

TITLE: SUPERINTENDENT OF SCHOOLS

QUALIFICATIONS: 1. Such qualifications of academic, professional and personal excellence as the school board may specify.
2. A valid superintendent's certificate issued by the State of Minnesota.

REPORTS TO: School Board

SUPERVISES: 1. Assistant Superintendent
2. Executive Director of Human Resources
3. Executive Director of Business Services
4. District Administrative and Supervisory Personnel
5. Principals
6. Directly or indirectly, every district employee

JOB GOAL: To provide leadership in developing, achieving and maintaining the best possible educational programs and services.

GENERAL POSITION DESCRIPTION

The superintendent is the chief executive officer of the school district, is the professional advisor to the school board, and is directly accountable to the school board.

The superintendent is responsible for guiding and directing all operations and activities of the school district and for informing the school board of all the needs related to the current and future operations of the school district. The superintendent shall recommend policies to the school board and, when adopted by the school board, shall be responsible for implementing, interpreting, and executing those policies.

SPECIFIC DUTIES & RESPONSIBILITIES

A. POLICY AND GOVERNANCE

1. The superintendent serves as chief executive officer and ex-officio member of the school board.

The superintendent shall:

- a) promote, develop and sustain a professional working relationship among board members and administrative staff.
- b) plan and develop board agendas in consultation with the board chair.
- c) serve as educational leader and spokesperson for educational interests in the school district.
- d) develop and recommend legal course of action, in cooperation with counsel as the superintendent deems necessary.

2. The superintendent works with the school board to develop and implement policies that define organizational expectations.

The superintendent shall:

- a) support and enforce all school board policies and inform all constituents of changes to the school board policies.
- b) explain the educational needs of the school district to the school board and recommend necessary new and/or revised policies and staffing changes for school board action.
- c) maintain and improve effective school board-superintendent relationships by participating in joint workshop and training sessions.

3. The superintendent oversees the administration of the school district's day to day operations.

The superintendent shall:

- a) inform school board of actions that require school board involvement.
- b) explore/apply operational methods, which enable the school district to apply resources in an efficient manner.
- c) delegate authority and responsibility to other employees as needs/opportunities arise.

B. PLANNING AND ASSESSMENT

1. The superintendent organizes the collaborative development and implementation of a district strategic plan, which includes school district goals based on analysis of data from a variety of sources.

The superintendent shall:

- a) provide leadership in the development of a shared vision for educational and operational improvement and a strategic plan and District System of Continuous Improvement to attain that vision.
- b) implement strategies for the inclusion of staff and various stakeholders in the planning process.
- c) support the districts mission by identifying, articulating and planning to meet the educational needs of students and staff.
- d) work collaboratively to develop and monitor progress in long and short range goals with the strategic plan and all aspects of the District System of Continuous Improvement.
- e) maintain student focus on long range mission and goals through the implementation process.

2. The superintendent plans, implements, supports and assesses instructional programs that enhance student achievement.

The superintendent shall:

- a) support the development of a comprehensive curriculum utilizing goals and objectives in alignment with the appropriate standards for student achievement.
- b) demonstrate an understanding of occupational trends and their educational implications necessary for the best possible learning environments, programs and practices necessary for students.
- c) monitor and assess the effect of the programs and/or curricula on student achievement.

3. The superintendent develops plans for effective allocation of fiscal and other resources.

The superintendent shall:

- a) acquire, allocate and manage internal and external resources to ensure the effective and equitable support of all the district's students, schools and programs consistent with the mission and strategic plan of the district.
- b) meet and work collaboratively with the board and appropriate staff to determine priorities for budgeting and for the effective allocation of space and human resources.
- c) implement the annual school operating budget and capital improvement plan.
- d) apply financial forecasting and planning procedure that supports efficient use of all school district resources.

C. INSTRUCTIONAL LEADERSHIP

1. The superintendent communicates a clear vision of excellence and continuous improvement consistent with the goals of the school district.

The superintendent shall:

- a) demonstrate personal commitment to achieving the mission of the school district.
- b) articulate a shared vision to all constituencies and ensures that staff members are working in concert with the districts strategic plan.
- c) informs members of the board and community of current research related to best practices in curriculum and instruction.
- d) recognize, encourage and celebrate excellence among staff and students.
- e) foster positive morale and team spirit.

2. The superintendent plans, implements, supports and assesses instructional programs that improve teaching to ensure learning and student achievement of the state educational standards.

The superintendent shall:

- a) support the development of a comprehensive curriculum utilizing goals and objectives in alignment with the appropriate standard for student achievement.
- b) monitor and assess the effect of the programs and/or curricula on student achievement.

3. The superintendent selects, inducts, supports, evaluates and retains quality instructional personnel.

The superintendent shall:

- a) oversee the recruitment, appointment, induction and assignment of the most qualified personnel available.
- b) establish and use selection procedures that ensure fairness and equity in selecting the best candidates
- c) recommend the reappointment and/or promotion of competent effective personnel.
- d) provide support and resources for staff to improve job performance.

4. The superintendent identifies, analyzes and resolves problems using effective problem-solving techniques.

The superintendent shall:

- a) identify and address problems in a timely and effective manner.
- b) provide shared leadership and decision-making opportunities for staff that promote a climate of collaboration and collegiality.
- c) delegate responsibility appropriately to staff members.
- d) maintain focus on school and district mission and goals.

5. The superintendent assesses factors affecting student achievement and serves as an agent of change for needed improvements.

The superintendent shall:

- a) make appropriate changes in the curriculum and scheduling.
- b) optimize available physical resources.
- c) adjust placement of students.
- d) adjust personnel assignments.
- e) provide appropriate training for instructional personnel.

D. ORGANIZATIONAL MANAGEMENT

1. The superintendent actively supports a safe and positive environment for students and staff.

The superintendent shall:

- a) facilitate the implementation of sound, research-based theories and techniques of classroom management, student discipline and school safety to ensure a safe, orderly environment conducive to teaching and learning.
 - b) calmly and effectively manage emergency situations as they occur and is proactive in addressing potential problem situations.
 - c) recognizes students and staff for their academic, co-curricular, personal and professional achievements.
2. The superintendent develops procedures for working with the school board that defines mutual expectations, working relationships and strategies for formulating district policies.

The superintendent shall:

- a) respect the policymaking authority and responsibility for the board.
 - b) facilitate the delineation of superintendent management and school board governance roles and the articulation of mutual expectations.
 - c) anticipates future needs and demonstrates a bias for action.
 - d) value diverse perspectives, problem solving and consensus building.
3. The superintendent plans and implements a systematic employee performance evaluation system.

The superintendent shall:

- a) establish a fair and meaningful employee evaluation system that promotes high expectations of all staff.

E. COMMUNICATION AND COMMUNITY RELATIONS

1. The superintendent promotes effective communication and interpersonal relations within the school district.

The superintendent shall:

- a) promote a climate of trust and teamwork within the district.
 - b) facilitate constructive and timely communication.
 - c) establish a culture that encourages risk taking and innovation while requiring accountability for results.
 - d) model professionally appropriate communication skills, interpersonal relations and conflict mediation.
2. The superintendent establishes and maintains effective channels of communication with board members and between the schools and community.

The superintendent shall:

- a) accept responsibility for maintaining communication between the board and district personnel.
 - b) communicate school and district goals, objectives and expectations to stakeholders.
 - c) demonstrate the skills necessary to build community support for district goals and priorities.
 - d) establish and maintain working relationships with agencies and personnel outside the school district to promote the best interests of the school district through contact with legislators, other superintendents, local government leaders, business, etc.
3. The superintendent works collaboratively with staff, families and community members to ensure educational equity and excellence to support the success of a diverse student population.

The superintendent shall:

- a) be culturally responsive to the conditions and dynamics of the diversity within the school community.
- b) collaborates with staff, families and community leaders and responds to identified needs of individual students and groups of students.
- c) promote the value of understanding and celebrating school/community cultures.

F. PROFESSIONALISM

1. The superintendent models professional, moral and ethical standard, as well as personal integrity, in all interactions.

The superintendent shall:

- a) understand and model appropriate value systems, ethics and moral leadership.
- b) maintain the physical and emotional wellness necessary to meet the responsibilities of the position.
- c) serve as an articulate spokesperson for the school district and represent the district favorably at the local, state and national levels.

2. The superintendent works in a collegial and collaborative manner with school personnel and the community to promote and support the mission and goals of the school district.

The superintendent shall:

- a) support the district and advance its mission/goals.
- b) establish and support a district culture that encourages collaboration and teamwork in achieving goals.

- c) The superintendent takes responsibility for and participates in a meaningful and continuous process of professional development that results in the enhancement of student learning.

The superintendent shall:

- a) participate in professional growth activities, including conferences, workshops, coursework, and/or membership in professional organizations at the district, state and/or national levels.
- b) evaluate and identify areas of personal strength and weakness related to providing district leadership.
- c) comprehends and applies current research of educational issues, trends and practices.
- d) network with colleagues to share knowledge about effective educational practice and to improve and enhance administrative knowledge, skills and organizational success.

TERMS OF EMPLOYMENT: Twelve-month year. Terms and conditions of employment according to contract.

EVALUATION: Performance of this job will be evaluated annually.

EVALUATION COORDINATOR: School Board Chair

EVALUATORS: School Board Members

REVISED & BOARD APPROVED: September 10, 2018