

SUPERINTENDENT JOB DESCRIPTION

QUALIFICATIONS

- **Experience:** Experience in education or School Administration is preferred.
- **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

REPORTS TO

Glen Ullin School Board

SUPERVISES

Directly or indirectly, every district employee [excluding the business manager, whom reports directly to School Board]

EVALUATION

By Board in accordance with North Dakota Century Code and **Glen Ullin School District Policy CBBB**.

JOB EXPECTATIONS

- 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.

Performance Responsibilities

1. Goal and Vision Setting

- a. The percentage of students in grades 3-8 and 10 who are proficient in math as measured on the North Dakota State Assessment (NDSA) will increase from 55% in May 2024 to 80% in May 2029.
- b. The percentage of students in grades 3-8 and 10 who are proficient in English Language Arts (ELA) as measured by the North Dakota State Assessment (NDSA) will increase from 46% in May 2024 to proficiency to 80% in May 2029.
- c. The percentage of students who graduated Choice Rady in the last three years will increase from 65% in May 2024 to 80% in May 2029.
- d. Create a strategic plan that aligns with the above goals for the district.
- e. Superintendent shall not operate without effective and professional teachers who are engaged.
- f. Superintendent shall not operate without an efficient and effective system to engage families and community stakeholders in student learning.
- g. Superintendent shall not operate without ensuring the district's resources are allocated efficiently based on student need.
- h. Superintendent shall not operate without ensuring curriculum materials and lesson plans are aligned to the state standards.

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 follows the board approved agenda calendar, which requires board packets to be given to board members and public 10 days prior to board meeting.
- 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 community communication plan, which includes a district newsletter issued to parents and community members; 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 and social media.
- 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 with the assistance of its insurance carrier and Glen Ullin School Board Facility Committee to determine facilities and equipment that need repair.