School District Governance Team

Roles & Responsibilities
School District Board Member

As a board member you play various roles.

The term role is defined as a behavior expected of someone who holds a particular position or status.

You hold positions as:

1. An individual board member.
2. A member of a board made up of other board members.
3. A member of a governance team made up of other board members and a superintendent.

In all of these positions, you play four major roles:

<table>
<thead>
<tr>
<th>Four Major Roles of a Board Member</th>
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<tbody>
<tr>
<td>• Representative – of the total community</td>
</tr>
<tr>
<td>• Leader – of the district</td>
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<tr>
<td>• Steward – of two precious resources: children and $$$ and all that $$ buy</td>
</tr>
<tr>
<td>• Advocate – of public education… and of an educated public</td>
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</table>

Highly effective boards represent their community well, fulfill the public trust, and truly lead student achievement by devoting most of their corporate intellect, energy, and time to four macro-responsibilities.
Four Macro Responsibilities

Set the district’s direction: On behalf of and with extensive participation by the community, describe a vision for the district, and establish goals and standards that cause the vision to become reality.

Ensure alignment of strategies, resources, policies, programs, and processes with district goals.

Assess and account for progress using comprehensive data, thorough deliberation, and open communication.

Continuously improve the district accentuating and reinforcing the positive, and correcting the negative.

Eight Key Works flesh out the four macro-responsibilities. Governance teams that concentrate on these key works seldom dissipate their time and productivity by wandering into operations and implementation. They know what’s important and they stick to it. They focus on ends, while the superintendent focuses on the ways and means to attain the ends. To help students, these boards focus on eight key works.

1. Build with the community a shared vision for student achievement.
2. Set clear standards for student learning, and for all aspects of district performance.
3. Ensure alignment of resources, programs, and culture with goals and standards.
4. Create a positive climate fostering learning and student achievement.
5. Collaborate with the superintendent and community to build support for student achievement as a top community priority.
6. Establish an assessment system to measure progress toward standards.
7. Establish a strong accountability process for student achievement.
8. Commit to an attitude and process of continuous improvement for student achievement.

4-4-8 is the combination highly effective boards use to set agendas, minimize distractions, and lead student achievement.
First among equals on the board is the board president who plays several roles and meets responsibilities consistent with that office.

**The Board President**

- **Leader of Leaders** who envisions, plans, organizes, motivates, and builds bridges.
- **Presider** who articulates agendas, maintains order, announces results, etc.
- **Communicator** who listens, and speaks on behalf of the board.

The board alone is only one component of the district governance team. Complementing the board’s legislative and judicial functions are the executive functions of the superintendent. The board and the superintendent compose the district governance team.

**Board + Superintendent = District Governance Team**

Within the district governance team, the superintendent plays various roles.

**Major Superintendent Roles**

**Advisor**
The superintendent is the district’s professional educator and the board’s principal counselor on standards, curricula, assessments, and other matters affecting student achievement.

**Executive**
The superintendent is the district’s Chief Executive Officer…the action agent who recommends district goals and determines how best to achieve goals approved by the board.

**Leader**
The superintendent is a catalyst for educational excellence.

**Manager**
The superintendent is the manager of the district’s resources, programs, and processes.

**Advocate**
The superintendent is an advocate of public education and of an educated public.

**Communicator**
The superintendent is a communicator of student achievement throughout the district.
Statutory Powers and Duties of a Superintendent of Schools

Education Law section 1711(2) states that superintendents of schools have the following powers and duties, unless otherwise specified by the bylaws of the board of education:

- "To be the chief executive officer of the school district and the educational system, and to have the right to speak on all matters before the board, but not to vote.
- To enforce all provisions of law and all rules and regulations relating to the management of the schools and other educational, social and recreational activities under the direction of the board of education.
- To prepare the content of each course of study authorized by the board of education. The content of each such course shall be submitted to the board of education for its approval and, when thus approved, the superintendent shall cause such courses of study to be used in the grades, classes and schools for which they are authorized.
- To recommend suitable lists of textbooks to be used in the schools.
- To have supervision and direction of associate, assistant and other superintendents, directors, supervisors, principals, teachers, lecturers, medical inspectors, nurses, auditors, attendance officers, janitors and other persons employed in the management of the schools or the other educational activities of the district authorized by [the Education Law] and under the direction and management of the board of education; to transfer teachers from one school to another, or from one grade of the course of study to another grade in such course, and to report immediately such transfers to such board for its consideration and actions; to report to such board violations of regulations of regulations and cases of insubordination, and to suspend an associate, assistant or other superintendent, director, supervisor, expert, principal, teacher or other employee until the next regular meeting of such board, when all facts relating to the case shall be submitted to such board for its consideration and action.
- To have supervision and direction over the enforcement and observance of the courses of study, the examination and promotion of pupils, and over all other matters pertaining to playgrounds, medical inspection, recreation and social center work, libraries, lectures, and all other education activities under the management, direction and control of the board of education." (For city school districts, see sections 2508 and 2566.)

With regard to the transfer of teachers, the Education Law specifically provides that a collective bargaining agreement may modify the superintendent’s authority (Sections 1711(4), 2508(7), 2566(9); Board of Educ. of the Arlington CSD v. Arlington Teachers Ass’n, 78 N.Y.2d 33 (1991)).

A superintendent may not transfer a tenured administrator to another position as a disciplinary measure. (Appeal of Irving, 39 Educ. Dep’t Rep 761 (2000)).

above extracted from School Law, 31th Edition

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The School District Governance Team

School Board

End Results → Foci

1

Sequence


Questions to be Addressed

Vision Goals Policies Linkages Assurances Standards

Tools

Strategies Procedures Regulations Assignments Documentation

Superintendent

Focuses

Means

2

How? When? Where? By Whom?

Methods

Recommend

Trust

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The general responsibilities of a school board:

1. Plan the district’s future

2. Establish goals for the district

3. Establish policies for the district to achieve its goals

4. Hire and evaluate the superintendent

5. Approve, review, and support the instructional program

6. Approve and monitor the budget

7. Ratify collective bargaining agreements

8. Oversee school facilities and operations

9. Establish and maintain effective community engagement

10. Hear appeals related to policies

11. Lobby and collaborate with district, town, county, state, and federal organizations
The general responsibilities of the superintendent:

1. Implement board policies and develop regulations that reflect board policies.

2. Advise the board about district policy matters.

3. Operate the school district as its chief executive officer.

4. Enforce all provisions of law and all rules and regulations relating to management of staff, students, programs, processes, facilities, funds, and all other resources.

5. Develop and evaluate the staff.

6. Develop, monitor, and report the execution of the budget to the board.

7. Recommend the curriculum to the board and implement the approved curriculum.

8. Recommend curriculum revisions and a suitable list of textbooks to the board.

9. Engage the community to the extent that board policies provide.

Details of these powers and duties are listed in the school administrator section of School Law.
## BOARD AND SUPERINTENDENT RESPONSIBILITIES

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<tr>
<th></th>
<th><strong>School Board</strong></th>
<th><strong>Superintendent</strong></th>
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</thead>
<tbody>
<tr>
<td>1. General</td>
<td>Leads the district</td>
<td>Advises the Board</td>
</tr>
<tr>
<td>2. Policy</td>
<td>Articulates and adopts</td>
<td>Supports/recommends</td>
</tr>
<tr>
<td>3. Budgets/Finance/Audits</td>
<td>Adopts and monitors and reviews reports</td>
<td>Prepares, administers, and reports</td>
</tr>
<tr>
<td>4. Personnel</td>
<td>Establishes criteria, approves or rejects</td>
<td>Interviews, recommends, hires, evaluates; promotes, and guides staff development</td>
</tr>
<tr>
<td>5. Instruction</td>
<td>Establishes criteria, approves, and monitors</td>
<td>Recommends, oversees staff efforts</td>
</tr>
<tr>
<td>6. Community Engagement</td>
<td>Establishes and maintains engagement programs</td>
<td>Takes actions as directed by the board</td>
</tr>
<tr>
<td>7. Collective Bargaining</td>
<td>Provides guidelines, ratifies contracts</td>
<td>Monitors process within guidelines</td>
</tr>
<tr>
<td>8. Student Services</td>
<td>Establishes criteria, approves, and monitors</td>
<td>Recommends, oversees staff efforts</td>
</tr>
<tr>
<td>9. Facilities</td>
<td>Adopts policy on facilities use and oversees conditions/monitors</td>
<td>Implements policy, writes rules and regulations, makes recommendations</td>
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<tr>
<td>10. Transportation/Food Services</td>
<td>Adopts policy for transportation and food service programs</td>
<td>Implements policy, writes rules and regulations, makes recommendations</td>
</tr>
<tr>
<td>11. Meetings</td>
<td>In charge of</td>
<td>Serves as a resource</td>
</tr>
<tr>
<td>12. Board and Superintendent relationship</td>
<td>Hires Superintendent, establishes expectations, evaluates the Board and the Superintendent</td>
<td>Works at pleasure of the board, is Chief Executive Officer of the district</td>
</tr>
</tbody>
</table>
POLICY RESPONSIBILITIES

The Board

1. Articulates vision and goals which shape policies

2. Adopts policies for the governance and management of the school district.

3. Clearly defines for the superintendent the intent of the board.

4. Reviews, and may adopt, administrative procedures, rules and regulations which implement the board’s policy.

5. Reviews and evaluates board policy at least annually.

The Superintendent

Acts as advisor to the board in areas needing policy development or revision.

Drafts written policy and provides the board with data and information.

Maintains up-to-date written manual of district policies.

Implements district policies and assures that the staff, students, and community are aware of the intent and importance of the policies.

Develops and implements rules, regulations, and procedures necessary to implement the board’s policies and to appropriately manage the school district.

Assists the board to evaluate policies and additionally identifies areas where the board should revise or rewrite policies as needs of the district or laws and regulations change.
FINANCIAL RESPONSIBILITIES

The Board

1. Establishes goals for the management of the district, programs to be offered, and services to be provided.

2. Establishes criteria for the development of the budget and provides the superintendent with parameters for budget planning.

3. Appoints the audit committee. The Audit Committee explores with the auditor the Internal controls of the district, major Changes in fiscal procedures, adequacy of budget preparation and oversight, and Other concerns of the board and the auditor.

4. Submits for voter approval an annual budget; sets the tax levy, and proposes bond issues.

5. Provides information to the community about the budget and bond issues.

6. Reviews and approves warrants to pay bills, purchase supplies, equipment or services or hires a claims auditor.

7. Adopts policies for the accounting of all school funds, and for the reporting of fiscal information to the board.

8. Establishes the purchasing policy for the district.

9. Establishes limits for a budget transfer that can be done without board approval.

10. Approves bids for purchases of supplies, materials, and equipment in excess of $10,000 and for purchases of services, labor, and construction in excess of $20,000.

The Superintendent

Supervises implementation of the district’s financial programs and services.

Prepares a detailed budget based on board’s goals and parameters.

Presents a budget to the budget committee and the board for their consideration, approval, and submission to voters.

Administers the budget and assures that expenditures of district funds are within the legal requirements of the budget.

Provides information to the community about the budget and bond issues.

Prepares and presents a list of monthly bills for the board’s approval.

Establishes a control system for financial accounting and reporting according to board policy and state law.

Reports to the board on a regular basis the financial condition of the district.

Makes financial reports to the state and federal government as required.

Obtains board approval to transfer funds exceeding the amount set by board policy. Provides the board with a list of bidders for purchases exceeding amounts established by law.

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The Board

11. Recruits, interviews, and hires an external auditor who is directly responsible to the board.

12. Receives the audit report from the auditor. Receives the Audit Committee Reports. Receives the Internal Audit Reports. Receives the External Audit Management letter.

The Superintendent

Assists the auditor by collecting appropriate records and assuring that staff and appropriate information are available on request.

Acts as a resource to the board. Makes copies of the audit available to the board and makes arrangements for a meeting with the board and its auditor.
PERSONNEL RESPONSIBILITIES

The Board

1. Establishes criteria to be used in hiring. Approves hiring of professional, paraprofessional, certified, and all other employees of the district. Adopts policies for personnel management.

2. Reviews job descriptions.

3. Decides disciplinary actions or terminations of staff after thorough review of supporting documentation.

4. Reviews personnel actions recommended by the superintendent.

5. Adopts required grievance procedures.

6. Promotes good working relations with staff and maintains lines of communication with staff as appropriate.

7. Approves staff evaluation procedures. In many instances, the evaluation procedures will be negotiated items between the district and the employees' bargaining unit.

8. Receives recommendations and takes appropriate action(s) based on personnel evaluation.

The Superintendent

Supervises the work of all employees of the district.

Establishes procedures for the recruitment, hiring, and assignment of staff.

Establishes job descriptions for all positions.

Recommend staff disciplinary actions to the board according to board policies and legal requirements.

Recommends personnel for appointment, promotion, transfer, retirement, and other job assignments according to the board’s policies and legal requirements.

Serves as the board’s liaison with staff. Notifies personnel of the board’s actions.

Maintains good working relationships with staff and maintains lines of communication with individual staff members and employee organizations.

Develops with the board and staff a systematic plan for evaluating the performance of all district staff.

Assures that evaluation procedures comply with all legal requirements and reflect principles of good personnel management.

Supervises the evaluation of all staff. Submits reports and recommendations to the board.

Documents recommendations for tenure, retention, or dismissal. Identifies corrective actions taken on proposals and verifies full compliance with legal requirements and board policy.

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INSTRUCTIONAL RESPONSIBILITIES

The Board

1. Establishes an educational philosophy and goals for the instructional programs of the district.

2. Evaluates the educational program; adopts changes as recommended by the superintendent. Receives periodic Reports.

3. Reports to the community the status of student achievement in the district.

4. Approves recommended testing programs.

5. Identifies and adopts graduation requirements taking into consideration state standards and local community needs.

6. Establishes criteria for the assignment of staff.

7. Receives and evaluates reports of the professional staff relative to the instructional program.

8. Adopts policies on the selection of textbooks and other instructional materials and equipment.


10. Adopts policy which provides a method for parents and community to request reconsideration of instructional materials.

The Superintendent

Advises the board on the educational needs of the students, the requirements of the State Education Department, and the Commissioner’s Regulations.

Provides leadership to the staff in the continuous development, implementation, and evaluation of the instructional program. Recommends additions or changes.

Reports to the board the status of student achievement in the district.

Recommends testing programs to the board. Implements testing programs appropriate to the educational objectives.

Recommends appropriate graduation standards and the methods used to measure attainment.

Assigns staff.

Regularly schedules presentations and reports by staff on various segments of the instructional program.

Recommends policy for the selection of textbooks and other instructional materials and equipment according to state standards, legal requirements, and sound instructional practices.

Recommends textbook adoptions to the board.

Establishes procedures to implement the board’s policy on questioned or challenged materials.
COMMUNITY ENGAGEMENT RESPONSIBILITIES

The Board

1. Is the liaison between the schools and the community. Maintains an awareness of community attitudes, values, concerns, and interests.

2. Adopts policies for engaging the community.

3. Actively participates in programs to engage the community. Represents the schools at community functions and the community at school functions.

4. Appoints advisory committees/tasks forces and outlines their responsibilities.

5. Cooperates with the news media for dissemination of information about the board and the school district.

6. Adopts policy for the equitable resolution of community complaints or grievances; works through the superintendent to resolve such complaints and grievances.

The Superintendent

Informs the community about its schools. Seeks information and perceptions from the community.

Recommends community engagement activities.

Works with parent groups and other organizations. Interprets the programs and activities of the schools to community groups.

Serves as the liaison with advisory Committees/task forces.

Establishes a working relationship with the news media. Meets with representatives of the media to provide appropriate information. Issues news releases as required.

Serves as liaison with the community to resolve complaints or grievances; makes recommendations to the board for resolution of complaints that cannot be solved at the administrative level.
COLLECTIVE BARGAINING RESPONSIBILITIES

The Board

1. Grants recognition to bargaining units in the district.

2. Designates union as the exclusive negotiating representative of the employees in the unit.

3. Determines district issues to be presented for negotiations. Establishes guidelines and criteria for the collective bargaining process for all units.

4. Selects the negotiator(s) and appoints the negotiating team.

5. Approves contracts.

The Superintendent

Provides the board with job titles included in the composition of the unit.

Verifies that the union represents a majority of the employees in that unit.

Acts in a support role to the board.

Provides factual data and makes necessary management recommendations.

May serve as advisor to the negotiating team. May serve as the board’s chief negotiator.

Administers contracts.
STUDENT SERVICES RESPONSIBILITIES

The Board

1. Adopts policies for provision of student services including admission, attendance, rights and responsibilities, discipline, and welfare.

2. Adopts policies necessary to cover student special needs and problems.

3. Adopts policies necessary to assure appropriate safety and health needs of students.

The Superintendent

Recommends appropriate policy and rules to maintain adequate services and appropriate control of students.

Implements student policies adopted by the board.

Directs and supervises all student activities—instructional, extra-curricular and co-curricular.

Recommends policies, and develops and implements programs providing for student special needs and problems.

Recommends policies, and develops and implements appropriate safety and health standards and the procedures necessary to assure compliance with board policies, state and federal standards, and legal requirements.

Develops and implements procedures to deal with health and safety emergencies.
FACILITIES RESPONSIBILITIES

The Board

1. Establishes policies for the appropriate use and the proper operation and maintenance of school district buildings, grounds, and equipment.

2. Decides to put before the voters, The purchase of school sites.

3. Decides to put before the voters, what construction or building renovation is necessary and purchases sites.

4. Hires architects or other consultants as necessary.

5. Conducts inspections of school buildings on an annual basis.

The Superintendent

Provides for the proper upkeep of facilities and maintenance of equipment.

Develops long-range plans for preventive maintenance of buildings, grounds, and equipment.

Assigns and supervises staff.

Establishes procedures for public use of buildings, grounds, and equipment.

Collects information and makes recommendations to the board.

Collects information and makes recommendations to the board.

Works with architects, staff, and consultants.

Acts in an advisory capacity to board in planning and construction.

Arranges for the board's inspection tour of school buildings.
TRANSPORTATION/FOOD SERVICES RESPONSIBILITIES

The Board

TRANSPORTATION

1. Adopts policies to implement transportation systems and provide for student transportation needs.

2. Establishes criteria for student participation and sets limits on areas where service will be provided.

FOOD SERVICE

1. Adopts policies for food services programs.

2. Establishes criteria for funding of cafeteria services.

The Superintendent

TRANSPORTATION

Recommends transportation policies.

Assures that board policies are implemented and that the district is in compliance with state standards and laws.

Recommends transportation needs.

Supervises the transportation system of the district.

Assigns staff as appropriate.

FOOD SERVICE

Recommends to the board necessary policies for food service programs.

Supervises and implements food service programs and assigns staff as appropriate.

 Prepares the budget for food service programs and recommends to the board.
<table>
<thead>
<tr>
<th>The Board</th>
<th>The Superintendent</th>
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<tbody>
<tr>
<td>1. Meets together to transact all business coming within the jurisdiction of the district. All duties imposed on the board must be performed at a meeting of the board.</td>
<td>Acts as an advisor to the board.</td>
</tr>
<tr>
<td>2. Establishes, through policy, the operational procedures for maintaining control of the board meeting.</td>
<td>Assures compliance with all legal requirements relative to posting of notices and maintenance of meeting records.</td>
</tr>
<tr>
<td>3. The board president, in consultation with the superintendent, develops the agenda for board meetings.</td>
<td>Identifies areas of business which the board must address and cooperates with the board president in developing the agenda.</td>
</tr>
<tr>
<td>4. Prior to the meeting, the board identifies for the superintendent the amount of information expected for good decision making and the amount of time necessary for appropriate review of the materials.</td>
<td>Provides board members, in advance of the meeting, with sufficient information and data to assist them in making informed decisions.</td>
</tr>
<tr>
<td>5. Conducts the business of the board necessary to reach the board’s decisions.</td>
<td>Carries out the board’s decisions and instructions. Notifies staff and students of board’s actions relevant to them. Develops plans to follow-up on items of concern raised by board members.</td>
</tr>
<tr>
<td>6. Complies with New York State’s Open Government Law (Open Meeting Laws) and does not misuse the executive session provisions.</td>
<td>Assures that the scheduling and holding of board meetings meets the requirements of the law. Refrains from scheduling inappropriate actions in executive session or introducing inappropriate subjects while in executive session.</td>
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WHO DOES WHAT?
SUMMARY OF RESPONSIBILITIES

The Board

1. Establishes criteria for the selection of the superintendent; recruits, interviews and hires the superintendent.

2. Establishes contract provisions and working conditions for the superintendent.

3. Provides superintendent with written expectations of performance and personal qualities upon which he/she will be evaluated.

4. Evaluates the superintendent at least annually.

5. Has trust in and respect for the professional judgment of the superintendent.

6. Conducts an annual evaluation of the board’s and district’s effectiveness.

The Superintendent

Provides the board with materials requested.

Assures personal professional qualifications meet the criteria established by the board.

Holds a valid superintendent’s certificate and maintains certificate during time in position.

Accepts contract for employment.

Provides board with written goals and objectives to meet the board’s expectations and to define his/her goals in the district.

Provides the board with information necessary to assure that goals, objectives, and expectations are being met.

Has trust and respect for the members of the board and for their right to have opinions and ideas which differ from his/hers.

Is a resource to the board and provides input to the evaluation process.

Work together for the good of the district and for the students in providing them a good education.

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### WHO DOES WHAT?
#### SUMMARY OF RESPONSIBILITIES (cont'd)

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<th>The Superintendent</th>
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</thead>
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<tr>
<td>7. Represents public education and serves as liaison between the schools and the community.</td>
<td>Serves as the chief executive officer of the board and is responsible to the board for implementing its policies and carrying out its instructions.</td>
</tr>
<tr>
<td>8. Is the elected policy making body of the school district and is required by law to establish rules for the governing of the school and students.</td>
<td>Is employed at the pleasure of the board. The superintendent is usually employed by contract and does not become tenured.</td>
</tr>
<tr>
<td>9. Establishes salary, contract, and working conditions of the superintendent.</td>
<td>Administers the school district according to board policies and guidelines; rules and regulations of the Commissioner; and federal requirements.</td>
</tr>
<tr>
<td>10. Invests the superintendent with those powers and duties it may legally delegate according to Board policies and state and federal laws.</td>
<td>Coordinates the operation and program of all the schools.</td>
</tr>
<tr>
<td>11. Requires the superintendent to be the educational leader of the school district.</td>
<td>Delegates authority to other staff members and at all times has the final responsibility for carrying out the mandates of the board.</td>
</tr>
<tr>
<td>12. Requires accountability from the superintendent for attaining district goals and standards.</td>
<td>Provides educational leadership to the board, staff, students, and community.</td>
</tr>
<tr>
<td>13. Requires accountability of itself for attaining district goals and standards.</td>
<td>Provides for the operation of the schools; supervision of the instructional program; and management of district personnel.</td>
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Recommends to the board the district organizational structure.

Identifies needs of the district and reports them to the board.

Continually upgrades his/her professional knowledge and qualifications.

Is aware of statewide and national educational developments and reports such information to the board.

Maintains membership in and participates with appropriate professional associations; attends conferences, workshops, and professional development seminars.
TO GOVERN EFFECTIVELY AS A TEAM, SUPERINTENDENTS SHOULD EXPECT OF SCHOOL BOARDS:

1. Be open to new ideas.

2. Be advocates for education in the community; engage in vigorous public relations on behalf of the district.

3. Be well prepared for meetings; read materials provided before the meetings.

4. Request information on issues before board meetings.

5. Allow the superintendent to do the job for which she/he was hired.

6. No surprises; provide information on community concerns; report rumors.

7. No hidden agendas.

8. Operate as a team; avoid factionalism.

9. Be concerned with education for all students; avoid single issue politics.

10. Do not deal with problems on a personal basis.

11. Do not answer for the board as an individual; defend the policies of the whole board.

12. Publicly support the superintendent and the board, especially after a decision.

13. Leave the superintendent out of the politics of the board.

14. Do not jump to conclusions/decisions; wait for the facts.

15. Be upfront about concerns about the superintendent; no talking behind the superintendent’s back.

16. Do not go around the superintendent; do not try to be an administrator.

17. Have a basic understanding of parliamentary procedures and school law.

18. Promote unity within the board.

19. Contribute facts and information to policy making.

20. Do not ask the superintendent to mediate between and among board members.

21. Call the superintendent first on issues.
TO GOVERN EFFECTIVELY AS A TEAM, BOARDS SHOULD EXPECT OF SUPERINTENDENTS:

1. Treat board members fairly and equitably; use a consistent style and methods in working with the board.

2. Generate dependable information and distribute all information to all board members.

3. Be accessible to board members on a reasonable schedule.

4. Give honest, thoughtful, and well-reasoned opinions and reactions to issues.

5. Present policy options for consideration by the board.

6. Do not manipulate the board; do not divide the board to win an issue.

7. Do not talk behind board members' backs; be loyal to the board.

8. Listen carefully to the views and opinions of board members.

9. Work toward trust with all board members.

10. No surprises; keep the board informed of major operational issues; short circuit potential problems.

11. Publicly defend board positions; support formal board decisions.

12. Do not blame problems that emerge on the board.

13. Be cordial.

14. Be open to new ideas; bring new ideas to the board.

15. Be politically sensitive to statements and reactions.
TO DAMAGE TEAMWORK:

Signs and Symptoms of Board Micromanaging

1. Second-guessing individual management decisions rather than focusing on the effectiveness and efficiency of the system as a whole.

2. Inundating the administration with requests for information, especially items related to the system’s daily operations.

3. The board questions how someone other than the superintendent is doing his or her job rather than the results the person gets.

4. The superintendent says you or the board are micromanaging.

5. If the board is more interested in the way things get done than in the results that are achieved, it may be micromanaging.
16 Tenets of the Effective Board-Administrative Leadership Team

Board Members Should:

1. Recognize their function as being legislative and judicial, and respect the executive function of the superintendent.

2. Attend all board meetings and assure that the board does not meet in the absence of the superintendent except when his/her terms of employment are under discussion.

3. Recognize that authority to act rests with the entire board or a legally constituted quorum of the board and that business may be transacted only in official meetings. Refrain from making commitments to individuals or groups as an individual board member.

4. Support the superintendent as the executor of board policies.

5. Listen courteously to parents with questions and complaints, referring them to an appropriate member of the school staff according to policies of the school.

6. Refer personal requests and criticism by school staff directly to the appropriate administrative officer according to board policies.

7. Keep the superintendent and fellow members of the board advised of community reaction to school policies.

8. Submit items to be placed on the board meeting agenda in ample time so the superintendent may assemble information bearing on the subject and according to locally adopted policy.

Superintendents Should:

1. Recognize their function as being executive and respect the legislative and judicial functions of the board.

2. Attend all board meetings except when his/her terms of employment are under discussion.

3. Interpret official actions of the board to school employees and community groups in a faithful, accurate, and objective manner and not make any commitments to individuals or organizations outside the context of adopted school policy.

4. Faithfully and objectively administer the policies of the district.

5. Establish a program of school-community relations leading to open, two-way communications between the district and all parties.

6. Provide written grievance procedures for the school staff and assure an effective means of communications among staff, board, and superintendent.

7. Keep the board continuously, adequately, and objectively informed concerning the school program, curriculum, problems, and successes current and anticipated.

8. Accept items to be placed on the board meeting agenda from members of the board and others, and gather pertinent information relative to the items on the agenda.
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9. Encourage and support the superintendent to consult with staff and community to seek opinions and recommendations for board consideration.

10. Require that meetings of the board be conducted on the basis of a planned agenda according to board policies and be made available to board members prior to the board meetings.

11. Develop a clear set of policies regarding such items as size of school, class size, assigned responsibilities, budget preparation, staffing, suspensions, or dismissal, etc.

12. Require that the administrative rules and regulations be in harmony with school policy.

13. Delegate full executive responsibility to the superintendent to make recommendations which establish and operate a total school program of acceptable standards.

14. Assume responsibility for adopting fiscal policies that will allow the superintendent to operate a total school program of acceptable standards.

15. Adopt policies that will allow the superintendent, staff and board to keep abreast of contemporary developments in education through conference attendance, in-service workshops, and consultant services.

16. Act on the selection, promotion, demotion, or dismissal of school personnel only after submission of a specific recommendation by the superintendent.

9. Formulate, when appropriate, with members of the school staff, board, and community, recommendations to be made to the board.

10. Prepare for all board meetings, in cooperation with appropriate board officers, an agenda and supporting materials to be distributed to board members in ample time prior to board meetings.

11. Carry out board policies and be held accountable for them. Assist the board in maintaining focus on policy matters and recommend and evaluate policies at all times.

12. Present to the board for its advice, counsel, and approval, administrative rules and regulations implementing the policies of the board.

13. Accept full executive responsibility for establishing and operating a total school program of acceptable standards.

14. Assume responsibility for presenting to the board responsible and detailed fiscal plans to assure the smooth operations of the school program.

15. Advise the board on programs designed to keep the board, superintendent, and staff abreast of contemporary developments in education through conference attendance, in-service workshops, and consultant services.

16. Present to the board recommendations for selection, promotion, demotion, or dismissal of school personnel.

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