

GRANITE FALLS SCHOOL DISTRICT

BOARD OF DIRECTORS

POLICY 9225: BOARD/SUPERINTENDENT RELATIONSHIP

The School Board of Directors will instruct the Superintendent through written policies which prescribe the organizational goals of the district to be achieved and describe organizational situations and actions to be promoted and those to be avoided, and instructs the Superintendent to use any reasonable interpretation of those policies in the management and operation of the District.

Accordingly:

1. The Board will develop with the Superintendent Strategic Goals, written annual SMART goals, expectations, and policies instructing the Superintendent to achieve stated results within a Board approved annual budget.
2. As long as the Superintendent uses any reasonable interpretation of the Board's policies, the Superintendent is authorized, within the provisions of applicable statutes and regulations, to establish all procedures, make all decisions, take all actions, establish practices and develop all activities he/she deem appropriate and necessary to meet the approved Board policies and to achieve the Board's stated and written goals.
3. The Board may change its goals and policies at any time, thereby shifting the boundary between the Board and Superintendent domains, which may require the Superintendent to review, rewrite, or create new procedures and discard previous procedures that no longer meet the new stated Board goal or policy.

The successful operation of schools requires a close, effective working relationship between the board and the superintendent. The relationship must be one of trust, goodwill and candor. As the legally designated governing body, the board retains final authority within the district. The board exercises powers expressly required and implied by law. The superintendent is the board's professional advisor, to whom the board delegates executive responsibility, including such powers required to manage the district in a manner consistent with board policy and state and federal law.

The superintendent, as an executive officer of the board (Secretary), is responsible for the administration of the schools under applicable laws and policies of the district. The board delineates the duties of the superintendent and uses them as the basis for evaluating the superintendent's performance. Unless specifically limited, the superintendent may delegate to other staff the exercise of any powers and the discharge of any duties imposed by district policy or a vote of the board. The delegation of power or duty does not relieve the superintendent of responsibility for the actions taken under such a delegation.

In order to perform their responsibilities, board members must be familiar with the operations within the schools. The superintendent will establish communication procedures which can enhance the board member's understanding of student programs and school operations.

The following communications shall be established:

A. **Staff Communications to the Board**

All formal communications or reports to the board or individual board members from principals, supervisors, teachers, or other staff members will be submitted through the superintendent. This will not deny any staff member's right to appeal to the board regarding administrative decisions, provided that the superintendent will have been notified of the forthcoming appeal and that it is processed according to the applicable procedures on complaints and grievances.

B. **Board Communications to Staff**

All official communications, policies, and directives of staff interest and concern will be communicated to staff members through the superintendent. The superintendent will employ measures to keep staff fully informed of the board's priorities, concerns and actions.

C. Board Assignments to Schools

Board members are assigned a school each year to visit regularly and advocate the District plan. When visiting schools or classrooms, Board Members should make arrangements through the principals of the various schools. Such visits will be regarded as expressions of interest in school affairs and the students and not as "inspections" or visits for "supervisory" or "administrative" purposes. Board members should use this time to gain a better understanding of the educational efforts being offered at the school, to show their support for the teachers and school administration, and to share the District's support, interest, and appreciation with the students. At the first meeting in August, the Board will make new school assignments so each Board Member has an opportunity to get to know all of the schools in the District and their Administration.

D. Social Interaction

Staff, parents and board members share a keen interest in the schools and in education. When they meet at social affairs and other functions, informal discussion on such matters as educational trends, issues, and innovations can be anticipated. Board members will refer parents, employees, and others with complaints directly to the responsible individual closest to the situation (classroom teacher, school principal, central office staff, or the Superintendent's office) and will report such contacts to the Superintendent for follow-up, if any needed.

ADOPTED: MARCH 8, 1990

AMENDED: APRIL 27, 2000

AMENDED: APRIL 17, 2013

AMENDED: FEBRUARY 4, 2015