



Roles & Responsibilities of the Board of Education and the Superintendent of Schools

New Haven Board
of Education
Retreat
April 6, 2022

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CONNECTICUT ASSOCIATION OF PUBLIC
SCHOOL SUPERINTENDENTS (CAPS)



Effective Governance

Effective school governance is only possible when Boards of Education and Superintendents share a commitment to provide an outstanding education to all students.

BEST PRACTICES FOR SCHOOL BOARD AND SUPERINTENDENT RELATIONS

Clarify roles and expectations for board members and superintendent.

1

Establish and implement a clear process for communication between board members and administration.

2

Actively work to build trust and mutual respect between the board and administrative team.

3

Evaluate the whole team (Board and Superintendent).

4

Actively work on improved decision-making.

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Effective Board and Superintendent Collaboration, Hanover Research, January 2014.

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Board and Superintendent roles are different and should complement each other.

For the greatest success, Board members and the Superintendent must work collaboratively as a governance team, with each clear on their roles and areas of responsibility, respecting the others' roles and responsibilities, and collaborating effectively on shared responsibilities.

School districts with high-quality governance teams and high student achievement are characterized by excellent working relationships between the Superintendent and Boards of Education. *The focus of the relationship must always be collaboration on behalf of children.*



JOINT RESPONSIBILITIES OF BOARDS AND SUPERINTENDENTS

To **work** together with the community to **develop** a vision for the school district with a primary focus on student achievement.

To **institute** a process for long-range and strategic planning.

To **provide** community leadership on educational issues by creating strong linkages with appropriate organizations.

To **participate** in professional development specifically regarding their roles and responsibilities and on relevant content areas

To **support** Board actions and decisions and to collectively **execute** their legal responsibilities.



JOINT RESPONSIBILITIES (CONT.)

To set aside time, at least semi-annually, to **discuss** school Board/Superintendent relations.

To **belong** to, actively **support**, and **participate** in their professional organizations, and encourage each other to do so.

To **ensure** that professional development opportunities, consistent with district goals, are available to all.

To **advocate**, at the national and state levels, for students and the school district and promote the benefits of public education.

To **collaborate** with others and to inform state and federal policymakers of local concerns and issues relative to education.

Board Responsibilities	Superintendent Responsibilities
Hire, support, evaluate, and work effectively with the Superintendent.	Work effectively with the Board, serving as the school Board's chief executive officer and educational leader for the Board, district, and community.
Establish and regularly review all policies, ensuring they are lawful and designed to improve the quality of the school district	Implement or recommend changes to policies approved by the Board and to inform the Board of administrative procedures necessary for that implementation.
Consult with the Superintendent to conduct an annual formal evaluation of the Superintendent that: 1) reflects the complexities and variety of responsibilities inherent to the role; 2) identifies area of success and professional development; and 3) focuses on student achievement.	Participate as appropriate, in his/her annual evaluation, by providing data and other information that will inform the evaluation

Board Responsibilities	Superintendent Responsibilities
Refer communications such as questions, complaints, and personnel inquiries to the Superintendent, and encourage adherence to the established chain of command.	Respond to communications and ensure adherence and response through the chain of command and keep Board members informed about district issues.
Seek the Superintendent's recommendation before taking action.	Provide the Board with well-informed recommendations.
Make decisions based on data.	Facilitate effective, data-driven decision-making.
Adopt, advocate for and oversee the school budget, which is responsive to district goals and meets the need of all students.	Prepare, advocate for and implement the annual budget that addresses district goals and meets the needs of all students; and report regularly to the Board on its status.
Have the Board leadership work with the Superintendent to develop meeting agendas that include student achievement.	Work closely with the Board leadership to develop meeting agendas that include student achievement.

Board Responsibilities	Superintendent Responsibilities
Determine and include in district policy, hiring and termination procedures that clearly define Board and Superintendent responsibilities.	Pursuant to Board policy, hire personnel for the school district and ensure that each employee is properly supervised and evaluated; and to make recommendations for termination of employment.
Ensure there is a supportive, smoothly-operating Board/Superintendent leadership team.	Serve as a key, effective member of the Board/Superintendent leadership team and lead the district staff to meet the district's goal.
Share relevant information for the betterment of the district with the Board/Superintendent leadership team.	Communicate research information, performance results and educational needs to the Board for possible Board action.
Belong to, actively support, and participate in professional organizations and encourage the Superintendent of Schools to do the same.	Belong to, actively support, and participate in professional organizations and encourage the Board of Education to do the same.



RELATIONSHIP BETWEEN THE BOARD CHAIR AND THE SUPERINTENDENT

- The Board Chair serves as the liaison between the Board and the Superintendent.
- The Chair and the Superintendent collaborate on developing the meeting agenda and other operational issues facing the Board.
- It is essential that the Board Chair and the Superintendent develop and maintain a close, positive working relationship.



RELATIONSHIP BETWEEN THE BOARD CHAIR AND THE SUPERINTENDENT (CONT.)

- The Chair has a responsibility to ensure that the Superintendent can do his/her job without undue outside interference. The Chair must also ensure that individual Board members understand their roles and responsibilities as it relates to their relationship with the Superintendent as well as other stakeholders.
- The Chair must make every effort to ensure that once district policy has been established, the Board speaks “in one voice” as the Superintendent implements the policy.

SUMMARY

“The school leadership team – school board and superintendent – is critical to the success of public education. Great things can happen when the elected and executive leadership of a school system are in agreement about goals and expectations. That requires candor and collaboration, and a shared commitment to the mission of ensuring that all children have access to a great education.”

Thomas Gentzel, Executive Director, National School Board Association, and Daniel Domenech, Executive Director, American Association of School Administrators, 2014



13

QUESTIONS AND / OR FURTHER RECOMMENDATIONS

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Superintendent Evaluation Process and Format

**New Haven Board of Education Retreat
April 6, 2022**

**Fran Rabinowitz, Executive Director
Connecticut Association of Public School Superintendents (CAPSS)**

Superintendent's Evaluation Timeline

Board and Superintendent Discuss and Identify District Goals

Based on the Discussion the Superintendent (and others as needed) Drafts Annual Performance Goals and District Goals

Board of Education Reviews and Considers Approval of Annual District Goals

Review of District and Building Improvement Plans in the Context of District Goals

Mid-year review of Board Goals and Superintendent Performance Goals

Informal discussion regarding Superintendent Performance as it relates to the LEAD CT Superintendent Competency Framework
Informal feedback provided by BOE to Superintendent.
Goals Adjusted as needed.

Superintendent Evaluation Session
Superintendent presents information/data on both District Improvement Goals and Superintendent Performance Standards.

BOE evaluates superintendent's job performance based on the information presented and the standards outlined in the LEAD CT Superintendent Competency Framework.

Summer

Fall

January




May

June

Superintendent's Annual Performance Goals and/or District Goals

In an aligned and coherent school system, the District Goals are in fact the superintendent's goals. Outcome goals in some type of SMART goal format is typical. The annual goals typically align with the multi-year School District Strategic Plan.

EXAMPLE:

-  **Strategic Priority:** Promote a Safe and Healthy Environment
-  **Objective:** Increase mental and emotional health supports and resources to improve social and emotional well-being among students and staff.
-  **Superintendent SMART Goal:** District and school support staff will provide bimonthly administrator training on supporting trauma-informed classrooms and monthly training opportunities for teachers on building trauma-informed classrooms by June 2022.

LEAD CT Superintendent Competency Framework-Leadership Performance Standards

Performance Expectation 1: Develops and Implements Vision that inspires Action and Commitment

Performance Expectation 2: Develops and Implements a District Improvement Plan that Guides Decision Making

Performance Expectation 3: Aligns Resources to Drive a District-wide Strategy for Improving the Performance of All Students

Performance Expectation 4: Demonstrates a Results and Improvement Orientation that Addresses both Accountability and Capacity Building

LEAD CT Superintendent Competency Framework-Leadership Performance Standards cont.

Performance Expectation 5: Demonstrates Leadership Grounded in Collaborative Governance

Performance Expectation 6: Establishes Structures and Processes that Sustain a Culture of Continuous Improvement and Accountability

Performance Expectation 7: Purposely Aligns Systems and Structures that Support the District Improvement Plan or Strategic Operating Plan

Performance Expectation 8: Personal Leadership Competencies Associated with Effective Leadership

LEAD CT Superintendent Competency Framework-Leadership Performance Standards cont.

Summary Comments on Progress Toward Goals –(To be completed after goal and performance information/data are presented to the Board by the Superintendent):

(Final Evaluation--Use the LEAD CT Superintendent Performance Standards for discussion purposes only and then the Board chair prepares a summary paragraph that reflects the Board's evaluation comments. This summary paragraph becomes the "official" evaluation document.)

Evaluation Summary

Board of education consensus, summary comments are most often written for each section at the conclusion of the evaluation session by the board of education chair. Include recommendations, commendations and primary focus areas for next evaluation period.





Self-Assessment Process

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Fran Rabinowitz, Executive Director
Connecticut Association of Public School Superintendents (CAPSS)

Board of Education Self-Assessment Process

Setting and
Following District
Goals

Formative
Monitoring and
Assessment

Summative
Evaluation

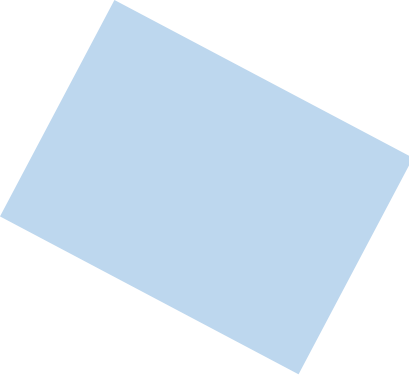
Commitment to
New and Existing
District Goals and
Objectives

**Set or recommit to
district goals and
objectives**

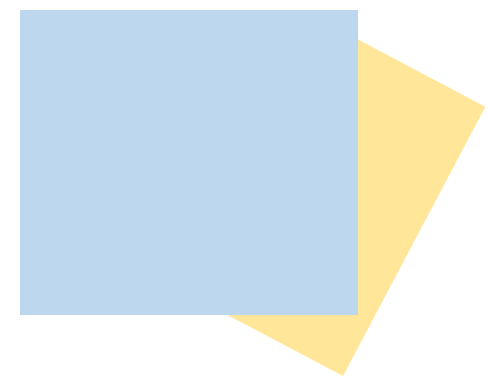
**Evaluate self within the
frame of broad district
goals and objectives**

**Determine how the
board will specifically
support stated goals**

1. District Goals



2.
**Formative
Monitoring
and
Assessment**




Establish indicators for completing board objectives

Determine board calendar to review board's progress in meeting objectives and supporting goals

Create opportunities for continuous monitoring of self and make adjustments as needed

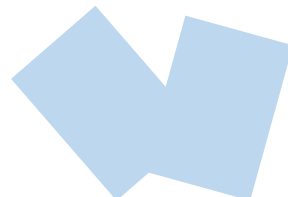
3. Summative Evaluation

- Reflect individually and collectively**
 - Provide evidence during the board discussion**
 - Reach consensus on progress and opportunities for improvement as part of a summative whole board evaluation**
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4.

Commitment to New and Existing District Goals and Objectives

- Assess how well the board supported its stated goals, objectives, and governance. Determine strengths and opportunities for improvement and develop or modify existing objectives and strategies as needed to move forward.**
- Remember to assess the self-evaluation process. Is it aligned to the superintendent evaluation process and the goals of the district?**



Sample Calendar

Beginning of New Evaluation Year July - September

District Goals
Board objectives
Superintendent and Treasurer objectives

Mid-Year Formative Evaluations October – March

Progress on board objectives
Progress on Superintendent and treasurer objectives
Appropriate Adjustments and Monitoring

End of Year Evaluation April - June

Summative board self-evaluation
Summative Superintendent and treasurer evaluation

Sample Standards-Based Self-Assessment

Ohio School Boards Association,
Standards-Based Board of Education
Self-Assessment

Standards-based Board Self-Assessment			
Standard 1: Provide responsible school board governance.	Exceeds	Meets Standard	Improvement Needed
A. Conduct board and district business in a fair, respectful and responsible manner.			
B. Ensure the board is accountable and open to the public including seeking divergent perspectives in its decision-making process.			
C. Respect and advocate mutual understanding of the roles and responsibilities board members and the superintendent.			
D. Adopt policies based on well-researched practices that emphasize a belief that all students can achieve at high levels and that support continuous improvement of student achievement.			
E. Promote healthy relationships by communicating supportively, inspiring, motivating and empowering others and exercising influence in a positive manner.			
F. Work as an effective and collaborative team.			
Evidence - How do we know it is so?			
Standard 2: Set and communicate high expectations for student learning with clear goals and objectives.	Exceeds	Meets Standard	Improvement Needed
A. Articulate the conviction that all students can learn and the belief that student learning can improve regardless of existing circumstances or resources.			
B. Lead the development, articulation, and stewardship of a vision of learning that is shared and supported by schools and community.			
C. Adopt a collaboratively developed district plan focused on learning and achievement outcomes for all students.			
D. Ensure non-negotiable goals for student achievement are established and aligned to the district's plan.			
Evidence - How do we know it is so?			

Standard 3: Create conditions district-wide for student and staff success.	Exceeds	Meets Standard	Improvement Needed
A. Provide for the safety and security of all students and staff.			
B. Employ and support quality teachers, administrators and other staff and providing for their professional development.			
C. Provide for learning essentials, including rigorous curriculum, technology and high-quality facilities.			
D. Ensure management of the organization, operations, and resources for an efficient and effective learning environment.			
E. Adopt and monitor an annual budget that allocates resources based on the district's vision, goals and priorities for student learning.			
Evidence - How do we know it is so?			
Standard 4: Hold school district accountable for meeting student learning expectations.	Exceeds	Meets Standard	Improvement Needed
A. Commit to continuous improvement in student achievement at each school and throughout the district.			
B. Evaluate the superintendent and treasurer on clear and focused expectations.			
C. Measure student academic progress and needs based on valid and reliable assessments.			
Evidence - How do we know it is so?			
Standard 5: Engage local community and represent the values and expectations they hold for their schools.	Exceeds	Meets Standard	Improvement Needed
A. Collaborate with families and community members, responding to diverse interests and needs, and mobilizing community resources.			
B. Ensure school board and district transparency through a process that is open and accountable.			
C. Ensure district information and decisions are communicated communitywide.			
D. Solicit input from staff and a wide spectrum of the community so that a diverse range of interests and perspectives on issues is considered.			
Evidence - How do we know it is so?			

Sample Standards-Based Self-Assessment

Ohio School Boards Association,
Standards-Based Board of Education
Self-Assessment