

Schuyler Community Schools

Superintendent of Schools Job Description

It is the policy of Schuyler Community Schools to not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions are asked to make their request to the Superintendent.

*** This Job Description is in addition to and supplements
the Master Administrator Job Description***

- A. Job Title:** Superintendent of Schools
- B. Department:** Administration
- C. Education Level and Certification:** Bachelors degree required; Masters degree or higher preferred. Must possess a Nebraska Administrative and Supervisory Certificate at all times during employment with such endorsements as required by NDE Rule 10.
- D. Reports To:** Board of Education
- E. Performance Responsibilities and Job Tasks**

The Superintendent is the chief executive officer of the school district and serves in both a leadership and management role. The responsibilities of the Superintendent extend to all activities of the school district. The Superintendent may delegate performance of management duties. Such delegation does not relieve the Superintendent from ultimate responsibility or accountability.

- 1. Educational Leadership
 - a. Serve as the educational leader of the school district.
 - b. Administer, as chief school executive officer, the development and maintenance of a positive educational program designed to meet the needs of all students and to carry out the policies of the Board of Education.
 - c. Provide a leadership structure to ensure rules and instructions to school employees and students are in compliance with Board policy.
 - d. Set or recommend educational standards and goals, including the minimum goal of maintaining accreditation, and recommend and implement policies and procedures to carry them out.
 - e. Study and review with staff all curriculum guides and courses of study on a continuing basis. Recommend, for Board adoption, curricula, courses, textbooks, the school calendar and time schedules.
 - f. Prescribe rules for the classification and advancement of students, and for the transfer of students from one building to another in accordance with policies.
 - g. Evaluate curricula, teaching methods, and programs to determine their effectiveness, efficiency and utilization and to ensure that school activities

- comply with federal and state laws and regulations and Board policy or directives, and implement changes as appropriate.
- h. Collaborate with the administrative team and teachers to develop and maintain curriculum standards, mission statements, and to set performance goals and objectives.
 - i. Determine the scope of educational program offerings and the staffing and facility required to provide the educational program.
 - j. Observe teaching methods and examine instructional materials in order to evaluate and standardize curricula and teaching techniques, and to determine areas where improvement is needed.
 - k. Plan and develop instructional methods and content for educational programs.
 - l. Review and approve new programs, or recommend modifications to existing programs, submitting program proposals for Board approval as necessary.
 - m. Recommend personnel actions related to programs and services.
 - n. Review and interpret government codes, and develop programs to ensure adherence to codes and facility safety, security, and maintenance.
 - o. Collect and analyze survey data, regulatory information, and data on demographic and employment trends to forecast enrollment patterns and curriculum change needs.
 - p. Confer with parents and staff to discuss educational activities, policies, and student behavioral or learning problems.
 - q. Counsel and provide guidance to students regarding personal, academic, vocational, or behavioral issues.
 - r. Enforce discipline and attendance rules.
 - s. Organize and direct committees of specialists, volunteers, and staff to provide technical and advisory assistance for programs.
 - t. Teach classes or courses to students when necessary in the absence of teachers.
 - u. Establish, coordinate, and oversee particular programs, such as programs to evaluate student academic achievement.
 - v. Ensure completion of student assessments in accordance with Board policy and state and federal laws and regulations. Initiate program changes in light of such assessments.
 - w. Ensure that the mission and goals of the school district are adequately reflected in its educational program and operations.
 - x. Ensure implementation of all Board-approved curriculum and inclusion of state-mandated programs and curriculum content standards.
 - y. Develop strategies to promote parental involvement in their children's education and provide opportunities for parent-teacher interaction.
 - z. Develop and maintain a positive, professional rapport with students and parents.

2. Relationship with Board of Education

- a. Attend and participate in all Board meetings and its committees, except for those executive sessions in which the evaluation or reappointment of the Superintendent is under discussion.
- b. Serve as ex officio member of all Board committees and assign administrative personnel to support committee activities when necessary.

- c. Prepare and give public notice of Board meetings, including agenda for the meetings, in compliance with Board policies and the open meetings law.
 - d. Deliver to each of the members of the Board, a reasonable time in advance of each Board meeting (on the Friday preceding a Monday meeting), an information packet to include the notice and agenda for the meeting, minutes of the prior meeting, and reports or materials related to agenda items.
 - e. Prepare and submit to the Board recommendations relative to all matters requiring Board action, placing before the Board such necessary and helpful facts, information, and reports as are needed to ensure the making of informed decisions.
 - f. Submit to the Board explanation of any proposed procedure that would involve either departure from established policy or the expenditure of substantial sums.
 - g. Act on own discretion if emergency action is necessary in any matter not covered by Board policy, report such action to the Board as soon as practicable, and recommend policy in order to provide guidance in the future.
 - h. Make a continuous study of the development and needs of the school district. Inform and advise the Board about the programs, practices and challenges of the school district.
 - i. Keep informed of current curricular and educational trends and practices, as well as proposed legislation impacting the school district, and inform the Board of significant developments in these areas.
 - j. Provide long term planning to guide the Board in policy development, present recommendations for the adoption or revision of Board policies, communicate Board policies to members of the Board, personnel, students, and the public, and ensure through delegation to staff that all policies of the Board are implemented.
 - k. Serve as a leader to assist the Board to develop a vision for the school district and a comprehensive long-range plan. Recommend to the Board, annually, district-wide goals and monitor and report to the Board on the progress toward achieving established goals.
 - l. Confer periodically with professional and lay groups concerning the school programs and transmit to the Board suggestions gained from such conferences.
3. School/Community Relations
- a. Prepare and make available to the school community an annual report, in accordance with law.
 - b. Develop and maintain relationships with community members and stakeholders, including banking, insurance, and non-organizational accounting personnel to facilitate financial activities.
 - c. Confer periodically with professional and lay groups and transmit to the Board suggestions gained from such conferences.

F. Required Knowledge

The Superintendent is to possess and effectively utilize knowledge in the following areas:

1. Economics and Accounting—Knowledge of economic and accounting principles and practices, the financial markets, banking and the analysis and reporting of financial data.

G. Required Skills and Abilities

The Superintendent is to possess and effectively utilize the following skills and abilities:

1. Management:
 - a. Of Financial Resources: Determining how money will be spent to get the work done, and accounting for these expenditures.

H. Work Activities

The Superintendent is to perform the following work activities:

1. Analyzing Data or Information—Identifying the underlying principles, reasons, or facts of information by breaking down information or data into separate parts. This includes analyzing operational or management reports or records, organizational operating practices or procedures, survey data to forecast enrollment changes, and evaluating educational outcomes.
2. Providing Consultation and Advice to Others—Providing guidance and expert advice to management or other groups on technical, systems-, or process-related topics. This includes: consulting with and providing advice to the Board on operations of the school, consulting with parents and staff to determine student needs and to develop programs, and recommending modifications to educational programs.
3. Estimating the Quantifiable Characteristics of Products, Events, or Information—Estimating sizes, distances, and quantities; or determining time, costs, resources or materials needed to perform a work activity.
4. Assisting and Caring for Others—Providing personal assistance, medical attention, emotional support, or other personal care to others such as other administrators and employees.
5. Influencing Others—Convincing others to change their minds or actions.

I. Working Conditions

1. Inside offices and classrooms.
2. Outside for activities with students and student supervision.

J. FLSA Status: Exempt.

1. Professional exemption: The employee has a primary duty of performing work requiring knowledge of an advanced type in a field of science or learning customarily acquired by a prolonged course of specialized intellectual instruction and study or has a primary duty of teaching, tutoring, instructing, or lecturing in the activity of imparting knowledge and is employed and engaged in this activity as a teacher.

2. Executive exemption: The primary duty of the employee is the management of a department or subdivision. The employee customarily and regularly directs the work of two or more other employees and has authority to hire or fire other employees or the employee's recommendations as to hiring, firing, promotion or other change of status of other employees are given particular weight.
3. Administrative exemption: The employee has the primary duty of performing office or non-manual work directly related to the management of general business operations of the school district. The employee customarily and regularly exercises discretion and independent judgment or has a primary duty of performing administrative functions directly related to academic instruction or training in the school district or a department or subdivision.

K. Essential Functions: The essential functions of the Superintendent of Schools' position include (1) regular, dependable in person attendance on the job; (2) the ability to perform the identified tasks and to possess and utilize the identified knowledge, skills, and abilities and to perform the identified work activities; and (3) the ability to perform the following identified physical requirements:

Physical Requirements Superintendent						
E = Essential NE = Non-Essential		 NE	NE	 E	E	E
Stamina						
1. Sitting					X	
2. Walking					X	
3. Standing			X			
4. Sprinting/Running		X				
Flexibility						
5. Bending or twisting at the neck more than the average person			X			
6. Bending or twisting at the trunk more than the average person			X			
7. Squatting/Stooping/Kneeling			X			
8. Reaching above the head			X			
9. Reaching forward			X			
10. Repeating the same hand, arm or finger motion many times (For example: typing, data entry, etc.)			X			
Activities						
11. Climbing (on ladders, into large trucks/vehicles, etc.)		X				
12. Hand/grip strength		X				
13. Driving on the job				X		
14. Typing non-stop			X			
Use of Arms and Hands						
15. Manual dexterity (using a wrench or screwing a lid on a jar)			X			
16. Finger dexterity (typing or putting a nut on a bolt)			X			
Lifting Requirements						
17. Lifting up to 10 pounds (Mark all that apply)						
Floor to waist			X			
Waist to shoulder			X			
Shoulder to overhead			X			
18. Lifting 11 to 25 pounds (Mark all that apply)						
Floor to waist		X				
Waist to shoulder		X				
Shoulder to overhead		X				
19. Lifting 26 to 50 pounds (Mark all that apply)						
Floor to waist		X				
Waist to shoulder		X				
Shoulder to overhead		X				
20. Lifting 51 to 75 pounds (Mark all that apply)						
Floor to waist		X				
Waist to shoulder		X				
Shoulder to overhead		X				
21. Lifting 76 plus pounds (Mark all that apply)						
Floor to waist		X				
Waist to shoulder		X				
Shoulder to overhead		X				
22. Can load/items weighing over 50 pounds that are lifted or carried be shared, or reduced into smaller loads?		X				
Pushing/Pulling						
23. 25 to 50 pounds		X				
24. 51 to 75 pounds		X				
25. 76 to 90 pounds		X				
26. Over 90 pounds		X				
Carrying						
27. 10 to 25 pounds			X			
28. 26 to 50 pounds		X				
29. 51 to 75 pounds		X				
30. 76 to 90 pounds		X				
31. Over 90 pounds		X				