



COLEGIO COLOMBO BRITÁNICO

We Unite People and Cultures
Through Education

BOARD POLICY HANDBOOK

This Manual has been developed by adapting content from the 'School Board Governance Training, a source book of Case Studies' (ECIS) and content approved by the Board of Directors.

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1. INTRODUCTION

The Colegio Colombo Británico Corporation is a non-profit organization, operating under the laws of the Republic of Colombia and its by-laws.

This Policy Manual deepens and broadens in practice the general framework established in the by-laws.

The Policy Manual may be reviewed and modified from time to time in order to be up-dated.

2. BOARD OF DIRECTORS

2.1. Vision and Philosophy

The Board of Directors establishes the general school guidelines promoting a structured process of strategic management and delegates the operational powers to the Headmaster.

The Board of Directors' operating efficiency depends fully on the input of its members. The Board members are elected for their contributing strengths and as such, they are expected to make their inputs to the best of their ability.

This Manual has been prepared to support the Board's tasks in order to understand its duties and functions as a whole. It is intended as a reference document for current and future members of the Board of Directors.

2.2. Functions of the Board of Directors According to the By-laws

2.2.1. Legal Representation

ARTICLE 50° of the bylaws. Representation: *The Headmaster and in his absence the General Secretary shall be responsible for the legal representation of the Corporation for all civil and commercial acts and agreements, as well as those demanding the intervention of justice. If both of them are temporarily or definitely absent, the President of the Board of Directors shall act as second alternate of the Legal Representative and the Vice-President of the Board of Directors as third alternate of the Legal Representative.*

2.2.2. Functions of the Board of Directors members

Comply with the provisions set forth in the bylaws and assume all and any tasks assigned by the Board, its President or both.

ARTICLE 48° of the bylaws. Functions of the Board of Directors:

- a. *Elect one of its members as President and Vice-President of the Corporation, who shall at the same time of the board.*
- b. *Issue internal regulations of the Corporation and those of the Colegio Colombo Británico, that do not correspond by law to any other school governance organ.*
- c. *Appoint the Headmaster of the School.*
- d. *Solve petitions and complaints of associates in relation to the running of the Corporation or School, which do not correspond by the law or the Institutional Educational Project to any other school governance organ.*
- e. *Decree the emission of Associate certificates.*
- f. *Regulate the payment of Associate's certificates of compulsory subscription and fix the amount of installments for the transference or assignment of such certificates.*
- g. *Regulate the collection of extraordinary fees authorized by the General Assembly Meeting.*
- h. *Promote cultural or pedagogical acts and social meetings contributing the prosperity of the Colombo Británico School and with the most harmonic collaboration of all associates in accordance to the purposes of the Corporation.*
- i. *Sanction any violation of the bylaws and regulations of the Corporation and of the School not corresponding by law or the Institutional Education Project to any other school governance organ.*
- j. *Remove for any justified reasons any employee whose appointment corresponds to the Board pursuant to these bylaws.*
- k. *Appoint commissions in charge of planning, organizing, coordinating, surveying and executing corporate activities or provide counseling services to the education authority of the Colombo Británico School, on certain issues;*
- l. *Order to establish reserves destined to consolidate the assets of the Corporation, whenever there are available resources.*
- m. *Comply with the provisions of the General Assembly.*
- n. *Authorize the Legal Representative or substitute, for the acquisition of real estate and the construction of buildings and real estate improvements.*
- o. *Study the entry petitions of associates and take decisions according to the bylaws.*
- p. *To elect each year by a majority of the attendees one (1) member of the Board of Directors to be part of the Board of Directors for the following period (two (2) years).*

2.2.3. It is expected that every Board Member and committee member

- Come duly prepared to the meetings.
- Commit him/herself with the school's philosophy, principles and values and to work for common targets;
- Support the Board's decisions.
- Respect confidentiality: Board members and Committees are obliged not to disclose any confidential information that comes to their attention due to their participation in the Board and the Committees. (see Code of Ethics and Good Governance Number 4.3 Confidential Information - Chapter 4 and School Handbook numeral 3.2).

Violation of this obligation will cause the corresponding legal sanctions, without prejudice to the obligation to compensate the Corporation and members of the educational community for the damages they cause them.

The Board may define the immediate termination of membership in the respective Committee by a majority vote. The Board may sanction the violation of the duty of confidentiality with the loss of associate status in accordance with Article 32 of the Statutes.

- State aspects to be improved and find solutions within his/her competence.
- Put aside his/her own interests.
- Promote transparency in decision making .
- Act with integrity.
- Know the commitments.
- Contribute to fundraising.
- Work as a team member.
- Listen opinions and ideas of others.
- Think in a flexible manner.
- Take responsible risks.
- Understand possibilities and limitations of his/her role as Board Member.
- Have his/her role as Board Member and Committee Member clear and separate it always from his/her role as parent of the community.

2.3. Board of Directors Roles and Responsibilities

The main responsibility of the Board is to safeguard CCB's wellbeing and interests and that CCB be prone to the best interest of its pupils, teachers, collaborators, parents, former pupils and the community in general.

To achieve this, the Board established basic policies and supervises the execution of main projects and programs.

The Board of Directors is responsible for protecting and guaranteeing the school continuity and future.

Its role is focused on following the management indicators, in the understanding that the results in the education field require a middle and long term horizon.

The daily administration of the school is delegated to the Headmaster and his work team.

2.3.1. Responsibilities of the Board can be split into main areas

2.3.1.1. Planning

- Establish objectives and make plans needed for insuring the school's continuous sustainability, taking into account its operating environment.
- Plan and project improvements for the education program; in the preparation of plans and projection increases and diminutions in the student's matriculation should be taken into consideration by the board. Based on these calculations the physical installation, personnel and financial structure needs should be taken into account.
- Provide buildings and facilities for use of the school through the building, purchase or lease.
- Include in the annual budget, the school facilities maintenance to provide a safe, comfortable, functional and attractive learning environment.
- Adopt measures for the professional development of its members through the subscription to professional publications adequate for School Boards and attend training activities structures for the board members.
- Provide opportunities for planning and formulating the school policies in collaboration with the operation personnel, parents and students.
- The Board should make sure that its participation in the daily activities does not lead to the ignorance of the strategic planning.
- The Board should intend to include long-term planning in the annual cycle of governmental activities such that the important issues are not neglected due to urgent issues.

2.3.1.2. Personnel

- Address the adequate search and selection to hire the Headmaster, who shall perform as delegate of the Board, the definition of his/her salary and contract terms;
- Evaluate, develop, motivate and renew or terminate the Headmaster's contract.
- Ensure that the personnel, facilities and materials are adequate for the number of pupils. The Headmaster shall inform the Board on the most efficient use of the teaching staff and group of

pupils. The target should be aimed at making the most efficient use of resources without affecting the quality of the education offer. In case of a growth of the student body, the Board should ensure that there is an adequate disposition as far as education materials, facilities and teaching staff is concerned. On the other hand, if the number of students decreases, it could be possible to take advantage of the situation to offer a more individualized attention to students, provided this is feasible according to the budget. Nevertheless a sustained decrease of the number could require a restructuring in terms of number of employees and class groups.

- Cooperate with the school's professional personal destining resources in the budget for the training program.

2.3.1.3. Finances

- Guarantee the school's financial sustainability.
- Safeguard the school's assets and maintain an effective control over the financial operation through audit reviews and one periodical external audit.
- Require the periodical assessment of buildings, furniture and equipment and further to provide adequate insurance.
- Review, modify and approve the annual budget (presented by the Headmaster).
- Approve a pluriannual financial plan in accordance with the School's Strategic Plan;
- Approve the education cost rates within the authorized margins by the Ministry of Education and the Directive Council;
- Review and approve investment carried out in development of the School's corporate purpose regarding amounts in excess of the limit authorized to the Headmaster, according to the amounts established in the purchasing policy.
- Receive, study and approve audited annual accounts.

2.3.1.4. Formulation and adoption of policies

- Endorse the philosophy approval and school objectives. The philosophy should be reviewed in a periodical manner and shall be taken into account the Board's approval, provided that possible changes of the policy are under discussion with the Directive Council.
- Approve the policies based on which the Headmaster is going to execute the CCB's administrative management.
- Approve salary tables and benefit pack for the teaching staff and other members of the personnel.
- Supervise the operation within the Colombian legal framework.
- Establish work committees and ensure that all members participate actively in the tasks of the committees, providing counselling services on specific aspects, formulating recommendations on changes or additions to the school policy.

- Safeguard the due publication and diffusion of norms, regulations and policies.
- Ensure that the School maintains a Quality Management System.

2.3.1.5. Curriculum and Instruction

- Maintain an effective and efficient education system in CCB.
- Periodical assessment of the School's general performance, taking into account the School's philosophy and objectives. The Board members should receive copies of the periodical evaluations carried out by external credited organizations, including observations and comments, which the Headmaster would like to make in respect to such evaluations, within the following months after they have been received by the School.
- Study, evaluate and decide on big curricular academic changes and of ample scope, which have an impact on the strategic planning and which have important financial repercussions before forwarding them to the Academic Council and Directive Council.
- The Board is not involved in the routine curricular review nor in the adoption of text books nor in the evaluation of the teaching staff.

2.3.2. Commitments with the International Baccalaureate Programs

2.3.2.1. The role of the Board with respect to the IB profile attributes

The Board members identify with the profile attributes of the International Baccalaureate Programme. They know their definitions and scopes and commit themselves to evidence them.

CARING: We show a permanent disposition to collaborate and take care of the well-being of the whole CBB's community, looking after and promoting its fundamental values.

COMMUNICATORS: We express ourselves with confidence and creativity, collaborating effectively, listening attentively to the perspectives of others and respecting diverse opinions.

KNOWLEDGEABLE: We facilitate means and resources to our staff and academic heads to facilitate and enable them to access state-of-art education practices worldwide.

INQUIRERS: The Board Members should investigate in-depth on topics of their competence, with the purpose of making adequate decisions. To this end:

- Request the information to the administration.
- Read thoroughly the submitted information.
- Investigate on the topic with external sources.
- Discuss in the Board meetings the pro and contras of a decision and try to reach a consensus beneficial for the school.

- If necessary, request the opinion of external experts.

REFLECTIVE: We intend to have all the pertinent information in order to evaluate, analyze and improve it and such way contribute to the building of a proposal for the school's milestones. The analysis and evaluation of the information should consider weaknesses and strengths of the case as well as several points of view.

BALANCED: We facilitate the identification of several interests of the community members in order to analyze objectively and make decisions taking into account the interdependence of its members, benefiting the highest percentage possible of the community members, strengthening always the institutionalization and respect for different opinions and needs.

RISK TAKERS: We should be able to take novel future oriented decisions, globalizing and innovating ideas supported by knowledge but with a certain degree of uncertainty derived from the objective as designers of the future.

OPEN MINDED: We search for and consider several points of view and cultural perspectives in the process of taking a strategic decision. We are willing to learn and consider our institutional experience as well as the best educational practices. There are other valid ways of thinking, which also make an input.

THINKERS: We, the CCB Board Members represent the community and not ourselves. Therefore, our role within the Board should be framed within the following aspects:

- Purposes of our competence: vision over 30.000 feet high.
- Critical thought.
- Creative solutions.
- Responsible solutions.
- Ethical standard bearer with the community.

2.3.2.2. As Board members, we consider that the profile attributes of the IB learning community, are fundamental as learning skills needed to be successful in the XXI Century

- The Board of Directors has to support education processes pursuant to their role in the organization, guaranteeing that the required resources are efficiently assigned, in order to achieve the established targets.
- We should strive to get parents to support the integral educational processes that contribute thereto.
- We focus our efforts on the observance of processes in order to find equity, a sense of what is fair, recognition of values and skills of persons constituting the institution in order to offer an adequate education, assuming the responsibility for our acts and its consequences.

2.3.2.3. As members of the Board, we think that the IB's learning community profile prepares students for future social and moral challenges”

As members of the Board, our objective is to educate people with skills and competences to face social and moral challenges.

- The program includes strategies to develop a moral awareness of students as well as of the further community members.
- When discussing as a community current issues we shape with students the dialogue leading to find solutions.
- As Board members we should be alert supervising that students receive the educative elements in accordance with the profile leading to take concrete decisions and teach them that they are responsible themselves for their actuations (through divulgation, reflection and being an example).

2.3.2.4. As members of the Board we consider that the IB's learning community profile really helps to develop students, who may “contribute to create a better and more pacific world”

The Board of Directors should support this development and should intend to evidence such attributes in themselves, being a model and example regarding their behaviour.

- From the Board we will support the conformation of directives and a teaching staff, that, previous a strict screening process shall be persons evidencing the attributes, with capacity to transform communities with their example and teachings.
- We support programs and invest resources in the strategies for developing the profile in students and other members of the community, for the creation of an environment, in which communications, attitudes and actions are evidenced.

2.3.2.5. As CCB's Board of Directors we develop and promote the international mentality and the IB's learning community profile in all members of CCB's community

Through such actions as:

- Alignment of CCB's strategy and the IB's philosophy.
- Approval of budget for strategies such as, but not limited to: hiring competent and qualified personnel, including diversity of national and international origin, IB programme implementation, training of the academic and administrative staff and other members of the educational community, permanent development of the language policy, search for a Headmaster in the international context, technological investment, accreditation process, CIS, strengthening of the orientation process of students to compete in the international market.
- Review of the follow-up mechanisms and progress evaluation.

2.4. Authority of individual Board members and civil liability

Individual members of the Board exercise authority not only when taking decisions in an official Board meeting duly summoned, because all the board powers are conferred upon as a group, such as stated in the corporate bylaws.

The direct responsibility for legal or financial issues of the School is assumed by the Headmaster. The Board should safeguard that the decisions taken be in conformance with the Colombian set of rules.

The Board members are individually responsible for the decisions taken pursuant to the current Colombian legislation.

2.5. Board Members Ethics

The Board members undertake to know and comply in exemplary fashion with the Ethics and Good Corporate Government Code.

Additionally:

- Respect the confidentiality of the Board's deliberations at all times.
- Board members should refrain from making and critical or evaluative comment, except to the Board or the Headmaster.
- Members should support the Board's decisions, regardless of personal criteria or different statement (or dissident).
- Individual Board Members are not authorized to speak for the Board, unless the Board explicitly grants them authority.
- Board members should keep in mind that the Board is policy making body. Administration is delegated to the School's Headmaster.
- Members should meet their commitments as Board members.
- Members should think flexible and listen to opinions and ideas of others.
- Members should be willing to pose problems and seek solutions.

2.6. Board Member Conflict of Interests

Members of the Board should have no substantial financial or other interests that conflict with the School interests.

In any given case the Board should submit to the Ethics Committee to decide whether or not a conflict of Interests is "substantial" and whether it deserves special measures. Special measures could include require to the member to refrain from voting on a particular matter or requesting his/her resignation.

Board members, who are parents, should take particular care to separate the interest of school from those of their child. The Board members are responsible for informing to the Board any circumstance that could involve a potential conflict of interests between themselves and the School.

2.7. Principles of good Practice for School Board members

- The responsibility of the Board Members of an independent school is to gain basic understanding of all aspects of the School's operation and then to initiate or support actions that will advance the standards and goals set forth in the school's statement of philosophy.
- The first obligation of a Board Member is to become informed about the school's history, goals and current operation and concerns.
- A board member should come to the meeting prepared, having read the minutes of the previous meeting and other pertinent materials and should participate in the consideration of all matters before the Board. Only through the sharing of diverse opinions can constructive decisions be reached.
- A Board Member should not hesitate to ask questions. A full understanding of the issues is a prerequisite to casting an informed vote.
- The Board, as a whole, sets policy. An individual Board member should never seek to impose a personal agenda on the Headmaster or become involved in specific management or curricular issues.
- A Board member must always respect the confidentiality of the Board's deliberations. The credibility of the Board goes hand in hand with confidentiality.
- Board Members should seek out and volunteer for assignments particularly those that lessen the special burdens carried out by the Headmaster as serving as the School Representative at conferences and meetings.
- A Board member must guard against any conflict of interests, whether business related or personnel. The Board members, who are parents must take particular care to separate interests of the school from those of their child/children.
- A Board member has the responsibility to support the school head actively and to demonstrate support within the school community.
- A Board member who learns about of a problem should bring that problem to the attention of the Headmaster or the Board's President. A governance Board member should not deal with such situations on an individual basis.
- Every Board member has the responsibility to contribute to the advancement program of the School. This should include, but not be limited to, financial support or other active involvement in resource raising projects as an integral part of the school governance.
- Each member of the Board, not just the financial committee has the responsibility for safeguarding the funds entrusted to the School and for the sound budgetary management.

2.8. Board Candidates Profile

- Members should ideally have a combination of profiles and complementary capacities, with experience in management positions and corporate governance or have belonged to instances or bodies of school governance at the CCB.
- Availability to attend meetings of the Board of Directors and at least one Board advisory committee, and prepare meetings.
- Have a professional title. For the Board it is important to have a balanced profile of people with different capacities.
- Demonstrate the attributes of the IB profile.

2.9. CCB's Board Member remuneration, compensation and expenses

Board members shall not perceive any remuneration from the Corporation. If there is a need to reimburse any special expenses, it must be previously agreed to within the Board and in coordination with the Administration.

3. ELECTION OF BOARD MEMBERS

3.1. Election of Board Members pursuant to bylaws

ARTICLE 41° of the bylaws. Assembly Functions: It corresponds to the Assembly

a. *To elect for two-year terms, seven (7) main members of the Board of Directors and four (4) numerical alternate members;*

ARTICLE 44° of the bylaws. Method of Election: *In odd numbered years the Assembly will elect four (4) principal members and two (2) numerical alternate members, to the Board of Directors for a period of two years.*

In even-numbered years the Assembly shall elect three (3) principal members and two (2) numerical alternate members, to the Board of Directors for a period of two years.

Each Associate will vote for the number of principal members of the Board, which is being elected in the respective Assembly.

The position of principals and alternate members will be assigned according to the number of votes obtained in the election in descending order. The candidates that obtain the highest number of votes will be elected as the main members, and the two (2) candidates who follow in order of number of votes will be elected as numerical alternate members.

In the event of a tie for the last available vacancy, the applicant with the longest standing as an associate of the Corporation will be elected. If the draw persists, it will be chosen by luck among the tied candidates.

TRANSITORY ARTICLE: *The Ordinary General Assembly of the year 2019 will elect seven (7) principal members and four (4) numerical alternate members.*

In 2019, the Board of Directors who is finishing its term will elect two (2) of its members by the co-optation system, as follows: In a first round, the member of the Board of Directors that obtains the largest vote will be elected for a period of 2 years. A second round will be held among the remaining candidates, and the member of the Board of Directors that obtains the most votes will be elected for a period of 1 year.

In 2020, the Board will choose one (1) of its main members through the co-optation system to continue in the following period (2 years). Thereafter, the Board shall designate one (1) of its members each year to continue in the following period.

The three (3) principal members with the highest number of votes and the 2 numerical alternate members with the highest number of votes elected at the 2019 Assembly will continue their term until the year 2022.

The four (4) main members and the two (2) numerical alternate members that obtained the lowest voting in the Assembly of the year 2019, will end their term in the year 2021,

The Ordinary Assembly of the year 2021 will elect four (4) main members and two numerical alternate members for a period of two years.

The Ordinary Assembly of the year 2022 will elect three (3) main members and two numerical alternate members for a period of two years.

The elections will take place in each Ordinary Assembly from the year 2022 onwards, to replace those members who fulfil their period of 2 years.

ARTICLE 46° of the bylaws. About the Board of Directors: *The Board of Directors will be integrated by a Board member appointed by the Consul of Great Britain in Cali or, failing that, by the British Ambassador in Colombia, a representative of the alumni of the school chosen by the Alumni Association, two (2) members of the Board of Directors who are finishing their term, elected by the co-optation system by the same Board of Directors, and by seven (7) main members and four (4) numerical alternate members elected by the Assembly. The conformation of the candidate list shall include associates with children enrolled in different sections.*

ARTICLE 47° of the bylaws. Periods of the Board of Directors and its members: *The term of office will be for two (2) years, as of their election. Each year the Assembly will elect three (3) or four (4) principal members of the Board of Directors as they complete their two-year term. The members of the Board of Directors may only be elected by the co-optation mechanism for up to two (2) consecutive periods.*

3.2. Recruiting and nomination guidelines as Board of Directors

3.2.1. Nomination of Candidates to the Board of Directors from the Community

3.2.1.1. The School sends a circular inviting candidates to apply in the week following the start of classes in January

In this circular, applicants are recommended to:

- Read the Statutes, the Board Policy Manual, the Code of Ethics and Good Governance, the 2025 Strategic Plan, and the Coexistence Manual (instances of the School Government and Functions).
- Reflection on the Profile for a good Board Member: Board Manual- 2.2.3 What is expected from a board member, 2.3 Roles and Responsibilities of the Board of Directors, 2.7 Principles of Good Practices for members of the Board of Directors of Colleges.

The circular will remind:

- In the bylaws it was established that there will be an attempt to have board members with children in the different sections.
- Members should ideally have a mixture of profiles and complementary capabilities, with experience in management and corporate governance. (Board Manual 2.7 Principles of Good Practices for members of the Board of Directors of Colleges.
- To be elected, people must have the status of active associate and have no balance due and with the Corporation (Article 11 of the Statutes).
- In the case of associated natural persons, married, the status of associate extends to both spouses because the Corporation presumes, unless proof to the contrary, that they jointly have the custody of their children. (Article 6 of the Statutes). Both spouses cannot apply to be board members during the same period.

A letter of commitment with acceptance in the event of being elected and authorization of disclosure of personal data (resume and photo) will be attached (see attached format).

3.2.1.2. Interested parties must apply in the week following the receipt of the invitation in the Secretariat of the Corporation (Office of the General Assistant), sending electronically and then physically, a letter of commitment with their acceptance if elected, authorization of disclosure of personal data and brief resume and photography.

Applicants are published in the same order in which they register their candidacy in the Secretariat of the Corporation, by delivering the signed commitment letter, the resume format, photo and photocopy of the identity card.

3.2.1.3. In the circular of summons to the Assembly (15 working days in advance of the Assembly) the election of the Board of Directors is included in the agenda, and the names of the persons wishing to participate in the election process are disclosed, and the link to the resumes and photos. The School publishes the resumes and photos received on the website 15 working days in advance.

3.2.1.4. On the day of the Assembly, a short curriculum vitae of the applicants to be members of the Board of Directors is published on the billboard / screen.

In the Assembly there will be no space to make a personal presentation of the applicants.

3.3. Election Procedure

Attendees will cast their vote with in writing or electronically.

The candidates for the Board of Directors are elected according to the highest number of votes in favour (ordered from highest to lowest # of votes). The first 3 with greater voting will be elected until 2022, the next 4 until 2021, the next 4 are numerical alternate members.

In the event of a tie for the last available vacancy, the applicant with the longest standing as an associate of the Corporation will be elected. If the draw persists, it will be chosen by luck between the tied candidates.

3.4. Election of Board Members by Co-optation

As of 2020 the Board of Directors who is finishing its term will elect **one** of its **main** members by the co-optation system, the member of the Board of Directors that obtains the highest vote will be chosen for a period of 2 years.

1. The result of the 360 evaluation will serve as a basis for making decisions on co-optation. The final score will be the sum of points obtained in each of the individual evaluations for each of the standards. The Secretary of the Board of Directors will inform the whole Board about the results before the co-optation.
2. The Secretary of the Board of Directors will send a report of attendance of the members to the meetings of the Board of Directors during the period.
3. The President of the Board of Directors will conduct a survey of interest amongst the members with the highest results in the evaluation **and whose period is ending**.
4. Interested Board members register by sending their expression of interest and commitment by email addressed to the Secretary of the Board of Directors, who will present the list to the Board of Directors. Note: From the 2020 co-optation onwards, principal board members may apply and vote.
5. **The cooptation may initially be carried out by consensus (unanimously).**
6. **In case there isn't unanimity**, in the first round the members of the Board vote for a candidate through secret voting, writing the name on a piece of paper or **electronically (google form or zoom**

survey). If one of the candidates gets half plus one of the votes of the people present at the meeting, he will be chosen.

- a) If no candidate obtains the majority of votes (half + 1), candidates with the highest number of votes (in the first two positions) are submitted for election; candidates with less voting are eliminated from the list. If one of the candidates gets half plus one of the votes of the people present at the meeting, he will be elected.

Examples of the application of the rule, in order to explain the mechanism:

Ex. 1: Two Candidates the first and second, but the first does not reach half plus one vote: 1 candidate gets 5 votes, 1 candidate gets 4 votes and 2 candidates get 3 votes. The voting is repeated with the candidates who occupied first and second place.

Ex. 2: Two or more candidates tie in first place: 3 candidates get 4 votes, and one candidate 3 votes. The voting is repeated among the candidates in the first place, in this case with the 3 candidates who obtained 4 votes.

Ex. 3: Two more candidates tie for the second place: 1 candidate gets 4 votes, 3 candidates 3 votes and one candidate with 1 vote. The voting is repeated with the candidates who occupy the first and second place in the voting, in this case the 4 candidates who obtained first and second place in voting.

- b) In the event that no candidate obtains half plus one of the votes, the election is repeated with the candidates that have obtained the highest number of votes, the candidates with the lowest vote on the list are eliminated and voting is resumed. If any of the candidates gets half + 1 of the votes, he/she is chosen.

- c) The candidate thus elected shall be a member of the Board for a period of 2 years.

7. If there is a tie that persists, the member with the most seniority in the Board of Directors will be chosen by co-optation, in case the tie persists the member with the longest standing as an associate will be chosen. If the tie persists, it will finally be defined by draw.

3.5. Members of the Board of Directors designated by the Consul of Great Britain or the British Ambassador, and the Alumni Association

The Consul of Great Britain or the Ambassador of Great Britain shall send a letter designating the representative of the British Government. Designates should send a letter of acceptance of their nomination.

The Alumni Association shall send a letter stating who was elected as the representative by the Alumni Association and the corresponding letter of acceptance of the appointment and commitment.

3.6. Special Guests

The Board of Directors may invite those who can contribute in the role and responsibilities of the Board,

due to their experience, background, and knowledge, to attend with voice but without vote.

3.7. Considerations for Nomination of Candidates

The Board of Directors, through its Governance Committee and as a whole, has the responsibility to define the candidates through a process that will be proposed within the Government Committee.

3.8. Board Member Orientation and Development

All Board Members, old and new, benefit from orientation and training. It will often happen that the School Board will start off the year as disparate group of experimented and novice members. The potential for discord and lack of direction is therefore great and it is for this reason that some form of board training is essential.

Training and orientation mean more than imbuing individual members with knowledge and skills for effective board membership; the chief aim is to forge a team, whose members pursue a common purpose and abide by a common code of practice, whilst respecting each other's' different backgrounds and points of views of others.

The Governance Committee has the responsibility to suggest qualification and orientation processes of the Board of Directors.

3.8.1. Newly appointed members

Ideally, newly appointed Board members will be familiarized with the School's Strategic Plan, its role and responsibilities through:

- One or more orientation sessions with the Board;
- A tour of the school;
- An Introduction to the School executive staff;
- An orientation pack containing the following:
 - Institutional Education Project (Strategic Plan and Philosophy).
 - School Handbook.
 - Informative brochure of the school.
 - Copy of this Board Policy Manual.
 - Corporate Bylaws.
 - Copy of the last Board sessions to provide background on current topics.
 - Budget and Financial Statements of the current school year.
 - List of names, address, office telephone/ e-mail addresses of all Board Members.

- Legislation on administrators' responsibilities.

3.8.2. Existing Board Members

If possible, the Board will hold one or two or several orientation sessions at the beginning of each school year for the entire Board Members. Board Members should make a special effort to attend this.

3.8.3. Schedule for Induction Process

1st induction meeting: The first Saturday after the election (Extraordinary meeting)

2nd meeting election of the president and dignitaries (ordinary) - Next week

Workshop on Board and Headmaster roles: last Saturday of April

Workshop on IB programs (extraordinary) - May.

3.8.3. Development

Throughout the year, the Board, as a whole, should work towards becoming a team, whose members pursue a common purpose and aide by common code of practice, while respecting each other's different backgrounds and points of view.

At the end of each academic year, the Board will conduct a self-assessment process, which will conclude in the setting of objectives for the following year and will serve as the basis for programming future training and education activities.

Annually, a 360 evaluation will also be made to all the members of the Board, which will be used for the cooptation mechanism.

Board Members should attend any in-service activities structured for board members. Each Board Member shall intend to increase his/her knowledge and skills required to improve their effectiveness on the Board.

Where finances permit, the Board should subscribe to suitable professional school board publications.

3.9. Board Vacancies

Vacancies may occur on the Board for many reasons, end of the term of service, resignation or removal from office.

The General Assembly by a majority cote, may remove any Board Member from office, under the provisions provided for in Articles 32 and 42 of the Colegio Colombo Británico Corporation bylaws.

ARTICLE 52° of the bylaws. Retirement of a Member of the Board of Directors: *It will be considered as grounds for retirement of a member of the Board of Directors missing three (3) consecutive regular meetings and / or incurring in any of the causes of sanctions stipulated in the present statute.*

3.9.1. Procedure when a Board Member Resigns to His Investiture

When a member of the Board of Directors or Committee resigns, they must send written notification to the Chairman of the Board, Vice-President or the Headmaster, who will proceed to present it at the next Board of Directors meeting. The Board of Directors defines the terms of the response. When it is a resignation of the position of member of Board of Directors, the Secretary of the Board will prepare the notice to the government for registration.

ARTICLE 54° of the bylaws. Procedure in case of the resignation of any member of the Board of Directors: *In the event of the resignation of a member of the Board of Directors, elected by the Assembly or by the co-optation system, he will be replaced by the numerical alternate member that has obtained the highest vote, person who will replace him in the exercise of his office until the end of the period for which the retiring main member had been elected.*

3.9.2. Procedure for breach of the duties and responsibilities of Board Members

When a member of the Educational Community considers that a member of the Board of Directors or Committee has failed to perform his or her duties and responsibilities, he or she shall inform the President or Vice-president of the Board or, failing that, the Headmaster, providing the evidence for such an affirmation.

The President, Vice-President or Headmaster will address the situation at a special meeting of the Ethics Committee, convened for this purpose in the following 10 working days of the receipt of the complaint.

In the event that the Committee considers that the investigation should be continued, the President or Vice-President of the Board will notify the charges to the person involved and give him a period of 10 working days to submit his version of what happened and present or ask for evidence

During the next 20 days to the end of the time for the implicated person to exercise their defence, the Ethics Committee or Government Committee will review the evidence provided and petitioned, and will define if in accordance with the rules and regulations in force.

Against decisions made by the Ethics Committee, petitions of Reposition and Appeal to the Board of Governors may proceed. The petitions must be filed within the next 5 working days of the notification of the decision.

3.10. Possible Sanctions - Regulatory and Legal Framework

The Colombian Legislation establishes that the members of Board of Directors are administrators. In accordance with article 23 of the Commercial Code, “managers must act in good faith, with loyalty and with the diligence of a good businessman.” (This implies that managers are responsible for very slight faults).

In their actions, the interests of the corporation must take precedence, taking into account the interests of the associates.

In fulfilling their role, managers must:

1. Make the efforts conducive to the proper development of the corporate purpose.
2. Ensure strict compliance with legal or statutory provisions.
3. Ensure that the proper performance of the functions entrusted to the auditor (Revisor Fiscal) is allowed.
4. Protect the commercial and industrial confidentiality of the corporation.
5. Refrain from misusing privileged information.
6. Give equal treatment to all the associates and respect the exercise of the right of inspection of all of them.
7. To refrain from participating on his own the personal interest or that of third parties, directly or through an interposed person, in activities that imply competition with the corporation or in acts in which there is a conflict of interest, unless expressly authorized by the shareholders’ meeting or general assembly meeting.

In these cases, the administrator will provide the corresponding corporate body with all the information that is relevant to the decision. The vote of the administrator, if he is a member, shall be excluded from the respective determination. In any case, the authorization of the board of shareholders or general meeting of shareholders may only be granted when the act does not cause detriment to the interests of the company. “

Additionally, they should:

1. Render proven accounts of its management at the end of each fiscal year, or when the law establishes it.
2. Refrain from executing acts of unfair competition.
3. Fulfil the formal duties of fiscal (tax) character.
4. Comply with all other legal duties.

The administrators are jointly and severally liable for damages caused to the company, partners or third parties through fraud or guilt. (Article 200 of Colombian Code of Commerce).

The Assembly may define to pursue a social action of responsibility, which seeks to rebuild the corporation's assets when they have been decimated by the action or omission of its administrators.

The Statutes define as possible sanctions: Loss of Character of Associate (decision which will be taken by the Board- article 32 and 33), loss of Investiture (Assembly-article 42), loss designation Committee at the discretion of Board (Article 49).

4. BOARD STRUCTURE AND ORGANIZATION

4.1. Board Structure

Articles 45 and following of the bylaws of the Corporation Colegio Colombo Británico, provide in detail how the Board Members are elected, requirements, composition and term of service of the Board.

4.2. Election of Board dignitaries

At the first meeting, after the General Assembly and the induction to new members, the dignitaries shall be elected for a two-year term.

ARTICLE 48° of the bylaws. Board Functions:

- a. *Elect amongst the Board members, the corporate President and Vice-President , who shall serve in those positions for the Board.*

ARTICLE 49° of the bylaws. About the President and Vice-President: *The Corporation shall have one President and one Vice-President, who shall be elected from the Board Members, for a two-year term.*

The Board shall elect in its first session the representative of the productive sector within the School Council (Directive Council) as provided for in the School Handbook.

The dignitaries are chosen by virtue of their professional qualities, their expected performance within the group and will be chosen after deliberation exclusively within the board.

Some requirements and profile of the nominated designees proposed by the Governance Committee shall be taken into account. They should be chosen from persons, who already have been Board Members for at least one term, in order to guarantee a minimum of experience in school issues. The objective is to ensure that these positions are filled by people with experience in the affairs of the School without this intention being a straitjacket for the Board.

The Board of Directors, once elected, represents as a group, the entire community and is animated by common purposes, and works so that the School continues to act as a leading educational institution.

In case there is no consensus for a name for any of the nominees, it should be chosen through voting by a majority.

4.3. Duties of the Dignitaries

4.3.1. Board President and Vice-President

ARTICLE 51° of the bylaws. Functions of the President: The following are the President 's duties and powers:

- a. *Use the Corporation's name, comply with and make comply all and any decisions of the General Assembly and the Board;*
- b. *Safeguard the good running of the Corporation and the institutes of its property or under its direction;*
- c. *Execute decisions taken by the General Assembly and Board;*
- d. *Advice by its own right any committee or commission created by the Board;*
- e. *Suspend or dismiss, whenever an immediate decision has to be adopted, any Corporate employee, whose appointment corresponds to the General Assembly or the Board and inform the Board at the next session.*
- f. *Safeguard that all corporate associates and employees comply with their duties and that all regulations and by-laws are strictly abided to and complied with.*
- g. *Preside over the General Assembly and Board meetings.*
- h. *Sign together with the Secretary the associate's certificates or credentials.*
- i. *Act as second alternate of the Legal Representative in case of his/her and his/her alternate's temporary or definitive absence.*

PARAGRAPH: *In case of a temporarily or definite absence of the President, the Vice-President shall take over his/her functions; if both are absent, then the Board shall appoint a provisional substitute.*

The President should facilitate the decision-making process associated with the successful conduct of the School. Ideally, the President will have a deep interest in the School, have time to spend on School affairs, be wise, clear and understanding.

More specifically, on a practical level, the President has responsibilities to ensure that:

- The agenda is circulated prior to each Board meeting;
- The Board meetings are well structured, business likely and officially recorded;
- The relationship between the Board and Headmaster is characterized by openness, mutual understanding and respect;
- The School's long-term planning is under control;

- The School's annual and capital fund raising endeavours are steered effectively;
- Additions to the Board are wisely selected and the talents of members are well used.

Further, the President shall be guided by the objectivity principles: He/she must never become, or seem others to be, so closely identified with the Headmaster or a particular section of the School's community, that he/she loses, or seem to lose, independence of judgement.

In a well-run school, the Headmaster and President work closely together, communicate closely and freely and each understands the other and carries an appropriate part of burden of leadership in a spirit of reciprocal confidence and respect.

A Board President should not serve for ever. The minimum shall be four years but not exceeding six years in office.

The President should be aware (and ensure that the Board is aware) of the need to keep developing new board leadership and not wait until a crisis of resignation before for a competent successor.

4.3.2. Headmaster

The Headmaster's role is to act as a Board Executive. All and any School Employees report to the Headmaster, i.e., the Headmaster reports directly to the Board.

The Headmaster should attend any and all ordinary and extraordinary Board meetings. Attend to all Board meetings by virtue of his/her position with a right to speak but no to vote (Article 48 paragraph).

The Headmaster's responsibilities, in the Board context, are dealt with below.

4.3.3. The Secretary

ARTICLE 55° of the bylaws. The Secretary: *The Corporation shall have a secretary appointed by the Board, who shall be at the same time Secretary of the Colegio Colombo Británico.*

ARTÍCULO 56° of the bylaws. Functions of the Secretary: *The following corresponds to the Secretary:*

- a. *Take minutes at General Assembly and Board Meetings.*
- b. *Inform in a timely manner to the President of the need to call the respective sessions or meetings;*
- c. *Make sure that all decisions taken by the General Assembly and Board are informed to all and any associates.*
- d. *Open and keep the “CERTIFICATE OR CREDENTIAL REGISTRY”;*
- e. *Make sure that the Corporation’s file be kept in a rigorous order;*
- f. *All further assignments given by the Board, President or Headmaster of the Colegio Colombo Británico.*
- g. *Act as substitute legal representative, in temporary or definitive absence of the Headmaster.*

The Secretary’s role is to assist in the administrative function of the board, prepare the summons for the Shareholder’s General Assembly, compile letters and news bulletins whenever demanded by the Board and keep an exact record of all and any minutes.

The Secretary should of have organizational ability and good communication skills.

4.4. Committees

ARTICLE 48° of the bylaws. Board Functions:

n) Appoint the committees in charge of planning, organizing, coordinating, controlling or executing activities of the Corporation and give advice to education authorities of the Colegio Colombo Británico, in certain issues.

The Board shall be organized in committees in order that it may function more efficiently. The committees shall be composed by Board Members selected for their particular skills and interests. The Board shall appoint advisors among members of the Corporation, having a special qualification or specialized knowledge in order to support the Board Committees or offer a concept on a certain issue. When external members attend, they must sign a confidentiality format. Committees may be “seedbeds” for future Board member candidates.

Board members can be members of more than one committee provided that they have the required time and skills or knowledge that would allow them to contribute to those committees.

In each committee there must be between 5 and 7 members. Of these, at least 2 must be Board members. In the first meeting of the elected Board, the committee members shall be appointed. The President of each Committee must be one of the Board members. Board members must ensure that at least one Board member attends each meeting.

In the Admissions Committee there should be no external members due to the confidentiality of the information and topics discussed. Nevertheless, associates that have been board members may be elected to participate in this committee.

The Headmaster shall be a member of all and any committees. The committees may meet without the assistance of the Headmaster or the President of the Board of Directors being strictly indispensable. The meetings of each committee shall be coordinated by the school, and both the Headmaster and the President shall be informed of the working agenda of the committee. The Headmaster, his / her delegate and / or the President of the Board shall attend meetings that they deem relevant.

Each committee will prepare a proposal with its final members (Board and external members), objectives, internal rules, periodicity of meetings and tentative list of projects or initiatives, for discussion and approval by the Board of Directors.

4.4.1. The committees of the Colegio Colombo Británico are the following:

4.4.1.1. Governance Committee:

General roles and responsibilities: The Governance Committee supports the Board's effectiveness and continued development.

Specific Functions: The specific functions of the Government Committee include:

- Recommend policies and processes to the Board designed to provide effective and efficient governance, including but not limited to policies to:
 - Evaluation of the Board
 - Elect the President, Vice-President and election of the representative to the Board of Directors.
 - Election and re-election of Board members.
 - Orientation and training of the Board.
 - Planning of succession for the President, Vice-President of the Board, representative to the Board of Directors. and other leaders of the Board.
 - Review of the Policy Manual.
- Review and recommend a profile of the position detailing the responsibilities and expectations for Board members, the President, the Vice President and the representative to the Board of Directors.
- Recommend candidates for election and re-election to the Board. To facilitate this responsibility,

the Committee shall:

- Develop and recommend a list of the necessary competencies and personal attributes in the Board, to be used as a guide for the selection and election of Board members.
- Carry out a “*gap analysis*” to identify succession planning and selection needs.
- Develop and periodically update a list of potential Board members, regardless of whether there is a current vacancy.
- Supervise a process of verification of the aptitude of potential nominees.
- Develop and oversee a plan to improve Board diversity.
- Evaluate the performance of the members of the Board who may be re-elected.
- Carry out a succession planning process for the Board President, Vice President, Productive Sector Representative and other Board Leaders. Nominate Board members for the election. Through cooptation.
- Review of the Articles of Association annually and recommend the necessary changes to the Board in full.
- Advise management on plans for Board training, including orientation of new members, training of board members, and board retreat. Supervise the process of self-evaluation and improvement of the Board every one or two years.

Meetings: The Governance Committee meets periodically, and when required by the Chairman of the Committee. Dates and times of meetings should be specified well in advance.

The Committee will receive and review the following reports:

- Matrix of Competence. Profile or matrix of the current Board compared to the list of necessary competencies, in addition to an analysis that shows the areas to be highlighted in the call for new members.
- Competencies / Curriculum of potential Board members.
- Annual Board training plan.
- Summary of Participation. Annual review of average attendance, and attendance by each principal, Board meetings, committee meetings, training sessions, and (if possible) community events.
- Self-evaluation of the Board. Self-evaluation survey report of the Board (every one or two years).
- Legal Accompaniment. Written report on current legal and regulatory issues affecting governance, as well as the analysis of changes required in the Board of Directors’ by-laws or by-laws.
- Annual Objectives: The Governance Committee will establish the annual goals that specify its main areas of work focus for the following year.

MEMBERS: The President-elect of the Board will be the Chairman of the Government Committee, due to the key role of this Committee in the selection and preparation of future members of the Board. The Headmaster may be invited to the Governing Committee, with voice but without vote.

4.4.1.2. Committee of Admissions, Marketing and Communications

Admissions: The objective is to make a preliminary review of the applications, suggest admissions policies.

Marketing and Communications: The objective is to review the Marketing and Communications strategy, propose policies, and make suggestions to improve internal and external communications.

4.4.1.3. Financial and Solidarity committee

Objective: Review the financial statement and follow up the budget execution. Proposition of financial policies. Supports the Board in reviewing and approving an annual budget and a multi-annual financial development plan according to the school's strategic plan.

The following is general view of the main responsibility areas of the financial Committee:

- Periodical review of the finance policy.
- Annual budget review and approval.
- Carrying out monthly reviews;
- Proposes to the General Assembly possible auditors.
- Proposes to the Board the designation of external audits.
- Review of salary ranks –
- Evaluation of proposals for salary increases and other benefits.
- Suggest to the Board the tuition fees (matriculation and monthly tuition fees) and other costs, within the limits approved by the School Council (Directive Council).
- Evaluation of projects and when required.
- Development of policies relating to financial issues as required.
- Make recommendations related to:
 - Budget financial management.
 - Management, investment and use of School funds.
 - Insurance programs.

Solidarity: Suggest benefits of the Solidarity Fund and benefits policies. It reviews and suggests decisions related to financial aid for families, following the guidelines established by the Board.

It establishes proposals to communicate the policy and its benefits.

Analyse and reflect on the needs of the educational community.

Analyses and promotes Life Insurance among parents.

Socializes the cases in which the insurance has benefited the parents.

4.4.1.4. Development Committee

Objective: Assist the Board in setting the short and long term infrastructure development plan

The main areas of the Development Committee are the following:

- Monitoring and reporting on forthcoming regulatory changes that may affect the School.
- Monitoring / review of school facilities to ensure that they are up to date and sufficient.

This latter may lead to involvement in recommending:

- Maintenance and improvements to existing school and grounds.
- Repairs to existing School and grounds.
- Building of new school.

The President should be a member of the Development Committee.

4.4.1.5 Legal Committee

Objective: Counselling in legal topics.

The main responsibility areas of the legal Committee are the following:

- Supervision and information on eventual regulation up-date, which might affect the school.
- Stewardship in the contracting procedures, whenever required.
- Review of pro forma contracts.
- Legal review of contract of higher amounts and of special transcendence.
- Integral support in legal matters that are required.

4.4.1.6. Fundraising Committee

The objective is to establish policies and strategies to promote fundraising.

4.4.1.7. Formative Affairs Committee

Objective: Support to the Board of Directors in the definition of policies, strategies and indicators for the improvement of educational quality. This committee will meet every 2 months.

4.4.1.8. Ad Hoc Committees

The Board may establish special ad hoc advisory committees to assist in conducting special studies or in performing of other functions as specified by the Board. The make-up, charge and time span of such committees shall be specified when they are formed. Non board Members may be invited to join these committees, where their specific expertise would be beneficial. Ad Hoc committees should report periodically to the Board.

4.4.2. Committee Guidelines and Procedures

The purpose of committees is to provide attention and objectivity to the decision of the Board. Therefore, the committees should meet regularly to carry out the actions needed to comply with the objectives established by the Board. Each of the committees will define the periodicity of the meetings, in accordance with their stated objectives.

The President or the Headmaster should present a report to the Board of the main decisions and recommendations of the Committee.

The secretary shall send the minutes to all Board members, in advance to the next Board session in order that all further members of the Board have sufficient time to read, understand and evaluate the proposals and support each case.

Whenever topics arise which have any implication for other committees, they shall be submitted to the other committees for its study before being approved by the Board.

The committees should carry out studies, identify issues or formulate recommendations to assist the Board in taking decisions in line with CCB's strategic development plan.

Committees are not authorized to take any decision on behalf of the Board; moreover, the Board assigns them research tasks and the evaluation of several specific projects in line with CCB's strategic development plan.

The Board altogether is responsible for taking the needed decisions, using gathered information and presented by the Committee and taking into account the recommendations made by the Committee.

Regarding the functioning of the Committees, the Board altogether is responsible for:

- Giving directions to the Committees;

- Having access to the reports and results of the committees' investigations and take decisions based on the information presented and the recommendations given by the committees;
- Indict to the committees when more information or documentation is required.
- Guarantee the long-term planning development;
- Clarify several emerging topics.

Certain topics, such as the budget, shall always be presented to the Board for its examination and approval. The periodical presentation of reports allows the Board to evaluate several phases of the School activities. In compliance with the responsibility for supervising and guiding the School's operation, responsibility which has been delegated to the Headmaster and the staff – the Board should do much more than simple reviewing the periodical results statement and balance sheet.

It should evaluate the School in its multiple parts and altogether, the Board should depend greatly on the reports prepared by the Headmaster and his/her staff. These reports shall be written or oral, formal or informal; its purpose and effect should keep the Board well informed.

5. INTERACTION OF THE BOARD WITH THE COMMUNITY

5.1. Relationship of the Board and Parents

The corporate associates elect the Board at the Annual General Assembly Meeting for a two-year term. Consequently, the parents are fully represented at the Board. All members of the Board have to be elected after two years, which guarantees that the Board be continuously represented by parents.

The Board animates the parents to participate in issues of the School and we think this fact is essential in order that the School achieves a high education degree and promotes the excellence deserved by our students.

Parents are encouraged to express ideas, worries and suggestions on the School with the Headmaster, Section Head and teachers.

At formal level, the communication with the parents is also kept:

- The Parents Council. The parents of each grade elect 2 representatives at the beginning of every school year.
- The PTA: Parent & Teachers Association, in which voluntary parents of all grades participate.

The School Council (Directive Council) as part of the School Corporate Government has the representation of the Parents (Board Members, PTA, President of the Parents Council), Alumni, students and academic personnel (see the composition and functions in the School Handbook).

The Board fully supports the tasks of these entities and recognizes the important role, which that group performs for the School's success.

5.2. Handling Complaints

A Board Member, who receives a complaint should:

- Listen with interest;
- Withhold judgment; Do not agree or disagree- you probably don't have sufficient information to do either.
- Paraphrase the complaint back to the individual; this serves two important functions. First, it allows you to check that you have correctly understood the complaint. Secondly it informs the complainant that you have been listening carefully to him/her.
- Direct the complainant to the appropriate school staff; (i.e., to the lowest level at which resolution is possible: class teacher, deputy head, head of section, Headmaster).
- Do take on the problem or agree to act as complainant's agent. This can be difficult, particularly if the claimant is very upset or extremely persistent. In addition, in some cultures to refusal to offer

some kind of direct assistance is equivalent to overt rudeness. In these cases, it can be useful to suggest that you contact the Headmaster so that she/he arranges the required meeting.

- Notify the Headmaster of the complaint.

Complaints should primarily be treated as opportunities to improve. In general complaints should be dealt with in a constructive manner at the lowest level possible, between the parties directly involved.

Anonymous communication is to discouraged. The Board (or teachers) should not act on anonymous communication, unless there is a threat to the safety of the community.

5.3. Division of Responsibility: The Board and the Headmaster

The Board sets the policies and the Headmaster implements them. The Board appoints the Headmaster. The Headmaster attends to the Board Meetings with right to speak and without any right to vote. The Board does not generally get involved in the day-to-day operation of the School, unless requested to do so by the Headmaster or where circumstances require intervention. The Headmaster is responsible for providing the Board Members with information needed to carry out their functions and develop sound policies.

The Board will channel the communication to the administration through the President of the Board and the President of each committee. If not, it will process the communication at the next Board meeting.

The following table outlines more specifically, on a practical level, the responsibilities of the Board and the Headmaster in respect to each other:

THE BOARD	THE HEADMASTER
Sets the purpose and policies of the School in terms of reference for the Headmaster.	Operates the School so as to achieve the purpose and carry out the policies of the School.
Manages process of the long-term strategic planning as terms of a reference for the Headmaster.	Ensures that the Board Members have all the information they need to carry out their functions, develop sound policies and judge accurately well those policies being carried out.
Approves policies, rules and regulations.	Prepares and submits to the Board for their consideration changes and adoption of policies, rules and regulations for the management of the School which are consistent with the Colombian Laws.
Appoints the Headmaster.	When called upon, gives written or oral opinions to the Board or its Committees.

Delegates to the Headmaster the responsibility for operating the School.	Makes written or oral reports on the general condition of the School, with recommendations for improvements, that require action of the Board.
Ensures that the development, motivation and evaluation and renewal of contracts (or dismissal) of the Headmaster are taken care of.	Reports to the Board on employment or dismissal of teaching staff and other school employees of the school as there is the need to do so.
	Investigates, evaluates the need and recommends to the Board provisions for educational facilities in the school.
	Recommends to the Board for approval important changes in the course of study (curriculum).
Approves the transference of budgetary items.	Directs expenditures and purchases within the limits of the board approved detailed budget for the year. Recommends to the Board transfers from one budget item to another as conditions may require.
	May suspend any pupil from school whenever, in his/her judgment, the best interest of the school demands such action. Such suspension is to be reported to the Board in writing.
Develops and approves an annual budget and the economic development plan for several years to provide the operational financial framework for the Headmaster.	In cooperation with the Board Finance Committee, prepares an annual budget showing the appropriations necessary to meet the estimated needs of the ensuing school year.
Approves the Management Report to be presented annually to the General Assembly Meeting.	Prepare the management report and subject it to the Board's approval.

Defining and approving objectives and policies is a process, that works best when it involves frequent communication between the Board Members and the Headmaster. As this process goes, the Board should allow the Administration to conduct its affairs within the framework of established policies and support it in every way possible, while at the same time assessing performance. This division of responsibilities is the fundamental for successful functioning of the Board and successful relations with the Headmaster.

5.4. Evaluation of the Headmaster

The Board should conduct a regular evaluation of the Headmaster in order to:

- Provide to the Headmaster specific feedback on is/her actuation in relation to agreed criteria.
- The functions and responsibilities of the Headmaster, such as defined in the job profile and this document;
- The progress toward the achievement of certain objectives for accreditation organizations and CCB's strategic plan and,
- Headmaster's objectives, determined during the previous evaluation cycle.

The Headmaster's evaluation process must be done every 3 years. However, the Headmaster must conduct an annual 'mid-term evaluation' with the President of the Board, where a review of the progress of the recommendations is carried out. The Chairperson shall report to the Board on the evaluation.

Evaluation should be a positive, constructive process, oriented towards improvement rather than criticism. It is essential that evaluation be as objective as possible. The evaluation processes are an effective way by which the Board can define its expectations to the Rector and give open and honest feedback on its performance.

The evaluation should:

- Stimulate and develop, based on a reflexive self-assessment that is guided, directed and moderated and validated by an external agent;
- Report to the Headmaster and the School about the effectiveness of classroom practices, the extent to which the curriculum is well developed, and the resources and capabilities of the staff
- To be based on explicit individual and institutional objectives, and to conduct individual and institutional development explicitly.

The Evaluation of the Headmaster should be based only on criteria agreed in advance between the Board and the Rector. The criteria should be based on:

- The philosophy and objectives of the CCB;
- The duties and responsibilities of the Headmaster as defined in his position profile and in this document;
- Progress towards the achievement of objectives determined by the accreditation organizations and the strategic plan of the CCB and
- The objectives of the Rector, determined during the previous evaluation cycle.

The evaluation itself should not address issues related to contract renewal or compensation, although it will provide valid information to which reference will be made in contract negotiations.

The responsibility for evaluating the Headmaster lies with the Board. However, feedback on the Headmaster's performance may also be sought from Section heads, teachers, students, parents and

support staff. This will provide the Board with information about the Headmaster's performance in areas, of which the Board has no direct knowledge. It will also serve to reassure the community that the Board is being thoroughly and timely in discharging its responsibility to evaluate the Headmaster. The Headmaster should also provide a written self-evaluation as part of the evaluation process. Consideration may also be given to the possibility of involving a visiting Head from another International School in role of moderator.

The Board should compile a summary report based on the Headmaster's self-evaluation.

The report should address each of the selected categories of performance and include within each category both strengths and areas of possible development.

The report should also make recommendations for professional development, bearing in mind the following guidelines:

- Not every category will be addressed in the professional development plan.
- The objectives should be limited in number (not more than one per category).
- The objectives should be engaged with specific activities or objectives.
- Detailed plans should not be provided, as they will often need to be modified.
- "*Consolidation of present standards*" is often a legitimate objective.

Every effort should be made to achieve consensus on the report, although if significant differences of opinion persist, the Headmaster may wish to add a dissenting commentary. The final evaluation of the Headmaster should be in the form of a written document, a copy of which should be retained by the Board. The Board President and the Headmaster should sign the evaluation report.

The conclusions reached in the evaluation document, together with the Headmaster's goals agreed upon for ensuing evaluation period must be honoured by the Board, irrespective of whether or not there are subsequent changes in the Board's membership. The goals established by the Board for the year ahead should be honoured.

6. FUNCTIONING OF THE BOARD

6.1. Board Calendar

Manny of the Board activities follow a pattern that is repeated annually. In order that the Board can ensure all necessary activities are carried out in a timely manner, it has been found to be useful to produce a Board calendar, which should be periodically revised. This not only includes actions, which the Board need to take, but also actions, which the Board needs to ensure the Headmaster has taken. The Board calendar should be continually updated to ensure that all necessary areas of concern are included.

The President of the Board agrees a Board and committees meeting calendar and compares it for review and approval o the remaining board members.

This process is done every half year.

The Board shall meet ordinarily the last Tuesday of every month.

The Financial Committee meets ordinarily on the Tuesday before the Board Meeting.

The Admission Committee meets ordinarily the Friday before the Board Meeting.

The General Shareholders Meeting is ordinarily called in the month of March (before the 31st of march).

6.2. Board meetings

The Board is appointed for two-years at the Annual General Assembly held at the first trimester of every calendar year.

After the General Assembly Meeting the Board meetings shall take place at the school facilities or in another place previously agreed upon and they include: ordinary and extraordinary meetings. These meetings are described below. The committees meet separately.

6.2.1. General Assembly

The General Assembly is described in detail in Chapter Seven of CCB by-laws.

6.2.2. Board ordinary meetings

The Board ordinary meetings are held every month, but extraordinary meetings can be summoned, if necessary (Article 47 of the bylaws).

Attendees should be advised of a time and place (usually at school).

The agenda should form the strictly basis of the discussion.

It is a good policy for the President to inform the main topics in advance to all Board Members.

The more information Board Members have before the meeting, the more likely they are to make best use of their time and to act with good judgment on proposals made to them.

Minutes are taken during each meeting and circulated prior the next meeting. The Minutes should be a concise report of decisions, actions to be taken, evidences, recommendations and items considered. Minutes of meetings of the board shall be made by the secretary. Board Meetings Minutes must be approved by a majority of members present at the following meeting and signed by the Board's Secretary and President.

6.2.3 Board Extraordinary Meetings

Extraordinary Meetings may be called when circumstances require board discussion by the President, auditor or Headmaster. (Article 48 of the bylaws). All principal members should be summoned as far in advance as possible and practical.

6.2.4. Executive Sessions

The Board may set up executive meetings at any time without the presence of the Headmaster.

6.2.5. Agenda preparation format and dissemination

The President should distribute the agenda as soon as possible before each meeting.

The agenda should follow a standard format for each meeting. Supporting documentation for any agenda item should be clearly cross-referenced, placed in order and distributed with the agenda well ahead of the meeting. Documents should never be produced at a meeting for the first time because this does not give time for members to read and consider the contents.

A means to ensure efficiency is to determine in advance a strict time limit for discussion of each item. Some Boards also insist that the agenda items are labeled "for approval", "for information", "for discussion", and so forth.

6.2.6. Rules of order

Functions of the President are: Preside over all General Assembly and Board Meetings. In case of his/her temporary or definite absence, the Vice-President shall take over the functions of the President: in case that both are absent, the Board shall appoint an interim President. (Article 52 literal f and paragraph).

The Board members should ensure that any items they wish discussed at meetings are included in the agenda, which should have circulated prior to the meeting. The meetings shall follow the previously circulated agenda.

Voting: Usually the decisions are taken per consensus, but in case of not reaching a unanimous

agreement; the voting system shall be used. Except for as otherwise provided in the bylaws, the board shall decide by the majority of votes then present (Article 48).

Quorum: The quorum for the Board session shall be six (6) members. (Article 48 of the bylaws). The secretary is responsible for verifying the existence of quorum for the meeting.

Decisions should not be taken by the Board on vacations or other times when a significant number of Board members are not available for meeting.

Non-Presential Meetings: Taking into account the increasing difficulty in the traffic in the city, the meetings of the board of directors may be called and held under the mechanism of non-face-to-face meetings enshrined in articles 19 and following of Law 222 of 1995, and the regulations that they modify them.

Minutes: Minutes should be action plans with a brief record of the decisions taken, the actions to be taken, evidences, name of the person, who are to perform actions and the agreed date by which it will be completed.

Minutes should be circulated within one week of each meeting, for member's comments and amendments and redistributed for the next the meeting with the agenda.

Once all minutes are formerly adopted as an accurate record of meeting, they need to be printed and signed by the President and Secretary.

Duration of the Meetings: It is important that the duration of the meetings of the Board of Governors is subject to a set schedule and that it is accepted by all. If a review of all items is not terminated, a subsequent meeting may be convened to continue the work.

6.3. Board Self-evaluation

The Board shall conduct an annual self-evaluation of its performance in order to:

- Reflect upon its effectiveness in governing the School;
- Set improvement goals for the following year;
- Ensure continuity in Board decision making from one year to the next.

A self-evaluation questionnaire by the Board will also assure to the school community that the Board holds itself accountable for its actions.

The evaluation should be a positive, constructive process aimed at the improvement rather self-criticism. It is essential that this self-evaluation be as objective as possible.

Board Members should develop the standards and indicators against which, they will measure their

performance. These standards and indicators should be agreed upon at the beginning of the school year, so that the Board evaluation can be based upon what the board planned for itself at the beginning of the year.

The areas that should be considered include:

- The relationship between the Board and the Headmaster.
- Board meetings and attendance.
- Efficacy of the Policy making procedure.
- Relationship between Board and the Public.
- Achievement of objectives established by the outside accreditation organizations.
- Achievement of the strategic objectives set by the Board at the beginning of the year.

The evaluation should be based on Board's own goals, not as individuals.

The Board should evaluate itself as a Board, not as individuals. Evaluations are focused on action rather than personalities are more productive.

The evaluation form at the end of this section should be used as the basis of the evaluation, although the Board should not limit itself to those items that appear on the form. Free Discussions and comments are invaluable.

The Headmaster's and the Directive Council's view of the Board's performance should also be sought and should add a helpful dimension to the evaluation procedure.

The outcome of the evaluation should be a written, composite report, on how the Board views its own performance. This report can then be used to develop new objectives and strategies for improvements in the following year. The Board may choose to publish its self-evaluation in order to maintain the community's confidence in the quality of the School's governance.

The conclusions reached in the self-evaluation document and the goals established by the Board for the next year, must be honoured. This is a means, by which continuity of the Board's direction and performance can be achieved.

A Board Self-Evaluation form is included in the Appendix to this manual. This can be used as basis for the Board's Self-evaluation exercise.

The Board of Directors will also conduct a 360 assessment of each of its members (see annex).

7. BOARD ORGANIZATION

7.1. Board Policy Development

The essential task of the Board is to make policy. Policy making and planning must be closely related. Policies considered and approved by the Board must be compatible with future plans for the School, which the Board may also consider and approve. Accordingly, the Headmaster should also take part in proposing policies.

These policies should not just those required to solve immediate issues, but should constitute a total policy framework. Written policies that are referenced in an easy to use manual play a critical role in a school, such as CCB, where the turnover of the Board members, administrators, teachers and parents can be high and the institutional memory could be correspondently short.

7.2. Purpose of Policies

The purpose of producing clearly written policy statements is the following:

- Codify the school's values and beliefs;
- Expedite decision making;
- Ensure time is not wasted on remaking decisions that where previously taken;
- Prevent misunderstanding and unpleasant surprises;
- Protect community moral against the perception of favouritism or capricious and unilateral decision making;
- Reduce confusion;
- Improve communication;
- Provide employees, students and parents the security of knowing where they stand in relation to issues that are important to them;
- Illustrate and preserve the critical demarcation between the authority of the board and the Head Master;
- Make more difficult to manage the School on the basis of impulse, whim or personality and
- Minimize the possibility of "crisis management"

7.3. Difference between policies and regulations

Policies are the general guidelines set by the Board that create the framework within which the Headmaster and school staff can perform their assigned duties with a positive direction.

The regulations of the School are derived from the policies and allow them to be translated into action.

Making the regulations and concrete actions are the responsibility of the Headmaster. Policies are set by the Board and focus on what is needed, why the School requires it, and when the Board wants it.

The regulations deal directly with the implementation of policies and focus on where, when, by whom and in what way.

The distinction between Policies and Regulations is very important in the efficient organization of the School, especially when individuals have a special interest in an issue. In such circumstances, an effort should be made to ensure that the Headmaster does not attempt to pass policy statements and Board members are not involved in writing the regulations.

An updated CCB policy manual is maintained in the web page/phdias to assist Board members in their deliberations, as well as to the Headmaster, managers, and others related to the School. These documents will be updated whenever new policies are approved.

Without a written record of approved policies, both the staff and the Board can make a considerable and often useless effort to try to remember what they have decided in the past.

7.4. Board Review of Administrative Procedures

The Board will take the necessary time to review the administrative procedures of the School in order to ensure that they understand and, if necessary, are in agreement with what is written. These documents shall include, but not limited to: Parent Handbook, Teacher Handbook, Administrative Policy Handbook.

7.5. Policy Review and Evaluation

The Board should periodically review (at a minimum, every two years), the Board Policy Manual to ensure that its written policies are up to date. This ensures that they can be used consistently as a basis for the Board action and administrative decision.

The Board should also assess how policies have been implemented. He will trust the Headmaster, the College staff, the students and the community to have evidence of the effect of the policies that have been adopted.

The Headmaster should call the Board's attention to any policies that are outdated or seems to require a revision for other reasons.

7.6. Administration in Absence of Policy

In case when action must be taken and the Board has provided no policy guidance for such action, the Headmaster is empowered to act. These decisions, however, shall be subject to review by the Board at its next ordinary or regular meeting. The Headmaster has the duty to inform the Board promptly of such action and of the need for policy.

8. HEADMASTER EVALUATION POLICY

²Evaluating the head of school is a major responsibility of the board of trustees and is a requirement for accreditation. Evaluation should be conducted annually, typically at the end of the school year, in May or June. Evaluation should include input from the entire board and be based on three considerations:

- The head's job description (School Handbook).
- The head's professional and personal skills and,
- The head's goals for the year, developed jointly by the head and the board and approved by the board at the beginning of the year. (Strategic objectives).

³The purposes of a formal evaluation include:

- Enhancing the Head's effectiveness.
- Assuring the school board that its policies are being carried out.
- Clarifying for the Head and individual board members the responsibilities the board expects the head to fulfill.
- Strengthening the work relationship between the board and the Head.

Desired Conditions

The desired conditions are:

- Evaluation should be continuous and must have the commitment of the board to be accomplished effectively.
- The board's evaluation should occur in executive session at a scheduled time and place, with no other items on the agenda and with all board members present.
- The instrument and process have been developed to ensure that the minimum requirements for a fair and valid evaluation are in place. Adherence to the instrument and process will ensure fairness.
- The evaluation instrument and timeline should be developed as soon as possible after the hiring of the Head.
- The evaluation results should be used by the board and Head as they cooperatively set goals for the Head. The results will also be used as a basis for planning a program of professional development. Progress toward these goals will be evaluated during the ensuing year.
- The evaluation should include discussions of both strengths and priority improvement areas.
- The findings should be supported by objective documentation, whenever possible and appropriate.

2. <http://www.isacs.org/uploads/file/MonosEvaluation%20of%20the%20Head%20of%20SchoolJuly14.pdf>

3. https://www.nesacenter.org/uploaded/conferences/FLC/2014/handouts/Rick_Detwiler/2-20_Head_of_School_Evaluation_Long_Version_A_OS_Option_2.pdf

- The results of the evaluation will be filed in the Head's personnel file.
- The evaluation should be reviewed with any newly elected or appointed board member.

Desired Outcomes:

The evaluation process will provide::

- An annual written assessment of the current status of the Head's performance.
- Documentation of the Head's continuous performance over time.
- Increased accountability as a result of objective evaluation.

8.1. Implementation Procedures

1. The school board adopts a policy statement on the evaluation of the Head.
2. The school board adopts a job description for the Head.
3. The school board, with input from the Head, determines the types and forms of data to be collected for evaluation.
4. The school board directs the Head to collect the documentation necessary for the evaluation.
5. The school board, with input from the Head, develops a timeline for evaluation.
6. The Head collects the documentation and makes it available to the board according to the established timeline. (Including option of Head self-evaluation).
7. The board reviews the documentation.
8. The board members independently evaluate the Head using the Head Evaluation Instrument.
9. Compile individual ratings by range and frequency.
10. In a facilitated executive session:
 - a. Board members and the Head will discuss the composite evaluation.
 - b. Board members and the Head will determine a score on each dimension by consensus.
 - c. Board members and the Head will determine priority tasks for improvement.
11. A composite narrative evaluation, including performance plan goals, will be developed.
12. Board members will meet with the Head in executive session to present and discuss the narrative
13. The evaluation is dated and signed by the board president and the Head. The evaluation becomes part of the Head's personnel file.
14. The Head may respond in writing to the evaluation. The Head's response is attached to the evaluation.

15. The school board, with input from the Head, designs a Professional Development Plan, which addresses any priority improvement areas. Documentation sources should be agreed upon for collection at the time of adoption of the Professional Development Plan. Enhancement activities also may be included in the plan. Progress toward the plan shall be assessed during the subsequent annual evaluation process.
16. After the first year of implementing the evaluation procedures, board members begin subsequent years with Procedure 4.
17. The Head evaluation should be coordinated with an annual board self-assessment to ensure clearly articulated board priorities.

School Board Options

Individual school boards may apply additional tasks to the annual review of the Head's performance.

The instrument and process have been developed to ensure that the minimum requirements for a fair and valid evaluation are in place. The board and Head have flexibility in the types of information to be collected for documentation. Great care should be taken to ensure that the application of any additional tasks and processes do not violate the basic tenets of fairness in evaluation.

Options include:

- The board may ask the Head to provide a self-evaluation using the Head Evaluation Instrument, submitted to the board president, who will distribute copies of the completed self-evaluation to other board members. It will not be included in the composite.
- The board may provide the rating developed by each board member to the Head.
- The board may delete any dimension it feels is not applicable to its evaluation.

8.2. The Head of School Evaluation: An Introduction

The responsibility for the head of school evaluation rests completely with the board. Some boards conduct what is referred to as a "360 evaluation" of the head in an effort to collect input from many of the school's stakeholders. This can be a productive process in that it brings to bear many perspectives of the head's effectiveness. However, it can also be a very destructive process if not handled appropriately. This 360 process should be referred to as "360 input" rather than "360-degree evaluation."

The board assumes ultimate fiduciary responsibility for the school. In light of this role, the evaluation of the head's performance is an extremely important undertaking. This is a role that is too often relegated to a committee or is not given sufficient attention. The evaluation of the head should be honest, based on reliable methods, and instructive. Each evaluation should provide the board with a set of expectations for future performance. In reality the board can set any expectation they choose; however, if they wish to retain an excellent head of school the expectations must remain realistic and attainable.

Head evaluations should begin with clear expectations. The head should be evaluated only on the degree to which he or she accomplishes the pre-defined objectives and on whether the day-to-day administration of the school is carried out so that the school is not jeopardized by negligence or illegal activity. Board discussion during the head evaluation should not deteriorate into a “nit-picking” session where each board member is asked to give their opinions on the highly subjective issues such as the “way in which the head interacts with stakeholders.” Indeed, how a head interacts with stakeholders is important, but it is essential that the way this is assessed is defined when the expectation is expressed.

In addition to the industry norms of maintaining a school that satisfies the expectations of safety and lawful operation, a head of school can only reasonably be held accountable for objectives and goals previously defined by the board. It is not reasonable to expect a head of school to satisfy the personal preferences of all board members.

For this reason, the expectations should be defined in advance. The board must begin with an honest appraisal of expectations and what constitutes meeting those expectations. The decisions regarding the future employment and compensation of the head must be tied directly to satisfying the defined expectations. It is okay for boards and heads to have personality differences, even to the point of not being personal friends, as long as the interests of the school are being served.

Because the board selects and provides strategic direction to the head, only the board should be conducting the evaluation. It is not uncommon for the board to direct the head of school to implement an unpopular or challenging strategy as a result of tough decisions the board might make. The head of school should not be seeking to sway public opinion, but rather leading in a way that serves the best interest of the school. The head’s evaluation should never be a popularity vote but rather an effectiveness vote. The board’s sole focus on evaluating the head is whether or not the head is meeting the performance expectations of the board.

And while performance expectations could include maintaining a “happy and contented student body” as measured by a student survey, I do not recommend that students be asked to assess how effectively the head is running the school. Indeed, most of the stakeholders will rarely understand the board’s performance expectations of the head. By extension, I suggest that not even the faculty will completely understand the performance expectations of the head.

For boards that choose to employ a 360 evaluation, yet another concern rests in how it is interpreted. The board must be prepared to interpret the responses appropriately and not succumb to a temptation to take each individual response as cause for concern. When such broad input is sought for an evaluation, a single response rarely represents reality. Rather a pattern of responses should cause concern and warrant further scrutiny. I suggest that there is likely not a head of school that would have no negative comments lodged against him or her if all stakeholders were given an opportunity to evaluate them. This fact does not minimize the value of a broad-based input model, but rather gives rise to cautions for board members when interpreting such evaluations.

It is clear that a school operates at maximum effectiveness when both the head of school and the

board operate effectively. This occurs when communication is honest and clear, goals are collectively developed and understood, and the head of school and trustees understand that their role should be entirely focused on the students that the school serves today and in the future. The board and the head must have open and honest communication, if for no other reason than for the sake of the children.

8.3. Stronge Evaluation Tool

The Stronge tool is the same tool used to evaluate the CCB Section Heads. It is a tool used in many schools, has external validation and is flexible. The Heads of Section do their self-assessment and set the goals for next year. It is a process that aims at continuous improvement.

⁴The International Schools Principal Performance Evaluation System was developed by Dr. James Stronge in conjunction with the Association of American Schools in South America (AASSA) Evaluation Design Team and supported by the U.S. Department of State. The system is used for collecting and presenting data to document performance based on well-defined job expectations. The goal is to support the continuous growth and development of each Head of Section and Headmaster by monitoring, analysing, and applying pertinent data compiled within a system of meaningful feedback.

Purposes and Characteristics

The primary purposes of the Headmaster Performance Evaluation System are to:

- Optimize student learning and growth;
- Contribute to successful achievement of the goals and objectives defined in the vision, mission, and goals of the school;
- Provide a basis for leadership improvement through productive Headmaster performance appraisal and professional growth;
- Encourage collaboration between the Headmaster and evaluator, and promote self-growth, leadership effectiveness, and improvement of overall job performance; and
- Inform the employment process.

This evaluation system includes the following distinguishing characteristics:

- Suggested indicators for each of the Headmaster performance standards;
- A focus on the relationship between Headmaster performance and improved student learning and growth;
- The use of multiple data sources for documenting performance, including opportunities for Headmaster to present evidence of their own performance as well as student growth;
- A procedure for conducting performance reviews that stresses accountability, promotes professional improvement, and increases Headmasters' involvement in the evaluation process; and
- A support system for providing assistance when needed.

PERFORMANCE STANDARDS:

Performance standards define the criteria expected when the Headmaster performs his major duties. There are seven performance standards that served as the basis for the Headmaster's evaluation.

Performance Standard 1: Instructional Leadership - The Headmaster effectively leads the development, alignment, and execution of a plan of action for monitoring the curriculum and implementing instructional and assessment strategies that enhance learning and teaching.

Performance Standard 2: School Climate: - The Headmaster develops and nurtures an internationally minded, balanced, academically rigorous, positive, safe school climate.

Performance Standard 3: Human Resources Leadership - The Headmaster selects, orients, assigns, develops, evaluates, and retains quality instructional and support personnel.

Performance Standard 4: Organizational Management - The Headmaster supports, manages, and oversees the organization, operation, and use of resources for his/her area of responsibility.

Performance Standard 5: Communication and Community Relations - The Headmaster effectively communicates and collaborates, engaging stakeholders to promote understanding, support, and continuous improvement of the school's programs and services aligned with the school's mission/vision.

Performance Standard 6: Professionalism - The Headmaster demonstrates behaviour consistent with legal, ethical, and professional standards, engages in continuous professional development, and contributes to the profession.

Performance Standard 7: Student Progress - The Headmaster's leadership results in student progress consistent with the school's mission and school-wide goals.

Performance Indicators

Performance indicators provide examples of observable, tangible behaviours that indicate the degree to which the Headmaster is meeting each standard. Performance indicators are provided as examples of the types of performance that will occur if a standard is being fulfilled. The list of performance indicators is not exhaustive, and they are not intended to be prescriptive. It should be noted that indicators in one standard may be closely related to indicators in another standard. The standards, themselves, are not mutually exclusive and may have overlapping aspects.

Evaluators and Headmaster should consult the sample performance indicators for clarification of what constitutes a specific performance standard. Performance ratings are made at the performance standard

level, NOT at the performance indicator level. Additionally, it is important to document a Headmaster’s performance on each standard with evidence generated from multiple performance indicators, but not necessarily all performance indicators.

Performance Rubrics

The performance rubric is a summary scale that describes performance levels for each of the seven performance standards (see Figure). It states the measure of performance expected of the Headmaster and provides a general description of what a rating entails at the summative stage. The rubrics are provided to increase reliability among evaluators and to help Headmasters focus on ways to enhance their leadership practices. The rating of Effective is the expected level of performance.

DOCUMENTING PERFORMANCE

The role of a Headmaster requires a performance evaluation system that acknowledges the contextual nature and complexities of the job. Multiple data sources provide for a comprehensive and authentic “performance portrait” of the Headmaster’s work. The sources of information described are selected to provide comprehensive and accurate feedback on Headmaster performance.

Definitions of Ratings

The rating scale provides a description of four levels of how well the standards (i.e., duties) are performed on a continuum from highly effective to ineffective. The definitions in Figure 8 offer general descriptions of the ratings. Note: Ratings are applied to the seven performance standards, not to performance indicators. Headmasters are expected to perform at the effective level.

Definitions of Terms used in Rating Scale

CATEGORY	DEFINITION
Highly Effective 4	The Headmaster performing at this level maintains performance, accomplishments, and behaviours that consistently and considerably surpass the established performance standard, and does so in a manner that exemplifies the school’s mission and goals. This rating is reserved for performance that is truly exemplary and is demonstrated with significant student progress.
Effective 3	The Headmaster meets the performance standard in a manner that is consistent with the school’s mission and goals and has a positive impact on student progress.

Partially Effective 2	The Headmaster is starting to exhibit desirable traits related to the standard, but has not yet reached the full level of proficiency expected or the Headmaster's performance is lacking in a particular area. The Headmaster often performs less than required in the established performance standard or in a manner that is inconsistent with the school's mission and goals and results in below average student progress.
Ineffective 1	The Headmaster consistently performs below the established performance standard or in a manner that is inconsistent with the school's mission and goals and results in minimal student progress.

See Headmaster Duties (5.1.3 School Handbook)

5.1.3. Headmaster

The Headmaster will be chosen by the Board of Directors, and will have the following duties:

1. Guide the implementation of the IEP and implement the decisions of the School Government.
2. To ensure the fulfillment of the teaching duties and the timely provision of the necessary resources for the purpose.
3. Promote the continuous process of improving the quality of education in the CCB.
4. To maintain active relations with the educational authorities, with the sponsors or sponsors of the institution and with the local community, for the continuous academic progress of the institution and the improvement of community life.
5. Establish communication channels between the different levels of the Educational Community.
6. To create a climate of respect, tolerance and mutual responsibility that favours the education of the student and the best relationship among the members of the Educational Community.
7. Leading the School Coexistence Committee.
8. Incorporate in the institutional planning processes the development of the prevention and promotion components, and the protocols or procedures established for the implementation of the Path of Comprehensive Care for School Coexistence.
9. Report cases of harassment and school violence and violation of sexual and reproductive rights of students of the School, in their capacity as president of the school coexistence committee, in accordance with current regulations and protocols defined in the Path of Comprehensive Care and to follow up on such cases.
10. Provide prompt response on irregularities reported by the different levels of the Educational Community.
11. Make known to the parents before or at the time of enrolment the characteristics of the Educational

Institution, the principles that guide the IEP, the School Handbook, the curriculum, the basic pedagogical strategies, the evaluation system of the institution and the institutional improvement plan.

12. Listen respectfully and appropriately to the parents' opinions about the educational process of their children, the suitability of teachers and managers.
13. Inform the parents about the results of the tests of evaluation of the quality of the educational service of the CCB.
14. Guide the educational process with the assistance of the Academic Council.
15. To exercise the disciplinary duties attributed to him by the law, the regulations and the School Handbook.
16. Leading the review and adjustment to the IEP, the Coexistence Handbook and the institutional evaluation system annually, in a participatory process involving students and in general the educational community within the framework of the Institutional Improvement Plan.
17. Promote social benefit activities that link the establishment with the local community.
18. Apply the provisions set by the state, regarding the provision of public educational service.
19. Define the schedule of the school day and the periods of classes at the beginning of each school year.
20. Conduct the annual evaluation of the performance of the teachers, teaching and administrative directors in charge.
21. The other duties related or complementary to the previous ones attributed to him by the IEP.

9. CRITERIA FOR ADMISSION - PARENT PROFILE

At CCB we are convinced that parents are the primary educator, so it is essential to have parents who share our principles and values, committing to actively contribute to the process of training their children. Parents are encouraged to participate actively in numerous ways at events scheduled by the CCB for the community.

That is why identifying parents with a profile according to the IB proposal is part of our admissions process.

When making decisions on admissions, Board members should evaluate the candidates taking into account the following criteria:

- A. Professional:** (Indicates the attributes: Inquirers, Informed and instructed, Thinkers, Reflective)
 - Academic: At least one of the 2 must be a professional (higher education).
 - Professional recognized for its qualities.
- B. Economic Activity:** It aims to be able to responsibly fulfill the financial obligations with the CCB.
 - Family income greater than \$ 12 MM / month for a child and if there are two children \$ 15MM. Sponsor parents and siblings are allowed.
- C. Socio-cultural level:**
 - 2-4 positive referrals from CCB partners (for people outside the city they are replaced with work referrals).
 - Adequate use language: Points to attribute: Good communicators.
 - Priority is given to the alumni affiliated to the Association (graduated from the CCB or who have attended at least 3 grades at CCB and have an affiliation card) .
- D. Moral:** (Indicates the attributes: Integrity, Solidarity)
 - 2- 4 positive references: At least 1 that knows the family (for people from outside the city may replace this with personal reference outside the school).
 - Infolaft: Verification in national and international checklists through the platform of INFOLAT or another valid platform similar to that established in habeas data.
- E. Family Dynamics:** (Interview)
 - Functional Family: A socio-affective environment with clear, coherent and consistent parenting guidelines suitable for CCB training. Environment conducive to the physical and moral development of the student.
 - Committed to the training of children, they will support the plans and programs of the CCB.
 - Share principles and values of the CCB (Profile IB).
 - Structure and Dynamics: It is reviewed how the family is formed and the role played by each of the members. Parents are clear about their role and set limits to their children.

APPENDIX 1. BOARD 360 ASSESSMENT FORMAT

360 EVALUATION BOARD MEMBERS

Thank you for completing this self-evaluation of the Board of Directors which was designed using the CIS Standards and online formats as reference.

Please respond to the self-evaluation and board evaluation sections using a scale of 5 (strongly agree) to 1 (strongly disagree).

1	In his actions demonstrates that he/she has a positive association with the School.	
2	Is active and contributes to his/her role as a Board Member.	
3	Participates on a school committee.	
4	Regularly attends and prepares for meetings.	
5	In his/her interventions gives evidence of understanding the School vision, mission, strategic plan and having a comprehensive knowledge about the School history, goals and accomplishments.	
6	Demonstrates and expresses his/her support of the School and the Head in the wider community.	
7	Voices his/her concerns about (or votes against) proposals or policies with which he/her does not agree with.	
8	Attempts to represent the views and interests of the school during Board meetings.	
9	Has read the Board Manual and understands his/her role and responsibility as a member of the Board of Governors.	
STANDARD C1: The governing body shall be so constituted, with regard to membership and organization, as to provide the school with sound direction, continuity of leadership, and effective support in the current and long term life of the school.		
10	The Board Member supports the board in the process of shaping and upholding the mission, and articulating a compelling vision. Ensures that his/her decisions support and further the mission. (Standard C1a)	
11	The Board Member promotes strong ethical values and compliance through appropriate and effective oversight by the Board. (Standard C1b)	
12	The Board member has sufficient skills and competences to support the board so it can comply with its governance responsibilities.	
13	The Board Member promotes a climate of mutual respect and trust among board members.	

14	The Board Member contributes to the board setting objectives and indicators to effectively measure the school's success in putting into practice its mission, contributes to the collective supervision of advances in the Strategic Plan, and helps the Headmaster to implement the plan and promote corrective action if results show this is needed. (Standard C1c).	
15	The Board member provides or help acquire financial support for the School (fundraising or networking).	
16	The Board Member contributes so that the Board invigorates itself through planned membership, thoughtful recruitment, and inclusiveness. (Standard C1d).	
17	The Board Member contributes so the board has a succession plan in place for the President.	
18	The Board Member contributes so the board has a succession plan in place for its members.	
19	The Board Member contributes so the Board provides adequate guidance and ongoing training to its members for the understanding and performance of their functions and to promote understanding of the policies and their implications. (Standard C1e).	
20	The Board Member looks for and encourages its members to seek opportunities for personal development.	
21	The Board member contributes to comply with essential governance duties and provide continuity for the school in the event of sudden change in ownership, governance, and/or administration. (Standard C1f).	
22	The board member brings valuable skills and experience to the School.	
23	The Board member contributes so that the goals of the Committees are clear and for committee work to be effective.	
24	The Board member contributes to ensuring that there is sufficient continuity for the work of the committees in which they participate to be effective.	
STANDARD C2: There shall be a co-operative and effective working relationship between the governing body and the head of school so as to establish and sustain high morale, quality relationships, and a positive climate for teaching, learning, and student well-being throughout the school.		
25	The Board Member has a clear and effective understanding by the governing body and the head of school of their respective functions, and these understandings are set out in written form. (Standard C2a).	
26	The Board Member contributes so the role of a board member is clearly defined and understood.	
27	The Board Member contributes so there is a partnership between the governing body and head of school which recognizes that the effectiveness of the parties is interdependent. (Standard C2b).	

28	The Board Member contributes so the governing body and the head of school enjoy a positive, open, and mutually supportive relationship. (Standard C2c)	
STANDARD C3: The head of school, while accountable to a higher authority, shall be the responsible leader to ensure that teaching, learning, and student well-being are supported and that the school's mission is achieved.		
29	The Board Member contributes so the head of school provides leadership for the total school programme. (Standard C3b).	
30	The Board Member contributes so the head of school sets educational priorities and outlines funding implications for submission to the governing body. (Standard C3c).	
31	The Board Member contributes so the head of school has final responsibility for the recruitment, selection, assignment, orientation, deployment and appraisal of all the administrators, teachers and support staff. (Standard C3d).	
32	The Board Member contributes so the Board understands its policy-making role and focuses its attention on setting policies for the School, leaving day to- day management to the Head. (Standard C3e).	
STANDARD C4: The governing body shall have clearly formulated written policies and practices which are applied to bring consistency and clarity to school operations.		
33	The Board Member contributes so the School has a comprehensive, up-to-date, and effective policy manual for both school and governance operations. (Standard C4a).	
34	The Board Member contributes so the governing body allots sufficient time to the most important concerns and issues, and continuously engages in strategic thinking about the school's direction. (Time dedicated to the Generative and Strategic role vs. time dedicated to the fiduciary role) (Standard C4b).	
35	In decision-making, the Board member always put the interests of the whole school above all else, avoiding favouritism towards any individual or group. (Standard C4c).	
36	The Board Member contributes so the Board promotes an ethos of transparency to ensure that appropriate members of the school's constituency have access to accurate information about decisions and matters which impact them. (Standard C4d).	
37	The Board Member contributes so governing body policies and practices include a regular and systematic appraisal of its governance organization and effectiveness. (Standard C4e).	
38	The Board Member contributes so governing body policies and practices include a clearly defined appraisal process for the head of school, to be conducted regularly with his/her full knowledge and to include written outcomes and provisions for discussion and appeal. (Standard C4f).	
STANDARD C5: The school shall have educational and financial plans for the near and long term that ensure school viability, are supportive of the mission and are explained to the school community.		

39	The Board Member contributes so that the short and longer-term finances of the school are sufficient to ensure it can fulfil its educational and other obligations for the foreseeable future. (Standard C5a).	
40	The Board Member contributes so that the school has educational and financial plans for the short, medium and long term which are tied to the school's mission. (Standard C5b).	
41	The Board Member contributes so that the Board incorporates into the governing body's vision and plans for the school, financial considerations and required expertise in different areas of knowledge. (Standard C5c).	
42	The Board Member contributes so that the Board promotes effective communication to the school community of the school's educational, financial and strategic. (Standard C5d).	
TOTAL ASSESSMENT		
Positive feedback to highlight and opportunities for improvement.		
	Thank you for taking the time to provide input and feedback as member of the Board of Directors of the CCB, this is an important tool to generate a process of dialogue and reflection on the role of the Board that helps to identify opportunities for continuous improvement and to support decisions in the process of cooptation.	

APPENDIX 2. FORMULARIO EVALUACIÓN RECTOR⁵

Headmaster Evaluation Form	
Please fill in taking into account the Policy.	
Category	Value
Highly Effective: The Headmaster performing at this level maintains performance, accomplishments, and behaviours that consistently and considerably surpass the established performance standard, and does so in a manner that exemplifies the school's mission and goals. This rating is reserved for performance that is truly exemplary and is demonstrated with significant student progress.	4
Effective: The Headmaster meets the performance standard in a manner that is consistent with the school's mission and goals and has a positive impact on student progress.	3
Partially Effective: The Headmaster is starting to exhibit desirable traits related to the standard, but has not yet reached the full level of proficiency expected or the Headmaster's performance is lacking in a particular area. The Headmaster often performs less than required in the established performance standard or in a manner that is inconsistent with the school's mission and goals and results in below average student progress.	2
Ineffective: The Headmaster consistently performs below the established performance standard or in a manner that is inconsistent with the school's mission and goals and results in minimal student progress.	1
Performance Standard 1: Instructional Leadership - The Headmaster effectively leads the development, alignment, and execution of a plan of action for monitoring the curriculum and implementing instructional and assessment strategies that enhance learning and teaching.	
Opportunity for improvement:	
Performance Standard 2: School Climate - The Headmaster develops and nurtures an internationally minded, balanced, academically rigorous, positive, safe school climate.	
Opportunity for improvement:	
Performance Standard 3: Human Resources Leadership - The Headmaster selects, orients, assigns, develops, evaluates, and retains quality instructional and support personnel.	

5) Catano, N., & Stronge, J. H. (2006); Stufflebeam, D., & Nevo, D. (1991).

Opportunity for improvement:	
Performance Standard 4: Organizational Management - The Headmaster supports, manages, and oversees the organization, operation, and use of resources for his/her area of responsibility.	
Opportunity for improvement:	
Performance Standard 5: Communication and Community Relations - The Headmaster effectively communicates and collaborates, engaging stakeholders to promote understanding, support, and continuous improvement of the school's programs and services aligned with the school's mission/vision.	
Opportunity for improvement:	
Performance Standard 6: Professionalism - The Headmaster demonstrates behaviour consistent with legal, ethical, and professional standards, engages in continuous professional development, and contributes to the profession.	
Opportunity for improvement:	
Performance Standard 7: Student Progress - The Headmaster's leadership results in student progress consistent with the school's mission and school-wide goals.	
Opportunity for improvement:	

APPENDIX 3. COMMITMENT LETTER

CORPORACION COLEGIO COLOMBO BRITANICO,

I expressly apply and accept my appointment as a member of the Board of Directors, in case of being elected by the 20xx General Assembly.

I promise to study and comply with the provisions of the Statutes, Code of Ethics and Good Governance, Coexistence Manual (Manual de Convivencia), Board Policy Manual, Institutional Educational Project, and 2025 Strategic Plan.

I especially understand and accept that:

“The main responsibility of the Board of Directors is to ensure the wellbeing and interest of the CCB, and that the CCB is proactive in the interests of its students, teachers, collaborators, parents, alumni and the community.

To achieve this, the Board of Directors establishes the basic policies and supervises the execution of the main projects and programs.

The Board of Directors is responsible for protecting and guaranteeing the continuity and future of the School.

Its role is focused on the monitoring of management indicators, in the understanding that the results in the educational field require a medium and long-term horizon.

The administration of the day to day of the School is delegated to the Headmaster and his team.”

(

Board Policy Manual 2.3 Roles and Responsibilities of the Board)

I especially understand and accept that as a member of the Board of Directors I must:

- Attend meetings being dully prepared (Board: usually 1 per month approximately 4 hours)
- Commit to the philosophy, principles and values of the School and work towards common objectives;
- Support the decisions of the Board.
- Participate in the Advisory Committees of the Board.
- Respect confidentiality: As a member of the Committee I am obliged not to disclose the confidential information that comes to my knowledge because of my participation in the Committee (see Section 4.3 Confidential Information- Chapter 4 of the Code of Ethics and Good Governance and numeral 3.2 of the Coexistence Manual). The violation of this obligation will cause me to incur the corresponding legal sanctions, without prejudice to the obligation to indemnify the Corporation and the members of the Educational Community for the damages caused to them. The Board may define the immediate termination membership to the respective Committee by majority. The Board may sanction the breach of the duty of confidentiality with the loss of the title of associate in accordance

with article 32 of the Statutes.

- To raise aspects to improve and look for solutions within my competence.
- Put aside personal interests.
- Promote transparency in decision making.
- Act with integrity.
- Know the commitments.
- Contribute to generate donations for the School (fundraising).
- Work as a member of a team.
- Listen to the opinions and ideas of others.
- Think flexibly.
- Take responsible risks.
- Understand the possibilities and limitations of my role as a board member.
- Be clear about my role as a member of the Board of Directors and separate it from my role as a parent of the community.

(Board Policy Manual 2.2.3 Expectations of Board members and Committee members)

I expressly authorize the Colegio Colombo Británico Corporation to communicate to the educational community my interest in applying as a Board member and the information I send of my resume and photo, in accordance with the provisions of the Habeas Data Protection Law (Law 1581 of 2012).

First name:

Identification card:

Curriculum vitae

Candidate Name: _____

Name of spouse: _____

Name of the children and the grades they are studying at the School:

Studies and professional experience: _____

Experience in Management and Corporate Governance: _____

Contributions to the CCB community (participation in the different entities of school governance - Parent Council, Board, Board Committees, PTA, etc): _____

Associate of the Colombo Británico School Corporation from _____

CCB Alumnus?: _____

APPENDIX 4. TABLES FOR APPROVALS

Table of approval for Contracting or Purchasing of Goods, Supplies, Services, Minor Constructions, within the operating budget and capital investment approved annually by the Board of Directors.

Description	By amount SMMLV (minimum legal monthly wages in Colombia)	Who approves
Greater than	120	Administrative Director, Head of Purchasing & Headmaster prepare proposals. Finance Committee reviews / Board approves.
Between	68 - 120	Head of Section, Administrative Director, Head of Purchasing prepare proposals. Headmaster approves.
Between	5 - 68	Head of Section, Administrative Director, Head of Purchasing approve administrative purchases. Headmaster approves academic purchases.
Between	0 - 5	Head of Section and Head of Purchasing.

Notes: Those contracts that, due to their amount, are authorized by the Board for the amount, will be sent for review to the Legal Committee.

All contracts and / or purchases that generate a gap in the operating budget or capital investment approved annually by the Board of Directors of the School, must be submitted for approval to the Finance Committee and Board of Directors.

Approval for the Sale of Obsolete or Non-productive Fixed Assets

Prepares: Head of Area in charge of the Fixed Asset

Approves: Headmaster up to 120 SMLMV.

If the amount of the fixed assets exceeds 120 SMLMV the Board Approves.

Selling of Land/Buildings: Requires approval by the Assembly (art 41 statutes)

Approval of Loan Applications

Prepares: Chief Financial Officer & Headmaster

The Headmaster may authorized Revolving Credits for the corporation's business: Up to \$ 300MM

The remaining loan applications:

Review: Finance Committee

The Board of Directors may authorize the Legal Representative or Alternate to acquire financial obligations for long-term investments or infrastructure development up to an amount equivalent to 4 (four) times the EBITDA of the last duly audited financial statements.

In any case, the total indebtedness that the Board of Directors may authorize cannot lead to the Corporation's total loans to exceed 30% of the Corporation's total assets.

Credits that exceed these limits are approved by the General Assembly of Associates.

Any credit that requires the Corporation's real estate lien must be approved by the General Assembly of Associates (article 41 literal h of the bylaws)