

**JACKSON PUBLIC SCHOOLS
BOARD OF EDUCATION WORK SESSION
Jackson High School
August 12, 2025**

AGENDA

6:00 pm Work Session

1. Call to Order
2. Pledge of Allegiance
3. Roll Call
4. Approval of Agenda
5. **Citizens Requesting to Address the Board** (*Board Policy 0167.3*) - *this is an opportunity for any citizen present to address the Board on any item. The time limit is normally five (5) minutes, but the president or presiding officer may impose a shorter time limit if necessary. Attendees must register their intention to participate in the public participation portion of the meeting upon their arrival at the meeting.*
6. Work Session
 - Superintendent Transition Workshop
7. Adjournment



SUPERINTENDENT ONBOARDING

As you onboard your new superintendent, here are some important tips to consider. These tips are meant to support and inform your new superintendent, ensuring a smooth onboarding process and setting the stage for success.



Get Familiar With Evaluation Tool:

Ensure that both the superintendent and the board are trained on the evaluation instrument used to evaluate the superintendent. Consider going through the training together as a group. This will help align goals and measurables.



Review the Board's Self-Assessment:

Complete or revisit the board's self-assessment to provide your new superintendent with insights into current board focus areas, strengths and areas for improvement. A fundamental part of quality leadership is regularly evaluating how the board is doing. To schedule your board self-assessment, visit masb.org/BSA.



Support Professional Development:

Set clear professional development expectations for the superintendent, such as attending MASA's Horizon Leadership Academy or New Superintendents Leadership Academy or having a mentor/coach. Provide resources and support to help them grow their skills in areas where they may lack expertise.



Facilitate Connections:

Help the new superintendent by introducing them to key people, partners, and outside organizations they should be meeting with. Making connections will support their integration into the district.



Take Advantage of Workshops and Events:

Make use of the Successful Superintendent Transition Workshop that is included with your search. Additionally, consider our in-district workshops or attending other MASB events as a governance team. This will help both the board and superintendent learn together, enhancing their competencies and building a solid foundation of teamwork. For information on our in-district workshops, visit [**masb.org/indistrict**](https://masb.org/indistrict). To view our upcoming events, including Board Member Certification (CBA) classes, visit [**masb.org/calendar**](https://masb.org/calendar).



Be a Supportive Boss:

Regularly check in with the superintendent, not just as an evaluator but as a supportive boss. Be accessible, provide guidance, and create a positive work environment. Think about the qualities of great bosses you have had and emulate them.



Utilize Planning Calendar:

Explore the superintendent's planning calendar, a comprehensive monthly checklist designed to guide your district throughout the year. The calendar includes links to relevant reports and applications, streamlining your team's efforts. Find the Michigan Association of Superintendents and Administrators planning calendar at [**masb.org/suptcalendar**](https://masb.org/suptcalendar).



Allow Time for Transition:

Encourage the new superintendent to take their time, listen and learn. Building relationships with staff and the community is crucial before making significant changes. By first understanding the district's history, successes and failures, they can then make informed decisions when change is necessary.



Discuss Communication Expectations:

Have a conversation about the board's communication expectations and any procedures currently in place for communication with the board. Also, be sure to ask the superintendent about their communication preferences and share any valuable practices from the previous superintendent. Remember, they can't pass a test they don't know they're taking.

Questions? Please contact us at [**search@masb.org**](mailto:search@masb.org) or **517.327.5900**.

The Role of the Superintendent:

- Manages operations in central office and coordinates and oversees efforts of all schools within the district. Works toward meeting district and superintendent goals established by the board.
- Advises board on policy development, need and impact and is responsible for creating and implementing administrative procedures to carry out the requirements of each policy.
- Assists and advises board in creating the long and short-term goals. Based on the goals, establishes strategies for implementation at each school.
- Works with school administrators to develop a draft budget, recommends the budget to the board, makes revisions as requested by the board, and administers the budget adopted by the board.
- Recommends courses of study and texts aligned with district vision, goals and objectives. Provides student assessment data for board analysis.
- Recommends all personnel to be hired; is responsible either directly or indirectly for performance evaluations. Analyzes, interprets and communicates the needs of the school system to the board and supervises facility renovations and new construction projects.
- Recommends and implements a program of school-community relations and keeps all stakeholder groups informed about district policies, programs and procedures.
- Provides administrative assistance and facilitation of the board's self-assessment process.

The Role of the Board of Education:

- Recruits, hires and evaluates the performance of the superintendent.
- Establishes policy for the district and shares in policy development.
- The district vision is translated into long and short-term goals. The board establishes the structure to accomplish the vision, and periodically evaluates the results.
- Reviews and adopts the budget submitted by the superintendent and aligns the funding priorities with the district goals.
- Approves recommended curriculum and texts based on standards, goals and policies established by the board. Review and evaluate curriculum as it relates to student assessment results.
- Adopts policies governing salaries and salary schedules, terms and conditions of employment, fringe benefits, leave and professional development and employee evaluations.
- Determines school facility needs and communicates proposed construction plans to the community.
- Adopts policies governing school-community relations, advocates for the public school system and remains responsive to community ideas and needs.
- Evaluates the performance of the board and provides feedback for personal leadership development.

<u>Superintendent Role</u>	<u>Board Role</u>
GOAL SETTING Assists and advises board in creating the long and short-term goals. Based on the goals, establishes strategies for implementation at each school.	GOAL SETTING The district vision is translated into long and short-term goals. The board establishes the structure to accomplish the vision, and periodically evaluates the results.
POLICY Advises board on policy development, need and impact and is responsible for creating and implementing administrative procedures to carry out the requirements of each policy.	POLICY Establishes policy for the district and shares in policy development.
SUPERINTENDENT'S RESPONSIBILITIES Manages operations in central office and coordinates and oversees efforts of all schools within the district. Works toward meeting district and superintendent goals established by Board.	DESIGNATING & EVALUATING SUPERINTENDENT Recruits, hires and evaluates the performance of the superintendent.
BUDGET Works with school administrators to develop a draft budget, recommends the budget to the board, makes revisions as requested by the board, and administers the budget adopted by the board.	BUDGET Reviews the budget submitted by the superintendent and aligns the funding priorities with the district goals.
CURRICULUM Recommends courses of study and texts aligned with district vision, goals and objectives. Provide student assessment data for board analysis.	CURRICULUM Approves recommended curriculum and texts based on standards, goals and policies established by Board. Review and evaluate curriculum as it relates to student assessment results.
STAFFING AND APPRAISAL Recommends all personnel to be hired; is responsible either directly or indirectly for performance evaluations	STAFFING AND APPRAISAL Adopts policies governing salaries and salary schedules, terms and conditions of employment, fringe benefits, leave and professional development and employee evaluations.
FACILITIES Analyzes, interprets and communicates the needs of the school system to the board and supervises facility renovations and new construction projects.	FACILITIES Determines school facility needs and communicates proposed construction plans to the community



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Objectives

- Review school board and superintendent roles
- Explore standards of superintendent performance as defined in evaluation system
- Ascertain status of current district-wide goals
- Identify superintendent performance expectations

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“Board members, because they represent the people and have the power to act, and superintendents, because they have professional knowledge and the responsibility to lead and manage, are close enough to communities and schools to see what needs to be done and are powerful enough to do it. They are the governance team.”

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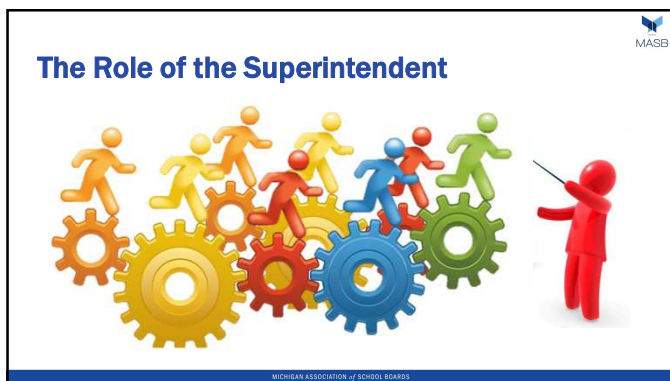
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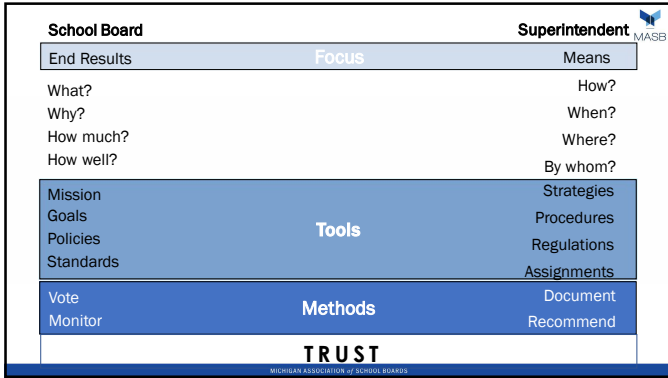
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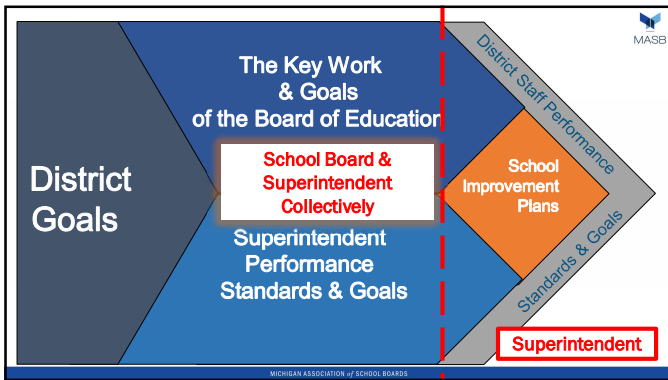
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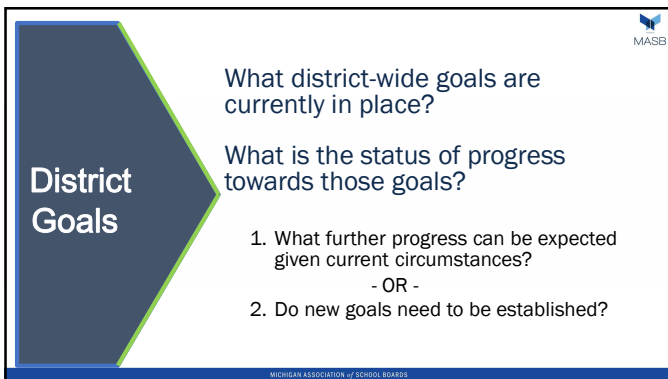
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Superintendent Performance Standards & Goals

Which superintendent evaluation instrument is being used by the district?

Review it now together.

- Rubrics are based on standards of behaviors of effective superintendents documented via research
- These behaviors are 'inputs' that contribute to positive 'outputs', e.g. empowered administrators, skilled teachers, increased student growth and/or achievement

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Process for Goal Development

1. Identify the district goal/priority/indicator/student performance data that the superintendent's goal is intended to support
2. Ask the superintendent:
 - *What will we see next year toward the accomplishment of this that we don't see now?*
 - *What measure will we use to know that the difference represents meaningful progress?*
3. Allow superintendent time to craft a response
4. Once agreed upon, board and superintendent develop SMART goal statements

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Performance Goals...

S

M

A

R

T

Specific

Measurable

Attainable

Relevant

Time Based

There's a S.M.A.R.T. way to write management's goals and objectives
George T. Doran, 1981

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Example: From a District Goal

District Goal:
District staff and community leaders educate the public and elected officials regarding the impact of legislative and regulatory requirements on students.

Superintendent Performance Goal:
The superintendent shall remain up-to-date on regulatory and legislative issues affecting the District.

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Example: From a District Goal

District Goal:
The District maximizes resources available for instruction.

Superintendent Performance Goal:
The superintendent shall present an annual budget in February of 2019 that shows an increase in district resources directed to instruction.

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Example: From a Performance Indicator on Evaluation Instrument

Performance Indicator:
The superintendent provides a clear vision regarding the district instructional model and how to guide personnel and schools in operationalizing the model.

Superintendent Performance Goal:
By September of 2020, the superintendent will have seen to the development of a district-wide instructional model and a plan for its implementation – with the intention of full implementation by September of 2021.



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Were the Objectives Accomplished?

- Review school board and superintendent roles
- Explore standards of superintendent performance as defined in evaluation system
- Ascertain status of current district-wide goals
- Identify superintendent performance expectations

If not, when and how will we complete them?

✓ Assignments ✓ Date ✓ Time



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THANK YOU!

Questions?



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