

Superintendent Job Description

ESSENTIAL FUNCTIONS -- *Essential functions, as defined under the Americans with Disabilities Act, may include any of the following representative duties, knowledge, and skills. This list is ILLUSTRATIVE ONLY, and is not a comprehensive listing of all functions and duties performed by incumbents of this class. Employees are required to be in attendance and prepared to begin work at their assigned work location on the specified days and hours. Factors such as regular attendance at the job are not routinely listed in job descriptions, but are an essential function. Essential duties and responsibilities **may** include, but are not limited to, the following:*

- The Superintendent in collaboration with the leadership cabinet:
 - Assists the board with data-informed goal development and takes actions necessary to accomplish these goals.
 - Competently carries out roles and responsibilities as assigned by the board and takes steps to assist the board with understanding and executing its role.
 - Oversees qualified, high-quality district staff and maintains positive and professional working relationships with them.
 - Oversees the development, review, and implementation of academic and support programming that fosters the growth and success of all district students.
 - Is engaged in the community and takes steps necessary to ensure the community is engaged in district schools.
 - Efficiently and prudently oversees school district finances and facilities, equipment, and supplies; operational decisions are aligned with the district's goals and strategic plan.
- Supervises directly or indirectly every district employee excluding the business manager.
- Manages stakeholder relationships in the community; communicates and collaborates with other public agencies, elected officials, community organizations, and advocates.
- Supports the relationship between the Minot Public School District and the general public by demonstrating courteous and cooperative behavior when interacting with clients, visitors, and District staff; maintains absolute confidentiality of work-related issues, client records, and District information; follows compliance rules governing child abuse; performs related duties as required or assigned.

PERFORMANCE RESPONSIBILITIES

1. Goal and Vision Setting
 - a. Assists board with developing or updating a district-wide strategic plan that is based on district data, the district's mission, and other identified district needs; the plan outlines both short- and long-term goals.
 - b. Provides for regular reports to the board on steps taken to accomplish short- and long-term goals and demonstrates progress toward accomplishing district goals.
2. Board Relations
 - a. Works with the board president to set the board agenda; makes sure agenda contains more "big picture" items than minutia and that each month at least some agenda items relate to district's goals and strategic plan.
 - b. Executes all roles and responsibilities in the job description and in policy and reports to board on policy implementation and amendments as needed.
 - c. Ensures that board packets contain information necessary for board decision making and submits meeting packets to board at least [#] days prior to board meetings.
 - d. Answers board questions in a timely manner.
 - e. Provides accurate information to the board, staff and public.

- f. Communicates with the board throughout the month via updates—not just at monthly board meetings.
 - g. Complies with state and federal law.
 - h. Complies with district policies.
 - i. Upholds the ESPB Professional Code of Conduct.
 - j. Makes all administrative decisions necessary for the proper function of the District that do not need review or reconsideration by the Board.
 - k. Takes final responsibility for execution of any duties that are delegated.
3. Human Resource Management
- a. Ensures development of job descriptions for district staff; ensures hiring policies, procedures, and laws are followed to select and retain qualified employees.
 - b. Makes infrequent recommendations to the board to nonrenew for cause, discharge licensed staff, or dismiss ancillary staff, typically after efforts to help the employee improve.
 - c. Plans and executes staff training/professional development as evidenced by reports to the board, including reports on the outcome of staff training/professional development.
 - d. Manages the personnel evaluation system including developing and reviewing personnel evaluation forms and ensuring completion of evaluations by applicable deadlines in law and/or district policy.
 - e. Oversees system of employee remediation including ensuring that professional development is provided to teachers and principals who need to improve their instructional performance or administrative skills; reports to board on impact of coaching programs without referencing specific staff members.
 - f. Ensures that district administrators hold orientation for new staff to familiarize them with policies, procedures, and job duties.
 - g. Recommends to the board programs to recognize outstanding staff members and to encourage staff engagement.
 - h. Recommends to the board policies and negotiated agreement amendments designed to promote a fair, equitable, safe, and productive workplace, including policies on employee conduct, benefits, safety, and workload distribution.
 - i. Seeks input from and regularly communicates with staff on district goals, needs, issues, and changes to programs/policies/procedures.
 - j. Encourages and empowers principals to make decisions on behalf of their buildings and to implement innovative programs and services in their buildings.
4. Curriculum and Student Support Services
- a. Presents the board with data on indicators of student achievement and post-secondary preparation (e.g., graduation rates, remedial coursework enrollment trends, college acceptance rates, grade remediation trends, number of scholarship recipients, etc.) to help identify curricular needs and inform the district's strategic plan.
 - b. Brings curriculum changes to the board for approval as needed, explaining how these changes support the district's mission, strategic plan, and goals.
 - c. Meets or corresponds regularly with building administrators to discuss implementation of curriculum, including instructional strategies and challenges associated with implementation; the superintendent shares these discussions with the curriculum committee.
 - d. Recommends to the board for approval programs that allow for research-based instruction and course offerings; such programs include plans of implementation.
 - e. Ensures that all school buildings have and use intervention programs to identify students in need of additional assistance academically, socially, and emotionally.
 - f. Recommends to the board for adoption policies and programs designed to make the overall educational environment safe and to encourage student engagement including

policies and programs on safety, conduct, recognition programs, and extracurricular activities.

- g. Schedules annual board review of district policies on student support services for special categories of students including disabled, migrant, English Language Learners, and homeless students to ensure these policies are meeting these students' needs.
 - h. Completes state assessments in accordance with law, and required data are reported in Powerschool at the time and in the manner required by law.
 - i. Reports aggregated student assessment results and other student achievement indicators to board, staff, and community as available.
5. Community Relations
- a. Attends the meetings of, or is involved in the activities of, community and civic organizations as directed by the Board.
 - b. Oversees implementation of a communication plan; regularly speaks to the news media about school activities, successes, and events; and uploads information about district schools and initiatives on the district's website.
 - c. Works with key community stakeholders to help further the district's mission and support district schools (e.g., law enforcement and social service agencies).
 - d. Recommends to the board, as needed, public hearings to receive input on district issues.
 - e. Identifies ways to invite the community into district schools for programs, activities, and events.
6. Operations and Resource Management
- a. Makes budget recommendations to the board that take into account ending fund balance requirements in NDCC 15.1-07-29 and 15.1-27-35.3.
 - b. Ensures that the special reserve fund does not exceed limitations in NDCC 57-15-14.2; assists the business manager to ensure that these funds are invested in accordance with restrictions in law and in a manner meant to maximize return.
 - c. Explains to the board how the budget supports the district's strategic plan and goals.
 - d. Makes mill levy recommendations to the board based on actual needs as clearly explained to the board during budget discussions.
 - e. Makes building levy recommendations to the board that are based on justified needs, including long-term demographic information and/or a deferred maintenance plan.
 - f. Assists the business manager and board with ensuring that the budget is approved and mill levies are certified in accordance with deadlines in laws.
 - g. Oversees a district-wide system of purchasing that helps the district stay on budget and brings cost-savings recommendations to the board.
 - h. Seeks and recommends to the board new sources of revenue (e.g., grants, loans, donor contributions) appropriate for the district.
 - i. Ensures that school buildings, grounds, and equipment are well maintained and typically in proper working order.
 - j. Ensures that the insurance carrier has up-to-date information on all district-owned buildings, equipment, and supplies, and insurance coverage is adequate to cover potential loss.
 - k. Develops, or assists the business manager with developing, a deferred maintenance plan for school buildings and a transportation replacement plan for the school fleet, which is discussed with the board.
 - l. Establishes a process for administrators to request needed equipment and supplies and developed timelines for submitting these requests consistent with budget cycles.
 - m. Performs or requires building administrators to perform a risk management assessment to determine facilities and equipment that need repair.

MINIMUM QUALIFICATIONS

Education, Training and Experience Guidelines

North Dakota Teacher License and Superintendent Credential; MA or PhD in Education Administration/Leadership.

Core competencies:

- Ability to help school board set a data-informed vision and goals for the district in collaboration with key district stakeholders
- Ability to support and assist board in remaining vision oriented and goal focused
- Ability to manage and motivate school personnel in a manner that supports the district's vision and accomplishes its goals
- Ability to strategically allocate resources and manage operations in a manner that supports goals and complies with law
- Ability to implement and oversee systems for monitoring progress toward goals and systems of continuous improvement specifically targeted at student achievement and instruction

Knowledge of:

- MPS organization, operations, policies, and procedures.
- Federal and state policies, rules, and regulations governing the conduct and safety of student programs and facilities in an educational environment, including the North Dakota Department of Public Instruction, and other governing and accrediting agencies.
- Principles and practices of administrative management, including personnel rules, cost accounting, budgets, payroll, purchasing, planning, contracting, records management, and project management.
- Techniques and practices for efficient and cost effective management of resources.
- Legal, ethical and professional rules of conduct for public education administrators.
- Local community resources, regional community services programs, and regional training programs.
- Project planning and management principles.

Skill in:

- Analyzing complex administrative and operational issues, interpreting laws and regulations, evaluating alternatives, and developing recommendations, strategies and operational improvements.
- Reading, interpreting, understanding and applying federal and state rules and regulations.
- Identifying problems and opportunities, and developing solutions.
- Understanding and applying educational standards and procedures, federal and state rules and regulations, and MPS policies and procedures.
- Using courtesy and respect in interactions with students, staff, and parents.
- Using motivational skills to inspire staff, facilitate teamwork, and support innovation.
- Using initiative and independent judgment within established procedural guidelines.
- Assessing and prioritizing multiple tasks, projects and demands.
- Developing and maintaining a public education learning environment in which positive, appropriate behavior is encouraged, and discipline problems are minimized.
- Collaborating as a team member, with colleagues, staff, and community representatives.
- Operating a personal computer utilizing standard and specialized software.
- Establishing and maintaining cooperative working relationships with co-workers, public officials, and representatives from other regional agencies.
- Communicating effectively verbally and in writing.

EVALUATION

By the Board in accordance with North Dakota Century Code and district policy.

LICENSE AND CERTIFICATION REQUIREMENTS

A valid North Dakota State Driver's License is required. Teacher/Educator certification from North Dakota Department of Public Instruction is required; and specific Principal's Credential is required as defined by Article 67-19 of the North Dakota Administrative Rules.

PHYSICAL DEMANDS AND WORKING ENVIRONMENT

Work is performed in a standard office and public school environment.