put in place to support the NTC Programme and to maintain ISA’s affiliation with SNOB.

2.2 Head of School

As the chief administrator, the ISA Head of School will work closely with the ISA School Board to support the NTC Programme, especially in the areas of finance, facilities and staffing. In addition, the Head of School will support the Elementary Principal, NTC Teachers, and the NTC Advisory Committee to ensure the delivery of a quality Dutch Programme.

2.3 Elementary Principal

The Elementary Principal will be responsible for the operational leadership of the NTC facility in cooperation with the NTC Teachers. The preparation of detailed job descriptions for the NTC Teachers will be prepared by the Elementary Principal to reflect the tasks, responsibilities, and allocation of non-teaching time.

2.4 NTC Teachers

The NTC Teachers are charged with the delivery of the Dutch lessons. In addition, the NTC Teachers will undertake responsibilities for matters associated with parents, the Elementary

Principal, and the NTC Advisory Committee. The NTC Teachers may occasionally be required to undertake other duties which, in the Employer's reasonable opinion, the NTC Teachers are capable of discharging taking into account, where appropriate, the Teacher's qualifications. This includes, but is not limited to, additional work associated with the support of the NTC Advisory Committee and the preparation of all required SNOB documentation (i.e. NTC Schoolplan, NTC Schoolgids and other; please refer to 6.3).

2.5 NTC Advisory Committee

The NTC Advisory Committee has a defined supporting role in providing advice to all the parties responsible for delivering a quality NTC Programme. This advice is designed:

- To provide quality assurance and continuity for the mission statement of the NTC programme;
- To provide advice to the ISA School Board;
- To provide advice on general issues identified by the ISA School Board;
- To provide advice to any member of ISA staff that the ISA School Board has delegated specific content to related to the NTC programme.

3.0 Structure of the NTC Advisory Committee

A minimum of 3 individuals and a maximum of 5 will make up the NTC Advisory Committee. One of the members will be a Shell appointed representative, preferably with children at ISA who are participating in the Dutch Programme. All other members of the Advisory Committee will be elected.

3.1 Election to the NTC Advisory Committee

Only parents with children participating in the ISA NTC Programme will be eligible to vote and to run for election onto the NTC Advisory Committee. An election will take place at the NTC information evening in September, if the number of nominations exceeds the committee maximum. If the number of nominations is less than or fills all available vacancies, then the nominated candidates will be automatically appointed.

Election to the NTC Advisory Committee will require a letter of intent to serve on the Committee, at least 7 days prior to the NTC-information evening; in addition, nominations may be taken from the floor on the night. In the event there are no nominations, the NTC Advisory Committee has the ability to appoint individuals on the evening itself.

3.1.1 Term of Office

The normal term of office for an elected member will be 2 years.

3.1.2 NTC Advisory Committee Orientation

Prior to a member joining the NTC Advisory Committee, an orientation process will be conducted by the NTC Advisory Committee Chair and the ISA Head of School. The orientation process will focus on the roles and responsibilities of all the parties connected with the delivery of the Dutch NTC Programme, along with the working relationship within the wider context of ISA School Board Policies and management structure.

3.1.3 NTC Committee Vacancies

If a vacancy occurs, the NTC Advisory Committee has the opportunity to appoint a new member for the duration of the term of the elected member who has stepped down.

3.1.4 Ex-officio Members

The Elementary Principal and the NTC Teachers will be ex-officio members of the NTC Advisory Committee.

3.1.5 Meeting Schedule

A minimum of four meetings a year will be held, generally on a quarterly basis. Additional meetings will be arranged as required. Meetings are structured through a standardized agenda.

3.1.6 Meeting Minutes

Minutes will be taken at all NTC Advisory Committee meetings and circulated to all participants and the designated ISA School Board Member.

4.0 Communication

Open communication between the ISA School Board and the NTC Advisory Committee is an important means by which to support the NTC Programme. In order to facilitate this important relationship, an outline for the maintenance of supportive relations is offered.

4.1 Structure

The ISA School Board will have a designated Board Member who will be the point of contact between the School Board and the NTC Advisory Committee. The Chair of the NTC Advisory Committee will serve as the link to the designated ISA School Board member.

4.2 Reporting

At a minimum, one yearly report will occur between the ISA School Board and NTC Advisory Committee. Additional reports will be made as needed.

5.0 NTC Education

ISA accepts the SNOB guidelines for an excellent NTC education will be the guiding principles for the delivery of the NTC Programme:

- ISA will cater for NT1 and NT2 only and aim to provide education that enables children to go back into the Dutch system without delays. Currently this involves 120 hours per academic year of NTC education, Dutch language and culture.
- The curriculum and teaching goals for (interactive) education of reading, language and culture are formalised according to the learning goals (kerndoelen) as determined by the Dutch minister of Education.
- The NTC curriculum is coherent. The school employs a continuous programme in textbooks and materials and maintains a Dutch Library.
- The planning of the curriculum and activities is related to the teaching goals of the school, and is based on the achievements and development of the pupils.
- Teachers are experienced and have knowledge of the current NTC educational guidelines.
- A monitoring system for pupils' results in the short- and long-term will be maintained, using "het Leerling-en Onderwijs Volg Systeem (LOVS) van Cito" (Dutch Assessment Institute

called Cito). In case of a transfer to a secondary school in the Netherlands, parents are advised to contact SNOB for additional assessments if necessary.

- ISA has a well-structured communication system in place and the NTC Programme will work within this structure. Parents are always welcome to visit the school and to raise their questions.
- A system of quality assurance, based on self-evaluation and improvement plans, is in place.
- Teachers are provided with support for continuing professional development in the area of Dutch education. This will be achieved through professional training and professional journals, along with teacher training available to ISA staff.

In the event of a major shift in SNOB guiding principles, ISA reserves the right to an open dialogue with the SNOB to determine ISA's ability/willingness to continue to meet these principles.

6.0 NTC – Organisation

6.1 Yearly planning

The Elementary Principal and the NTC Teachers will be responsible for yearly planning, which should be completed prior to the start of each academic year and should follow all relevant SNOB guidelines.

6.2 Reports

Reporting to parents about students participating in the NTC Programme will be part of the system that ISA uses: the International Schools Assessment. In addition, parents will receive feedback on their children's performance in Dutch language and culture.

6.3 School plan and 'Schoolgids'

The NTC Schoolplan and the NTC Schoolgids (NTC School Brochure) are both obligatory documents and need to be updated and submitted in accordance with SNOB policies. The School plan is updated every four years and the Schoolgids every academic year.

6.4 NTC Budget

NTC will be an integral part of the budgeting, planning and control systems of ISA. Funding from the Dutch Government will go directly to ISA. Every year, ISA will produce a financial statement to account for the way in which funds are spent.

6.5 Facilities and Materials

Delivery of NTC education will take place in a dedicated classroom of ISA, and materials will be renewed as required to maintain a high level of compliance with NTC standards.

7.0 Quality Assurance

Quality assurance is an important part of maintaining and growing a vibrant Dutch Programme. The following tools will be used:

- ISA's Annual Parent Survey;
- In addition, the NTC faculty will use the self-evaluation form provided by SNOB, to evaluate specific NTC issues at the end of the academic year;
- Supporting continuing professional development for the NTC Teachers;

-
- SNOB will visit ISA approximately once every four years to evaluate and support the NTC Programme;
 - The Inspector from the Dutch Ministry of Education will visit ISA approximately once every four years to evaluate and support the NTC Programme.

2.30.4 Board's Legal Counsel

The Board recognises the importance of legal counsel to ensure the legality of its and the School's actions. An attorney will be retained to serve as the Board's attorney.

1. The attorney will be available for telephone consultations on general routine matters relating to the Board's actions or decision. They will be kept fully familiar with the legal and tax issues of ISA, and their services will be called upon in connection with these as needed.
2. In addition, the attorney will be available to handle collection matters, labour problems, claims by or against the School or its staff, insurance problems, juvenile discipline problems involving police or other public officials, and corporate and tax matters. Personal problems may be handled at the request of the individual staff member or, as a consultant or observer on behalf of the Board or the administration at their request, if the staff member retains local counsel.
3. The attorney may be called up to deal with matters relating to building site acquisition, contracts relating to building construction or renovation, and disputes with contractors. They may also be called upon to prepare or review contracts between local and central governmental authorities and the School.
4. The attorney is directly responsible to the Board Chair and ISA Head of School. All attorney communications will be sent to the Head of School, unless advised differently by the Board Chair.

2.30.5 Board-Head of School Relationship

The Board believes a partnership between the Board and the Head of School is critical to the success of ISA. The development of policies is the most important function of the Board, and the execution of policies is the function of the Head of School. Delegation by the Board of its executive powers to the Head of School provides freedom for the Head of School to manage ISA within the Board's policies, and frees the Board to devote its time to policy-making and appraisal.

The Board holds the Head of School responsible for the administration of its policies, the execution of Board decisions, the operation of the internal machinery designed to serve the school programme, control of the financial budget, and for keeping the Board informed about school operations and problems. Board members, the Head of School, and all ISA staff members will act on an ethical basis, respecting at all times the established line and staff relationships set out in the approved organisational chart for the School. It is the function of the Board, the Head of School, and the staff to interpret intelligently the School, its policies, its procedures, and its relationships to the parents and the students.

The Board will strive to procure, when a vacancy exists, the best professional leader available for the head administrative post of Head of School. Then, the Board as a whole, and individual Board members, will:

1. Give the Head of School full administrative authority for properly discharging their professional duties, holding them responsible for acceptable results.
2. Act only upon the recommendation of the Head of School in matters of employment or dismissal of school personnel.
3. Hold all meetings of the Board in the presence of the Head of School, except those pertaining to the Head of School's performance and/or contract.
4. Refer all complaints, criticisms, and requests to the Head of School, and discuss them only at a regular meeting after the failure of an administrative solution.

Because the relationship between the Board and the Head of School is crucial to the smooth functioning of the School, the Board will devote part or all of one meeting to a discussion of the working relationship between the Head of School and the Board. This meeting will be held at least annually and at least nine months prior to the expiration of the Head of School's contract. An evaluation will be done annually by the Board assessing the Head of School's performance. An informal mid-year oral evaluation of the Head of School's performance to assess progress should also occur.

CROSS REFERENCE: 1.30.3.3 Evaluation of the Head of School
 2.40.3 Regular Board Meetings

An illustration of the Board and Head of School partnership is below:

| Policies | Time and Attention Graph |
|---|--|
| STRATEGIC Mission Sets policy Survival Major | BOARD'S DECISIONS <i>HEAD OF SCHOOL'S ADVICE</i> |
| PARTNERSHIP Authorisations Financial policies Enrolment Employment terms | SHARE DECISIONS <i>BOARD AND HEAD OF SCHOOL</i> |
| OPERATIONAL Admissions Staffing Programme Systems | BOARD'S ADVICE <i>HEAD OF SCHOOL'S DECISIONS</i> |

2.30.6 Board Self-Evaluation

The Board believes that the efficiency of the Board itself directly affects the efficiency of the school system as a whole. Therefore, the Board will conduct a formal annual evaluation of its own work at the end of each school year. There should also be a mid-year informal discussion to review progress. The following guidelines will apply:

The evaluation should be a positive, constructive process aimed at improvement rather than criticism.

Board Members themselves will develop the standards against which they will measure their performance. Areas to consider will include, but not be limited to, the relationship between the Board and the Head of School; the conduct of the meetings; the effectiveness of policy development procedures; and the relationships between the Board, the public and the media. These standards should be agreed upon at the beginning of each school year, so that the evaluation at the end of the year can be based upon what the Board planned.

The evaluation will be based on the Board's own goals, not on goals for the school system as a whole.

The Board will evaluate itself as a Board, not as individuals. Evaluations that focus on Board action rather than on personalities are more productive.

If an evaluation 'instrument' or 'form' is to be used, the Board should not be limited in its discussion to those items that appear on the form. Free discussion and informal comments are valuable.

The outcome of the evaluation will be a written, composite report on how the Board views its own performance. This report will then lead to the development of new objectives and strategies for improvement. In-service programmes for Board Members, and a sound induction programme for new Members, will help in the formulation of Board goals and expectations for the following year.

Ideally, the Board's self-evaluation will proceed, or coincide with, the evaluation of the Head of School. In either case, the Head of School's view of the Board's performance will be sought, and is expected to add a helpful dimension to the evaluation procedure.

The Board has approved annual goals. These are reviewed on a regular basis at Board Meetings.

2.30.7 Board Calendar

The Board will develop, maintain and communicate its annual calendar.

2.40 Board Meetings

General Statement: Clear meeting objectives and procedures increase the effectiveness of the International School of Aberdeen (ISA) School Board of Trustees. While the purpose of the meetings may vary, the desired outcome is good decision-making based on information and discussion. The Articles of Association serve as a reference for Board meetings.

CROSS REFERENCE: Articles of Association, Article V
 Articles of Association, Article VII

2.40.1 Annual General Meeting (AGM)

An Annual General Meeting will be held at least once a year. Not more than 15 months can elapse between the date of one AGM and that of the next. Typically, this meeting is held in November of each year. The agenda for the meeting includes:

- Receiving and considering the profit/loss account, accounts balance sheet, Board report and auditors' report.
- Electing the auditors and fixing their remuneration.
- Electing up to three Members of the Board for the upcoming year.
- Other suitable annual business,

Notice of an AGM must be served at least 21 days before the meeting. The notice will include the place, day and the hour of the meeting.

2.40.2 Extraordinary General Meeting (EGM)

The Board may, when they think fit, convene an Extraordinary General Meeting. An EGM may also be convened on such requisition of the members of the Company as provided by the relevant Companies Act. The EGM is a general meeting of the Company, in addition to the Annual General Meeting. No business other than that stated in the request for the EGM can be discussed. Examples of reasons for calling an EGM include changes to the Articles of Association, or the name of the Company.

Notice of an EGM must be served at least (14 days) before the meeting. The notice will include the place, day, the hour, and purpose of the meeting.

2.40.3 Regular Board Meetings

The Board Chair ensures the Board meets approximately monthly, but no less than eight times a year. The December meeting is the first regular meeting of the Board year. The Board works with the Head of School to develop and agree on a “calendar of work” for the Board. This calendar of work is developed from the Board’s planning process.

The Board expects the attendance of the Head of School at the Board meetings.

All meetings are held in closed session. However, orderly participation in proceedings of the Board by members of the community shall be permitted under Board policy.

CROSS REFERENCE: 2.10.4 Board Planning Process
 2.30.5 Board-Head of School Relationship
 2.40.10 Public and Parent Attendance at Board Meetings

2.40.4 Special Board Meetings

The Board Chair can convene a special Board meeting if intensive consideration of timely subject is desired or to allow time for a special Board study. Special meetings are closed to the public, except as provided for in Board policy (2.40.10).

A Member of the Board may also at any time summon a meeting of the Board. The meeting request will indicate the subject(s) proposed for discussion and the date proposed for such meetings.

Notice of special meetings called by the Chair may be given orally at a regular meeting (in which case the Board will ensure that absent Members are notified), or in writing.

Special meetings called by other Board Members will be announced in writing. It is not necessary to give any notice of a meeting of the Board to any Board Member who is absent from the United Kingdom.

No business other than that stated in the call of the meeting will be transacted unless all Members are present and agree to consider and transact other business.

CROSS REFERENCE: 2.40.10 Public and Parent Attendance at Board Meetings
 5.20.8 Staff Complaints and Grievances
 5.20.11 Appeal Procedure

2.40.5 Regular Board Meeting Agenda Preparation, Format and Dissemination

Agenda Preparation

The Board Chair prepares an agenda, in consultation with the Head of School, for each regular meeting. Matters may be raised before the Board by the Administration, a teacher, Board Member or parents/guardians of students enrolled in the School (see Policy 2.40.10).

Proposed agenda items should be submitted in writing to the Board Chair, with appropriate documentation, at least seven days prior to the meeting at which the item is to be discussed.

Pre-meeting materials will include the agenda, previous meeting minutes, and any pertinent documents relating to the agenda items.

It is recognised that subjects appropriate for the agenda will sometimes develop before the meeting but after delivery of the meeting materials. The agenda will permit introduction of such subjects, but, in the absence of necessary background material or lack of time to study material introduced at the meeting, subjects so introduced will normally be referred to an appropriate committee or held over for consideration at the next meeting. Final action can be taken on such subjects at the meeting in which they are first raised only if there is unanimous consent to suspend the rules.

Agenda Format

The agenda for each regular board meeting will include the following items:

- *Call to order*
- *Safety Procedures*
- *Approval of previous meeting minutes*
- *Any Other Business*
- *Adjournment of regular session*

Agenda Dissemination

The Board Chair will have meeting materials distributed to each Board Member at least forty-eight hours before the meeting.

CROSS REFERENCE: 2.40.10 Public and Parent Attendance at Board Meetings.

2.40.6 Quorum

Under the Articles of Association, a meeting will not be considered official unless there is a quorum.

No business may be transacted at any General Meeting if less than ten per cent of the members of the Company are personally present. If, within a half an hour of the time appointed for the General meeting, a quorum is not present, the meeting will be adjourned or dissolved.

At all regular and special Board meetings, four voting Board Members will constitute a quorum.

If a quorum for a meeting is not available, the only official action that may be taken is the action to adjourn the meeting. The Board Members present may set the day and time of the next meeting. By unanimous consent of the Members present, the meeting may then be continued as an informal work session, but no official business may be transacted in the absence of a quorum.

2.40.7 Attendance by Invited Guests

While Board meetings are closed sessions, guests can be invited by the Board to provide specific expertise or information that will assist in the Board's knowledge and/or decision-making. Board Members may propose guests for upcoming Board meetings. Guests are invited by the Board Chair and will be told the relevant agenda item(s) on which the Board needs their input. Guests will only attend relevant sections of the Board meeting.

2.40.8 Voting Method

Questions arising at any meeting will be decided by a majority of votes of those present. In case of an equality of votes, the Board Chair will have a second or casting vote.

Methods of Voting

In unusual circumstances, when immediate action is deemed important, and in good faith an effort has been made to contact all Board Members, the Board may choose to vote by letter, telephone, fax, or electronic mail. Each Board Member is responsible for providing contact information to the Board. For purposes of this method of voting, all Members of the Board will be considered as present for quorum and majority requirements. The outcome will be communicated to all Board Members as soon as is practical thereafter.

2.40.9 Minutes

Minutes will be kept for all meetings and will include not less than:

- statement of the time, date and place of the meeting,
- members present and members absent,
- guests present,
- any decisions made at the meeting, and record of all roll call votes and
- purpose or purposes for which a special Board meeting was held.

Minutes are approved by the Board and signed by the Board Chair at the subsequent regular meeting. Minutes taken at regular Board meetings will be made available to the community at the ISA Head of School's office during normal working hours.

2.50 Board Policy Development

General Statement: The Board uses its policies as a source of information and guidance for all people who are interested in, or connected with, the International School of Aberdeen (ISA). The policies provide a structure for ensuring efficient, equitable, and effective school operations. The policies of the Board are framed, and are meant to be interpreted, in terms of the laws of Scotland, the United Kingdom and the EU. The policies are also framed, and are meant to be interpreted, in terms of those educational objectives, procedures and practices that are broadly accepted by leaders and authorities in the educational field. The Articles of Association of the International School of Aberdeen Educational Trust Limited serve as a key legal reference for policy development. If any policies are incomplete, or inconsistent with the Articles of Association, the provisions of the Articles will prevail.

Changes in needs, conditions, purposes and objectives will require revisions, deletion and additions to the policies of present and future Boards. The Board welcomes suggestions for ongoing policy development. Any such suggestions should be forwarded to:

The Chair of the School Board or
The Head of School
International School of Aberdeen
Pitfodels House
North Deeside Road
Pitfodels
Cults
Aberdeen
AB15 9PN

Or to admin@isa.aberdeen.sch.uk

2.50.1 Preliminary Development of Draft Policies

The Board is the legislative body that determines all questions of general policy to be employed in the conduct of the International School of Aberdeen (ISA). Proposals regarding school policies and operations may originate from several sources, including parents, staff, Board Members, the Head of School, students, a civic group, or community member. The Board will review the proposal and either approve it for drafting or reject it, and subsequently inform the person(s) submitting the proposal of the result.

The Head of School takes proposals for new or revised policies and consults, as appropriate, the staff, study committee(s) and/or other interested or knowledgeable sources. A preliminary draft will be prepared by the Administration, and presented to the Board for its consideration.

Action on policy proposals, whatever their source, is taken finally by the School Board.

2.50.2 Policy Adoption and Dissemination

Policies introduced and recommended to the Board will not be adopted until a subsequent meeting. Thus, time will be given to permit further study and to give interested parties an opportunity to react. The adoption of Board policies will follow the sequence below:

- The first reading of a policy will be delegated to selected members of the Policy Committee
- The second reading of a policy will be conducted by the entire Policy Committee
- The third reading of a policy will be actioned at a Board Meeting, following which any additional amendments will be made, and the said Policy will be adopted by the Board as amended

(*Note:* Changes to the proposal after the first reading will not require that the entire sequence be repeated, unless the Board so directs.)

The formal adoption of policies will be recorded in the minutes of the Board meeting. Only those written statements so adopted and so recorded will be regarded as formal policy of the Board. Policies will be effective immediately upon adoption, unless a specific effective date is provided in the motion to adopt. In addition, policies will be posted on the ISA website.

Emergency Procedure

The Board, in lieu of a formal policy, may grant a policy in order to meet emergency conditions or special events that take place before formal action can be taken. However, it is the practice of the Board to reconsider such ‘emergency’ policies after they have been in force for several months, to ensure that the policy is well considered and still appropriate for continued use.

2.50.3 Board Review of Administrative Policy and Procedures

The Board reserves the right to review administrative procedures at its discretion, but it will revise or veto such procedures only when, in the Board's judgement, the administrative procedures are inconsistent with policies adopted by the Board. The Board will be provided with copies of all procedures issued by the Administration.

In the working relationship between the Board and the Head of School, it is understood that the Board will concern itself with Board matters of ISA policy and the Head of School will operate the School within the guidelines of Board policies. To do so, the Head of School must frequently formulate administrative procedures and detailed rules to be followed by staff, students, and other members of the school community. It is the practice and wish of the Board to give the Head of School not only the responsibility for day-to-day operation for the School, but also the authority and flexibility needed to carry out the Board's policies in a professional manner. The Board will be notified of any major or controversial procedural changes.

The policy above must be interpreted in the light of this understanding. Administrative procedures need not be reviewed by the Board in advance of issuance, except as required by law or when strong community attitudes, or possible student or staff reaction, make it necessary or advisable for the procedure to have the Board's advance approval.

Administrative procedures will be properly titled and coded in conformance with the codification system used by the Board, and will, if appropriate, be filed with Board policy in the Board's policy handbook.

CROSS REFERENCE: 1.30.3 Head of School's Powers and Duties

2.50.4 Administration in Policy Absence

In cases when action must be taken and the Board has provided no guides in policy for such action, the Head of School will have the power to act. When possible, the Head of School will consult the Board Chair prior to making a sensitive decision.

This decision, however, is subject to review by the Board at its next regular meeting. It is the duty of the Head of School to inform the Board promptly of such action and of the need for policy.

CROSS REFERENCE: 1.30.3 Head of School's Powers and Duties

2.50.5 Policy Review and Evaluation/Manual Accuracy Check

In an effort to keep its written policies up-to-date, so that they can be used consistently as a basis for Board action and administrative decision, the Board will review its policies continuously with an in-depth review every three years.

The Board will evaluate how the policies have been executed by the school staff and weigh the results. It will rely on the school staff, students, and community for providing evidence of the effect of the policies that it has adopted.

The Head of School in conjunction with the Board Policy Committee is given the continuing commission of calling to the Board's attention all policies that are out-of-date or for other reasons appear to need revision.

2.50.6 Amendment of Articles of Association or Policies (and Suspension of Policies)Amendment of Articles of Association

The Articles of Association may be amended by a 75% majority approval of the quorum of members (ie 10% of members) attending an Annual General Meeting (AGM) or Extraordinary General Meeting (EGM). No amendments may be made that jeopardise the charitable status of the International School of Aberdeen Educational Trust Limited. Notice of the AGM must be given at least 21 days in advance, and 14 days notice in respect of an EGM. The text of the proposed amendment must be available to members in advance.

Amendment of Policies

Policies may be made, altered or repealed by the School Board at any regular or special Board meeting. Recommendations may be made, and will be considered, in the manner prescribed for the preliminary drafting and consideration of Board policies (see Policies 2.50.1 and 2.50.2). Policy proposals are not normally adopted at the same meeting as they are first introduced, but rather at a subsequent meeting in order to give interested persons and groups an opportunity to react. In emergency conditions, the operation of any section or sections of Board policies not established by law or contract may be temporarily suspended by two-thirds of Board Members present at any regular or special meeting.

CROSS REFERENCE: 2.40.2 Extraordinary General Meeting (EGM)
 2.50.1 Preliminary Development of Draft Policies
 2.50.2 Policy Adoption and Dissemination

APPENDIX 1 – ISA VISION & STRATEGIC PLAN 2012-2017

**ISA Vision
&
Strategic Plan

2012-2017**

ISA Strategic Direction for 2012-2017

CONTENTS

- 1.0 Introduction**
- 2.0 Vision and Mission**
- 3.0 Values**
- 4.0 Strategies**
 - 4.1 Academic**
 - 4.2 Campus**
 - 4.3 People**
 - 4.4 Communications**
 - 4.5 Finance & Policy**

1.0 INTRODUCTION

School Background/History

- The American School in Aberdeen founded in 1972, and was run privately until 1979
- Paloak Limited (either oil companies or oilfield service companies) incorporated in 1979 to buy the assets of the School, then based at two campuses in Craigton Road, Cults and Fairgirth, Milltimber
- Land and buildings leased back on a long-term arrangement to The American School in Aberdeen Educational Trust Limited, a charitable company set up to run the School
- The American School in Aberdeen Educational Trust Limited changed name to The International School of Aberdeen Educational Trust Limited in 1996
- The Cults campus was sold in 1996, and the proceeds used to assist a building expansion programme at Fairgirth to accommodate both campuses on one site
- The International Baccalaureate Diploma Programme introduced at ISA in March 1996; the first IB Programme in Scotland
- Seven companies purchased additional shares in 2002 to help fund a new library/classroom facilities build programme
- The new Library/Media Centre opened officially by Their Royal Highnesses, The Earl and Countess of Wessex in September 2003
- In November 2005, a new build programme initiated to include new Fine Arts and Sports facilities
- 1st December 2005: The Scottish Transport Minister announced that one of the routes being considered for the Aberdeen Western Peripheral Route (AWPR) would run through Milltimber Brae and the ISA Fairgirth campus
- 2nd May 2006: Scottish Transport formally announced the AWPR would take the Milltimber Brae route
- 3rd May 2006: The Director and Board of Trustees begin their search for an alternative site
- August 2006: The School Board approved Pitfodels as the alternative site for the ISA Campus
- August 2007: The Dutch School integrated with ISA
- Spring 2008: First broke ground at the Pitfodels site
- August 2010: ISA opens its 2010-2011 school year at the new Pitfodels Campus

2.0 VISION AND MISSION

Exceptional Care for Every Child



Vision

The International School of Aberdeen (ISA) is locally and internationally recognised for providing excellence in education and exceptional care for every child.

Mission

ISA's mission is to deliver excellence in education through a safe and caring learning environment. Our students are challenged to reach their maximum potential through academic success and personal growth, becoming learners for life and socially responsible, active global citizens.

We provide students with a comprehensive university preparatory education utilising best practices in education from around the world. We serve our internationally diverse student body through a partnership of excellent staff, committed parents, and an involved community.

3.0 VALUES

Exceptional Care for Every Child



International
School of Aberdeen

Respect

We respect ourselves and others' rights, property, opinions and diverse ways of life.

Excellence

We strive to challenge ourselves as individuals and in collaboration with others.

Diversity

We celebrate our diversity and believe that each person is unique, valuable, and worthy of respect.

Community

We care for and embrace the "ISA Family".
We recognise our responsibility to promote wellbeing and an environmentally-friendly lifestyle.

Integrity

We strive to be honest and truthful in our actions.
We encourage and nurture each other.

Service

We strive to instil a sense of responsibility to our school, local, and global communities.

4.0 Strategy

4.1 ACADEMIC

| GOAL | OBJECTIVES | STRATEGY/ACTION PLAN |
|---|--|--|
| <p>A CHALLENGING PROGRAMME THAT WILL FOSTER ACADEMIC, INTELLECTUAL, CULTURAL, ETHICAL, SOCIAL, AND PHYSICAL GROWTH OF THE STUDENT POPULATION</p> | <p>Academic and Intellectual</p> <ul style="list-style-type: none"> ➤ Deliver an articulated, high-quality curriculum ➤ Challenge students ➤ Deliver outstanding professional development ➤ Use best practice for planning, assessment, and differentiation | <ul style="list-style-type: none"> • Conduct an annual curriculum review • Formal and informal teacher reporting of student progress throughout the year • Annual staff development focused on student learning • Benchmark quantitative performance annually against: IB, International Schools Assessment, PSAT/SAT/ACT • Benchmark qualitative performance annually against: annual parent, student, graduate, teacher, surveys. • All students prepared for next challenge related to their individual interests and abilities • Instil a growth mind set |
| | <p>Cultural and Ethical</p> <ul style="list-style-type: none"> ➤ Instil respect for Cultural Diversity ➤ Contribute to local and wider communities ➤ Participate and support a variety of aesthetic and cultural activities | <ul style="list-style-type: none"> • Promote and support Fine Arts events • Strive to be open minded to the perspectives, values, and traditions of other individuals and communities. • Celebrate and appreciate our diverse school community through relevant curriculum, celebrations, holidays and events annually |

| | | |
|--|---|---|
| | <p>Social</p> <ul style="list-style-type: none"> ➤ Successfully integrate into society | <ul style="list-style-type: none"> • Offer counselling for healthy lifestyles and life planning • Strive to be principled citizens • Recognize and celebrate student achievements • Utilize out of school trips experiences to enhance student learning • Participate in local and global service and environmental activities |
| | <p>Physical</p> <ul style="list-style-type: none"> ➤ Develop the physical well being and healthy lifestyles of our students | <ul style="list-style-type: none"> • Encourage students to participate in a variety of physical activities at all ages • Promote personal safety, awareness and practice of healthy lifestyles at all ages • Health and wellness education at all grade levels |

4.2 CAMPUS

Ensure the health and safety of everyone at ISA, while efficiently maintaining and improving the Pitfodels campus to achieve the stated academic and learning goals

| GOAL | OBJECTIVES | STRATEGY/ACTION PLAN |
|------------------------------|--|--|
| SAFETY AND SECURITY | <ul style="list-style-type: none"> ➤ Ensure safety and security of students, faculty and visitors | <ul style="list-style-type: none"> • Complete Security Audit annually • Complete review of North Deeside crossing • Complete Business Continuity Review |
| SPORTS AND RECREATION | <ul style="list-style-type: none"> ➤ Provide the facilities to support both intramural and competitive athletics programmes | <ul style="list-style-type: none"> • Complete pitch light review and cost estimate • Complete uniform review and cost estimate |
| FINE ARTS | <ul style="list-style-type: none"> ➤ Provide the facilities to support drama, music and arts programmes | <ul style="list-style-type: none"> • Charter PTO to develop long-term plan for support of these programmes |
| ENVIRONMENT | <ul style="list-style-type: none"> ➤ Provide the facilities to support learning and the working environment | <ul style="list-style-type: none"> • Complete installation of greenhouse • Begin plans for long-term art and sculpture programme |
| TRANSPORTATION | <ul style="list-style-type: none"> ➤ Provide safe and cost effective transportation for students to and from school | <ul style="list-style-type: none"> • Conduct annual review of bus services and contracts |
| CAFETERIA | <ul style="list-style-type: none"> ➤ Provide the equipment and facilities to provide school meals | <ul style="list-style-type: none"> • Charter kitchen staff to develop three-year equipment and facility plan |
| INFRASTRUCTURE | <ul style="list-style-type: none"> ➤ Ensure reliable and efficient facilities and supporting utilities | <ul style="list-style-type: none"> • Develop and implement playground expansion plan • Develop and implement walking path improvements • Acquire lift maintenance equipment • Charter team to look at three-year facility and grounds plan |

TECHNOLOGY

➤ Continually enhance the technology capability of the school for students, teachers and staff

- Charter team to look at three-year technology plan
- Upgrade and install the library software
- Install ParentMail system – for emailing and texting parents, as well as online payments of lunch accounts, field trips, student yearbooks, etc.

4.3 PEOPLE

(Faculty, Parents, Students & External Community)

| GOAL | OBJECTIVES | STRATEGY/ACTION PLAN |
|--|---|---|
| ATTRACT, DEVELOP, AND RETAIN HIGHLY MOTIVATED STAFF | <ul style="list-style-type: none"> ➤ Develop and maintain a highly competitive salary and benefits package ➤ Provide a positive teaching environment ➤ Each staff member to have an annual professional development plan | <ul style="list-style-type: none"> • Review the salary & benefits package annually • Monitor success at recruiting • Provide training through in-service days, external conferences and other sources. Observe in classroom and provide feedback |
| SOLICIT AND ENCOURAGE PARENTAL PARTICIPATION | <ul style="list-style-type: none"> ➤ Engage and increase participation of parent volunteers ➤ Maintain a good mix of skills and representation on the Board of Trustees ➤ PTO to continue to enhance a balance of skills and representation ➤ Maintain teacher/parent communication ➤ Regularly assess the effectiveness of parental involvement | <ul style="list-style-type: none"> • Track % of parents involved, number of hours volunteered, and % attendance at open house and parent/teacher conferences • Consider how to provide additional opportunities for volunteering • Identify opportunities as Board Members change position • PTO to actively seek out lesser represented communities • Monthly PTO representative and leader meetings with the Principals • Update the faculty and parent surveys to include PTO question, and review results |
| PROMOTE STUDENT INVOLVEMENT AT ISA AND ITS EXTRA-CURRICULAR OFFERINGS | <ul style="list-style-type: none"> ➤ Provide a comprehensive programme of extra-curricular activities, encourage participation and assess effectiveness | <ul style="list-style-type: none"> • Measure all ISA student participation in extra-curricular activities (Target 2 per student per year) via annual survey • Measure % student participation in after-school activities • Recognise student achievement in and out of school during appropriate school/grade level meetings/assemblies |
| ACTIVELY ENGAGE WITH THE BROADER LOCAL COMMUNITY | <ul style="list-style-type: none"> ➤ Invite local groups to use ISA facilities as balanced by the interests of ISA ➤ Work with charities | <ul style="list-style-type: none"> • Regularly review groups with whom ISA works and the value added to the ISA community by such engagement • Annual review and track list of charitable involvements (time and money) |

4.4 COMMUNICATIONS

Students, Parents, Faculty, Sponsoring Companies, External Community

| GOAL | OBJECTIVES | STRATEGY/ACTION PLAN |
|--|--|--|
| EXTERNAL: PROMOTE EXTERNAL AWARENESS OF ISA AS AN EXCEPTIONAL LEARNING INSTITUTION | External Community <ul style="list-style-type: none"> ➤ Reach out to prospective students and families ➤ Maintain and continue to develop ISA’s positive reputation and social responsibility ➤ Participate in local and international community activities ➤ Engage the local and international communities (visiting schools) in ISA activities/facilities, wherever possible and appropriate | <ul style="list-style-type: none"> • Ensure that the ISA web page is the key communication tool for all internal and external audiences. Professional help required to further develop the IT infrastructure • Produce a higher calibre annual report • Promote ISA community activities • Annually review and adjust ISA’s marketing strategy to support enrolment requirements • Embed marketing/recruiting videos to website, and update annually • Continue to support ISA student participation in local/international service projects • Target an article (at least one) in an international education publication annually • Continue to promote the integrated Dutch programme/the IB programme/the ISA Summer School • Promote the use of the school facilities in a balanced way |
| | Sponsoring Companies <ul style="list-style-type: none"> ➤ Continue to develop strong relationships and dialogue with UK and international employers and employers’ organisations | <ul style="list-style-type: none"> • Distribute ISA information package to relevant companies on an annual basis • Target representatives from relevant/new companies and organisations to ISA Open House |
| INTERNAL: CREATE A STRONG SENSE OF UNDERSTANDING, PRIDE, AND OWNERSHIP OF ISA’S VISION, MISSION | Faculty <ul style="list-style-type: none"> ➤ Encourage staff to serve as knowledgeable ISA ambassadors | <ul style="list-style-type: none"> • Ensure that staff members are current and knowledgeable about what ISA has to offer |
| | Parents <ul style="list-style-type: none"> ➤ Ensure timely and effective information to parents | <ul style="list-style-type: none"> • Ensure that ISA’s policies, instructions and activities are communicated through the website • Regular Newsletter, Parent Coffees, Information Meetings • Maintain online master calendar outlining school activities and events |

AND VALUES

Students

- Provide schedules, directories, academic results and curriculum information on the web
- Celebrate student achievement
- Promote long-term communication with Alumni

- Establish an internal ISA web page to streamline the class communication, including blogs, newsletter, directory, 24/7, PowerSchool
- All announcements to be posted in a user friendly manner
- Establish an online Alumni Network through ISA web page
- Annually survey recently departed Alumni

4.5 FINANCE & POLICY

Maintain fiscal stability to delivery long-term ISA viability

| GOAL | OBJECTIVES | STRATEGY/ACTION PLAN |
|---|--|---|
| BALANCED BUDGET OVER LONG-TERM, WHICH SUPPORTS HIGH QUALITY EDUCATION | <ul style="list-style-type: none"> ➤ Prepare a multi-year Financial Plan ➤ Strive to maintain stable tuition rates; relative to market conditions ➤ Communicate forward looking and insightful information on a regular basis | <ul style="list-style-type: none"> • Design and implement a forecasting model • Annual comparison with other international schools and local independent schools • Ensure proper funding to recruit, retain and develop high quality teachers and staff • Prepare monthly management accounts package, and report to Board any information which may have a significant impact on the finances of the School • Evaluate capital projects |
| ENSURE AN EFFICIENT USE OF FUNDS WHILE MAINTAINING ADEQUATE FINANCIAL RESERVES | <ul style="list-style-type: none"> ➤ Achieve £2M Operating Fund Reserve by 2013 (£0.8M in 2012, additional £1.2M in 2013) and build up sufficient Capital Reserves for funding of future capital projects | <ul style="list-style-type: none"> • Review reserve level on a monthly/quarterly basis • Adopt a conservative approach to investing surplus funds; mainly in liquid assets (no more than 12 months) • Maintain adequate insurance coverage |
| MAINTAIN A CHARITABLE STATUS AND SUPPORT STRONG ETHICAL STANDARDS | <ul style="list-style-type: none"> ➤ Ensure compliance with OSCR (Office of the Scottish Charity Regulator) | <ul style="list-style-type: none"> • Conduct self-assessment on annual basis • Ensure financial aid is in line with the OSCR guidelines |
| MAINTAIN REGULATORY COMPLIANCE | <ul style="list-style-type: none"> ➤ Pass external audit with satisfactory Management Rep letter with zero exceptions ➤ Put out tender for Audit work | <ul style="list-style-type: none"> • Conduct a self-assessment of fiscal/accounting policies and procedures • Organise an external review of ISA internal financial controls • Finance staff to be aware of any legislative changes and to receive training as and when required |

ISA – Strategy and Action Plan (Finance)

