

# Chewelah Schools – *Where Dreams Begin*

*Our Mission: Ensuring learning for all students*

CHEWELAH SCHOOL DISTRICT NO. 36  
STEVENS COUNTY, WASHINGTON

## NOTICE OF SPECIAL MEETING

NOTICE is hereby given that the Board of Directors of Chewelah School District No. 36, Stevens County, Washington will hold a Special Meeting on February 22, 2021 at 8:00 AM. Due to COVID restrictions, the meeting will be remote via internet connection. The meeting is called for the purpose of considering and acting upon the following agenda items:

1. Call meeting to order
2. Flag salute
3. Approve superintendent job description
4. Superintendent search process
  - a. Develop process/timeline for stakeholder input
5. Adjourn

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CHEWELAH SCHOOL DISTRICT NO. 36  
STEVENS COUNTY, WASHINGTON

/s/ Richard McFarland

Secretary to the Board of Directors

Persons with disabilities who would like to request assistance, services, or accommodations to attend school district functions are asked to call 685-6800, extension 1002.

# CHEWELAH SCHOOL DISTRICT #36 JOB DESCRIPTION

**TITLE:** SUPERINTENDENT

**REPORTS TO:** Chewelah School District Board of Directors

## **OVERVIEW OF POSITION:**

The superintendent of schools is the chief executive and administrative officer of the District. The superintendent reports directly to the district school board, has powers and responsibilities imposed upon the office by statute, and has executive and administrative powers and responsibilities in connection with the overall operation of the schools which are not required by statute to be exercised directly by the board or by some other officer. The superintendent exercises leadership through school administrators who comprise the leadership team.

## **MAJOR RESPONSIBILITY:**

The Superintendent works with the district's school Board to develop policies and district goals. The Superintendent is responsible for implementing and adhering to the boards approved policies and goals. The Superintendent may delegate specific powers or duties to assistants or subordinates while maintaining final responsibility for any actions taken leadership of the district.

## **STANDARDSESSENTIAL FUNCTIONS:**

### **Visionary Leadership**

The Superintendent is an instructional leader who establishes a vision that is shared and supported by school and community stakeholders, expects continuous improvement, and develops a focused plan for achieving district goals. The Superintendent articulates this vision clearly, creating a description of what the district can become. This vision drives the district's work.

Representative Elements:

- Develops a shared vision for the district.
- Develops and communicates strategies to implement the district's vision.
- Engages the Board and key staff in a process that identifies objectives, details, activities, resources, timelines, standards, and monitoring processes necessary for completion of the district objectives.
- Aligns district procedures and practices with the vision.
- Uses the vision as an indicator of progress and provides regular progress reports.

### **Instructional Leadership**

The Superintendent is an instructional leader who leads the creation of instructional systems designed for high student achievement. The Superintendent shall place a primary focus on improving instruction and enhancing student learning. As an instructional leader, the Superintendent shall cultivate a district culture and expectations that support effective data-based decision making at all levels of the system. The Superintendent shall work with district and building administrators to identify, collect, analyze, and

use relevant data to identify strengths to sustain improvements and address needed growth. The Superintendent shall promote, support, and use research-based best practices for curriculum design and instructional delivery.

### **Representative Elements**

- Advocates for student learning as the district's highest priority.
- Gives a high priority to reducing achievement gaps.
- Promotes values, beliefs and behaviors that create an organizational culture devoted to student learning.
- Builds leadership capacity to improve student learning.
- Requires district-wide use of an established curriculum.
- Implements effective procedures for staff evaluation.
- Ensures the development and implementation of high-quality, standards-based instruction.
- Sets expectations for and guides the creation of a comprehensive academic assessment system for the district.
- Ensures the district curriculum, instruction, and assessment programs are designed to provide full access and opportunity to all students consistent with available resources and legal mandates.
- Promotes the use of effective and appropriate technologies to support teaching and learning.
- Monitors extra- and co-curricular programs and assures alignment with the goals and values of the District.

### **Effective Management**

The superintendent is an educational leader who improves learning and achievement for each student and employee by ensuring management of the organization, operations, facilities planning, and resources for a safe, effective, and humane learning environment. The superintendent prioritizes, recommends, and follows policies and governance procedures that maintain a focus on the central goal - ensuring the success of all students. He/she recognizes the moral imperative to ensure the success of every child and recommends and enforces policies and governance practices accordingly. The superintendent values the importance of an effective working relationship with the board and enlists the Board's support in setting district goals. The Superintendent intentionally focuses financial, human, time, materials, technological and facility resources in support of district goals for instruction and achievement. The Superintendent takes actions to achieve district goals. He/she supports individuals at all levels in the district and assumes that the central office is a support and service organization for the schools. He/she organizes the district to provide administrators with appropriate authority within their schools to make decisions and implement initiatives. To allow for this to happen successfully, the Superintendent will provide adequate and equitable resources across the district within funding constraints.

### **Representative Elements**

- Uses a continuous improvement process for implementing, monitoring, evaluating, and improving district operations.
- Effectively manages key elements of district operations.
- Organizes calendars, and schedules focused on district goals.

### **Operations and Student Services**

- Effectively manages fiscal resources to support instructional improvement and other district goals.
- Identifies enrollment trends and makes recommendations concerning facility needs.
- Ensures long-range facilities planning and maintenance schedules are monitored and that cost effective strategies are implemented to meet board priorities.
- Implements construction projects, facilitates coherent, well-planned processes.
- Oversees the timely submission of reports, records, and inventories, and maintains district records for the maximum period mandated by law and/or Board policy.
- Manages and prioritizes fiscal resources to align expenditures with district goals.
- Identifies and equitably allocates materials and technology to support district goals.
- Oversees the district's facilities and operations.
- In collaboration with the district business manager, provides a process for the creation of the annual tax budget and appropriation budget and recommends them to the Board for approval.
- In collaboration with the district business manager, recommends to the Board tax millage needed to maintain the District's educational programs and provides leadership to tax levy campaigns.
- In collaboration with the district business manager, provides bidding, purchasing, and accounting procedures that are cost effective and efficient.
- Provides appropriate regulations for the use and care of school properties.
- Manages and supervises the transportation of students and provision of food services.

### **Employment Services**

- Strategically manages human resources to support instructional improvement and other district goals.
- Develops systems for assuring employee performance meets district expectations.
- Works collaboratively with LEAs (education related organizations and associations).
- Recruits, develops, evaluates, and retains quality staff and oversees human resource management.
- Assigns and transfers employees in the interest of the District.
- Provides and implements a plan of assessment and evaluation for employees of the District as well as personally assesses and evaluates administrative personnel.
- Directs the negotiation process with employee bargaining units.

### **Policy and Governance and Board Relations**

- Prepares and submits to the Board recommendations relative to all matters requiring board action, placing before the Board such necessary and helpful facts, information, and reports as needed to ensure the making of informed decisions.
- Prepares the agenda for Board meeting in cooperation with the Board President; attends and participates in all meetings of the Board and its committees, except when his/her own employment or salary is under consideration.
- Implements and continuously assesses policies and procedures.
- Participates in all Board deliberations, with no voting power.
- Identifies and responds to societal and educational trends that affect the district and community.

- Keeps the Board informed of the activities operating under the Board's authority.
- Assists board in planning, conducting, and building support for levy and bond campaigns.

### **Safety**

- Develops and implements procedures and practices that ensure the safety and well-being of students.
- Develops and implements procedures and practices that ensure the safety and well-being of employees.
- Develops and implements procedures and practices that ensure an orderly learning environment.
- Implements safety procedures to protect school property and help ensure the health and well-being of students, staff, and visitors.
- Oversees the periodic evaluation and revision of emergency preparation plans.

### **Inclusive Practice**

The superintendent is an educational leader who improves learning and achievement for each student by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. The Superintendent recognizes the importance of involving multiple stakeholders to inform decision-making, communicate processes and celebrate accomplishments. To gain and maintain support for improvement efforts and to sustain the focus on the goals, the Superintendent communicates effectively with staff and stakeholders.

### **Representative Elements:**

- Recognizes and responds to the diversity within the district.
- Capitalizes on the diversity of students and community to improve learning.
- Increases district capacity to positively address cultural tensions or conflicts.
- Works to reduce achievement gaps.
- Identifies and eliminates district policies and practices that have discriminatory effects.
- Demonstrates communication competence with all stakeholders.
- Develops two-way communication strategies to reach families, and other individuals, agencies, or community members that keep the public and staff informed about current educational practices, educational trends, policies, progress, and challenges in the District's schools.
- Promptly responds to staff and community concerns.
- Establishes rapport with the media.
- Develops strategies to involve families and community members in the educational process.
- Develops strategies for constructive resolution of conflicts with families and community members
- Mobilizes community resources to support district goals.
- Inspires staff and community trust in the school district and maintains team spirit among the employees through collaborative leadership, open communication, and active participation in school district and community activities.
- Advocates for all students.

## **Ethical Leadership**

The superintendent is an educational leader who improves learning and achievement for each student by acting with integrity, fairness, and in an ethical manner.

### **Representative Elements:**

- Models and expects high standards of professional and ethical behavior.
- Interacts respectfully with others.
- Articulates high expectations for ethical and professional behavior of district employees and students.
- Examines district procedures and practices for possible violations of fairness, social justice, and human dignity.
- Engages in professional and personal development through participation in local, state, and national professional organizations, visits similar school districts, attends educational conferences and reads current professional literature.

## **Socio-Political Context**

The superintendent is an educational leader who improves learning and achievement for each student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

### **Representative Elements:**

- Gains understanding of the community by interacting with local community members and engaging in community activities.
- Builds support in the community to meet specific Board goals.
- Engages with local, state and federal officials in order to protect and promote the interest of children in the district.
- Engages with professional associations, business organizations, and other external groups to gain understanding of the current environment and develop district responses to emerging issues.
- Respects and advocates mutual understanding of the roles and responsibilities of superintendent and board.
- Honors board policy.
- Provides the board with timely information.
- Treats all board members fairly, respectfully, and responsibly.
- Provides necessary support for effective board decision-making.
- Builds strong team relationships with the Board.

## **WORKING CONDITIONS:**

Exposure to the following situations may range from remote to frequent based on circumstances and factors that may not be predictable.

- Duties may require operating and/or riding in a vehicle.
- Duties may require traveling to meetings and work assignments.
- Duties may require prolonged use of a computer keyboard and monitor.
- Duties may require working extended hours.
- Duties may require working under time constraints to meet deadlines.
- Duties may require exposure to adverse weather conditions and seasonal temperature extremes.

- Duties may require potential for exposure to blood-borne pathogens and communicable diseases.
- Duties may require potential for interaction with aggressive, disruptive, and/or unruly individuals.

**PERFORMANCE EVALUATION:**

Job performance is evaluated according to the policy provisions adopted by the Chewelah School District Board using the Superintendent Evaluation tool.

Chewelah School District complies with all federal and state rules and regulations and does not discriminate on the basis of race, creed, religion, color, national origin, age, veterans or military status, sex, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to designated youth groups.

**LENGTH OF CONTRACT:** ~~Three year, 260-day contract.~~ Per the negotiated agreement.

**SALARY:** Per negotiated salary.

Approved: \_\_\_\_\_ Date: \_\_\_\_\_  
 (Board Chairperson)

Reviewed: \_\_\_\_\_ Date: \_\_\_\_\_  
 (Employee)

*The Chewelah School District complies with all state and federal rules and regulations and does not discriminate on the basis of race, color, national origin, sex or disability. This holds true for all district employment and opportunities. Inquiries regarding compliance and/or grievance procedures may be directed to the school district's Title IX/RCW 28a.640 Officer and/or Section 504 Coordinator: (509) 685-6800. An Equal Opportunity Employer*

**SUPERINTENDENT**

Approved: April 17, 2019