

## **School Board**

### **Board-Superintendent Relationship**<sup>1</sup>

The School Board directs, through policy, the Superintendent in his or her charge of the administration of the District by delegating its authority to operate the District and provide leadership to staff. The Board employs and evaluates the Superintendent and holds him or her responsible for the operation of the District in accordance with Board policies and State and federal law.<sup>2</sup>

The Board-Superintendent relationship is based on mutual respect for their complementary roles. The relationship requires clear communication of expectations regarding the duties and responsibilities of both the Board and Superintendent.

The Board considers the recommendations of the Superintendent as the District's Chief Executive Officer. The Board adopts policies necessary to provide direction for the District and to encourage achievement of District goals. The Superintendent develops plans, programs, and procedures needed to implement the policies and directs the District's operations.

LEGAL REF.: 105 ILCS 5/10-16.7 and 5/10-21.4.

CROSS REF.: 3:40 (Superintendent)

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The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

<sup>1</sup> State law controls this policy's content. 105 ILCS 5/10-16.7 requires the board to make all employment decisions pertaining to the superintendent as well as "[to] direct, through policy, the superintendent in his or her charge of the administration of the school district, including without limitation considering the recommendations of the superintendent concerning the budget, building plans, the locations of sites, the selection, retention, and dismissal of employees, and the selection of textbooks, instructional material, and courses of study." It also requires the "board [to] evaluate the superintendent in his or her administration of school board policies and his or her stewardship of the assets of the district."

Open and honest communication between the board and superintendent about expectations is crucial. The superintendent and board should periodically discuss, for example, the amount, type, and timing of information each expects to give and receive. Discussing each party's role and using an annual, formal superintendent evaluation process that includes a written evaluation instrument will further clarify role expectations.

<sup>2</sup> Boards may want to incorporate additional governance concepts into the first paragraph, e.g., by holding the superintendent responsible for progress toward district ends. See IASB's *Foundational Principles of Effective Governance*, [www.iasb.com/principles\\_popup.cfm](http://www.iasb.com/principles_popup.cfm). The IASB guide titled *The Superintendent Evaluation Process* contains information on strengthening the board-superintendent relationship. It is available at: [www.iasb.com/training/superintendent-evaluation-process.pdf](http://www.iasb.com/training/superintendent-evaluation-process.pdf).