



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

We recognize 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.

*AASB also realizes 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
<p>Phase 1:</p> <p><i>Hitting the Ground Running;</i></p> <p>Pre-June</p> <p>Active- July-August</p> <ul style="list-style-type: none"> • Big picture • Understand district 	<p>Develop draft orientation work plan & circulate to:</p> <ul style="list-style-type: none"> • outgoing Superintendent, • incoming Superintendent, • school Board and • key staff for input <p>Items from the outgoing Superintendent’s perspective should be included for June 2024. Still need to add input from School Board/President and incoming superintendent</p> <ul style="list-style-type: none"> • Introduce the incoming superintendent to the Grants Management System for submitting and managing the district’s Title grants, Carl Perkins grant, Title VI B grant etc. Also, set up a meeting between the incoming superintendent and Eli Barsey with the 	<p>School Board/President, Executive Administrative Assistant, old & new Superintendent</p>	

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<ul style="list-style-type: none"> • Priority and Plans • Initiatives 	<p>Department of Education and Early Development who oversees at the state level these grants for CCSD.</p> <ul style="list-style-type: none"> • Introduce the incoming superintendent to our CMS and CES Major Maintenance grant projects. Also, set up meetings with David Moore from Architects Alaska, Al Weinberg from Aurora Corporate, and staff members in the Facilities Department at the Department of Education and Early Development • Introduce the incoming superintendent to the CHS Biomass project. Also set up meetings with representatives from Alaska Energy Authority, Southeast Conference, R&M Engineering Inc. Ketchikan, and Biomass Systems Supply who are supporting this project. • Set up and facilitate a meeting between the incoming superintendent and Tara Kowolski from USI who serves as CCSD's insurance broker for CCSD property and casualty insurance • Introduce the incoming superintendent to Michael Caulfield from Jermain Dunnagan and Owens (JDO) CCSD's legal counsel. • Set up and facilitate meetings with SERRC personnel for special education and major maintenance support • Set up and facilitate a meeting with Kyle Schneider from GSD Education Support for our PowerSchool database system • The incoming superintendent and outgoing superintendent will meet to review the FY 25 CCSD general fund budget and discuss the City's contributing share and the upcoming, October ballot measure to increase the City's local contribution by increase Craig's sales tax • The incoming superintendent and outgoing superintendent will meet to discuss any specific student needs, especially related to students transitioning from Head Start to kindergarten 		

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	<ul style="list-style-type: none"> • The incoming superintendent and outgoing superintendent will meet to discuss school schedules and barriers that might exist within our high school, middle school, and elementary school schedules related to staff reductions • The incoming superintendent and outgoing superintendent will meet and discuss the status of CCSD's special education program, contracts with SERRC, and contracts with Next Level Speech Therapy • Contact Alaska Teacher Placement to ensure a username and Id has been set up for the incoming superintendent to help manage and monitor all job postings on the Alaska Teacher Placement website • Ensure CCSD email account and PowerSchool access is developed for incoming superintendent. 		
	Finalize orientation work plan	School Board, Executive Administrative Assistant	
	<p>Review where Board policies are hosted, review policy organization and Board bylaws.</p> <p>Outgoing Superintendent will orientate incoming superintendent on the Board Policy Committee schedule, where the Board Policy Committee currently resides in regards to the annual review of CCSD Board Policies, Administrative Regulations and Exhibits, and the processes for updating CCSD's policies on the district website.</p> <p>Outgoing superintendent will orientate incoming superintendent on current Board standing committees:</p> <ul style="list-style-type: none"> • Facilities Committee • Retention Committee • Indigenous Education Committee 	School Board/ President, New Superintendent, Executive Administrative Assistant	

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	<ul style="list-style-type: none"> ● Negotiations Committee (Certified staff negotiations will commence spring of 2025) ● Emergency Operations Committee ● Sick Bank Committee ● Nutrition and Wellness Committee ● Curriculum Committee 		
	<p>Identify any key decisions that need to be made prior to arrival of new Superintendent</p> <p>Outgoing superintendent will set up a meeting with Board President and develop a list of key decisions that need to be made prior to the arrival of the incoming Superintendent</p>	School Board/President, Outgoing Superintendent	
	<p>Secure St. Plan/ Mission/ Vision/ Beliefs and any ongoing projects to share with new Superintendent</p> <p>Most of these items are noted above in the first cell above, at least from the outgoing Superintendent's perspective. The outgoing Superintendent will email the incoming Superintendent the district's current Strategic Plan</p>	School Board/ President, Outgoing Superintendent, Executive Administrative Assistant	
	<p>Clarify & communicate the role and relationship of the outgoing Superintendent with incoming Superintendent during the pre-start and post-start period.</p>	School Board, School Board/President	
	<p>Contact AASB to select a date for facilitated workshop on Roles/Responsibilities/communication</p>	School Board/ President, Outgoing Superintendent, Executive Administrative Assistant	
	<p>Consider Mentor/Coach for New Superintendent</p>	Board	
	<p>Set introductory meeting of school Board President and incoming Superintendent</p>	School Board President	

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	Share highlights of the transition plan with key stakeholders (and establish introductory meetings, as appropriate) <ul style="list-style-type: none"> • Staff • Local government and local Alaska Native organizations (if there are any) • Other community stakeholders (powers-to-be in the community) • Inform broader public of transition opportunities 	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 This might not be applicable to the incoming Superintendent based on her experience living and working on POW previously. I do believe it's important for the incoming Superintendent to meet with the personnel statewide who are engaged with some of CCSD's ongoing projects. <ul style="list-style-type: none"> • Introduce the incoming superintendent to the Grants Management System for submitting and managing the district's Title grants, Carl Perkins grant, Title VI B grant etc. Also, set up a meeting between the incoming superintendent and Eli Barsey with the Department of Education and Early Development who oversees at the state level these grants for CCSD. • Introduce the incoming superintendent to our CMS and CES Major Maintenance grant projects. Also, set up meetings with David Moore from Architects Alaska, Al Weinberg from Aurora Corporate, and staff 	Outgoing Superintendent with input from School Board, Executive Administrative Assistant	

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	<p>members in the Facilities Department at the Department of Education and Early Development</p> <ul style="list-style-type: none"> • Introduce the incoming superintendent to the CHS Biomass project. Also set up meetings with representatives from Alaska Energy Authority, Southeast Conference, R&M Engineering Inc. Ketchikan, and Biomass Systems Supply who are supporting this project. • Set up and facilitate a meeting between the incoming superintendent and Tara Kowolski from USI who serves as CCSD's insurance broker for CCSD property and casualty insurance • Set up and facilitate meetings with SERRC personnel for special education and major maintenance support • Set up and facilitate a meeting with Kyle Schneider from GSD Education Support for our PowerSchool database system • Introduce the incoming superintendent to Michael Caulfield from Jermain Dunnagan and Owens (JDO) CCSD's legal counsel. 		
	<p>Calendar AASB's monthly lunch meetings</p>	<p>Superintendent and Board President/Designee</p>	
	<p>Identify important meetings/events new Superintendent should get on his/her calendar. Outline of yearly important dates.</p> <ul style="list-style-type: none"> • Must-attend events; ASA, AASB, Job Fairs, principal conferences, Board meetings and retreats, AASB follow up workshop, ongoing virtual meetings with AASB and ASA • Internal program or operational meetings • Meetings with key stakeholders • Local government and local Alaska Native organizations if there are any or partner meetings 	<p>Outgoing Superintendent, Staff</p>	

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	<p>Outlined below are meetings/events I'd recommend the incoming Superintendent engage in:</p> <ul style="list-style-type: none"> • ASA/DEED Summer Meeting – July 27-29, 2024 • SERRC Board of Directors Meeting – September 2024 • ASA Annual Conference – September 2024 • SERRC Board of Directors Meeting – January 2025 • DEED Special Education Director's Meeting - TBD 		

<p>Phase 2:</p> <p><i>Achieving Success as a TEAM</i></p> <p>Superintendents First 90-120 Days</p> <ul style="list-style-type: none"> • Key stakeholders • District employees • Parents • Directors • Union reps • Teachers 	<p>Clarify how the Board and new Superintendent will work together:</p> <ul style="list-style-type: none"> • How frequently will new Superintendent and Board President communicate? Be specific initially! • How frequently will new Superintendent communicate with the Board? Be specific initially! • When will the Board meetings occur? • Who sets the agenda? When & how? (Superintendent & President) • What decisions will the Board participate in? • How and when will the Superintendent's performance be evaluated? What is the process? • How will the Board and Superintendent share informal two-way feedback throughout the year? • When will the Superintendent's contract be reviewed and possibly amended or renewed? 	<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"> • Don't assume anything. 	<p>New Superintendent and Board</p>	

	<ul style="list-style-type: none"> • Prioritize AASB work session with Team • Encourage Board members to do 1:1 visits with Superintendent • Develop a plan to orient new Board members after election or appointment • 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. 		
	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	
	<p>Orientation to the district – Issues/topics to discuss:</p> <ul style="list-style-type: none"> • District Structure & Context • Board • Staff • Advisory Council/ PTA/ Site Councils • Partners/Collaborators – Local • Partners/Collaborators – statewide and national • Strategic Priorities & Strategies • Financial systems & responsibilities • HR systems & responsibilities • Technology Department • Facility • Test Scores • Budget overview and preparation process • Miscellaneous 	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"> • ASA & ACSA; Superintendents Association • AASB; School Boards Association • Insurance provider • Legal counsel • DEED • Others? 	New Superintendent, Staff	

Phase 3: Development and Next Steps Phase Months 2 – 12 <ul style="list-style-type: none"> • Reach out to peers • Get mentor from ASA • Attend conferences 	With input from Board and Staff develop: <ul style="list-style-type: none"> • initial organizational Priorities (3-6 months) and • related Superintendent, goals, action plans, roles and responsibilities, and milestones (for the next 12-18 months). <p>*Develop based on what the Board listed as priorities during hiring as well as the Strategic Plan.</p>	New Superintendent	
	How does the budget tie into the Strategic Plan and test scores?	New Superintendent and Board	
	What is audit timeline and responsibilities?	New Superintendent and Business Manager	
	Building relationships; For each stakeholder group, develop an outreach plan for the coming 12-18 month work plan that supports goals. <ul style="list-style-type: none"> • Staff • Board Members • Key partners, etc. 	School Board, President/Staff/New, Superintendent	

	<ul style="list-style-type: none"> Other local government and local Alaska Native organizations if there are any stakeholders 		
	Establish a performance management direction: <ul style="list-style-type: none"> Establish clear performance expectations proactively Develop concrete measures and milestones Identify how the Board can support new Superintendent Determine if any Superintendent mentoring/ coach would be helpful (work with ASA or AASB for ideas) Determine any necessary professional development support which would be helpful for the Superintendent Establish the time frame for formal and informal evaluation of Superintendent 	School Board, School Board President, New Superintendent	
	The Superintendent develops a 12-18 month work plan, implementing key strategies with monthly progress reports to the Board monthly.	New Superintendent	
	Conduct 90-day performance review-check-in with the Board, the Board should give feedback in an informal fashion.	School Board /President, New Superintendent	

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

- 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.
- LEARN:** analyze data, read and refer to policies, understand negotiated agreements
- SHARE:** let others know your style of leadership and share your professional knowledge
- BUILD:** strive for good relationships with Board, staff and community; engage stakeholders
- 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.

Great Questions to ask during a 1:1 meeting:

1. Tell me 3 things that are going well, which 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.