



CAREER OPPORTUNITY

HEAD OF SCHOOL

The Montgomery Academy

Montgomery, Alabama

Application deadline: September 8, 2009

Celebrating its fiftieth anniversary this year, The Montgomery Academy is an independent, nonsectarian, coeducational college preparatory day school enrolling 840 students in grades K-12. Since its founding, the school has provided the most challenging academic program available in the Montgomery area for above average to superior students seeking first-rate preparation for college. Within a warm and friendly environment, The Montgomery Academy fosters the development of intellectual purpose, creativity, and character through a broad array of academic, artistic, and athletic offerings. The student-authored and administered Honor Code plays a vital role in the life of the school.

Unabashedly dedicated to excellence across the full range of school offerings, The Montgomery Academy each year claims multiple honors in local, state, and national competitions. The school's signature forensics program is ranked among the top one percent in the nation by the National Forensic League. The Visual Arts program has earned top 10 percent recognition from the National Foundation for Advancement in the Arts. Closer to home, Montgomery Academy students have captured 13 state athletic championships over the past four years in sports including golf, tennis, cross country, volleyball, and track. The 72 students in the Class of 2008, which included seven National Merit and two National Achievement honorees, received more than \$5.5 million in merit-based scholarship offers. Equally noteworthy and talented is the experienced, dedicated 74-member faculty, which includes a number of teachers who have been nationally recognized in their fields.

Situated on two attractive and well-maintained campuses totaling 52 acres, The Montgomery Academy's exceptional facilities include several buildings that have been constructed or extensively renovated over the past few years. Newly added to the campuses this year are a multipurpose theater building, an Upper School Commons, a first-rate outdoor track and field facility, and additional Lower School playgrounds.

WHO SHOULD APPLY

For a position to begin in July of 2010, the Board of Directors is seeking a talented educational leader who can build on this strong foundation of excellence while moving the school forward with energy and determination. The Montgomery Academy needs a well-educated and personable leader to guide the school's efforts to position itself for continuing success and recognition as the best academic school in the region. The next Head of School also must have the skills and qualities necessary to lead advancement and marketing efforts on behalf of this school with a proud history and an impressive record of achievement.



On the web: www.montgomeryacademy.org

**THE SCHOOL
AT A GLANCE
2008-09**

Founded: 1959

Location: Two campuses totaling 52 acres in Alabama's state capital

2008-09 enrollment: 843

Lower (K-4): 318
Middle (5-8): 273
Upper (9-12): 252

Student diversity: 13%

Faculty & administration: 95; 66% with advanced degrees

Average faculty tenure: 18 years

Endowment: \$2.7 million

Indebtedness: \$11.8 million

Operating budget: \$9.3 million

Total development funds raised, 2007-08: \$4.26 million in cash and pledges; \$2.05 million in funds collected

Annual giving, 2007-08: \$238,000

Parent participation: 43%

2009-2010 tuition and fees:

Kindergarten: \$5,600
Grades 1-4: \$10,092
Grades 5-6: \$10,416
Grades 7-12: \$11,100

Financial aid, 2008-09: \$342,000

Students receiving aid: 7%

Board of Directors: 23

Accreditation: Southern Association of Colleges and Schools, Southern Association of Independent Schools

Member: National Association of Independent Schools, Alabama Association of Independent Schools, Cum Laude Society

MISSION

The mission of The Montgomery Academy is the pursuit of excellence within the four major spheres of Academy life: academics, the arts, athletics and activities. Implicit in this is the existence of an environment in which students are simultaneously supported and challenged. The ultimate component of this mission is to assist students in becoming adults of strong moral character who contribute to society in both their professional and community lives.

PHILOSOPHY

The philosophy of The Montgomery Academy reflects its motto, "The Pursuit of Excellence."

The Montgomery Academy strives:

- To provide students a college preparatory education of demanding depth and breadth in a diverse environment that will challenge students to expand their knowledge, understanding, and capabilities to their greatest potential.
- To provide instruction and guidance of the highest quality through a faculty whose academic credentials, teaching methodology, personal qualities, and concern for young people are outstanding.
- To encourage a love of knowledge and a continuing desire to learn; to stimulate resourcefulness and initiative; and to train minds to be alert, inquisitive, logical, critical, and imaginative.
- To provide an environment fostering character development in such areas as judgment, integrity, confidence, self-discipline, idealism, and compassion, and to nurture a sense of responsibility in citizenship and community service.

DEFINING QUALITIES & UNIQUE ATTRIBUTES OF THE MONTGOMERY ACADEMY

Asked to identify the signature strengths of The Montgomery Academy, members of the school family echoed the values articulated in the mission and philosophy statements. They described a diverse and caring school community that actively supports the pursuit of excellence and the development of character. Alumni warmly recalled the strong bonds they developed with their teachers. They also affirmed that the quality of the education they received at The Montgomery Academy prepared them to thrive in college and beyond. Pride in the school abounds among all of its constituencies, who repeatedly cited The Montgomery Academy's stellar reputation as a defining strength.

THE STUDENT BODY

The students of The Montgomery Academy are described as bright, engaged, curious, hardworking, and strongly oriented to achievement. They are also well rounded, taking advantage of the many opportunities available to them outside the classroom. The student body is enriched by the presence of several international students from families associated with Montgomery's large Hyundai Motors plant or the Air War College at Maxwell Air Force Base. The school is committed to enrolling a diverse student body; student diversity as a percentage of total enrollment has increased over the past nine years from 4 percent to 13 percent. English as a Second Language is available on campus.

The talents and efforts of the students are evident in their performance on standardized tests. In 2007-08, 53 percent of students in grades 10-12 and 75 percent of seniors took at least one AP exam (with only one AP class offered in grade 10). In May 2008, 216 exams were written, with 76 percent scoring 3, 4, or 5; 46 percent scored a 4 or 5. These scores are particularly noteworthy because all Montgomery Academy students who take an AP course are required to take the exam. As a result of students' 2008 performance on the AP exams, 16 students were designated AP Scholars, six were named AP Scholars with Honor, 11 received recognition as AP Scholars with Distinction, and one was named a National Scholar.

Colleges to which members of the Classes of 2004-2008 matriculated include the following:

American University	Loyola Marymount University	University of Denver
Auburn University	Massachusetts Institute of Technology	University of Florida
Bates College	Miami University of Ohio	University of Georgia
Baylor University	Mississippi State University	University of Kansas
Belmont University	Parsons School of Design	University of Louisiana-Monroe
Beloit College	Princeton University	University of Michigan
Birmingham-Southern College	Reed College	University of Mississippi
Boston University	Rhode Island School of Design	University of North Carolina at Chapel Hill
Brevard College	Rhodes College	University of Oklahoma
Brown University	Rice University	University of Oregon
Bucknell University	Rollins College	University of Pennsylvania
California Institute of Technology	Samford University	University of South Carolina
Clemson University	Savannah College of Art & Design	University of St. Andrews - Scotland
College of Charleston	Sophia University - Japan	University of Texas - San Antonio
Colorado College	Southern Methodist University	University of the South: Sewanee
Dartmouth College	Spelman College	University of Toronto
Elon University	Stanford University	University of Virginia
Emory University	State University of New York at Albany	Vanderbilt University
Furman University	Sweet Briar College	Wake Forest University
Georgetown University	Tulane University	Warren Wilson College
Georgia Institute of Technology	Tuskegee University	Washington & Lee University
Guilford College	University of Alabama	Washington University in St. Louis
Huntingdon College	University of British Columbia	West Virginia University
Kenyon College	University of Colorado	Wofford College
Lewis & Clark University		Yale University
Louisiana State University		

THE FACULTY

Chief among The Montgomery Academy's assets is its first-rate faculty - a diverse array of scholars drawn from all regions of the U.S. and several countries. Well educated and committed to their academic fields as well as their students, the faculty includes two Fulbright Seminar participants, the winner of a National Excellence Award from

the American Association of Teachers of French, and the Alabama Outstanding Art Teacher of the Year. The entire professional staff – faculty and administration – includes 95 men and women, 66 percent of whom hold advanced degrees. Professional development funding is a high priority in the operating budget; faculty members continue their own education through school-subsidized graduate studies, in-service programs, and travel. The faculty are broadly respected by parents and students, who are particularly grateful for their teachers’ genuine interest in the lives of the students in and out of school. Faculty members are a frequent presence at after-school activities, and their dedicated efforts enable The Montgomery Academy to offer students opportunities to participate in dozens of extracurricular activities and competitions.

LOCATION, CAMPUS, AND FACILITIES

As the state capital and the business and cultural center of central Alabama, Montgomery is a warm and welcoming community. The city is in the midst of a downtown renaissance and riverfront redevelopment project. In 2004, Hyundai Motors built a \$1.4 billion automotive plant in Montgomery that employs more than 3,000 workers. The government is a major employer in the city, which also hosts Maxwell Air Force Base. Montgomery is home to many colleges, universities, and military schools as well as 37 private schools. Cultural amenities include the Rosa Parks Museum and the Civil Rights Memorial designed by Maya Lin as well as the Montgomery Museum of Fine Arts, a symphony, and two ballet companies. The Alabama Shakespeare Festival is one of the largest Shakespeare venues in the world. A minor league baseball team plays in the newly constructed, 7,000-seat Riverwalk Stadium, located along the banks of the Alabama River. A gracious and friendly city, Montgomery will offer the next Head of School and his or her family both a relatively low cost of living and a high quality of life. Montgomery is situated within a three-hour drive of other major cities, the beaches of northwest Florida, and the mountains. Nearby Lake Martin, a 39,180-acre reservoir on the Tallapoosa River with 700 miles of shoreline, provides wonderful recreational opportunities. The Robert Trent Jones Golf Trail offers year-round golf opportunities across the state of Alabama.

The Montgomery Academy’s two campuses – located about two miles apart in a residential area – provide students with first-class facilities for learning and recreation. The main campus, home to the Middle and Upper Schools, includes the 10,000-square-foot Garzon Library, a spacious, aesthetically appealing, well-furnished building whose central octagonal rotunda establishes a focal landmark for the campus. Athletic facilities include a well-groomed baseball and softball complex, a new soccer and track facility, a football field with a newly constructed concession stand, a tennis complex, and two gyms with basketball and volleyball courts as well as weight training equipment.



The Montgomery Academy marked its 50th anniversary this year with the opening of the James W. Wilson, Jr. Theater, a two-story building that houses a 175-seat theater, theater classrooms, rehearsal spaces, classrooms for the forensic program, and an art gallery. Other recently completed capital improvements include a new student commons for Upper School students, a renovated cafeteria, a new Mondo all-weather, eight-lane track facility, new science classrooms for grades 5-6, and new Lower School playgrounds.

Featuring an innovative architectural design by the renowned Hillier Group, the Hill Campus for the Lower School opened in the late 1980s. Built with the learning needs of young children in mind, the campus features academic classrooms, enrichment classrooms, and two new playgrounds designed to nurture the youngest Montgomery Academy students. The campus also includes its own dining facility and the Jean K. Weil Library, a beautiful, family-friendly facility that houses more than 20,000



books for young students as well as a collection of parenting books and an assortment of preschool books for Kindergarten applicants and younger siblings.

Extensive technology resources support The Montgomery Academy's instructional and communications aims. Both campuses are wired for fast Ethernet and equipped for wireless network coverage throughout, providing Internet access indoor and out. The Montgomery Academy provides e-mail and conferencing access through its own servers to every student in grades 5-12 and to all families. Four desktop computer labs, library desktop and laptop computer access, portable laptop classroom sets in all divisions, and a 2:1 ratio of workstations-to-students ensure convenient access for students to technology. SmartBoards have been installed in dozens of classrooms, and computer instruction is integrated throughout the school curriculum. All faculty are provided with wireless-equipped iBook laptops, and each teacher maintains a webpage with homework assignments and other information relevant to parents and students. A weekly e-bulletin promotes communication with families.

HIGHLIGHTS OF THE EDUCATIONAL PROGRAM

Since its founding in 1959, The Montgomery Academy has provided the most challenging academic atmosphere available for students in the Montgomery area. From Kindergarten through 12th grade, the curriculum is designed to afford above average to superior students the necessary preparation for success in college and beyond. With small classes and exceptional teachers, The Montgomery Academy builds a caring community where all students are challenged to perform to their maximum potential. The school's emphasis on character and integrity is reflected in the student-enforced Honor Code, a longstanding tradition identified by many alumni as a signature strength of their Montgomery Academy experience. An extensive array of academic competitions, clubs, arts activities, and sports programs ensure a broad and well-rounded educational experience.

For a detailed look at the curriculum in each division, visit the website: www.montgomeryacademy.org. Here are a few highlights:

- The Upper School offers 84 courses, including 27 Advanced Placement and Honors sections in all core subject areas. Graduation requirements include 4 units of English; 3 units of history, math, science and language; 2 units of physical education; 1 unit of arts; 3.5 units of electives, and a half unit of computer instruction.
- The Middle School includes grades 5-8; grades 7-8 are housed separately from grades 5-6 to encourage more student independence and responsibility in preparation for Upper School. Students in grades 5-6 have a block schedule and change classes during the school day. Grades 7 and 8 have the same rotating schedule as the Upper School. Writing, organization, research, and study skills are emphasized throughout the curriculum. Foreign language instruction begins in seventh grade. Seventh- and eighth-graders can choose from a variety of electives and extracurricular activities, including chorus, forensics, art, drama, computer, athletics, and community-service projects. All Middle School students participate in extended overnight field trips that are part of interdisciplinary study units. The success of the Middle School program is evidenced by numerous local, state, and national art awards; writing awards; recognition for community service; and the students' outstanding record or recognition each year by Duke University's Talent Identification Program.
- The Lower School begins with a half-day Kindergarten program in small classes of approximately 16 students. A non-academic afternoon program enables parents to select a full-day option if they wish. Classes in grades 1-4 are taught in self-contained classrooms. Specialists in Spanish, music, art, science lab, computer, and library augment the core curriculum. The Culture Study program each year focuses on one country, with the entire division participating in cross-curricular activities related to the selected nation. Art and music classes encourage students to experiment and perform throughout the year. Instrumental music lessons and a choral program are available as options.

THE ARTS

Just as in the academic program, excellence and a breadth of offerings in the arts are stressed at The Montgomery Academy, as evidenced in the long and varied list of honors that student artists and musicians have garnered. Members of the Upper School Chorus regularly participate in invitational festivals and conferences throughout the nation. The Forensics team has been state champion in 12 of the past 14 years and has won numerous national

awards. Last year, 95 students in grades 5-12 performed in four plays. Over the years, many students have been selected to perform in professional productions, including those of the Alabama Shakespeare Festival. Students in all divisions regularly win Scholastic Art Awards and other accolades for their visual arts work. In addition to this plethora of extracurricular options, the Upper School offers more than 20 arts electives ranging from AP art and music theory to 2D and 3D design, photography, and computer design.

ATHLETICS

Two-thirds of Middle and Upper School students participate in interscholastic sports, competing in the Alabama High School Athletic Association. The school has captured many individual and team state championships over the past decade. Sports offerings include baseball, softball, golf, tennis, basketball, cross country, cheerleading, football, soccer, track, and volleyball. Each May, the school celebrates Eagle Day, a field day of athletic events between the Cardinal and Navy teams, with the winner claiming the victory flag that is flown over the school for the next academic year.

OPPORTUNITIES AND CHALLENGES AWAITING THE NEXT HEAD OF SCHOOL

Archibald Douglas became The Montgomery Academy's sixth Head in 2001, as the school was completing a 15-year period of growth that included a 50 percent increase in enrollment, significant facilities enhancements, and the successful completion of three capital campaigns. With an eye toward the approaching 50th anniversary, the Head and Board in 2003 developed a new strategic plan to guide the next phase in The Montgomery Academy's development. It called for continuing physical plant additions and upgrades. It also laid out initiatives to ensure that the educational program retained its focus on excellence while continuing to introduce thoughtful innovation in pursuit of programmatic breadth and balance. Much of the work envisioned in that plan has now been completed, and the next Head of School will join a school eager to confront new challenges and opportunities as it enters its second half-century.

This is an institution with tremendous resources upon which the next Head can draw: a stellar reputation for academic excellence, a first-rate faculty, excellent facilities, loyal parents, proud alumni, and a generous and active Board of Directors. Among the specific opportunities and challenges awaiting the next Head are the following:

SUSTAINING EXCELLENCE

Above all, the next leader of The Montgomery Academy must be committed to sustaining the academic excellence and uniformly high standards that have always been hallmarks of the school's program and reputation. Because The Montgomery Academy's ability to maintain a challenging academic curriculum depends upon its continuing success in attracting talented students, it is vitally important that the next Head be oriented to ongoing marketing of the school's strengths to the broader community. Despite the challenging economy nationally, enrollments are running in line with the Board's projections, and the Kindergarten class is already full. Nevertheless, the school is likely to face increasing competition from other private schools and local public magnet schools in the years ahead. Positioning The Montgomery Academy so that it continues to flourish in the educational marketplace should be among the next Head's primary goals.

FINANCE AND FUNDRAISING

The Montgomery Academy's Board of Directors has exercised careful oversight of the budget. Like virtually all independent schools, the endowment has taken a hit this year, shrinking from \$3.6 million to \$2.7 million at this writing. The school's current debt is nearly \$12 million, but that is offset by approximately \$4 million in outstanding pledges from the \$9.6 million *Investing in Excellence* campaign that was launched in 2006. The Board has set a goal of having The Montgomery Academy be debt-free by 2020, and is optimistic that there is considerable untapped potential within the school community for significant contributions. The new Head of School should expect to spend a significant amount of time and energy on friend-raising and fundraising.

THE SCHOOL CULTURE

Bound together by a shared commitment to academic excellence and the development of character, The Montgomery Academy family is also proud of its diversity and its openness to a broad range of viewpoints. There is much common ground, however, in the belief that students benefit from clear behavioral standards that are consistently enforced. This is an area where the school family will be looking to the new Head for leadership. There is also widespread agreement that The Montgomery Academy needs a Head of School who is interested in and respectful of the views of all members of the community - a friendly and unpretentious leader who genuinely enjoys interacting with students, faculty, parents, and alumni.

WHO SHOULD APPLY: QUALITIES AND QUALIFICATIONS

The Montgomery Academy is seeking as its next Head of School an experienced educator with proven leadership skills and a demonstrated commitment to academic excellence as the defining characteristic of a successful school. Ideally, the next Head will offer most or all of the following:

PROFESSIONAL QUALIFICATIONS

- Strong academic credentials, including an advanced degree, coupled with a demonstrated career focus in institutions committed to academic excellence.
- Broad experience in classroom teaching and administration, ideally including experience in an independent school of high quality.
- Demonstrated expertise and interest in the external aspects of school leadership, including the willingness and ability to play a key leadership role in fundraising and marketing.
- Exceptional communication skills, oral and written.
- Practical experience in leadership and/or human and organizational development.
- Financial acumen.

LEADERSHIP STYLE

- A principled, confident, decisive, and consistent leader who will act in accordance with the mission and values of the school.
- A proven leader who is comfortable delegating appropriate responsibility to a skilled administration and faculty, while maintaining effective, coherent oversight of the entire educational enterprise.
- An outgoing, engaging, visible leader who will interact warmly and well with the school family and the broader community.
- A visionary leader and bridge builder who will unite the school community behind common values and articulate a compelling case for voluntary support of the institution.

PERSONAL QUALITIES

- Excellent people skills; a person who is open, friendly, kind, inclusive, sociable, and approachable.
- Genuine respect and tolerance for the views and values of others.
- High academic and moral standards; clear and consistent behavioral expectations.
- Humility and empathy.



Anticipated Search Calendar:

Application deadline:	September 8, 2009
Search Committee selects semifinalists:	September 20, 2009
Semifinalist interviews:	October 9-11, 2009
Finalist visits:	October/November 2009
Appointment:	By the end of the year
Start Date:	July 1, 2010

APPLICATION REQUIREMENTS & PROCESS

Applicants should submit, no later than **Tuesday, September 8, 2009**, the following:

- A cover letter explaining why they are particularly interested in and qualified for this position.
- A current résumé.
- A statement of educational philosophy and/or other supporting material (e.g. articles or speeches) that would be useful to the Search Committee.
- The names, addresses, and telephone numbers of three references. (*We will obtain permission from candidates before contacting references.*)

This information should be addressed to Dr. James Wickenden, lead consultant for the search, and transmitted via email attachment to:

searches@wickenden.com

After an initial review of applicants, the Search Committee will select semifinalists, who will be interviewed over the weekend of **October 9-11, 2009**. Finalists (and their spouses, if applicable) will be invited to the school for a more comprehensive series of interviews with representatives of the school's constituencies. Wickenden Associates will keep all applicants informed of their status throughout the process.

Ideally, a final selection will be made by the end of 2009. The successful candidate will become the next Head of School of The Montgomery Academy on July 1, 2010.

Prospective candidates interested in learning more about this opportunity or the search process are invited to call Wickenden Associates at 609-683-1355.

Note to Candidates: On June 20, 2009, the Board of Trustees of The Montgomery Academy conducted a retreat to discuss a variety of issues. At that retreat they approved a document relating to how the school was governed and later shared that with me. I was so impressed, I asked the Chair of the Search Committee for permission to a copy of that document with our Opportunity Statement. -- Jim Wickenden

This is the document:

Montgomery Academy Governance Retreat

2/28/2009

FOCUS TASK	Work Plan	Who to address Implementation	When to address/implement	Long Term Oversight	Status
1. Lead financial resurgence	Full briefing of board with revised input of current financials overlaid on long term financial plan	Clark Sahlie and Amy Forrest	June Retreat	Finance Committee	Done
2. Develop process for face/face interaction with constituency (Transparency)	2.1. Add a governance/board section to website w/ board list and best practices/responsibilities	Carolyn Bryan	3 months	Director of Advancement	Done
	2.2 Board President will produce article for each <i>Around the Academy</i> monthly newsletter	Daniel Hughes, Vivian Barfoot, Carolyn Bryan	April	Director of Advancement	Done
	2.3 Committees will implement a plan to recruit as needed non-board members for committee work	Governance	2009-2010	Governance	
	2.4 Do annual "parent survey" of customer satisfaction	Marketing Committee	Jan-Mar 2010	Marketing Committee	
	2.5 Board meeting notes/summary from Board President and Head should be posted on website monthly behind the parent portal	Vivian Barfoot, Daniel Hughes	August	Director of Advancement	
3. Align mission with school direction/program	3.1 Put mission at top of all board agendas for every meeting	Jodi Chesnutt	August	Head's Assistant	
	3.2 Continue to include information/educational aspect to each board meeting that addresses our goals and mission	Vivian Barfoot / Daniel Hughes	Already being done	Board President	Done

		3.3 Change bylaws to allow board meeting agendas to focus on strategic and governance issues	Governance	November	Governance	In process
4.	Board size, committees/makeup, minority					
		4.1 Address board size with current strategic planning effort	Sarah Moore	Currently underway		
		4.2 Review and modify bylaws if needed/desired to allow for more variance in board size	Governance	September	Governance	In Progress
		4.3 Share and update board matrix	Governance	August	Governance	
		4.4 Use committees to recruit potential future board members; allows for broader representation and diversity	All Committees	January	Governance	
		4.5 Actively identify and recruit committee and board members from inside and outside current school community, with attention to gender and racial diversity	Governance	2009-2010	Governance	In Progress
5.	Strategic long view	Develop timeline for Strategic Planning process including review with consultant	Strategic Planning Committee	July	Strategic Planning Committee	In Progress
		Provide ongoing clarification and reporting on strategic plan activity after implementation of new plan	Strategic Planning Committee			
6.	Build board cohesion	Conduct annual board retreat	Daniel Hughes	Already in place	Board President	In progress
7.	Review/refine/amend board policies and bylaws as needed		Governance	Currently underway	Governance	All have been reviewed
8.	Annual Head/Board Evaluation		Ann Sikes, Clark Sahlie, Dorman Walker, Vivian Barfoot	July	Executive Committee	June retreat
		8.1 Utilize best practices from NAIS resources to develop and implement process				
		8.2 Implement Board Evaluation	Governance	January	Governance	
9.	Annual Goal Setting	Present proposed goals, review and finalize at board retreat	Daniel Hughes	June	Board President	June Retreat
10.	Educate Constituency re: governance			June		
		Create board info on website	Carolyn Bryan	ASAP	Director of Advancement	Done
		Board report/Annual report of school	Daniel Hughes	September	Board President	
		Conduct open annual board meeting	Daniel Hughes	September	Board President	

		Use new parent meetings to share board role	Carolyn Bryan	Ongoing	Director of Advancement	Done
11. Head support/transition committee		Form committee including board and non-board members	Search Committee	August	Search Committee	
12. Review and enhance board orientation / training		Review current new board member orientation and amend and change as necessary to reflect best practices from NAIS	Governance	January	Governance	
13. Review Administrative structure		Appoint committee to review current structure for both interim period and long term. Use NAIS resources	Clark Sahlie	July		
14. Board Education		Review NAIS principles - make sure all board members have copy of the NAIS Trustee Handbook . Have a governance “minute” at board meetings and use it to review one of the NAIS "Principles of Good Practice" and/or a short case study	Governance	July / Ongoing	Governance	