



BOARD – SUPERINTENDENT RELATIONS

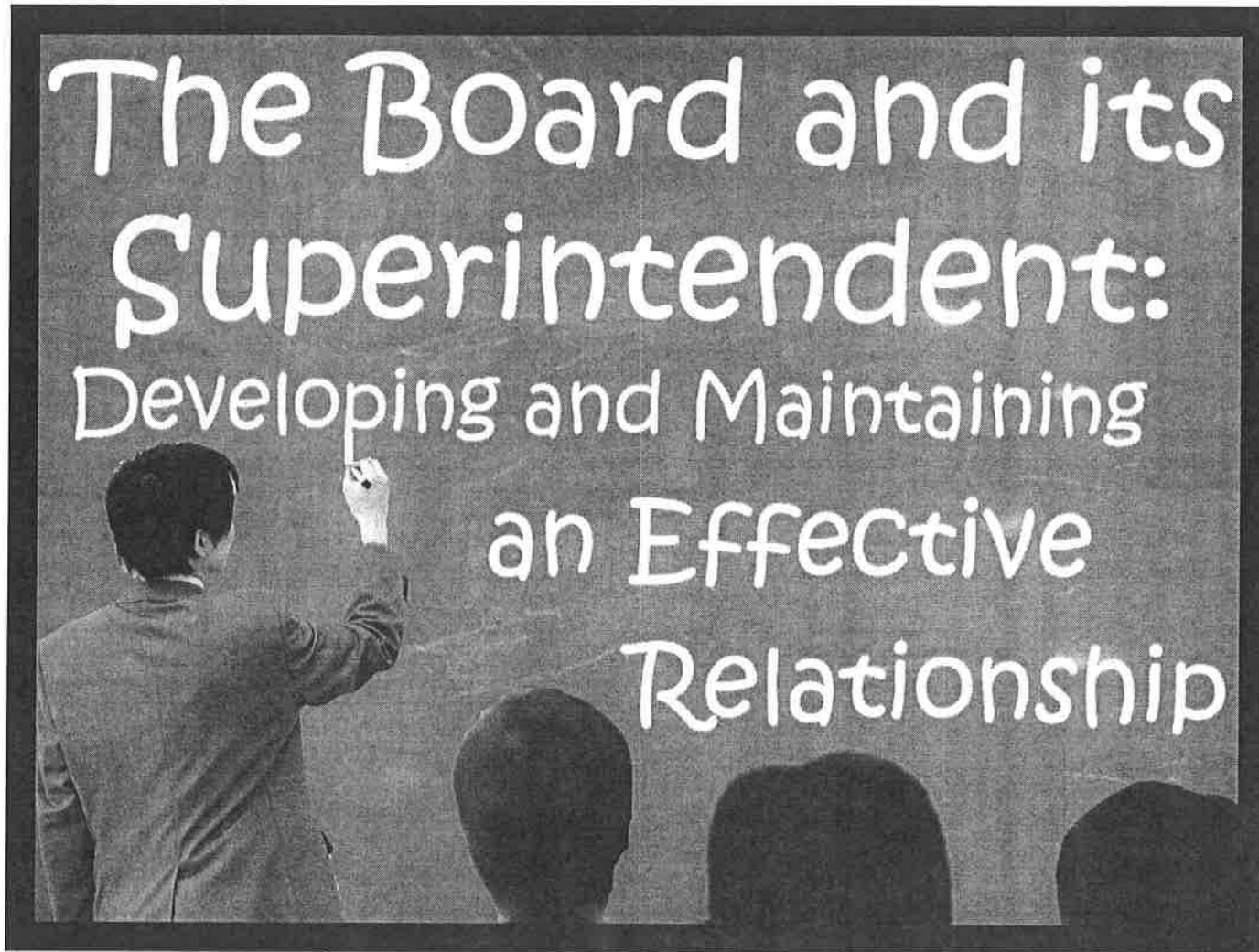
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Welcome to



13 Behaviors of High-Trust Leaders Worldwide

1. Talk Straight
2. Demonstrate Respect
3. Create Transparency
4. Right Wrongs
5. Show Loyalty
6. Deliver Results
7. Get Better
8. Confront Reality
9. Clarify Expectation
10. Practice Accountability
11. Listen First
12. Keep Commitments
13. Extend Trust

<http://www.leadershipnow.com/CoveyOnTrust.html>

Consider conflict

“I argue very well. Ask any of my remaining friends. I can win an argument on any topic. People know this and steer clear of me at parties. Often, as a sign of their great respect, they don’t even invite me.”

Dave Berry, humorist (1981)



In Local School Governance...

“Conflict and difference are the essence of the democratic process. Leaders cannot decide whether or not to have conflict and difference, but they can decide what to do with them.”

Boyle, P. & Burns, D. (2012). Preserving the Public in Public Schools. Rowman & Littlefield: Lanham, Maryland, (p. 150)



The goal for the board-superintendent relationship...

“A resiliency relationship – demonstrates the ability to recover, learn from, and developmentally mature when confronted by chronic or crisis adversity.”

Patterson, J.L., Goens, G.A. & Reed, D.E. (2009). Resilient leadership for turbulent times: A guide to thriving in the face of adversity. Rowman & Littlefield: Lanham, Maryland. (p.8)



The goal for the board-
superintendent relationship...

A trusting relationship in which all parties
exhibit competence, openness, reliability and
equity.

Reynolds, L. (1997). *The Trust Effect*. Nicholas Brealey Publishing: London



Communication

“Strong communication ensures that board members and superintendents are never caught off guard, put on the defensive, or are embarrassed because they are not ‘in the know’ on big issues.”

Doug Eadie, Founder and President of Doug Eadie & Company.
Consulting not-for-profit and public organizations.



Strong Communication Leads to Effective Governance

Creating an effective governance team depends on:

- Strong, ongoing communication
- Respect for diverse opinions
- Agreed upon operating procedures/agreements



Role of the Board

1. The Board Clarifies the District Purpose.
2. The Board Connects with the Community.
3. The Board Employs a Superintendent.
4. The Board Delegates Authority.
5. The Board Monitors Performance.
6. The Board Takes Responsibility
for Itself.



The Board Continually Defines, Articulates, and Re-defines District Ends

1. Values and *Beliefs*
2. *Mission*
3. *Vision*
4. Goals



Board Work

The role of the board is to:

- Govern the school district
- Answer the questions, “what? why? and how much?”
- Decide by voting at a convened meeting
- Identify intended results

Board Work = ENDS



The Superintendent Focuses on Means

1. Objectives
2. Action Plans
3. Regulations
4. Procedures

Superintendent Work

The role of the superintendent is to:

- Administer and manage the school district
- Answer the questions “how? when? where? and by whom?”
- Recommend and implement
- Lead the staff to improved district performance and compliance with board policy

Superintendent Work = MEANS



Agreements

- Are a set of operating procedures by which board members and superintendents agree to communicate and handle their duties.
- Are a framework for interaction and used to handle difficult situations.
- Provide a clear direction and sense of confidence in district leadership.
- Provide structure so discussions can be about board work not rumor, personalities, and emotion.

Agreements

- Based on the unique expectations of the board and superintendent
- Differ according to type and size of the district
- May change as the relationship develops
- Will change as the relationship changes
(new board or new members)

Agreements

- Provide a structure by which the board and the superintendent can interact:
 - During meetings
 - Between meetings
 - As needed basis
 - With individual board members
 - Regarding complaints
 - With administrators and staff
 - Other?

It is not our differences that divide us.
It is our inability to recognize, accept
and celebrate those differences.

-Audre Lorde, Caribbean-American writer, poet & activist



Effective Methods of Internal Communication

How is your board accustomed to receiving information from the administration?

- ❖ Board Packets
- ❖ Superintendent's updates
- ❖ Committee Reports
- ❖ Phone calls
- ❖ Emails
- ❖ Board meetings
- ❖ Face-to-Face

How can you work out of preference?

<http://www.myersbriggs.org/my-mbti-personality-type/mbti-basics/>



Expectations

The board and superintendent should discuss and work together to ensure:

- Expectations are realistic
- Expectations are “in writing”
- All agreed upon expectations are in compliance with board policy
- Full ownership of the entire board and superintendent

Expectations

1. Superintendent employment contract
2. Job description
3. Procedures for evaluation
4. Hiring Procedures
5. Supervision of staff
6. Board Chair/Supt. communication vs other trustees

Expectations

For the board, clarifying expectations starts:

- When the search process begins
- When you interview
- When you select
- When the relationship begins
- Throughout the year
- Including the evaluation process