

ROLE, QUALIFICATIONS, AND APPRAISAL OF THE SCHOOL BOARD

The Albemarle County School Board has established the vision, mission, goal(s), and strategic objectives for the School Division. The division goals are based on this vision and mission. Yearly, the Board reviews and revises the Biennial Board/Superintendent Priorities to support the achievement of these goals.

The Albemarle County School Board and the Superintendent are bound in a partnership of mutual trust and vision. The Superintendent and School Board are responsible for selecting the results that the school system should be pursuing. Since they have the power to pursue and enforce these decisions, these policy makers are primarily accountable for these results. Together, the Superintendent and School Board take primary responsibility for ensuring the Albemarle County Public School Division is an effective school system. This means the School Division is one in which resources are organized and delivered in such a way as to assure that all students within the system learn the essential curriculum as defined by that system. An effective school system, through its mission and goals, its instructional program and support services, and its allocation of resources assures that its priorities are teaching for learning and that its focus is on both quality and equity. To reaffirm their partnership in fulfilling this responsibility, the School Board and the Superintendent share common areas of periodic evaluation in order to provide an effective School Division for our children.

The Role of the School Board

The School Board works in partnership with the Superintendent in developing a common vision for the School Division. The School Board sets the policy direction for the School Division based on this vision.

The specific responsibilities of the School Board include the following:

1. Establish and communicate a clear vision, mission, goals and the Strategic Plan.
2. Ensure school laws are properly explained, enforced, and observed.
3. Provide for the erecting, furnishing, and equipping of school buildings and the maintenance thereof.
4. Provide for the consolidation of schools or redistricting of school boundaries as deemed necessary.
5. Operate and maintain the public schools in the School Division and determine the length of the school calendar.
6. Approve the curriculum and learning resources used in the School Division.

7. Establish instructional and management priorities to support the achievement of the Division's vision, mission, and goals.
8. Develop and adopt policies that determine the operation of the Albemarle County Public Schools.
9. Recruit, hire, and evaluate the Superintendent.
10. Adopt an annual budget.
11. Ensure that all funds are accurately accounted for according to the adopted budget.
12. Establish policies governing salaries and salary schedules, terms and conditions of employment, fringe benefits, leave, professional development, and equitable evaluation for all employees.
13. Act on personnel recommendations of Superintendent and enter into contract with such personnel as required by law.
14. Communicate with various constituencies to receive input and gather support for public education.
15. Act as final adjudicator as delineated by policy, federal and state regulations, and statutes.
16. Follow School Board guidelines as defined in School Board Policy BG.

Performance Appraisal

Performance Appraisal is a critical responsibility of the School Board and focus on providing frequent feedback is an important priority. The Albemarle County School Board and Superintendent work in partnership to carry out the Division's mission, goal, objectives, and biennial priorities; therefore two-thirds of the appraisal is a joint appraisal and one-third based on agreed upon performance standards. In light of this partnership, the Superintendent's and Board's appraisals contain three components.

1. An impact appraisal for the Board's overall goal(s) and objectives, supported by impact appraisal from the annual *ACPS Board Priorities Status Report*. This is a common component for both the Superintendent and the School Board, and it accounts for 40 % of the overall appraisal. The appraisal process will involve individual Board member assessments of objective and priority impacts, as well as Superintendent and staff assessments of these impacts. Scores will be reached by consensus. Mathematical averaging of scores is not recommended, as key performance indicators are often indirect, and qualitative data are included in reports.
2. The second appraisal will be based on measurable division-wide student performance. The Superintendent and Board's selected goals and actions will result in acceptable and measureable progress in student performance. Each October / November, during the *State of the Division* report process, the Board and Superintendent will identify performance gaps and

areas for improvement, set prioritized targets, and identify policy implications and/ or actions. Simultaneously, they will also assess division-wide student performance for the previous year and apply the assessment as 40 % of the Board and Superintendent Appraisal.

3. An appraisal based on performance standards established by the Virginia Department of Education (VDOE) for the Superintendent in 2013, and based on research supporting effective School Boards. In 2011, after extensive research, the National School Boards Association's (NSBA) Center for Public Education (CPE) has established characteristics of effective School Boards. This second component of the appraisal will be different for the Board and Superintendent, as the standards for each are different, and will account for 20% of the overall appraisal.

The appraisal documents and overall scoring rubrics will be retained by the Clerk of the Board, and converted into digital tools for Board and Superintendent management and use.