

## Organizational Management

- A. Utilize a systematic approach to managing continuous improvement throughout the district.
- B. Maintain, directly or through delegation, personnel, student, business, and other records as required by law and/or board policy.
- C. File all reports required by state or federal law/regulations.
- D. Follow the superintendent job description and contract provisions while administering the superintendent roles and responsibilities.

## District Facilities Management

- A. Provide recommendations/proposals to the Board regarding new learning facilities, additions/improvements to existing facilities.
- B. Collaborate with the Board of Education to implement short and long-term maintenance plans for building and grounds, delegating duties, as the Superintendent deems appropriate.
- C. Maintain appropriate funding in the annual budget to support the maintenance and upkeep of facilities and equipment throughout the district.
- D. Develop and implement guidelines and procedures governing the use and care of district facilities and property.
- E. Recommend to the Board the sale of surplus property no longer needed and authorize the proper execution of such sales.
- F.

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## SUPERINTENDENT – BOARD COMMUNICATIONS

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“When it comes to body language, there are some who have better vocabularies than others.”

~ Doug Larson

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**W**hile in addition to having a clear policy enumerating superintendent responsibilities, the board can strengthen the working relationship by discussing and adopting the following communication agreements. Communication agreements establish mutual expectations between board members and the superintendent.

### Communication Agreements

The board expects:

- To receive communications from the superintendent utilizing the most effective

method available and as needed

- To be notified by as soon as possible in the event of a school emergency (lock down, fire), student or staff emergency (involving an arrest, injury, death...)
- To receive board packets and supporting documentation to allow board members the opportunity to properly prepare for the board meeting or work session
- To receive regular monthly expenditure reports (with comparison data for the last **two or three** years)
- To participate in assigned committee work to streamline the work of the board
- To receive the same information. 1) one member's request for additional information results in all members receiving or having the same access to the information; 2) updates from the superintendent are distributed to all board members; 3) if one board member submits a request to the superintendent, it is a request; and 4) if a majority of board submit a request, the board is giving direction to the superintendent
- That each board member will treat each other and staff with respect
- The superintendent and staff will treat all board members with respect
- Reasonable requests for additional information will be satisfied in a timely manner
- That board members will not attempt to surprise administration during board meetings

The superintendent expects:

- Requests for an item to be placed on the agenda will be according to district policy
- Direction is only given at board meetings when a majority of the board votes to give direction
- Board members will be respectful toward staff and be respectful of staff's time
- Board members will read all supporting documentation before the board meeting
- Board members will contact the superintendent with questions regarding agenda items or supporting materials as soon as possible and before the scheduled board meeting
- District administrators will not attempt to surprise the board during board meetings

#### **Agenda Agreements**

- The board and/or superintendent will utilize AIM to support proposed board action
- The board will adopt an Annual Board Calendar to ensure primary functions of planning and policy are carried out in a responsible and timely manner
- Board members will follow policy when requesting that items be placed on the agenda
- The board president will meet with the superintendent to review and approve the draft agenda

- A consent agenda will be used for routine board business and items that do not require discussion
- Board members may ask to have an item pulled from the consent agenda to allow for discussion or individual consideration. The board member will notify the superintendent prior to the meeting of the intent to pull an item off of the consent agenda and what additional information may be required
- Items pulled from the consent agenda will be discussed immediately after the consent agenda vote

#### **Board Meeting Agreements**

- Board members will arrive at the meeting prepared to discuss items on the agenda
- Board members will notify the superintendent about positive and/or negative comments received from community members regarding the district or specific agenda items
- Board members will give the superintendent time to research clarifying questions about agenda items and not spring surprises on the superintendent or other board members at the board meeting
- Print copies of the meeting agenda will be made available to the public at the meeting site. The community may also access a copy of the agenda on the district website
- Procedures for public comment are clear, available at the meeting site, and accessible on the district's website
- The board president will follow the district public participation policy to allow for public comment
- The board president (only) will respond to public comment during the meeting
- The board president may recognize the superintendent for factual information and/or a board member to ask a clarifying question

### **Board-Superintendent Relations**

Studies show breakdowns occur between the board and superintendent as a result of:

- ◆ Lack of trust
- ◆ Lack of communication
- ◆ Loss of confidence

To ensure trust, open communication, and confidence in the performance of the superintendent, the board must evaluate the superintendent's job performance annually. The review should include a written appraisal instrument and a discussion of this instrument with the superintendent.

The intent of the evaluation is to:

- ◆ Assess the superintendent's leadership of the district and his/her success growing and improving student learning and achievement
- ◆ Communicate the conclusions to the superintendent providing feedback and direction to him/her
- ◆ Enhance the working relationship between the board of education and the superintendent
- ◆ Promote the professional development and growth of the superintendent
- ◆ Guide decisions relative to continued employment and compensation

- The board president will thank each member of the public for their time and sharing their viewpoints (even if you do not agree with the public and/or the information presented)
- The board president will ensure that only one person speaks at a time and that each member is given the opportunity to participate according to district policy
- The public only has a right to participate in the meeting during the designated public comment time
- Board members will model the behaviors expected of students, staff, and community members. Issues, not people, will be attacked during board meetings
- Board members will listen respectfully to each other and staff (no side conversations)
- The superintendent and the board share the responsibility to monitor for compliance with the Nebraska Open Meeting Law and district policy
- Board members will refrain from taking a position on an issue until all relevant information is presented
- The focus of board meetings will be board work and not administrative/staff work. Assess the agenda item to determine whether the board is celebrating success, following policy, or if the item requires board action to ensure accountability
- Board members will not make long, unnecessary speeches
- Board members and staff will support (or stay silent and not undermine) the decisions of the board
- Board members and staff will abide to confidentiality relevant to discussion during closed session
- The superintendent and the board will ensure that all documents, records, reports, etc., are processed and maintained in accordance with applicable laws, regulations, policies, etc.

### **Site Visit Agreements**

- Board members are encouraged to attend school events, as a spectator
- Board members wishing to visit a building in the district shall check with the respective building principal or superintendent prior to visiting to identify the best time to visit, follow check in procedures upon arrival, and visitor privileges
- During the visit board members will respect staff time and allow staff to perform their duties, refrain from evaluating staff, give direction to staff or students, and will not accept gifts or favors from any district employee
- Board members visiting with teachers of their own children, will make it clear they are acting as a parent rather than as a board member
- Board members who observe an issue at a school that needs administrative follow-up, will communicate concerns to the respective administrator and/or superintendent

## Board/Community Relations Agreements

- Board members will serve as ambassadors for their district, emphasizing the positive aspects of the district
- Superintendent will serve as spokesperson for the district with the media
- Board president will serve as spokesperson for the board with the media
- Board members who receive a complaint should direct the individual through the appropriate channels. The board is the last stop in the complaint process and the individual board member does not have the authority to solve problems

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## SUPERINTENDENT PERFORMANCE EVALUATION

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“Desire is the key to motivation, but it is the determination and commitment to an unrelenting pursuit of your goal – a commitment to excellence – that will enable you to attain the success you seek.”

~Mario Andretti

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**W**hile the superintendent evaluation is one of the fundamental responsibilities of the school board. The intended purpose is to assess the superintendent in relation to performance-based standards that prove effective in relation to student learning. The superintendent should take the lead by conducting a self-assessment to aid in the development of goal setting, a professional development plan, and personal reflection of how he/she has demonstrated success in the performance of their duties.

The board and superintendent must exercise mutual understanding of the value and overall purpose of the evaluation process. Personalities and personal relationships must be removed from the process placing an emphasis on the professional attributes of the superintendent’s job performance. When effective and purposeful, a quality superintendent evaluation process will also aid in the development of mutual respect between the board/superintendent relationship, benefit and clarify respective roles and responsibilities, create common understanding of the leadership qualities and provide a mechanism for public accountability. Consequently, it is important to allow for flexibility in the process, remembering to differentiate between goals that can reasonably be expected to be achieved and goals that are subject to circumstances beyond the superintendent’s ability to control.