

**JOB DESCRIPTION  
ADMINISTRATIVE REGULATION GCA-R SUPERINTENDENT**

**1:0 SUPERINTENDENT– FAIRHAVEN PUBLIC SCHOOLS**

**2:0 LINE AND STAFF RELATIONSHIP**

2:1 The Superintendent of Schools reports to and is evaluated by the Fairhaven School Committee.

**3:0 FUNCTIONS AND DUTIES- THE SUPERINTENDENT OF SCHOOLS IS THE LEADER RESPONSIBLE FOR THE COMPLETE OPERATION OF THE SCHOOL DISTRICT.**

3:1 The Superintendent of Schools promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.

3:1.1 The Superintendent of Schools ensures that all instructional staff designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.

3:1.2 The Superintendent of Schools provides support and assistance for administrators to learn and employ effective strategies for ensuring that educators and educator teams design standards-based units with measurable outcomes and challenging tasks requiring higher-order thinking. Frequently monitors and assesses progress, providing feedback as necessary.

3:1.3 The Superintendent of Schools supports administrators to learn and establish effective strategies for ensuring that educators develop well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, technologies, and grouping.

3:1.4 The Superintendent of Schools ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engages all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.

3:1.5 The Superintendent of Schools observes principal practices and artifacts, ensures that principals identify a variety of effective teaching strategies and practices when they observe practice and review unit plans.

3:1.6 The Superintendent of Schools sets and models high expectations for the quality of content, student effort, and student work district-wide and supports administrators to uphold these expectations consistently.

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- 3:1.7 The Superintendent of Schools observes principal practices, ensures that principals look for and identify a variety of teaching strategies and practices that are effective with diverse learners when they observe practices and review unit plans.
- 3:1.8 The Superintendent of Schools ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.
- 3:1.9 The Superintendent of Schools supports administrator teams to use a variety of formal and informal methods and assessments, including common interim assessments that are aligned across grade levels and subject areas.
- 3:1.10 The Superintendent of Schools provides the resources for planning time and effective support for administrator teams to review assessment data and identify appropriate interventions and adjustments to practice. Monitors administrators' efforts and successes in this area.
- 3:1.11 The Superintendent of Schools uses multiple sources of evidence related to student learning, including state, district, and school assessment results and growth data, to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.
- 3:1.12 The Superintendent of Schools guides administrators and supports them in identifying a range of appropriate data sources and effectively analyze the data for decision-making purposes.
- 3:1.13 The Superintendent of Schools uses data to accurately assess school and district strengths and areas for improvement to inform the creation of focused, measurable district goals. Provides support to principals in their efforts to create focused, measurable school goals.
- 3:1.14 The Superintendent of Schools uses multiple data sources to evaluate administrator and district performance. Provides administrators and administrator teams with the resources and support to disaggregate assessment data and assists them in identifying students who need additional support.
- 3:2 MANAGEMENT AND OPERATIONS

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- 3:2.1 The Superintendent of Schools promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling
- 3:2.2 The Superintendent of Schools develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional and social needs.
- 3:2.3 The Superintendent of Schools develops systems, plans, procedures, and routines for administrators to implement that generally ensure orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess.
- 3:2.4 The Superintendent of Schools develops systems and procedures for the effective supervision and support of custodial, clerical, food services, and other staff effectively so that the campus is clean, attractive, welcoming, and safe.
- 3:2.5 The Superintendent of Schools supports administrator teams in developing systems and procedures for positive student behavior; models high expectations for student behavior and provides appropriate training for administrators to uphold these expectations. Establishes districtwide routines and consequences, including policies and systems to prevent and address bullying and other behaviors that threaten students' social and emotional well-being.
- 3:2.6 The Superintendent of Schools implements a cohesive approach to recruitment, hiring, induction, development, and career growth that promotes high-quality and effective practice.
- 3:2.7 The Superintendent of Schools appoints, disciplines and discharges administrators, principals, and staff not assigned to particular schools.
- 3:2.8 The Superintendent of Schools reviews and approves principal's hires of all teachers, athletic coaches and other personnel assigned to a particular school, consistent with district personnel policies and budgetary restrictions. The superintendent initiates or reviews and approves discipline or discharge of staff.
- 3:2.9 The Superintendent of Schools leads the district's recruitment and hiring process and, through it, consistently identifies effective administrators and educators who share the district's mission.

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- 3:2.10 The Superintendent of Schools develops district-wide induction support for new administrators and teachers and/or faithfully implements the district's induction strategy; organizes high-quality job-embedded professional development aligned with district goals; and supports the career growth of effective professional personnel by distributing leadership tasks, developing criteria for the awarding of professional status, and monitoring progress and development.
- 3:2.11 The Superintendent of Schools provides effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.
- 3:2.12 The Superintendent of Schools supports administrators and administrator teams to develop and attain meaningful, actionable, and measurable professional practice, student learning, and where appropriate, district/school improvement goals.
- 3:2.13 The Superintendent of Schools typically makes at least three unannounced visits to each school to observe principal practice every year and provides targeted constructive feedback to all administrators. Acknowledges effective practice and provides redirection and support for those whose practice is less than Proficient.
- 3:2.14 The Superintendent of Schools exercises sound and reliable judgment in assigning ratings for performance, goal attainment, and impact on student learning and ensures that administrators understand why they received their ratings.
- 3:2.15 The Superintendent of Schools consistently reviews alignment between judgment about practice and student learning data and provides guidance to administrators to make informed decisions about educator support and evaluation based upon this review.
- 3:2.16 The Superintendent of Schools uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff.
- 3:2.17 The Superintendent of Schools creates schedules, procedures and related systems that maximize instructional time and minimize school day disruptions and distractions for school-level staff, including principals; and consistently monitors the extent to which these systems are effective

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- 3:2.18 The Superintendent of Schools sets expectations for administrator team meetings and creates a schedule that provides sufficient meeting time for all team meetings. Prevents or deflects activities that interfere with administrators' ability to focus on the agenda during team time. Establishes norms for effective team behavior.
- 3:2.19 The Superintendent of Schools understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.
- 3:2.20 The Superintendent of Schools understands and complies with state and federal laws and mandates, school committee policies, and collective bargaining agreements. Provides the resources and support to ensure district-wide compliance.
- 3:2.21 The Superintendent of Schools reliably demonstrates sound judgment reflecting integrity and fairness; protects administrator, student, family, and staff confidentiality appropriately; and expects all district personnel to reflect this practice.
- 3:2.22 The Superintendent of Schools develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources.
- 3:2.23 The Superintendent of Schools develops a timeline and recommends to the school committee the system's educational goals and annual school budget.
- 3:2.24 The Superintendent of Schools oversees the operation of the annual school budget.
- 3:2.25 The Superintendent of Schools provides periodic updates to the school committee.
- 3:2.26 The Superintendent of Schools provides early notice of any potential budget overruns.
- 3:2.27 The Superintendent of Schools develops a budget that aligns with the district's vision, mission, and goals. Allocates and manages expenditures consistent with district/school-level goals and available resources.
- 3:2.28 The Superintendent of Schools serves as a resource in collective bargaining.
- 3:2.29 The Superintendent of Schools assures adherence to all collective bargaining agreements.
- 3:3 FAMILY AND COMMUNITY ENGAGEMENT

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- 3:3.1 The Superintendent of Schools promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district.
- 3:3.2 The Superintendent of Schools actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district and community.
- 3:3.3 The Superintendent of Schools provides resources and support for all personnel to use culturally sensitive practices to ensure that all families are welcome and can contribute to the district, classroom, school and community's effectiveness. Works with administrators to identify and remove barriers to families' involvement, including families whose home language is not English.
- 3:3.4 The Superintendent of Schools establishes ongoing relationships with community organizations, community members, and businesses. Engages them to increase their involvement to maximize community contributions for district effectiveness.
- 3:3.5 The Superintendent of Schools continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.
- 3:3.6 The Superintendent of Schools provides resources and support to enable administrators and educators to identify each student's academic, social, emotional, and behavioral needs, including students with disabilities and English learners. Collaborates with administrators to support families to address student needs, utilizing resources within and outside of the district.
- 3:3.7 The Superintendent of Schools sets clear expectations for and supports administrators to regularly engage families in supporting learning at school and home, including appropriate adaptation for students with disabilities or limited English proficiency.
- 3:3.8 The Superintendent of Schools engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.

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- 3:3.9 The Superintendent of Schools understands that communication is the centerpiece of effective school committee-superintendent relationships and is the foundation that will nurture a climate conducive to growth. When roles are clear and relationships are sound, communities feel a sense of confidence in their school leadership, which in turn enhances the education of all students in the community.
- 3:3.10 The Superintendent of Schools keeps all school committee members informed about school operations and programs.
- 3:3.11 The Superintendent of Schools identifies and articulates the needs of the school system to the school committee.
- 3:3.12 The Superintendent of Schools develops and promotes a plan for achieving the mission core values, goals and strategic plan of the school district.
- 3:3.13 The Superintendent of Schools provides all school committee members with appropriate background information in advance of each committee meeting.
- 3:3.15 The Superintendent of Schools develops a continuing plan for working with the news media.
- 3:3.16 The Superintendent of Schools is aware of all aspects of Massachusetts's education law and shares all changes or amendments with the school committee in a timely fashion.
- 3:3.17 The Superintendent of Schools maintains open communication between the community and the schools.
- 3:3.18 The Superintendent of Schools sets clear expectations for and provides support to administrators to communicate regularly with families using two-way communication channels, including careful and prompt response to communications from families. Supports administrators to maximize the number of face-to-face family/teacher interactions.
- 3:3.19 The Superintendent of Schools sets clear expectations for and provides support to administrators regarding culturally sensitive communication. Ensures that district wide communication with families is always respectful and demonstrates understanding of and sensitivity to different families' home language, culture, and values.
- 3:3.20 The Superintendent of Schools addresses family and community concerns in an equitable, effective, and efficient manner.

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- 3:3.21 The Superintendent of Schools provides systems, and support for administrators to reach out to families as concerns arise and works to reach equitable solutions in the best interest of students.
- 3:4 PROFESSIONAL CULTURE
- 3:4.1 The Superintendent of Schools fosters a shared commitment to high standards of service, teaching and learning with high expectations for achievement for all.
- 3:4.2 The Superintendent of Schools understands that strong collaborative leadership from school committees and superintendents must be a driving force in dealing with the direct and indirect challenges facing our society and our schools. A superintendent must display excellence as an educational leader, be politically sophisticated, aware of and active in legislative developments, possess an extensive knowledge of federal and state laws, and personify effective communication.
- 3:4.3 The Superintendent of Schools understands that harmonious and productive relationships between school committees and superintendents will flourish if two-way communication is established and maintained. Such teamwork will work to enhance and improve the Commonwealth's schools, enriching the lives of all Massachusetts students.
- 3:4.4 The Superintendent of Schools serves as the school committee's chief executive officer and preeminent educational advisor in all efforts of the committee to fulfill its school system governance role.
- 3:4.5 The Superintendent of Schools acts as a catalyst for the school system's administrative leadership team.
- 3:4.6 The Superintendent of Schools proposes and initiates a process for long range and strategic planning that will engage the committee and the community in positioning the school system for success in ensuing years.
- 3:4.7 The Superintendent of Schools ensures that the school system provides equal opportunity for all students and staff.
- 3:4.8 The Superintendent of Schools fosters a shared commitment to high standards of teaching and learning, for all administrators, with high expectations for achievement for all.
- 3:4.9 The Superintendent of Schools appropriately expresses a clear vision and implements a clearly defined mission and set of goals.

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- 3:4.10 The Superintendent of Schools facilitates teacher leadership, collaboration, and obtains staff commitment to improving student learning
- 3:4.11 The Superintendent of Schools takes action to attract, develop, and retain an established and effective school leadership team.
- 3:4.12 The Superintendent of Schools effectively delegates educational and operational leadership to principals, administrators, and program leaders.
- 3:4.13 The Superintendent of Schools annually evaluates administrators on their performance based on district goals and current state laws and regulations in their roles.
- 3:4.14 The Superintendent of Schools understands leadership decisions and actions related to the attainment of district and school goals are routinely communicated to the community and promote the public confidence, community support, and financial commitment needed to achieve high performance by students and staff.
- 3:4.15 Develops, promotes, and models commitment to core values that guide the development of a succinct, results oriented mission statement and ongoing decision making.
- 3:4.16 The Superintendent of Schools plans and leads well-run and engaging administrator meetings that have clear purpose, focus on matters of consequence, and engage participants in a thoughtful and productive series of conversations and deliberations. Establishes clear norms for administrator team behavior.
- 3:4.17 The Superintendent of Schools ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.
- 3:4.18 The Superintendent of Schools develops and implements culturally sensitive policies that acknowledge the diverse backgrounds, identities, strengths, and challenges of administrators, students and staff. Provides administrators with relevant resources to support them in building cultural proficiency and promotes a culture that affirms individual differences.
- 3:4.19 The Superintendent of Schools develops and informs the school committee of the administrative regulations required to implement the school committee policies.
- 3:4.20 The Superintendent of Schools presents policy options along with specific recommendations to the school committee when circumstances require the committee to adopt new policies or review existing policies.

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- 3:4.21 The Superintendent of Schools understands that procedures, determined locally in each school system, should be reviewed annually to assure compliance with current policy.
- 3:4.22 The Superintendent of Schools understands that the building principals and directors will ensure the implementation and adherence to the policies set forth by the school committee and the administrative regulations set forth by the Superintendent of Schools.
- 3:4.23 The Superintendent of Schools demonstrates strong interpersonal, written and verbal communication skills.
- 3:4.24 The Superintendent of Schools demonstrates strong interpersonal, written, and verbal communication skills.
- 3:4.25 The Superintendent of Schools develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices and theory to continuously adapt practice and achieve improved results. Models these behaviors in the administrator's own practice.
- 3:4.26 The Superintendent of Schools leads all administrators and teams to reflect on the effectiveness of interactions with faculty and students. Ensures that administrators use data, research, and best practices to adapt practice to achieve improved results.
- 3:4.27 The Superintendent of Schools reflects on and improves personal practice, sets meaningful goals, and develops new approaches in order to improve efficiency and practice.
- 3:4.28 The Superintendent of Schools continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.
- 3:4.29 The Superintendent of Schools understands that at all grade levels, continuously engages administrators, staff, students, families, and community members in developing a vision focused on student preparation for college and career readiness, civic engagement, and community contributions.
- 3:4.30 The Superintendent of Schools employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.

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- 3:4.31 The Superintendent of Schools employs a non-confrontational approach for responding respectfully and appropriately to disagreement and dissent, using both as opportunities for learning. Models this practice for the administrator team.
- 3:4.32 The Superintendent of Schools consistently employs a variety of strategies to resolve conflicts in a constructive and respectful manner. Models this behavior for the administrator team.
- 3:4.33 The Superintendent of Schools builds consensus within the school district community around critical school decisions, employing a variety of strategies.

**4:0 QUALIFICATIONS**

- 4:1 The Superintendent of Schools shall hold Massachusetts Certification credentials as a Superintendent (All Levels). Minimum of ten (10) years' experience in education, consisting of a minimum of four (4) years continuous experience as a secondary teacher in a single school system with the granting of professional teacher status in the position.
- 4:2 The Fairhaven School Committee reserves the right to alter qualifications if deemed to be in the best interest of the Fairhaven Public Schools.

**5:0 CONDITIONS and TERMS OF EMPLOYMENT**

- 5:1 The contract of agreement between the Fairhaven Public Schools and the Superintendent of Schools regarding the conditions and terms of employment is in accordance with the Massachusetts Education Reform Act of 1993 and sets forth in writing the obligations of each as it pertains to this relationship.

S.C. Received: 12/14/16