



## School Board’s Role in On-Boarding their New Superintendent “A check list of Success”

We recognize that orientation processes are rarely perfectly linear, and many steps may take place in parallel, this is set up as a checklist rather than a timeline.

\*We also realize that at times the ‘outgoing superintendent’ may not be available to assist with items in Phase 1. When this is the case we suggest you work with other key central office staff and the executive administrator.

Stage	Activities/Action Items	Responsible	Completion date
<b>Phase 1:</b>  <b><i>Hitting the Ground Running;</i></b>  Pre-June  Active- July-August  <ul style="list-style-type: none"> <li>• Big picture</li> <li>• Understand district</li> <li>• Priority and Plans</li> </ul>	Develop draft orientation work plan & circulate to: <ul style="list-style-type: none"> <li>• outgoing Superintendent,</li> <li>• incoming Superintendent,</li> <li>• school Board and</li> <li>• key staff for input</li> </ul>	School Board/president, executive administrative assistant, old & new Superintendent	
	Finalize orientation work plan	School Board, executive administrative assistant	
	Review where Board policies are hosted, review policy organization and Board bylaws.	School Board/ President, New Superintendent, executive administrative assistant	
	Identify any key decisions that need to be made prior to arrival of new Superintendent	School Board/president, Outgoing Superintendent	
	Secure St. Plan/ Mission/ Vision/ Beliefs and any ongoing projects to share with new Superintendent	School Board/ president, Outgoing Superintendent, executive administrative	

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<ul style="list-style-type: none"> <li>• Initiatives</li> </ul>		assistant	
	Clarify & communicate the role and relationship of the outgoing Superintendent with incoming Superintendent during the pre-start and post-start period.	School Board, School Board/president	
	Contact AASB to select a date for facilitated workshop on Roles/Responsibilities/communication	School Board/ president, Outgoing Superintendent, executive administrative assistant	
	Consider Mentor/Coach for New Superintendent	Board	
	Set introductory meeting of school Board president and incoming Superintendent	School Board president	
	Share highlights of the transition plan with key stakeholders (and establish introductory meetings, as appropriate) <ul style="list-style-type: none"> <li>• Staff</li> <li>• Local government and local Alaska Native organizations (if there are any)</li> <li>• Other community stakeholders (powers-to-be in the community)</li> <li>• Inform broader public of transition opportunities</li> </ul>	School Board/ president, Outgoing Superintendent, executive administrative assistant	
	Plan welcome events such as a lunch/BBQ or a reception for Board and staff to interact with New Superintendent (July, or beginning of school year OR both)	Board, Staff	
	Create list of stakeholders new Superintendent should meet with upon arrival – A Board member should accompany if possible	Outgoing Superintendent with input from School Board, executive administrative assistant	
	Calendar AASB’s monthly lunch meetings	Superintendent and Board President/Designee	
	Identify important meetings/events new Superintendent should get on his/her calendar. Outline of yearly important dates. <ul style="list-style-type: none"> <li>• Must-attend events; ASA, AASB, Job Fairs, principal conferences, Board meetings and retreats, AASB</li> </ul>	Outgoing Superintendent, Staff	

Stage	Activities/Action Items	Responsible	Completion date
	follow up workshop, ongoing virtual meetings with AASB and ASA <ul style="list-style-type: none"> <li>• Internal program or operational meetings</li> <li>• Meetings with key stakeholders</li> <li>• Local government and local Alaska Native organizations if there are any or partner meetings</li> </ul>		

<p><b>Phase 2:</b></p> <p><b><i>Achieving Success as a TEAM</i></b></p> <p>Superintendents First 90-120 Days</p> <ul style="list-style-type: none"> <li>• Key stakeholders</li> <li>• District employees</li> <li>• Parents</li> <li>• Directors</li> <li>• Union reps</li> <li>• Teachers</li> </ul>	<p>Clarify how the Board and new Superintendent will work together:</p> <ul style="list-style-type: none"> <li>• How frequently will new Superintendent and Board President communicate? Be specific initially!</li> <li>• How frequently will new Superintendent communicate with the Board? Be specific initially!</li> <li>• When will the Board meetings occur?</li> <li>• Who sets the agenda? When &amp; how? (Superintendent &amp; chair)</li> <li>• What decisions will the Board participate in?</li> <li>• How and when will the Superintendent's performance be evaluated? What is the process?</li> <li>• How will the Board and Superintendent share informal two-way feedback throughout the year?</li> <li>• When will the Superintendent's contract be reviewed and possibly amended or renewed?</li> </ul>	<p>School Board/ President, New Superintendent, AASB on site workshop</p>	
	<p>Building the Board/Superintendent Team Relationship:</p> <ul style="list-style-type: none"> <li>• Don't assume anything.</li> <li>• Prioritize AASB work session with Team</li> <li>• Encourage Board members to do 1:1 visits with Superintendent</li> <li>• Develop a plan to orient new Board members after election or appointment</li> <li>• Read through the first page of every chapter in the policy manual as this page lays out the relationship between the board and the superintendent.</li> </ul>	<p>New Superintendent and Board</p>	

	Become familiar with any initiative and projects that the district is currently involved with, meet with key individuals and align these initiatives to St. Plan and annual Board goals.	New Superintendent, executive administrative assistant, Board president	
	Set meetings with previously identified key stakeholders	New Superintendent, executive administrative assistant	
	Orientation to the district – Issues/topics to discuss: <ul style="list-style-type: none"> <li>• District Structure &amp; Context</li> <li>• Board</li> <li>• Staff</li> <li>• Advisory Council/ PTA/ Site Councils</li> <li>• Partners/Collaborators – Local</li> <li>• Partners/Collaborators – statewide and national</li> <li>• Strategic Priorities &amp; Strategies</li> <li>• Financial systems &amp; responsibilities</li> <li>• HR systems &amp; responsibilities</li> <li>• Technology Department</li> <li>• Facility</li> <li>• Test Scores</li> <li>• Budget overview and preparation process</li> <li>• Miscellaneous</li> </ul>	New Superintendent Staff, Board	
	Conduct meetings with key stakeholders	New Superintendent	
	Update contact information and learn about all all key supporters such as (but not limited to): <ul style="list-style-type: none"> <li>• ASA &amp; ACSA; Superintendents Association</li> <li>• AASB; School Boards Association</li> <li>• Insurance provider</li> <li>• Legal counsel</li> <li>• DEED</li> <li>• Others?</li> </ul>	New Superintendent, Staff	

<b>Phase 3:</b>	With input from Board and Staff develop: <ul style="list-style-type: none"> <li>• initial organizational Priorities (3-6 months) and</li> <li>• related Superintendent, goals, action plans, roles and</li> </ul>	New Superintendent	
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<p><b>Development and Next Steps Phase</b></p> <p>Months 2 – 12</p> <ul style="list-style-type: none"> <li>• Reach out to peers</li> <li>• Get mentor from ASA</li> <li>• Attend conferences</li> </ul>	<p>responsibilities, and milestones (for the next 12-18 months).</p> <p>*Develop based on what the Board listed as priorities during hiring as well as Strategic Plan.</p>		
	<p>How does the budget tie into the Strategic Plan and test scores.</p>	New Superintendent and Board	
	<p>What is audit timeline and responsibilities?</p>	New Superintendent and business manager	
	<p>Building relationships; For each stakeholder group, develop an outreach plan for the coming 12-18 plans that supports goals.</p> <ul style="list-style-type: none"> <li>• Staff</li> <li>• Board Members</li> <li>• Key partners, etc.</li> <li>• Other local government and local Alaska Native organizations if there are any stakeholders</li> </ul>	School Board, President/Staff/New, Superintendent	
	<p>Establish a performance management direction:</p> <ul style="list-style-type: none"> <li>• Establish clear performance expectations proactively</li> <li>• Develop concrete measures and milestones</li> <li>• Identify how the Board can support new Superintendent</li> <li>• Determine if any Superintendent mentoring/ coach would be helpful (work with ASA or AASB for ideas)</li> <li>• Determine any necessary professional development support which would be helpful for the Superintendent</li> <li>• Establish the time frame for formal and informal evaluation of Superintendent</li> </ul>	School Board, School Board president, New Superintendent	
	<p>The Superintendent develops a 12-18 month work plan, implementing key strategies with monthly progress reports to the Board monthly.</p>	New Superintendent	
	<p>Conduct 90-day performance review-check-in with the Board, the Board should give feedback in an informal fashion.</p>	School Board /president, New Superintendent	

**Continues onto next page!**

**Mark your calendars for the "Shared Leadership for District Success Series"**

**At NOON** on each of the following dates AASB will host a virtual meeting with the Superintendent and Board Chair (or designee) of districts with new leadership. We HIGHLY recommend your attendance at these meetings.

- Aug. 14
- Sept. 11
- Oct. 9
- Nov. 13
- Dec. 11

**Key Components for new Superintendent to build relationship with staff and local government and local Alaska Native organizations if there are any:**

1. **LISTEN:** gather information and build relationships; spend time with various groups and stakeholders; students, parents, principals, district administration, local government and local Alaska Native organizations, business owners, state and local elected officials.
2. **LEARN:** analyze data, read and refer to policies, understand negotiated agreements
3. **SHARE:** let others know your style of leadership and share your professional knowledge
4. **BUILD:** strive for good relationships with Board, staff and community; engage stakeholders
5. **PLAN:** review strategic plan, examine priorities, strategies and actions to prepare for budgeting and priorities.

Reminder, don't try to do too much too soon. Don't come in with the thought of changing too many things too quickly.

**Questions that are great to ask during 1:1 meetings:**

1. Tell me 3 things that are going well and you would hate to see changed.
2. What are 3 things you would consider changing?
3. When I was chosen as Superintendent what did you think you wanted me to know...  
"I hope s/he does...." Or "I hope s/he doesn't...."
4. What communications channels are most effective for you and what suggestions do you have for better communication?
5. What general advise do you have for me?
6. What are opportunities you'd like for your growth?
7. If you were me, what would you focus on as I start my job?

**With Board members during 1:1 meetings:**

- Discuss reason they are on Board.
- What are their biggest concerns and interests?
- Do they prefer contact via phone calls, emails or texts?
- What is their commitment to ongoing professional development? What do they want to learn more about as it pertains to their role as a Board member?
- Discuss difference between the Board as a whole and individual Board members.

