

Maywood-Melrose Park-Broadview District 89 Superintendent Job Description

JOB GOALS:

- To turn around underperforming schools into successful high performing schools.
- To develop and implement a system of continuous improvement.
- To balance a deficit budget.
- To manage the school system and to provide leadership according to the Vision and Mission Statement of the school system.
- To provide leadership in developing and maintaining the best possible educational programs and services for the students of our school system.
- To lead, guide, and direct every member of the administrative, instructional, and support services teams in setting and achieving the highest standards of excellence in educational programs and operating systems.
- To be responsible for a system of supervision and evaluation for all staff designed to meet the goals of the school system.
- To oversee and administer the use of all facilities, property, and funds in the best interests of students and the school system.

MINIMUM JOB REQUIREMENTS:

- A. A valid administrative certificate and superintendent's endorsement issued by the State Certification Board.
- B. Minimum: Master's Degree or Higher in Education, Educational Administration, or related field of study.
- C. At least 5 years experience as central office administrator; strong elementary and/or secondary school administrator experience; strong knowledge of Illinois School Code Statues; and strong knowledge of the National Performance Standards for school leaders, produced by the International School Leaders and Licensure Consortium (ISLLC).
- D. A proven record of turning around failing schools, making poor performing school into high performing schools.
- E. Such alternatives to the qualifications listed in B. and C. as the Board may find appropriate and acceptable.

REPORTS TO: School Board

SUPERVISES: Directly or indirectly, every school system employee.

Candidate Qualities

- Positive, successful, innovative previous experiences, **---a dynamic turn around leader with a proven record of success in school system reform;**
- Positive attitude about education, children and themselves
- Strong people skills and strong communication skills;
- Respectful attitude toward the role and responsibilities of the board;
- Desire to be involved with the community and foster substantial community involvement in the schools;
- Knowledge of and successful experience with school finance and technology;
- Student centered with a focus on the benefits and welfare of students;
- Positive, energetic attitude;
- Honest and Straightforward;
- Knowledge of the specifics of the school district; and
- Professionalism through paperwork, appearance and performance.

PERFORMANCE RESPONSIBILITIES AND CRITERIA:

The criteria for performing the job responsibilities of the Superintendent include the ability to function effectively in the following categories:

- 1) Communication/Public Relations;
- 2) Community Relations;
- 3) Instructional Leadership and Curriculum Planning and Development;
- 4) School/Community Involvement;
- 5) Leadership/District Culture;
- 6) Organizational Management;
- 7) Personnel Management;
- 8) School Facility Management;
- 9) School Finance/Budgeting;
- 10) School Improvement;
- 11) Staff Development;
- 12) Superintendent/Board Relations;
- 13) Values and Ethics of Leadership; and
- 14) Supervision/Evaluation

A. Communication/Public Relations—

- **Able to communicate clearly with staff, parents, students, both verbally and in writing and the community as a whole including beneficial relationships with the media.**

1. Keeps the public informed of the status of the schools.
2. Conducts meetings of administrators, teachers and other staff members as necessary for the discussion of matters concerning the improvement and welfare of the schools.
3. Communicates to all staff members, directly or through delegation, actions of the Board relating to personnel matters and receives from employees communications to be made to the Board.
4. Confers with professional and staff groups concerning the school program and transmits suggestions to the Board and others, as appropriate.
5. Maintains open lines of communication and cooperative relationships with school staff, professional teacher and staff organizations, parents and the district community at-large.
6. Understands the role of media in shaping and forming opinions as well as how to work with the media.

B. Community Relations—

- **Recognizes the importance of both stimulating and reflecting community needs/wants regarding education.**
- **Demonstrates ability to involve the community in developing and implementing goals.**
- **Views the community/school relationship as a partnership and understands the importance of responding to community feedback and building community support for the district.**

1. Establishes and maintains a program of public relations to keep the public well informed of the activities and needs of the school system, affecting a wholesome and cooperative working relationship between the schools and the community.
2. Communicates with and understands the needs and perspectives of various community groups.
3. Maintains open lines of communication and cooperative working relationships with other boards and departments of village governments (Maywood, Melrose Park, Broadview), including village organizations. Attends or

delegates a representative to attend, meetings of village agencies at which matters relating to the school system appear on the agenda or are expected to be raised.

4. Develops formal and informal techniques to gain external perceptions of the district.
4. Keeps the public informed about current educational practices, educational trends, and the policies, practices, successes and challenges of the schools.
5. Promotes involvement of all stakeholders to fully participate in the process of schooling.

C. Instructional Leadership and Curriculum Planning and Development—

- **Strong commitment to leading the effort to define and deliver an effective, consistent curriculum K-8; and the ability to keep current with the latest designs in curriculum, teaching, learning and testing theories.**
1. Administers the development and maintenance of educational programs designed to meet the needs of the students and community and to carry out the policies of the Board.
 2. Develops core curriculum design and delivery system based on content and assessment standards and instructional practices.
 3. Establishes curriculum planning to anticipate occupational trends and school-to-career needs.
 4. Conducts reviews of the total school program, and advises the Board on recommendations for the educational advancement of the schools.
 5. Recommends to the Board, through the use of appropriate personnel, adoption of courses of study, curriculum, teaching materials, etc.
 6. Oversees, assures continuous study and involves faculty and stakeholders in enhancement and renewal of curriculum to ensure alignment of curriculum, instruction and assessment.
 7. Assures that the assessment process of student progress uses a variety of appropriate techniques.

8. Includes the use of computers, the Internet, networking, distance learning and other technologies in educational programming.
9. Keeps informed of current curricular and educational thoughts, trends, and practices, as well as proposed legislation impacting the schools. Informs the Board and the district community of significant developments in these areas.
10. Oversees development and implementation of objectives and long-range plans for curriculum and instructional evaluation and improvement.
11. Formulates a plan to assess appropriate teaching methods, classroom management and strategies for all learners.

D. School/Community Involvement—

- **Visible in the schools, aware of current issues and activities in the schools, and shows an interest in community affairs.**
 1. Visits schools and classrooms on a continuous basis; and attends student/staff events.
 2. Stays formed about issues and activities in the schools.
 3. Has a high level of knowledge about administrators, staff, and students.
 4. Has a high level of knowledge about community events, concerns, accomplishments, and direction.

E. Leadership/District Culture—

- **Able to motivate, lead, guide, direct and empower people.**
- **Committed to implementing the Mission and Vision Statement of the school system; and help shape school culture and climate and understands multi-cultural and ethnic differences.**
 1. Facilitates the development of and implements a collaborative educational vision and assists the Board in setting priorities for the school system.
 2. Serves as the educational leader of the school system. Performs job responsibilities using the Mission and Vision Statement and the District School Improvement Plan as a guide.

3. Communicates the educational vision and priorities effectively to staff, students, and community; and facilitates a community process to develop and implement a shared vision that focuses on student learning and improvement.
4. Develops, implements, promotes and monitors a continuous improvement process.
5. Promotes academic rigor that focuses on learning and excellence for schools.
6. Creates and supports a community of learners that empowers others to reach high levels of performance to achieve the school's vision.
7. Models learning for staff and students
8. Promotes understanding of and celebrates school/community cultures.
9. Ensures that policies, procedures and school rules promote a safe, respectful, and healthy school environment; and, promotes and sets the expectation of a school based climate of tolerance, acceptance and civility.

F. Organizational Management—

- **Uses a systematic approach to managing and improving the schools.**
 - **Has excellent organizational skills, working knowledge of school law, and proven ability to resolve organizational conflicts.**
1. Administers, as chief school executive, the development, maintenance, and improvement of the educational program.
 2. Maintains directly or through delegation, such personnel records, pupil accounting records, scholastic and school population records; business and property records, financial accounts as required by law and/or Board policy.
 3. Files, or causes to be filed, all reports required by state or federal laws and regulations.
 4. Advises the Board of the need for new and revised policies, and ensures that all policies of the Board are implemented.
 5. Makes administrative decisions necessary for the effective and efficient operations of the schools. Reports such decisions to the Board.

6. Develops and implements rules and procedures for staff and students as necessary to comply with Board policies, and state and federal laws and regulations.
7. Delegates to other staff the exercise of any powers and duties, with the knowledge that such delegation does not relieve the Superintendent of final responsibility for any actions taken.
8. Recommends attendance boundaries for all schools and the transfer of students from one building to another in the interest of good administration of the instructional program. Implements Board policies and state laws and regulations for the promotion, retention and acceleration of students.
9. Makes recommendations to the Board concerning the transportation of students in accordance with Board policies, state laws/regulations, and student safety considerations. Also takes necessary steps to assure the safety and welfare of students and employees in the school, and at school sponsored activities.
10. Establishes procedures and practices for dealing with emergencies such as weather, threats to the school, student violence and trauma; and reports such procedures and practices to the Board and recommends policy for future guidance.
11. Develops and monitors long range plans for school and district technology and information systems making informed decisions about computer hardware and software; as well as staff development and training needs.

G. Personnel Management—

- **Excellent people skills.**
 - **Ability to recruit and retain high quality staff.**
 - **Strong personnel management practices and understanding of collective bargaining issues.**
 - **Ability to develop and implement a staff performance evaluation system.**
 - **Skills in applying ethical, contractual and legal requirements for personnel selection, development, retention, promotion and dismissal.**
1. Identifies and applies appropriate policies, criteria, and processes for the recruitment, selection, induction, compensation and separation of personnel with attention to issues of equity and diversity.

2. Develops and implements a hiring process that complies with applicable state and federal laws and attracts the most highly qualified candidates.
3. Nominates to the Board for employment the most highly qualified and competent teachers and administrators.
4. Employs the most qualified and competent support staff.
5. Develops job descriptions for all staff, subject to Board review and approval.
6. Assigns and transfers employees as the interests of the school system require, and reports such actions to the Board for information and record.
7. Participates in negotiations with recognized employee bargaining units, salary and welfare issues, as determined by the Board.
8. Establishes productive relationships with professional teacher and staff organizations while managing contracts effectively.
9. Identifies contract language issues and propose modifications; and handles employee grievances or problems in accordance with applicable Board policies, collective bargaining agreements, and/or state/federal laws and regulations.
10. Establishes and implements personnel policies and procedures for non-union staff.
11. Assures systematic performance evaluation of school personnel and takes necessary actions regarding any employee whose performance is judged to be unsatisfactory.
12. Oversees employee relations in the school system.
13. Holds such meetings of school personnel as are necessary for discussion of matters related to the welfare and improvement of the schools.
14. Demonstrates use of system and staff evaluation data for personnel policies, decision making, promotion of career growth and professional development.
15. Ensures that the Board complies with requirements on educational policy issues.
16. Establishes personnel procedures that provide information that may be used to advance the quality of the school system, such as exit interviews for departing employees, employee focus group discussions on specific aspects of job performance and duties, questionnaires and/or other means of eliciting staff member feedback.

H. School Facility Management—

- **Good understanding of facilities management, including development of long-term maintenance plans, and budgeting/planning for future building needs.**
 - **Ability to gather and analyze data for decision making and for making recommendations to the board.**
 - **Skills necessary to meet internal and external customer expectations and to effectively allocate resources.**
1. Demonstrates knowledge of school facilities and develops a plan that builds internal and public support for facility needs, including bond issues.
 2. Makes recommendations to the Board on additions to existing sites; appropriates for sites and buildings; and improvements, alterations and changes in buildings and equipment; and oversees operation and maintenance programs.
 3. Develops and implements short and long-term maintenance plans for school buildings and grounds, delegating particular duties as the Superintendent deems appropriate.
 4. Includes maintenance and other facilities/equipment needs in budget planning.
 5. Develops and implements guidelines and procedures governing the use and care of school facilities and property.
 6. Recommends to the Board sales of surplus property no longer needed and authorizes the proper execution of such sales.

I. School Finance/Budgeting—

- **Strong working knowledge of school finance, including budget development and management.**
 - **Ability to effectively communicate with the Board, staff, community and local municipal officials.**
 - **Clear understanding of federal, state, and local funding issues.**
1. Demonstrates budget management including financial forecasting,
 2. Supervises the preparation and presentation of the annual budget and recommends it to the Board for approval.

3. Establishes and maintains efficient procedures and effective controls for all expenditures of school funds in accordance with the adopted budget.
4. Clearly explains proposed budgets, needs and priorities to the Board, community and local municipal officials.
5. Conducts all financial operations and purchasing within Board policies and applicable state/federal laws/regulations.
6. Maintains appropriate financial accounts and ensures that audits are performed on an annual basis.
7. Provides prior notice to the Board when there is a need to depart from Board policy in any financial matter.

J. School Improvement—

- **Commitment to supervise and evaluate school programs in the spirit of continuous improvement.**
 - **Understanding of educational practices, research, and national/state/local initiatives. Ability to frame issues for discussion, reaches timely decisions, and implements change.**
 - **In addition, the Superintendent is responsible for the accomplishment of district/school goals as defined in the Comprehensive District/School Improvement Plan.**
1. Develops, implements, and monitors the change process to improve the educational program.
 2. Is familiar with current research and educational issues.
 3. Involves the staff, community and all stakeholders in plans to improve the educational program.
 4. Ensures that there is a comprehensive system of student assessment in place.
 5. Informs and advises the Board about educational programs and instructional practices in the schools.
 6. Communicates effectively with staff, students and the community about educational trends, curriculum needs and instructional programs.

7. Ensures that the educational program complies with the Comprehensive District School Improvement Plan, Board policies and applicable state and federal laws and regulations.
8. Ensures that administrators and teachers communicate student progress and school curricula to parents on a regular basis.
9. Collaboratively develop, implement and monitor change process to improve student and adult learning.

J. Staff Development—

- **Committed to and fosters continuous staff improvement.**
 - **Emphasizes both system-wide and individual development.**
1. Fosters an environment that encourages continuous learning and improvement on the part of school staff.
 2. Develops and implements an effective system of staff development focused on improving the educational and operational programs of the schools, with appropriate input from the Board, administration and staff.
 3. Provides reasonable opportunities for staff to participate in conferences, visitations and coursework within the framework of the school system's budget.
 4. Ensures that all staff is involved in the school system's staff development opportunities.
 5. Informs the Board of staff development priorities, needs, and activities.

L. Superintendent/Board Relations—Understands that the Superintendent is responsible for management of the schools under the Board's policies and is accountable to the Board. Supports and facilitates the work of the Board. Maintains open communication with the Board.

1. Supervises and ensures compliance with all laws, regulations and Board policies
2. Keeps the Board informed about programs, activities, accomplishments, problems, and needs of the schools.

3. Presents information and recommendations necessary to assist the Board in performing its duties effectively, including the need for policy on particular subjects.
4. Schedules and attends meetings of the Board.
5. Serves as an ex-officio member of all school system/Board committees, attending meetings as specified by the Board.
6. Advises and recommends action by the Board as appropriate concerning student and staff disciplinary issues.
7. Assists the Board in developing annual and long-range goals for the school system.
8. Represents the school system with the media and other groups as directed by the Board.
9. Performs such other tasks as may be assigned by the Board.

M. Values and Ethics of Leadership---Understands and Models appropriate value systems, ethic and moral leadership. Exhibits multi-cultural and ethnic understanding and to coordinate with social agencies and human services to help students grow and develop as caring, informed citizens.

1. Exhibits multi-cultural and ethnic understanding and sensitivity.
2. Describes role of schooling in a democratic society.
3. Manifests a professional code of ethics and demonstrates personal integrity.
4. Models accepted moral and ethical standards in all interactions.
5. Explore and develop ways to find common ground in dealing with difficult and diverse issues.
6. Promote the value that morale and ethical practices are established and practiced in every classroom, every school, and throughout the district.

N. Supervision/Evaluation—Understands the importance of accountability for staff and self. Uses an evaluation process that establishes clear performance standards and follows through to resolve performance issues.

1. Develops and implements an effective system of supervision and evaluation for all staff, based on Board policies and with appropriate input from administration and staff.
2. Oversees methods of teaching, supervision, evaluation and administration in the schools.
3. Disciplines employees as necessary and reports such actions to the Board,
4. Recommends salary changes or dismissal/non-renewal of administrators and teachers to the Board for final action.

TERMS OF EMPLOYMENT:

Work year shall be twelve (12) months. Length of contract, salary and benefits shall be determined by the Board and Superintendent under the Superintendent's individual contract.

EVALUATION:

Performance shall be evaluated in accordance with the provisions of the Board's policy on evaluation of the Superintendent, the Illinois School Code Statutes (Illinois Compiled Statutes (ILCS) Chapter 105 School Board Duties with respect to superintendent, and on the Ten Components of the School District 89 Performance Based Superintendent Evaluation.

