



Book	POLICY MANUAL
Section	200 ADMINISTRATION
Title	SCHOOL BOARD-SUPERINTENDENT RELATIONS
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The School Board and the Superintendent share responsibility for working together to provide effective leadership for the School District. Accordingly, the School Board and Superintendent likewise share responsibility for the goal of developing and maintaining a productive, mutually-respectful working relationship. While the School Board's and the Superintendent's leadership roles are different, they are complementary and involve a degree of overlapping duties and responsibilities.

As the elected representatives of the community and as the highest-level governing authority in the District, the School Board's primary leadership role involves establishing the District's mission, goals, strategic priorities, governance policies, and annual budgets, and then providing the necessary support, oversight, and advocacy to foster and monitor their proper implementation.

As a highly-skilled professional educator and as the School Board-selected chief administrator, the Superintendent's role includes (1) prudently leading and managing the District's schools, programs, and operations on a day-to-day basis in a manner which implements and is consistent with the School Board's governance decisions; (2) assisting the School Board in performing its governance role, including by making significant contributions to the establishment of the District's goals, priorities, policies, and budgets; (3) overseeing the design, implementation, and review of learning standards, curriculum, and professional practice in the District; and (4) setting the expectations and accountability structures for other staff members which the Superintendent will ultimately use to demonstrate his/her own accountability to the School Board.

The Superintendent and School Board will work to develop, and refine as needed, their shared understanding regarding (1) their respective roles; (2) the extent, methods, and timing of communication between the School Board and the administration; and, (3) especially where not otherwise definitively addressed by applicable law or by existing policies and procedures, their respective spheres of decision-making authority. When either the School Board or the Superintendent has concerns regarding the effective functioning of the governance team, each is expected to identify those concerns to the other members of the governance team and to attempt to identify appropriate means by which the governance team can address those concerns. An important primary, but not exclusive, means for the School Board to bring such issues to the attention of the Superintendent is through the performance evaluation process.

Legal

[Section 118.24 \[district administrator duties\]](#)
[Section 120.12 \[school board duties\]](#)
[Section 120.13 \[school board powers\]](#)