

SCHOOL SUPERINTENDENT

A primary function of the Board of Directors is to select a Superintendent of Schools. To select a Superintendent, a majority vote of all members of the Board shall be required. He/she may be appointed to a contract of up to five years in accordance with the laws of the state of Maine.

The Superintendent shall be executive officer of the Board. In addition, under Maine law, he/she shall serve as secretary ex officio to the Board. He/she shall attend all meetings and have the right to speak on all subjects, but shall have no vote.

The Superintendent shall administer and supervise the public educational system of the district. He/she shall have discretionary authority, subject to later approval by the Board, to act upon all emergency matters and those as to which his/her power and duties are not specifically set forth or limited.

The Superintendent shall devote his/her entire working time to the duties of the position. He/she may, without violation of the provisions of this section, perform educational functions outside the district with the approval of the Commissioner of Education and the Board.

Legal Reference: 20-A MRSA §§ 1001, 1053

Cross Reference: CBD – Superintendent’s Contract
CBI - Evaluation of the Superintendent

Adopted: October 20, 2016

SUPERINTENDENT OF SCHOOLS JOB DESCRIPTION

I. JOB GOAL

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.

II. MINIMUM JOB REQUIREMENTS

- A. Superintendent Certification (010) Maine Department of Education (or certifiable).
- B. Previous school system/central office or school administrative experience.
- C. Such alternative experience as the Board may find appropriate and acceptable.

III. REPORTS TO: RSU 58/MSAD 58 Board of Directors

IV. SUPERVISES: Directly or indirectly, every school system employee.

V. PERFORMANCE RESPONSIBILITIES AND CRITERIA

The criteria for performing the job responsibilities of the Superintendent include the ability to function effectively in the following categories: A) Communication; B) Community Relations; C) Curriculum; D) School/Community Involvement; E) Leadership; F) Organizational Management; G) Personnel Management; H) School Facility Management; I) School Finance/Budgeting; J) School Improvement; K) Staff Development; L) Superintendent/Board Relations; and M) Supervision/ Evaluation.

- A. Communication—Able to communicate clearly with staff, parents, students and community, both verbally and in writing.

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 as appropriate with professional and lay groups concerning the school program and transmits suggestions to the Board and others, as appropriate.
- 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.
1. Establishes and maintains a program of public relations to keep the public well informed of the activities and needs of the school system, effecting 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. Attends, or delegates a representative to attend, meetings of municipal agencies at which matters pertaining to the school system appear on the agenda or are expected to be raised.
 4. Keeps the public informed about current educational practices, educational trends, and the policies, practices, successes and challenges of the schools.
- C. Curriculum—Strong commitment to leading the effort to define and deliver an effective, consistent curriculum K-12.
1. Administers the development and maintenance of educational programs designed to meet the needs of the community and to carry out the policies of the Board.

2. Conducts reviews of the total school program, and advises the Board on recommendations for the educational advancement of the schools.
 3. Recommends to the Board, through the use of appropriate personnel, adoption of courses of study, curriculum, teaching materials, etc.
 4. Oversees timely revisions of curriculum and courses of study.
- 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 as appropriate. Attends a reasonable number of student/staff events.
 2. Seeks to stay informed about issues and activities in the schools.
 3. Has a reasonable level of knowledge of administrators, staff, and students.
 4. Has a reasonable level of knowledge about community events, concerns, accomplishments, and direction.
- E. Leadership—Able to motivate, lead, guide and direct people. Committed to implementing the Board’s educational philosophy and the mission and vision of the school system.
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.
 3. Communicates the educational vision and priorities effectively to staff, students, and community.
 4. Attend conventions and conferences to keep abreast of latest educational trends.
 5. Ensures that policies, procedures and school rules promote a safe, respectful, and healthy school environment.

- F. Organizational Management—Uses a systematic approach to managing and improving the schools. 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, business records and other records as required by law and/or Board policy.
 3. Files, or causes to be filed, all reports required by state or federal laws/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. Acts on own discretion when emergency action is necessary in matters not covered by Board policy. Reports such emergency actions to the Board and recommends policy for future guidance.
 6. Develops and implements rules and procedures for staff and students as necessary to comply with Board policies, and state and federal laws/regulations.
 7. Delegates to other staff, at own discretion, 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/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.

- G. Personnel Management—Excellent people skills. Ability to recruit and retain high quality staff. Strong personnel management practices and understanding of collective bargaining issues.
1. Develops and implements a hiring process that complies with applicable state and federal laws and attracts the most qualified candidates.
 2. Nominates to the Board for employment the most qualified and competent teachers and administrators.
 3. Employs the most qualified and competent support staff.
 4. Develops job descriptions for all staff, subject to Board review and approval.
 5. Assigns and transfers employees as the interests of the school system require, and reports such actions to the Board for information and record.
 6. Participates, as deemed appropriate by the Board, in negotiations with recognized employee bargaining units.
 7. Handles employee grievances or problems in accordance with applicable Board policies, collective bargaining agreements, and/or state/federal laws and regulations.
 8. Establishes and implements personnel policies and procedures for non-union staff.
 9. Ensures that the Board complies with meet and consult requirements on educational policy issues.
 10. 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.
 - 1. Makes recommendations to the Board on the location and size of new school sites and additions to existing sites; the location and size of new buildings on sites; plans for new school buildings; appropriates for sites and buildings; and improvements, alterations and changes in buildings and equipment.
 - 2. Develops and implements short and long-term maintenance plans for school buildings and grounds, delegating particular duties as the Superintendent deems appropriate.
 - 3. Includes maintenance and other facilities/equipment needs in budget planning.
 - 4. Develops and implements guidelines and procedures governing the use and care of school facilities and property.
 - 5. 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 the ability to perform effective financial forecasting and long and short-term financial planning.
 - 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, including Maine’s Learning Results; and ability to frame issues for discussion, reach timely decisions, and implement change.
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 and community 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 Board policies and applicable state and federal laws/regulations.
 8. Ensures that administrators and teachers communicate student progress and school curricula to parents on a regular basis.

- K. 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 are 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 Secretary to the Board as required by law.
 6. Serves as an ex officio member of all school system/Board committees, attending meetings as specified by the Board.

7. Advises and recommends action by the Board as appropriate concerning student and staff disciplinary issues.
 8. Assists the Board in developing annual and long-range goals for the school system.
 9. Represents the school system with the media and other groups as deemed appropriate by the Board.
 10. Performs such other tasks as may be assigned by the Board.
- M. 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 as appropriate.
 4. Recommends salary changes or dismissal/nonrenewal of administrators and teachers to the Board for final action.

VI. 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.

VII. EVALUATION

Performance shall be evaluated in accordance with the provisions of the Board's policy on evaluation of the Superintendent.

Cross Reference: CBI - Evaluation of Superintendent

Adopted: October 20, 2016

SUPERINTENDENT'S CONTRACT

The employment of the Superintendent shall be made formal by means of a contract entered into by the School Board and the Superintendent. As provided by law, the term of the contract shall not exceed five years and shall end on the 30th day of June, whatever the year of expiration. The contract will state the term of employment, compensation, benefits and other conditions of employment.

Whenever a new Superintendent is chosen, the Board Chair and Secretary will certify, on forms provided by the Commissioner, the required information related to the school unit's selection. Certification of employment will be made annually. In addition, certification of employment will be made whenever the incumbent Superintendent's contract is extended or when changes are made to the Superintendent's compensation.

Upon notification by the Commissioner, the Board shall meet during December of the year preceding the expiration of the Superintendent's contract for the purpose of determining continuance of employment. If the contract is not extended and the Superintendent's position will become vacant, the Board will act expeditiously to select a new Superintendent. If the Superintendent's position should become vacant during the term of employment specified in the contract, the Board will meet as soon as possible for the purpose of filling the vacancy.

Legal Reference: 20-A MRSA §§ 1051, 1055

Adopted: Date of manual adoption (unknown)

Revised: October 20, 2016

EVALUATION OF THE SUPERINTENDENT

The RSU 58/MSAD 58 Board will evaluate the performance of the Superintendent as a regular and scheduled activity. The primary purposes of the evaluation will be to continually improve administrative leadership, to strengthen the working relationship of the Board and Superintendent governance team, and to assist the Board in reviewing issues associated with the Superintendent's employment.

Guidelines

- A. The Superintendent should be involved in developing the evaluation form and standards or reviewing the existing evaluation form and standards.
- B. The evaluation(s) should be at a regularly scheduled time and place, in an executive session in which all Board members are present.
- C. The Superintendent should prepare for the evaluation by conducting a self-evaluation.
- D. The Board should prepare for the evaluation as follows:
 1. Board members will submit individual written assessments to the Board Chair, using the evaluation form and standards, with supporting comments giving specific examples related to conduct and/or performance.
 2. The Board Chair will develop a summary evaluation from members' written opinions.
 3. The Board will meet in executive session to review the summary evaluation and materials related to the Superintendent's performance. The Superintendent may be invited to, or excluded from, this session at the Board's discretion.
- E. The Board will meet with the Superintendent in executive session to review the evaluation:
 1. The Board as a whole will meet with the Superintendent to discuss the evaluation, which should include the summary of individual Board members' written assessments as agreed upon by the Board.

2. The evaluation should include a discussion of strengths as well as areas identified for improvement.
 3. As no form or set of guidelines can encompass the totality of the Superintendent's responsibilities, the evaluation discussion may include items not described in the evaluation form.
 4. The Board's evaluation should be supported by specific examples of the Superintendent's conduct/performance, and should represent the perspective of the majority of the Board.
 5. The Superintendent shall be given the opportunity to provide feedback to the Board regarding his/her perceptions of the working relationship between the Superintendent and the Board and other issues the Superintendent identifies as relevant to his/her job responsibilities and performance.
- F. The Board will meet in executive session to discuss issues such as compensation, benefits, and extension of contract that are directly related to the Superintendent's evaluation and employment. The Superintendent may be invited to, or excluded from, this session at the Board's discretion.
- G. The Board will meet with the Superintendent in executive session to discuss compensation, benefits, extension of contract and other matters relevant to the Superintendent's employment.
- H. Following the completed evaluation process, the Board Chair shall provide the Superintendent with a written summary of the key elements of the evaluation review.

Performance Objectives

Using the Superintendent's evaluation(s) for the year and the priorities established by the Board, the Board and the Superintendent will establish mutually agreed upon and clearly understood performance goals for the ensuing year. Progress toward these goals will be included as part of the next Board evaluation of the Superintendent.

Cross Reference: BDD - Board-Superintendent Relationship

Adopted: February 22, 2001

Revised: October 20, 2016

STUDENT AND EMPLOYEE HANDBOOKS

In order to inform students, parents and staff members of pertinent Board policies, regulations, and school rules and procedures, the administration shall publish and annually revise student handbooks containing information about the school unit as a whole and the individual schools. The contents of student handbooks must conform to Board policies, administrative procedures, and state and federal laws and regulations.

School administrators shall conduct an annual review of the student handbooks. The contents of student handbooks must be consistent with Board policies, administrative procedures, and state and federal laws and regulations.

Handbooks shall be distributed to all students the first week of each school year and to new students when they enroll.

The Superintendent/designee may develop, and revise as necessary, employee handbooks to provide employees with pertinent information. The contents of employee handbooks must be consistent with Board policies, administrative procedures, and state and federal laws and regulations.

Adopted: Date of manual adoption (unknown)

Revised: November 14, 1996; October 20, 2016

ADMINISTRATION IN THE ABSENCE OF POLICY

In emergencies, and in cases when action must be taken within the school system where the Board has provided no guides for administrative action, the Superintendent shall exercise the full power and authority of the Board.

His/her decisions, however, shall be subject to review by the Board at its next regular meeting or at a special meeting called for the purpose. It shall be the duty of the Superintendent to inform the Board promptly of such action and of the need for policy.

Current practice codified 1975

Adopted: Date of manual adoption

Revised: 11/14/96

Revised: June 15,2017