

COSA New Superintendent Academy, July, 2018

**“School Board/Superintendent Working
Agreement Process- In 8 Points”**

&

“First School Board Meeting- In 8 Points”

**Jason Hay, Superintendent
Dayton School District**

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Dayton School District 8

Code: **BBA**
Adopted: 12/13
Readopted: 8/11/15
Orig. Code(s): **BBA**

Board Powers and Duties

The Legislature of the state of Oregon delegates to the Board responsibility for the conduct and governance of programs and services in the district. The general powers granted to the Board are:

1. Legislative or Rule-Making Authority

In regular or special public meetings, after open discussion and after members' votes are recorded, the Board will establish rules or policy to govern the conduct of its members and the proceedings of the Board.

The Board shall establish policies and regulations for governing the programs and services of the district consistent with State Board of Education rules and with local, state and federal laws.

The Board is responsible for providing adequate and direct means for keeping informed about the needs and wishes of the public and for keeping local citizens informed about the schools.

2. Judicial Authority

As provided by law, policy or contract, the Board acts as a fact-finding body or a court of appeal for staff members, students and the public when issues involve Board policies or agreements and their implementation, and when the Board must determine the rights, duties or obligations of those who address the Board.

3. Executive/ Administrative Authority

The Board will appoint a superintendent delegated to establish administrative regulations to implement Board policy and goals. The Board will evaluate the superintendent's performance.

The Board may establish academic and financial goals for the district and evaluate the superintendent's implementation of those goals.

The Board will oversee the district's financial affairs by authorizing, appropriating and adopting budgets and by proposing local option or bond elections, when appropriate and as allowed by law, to provide for program operation and maintenance or acquisition of district property.

The Board will authorize the superintendent to approve payment on all contracts and business transactions of the district in accordance with Board policies on purchasing and budget requirements.

The Board will provide for an annual audit of the district's assets.

The Board will employ the staff necessary to carry out the educational program and will provide for regular evaluation of staff.

The Board will direct the collective bargaining process to establish collective bargaining agreements with the district's personnel. The Board will establish, through the collective bargaining process where appropriate, salaries and salary schedules, other terms and conditions of employment, and personnel policies for districtwide application.

The Board will establish the days of the year and the hours of the day when school will be in session.

END OF POLICY

Legal Reference(s):

ORS 192.630

ORS 243.656

ORS Chapters 279A, 279B and 279C

ORS 294.305 to -294.565

ORS 328.205 to -328.304

ORS 332.072

ORS 332.075

ORS 332.105

ORS 332.107

ORS Chapter 339

ORS 342.805 to -342.937

ORS Chapter 343

Cross Reference(s):

DJ - District Purchasing

Dayton School District 8

Code: BBAA
Adopted: 1992
Readopted: 8/11/15; 11/15/16
Orig. Code(s): BBAA

Individual Board Member's Authority and Responsibilities

An individual Board member exercises the authority and responsibility of his/her position when the Board is in legal session only.

A Board member has the authority to act in the name of the Board when authorized by a specific Board motion. The affirmative vote of the majority of members of the Board is required to transact any business. When authorized to act as the district's designated representative in collective bargaining, a Board member may make and accept proposals in bargaining subject to subsequent approval by the Board.

A Board member has the right to express personal opinions. When expressing such opinions in public, the Board member must clearly identify the opinions as his/her own.

Members will be knowledgeable of information requested through Board action, supplied by the superintendent, gained through attendance at district activities and through professional Board activities.

Members of the Board will adhere to the following in carrying out the responsibilities of membership:

1. Request for Information

Any individual Board member who desires a copy of an existing written report or survey prepared by the administrative staff will make such a request to the superintendent. A copy of the material may be made available to each member of the Board. Requests for the generation of reports or information, which require additional expense to the district, must be submitted to the Board for consideration.

2. Requests for Legal Opinions

A request for a legal opinion by a Board member, must be approved by a majority vote of the Board before the request is made to legal counsel. If the legal opinion sought involves the superintendent's employment or performance, the request should be made to the Board chair. Legal counsel is responsible to the Board.

3. Action on Complaints or Requests Made to Board Members

When Board members receive complaints or requests for action from staff, students or members of the public, the Board members will direct the staff, students, members of the public to the appropriate complaint policy Board policy KL - Public Complaints. Such information will be conveyed to the superintendent.

4. Board Member's Relationship to Administration

Individual Board members will be informed about the district's educational program, may visit schools or other facilities to gain information, and may request information from the superintendent. Board members will not intervene in the administration of the district or its schools.

5. Contracts or Agreements

All contracts of the district must be approved by the Board, unless otherwise delegated by the Board to the superintendent or designee for approval, before an order can be drawn for payment. If a contract is made without authority of the Board, the individual making such contract shall be personally liable.

END OF POLICY

Legal Reference(s):

ORS 332.045
ORS 332.055
ORS 332.057
ORS 332.075

38 OR. ATTY. GEN. OP. 1995 (1978)
S. Benton Educ. Ass'n v. Monroe Union High Sch. Dist., 83 Or. App. 425 (1987).

Cross Reference(s):

BHD - Board Member Compensation and Expense Reimbursement

Dayton School District 8

Code: **BBF**
Adopted: 4/11
Readopted: 8/11/15
Orig. Code(s): **BBF**

Board Member Standards of Conduct

A Board member should:

1. Comply with the Code of Ethics for public officials provided in state law;
2. Understand that the Board sets the standards for the district through Board policy. Board members do not manage the district on a day-to-day basis;
3. Understand that the Board makes decisions as a team. Individual Board members may not commit the Board to any action;
4. Respect the right of other Board members to have opinions and ideas which differ;
5. Recognize that decisions are made by a majority vote and should be supported by all Board members;
6. Make decisions only after the facts are presented and discussed;
7. Understand the chain of command and refer problems or complaints to the proper administrative office;
8. Recognize that the Board must comply with the Public Meetings Law and only has authority to make decisions at official Board meetings;
9. Insist that all Board and district business is ethical and honest;
10. Be open, fair and honest- no hidden agendas;
11. Understand that you will receive information that is confidential and cannot be shared;
12. Recognize that the superintendent is the Board's advisor;
13. Take action only after hearing the superintendent's recommendations;
14. Refuse to bring personal or family problems into Board considerations;
15. Give the staff the respect and consideration due skilled, professional employees;
16. Present personal criticism of district operations to the superintendent, when appropriate, not to district staff;

17. Respect the right of the public to attend and observe Board meetings;
18. Respect the right of the public to be informed about district decisions and school operations as allowed by law;
19. Remember that content discussed in executive session is confidential;
20. Use social media Web sites judiciously in a manner that does not violate Oregon's Public Meetings Laws;
21. When using social media websites, Board members will treat and refer to other Board members, staff, students and the public with respect;
22. Never post confidential information about students, staff or district business on any websites.

END OF POLICY

Legal Reference(s):

ORS 162.015 to -162.035
ORS 162.405 to -162.425

ORS 192.630
ORS 244.040

ORS 244.120
ORS 332.055

Cross Reference(s):

BBFA - Board Member Ethics and Conflicts of Interest
GBI - Gifts and Solicitations

Dayton School District 8

Code: BCD
Adopted: 1992
Readopted: 8/11/15
Orig. Code(s): BCD

Board-Superintendent Relationship

The superintendent shall be the chief executive officer and shall be responsible for the professional leadership necessary to translate the will of the Board into administrative action.

The superintendent shall be responsible for all aspects of district operation and for such duties and powers pertaining thereto as directed or delegated by the Board, and to develop such procedures and regulations as he/she considers necessary to ensure efficient operation of the district.

The Board expects that the superintendent is professionally able and possesses outstanding qualities of leadership, vision and administrative skill and that the superintendent will implement all Board policies in good faith.

The superintendent can expect the Board will respect the superintendent's professional competence and extend to him/her full responsibility for implementation of Board policy decisions.

The Board holds the superintendent responsible for carrying out its policies within established guidelines and for keeping the Board informed about district operations.

END OF POLICY

Legal Reference(s):

ORS 332.505
ORS 332.515

Blank

Dayton School District 8

Code: **BG**
Adopted: 11/08
Readopted: 8/11/15
Orig. Code(s): BG

Board-Staff Communications

The Board desires to maintain open channels of communication between itself and the staff. The basic line of communication will, however, be through the superintendent.

Staff Communications to the Board

All formal communications or reports to the Board or any Board committee from staff members will be submitted through the superintendent. This procedure will not be construed as denying the right of any employee to address the Board about issues which are neither part of an active administrative procedure, nor disruptive to the operation of the district. In addition, this procedure does not restrict protected labor relations communications of bargaining unit members. Staff members are invited to Board meetings, which provide an opportunity to observe the Board's deliberations on matters of staff concern.

Board Communications to Staff

All official Board communications, policies and directives of staff interest and concern will be communicated to staff members through the superintendent. The superintendent will provide appropriate communication to keep staff fully informed of the Board's priorities, concerns and actions.

Visits to Schools

School visits by Board members will be regarded as informal expressions of interest in school affairs and not as "inspections" or visits for supervisory or administrative purposes. Official visits by Board members will be carried on only under Board authorization and with the full knowledge of staff, including the superintendent, principals and other supervisors.

END OF POLICY

Legal Reference(s):

OAD 581-022-1720

Anderson v. Central Point Sch. Dist., 746 F.2d 505 (9th Cir. 1984).

Connick v. Myers, 461 U.S. 138 (1983).

Lebanon Education Association/OEA v. Lebanon Community School District, 22 PECBR 323 (2008).

Cross Reference(s):

GBD - Board-Staff Communications

KK - Visitors to District Facilities

Dayton School District 8

Code: **BHD**
Adopted: 1992
Readopted: 8/11/15
Orig. Code(s): BHD

Board Member Compensation and Expense Reimbursement

No director shall receive any compensation for services as a member of the district school board other than reimbursement for reasonable expenses actually incurred on district business.

The Board recognizes benefits derived by the school system through attendance at conventions and meetings of the Board and administrative associations. Attendance at such activities is encouraged and expenses incurred by such attendance will be reimbursed when arrangements have been approved by the Board.

The expenses for committee service shall be authorized to the extent that they have been pre-arranged and approved by the superintendent.

END OF POLICY

Legal Reference(s):

ORS 244.020(15)
ORS 244.040(1)(a)
ORS 244.040(2)(c)
ORS 332.018(3)

OR. GOV'T STANDARDS AND PRACTICES COMM'N, ADVISORY OPINION 93A-1007 (Nov. 18, 1993).
OR. GOV'T STANDARDS AND PRACTICES COMM'N, ADVISORY OPINION 97A-1004 (Apr. 21, 1997).
OR. GOV'T STANDARDS AND PRACTICES COMM'N, STAFF OPINION 02S-015 (May 20, 2002).
OR. GOV'T STANDARDS AND PRACTICES COMM'N, STAFF OPINION 03S-015 (Sept. 11, 2003).

Cross Reference(s):

BBAA - Individual Board Member's Authority and Responsibilities
DLC - Expense Reimbursements

Dayton School District 8

Code: CB
Adopted: 1992
Readopted: 8/11/15
Orig. Code(s): CB

Superintendent

The superintendent is the chief executive officer of the district and has, under the direction of the Board, general supervision of all schools, personnel and departments of the district. The superintendent is responsible for managing the schools under the Board's policies and is accountable to the Board for that management.

The superintendent may delegate to other school personnel the exercise of any powers and the discharge of any duties imposed upon the superintendent by these policies or by vote of the Board. Delegation of power or duty, however, will not relieve the superintendent of responsibility for action taken under such delegation.

END OF POLICY

Legal Reference(s):

ORS 332.505
ORS 332.515

OAR 581-022-1720

Cross Reference(s):

CBG - Evaluation of the Superintendent

Superintendent - CB
1-1

13

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Dayton School District 8

Code: CBA
Adopted: 12/13
Readopted: 8/11/15
Orig. Code(s): CBA

Qualifications and Duties of the Superintendent

The Board requires the superintendent be a strong educational leader who has the following professional experience and training:

1. A current Oregon administrative license with an authorization for all levels, a superintendent's endorsement or a transitional superintendent license;
2. A master's or doctorate degree in the field of education, preferably in educational administration;
3. Successful teaching experience at the elementary or secondary school level;
4. Service as a superintendent or administrative experience in the central administration of a school system.

In lieu of the experience and training requirements above, the Board may consider as a candidate for its superintendent's position an individual who meets transitional administrator or exceptional administrator licensure requirements. The Board may, jointly with the individual, submit an application for such license for Teacher Standards and Practices Commission approval pursuant to Oregon Administrative Rule (OAR) 584-080-0151 and OAR 584-080- 0161.

The superintendent will have the following personal and professional qualities:

1. Success in leadership roles with staff, community and professional peers;
2. Ability to communicate effectively, both orally and in writing;
3. Scholarship, intelligence and excellent ability to plan and organize;
4. Training, experience and success in personnel selection, evaluation and development;
5. Knowledge of curriculum development, implementation and evaluation;
6. Knowledge of business and support service systems which facilitate planning, control and accountability;
7. Experience in administering collective bargaining agreements;
8. Ability to motivate other administrators and significantly involve them in the decision-making process;
9. Strong management skills; and the desire and ability to motivate and innovate, taking advantage of the district's strengths.

General Functions

1. The superintendent is the chief executive officer and, under the direction of the Board, is responsible for control and operation of the school system, and for implementing the decisions and policies of the Board.
2. The superintendent has the authority to formulate and delegate duties and responsibilities to subordinate administrative personnel. The delegation of such duties and responsibilities, however, will not relieve the superintendent of responsibility for the action taken under such delegation.

Specific Functions

The superintendent will have the duty and authority to perform the following specific functions:

1. Serve as educational leader to the Board, staff and community;
2. Act as the Board's chief administrative officer;
3. Serve as district school clerk, performing such duties as required by law or by the Board;
4. Schedule meeting places, prepare an agenda and record minutes for all Board meetings and other committee meetings authorized by the Board;
5. Attend all regular and special meetings and executive sessions of the Board, except when excused for his/her own salary and performance review;
6. Serve as executive officer of the budget committee and prepare an educational plan that is the basis for formulating the district's budget;
7. Administer adopted Board policies;
8. Annually review adopted Board policies and make recommendations for needed changes;
9. Advise, inform and make recommendations to the Board on matters of policy and other required action(s), and inform the Board on all phases of district operation;
10. Provide an ongoing program of communication to and from the community, staff and Board concerning the school program and district activities;
11. Assess trends and changing procedures in salary negotiations and assist the Board in collective bargaining and salary consultation with district employee groups;
12. Serve as a member of the Board's salary consultation and negotiations teams, and make recommendations to the Board on all issues;
13. Direct the implementation and administration of all agreements resulting from the consultation or negotiation process;

14. Develop and file a complete list of position descriptions, with job descriptions within each classification for all classes of personnel; review and change those descriptions as needed or directed by the Board;
15. Formulate and recommend for Board adoption such personnel policies as may be necessary for efficient functioning of the district staff. Policies approved by the Board will be included in the written rules and regulations of the district;
16. Make rules and reasonable regulations to govern routine matters and see that such rules and regulations are communicated to employees concerned;
17. Resolve problems of operations and settle disputes referred through administrative channels;
18. Work with staff organizations and committees in the development of sound personnel practices and procedures and provide for their implementation;
19. Assume responsibility for the development, maintenance and operation of a constructive program of in-service, training and education for all school system employees. For this responsibility, the superintendent may employ lecturers, grant temporary leave from work, approve reimbursement for extension or college courses and develop professional library facilities as required, subject to Board approval;
20. Recommend to the Board, the appointment, renewal, contract extension, contract nonrenewal, contract nonextension or dismissal of licensed district employees in accordance with state law, Board policy and the employee's collective bargaining agreement, as applicable;
21. Appoint, promote, demote or discharge classified and nonrepresented employees as provided by state law, Board policy, collective bargaining agreements and meet and confer agreements, as applicable;
22. Assign or transfer all district employees in accordance with state law, Board policy and the employee's collective bargaining agreement, as applicable;
23. Evaluate the performance of all district administrative personnel in accordance with state law and Board policy, and make recommendations for those positions to the Board before March 15 of each year;
24. Evaluate the performance of licensed and classified personnel in accordance with state law, Board policy and the employee's collective bargaining agreement, as applicable;
25. Assign and control the promotion of students;
26. Maintain a continuous inventory of all district property, furniture, material and supplies;
27. Recommend plans for repairs to district property and for new construction and see that all plans adopted by the Board are properly executed;
28. Establish procedures to involve teachers, principals, supervisory personnel and representatives from student and community groups in the preparation and selection of courses of study and other instructional materials;

29. Recommend instructional materials, instructional supplies and school equipment to be purchased by the district;
30. Direct the preparation of the budget, prepare the budget message for presentation to the budget committee, supervise the administration of all fiscal policies of the district and serve as custodian of all district funds;
31. Develop and recommend to the Board long-range plans for educational programs, facilities and financial resources that are consistent with population trends, district goals and community needs;
32. Direct the district in its relationships with federal, state and local government agencies;
33. Cooperate with universities and colleges in their student-teacher training programs;
34. Attend local, state and national meetings, conferences and workshops as deemed beneficial to the interests of the district;
35. Visit, as may be required, all district schools as a regular part of a schedule and institute and carry out such regulations, as may be necessary, to attain their efficient operation;
36. Direct the administrative staff in establishing and changing, as needed, school attendance area boundaries subject to Board approval;
37. In cases of matters not specifically covered by Board policies, take appropriate action and report such action to the Board no later than the next regular Board meeting;
38. Have other power and duties as may be approved by the Board, and as may be necessary to fulfill the functions of the office of superintendent.

END OF POLICY

Legal Reference(s):

ORS 327.133
ORS 332.075
ORS 332.515
ORS 342.125
ORS 342.143
ORS 342.173
ORS 342.175

ORS 342.200
OAR 581-022-0102 to -1940
OAR 581-023-0006 to -0041
OAR 581-023-0104
OAR 581-023-0112
OAR 581-023-0220 to -0240

OAR 584-020-0000 to -0045
OAR 584-036-0035(1)
OAR 584-046-0005 to -0024
OAR 584-080-0151
OAR 584-080-0152
OAR 584-080-0161

Cross Reference(s):

CBG - Evaluation of the Superintendent

Board & Administrator

FOR SCHOOL BOARD MEMBERS

July 2018 Vol. 32, No. 3

Editor: Jeff Stratton

Retreat key to relationship's fast start

It has been said many times that the secret to a healthy board and superintendent relationship is communication.

That is why some superintendents, upon being hired, ask that their attorney mandate in the contract of employment a board and superintendent retreat in the first 30 days of the job.

The purpose of this retreat is to discuss and facilitate communication between the superintendent and board.

The retreat format gives the administrator a

chance to lay out his plans for communication with the board. This will likely entail written updates, phone calls, and text messaging.

In a retreat setting, board members and their newly hired superintendent should be on good enough terms to share their views. This can be important when discussing staff/board member contact issues and those surrounding board requests for staff work.

Be sure to show up for the retreat, participate in discussions, and help your new superintendent get off to a terrific start. ■

Board-superintendent communications integral to everyone's success

By Dr. Peter Gorman*

The superintendent is typically the only school district employee who reports to more than one person. In my two superintendencies, I reported to five and then nine individuals who only took official action when a majority was in agreement. But the reality of the superintendent's job is quite different; he has to customize relationships with five, seven, nine, or even more board members individually and as a governance team.

I have found that the first step to building a strong board-superintendent relationship is to agree on how you will communicate. I put language in my contract that required the board and superintendent to participate in a retreat during the first 30 days on the job and develop a board-superintendent communication plan that would be placed on the agenda for approval at a board meeting.

The first part of the plan related to regular and consistent communication. We agreed that the superintendent would send a Board Update to all board members each Friday. I used the Board Update, which was public and shared with both the staff and the media as a way to update them on major activities in each division, answer questions that came up at board meetings, answer individual board members' questions (making sure all board members saw what each other was asking and the response), and share ideas and potential initiatives. I had a personal rule that nothing of importance was placed on the board agenda unless it was at least the third time the board had seen it. The Board Update was often the tool I used to stimulate discussion and garner feedback.

The plan outlined that the superintendent would initiate individual contact with all board

continued on next page

Continued from previous page

members on a regular basis. However, board members were encouraged to call the superintendent whenever there was a concern or an idea that they would like to discuss. I spoke to each member at least once a week and always logged when, how (in person or phone — I never engaged in email exchanges with board members), and what the topic was.

I always had a call log and list of topics to discuss with the board with me and frequently used my travel time to call board members. This frequent contact with board members may leave some superintendents groaning, but I viewed my role as both offense and defense with the board, and that required building a personal relationship with each member and knowing their thoughts and needs.

We agreed that board members should feel free to call staff members any time to ask clarifying questions and agreed that when board members had conversations with staff, the staff members would share the information with the superintendent. This was particularly important during the first few years of my tenure, so that I had the broadest possible picture of board interests and concerns and the functioning of the district.

I clearly laid out my expectations for staff. Right after they spoke with a board member, they were to call and fill me in on the details. When appropriate, I would ask staff members to "write up" the discussion and we would put it in the next Board Update so all board members were aware of the discussion. A surefire way to fall out of favor with me was for a staff member to forget to inform me of a board member conversation. I also made very clear with the board that it was inappropriate to ask staff to keep a discussion confidential and put the staff member in an untenable and unfair position to not notify the superintendent, whom they report to. If a board member started to dominate staff time or talk about inappropriate topics, I would address that, but often other board members did it for me after reading it in the Board Update. In fact, several times, they asked fellow board members in public board meetings what their intentions were based on

whom they were talking to, the questions they asked, or the material they asked for.

The plan clarified that if one board member requested significant data or reports, the superintendent would review the request to determine the amount of work needed to complete the request. If the request was completed, staff would forward the information to all board members. This stopped individual board members from pursuing pet projects or dominating staff time. Sometimes, if a request was too time-consuming, I would ask at a board meeting if the board as a body wanted to direct staff to complete the work, and typically they asked the board member to share in greater detail why they wanted the information and why they had not brought up the topic at the board meeting. Sometimes they requested the work and sometimes they didn't.

The first rule of communications was no surprises; that was why we decided that the superintendent would attempt to notify all board members of any emergency or potentially newsworthy event as soon as possible. Today I would use a voice memo, which is a more efficient way to get the job done. I never ceased to be surprised when I called a board member about an important issue and they asked who knew before them — clearly communication and timing are important.

**Dr. Peter Gorman is President and Chief Executive Officer of Peter Gorman Leadership Associates, where he assists superintendents and senior leadership teams through executive coaching and support. Previously, he was Superintendent of the Tustin Unified School District in California and Charlotte Mecklenburg Schools in North Carolina. He can be reached at pete@pgleadership.com follow him at [@petercgorman](https://twitter.com/petercgorman). ■*



Dr. Peter Gorman

'No surprises' starts in the superintendent's office

The health of the board and superintendent relationship really comes down to one principle: Respect for the concept of "no surprises" from both sides.

Here is how an Illinois superintendent works toward achieving it on his part.

Consider 2 perspectives

Superintendent Scott Kuffel (Geneseo, Ill. Community Unit School District #228) said he looks at the "no surprises" rule from two perspectives:

1. Board-superintendent (and vice-versa) communication.
2. Building administrators-superintendent (and vice versa).

"We have tried to establish some protocols to help clarify the 'when communications should occur' issue to avoid surprises," Kuffel said.

Make contact in these instances

Kuffel identified instances when building administrators need to be sure that they make contact with the superintendent or his administrative assistant via phone or email:

1. Police have been to your building.
2. The Department of Children and Family Services has been contacted from your building.
3. A board member has contacted you or has come to your building for school business.
4. You have a complicated disciplinary issue.

5. You have an angry parent or staff member who may contact a board member.

6. You have been asked for an interview by the newspaper, television, or radio station.

7. There is a health issue at your building of which you believe the superintendent should be aware.

"Before you contact the District Office with a procedural question, be sure that you have referenced the Teacher Contract, Board Policy, and/or Student Handbook before sending that email or making the call," Kuffel said.

Board-superintendent protocol

Kuffel also uses a board-superintendent communication protocol with the board.

"We discuss this every year as a governance team and then we all sign off to demonstrate our commitment to quality communications," he said.

See page 5 for the board-superintendent communication protocol.

Here's how Kuffel handles situation-dependent communications with his board:

"I will use our automated school messaging system to send a phone or text to the administrators or board to try to be as current as possible with any news that I wouldn't want a school board member or building administrator to be caught off-guard and asked about at the grocery store or church, for example," he said. ■

Board & Administrator for Superintendents Only

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Weekly email update to board starts superintendent on path to 'no surprises'

It is of prime importance that the board hear from the superintendent when issues arise in the schools rather than when they are grocery shopping.

Here's what Superintendent Luther Heller (Montevideo, Minn., Public Schools) said about the topic:

"As far as a 'no surprises' policy from the superintendent's office, I do a weekly email update to the board in which I outline key items taking place in the district, point out major issues that could be coming up at future board meetings, and update them on any developments that might have taken place on any matters that are particularly sensitive or possibly controversial," Heller said.

For situations that are more tricky and sensitive, Heller gets in touch with board members before his weekly update.

"For example, we recently had a teacher get arrested for driving while intoxicated, and I sent an immediate email to the full board to let them know what had taken place and to assure them that while it was a legal issue, it also had implications for the school district and we were dealing with it," he said.

When items need to get out immediately, Heller sends text messages and follows up with a longer emailed explanation. If an item requires a more personal touch, Heller will call board members.

"I have a very good board, and typically all they want is to be aware of what is happening so they are not surprised if someone asks a question," Heller said. "They're also very good at saying, 'Yes, I have heard about that, and it is currently being dealt with at the administrative or building level.'" ■

Superintendent salary and district enrollment

The chart below shows the administrator's annual salary and district enrollment. The data come from

Board & Administrator's annual Survey on School Boards, conducted late last year. ■

District Size	Low Salary	Median Salary	High Salary	Average Salary	Category %	# of Respondents
Fewer than 500	\$25,000.00	\$105,000.00	\$147,000.00	\$101,296.33	18%	15
500 - 999	\$94,000.00	\$121,000.00	\$215,000.00	\$130,099.00	22%	18
1,000 - 1,999	\$96,000.00	\$130,542.00	\$249,000.00	\$139,506.17	14%	12
2,000 - 2,999	\$117,000.00	\$128,500.00	\$151,541.00	\$129,590.00	7%	6
3,000 - 3,999	\$167,500.00	\$167,500.00	\$167,500.00	\$167,500.00	1%	1
4,000 - 4,999	\$92,000.00	\$104,000.00	\$225,000.00	\$143,400.00	6%	5
More than 5,000	\$138,210.00	\$180,000.00	\$201,884.00	\$174,806.00	10%	8
More than 10,000	\$132,000.00	\$224,315.50	\$278,000.00	\$228,834.00	22%	18

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Board & Administrator

FOR SUPERINTENDENTS ONLY

July 2017 Vol. 31, No. 3

Editor: Jeff Stratton

School board relationships hinge on openness, communication

The relationship between the superintendent and school board is perhaps the most unique and delicate relationship in the educational setting.

By developing and maintaining positive and open communication with the school board, you can establish working relationships to foster student achievement.

"The most critical relationship in the entire school organization is the relationship between the superintendent and the school board," said Walter Jackson, superintendent of the Brenham (Texas) Independent School District.

"The superintendent must understand that success depends on having all of the board members on the same page," Jackson said.

When there's a kink in the relationship, it's like any other relationship in life that can be strained to a breaking point.

"A superintendent can do just about anything

if they have board support," said Nathan McCann, superintendent of the Ridgefield (Wash.) School District. "Conversely, they can do virtually nothing if they have a combative board. The first job for a superintendent is to develop and maintain a strong relationship with the school board."

Jackson and McCann advocated the following strategies to build positive relationships with the school board.

Have a presence

There should be daily phone calls with board members when community events warrant them.

"I believe in face-to-face communication, and I'll visit with each board member, especially if it's a critical issue," Jackson said.

He uses group text messaging and invites board members to follow his writing on blogs. Jackson also maintains an active Twitter account where he shares district success stories.

But, ultimately, "nothing takes the place of an in-person meeting or a phone call where the board members can hear the inflections and sincerity in your voice," Jackson said.

Uphold information sharing

What you share with one board member should be shared with all board members.

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"For instance, when a board member asks a question, you should try to provide the answer to all board members," McCann said.

Key points

- Strive for open, clear communication with board members.
- Share the same information with all members.
- Engage your board to build capacity, minimize conflict. ■

Be consistent and share the same information with all members. "You never want board members to talk among themselves about some piece of information that wasn't shared with all of them by the superintendent," Jackson said.

"The reason why superintendents lose their job is because the board members fell out of love with the leader. It's critical that you nurture the relationship to stay in good standing with the board."

Build board capacity

"We conduct work-study sessions in our district for the board members," McCann said. "We'll sit down as a team and work on a particular issue. We conduct book studies as a team and publicly talk about the books at meetings."

By building board capacity, the board is able to self-police itself when internal issues arise, McCann said.

Minimize surprises

The board shouldn't find out about items of

district business that should have been conveyed by the superintendent.

On the flip side, the superintendent shouldn't be surprised by something a board member said at a public meeting.

"As public officials, we should never talk about the board in a negative way," McCann said. "That creates disharmony and erodes trust."

Develop lasting relationships

Keep in mind that the board that hired the superintendent will likely change over time.

"You can't control what happens to the elected board down the road," McCann said.

"As superintendents, we should check our egos and make sure we fit that board. We shouldn't have a false expectation that we can reshape the board around our value system."

Ultimately, you'll need to connect with whoever is on the board to ensure continued success. Make sure that your vision can always be married with the board's vision, Jackson said.

Understand the past

If you want to be successful in your job, you should understand the school board issues that brought the district to its current state.

"I read all of the articles about the [board] before coming here to get a sense of what was happening," Jackson said. "Try to understand what happened in the district in the past. Learn from the mistakes in the past to avoid repeating those missteps." ■

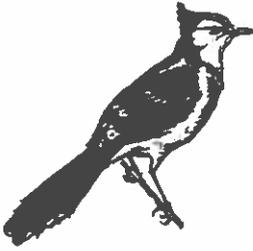
Realize the value of your mission statement

Your school district's mission statement tells the public who you are and what you do. It also serves as an internal message to guide your district. "A mission statement is a fundamental tool of strategy, focus, marketing, and identity," said Samuel Frank, founder and principal of Synthesis Partnership, in the webinar *What's a Mission Statement Worth?* Whether you are creating a mission statement or revising one, consider Frank's advice:

Why. There are both internal and external reasons why your district needs a mission statement, he said. You need to get and hold donors' attention and underpin the case for giving, said Frank.

What. A mission statement articulates the essence of why you exist, he said. It can encompass what you are, but should avoid getting into the details of what you do and how you do it because those things can change.

How. Without a well-articulated sense of purpose, rewriting a mission statement can be a waste of time, Frank said. However, if you are armed with the true value of a mission statement, the process can be quick, painless, and very rewarding. *Email Frank at sbf@synthesispartnership.com.* ■



JEWELL SCHOOL DISTRICT # 8

Agreements for Board Meetings, Work Sessions, and Executive Sessions

2017-18

Board Meeting Agendas

- The Board Chair and Superintendent will set the board agenda.
- Individual board members may request that items be added to the agenda by contacting the Superintendent or Board Chair or discussing their desire in public session.
- Items will not be added to the current agenda unless the majority of the board members present vote to approve the addition at the meeting.
- The Board and Superintendent will seek to include multiple perspectives on agenda items of key concern for the community in order to provide a balanced conversation.

Before Board Meetings

- Board members will always abstain from conducting Board business or decision-making outside of board meetings or executive sessions.
- The board packet will normally be e-mailed to board members on the Thursday before regularly scheduled board meetings. The Board will be notified if there is a delay. A printed copy will be provided to board members.
- Board members will contact the Superintendent prior to meetings with any questions on agenda items.
 - When an individual board member asks the Superintendent a question about an agenda item, the response will be shared with all board members.
- Board members will come prepared for the meeting by having read all packet materials. If additional items are provided during the meeting, the Board will take time to review them before voting.

Norms for Public Meetings

- Come prepared having read the information provided
- Stay engaged
- Seek consensus
- Respect confidentiality
- Everyone has an opportunity to be heard
- The Board and Superintendent will strive to have no surprises at board meetings.

- Discussions between Board members will serve as a model for positive and constructive public dialogue.
- Honor the right of individual members to express opposing viewpoints and vote their convictions
- Regardless of one's vote, support the decision of the majority

Procedural Safeguards for Board Meetings

The Superintendent will act as parliamentarian at board meetings to help ensure each motion is clear and there is no missing or misunderstood information.

Respect the confidentiality requirement of Board Meeting Executive Sessions.

The Board will not vote on agenda items not listed as "Action Items," unless it is considered an emergency. In emergency situations, board policy will be followed.

Board members will strive to show respect at board meetings and refrain from surprising or embarrassing other board members, administrators, staff members or the audience.

Public Comment

1. We are committed to providing an opportunity for citizens to make public comment.
2. Public comment will be scheduled at regular Board Meetings with a time limit of three minutes per speaker unless adjusted for a particular meeting.
3. Public comment should be just that, and NOT a discussion with the Board. The Board will not answer questions on the spot or engage with public, but could refer questions to the administration or board chair for an answer at a later time.
4. The Board should clearly state that they will not hear complaints against individuals in public, and that all complaints must go through the chain of command as spelled out in Policy KL ("Public Complaints") and Procedure KL-AR ("Complaint Form"). This statement shall be made in writing on the agenda, or by the board chair as an announcement at the beginning of the public comment session. Foreexample:

"Speakers may offer objective criticism of district operations and programs, but the Board will not hear complaints concerning individual district personnel in a public forum. To lodge a complaint against a district employee, please refer to the district's complaint procedure located on the district website."

5. The Board should limit the public's participation to the public comment section of the agenda. There should not be cross-discussion between the Board and the public during other agenda items.
6. All public comment should be directed respectfully to the Board through the chair. Comments should not be directed at any one individual board member.

7. The Board will clearly explain the 'rules' for public comment in writing on the meeting agenda and verbally by the chair at the start of the public comment section of the meeting. Example:

Example: "The Board appreciates community members sharing information during public comments. The Board will listen, but not comment on information we hear from the audience. However, following the meeting, the chair, vice chair and superintendent will together determine if the superintendent shall respond in a public way, a private way or if the issue will be added to future board meeting or work session agendas."

8. Groups will be encouraged to appoint a spokesperson so the same issue is not repeated.
9. Each public speaker will identify themselves by name and address, and will fill out a form with basic contact information before they are recognized to speak.

Executive Sessions

The Board may meet in executive session to discuss subjects allowed by statute, but may not take final action except for specific instances pertaining to student matters. Executive sessions may be held during regular, special or emergency meetings for any reason permitted by law.

Content discussed in executive sessions is confidential. Members of the media may attend executive sessions, except in specific instances (related subsections of ORS 192.660 and Board Policy BDC). Media should be advised prior to the start of every executive session that they cannot report subjects discussed in executive session and that recording devices are not allowed in executive session.

The Board may be called to meet in executive session or decide to go into executive session at any time during a regular, special or emergency meeting to discuss certain matters. By Oregon law, the chair may call a Board into executive session without a vote of the Board.

Whenever an executive session is called, the presiding officer must identify the section and subsection of ORS 192.660 (listed reasons) or 332.061 (expulsion or medical records of a minor student) that authorize the executive session's purpose.

Purposes for which executive session may be called:

- To consider the employment of a public officer, employee, staff member or individual agent. ORS 192.660(2)(a)
- To consider the dismissal or disciplining of, or to hear complaints or charges brought against a public officer, employee, staff member or agent, unless he or she requests an open meeting. ORS 192.660(2)(b)
- To conduct deliberations with persons designated to carry on labor negotiations. ORS 192.660(2)(d)
- To conduct deliberations to negotiate real property transactions. ORS 192.660(2)(e)
- To consider records exempt by law from public inspection. ORS 192.660(2)(f)
- To consult with counsel concerning current or possible litigation. ORS 192.660(2)(h)

- To review and evaluate the performance of the superintendent or any other public officer, employee or staff member, unless that person requests an open hearing. ORS 192.660(2)(i)
- Conduct a hearing on the expulsion of a student or to review a student's confidential medical records ORS 332.061(1)

Boards may never meet in executive session to conduct the following business:

- Fill a vacancy in an elective office
- Fill a vacancy on any public committee, commission or other advisory group
- Consider general employment policies
- Discuss an employee's performance, unless that employee has been notified and has been given the option of having the discussion held in public
- Hire the superintendent.



Jefferson School District 14J

Board/Superintendent Operating Agreement

Adopted September 11, 2017

Board's expectations of the Superintendent

- Work toward becoming a Professional Learning Community (PLC) with the Board.
- Work with the Board to establish a clear vision for the school district and provide data to the Board so that data-driven decisions can be made.
- Possess a working knowledge of all legal and local policies.
- Communicate with Board member promptly and effectively by informing the Board of all critical and relevant information, anticipated adverse media coverage, or critical external/internal change within a reasonable timeframe.
- Represent the school district by being visible in the community.

Superintendent's expectations of the Board:

- Recognition of the Superintendent as the educational leader of the school district.
- Assistance in gaining acceptance and support in the community.
- Willingness to acknowledge and follow the chain of command of the school district.
- An effort to foster unity, harmony, and open communications within the Board.
- Practice of avoiding surprises at Board meetings.

Agreement - not a action item

→ between board and me - we both agree

If you do this together it essentially writes the goals (board's and superintendent's)



Black

JEFFERSON SCHOOL DISTRICT 14J

School Board/Superintendent Work Agreement

A. Purpose of Agreements

The Board of Directors is the policy making body for the School District. To effectively meet the District's challenges, the School Board and Superintendent must function together as a leadership team. To ensure accord among team members, effective group agreements must be in place. The following are the group agreements for the Board and Superintendent.

B. The Board Job Description and Relationship with Superintendent

1. Set the long-term direction of the District through the mission, vision, goals, and priorities.
2. Focus on policymaking, planning and evaluating success.
3. Maintain effective two-way communication with students, staff and the public.
4. Understand that as an individual, a Board member has no authority. It is when acting as a body that a majority of the Board has influence.
5. Be accountable for the financial stewardship of the District, including aligning resources with goals and priorities, setting expectations, and monitoring progress.
6. Manage Board processes, including operating agreements. Actively pursue opportunities to give and receive feedback regarding Board member performance as responsible communicators. Participate in an annual self-assessment of the Board's performance.
7. Deliberate and make decisions in accordance with public meeting law.
8. Set priorities for Board professional development annually.
9. Supervise the hiring, performance evaluation and other personnel management processes related to the Superintendent.
10. Work with the Superintendent as a team, recognizing that the Superintendent is the Board's advisor.
11. Respect the Superintendent's responsibility to manage the day-to-day operations of the District and to direct employees in District and school matters.

C. Role of Board Leadership

1. Manage the Board's process; convene meetings; develop the Board agenda with the Superintendent, seeking Board member input; and execute documents, as appropriate.
2. Serve as the authorized spokesperson for the Board with regard to Board policy, process and decisions. The Chair may delegate this responsibility to other Board members and/or the Superintendent.
3. Communicate with individual Board members concerns shared with the chair by other board members regarding issues agreed to in the working agreements or group operating norms.
4. Facilitate the orientation of new Board members.
5. Assist the Superintendent in communicating important information to the full Board. Keep Board members apprised of information exchanged with the Superintendent.
6. The Vice Chair will perform these duties when the Chair is not available.

D. Role of the Superintendent

1. Manage the day-to-day operations of the District.
2. Work as a team with Board members.
3. Work with the Board to establish a clear vision for the District and affirm it annually.
4. Collaborate with the Board to set annual District goals.
5. Work with the Chair and Vice Chair to effectively bring information and issues to the Board so that it can make proactive data driven decisions on policy and budget/revenue issues.

E. Meeting Operations and Decision Making

1. Respect the scheduled starting and ending times for meetings.
2. Attend regularly scheduled Board meetings unless prevented by sickness or an unavoidable cause.
3. Cooperate in scheduling special meetings and/or work sessions for planning and training purposes.
4. Read periodic communications from the Superintendent.
5. Express concerns and communicate requests for Board meeting agenda items with the Board Chair prior to the night of the scheduled Board meeting.
6. Prepare for Board meetings by reading materials ahead of the meeting and asking questions that you have of the Superintendent or members of the Executive Team prior to the day of the meeting if possible. If after you have asked questions you intend to pull something from consolidated action, please notify the Board Chair and/or Superintendent before the meeting.
7. Make it a goal to make no new proposals on the night that the Board is scheduled to make a decision or take action. Communicate concerns or questions to Board leadership and the Superintendent prior to a public meeting. Try to avoid surprises.
8. Cast a vote on all matters except when a conflict of interest arises.
9. Uphold decisions that have been made by the Board.

F. Communication

1. Communicate openly and honestly.
2. Respect differences and listen well and for positive intent.
3. Operate as representatives and make decisions in the best interest of the whole District.
4. Focus on the situation, issue, or behavior, not the person.
5. When a Board member receives an informal complaint, listen carefully and empathetically. Direct the person to solve the problem at the lowest level.
 - a) Please talk with the teacher.
 - b) Please talk with the principal.
 - c) Please talk with the Superintendent.
6. Formal complaints must be put in writing and signed by the complainant. These are heard by the Superintendent or designee. Complainants may appeal the Superintendent's decision to the School Board.
7. If a complainant is unwilling to speak to the Superintendent a Board member may share the issue and the source of the complaint, concern or criticism of the District. The Superintendent will keep the Board informant "source" confidential at the request of a Board member but every effort should be made to encourage trust and open communication. This is the best hope for full understanding and resolution.

8. When the Board receives communication from the community, the chair will respond or will delegate that responsibility to another Board member. A “footnote” statement will be added to the bottom of the board chair’s email so that patrons understand that it is the practice of the Board that the chair will be responding on behalf of the board. The footnote will state, “The Board Chair responds to emails sent to the full board. School board members only deliberate when gathered as a quorum as outlined in the Public Meeting Law. To assure that board conversations and deliberations do not occur on email, the Board Chair will respond on behalf of the Board. All Board members receive communications that come from the community and the response given by the Board Chair.” All Board members will be included in responses made by the Board chair. Following the communication from the Board chair, other Board members may also respond if they wish. The full Board should be included in communications with the public.
9. When a single Board member receives a communication from a member of the public s/he may respond to that patron as an individual. The Board member may elect to forward the email and his/her response to the Board Chair or full Board if he/she wishes.
10. Responses to community communications should occur within 36-72 hours of receipt of the communication. The chair will delegate if s/he is unable to meet this timeframe.
11. Monitor requests to staff for information. Requests made by Board members for information are communicated to the Superintendent by Executive Team members at their weekly meeting so that staff work load can be monitored. The Superintendent keeps Board leadership informed of information requests from Board members to staff at weekly Board meeting planning meetings.
12. When a concern or problem arises, communicate one-on-one with the Board member. If the issue is not resolved, communicate with the Board chair and finally with the Superintendent if necessary.

G. Board or Superintendent Committees

Board Committees: The committee chair is responsible for implementing the charge of the Board. The committee chair will provide regular updates of committee progress to the Board. External communication of committee progress is the responsibility of the committee chair – the committee chair will provide advanced copies to the Board and the Superintendent of any external communication 36 hours before release.

Superintendent Committees: Board members may be asked to serve on a Superintendent or District committee. The Board member is a representative of the Board to staff, student, parent and community members. Board members serving on a committee should temper their participation, mindful of their position as an elected official. Board members serving on a committee are to respect the role of the committee chair and refrain from initiating a new direction for the committee or initiating formal community input except when requested by the committee chair. The Board representative on a Superintendent or District committee will assist the Superintendent in reporting committee progress to the Board. Voting rights will be determined on a case-by-case basis.

JEFFERSON SCHOOL DISTRICT 14J

School Board/Superintendent Work Agreement

** Alignment to district policy and OSBA suggestions for additions in red.*

A. Purpose of Agreements

The Board of Directors is the policy making body for the School District. To effectively meet the District's challenges, the School Board and Superintendent must function together as a leadership team. To ensure accord among team members, effective group agreements must be in place. The following are the group agreements for the Board and Superintendent.

B. The Board Job Description and Relationship with Superintendent

1. Set the long-term direction of the District through the mission, vision, goals, and priorities.
2. Focus on policymaking, planning and evaluating success. **BBF**
3. Maintain effective two-way communication with students, staff and the public.
4. Understand that as an individual, a Board member has no authority. It is when acting as a body that a majority of the Board has influence. **BBF, BD**
5. Be accountable for the financial stewardship of the District, including aligning resources with goals and priorities, setting expectations, and monitoring progress.
D section
6. Manage Board processes, including operating agreements. Actively pursue opportunities to give and receive feedback regarding Board member performance as responsible communicators. Participate in an annual self-assessment of the Board's performance.
7. Deliberate and make decisions in accordance with public meeting law.
8. Set priorities for Board professional development annually.
9. Supervise the hiring, performance evaluation and other personnel management processes related to the Superintendent. **CB, CBG**
10. Work with the Superintendent as a team, recognizing that the Superintendent is the Board's advisor.
11. Respect the Superintendent's responsibility to manage the day-to-day operations of the District and to direct employees in District and school matters. **BBF**
12. **Avoidance of seeking personal privilege.**
13. **And understanding of the relative or complementary roles of the Superintendent and Board in policy making.**
14. **Careful consideration of each recommendation made by the Superintendent.**
15. **Willingness to study and evaluate educational issues affecting the school district.**

C. Role of Board Leadership

1. Manage the Board's process; convene meetings; develop the Board agenda with the Superintendent, seeking Board member input; and execute documents, as appropriate. **BCB**
2. Serve as the authorized spokesperson for the Board with regard to Board policy, process and decisions. The Chair may delegate this responsibility to other Board

members and/or the Superintendent. **BCB**

3. Communicate with individual Board members concerns shared with the chair by other board members regarding issues agreed to in the working agreements or group operating norms.
4. Facilitate the orientation of new Board members. **BH/BHA**
5. Assist the Superintendent in communicating important information to the full Board. Keep Board members apprised of information exchanged with the Superintendent.
6. The Vice Chair will perform these duties when the Chair is not available.

D. Role of the Superintendent

1. Manage the day-to-day operations of the District. **CB**
2. Work as a team with Board members.
3. Work with the Board to establish a clear vision for the District and affirm it annually.
4. Collaborate with the Board to set annual District goals.
5. Work with the Chair and Vice Chair to effectively bring information and issues to the Board so that it can make proactive data driven decisions on policy and budget/revenue issues.
6. **Inform the board of all critical information including relevant trends, anticipated adverse media coverage, or critical external or internal change.**
7. **Conduct a self-assessment prior to the board's evaluation of the Superintendent's job performance.**
8. **Provide follow-up information to board members on concerns and issues they have referred to the Superintendent – close the communication loop.**

E. Meeting Operations and Decision Making

1. Respect the scheduled starting and ending times for meetings.
2. Attend regularly scheduled Board meetings unless prevented by sickness or an unavoidable cause.
3. Cooperate in scheduling special meetings and/or work sessions for planning and training purposes.
4. Read periodic communications from the Superintendent.
5. Express concerns and communicate requests for Board meeting agenda items with the Board Chair prior to the night of the scheduled Board meeting.
6. Prepare for Board meetings by reading materials ahead of the meeting and asking questions that you have of the Superintendent or members of the Executive Team prior to the day of the meeting if possible. If after you have asked questions you intend to pull something from consolidated action, please notify the Board Chair and/or Superintendent before the meeting.
7. Make it a goal to make no new proposals on the night that the Board is scheduled to make a decision or take action. Communicate concerns or questions to Board leadership and the Superintendent prior to a public meeting. Try to avoid surprises.
8. Cast a vote on all matters except when a conflict of interest arises. **BBFA**
9. Uphold decisions that have been made by the Board. **BBF**
10. **Uphold the legal requirement for confidentiality on all matters arising from the board meeting in Executive Session.**

F. Communication

1. Communicate openly and honestly.
2. Respect differences and listen well and for positive intent.
3. Operate as representatives and make decisions in the best interest of the whole District.
4. Focus on the situation, issue, or behavior, not the person.
5. When a Board member receives an informal complaint, listen carefully and empathetically. Direct the person to solve the problem at the lowest level. **KL, KL-AR**
 - a) Please talk with the teacher.
 - b) Please talk with the principal.
 - c) Please talk with the Superintendent.
6. Formal complaints must be put in writing and signed by the complainant. These are heard by the Superintendent or designee. Complainants may appeal the Superintendent's decision to the School Board. **KL**
7. If a complainant is unwilling to speak to the Superintendent a Board member may share the issue and the source of the complaint, concern or criticism of the District. The Superintendent will keep the Board informant "source" confidential at the request of a Board member but every effort should be made to encourage trust and open communication. This is the best hope for full understanding and resolution.
8. When the Board receives communication from the community, the chair will respond or will delegate that responsibility to another Board member. A "footnote" statement will be added to the bottom of the board chair's email so that patrons understand that it is the practice of the Board that the chair will be responding on behalf of the board. The footnote will state, "The Board Chair responds to emails sent to the full board. School board members only deliberate when gathered as a quorum as outlined in the Public Meeting Law. To assure that board conversations and deliberations do not occur on email, the Board Chair will respond on behalf of the Board. All Board members receive communications that come from the community and the response given by the Board Chair." All Board members will be included in responses made by the Board chair. Following the communication from the Board chair, other Board members may also respond if they wish. The full Board should be included in communications with the public.
9. When a single Board member receives a communication from a member of the public s/he may respond to that patron as an individual. The Board member may elect to forward the email and his/her response to the Board Chair or full Board if he/she wishes.
10. Responses to community communications should occur within 36-72 hours of receipt of the communication. The chair will delegate if s/he is unable to meet this timeframe.
11. Monitor requests to staff for information. Requests made by Board members for information are communicated to the Superintendent by Executive Team members at their weekly meeting so that staff work load can be monitored. The Superintendent keeps Board leadership informed of information requests from Board members to staff at weekly Board meeting planning meetings.
12. When a concern or problem arises, communicate one-on-one with the Board member. If the issue is not resolved, communicate with the Board chair and finally with the Superintendent if necessary.
13. **Communicate directly with the Superintendent when a question arises, or a**

concern is voiced by a staff member, student, parent, or community member.

14. Give the Superintendent a courtesy call or email before visiting a school.
15. From time to time, the board may be required to make findings of fact that are appealable to another agency. In these situations, no board member will have personal contact with parties who have a personal interest in the findings and in the board's decision prior to the time the decision is made. The purpose of this agreement is to help ensure that no board member will receive any information regarding a pending matter that is not available to all board members prior to the time the decision is made. Examples of such decisions include personnel matters, official land use decisions and charter school applications.

G. Board or Superintendent Committees

Board Committees: The committee chair is responsible for implementing the charge of the Board. The committee chair will provide regular updates of committee progress to the Board. External communication of committee progress is the responsibility of the committee chair – the committee chair will provide advanced copies to the Board and the Superintendent of any external communication 36 hours before release.

Superintendent Committees: Board members may be asked to serve on a Superintendent or District committee. The Board member is a representative of the Board to staff, student, parent and community members. Board members serving on a committee should temper their participation, mindful of their position as an elected official. Board members serving on a committee are to respect the role of the committee chair and refrain from initiating a new direction for the committee or initiating formal community input except when requested by the committee chair. The Board representative on a Superintendent or District committee will assist the Superintendent in reporting committee progress to the Board. Voting rights will be determined on a case-by-case basis.

Blank



Umatilla School District Board and Staff Operating Principles

Operating principles define the beliefs, values and methods of working together. Successful organizations are the result of effective and dynamic leadership. In order to promote such leadership, we must agree on a basic ways of working together- as a Board and as a District. The Board serves as a model for the entire District. The topics that follow outline the manner in which we agree to conduct our Board business and foster positive District relations.

Communication

Through appropriate channels, frequent, shared with Board/Superintendent team:

Superintendent to Board: The superintendent will inform the Board of pertinent activities and any potentially "newspaper worthy" news. The superintendent will use email to communicate routine matters to the Board weekly. During crisis situations, the superintendent will send an email alert and text/phone members beginning with the Board chair. The superintendent will communicate individual board questions/concerns/responses to the entire Board in the weekly notes.

Board to Superintendent: Board members are encouraged to inform the superintendent of any communications they receive from district patrons (positive or negative). The Superintendent takes directions from the Board as a whole- individual Board members should refrain from making requests of the superintendent (except for minor clarifications, explanations, etc.) and from giving direction to the superintendent regarding District business. Individual Board members will give a courtesy call or email to the superintendent prior to visiting a school.

Board to Other District Administrators/Employees: Board members are encouraged to channel formal communications to district administrators or other employees through the superintendent. Any substantial requests for information or action should come through the Board chair to the superintendent, and should reflect the Board as whole. Individual Board members shall not give directives to any school administrator or employee, publicly or privately.

② Follow the chain of command:

All: The last stop, not the first, will be the Board. We follow the chain of command and insist that others do too. Try to resolve all issues at the lowest level possible and honor the role and responsibilities of those closest to the situation.

Effective Meetings

No surprises:

Board: Board members should share ideas about new programs and new directions with the superintendent (who may involve key staff) or other members of the Board before presenting them publicly.

Administration: Bring matters to the Board in a timely fashion. Present programs and projects far enough in advance so Board members suggestions can be addressed without upsetting activities already in progress.

Be prepared:

Board: Read materials and seek clarification and information as needed from the superintendent or Board chair prior to the Board meeting. When possible, explain all major concerns about a proposal to the superintendent in advance.

Administration: Develop recommendations that combine the best interests of students and the needs of the District with the focus and direction the Board desires. Board input during work sessions and during the discussion component of a meeting may provide direction.

When a situation is controversial, exemplify the governance role, own the decision making process and support one another:

Board: Use a variety of strategies in dealing with controversy or sensitive issues. Examples: 1) the chair may call a short recess to allow for regrouping or regaining of composure, 2) a special meeting could be organized to address the topic that may need more time, 3) the chair may ask the superintendent to investigate the complaint or concern.

Generally, the Board does not take final action on a complaint during the meeting at which it is presented. The Board does not hear complaints related to individuals in open session. To protect the rights of individuals, such complaints are dealt with in executive session with the appropriate parties present.

Administration: Resolve complaints at appropriate administrative levels. Prepare and forewarn the Board of any concern likely to come its way. Write follow-up notes to patrons with concerns and inform them of any follow-up action the Board or administration may take.

Decision Making

Practice efficient decision making:

Board: In order to formulate and execute sound decisions, we agree to:

- Resolve problems at the lowest level possible following the chain of command.
- Clearly communicate decisions.
- Build a point of reevaluation into decisions.
- Provide input from all concerned.
- Make decisions consistent with our expressed goals.
- Move to the question when the discussion is repetitive.
- Executive session will be held only for appropriate subjects.

The Board acts only as a body:

Board: No Board member has the authority to speak for the Board without Board action and direction. Board members will act only as member of the Board and do not assume individual authority when the

Board is not in session unless authorized and directed by Board vote. Board members should review essential facts, consider others' ideas, and present personal opinions during Board deliberations; but, once the Board vote has been taken, all Board members should support Board decisions regardless of how individuals voted.

Superintendent: It is the Board's job to see that the schools are well run, but not to run the schools. Day to day work and decisions are the responsibility of the superintendent. The superintendent will follow Board policy when making daily decisions and will keep the Board apprised of key initiatives, decisions and personnel changes.

We all work collectively for the benefit of students in the district and agree to keep children at the focus of our work and decisions.

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Dayton School Board Operating Protocol
DRAFT- 9/12/17

For the purposes of enhancing teamwork among members of the board and between the board and administration, we the members of the Dayton School Board, do hereby publically commit ourselves collectively and individually to the following operating protocol:

- Surprises to the board or superintendent will be the exception, not the rule. There should be no surprises at a board meeting. We agree to ask the board chair or the superintendent to place an item on the agenda instead of bringing it up unexpectedly at the meeting.
- Communication between staff and the board are encouraged. However, board requests that will likely require considerable time or have political implications are to be directed to the board chair and/or superintendent. All personnel complaints and criticisms received by the board or its individual members will be directed to the superintendent.
- We agree to follow the chain of command and insist others do so. While the board is eager to listen to its constituents and staff, each inquiry is to be referred to the person who can best address the issue.
- As a parent, a board member retains the right to express his or her own personal opinions in verbal and/or written form.
- A board member will not "solicit an issue," become a "ball carrier" for others, or work around administrative employees. A board member will encourage others to present their own issues, problems, or proposals in a constructive manner.
- The board will emphasize planning, policy making, and public relations rather than becoming involved in the management of schools.
- The board will address its behavior by yearly self-evaluation and will set clear goals for themselves and the superintendent. The board and superintendent will set clear priorities and goals for the Dayton School District.
- Individual board members do not have authority. Only the board as a whole has authority. We agree that an individual board member will not take unilateral action.
- When board members serve on various committees their role shall be defined by the board as a silent observer or active participant.
- Conduct by the board will follow Policy BBF- Board Member Standards of Conduct. We agree to avoid words that create a negative impression on an individual, the board, or the district. While we wish to encourage debate and differing points of view, we will do it with care and respect. Individual board members may disagree with a board action, but will support the decision of the board as a whole.
- To be as efficient as possible, long board meetings must be avoided. Points to be made should be made in as few words as possible. Board meetings are for decision making, action, and votes, not endless discussion. If a board member believes he or she doesn't have enough information or has questions, either the superintendent or board chair is to be called before the meeting. We agree to move forward when discussion is repetitive.
- The board will represent the needs and interests of all the children in the Dayton School District and will ensure an open, inclusive, and safe learning environment.

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Dayton School Board Operating Protocol DRAFT- 11/14/17

An operating protocol defines the beliefs, values, and methods of working together. Successful organizations are the result of effective and dynamic leadership. In order to promote such leadership, we must agree on basic ways of working together- as a Board, as a Board/Superintendent Team, and as a District. For the purposes of enhancing teamwork among members of the board and between the board and administration, we the members of the Dayton School Board, do hereby publically commit ourselves collectively and individually to the following operating protocol:

Communication

- **Superintendent to the board:** The superintendent will inform the board of pertinent activities and any "newspaper worthy" news. The superintendent will use email to communicate routine matters to the board weekly. During crisis situations, the superintendent will send an email alert and text/phone messages beginning with the board chair. The superintendent will communicate individual board questions/concerns/responses to the entire board in the weekly notes or in upcoming meetings.
- **Board to superintendent:** Communication between staff and the board are encouraged. Board members are encouraged to inform the superintendent of any communications they receive from district patrons (positive or negative). The superintendent takes direction from the board as a whole- individual board members should refrain from making requests of the superintendent. Board requests that will likely require considerable time or have political implications are to be directed to the board chair and/or superintendent. All personnel complaints and criticisms received by the board or its individual members will be directed to the superintendent.
- Board members and the superintendent will meet periodically face-to-face in a one-on-one format to ensure a quality board superintendent relationship as well as to create open communication.
- **Board Member to Board Member:** Board members will always abst
- **Board to other district administrators/employees:** Board members are encouraged to channel formal communications to district administrators or other employees through the superintendent. Individual board members shall not give directives to any school administrator or employee, publically or privately.
- We agree to follow the chain of command and insist others do so. The last stop, not the first, will be the board. While the board is eager to listen to its constituents and staff, each inquiry is to be referred to the person who can best address the issue. This process honors the role and responsibilities of those closest to the situation.

Meetings

- Surprises to the board or superintendent will be the exception, not the rule. There should be no surprises at a board meeting. We agree to ask the board chair or the superintendent to place an item on the agenda instead of bringing it up unexpectedly at the meeting.
- The superintendent and staff will prepare the board meeting agenda in advance with the board chair. Ideas for discussion- from either board members or staff- should be brought to the attention of the board chair and superintendent during the board planning time.

- Board members and staff should be prepared for meetings by reading materials prior to the meetings and when possible, concerns or clarification should be made prior to the meeting so additional information and/or materials can be provided to the entire board for discussion during the meeting.
- As a parent, a board member retains the right to express his or her own personal opinions in verbal and/or written form.
- To be as efficient as possible, long board meetings must be avoided. Points to be made should be stated in as few words as possible. Board meetings are for decision-making, action, and votes, not endless discussion. If a board member believes he or she doesn't have enough information or has questions, either the superintendent or board chair is to be called before the meeting. We agree to move forward when discussion is repetitive.

Decision Making

- **In order to formulate and execute sound decisions, we agree to:**
 - Resolve problems at the lowest level possible following the chain of command.
 - Clearly communicate decisions.
 - Build a point of reevaluation into decisions.
 - Provide input from all concerned.
 - Make decisions consistent with our expressed goals.
 - Move to question when the discussion is repetitive.
 - Utilize Executive Session for only appropriate subjects.
- The board will address its behavior by yearly self-evaluation and will set clear goals for themselves and the superintendent. The board and superintendent will set clear priorities and goals for the Dayton School District.
- The board will emphasize planning, policy making, and public relations rather than becoming involved in the management of schools.
- Individual board members do not have authority. Only the board as a whole has authority. We agree that an individual board member will not take unilateral action.
- When board members serve on various committees their role shall be defined by the board as a silent observer or active participant.
- A board member will not "solicit an issue," become a "ball carrier" for others, or work around administrative employees. A board member will encourage others to present their own issues, problems, or proposals in a constructive manner.
- Conduct by the board will follow Policy BBF- Board Member Standards of Conduct. We agree to avoid words that create a negative impression on an individual, the board, or the district. While we wish to encourage debate and differing points of view, we will do it with care and respect. Individual board members may disagree with a board action, but will support the decision of the board as a whole.

We will work collectively for the benefit of students in the district, agree to keep children at the focus of our work, and will ensure an open, inclusive, and safe learning environment for all.

Some material excerpted from Carson and Eller's 2009 book, So Now You're the Superintendent!