

Superintendent's Expectations of the School Board:

- The Board and superintendent relationship is that of a team. We need to be “on the same page.” The relationship must be one of mutual trust, respect, goodwill, and candor. Frequent communication is the grease that keeps the relationship positive.
- Create and set sound policy for the School District; and to discuss and talk about the outcomes.
- To truly listen to the superintendent with an open mind to his/her recommendations, input, perspective in order to acquire essential data and information before developing policy or making decisions.
- Individual Board members keep the superintendent advised of community concerns. If someone communicates with a Board member, that Board member keeps the superintendent informed. This includes emails, complaints, and phone call conversations pertaining to the District.
- Clearly communicate Board expectations and goals to the superintendent. This may mean special meetings to get all 7 Board members together to create one common expectation or position on a topic.
- Support the administration as it goes about implementing the School District's policies. If the superintendent is wrong, the Board needs to tell him/her immediately. The superintendent's job is politically charged due to the kind of decisions that get made and recommendations that are given to the Board for consideration. We all are aware that when certain special interest groups don't like the superintendent's decision or recommendation, they can take it personally and take “pot shots” and personal attacks against the superintendent. Controversial decisions are difficult. Lack of support behind the superintendent creates channels of dysfunction.
- To work as a collective body and restrain from individual agendas.
- To ensure that Board meetings are conducted and run professionally. The following are the superintendent's understanding of how we implement Robert's Rules of Order:
 - Public comment can occur during the public comment portion of the agenda.
 - The public comment portion of the agenda is limited to 45 minutes unless a member of the Board makes a motion to extend the time to hear increased perspectives of an issue.
 - A member of the public is limited to between 3 to 5 minutes during public comment and is not permitted to repeatedly get up to speak. “One and done.”
 - Public members speaking are to address the full Board, and not speak to any individual on the Board or to the public.
 - Public comment is not a debate or to engage in point – counter point.
 - The public can also share a point during a specific agenda item which is limited to 3 to 5 minutes and the one and done expectation continues.
 - After the public shares their input on an agenda item, the public portion or the public input regarding that item is closed; and the Board is set to deliberate without interruption from the public. This means that the public is not allowed to interrupt, interject, or ask questions. Anyone in the public who does so is out of order.
- Not to micromanage the School District, but to let the administration and staff carry out their functions. If criticism exists, to share it with the superintendent in a constructive manner.
- Refer persons with personal requests and criticisms to the appropriate authority.
- Conduct meetings based on a planned written agenda prepared by the superintendent in consultation with the Board President. There should be no surprises. This means that questions any Board member has should be directed to the superintendent prior to the meeting. The question can still be asked at the meeting. The difference is that the superintendent is prepared for the question and it doesn't become or look like a “gotcha.” From a superintendent's perspective, when a Board member asks a question (ex. about the bills) it feels like a game of “gotcha.”

What a School Board should expect of its Superintendent:

- Full disclosure – prompt, open and honest communication of the bad news as well as the good.
- To act as the Board’s professional advisor; provide objective counsel and advice and to look upon the superintendent as a professional educator and administrator; give due consideration to the superintendent’s recommendations on matters pertaining to education and the administration of the schools.
- To implement Board policies.
- To serve as the organization’s CEO.
- To recommend appropriate policies for Board consideration.
- To interpret the needs of the District and present professional recommendations on all problems and issues considered by the Board. Recommendations will be based on research, consultation, experience, and best practices.
- To develop a budget, and keep the Board informed about the School Districts’ financial status. The District will then live within that budget. All parties understand that unforeseen events can and do occur that can’t be planned for.
- To recruit competent personnel, develop them, and supervise them.
- To assist the Board in developing a strategic plan and effective community information avenues.
- To provide the Board with professional judgment about the School District’s strategic needs, and participate in the Board’s strategic planning process.
- To provide the Board with an annual self-appraisal.
- To carry out duties in an ethical, professional, and responsible manner.
- To consistently strive to provide for improvements in the instructional programs of the District.
- To support Board decisions.
- To keep current with educational program research and actively participate in workshops and conferences.