Developing a High Performance Board/Superintendent Leadership Team

McPherson & Jacobson, LLC – AASA 2013 Conference

IT’S EVERYBODY’S RESPONSIBILITY

- The Board/Superintendent relationship is the key to moving districts forward consistent with their goals. There is a direct correlation between an effective system and an effective leadership team.
- New superintendents or new board members mean change in the manner in which the district is lead is imminent.
- People can’t be expected to alter their leadership styles but they can be expected to conduct themselves consistent with district expectations.
- For boards and superintendents to establish a positive working relationship, the first thing that needs to be accomplished is the establishment of boundaries, parameters, and expectations.
- Roles need to be clearly defined and understood by both the board and superintendent. Additionally, it’s important that both parties understand the difference between policy and administration.

SUPERINTENDENT/BOARD RELATIONSHIP

- The conduct will be tested many times during the term of a leadership team.
- There are numerous problem spots that can trigger stress for leaders (both board members and administrators) and test their conduct. These might include:
  - Personnel (hiring/firing, reassigning)
  - Financial – taxation, budgeting and prioritizing expenditures
  - Evaluation of people and programs
  - Litigation
  - Chain of command
  - Individual and group communication
  - Agenda setting and meeting attendance
  - Board members with individual agendas

THE ROLE OF THE SUPERINTENDENT

1. Be responsible for setting the standard for ensuring rigorous academic progress.
2. Be active in building alliances and partnerships.
3. Bring the board in on all partnerships and alliances so they remain a part of the process – ownership.
4. Be seen as a coalition builder concerned with the big picture.
5. Continually communicate that education is the backbone of our democratic society.
6. Be visible in the community, at events, in the classroom – “Roll up your sleeves and join the ranks.”
THE ROLE OF THE BOARD

1. Articulate the school system goals. Be pro-active in improving education in their respective community.
2. Selection and evaluation of the superintendent.
3. Adoption of the operating policies.
4. Serve their constituency – not just the squeaky wheel.

Always remember, the relationship between the board and the superintendent should be one of mutual respect and confidence. There should be no surprises or hidden information between the superintendent and the board.

EXPECTATIONS BY THE BOARD OF THE SUPERINTENDENT

1. **Execution of Policy.** The board has the right to expect virtuous execution of policy. All policies, not just those the superintendent is in agreement with.
2. **Success of Policy.** Boards also have the right to expect the superintendent to give all policies a chance for success.
3. **Decisions.** The board has the right to expect the superintendent to refrain from making decisions the board should make.
4. **Information.** The board has the right to be fully informed.
5. **Recommendations.** The board has the right to expect the superintendent to make clear and concise recommendations, based on available information, past practice, and board policy.
6. **Sharing.** The board has the right to expect the superintendent to share in the hard work and blame, as well as the credit.
7. **Team Work.** The board has the right to expect the superintendent to conduct all official business with the board as a whole.
8. **Support.** The board has the right to expect the superintendent to be responsible for building confidence in, and respect for, the board by supporting board action. Differences of opinion must not be allowed to interfere with the superintendent’s basic loyalty to the board.

EXPECTATIONS BY THE SUPERINTENDENT OF THE BOARD

1. **Policy.** The superintendent has the right to expect the board to establish and live by a complete set of sound policy guidelines.
2. **Support.** The superintendent has the right to expect full support from the board as long as he is the superintendent of schools. Boards should employ an individual worthy of their trust and confidence, and then provide full support.
3. **Unit Operation.** The superintendent has the right to expect the board to operate as a unit or team, not as individual factions. Those who elect to violate this practice do so at the cost of efficiency and sound administrative practice.
4. **School Personnel.** The superintendent has the right to expect all board members to deal with school personnel through him or his office. The superintendent has the right to expect any action involving school personnel to be predicated on administrative recommendations.
5. **Protection.** The superintendent has the right to expect the board to protect him against unwarranted demands and excessive or unfair criticism. The board does not need to act as a shield; this simply suggests they are wrong to idly sit by while their superintendent is subjected to the wrong kind of unjust or unfounded public criticism.
6. **Evaluation.** The superintendent has the right to expect a fair, timely, and honest evaluation. The evaluation must reflect concerns related to the job performance and not individual bias.

**EFFECTIVE SUPERINTENDENTS LEAD BY:**

- Envisioning ideas for the district and creatively developing strategies to work toward these ideals and solve problems.
- Setting personal goals and regularly assessing personal achievements.
- Working to maintain their physical and emotional wellness.
- Establishing a personal schedule that maximizes their effectiveness.
- Regularly participating in professional growth activities.
- Demonstrating the highest standards of moral, ethical, and professional conduct which serves as a model for those being led, and which builds trust in the leader.
- Exchanging ideas with others through the use of effective communication skills, especially listening.
- Dealing with all members of the district equitably, thus assuring that all are treated fairly, and that all students have maximum opportunities to learn.
- Encouraging collaboration and participation from everyone in the district, including students.
- Empowering staff to succeed by encouraging goal setting, offering in-service training, and providing appropriate information.
- Facilitating evaluation of the outcomes of the district to assure that students are learning and that district goals are being achieved.
- Enhancing the self-esteem of those being led. This is achieved through demonstrating belief in other’s abilities, showing concern for their individual needs, and acknowledging their successes and accomplishments.

**COMMUNICATION**

As a result of strong communication, the following things will happen:
1. Honesty and trust will develop. Respect between two parties provides a firm foundation on which to build a strong relationship.
2. A strong district image will emerge. Nothing generates confidence among the public and professional staff more than a united front on the part of the board and superintendent.
3. Teamwork emerges as the rule, not the exception.

**ROLE OF SCHOOL BOARD**

- Set Goals
- Develop Policy
- Evaluate Policy
- Employ Superintendent
- Evaluate Superintendent
PERFORMANCE ASSESSMENT

Performance Objectives
- Question: In addition to the day-to-day operation of the school district, what are additional items you want the superintendent to focus on?

Evaluation Procedures
- Question: What evidence will you accept to substantiate that the superintendent is making progress towards each of the performance objectives?

Implementation Plan
- Action plans: The superintendent will be asked to prepare an action plan for each performance objective.

Performance Evaluation
- Questions for each performance objective:
  - Describe the positive things that have been accomplished in this area.
  - What would you like the superintendent to focus upon?
  - What concerns or suggestions do you have for the superintendent?

SUPERINTENDENT/BOARD CONDUCT

- Potential problem areas should be anticipated for and planned for through the development of Operating Principles that are developed via mutual consensus building.
- The Operating Principles should become part of the district and officially adopted as guidelines for behavior and action.

OPERATING PRINCIPLES
Operating Principles should be developed in the six following areas and should include a statement which describes the beliefs of the team:

- Educational Advocacy
- Leadership Team Development
- Open Communication
- Handling of Concerns
- Meeting Format
- Planning, Goal Setting and Accountability

Educational Advocacy
- Board members pledge high levels of support for programs within the district which are aimed at increasing the learning opportunities of all our students.
- Board members believe that the single most important responsibility of this team is to ensure the education of our youth.

Leadership Team Development
- The board and administrative group will work as a team in conjunction with others to have a clear vision to meet the needs of the learners in the school district.
- Each board member realizes that the Board is responsible for doing what is in the best interest of all learners in the district’s schools.
- Refrain from speaking negatively about another board member.
- Seek ways to turn obstacles into opportunities.
- Maintain a sense of hope, optimism, and humor in working together.
- Seek ways to foster interpersonal understanding.
Open Communication
- Board members will refrain from knowingly deceiving one another.
- Board members should offer praise to district employees personally.
- Criticism of individuals in the district should not be communicated personally to them and should not be aired at meetings. The superintendent should be informed of concerns.

Handling of Concerns
- Ask if he or she has discussed the issue with the person immediately responsible.
- Express appreciation to the individual for presenting the concern.
- Encourage the person to follow the established process.

Meeting Format
- Board member agendas are open and publicized to encourage meaningful dialogue.
- Executive sessions will be used ONLY as necessary and consistent with state regulations.

Planning, Goal Setting, and Accountability
- We will set goals on an annual basis, which will ensure our continued growth and education as team members.
- The plan shall prescribe responsibilities for each individual along with an assessment of progress in measurable terms at regular intervals.
- The board team will commit to at least one annual retreat to review previous year’s goals, modify existing goals, and develop new goals.
Congratulations! You're now a member of the Board of Education. If you're like most new board members, you've worked hard to reach this point. You've listened to your community, and come to understand its values and concerns. Above all, you've embraced the transformative power of a great board to improve public education. Local control of education through elected school boards is a deeply held American political tradition. School boards may be small and local, but they represent perhaps the most important daily civic commitment we as citizens make to our communities, our children, and our future.

As a new board member, you bring sharp questions, innovative ideas, and fresh energy. You'll look at established routines and policies with new eyes, you'll challenge old assumptions, and you'll have the opportunity to share your perspective with your fellow board members. At the same time, you'll learn how to make a positive difference in the work of the board, and how to contribute most effectively to lasting change. We want you to be the most effective possible advocate for your community's educational vision and values. To help you succeed, we're going to share with you the seven practices of highly effective boards.
"Remember, you were elected by citizens. Try to carry their voices and needs."

Cynthia Shabb, board member, North Dakota.

1. Going solo’s a no-no

You were elected to your board as an individual. You’ve got issues that are priorities for you. And you’ll get a lot of individual attention early on from friends, school employees, and community members who want you to tackle particular problems. The early temptation will be to say ‘yes’ and use your power to fix things.

Except you won’t have any power to use—not as an individual, at least. As a school board member, you have no individual legal authority to fix problems or decide issues. One of the wisest things you can do is to help others understand that you can only get your work done as part of a team. We’re not saying you can’t try to take the lead on a particular issue, or that you have to stay silent—not at all. In fact, the more you communicate and share with your fellow board members, the more likely you’ll be able to gain support for your priorities and ideas.

Look at the long term: Your success as a board member is inextricably tied to the success of your board. You will be judged by what it accomplishes, not by what you as an individual tried to accomplish. In all the years (decades!) we’ve worked with school boards, we’ve never heard anyone say something like, “That’s a bad board—except for Mary Smith."

What do boards work on together? Everything. Consider the three main areas of board responsibility: legislative, administrative, and judicial. The first area of responsibility, legislative, refers to policy making. Effective boards adopt policies that give direction to the superintendent and staff, enabling them to manage the district. The board should seek appropriate input in the development of policy, and after adoption should hold the superintendent and staff accountable for its implementation.

Administration is the second area of responsibility. It includes approving and monitoring the budget, approving and monitoring district contracts, and hiring and evaluating the superintendent and appropriate staff. The administration should present the draft budget based on the goals and objectives outlined by the school board. It is up to the board to ensure that goals and objectives are truly aligned with the spending outlined in the budget. As for contracts, many states give final approval and responsibility for major contracts to the local board. It is important that you understand the bidding process and follow ethical guidelines in approving all contracts.

Finally, the board’s judicial responsibility refers to hearing formal appeals sessions brought forward by staff, students, or parents. Naturally, these appeals require confidentiality, impartiality, and a full understanding of school law and regulations. The judicial function is sporadic, but handling appeals properly is critical to the effectiveness and fairness of a school board.
2. Respect the team

You were elected as an individual, but you'll work as part of a team. The best way to succeed as a board is to practice collaboration and respect. Because boards deal with extremely difficult and vexing issues—from budgets to grievances and everything in between—it's common for emotions to sometimes run high. Keep in mind that you're in this for the long haul, and the best way to succeed is to be part of a strong team. Boards whose members treat one another with respect tend to be the most effective. Those whose members give in to acrimony tend to get less done.

Collaboration and respect don't mean consensus. Boards vote, and majorities rule. (But remember: This year's majority could be next year's minority.) There is honor in casting a sincere vote, win or lose. But, after the vote, effective boards move forward together. When you're new, every challenge will be a first-time challenge. But you'll come to realize that boards confront major issues all the time, and that a long-term commitment to collegiality and respect is critical to effective board governance.

The impact of respect goes beyond the board. The board sets the tone for the entire school system. Staff, students, parents, and the community are watching carefully to see how the board functions. Effective boards don't only handle their own work well—they establish a model of collegiality and collaboration that builds confidence across the community that everyone is working to do what's best for students.

demand accountability for reaching those goals and executing those policies.

The fundamental reason to refrain from trying to perform management functions is so you can hold the system—and above all, its leader, the superintendent—accountable for results. Accountability is the key, and many recent educational reforms aim to clarify and strengthen accountability.

If the superintendent understands that he or she will be held accountable by the board to reach goals and execute policies, then the board has achieved a key part of its work. If board members muddy accountability by trying to involve themselves in management functions, then any individual "win" in a particular case has the larger effect of undermining overall system effectiveness.

Here's a common situation for a new board member: You've been approached by concerned parents or community members about fixing an issue. If this happened during an election, you may have assured the concerned individuals you'd tackle this issue right away. You should listen to such concerns and questions, but rarely if ever will it be appropriate for you to directly contact a principal, a teacher, or a coach to try to solve the problem. That's one of the main ways board members unintentionally diminish their effectiveness.

Part of your job is to help educate the school community about your responsibilities, explain the chain of command (or "chain of accountability," as some board members call it), and direct concerned individuals to the appropriate staff person.

A useful guide for new board members is your school system's policy on how to handle concerns from members of the public; to ensure that everyone gets a fair hearing and

3. Understand the difference between board and staff

Effective board members refrain from trying to perform management functions that are the responsibility of the superintendent and staff. As a board member, it is your responsibility (along with your fellow board members) to ensure that the schools operate well.

But it is not your responsibility to run them. That's what the superintendent is for.

Boards do have great power, but it can seem a strange kind of power to new members because it's not the power to order individuals to "do this" or "stop doing that." It's the power to establish goals and policies, and then the power to

"Read everything and be prepared."

Iris Lane, board member, Virginia
"As long as you are working in the best interest of the students, vote your conscience."

Mary Mathes, board member, Indiana

4. Share and defend your views, but listen to the views of others

Your board sets the standard for communication within the district. Do you want your district to be open to a thorough discussion, or are you more interested in your own point of view? School board members must have the ability to compromise. You won’t “win” on every issue you care about. More importantly, sometimes you’ll find that the information, perspectives, and ideas others have may change your mind, or lead to a new and even better collaborative idea.

In the charged and urgent arena of public education, expect to be flexible, even as you seek to honor your deepest values and commitments. There will be times when changes must be made, when tradition cannot be honored, or when pressure must be resisted. Sometimes, you’ll measure the true success of a board not by agreement, but by respectful disagreement and spirited discussion followed by a difficult vote. And after a difficult vote, effective boards embrace the decision and move forward together.

5. Do your homework and ask tough questions

Members of effective boards come to meetings prepared to engage in discussions, ask questions, and seek clarification. A lot of background information is required to make policy and assess accountability. In meetings, asking sharp questions can help clarify issues not just for yourself, but for students, families, the community, and even school system employees. Here are some good questions to keep in mind:

- What is the goal of this initiative?
- How does it align with our vision, mission, and system goals?
- How much will it cost? What data tells us it’s...
important enough to merit the cost?
- What data supports the notion that it will achieve the desired results?
- Are staff ready to implement it? If not, what's our plan?
- How does it fit with our existing activities? Does it conflict with anything we're already doing?
- How will we evaluate the results?

Board members are not career education professionals. Sometimes this feels like a handicap because of all the jargon, technical language, and policy details that board members, especially new board members, may not know. But keep in mind that, in American public education, local board members are not expected to be experts. They are responsible for serving as a bridge between lifelong education professionals and local communities.

To build the bridge, some board members like to ask plain questions. Michael Harvey, a board member in Maryland’s Kent County, likes to encourage clarity and simplicity by asking, "How would you explain this policy to a parent?"

6. Respect your oath

Local school board membership is a public office and a public trust. New members swear an oath to uphold laws pertaining to public education. An important aspect of the public trust is to maintain confidentiality when appropriate. Many issues considered by school boards must be handled in confidence, in executive or closed sessions. These commonly include personnel issues, legal matters, negotiations, land acquisition, and grievances.

Your state education laws determine which items must be considered in executive session or in appeals hearings, and specify the process for entering and exiting such a session. Everything discussed is confidential, with the exception of the summary public report the board president makes after the executive or closed session. If an individual board member divulges information from a closed or executive session, he or she may be held legally responsible. Significant costs and legal challenges may arise for the individual member, the board, and the entire school district.

Note that, while executive or closed sessions are permitted, most states require any action as a result of that executive session to be conducted in a public forum. Just as it is important to adhere to confidentiality for matters that should be confidential, it is important to ensure that no open-session issues are discussed, or actions taken, in executive or closed sessions. When in doubt, consult your board lawyer.

"Change takes time. Start slow and build to fundamental change."
Sheldon Wigdor, retired school board member, California

7. Keep learning

Effective board members participate in professional development and commit the time and energy necessary to be informed and effective leaders. You should understand your school system’s vision, goals, and policies; its current successes, challenges, and opportunities; and the educational environment in your community.

Most importantly, you should know the aspirations and expectations of the students and parents. At the national level, American public education is undergoing major and rapid changes. Understanding and translating them for your community’s schools will require steady, ongoing work.

Many resources are available to you in this new position. You need to know about your state statutes and the organizing documents for your district. Work closely with your board chair and your superintendent to better understand district and board responsibilities. Your state school board association is a great resource for information and professional development. There are additional resources available through NSBA (www.nsba.org) and this magazine (www.asbj.com).

OK, new board members. That’s our advice. Congratulations again on your new job and new responsibilities. It’ll be exhausting, challenging, and sometimes painful. But, with luck, you’ll share the experience of many other school board members in the great American tradition: the most rewarding job you will ever have.

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Board-Superintendent Communications  

Board-Superintendent Retreat

Communication Protocols

- Mutual Trust and Respect shall prevail
- Communication is Two-Way
- Seek first to understand, second to be understood
- Refer all issues to the appropriate person; don’t hopscotch
- For any legal process or HR issues, Board Members should call the Superintendent’s Office first prior to responding
- Superintendent will typically communicate with all board members on issues
- Speak with integrity and trust always
- Have confidence in the relationship
- 24-Hour Rule (with highly emotional issues that aren’t time-bound)
- Go to the person first in all cases
- All communication considers kids first
- If a problem arises sit down and solve it face-to-face
- Be approachable
- Have fun
- Others?

Follow the chain of command
No surprises

Current Communication Structures

- Superintendent Weekly Written Report (Fridays)
- Monthly Board Breakfast Work Studies (1st Friday of the month)
- Monthly Board Leadership Meetings (3rd Friday of the month or Friday prior to the last board meeting)
- Superintendent Report at Board Meetings
- Informal Communication
  - Roundtables
As a superintendent for 32 years, I have learned that there are many ingredients for success, but one stands out above the rest — *great communication skills*. You can have the most innovative reform plan around, but if you are not effective in communicating about the plan, it will fail. I have seen good superintendents who do not put a priority on communication forced from their jobs ... it happens because communication has not been made a priority, and is often approached only as an add-on or after thought.

Dr. Jerry Weast, long-term superintendent with the Montgomery County Public Schools (MD) in *Why Communication Matters*

### To Be Successful, Try These 10 Personal PR Tips

1. **Remember That It Is All Personal; You Can Never Not Lead**
   As your community’s top school official, you do live in a glass house. What you say and what you do is watched, recorded, repeated, and becomes fodder for the grapevine. You are seen as a role model in your community and you must become a role model for communication. It is your job to set the tone and the style of two-way communication in your system. Be known as a leading communicator who expects all staff members to communicate effectively as an everyday requirement of their job. That’s how you will begin growing a communication culture in your schools.

2. **Take the Wheel and Keep the Course on Your District’s Vision**
   In our work in school districts like yours throughout the U.S. and Canada, we often see a gap between the realities of the posted vision and what employees do every day. Goals and objectives must come to life so that staff members better understand where your system is headed and the progress you are making toward that destination. Keep your goals visible by visiting with staff at all levels and telling others about your visits. Some superintendents blog about these visits and others actually make short video clips and post them for all staff to review.

3. **Relations are like Investments: The more you put in, the greater your return.**
   Get to know your community’s movers and shakers on a face-to-face basis. Establish a public opinion leader network or key communicator program and use technology to make it work after you have your initial face-to-face meetings with these leaders. Do not just jump to a social media option; the first-face-to-face meeting is critical in establishing a relationship. And then turn up the volume on the social media and technical ways of reaching key members of your community—especially in a two-way fashion.

4. **Focus Your Communication Effort on Teaching, Learning, and Achievement**
   Critics of communication efforts by school districts often note that the PR effort only exists to make the superintendent and Board look good. Make sure your efforts focus on the elements that add to better communication among parents, teachers, and principals. The second wave must focus on building
community support to help build the resources that teachers and principals need to improve student achievement. If you make your PR effort about you, the focus — both good and bad — will be on you. Shift the focus to your goals and your staff and student accomplishments.

5. **Spend Your Time Lifting People Up, Not Putting People Down.**
   You have a natural role to be your system’s chief cheerleader. Keep the great work of staff visible; let staff know that “you have their backs.”

   Sure, there are other ways of leading your schools, but they often will cut your tenure short. Being open and transparent is a must. In today’s world with instant communication by just about everyone, the “word” will get out rapidly. So if something happens, you will be accused of hiding information from the public. And you need to give the engagement process more than a “lip-service” approach. The loudest criticism we often hear in communication audits is that the school district gives the impression of listening but doesn’t “close the communication loop” when parents and residents are engaged. Many parents and others tell us that the district has already made up its mind, but will still hold “counterfeit” hearings — just for window dressing.

7. **If you believe your comments are always being taken out of context, maybe you are falling to provide one.**
   It is easy to become irritated when you are misquoted because the damage has been done and nobody will see the reprint or it will be buried somewhere. So it is important to heed the advice of NSPRA colleague Bill Henry listed above. You must work a bit harder to explain and document your points. And do realize that adding a personal story to the message you are attempting to convey is the best way to make your message stick.

8. **Communication Is a contact sport**
   As superintendent, you will have to make opportunities to mix it up a bit with community leaders and others by meeting face-to-face with them on community school issues. Falling to engage often leads to more criticisms, increased rumors, and proactive communication by critics of your system. When you don’t communicate, you create a vacuum. And your critics always fill that vacuum, once again forcing you into the catch-up mode.

9. **Being Visible in a Crisis**
   If you want to be successful, you must be visible in a crisis! When crises hit, you must display your condolences to all the appropriate people and set the recovery plan in place. Often people want to know who is in charge so the recovery can move forward, and it is your role to take the lead in these difficult situations. Just think of any recent major crisis, and the ramifications of doubt that set in when the CEO wasn’t available to lead staff in the recovery.

10. **You know if you have a successful communication plan when everyone in town says our schools instead of the schools**
    Legendary PR guru, Pat Jackson, APR, gave us this bit of wisdom years ago. It says a lot about how well you’re doing when your community starts talking about our schools as opposed to the schools. It shows some ownership, which gives an emotional boost to helping make our schools better. It is always important to remember who owns the local school system and what your role is in helping people make your school system one of the best in your area.

Resources like this handout are just the tip of what NSPRA has to offer today’s school leaders. Find out about our resources or membership benefits, our national Seminar, and more by going to our website at www.nspa.org or by contacting us at (301) 519-0496.

Thanks and do remember that we are all in this together.

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SCHOOL BOARD CYCLE CALENDAR

JANUARY
Board Appreciation Month
District Calendar – Calendar Committee
Enrollment for next year's budget
Superintendent Contract Update – Renew before Jan. 31
REF Grant Awards
National Board Teacher Acknowledgement
School Improvement Plans - Elementary
Senior Projects

FEBRUARY
Budget process
M&O Levy Election
Enrollment Projections for next year
School Improvement Plans - Secondary
WSSDA Legislative Conf.
AASA Conference

MARCH
Staff Requirements for next year’s budget
Classified Staff Appreciation Week
WASA Community Award Nomination due to ESD
Budget Development
Make- up Days
Asset Preservation Program Board Acceptance
Community Forum on Strategic Plan – every 5 years
Negotiations begin, when required
REF Auction
Board Initiatives

APRIL
Career Fair
Project staffing needs
NSBA Conference
Odd Number Years – Notify Candidate filing for Board
Booster Club proposal for Coach Stipend
MAY
Review General Fund issues - gather input
National Teacher Appreciation Week
WASA Supt. Conference
Board Community Service Award nominations
Rise & Shine Award nominations
Six-Year Capital Facilities Plan Adoption and Public Hearing
Innovative Programs Presentation
WIAA Annual Agreement Renewal
Fees for next year
State Audit Results

JUNE
ASB Budget Presentation
Preliminary Draft Budgets
Employee Contracts
Board Legislative Rep - even years
Superintendent Eval & Salary review before June 15
Board/Staff Retirement party
Strategic Planning Revisions - Workshop
Community Service Award Presentation
Student Rep Interviews
WASA Summer Conference
Alternative Program Review
Highly Capable Application
Textbook Surplus
Board Schedule for next year

Senior Projects
Senior Awards Night
Rube Goldberg
RLC Graduation
CHS Graduation
TMS Moving Up Night

JULY
Feb. Ballot Measures – Board Discuss
Select Student Representatives to Board
Adopt Strategic Plan Revisions
Board Initiatives
AUGUST
Budget final - Public Hearing Notice
Administrator Summer Institute and Board dinner
New Staff Orientation
Staff Welcome Back
Roundtable Planning
New Board Initiatives and Self-Evaluation

SEPTEMBER
REF Golf Tournament
Student Representative Orientation
Superintendent Goals
Board Initiatives Adoption
School Open Houses, etc.
Tolt Dam Evacuation Drill
WSSDA Legislative Assembly
Preliminary Enrollment

OCTOBER
Roundtables
Enrollment
Election information & planning for February

NOVEMBER
Elections (Board Members in odd years)
WSSDA Conference
F-196 Year End Report
Assessments - CEE
Administrative Holiday Party Planning
New Board Orientation

DECEMBER
New Board Oath of Office
Board Election of Officers
Levy Committee
M&O Election Resolutions
Admin. Holiday Gathering
Board Initiatives
Riverview School District
Board Meeting Agenda Topics
2013-14

Following is a working draft of meeting dates and agenda topics which will be updated monthly

- No later than June 15, discuss the working relationship between Supt and Board, along with Board’s evaluation of Superintendent’s performance, referencing annual goals and objectives set in September.
- Also, no later than June 15, determine whether an increase shall be made in the annual salary for the superintendent. (Policy P1150-1)
- Board Self-Evaluation on accomplishing goals and objectives due by end of school year. (Policy 1120)
- Strategic Plan Process in spring and June/July

July 23 – Executive Session 6:30 PM
Board Meeting 7 PM
Superintendent Oath of Office
Budget Status Report
Facility Use Fees Revision
Strategic Plan Revisions
Superintendent Report

July 26 – Board/Superintendent Retreat 2:30- 5:45 PM @ Duvall Library
6:00 PM Dinner at The Grange

August 8 – Board/Admin. Dinner

August 13 – School Board Meeting 7 PM
2013-14 Roundtable Planning
2013-14 Board Goals and Evaluation
Board Agenda Topics
Superintendent Report

August 23 – Board Leadership 7 AM

August 27 – School Board Meeting 7 PM
Public Hearing on Budget
2013-14 Fiscal Budget Adoption
Superintendent Report

August 27 – New Teacher Orientation 8:00 AM
August 28 – Welcome Back 8:00-11:00 AM

September 3 – School Starts
September 6 – Board Breakfast Work Study 7 AM
September 10 – Board Meeting 7:00 PM
  Oath of Office – Student Rep
  Roundtable Schedule
  Minimum Basic Education Requirement Compliance
  Board Agenda Topics
  Enrollment Report
  Superintendent Report

September 20 – Board Leadership 7 AM

September 19-21 WSSDA Legislative Assembly @ SeaTac Marriott

September 24 – Board Meeting 7:00 PM
  Student Rep Report
  Budget Status Report
  Strategic Plan Status
  Legislative Assembly Report
  Superintendent Report

October 4 – Board Breakfast Work Study 7 AM

October 5- REF Golf Tournament Redmond Ridge

October 8 – Board Meeting 7 PM
  Board Agenda Topics
  Enrollment Report
  Superintendent Report

October 18 – Board Leadership 7 AM

October 22 – Board Meeting 7 PM
  Student Rep Report
  Budget Status Report
  Strategic Plan Status
  Levy Election Presentation
  Superintendent Report

October 29 – Work Study 5-7 PM CEE Assessment Analysis

November 1 – Board Breakfast Work Study 7 AM

November 12 – Board Meeting 7 PM
  Board Leadership Initiatives
  Levy Ballot Resolutions
  Board Agenda Topics
  Enrollment Report
  Superintendent report

November 22-24 – WSSDA Annual Conference – Bellevue Hyatt
November 26 – Board Meeting 7 PM
   Voter Pamphlet Pro-Con Committee
   F-196 Year End Financial Report
   WSSDA Conference Report
   Student Rep Report
   Budget Status Report
   Assessments – CEE
   Strategic Plan Status
   Superintendent Report

December 6 – Board Breakfast Work Study 7 AM

December 12 – Board Meeting 7 PM
   Board Oath of Office
   Board Election of Officers
   Pro-Con Committee Members
   Board Agenda Topics
   Superintendent Report
   Enrollment Report

January 3 – Board Breakfast Work Study 7 AM

January 14 – Board Meeting 7 PM
   National Board Certificated Teacher Appreciation
   Board Agenda Topics
   Enrollment Report
   Superintendent Report

January 24 – Board Leadership 7 AM

January 26-27 WSSDA Legislative Conference Olympia

January 28 – Board Meeting 7 PM
   Student Rep Report
   Budget Status Report
   REF Awards
   School Improvement Plans
   Strategic Plan Status
   Legislative Report
   Superintendent Report

February 4 – Levy Election

February 7 – Board Breakfast Work Study 7 AM
February 11 – Board Meeting 7 PM
   Election Results
   Board Agenda Topics
   Enrollment Report
   Legislative Report
   Superintendent Report

February 21 – Board Leadership 7 AM

February 25 – Board Meeting 7 PM
   Student Rep Report
   Budget Status Report
   Strategic Plan Status
   Legislative Report
   Superintendent Report

March 1 – REF Auction, Redmond Marriott, 6:00 PM

March 7 – Board Breakfast Work Study 7 AM

March 10-14 Classified Employee Week

March 11 – Board Meeting 7 PM
   Board Initiatives
   Board Agenda Topics
   Enrollment Report
   Legislative Report
   Superintendent Report

March 21 – Board Leadership 7 AM

March 25 – Board Meeting 7 PM
   Student Rep Report
   Budget Status Report
   Make-up Days, if needed
   Asset Preservation Program Board Acceptance
   Strategic Plan Status
   Legislative Report
   Superintendent Report

April 4-8 NSBA Conference Nashville, TN

April 8 – Board Meeting 7 PM
   Board Agenda Topics
   Enrollment Report
   Legislative Report
   Superintendent Report
April 18 – Board Leadership 7 AM

April 22 – Board Meeting 7 PM
   Student Rep Report
   Budget Status Report
   Strategic Plan Status
   NSBA Conference Report
   Legislative Report
   Superintendent Report

May 2 – Board Breakfast Work Study 7 AM

May 5-9 Certificated Employee Week

May 13 – Board Meeting 7 PM
   Board Agenda Topics
   Innovative Programs
   WIAA Membership
   Enrollment Report
   Superintendent Report

May 23 – Board Leadership 7 AM

May 27 – Board Meeting 7 PM
   Public Hearing – Capital Facilities Plan
   Student Rep Report
   Budget Status Report
   Community Service Award Nominations
   2014 Capital Facilities Plan Adoption
   State Audit Results
   Superintendent Report

June 6 – Board Breakfast Work Study – 7 AM

June 9 - RLC Graduation

June 10 – Board Staff Retirement Open House 4-6 PM
   Board Meeting 7 PM
   ASB Budget Presentation
   2013-14 Student Fees
   Board Agenda Topics
   Alternative Program Review
   Superintendent Report

June 13 – CHS Graduation 7 PM

June 16 – TMS Moving Up Ceremony 7 PM
Parking Lot:
CORE 24 – w/Bob Hughes
Calendar, Early Release Days – Best Practices (Work Study or Board Initiative)
    Carol and Jodi to work on scope.
Progress Review of Senior Project (Roundtable)
Emergency Preparedness Phase 2 Work Study
Evaluation, Assessment, Philosophy of Programs (Measurement Tools Needed) - Dashboard
Steps to Going Green
Transitions 5th-6th and 8th-9th grades, day care, and special needs 18+ program
Examine Issue of Consistent Comparable Districts
SIP plans for next year – work studies
TPEP Work Study to understand process – Early Sept. (Union Leader, Janet, Anthony)
Superintendent Evaluation System – WSSDA process