

Effective Superintendent- Board Communication

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WELCOME



TRAINING FOCUS

Superintendent-Board Communication
Best Practices

STANDARDS FOR EFFECTIVE GOVERNANCE OF GEORGIA SCHOOL SYSTEMS

Domain 1: Governance Structure

Domain II: Strategic Planning

Domain III: Board and Community
Relations

Domain IV: Policy Development

Domain V: Board Meetings

Domain VI: Personnel

Domain VII: Financial Governance

Domain VIII: Ethics



DOMAIN I: STANDARD B



The governance leadership team executes its duties as defined in the state constitution, state laws, and state board rules consistent with local board policies, accreditation standards, procedures and ethical standards, which govern its conduct.

ELEMENTS

- The board establishes and follows local board policies, procedures, and ethical standards governing the conduct of the governance leadership team, board, and individual board members.
- The board adopts, commits to, and follows a **Code of Ethics and Conflict of Interest** policy.

DOMAIN I: STANDARD D



The governance leadership team demonstrates a unified approach to governing the school system in order to assure effective fulfillment of roles and responsibilities.

ELEMENTS

- The board participates in annual professional development that meets or exceeds the requirements of Georgia law and the State Board of Education. The superintendent's participation in this training, while voluntary, is strongly encouraged.
- The governance leadership team differentiates professional development curriculum and delivery for the whole board and individual members based upon the experience and needs of members.
- New members are provided with induction, orientation, and mentoring in order to support their effectiveness as members of the governance leadership team.

DOMAIN VI: STANDARD B

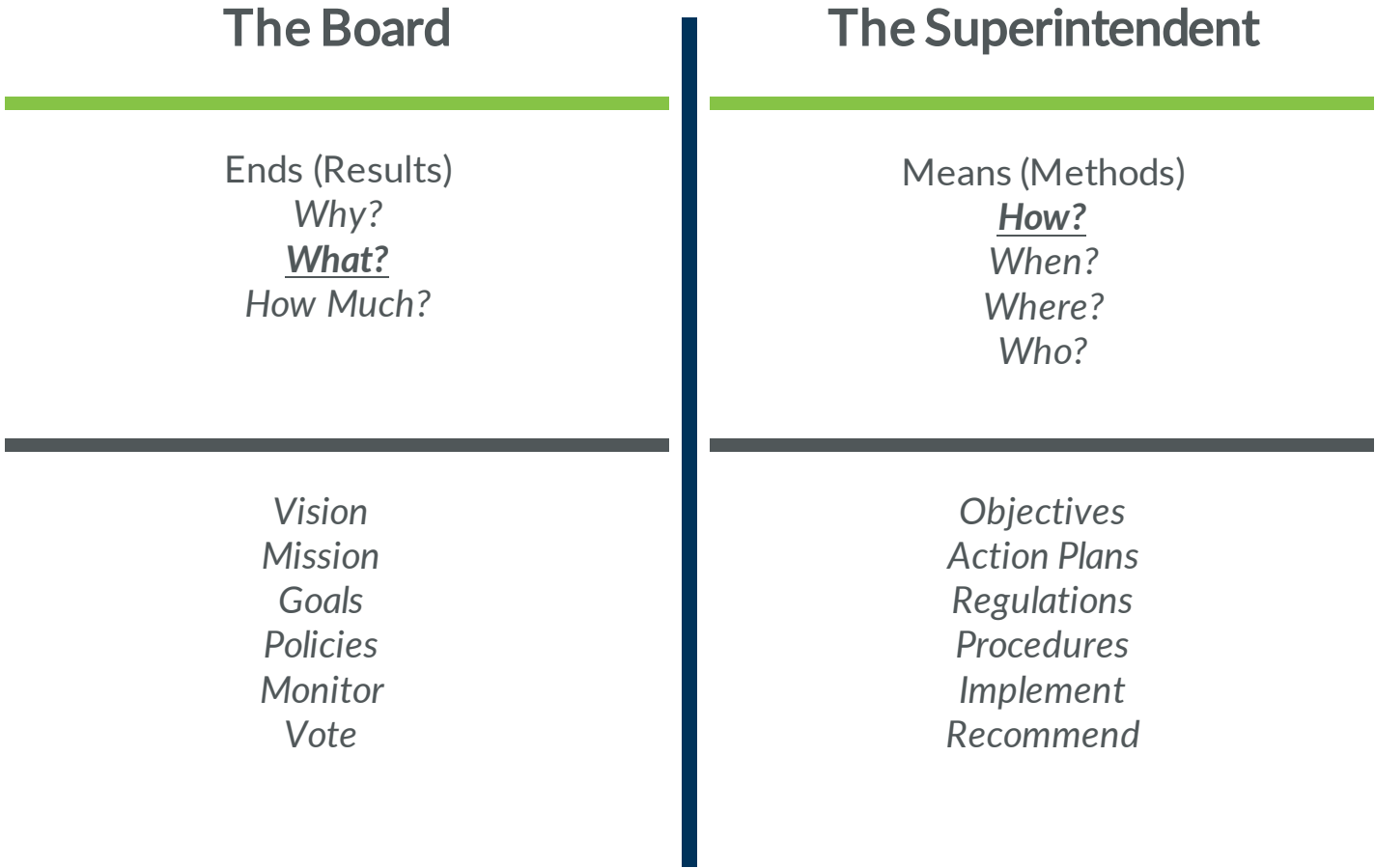


The board of education evaluates the professional performance of the superintendent.

ELEMENTS

- The board annually evaluates the superintendent’s job performance as outlined in the evaluation plan.
- The evaluation instrument and process are developed by the board in collaboration with the superintendent; based on clear, written measurable performance targets and indicators; and aligned with the school system’s strategic goals.
- The board receives training in the superintendent’s evaluation process and current evaluation instrument, and objectively follows that process for evaluation.
- The superintendent’s evaluation will be reflected in meeting agenda minutes, noting participating members; however, the results of the evaluation of the superintendent will remain confidential.

A RELATIONSHIP OF TRUST



Communication Goals

- Develop a **communication plan** among Board members and between Board and Superintendent
- Review **communication processes** for board/superintendent with staff, parents, business partners, elected officials, and media
- **Increase school district awareness** by parents, staff, and community through print, websites, social media
- **Create tools** for being effective school board members and education advocates



Types of Communication Plans

- **Board Member-Board Member**
- **Individual Board Member-Superintendent**
- **Board-Superintendent**
- **Board-Staff**
- Board-Parents
- Board-Community
- Board-Elected Officials
- Board-Media
- **Superintendent-Board (Individual and Group)**
- Superintendent-Staff
- Superintendent-Parents
- Superintendent-Community
- Superintendent-Elected Officials
- Superintendent-Media
- Crisis Communication
- Executive Session

OBSERVE THE “Publix” RULE!!



**Board Member
to
Board Member**



**Individual Board
Member
to
Superintendent**



**Board
to
Superintendent**

**Superintendent
to
Board
(Individual &
Group)**



Board-Superintendent Covenants

Board-Superintendent Covenants

The creation of an effective relationship between the Board and Superintendent is an essential element in successful leadership for a district.

In order to build and maintain productive and effective relationships between the Board and the Superintendent, both the Board and the Superintendent seek to maintain a system of communication and interaction that builds upon mutual respect and trust that models all the way down to every child.

To further that aim, the Board and the Superintendent will:



Board-Superintendent Covenants (cont'd.):

- Exercise honesty in all written and interpersonal interactions, seeking with great care to avoid misleading information.
- Demonstrate respect for the opinions and comments of each other.
- Focus on issues rather than on personalities.
- Maintain focus on the Vision, Goals, Strategic Plan, and Board Annual Priorities.
- Communicate with each other in a timely manner to avoid surprises.



Board-Superintendent Covenants (cont'd.):

- Criticize privately, and praise publicly.
- Maintain appropriate confidentiality.
- Openly share concerns, information, knowledge, and desired outcomes.
- Make every reasonable effort to protect the integrity and promote the positive image of the District, Board, Superintendent, staff, and each other.
- Respond to requests and inquiries in a timely manner.



Board-Superintendent Covenants (cont'd.):

- Give each other time to think through issues and, equally, the time to finish verbal statements and responses.
- Share credit for successful District initiatives, actions, and awards, and avoid blame for the failure or ineffectiveness of legitimate District initiatives or actions.
- Assume good intent on the part of other Board members and the Superintendent.

Work together to ensure a succession plan for the organization.





Board-Superintendent Communication

Timely and effective communication between a Board and Superintendent is a crucial factor in providing effective leadership in a school district. Accordingly, the Board and Superintendent have developed the following practices to assist in effective communications:

- With respect to providing information and counsel to the Board, the Superintendent will provide the Board with information the Board believes is sufficient to allow the Board to make highly informed decisions. The Superintendent shall be responsible for complying with Board directives.
- The Superintendent will communicate information in a timely fashion to all Board members through Board meetings and closed sessions, Board deliveries, voicemail messages, telephone calls, and one-on-one meetings.

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- Board members will keep the Superintendent informed through telephone calls, voicemails, e-mails, personal visits, dialogue meetings, and requests for closed session or open meeting discussions.
- The Board's official connection to the operational organization is the Superintendent; however, to facilitate accurate, timely, and quality communication, the Superintendent may designate other senior staff members as Board contacts. In addition, administrators who are designated as "staff support" for officially appointed Board committees may serve as direct contacts for purposes of supporting the work of the committees.

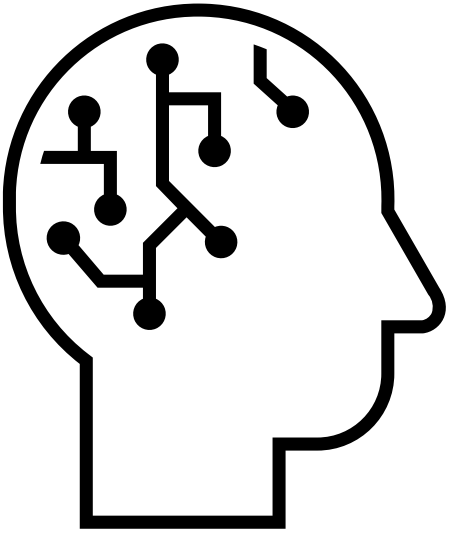
Direction to Staff

The Superintendent is the Board's official link to the operational organization. It is crucial to the effectiveness of the District, given the corporate nature of the Board and the size of the organization, that the **Board honor the unique link to the organization through the Superintendent.** In addition, all authority over and accountability of the staff is considered to be the responsibility of the Superintendent.

Out of respect for the role of the Superintendent as chief executive officer of the District and for the smooth and effective functioning of the organization:

- The Board will not give direction to persons who report directly or indirectly to the Superintendent.
- The Board will not evaluate any staff member other than the Superintendent, except upon the request of the Superintendent.
- Except as required by law or as requested by the Superintendent, the Board will not participate in decisions or actions involving the hiring, evaluating, disciplining, or dismissal of any employee other than the Superintendent.

See Policy: [ABD – School Superintendent Legal Status](#), [BBI – Board Staff Communications](#), and [BAB –](#)



PARTING THOUGHTS, QUESTIONS, COMMENTS?



ITEM #1

What are my strengths as a governance team member?



ITEM #2

What are some areas in which I can grow ?



ITEM #3

What can I do to help strengthen the work of our governance team?



ITEM #4

What growth will our governance team be able to demonstrate in 90 days?



“ Excellence
in the
classroom
begins with
excellence
in the board
room.

”

THANK YOU!

Please complete the evaluation.



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