



ROLE OF THE SUPERINTENDENT

APPROVED: 2016.12.13

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POLICY

Background

The Superintendent is the Chief Executive Officer of the school district. The Superintendent reports directly to the corporate Board and is accountable to the Board of Trustees for the conduct and operation of the school district. All Board authority delegated to the staff of the school district is delegated through the Superintendent.

Specific Areas of Responsibility

1. Student Learning

- 1.1 Provides leadership in all matters relating to education in the school district.
- 1.2 Implements directions established by the Minister.
- 1.3 Ensures that learning environments contribute to the development of skills and habits necessary for the world of work, post-secondary studies, life-long learning and positive citizenship.
- 1.4 Reports annually on student results achieved.

2. Student Welfare

- 2.1 Ensures that students are provided with a safe and caring environment that encourages respectful and responsible behaviour.
- 2.2 Ensures the safety and welfare of students while participating in school programs or while being transported to or from school programs on transportation provided or approved by the school district.
- 2.3 Ensures the facilities safely accommodate school district students.

3. Fiscal Responsibility

- 3.1 Ensures the fiscal management of the school district is in accordance with the terms or conditions of any funding received by the Board under the School Act or any other Act or regulation.
- 3.2 Ensures the school district operates in a fiscally responsible manner, including adherence to recognized accounting procedures.
- 3.3 Prepares and presents the budget which reflects Board priorities.
- 3.4 Ensures the Board has current and relevant financial information.

ROLE OF THE SUPERINTENDENT

4. Personnel Management

- 4.1 Has overall authority and responsibility for all personnel-related matters, except the mandates for collective bargaining and those personnel matters precluded by legislation, collective agreements or Board policy.

5. Policy/Administrative Procedures

- 5.1 Provides support to the Board regarding the planning, development, implementation and evaluation of Board policies.
- 5.2 Develops and keeps current an Administrative Procedures Manual that is consistent with Board policy and provincial policies, regulations and procedures.

6. Superintendent/Board Relations

- 6.1 Respects and honours the Board's role and responsibilities and facilitates the implementation of that role as defined in Board policy.
- 6.2 Provides the information and counsel which the Board requires to perform its role.
- 6.3 Attends all Board meetings and makes recommendations on matters requiring Board action by providing accurate information and reports as are needed to ensure the making of informed decisions.

7. Strategic Planning and Reporting

- 7.1 Leads the development and implementation of the strategic planning process.
- 7.2 Involves the Board appropriately (Board identification of priorities and key results, and final Board approval of the plan in conjunction with the annual budget).
- 7.3 Reports at least annually on results achieved.

8. Organizational Leadership and Management

- 8.1 Demonstrates effective organizational skills
- 8.2 Reports to the Minister with respect to matters identified in and required by the School Act and provincial legislation.
- 8.3 Reviews, modifies and maintains an organizational chart which accurately delineates lines of authority and responsibility.
- 8.4 Presents the school district's Central Administration Office Organization Chart annually to the Board and seeks prior approval for any modifications including the addition of new positions or the deletion of existing positions.
- 8.5 Acts as or assigns the head of the organization for the purposes of the Freedom of Information and Protection of Privacy (FOIPP) Act and adopt the schedule of fees in the FOIPP Regulation as permitted under Section 75(1) of the Act.



ROLE OF THE SUPERINTENDENT

9. Communications and Community Relations

- 9.1 Takes appropriate actions to ensure open, transparent, positive internal and external communications are developed and maintained.
- 9.2 Takes appropriate actions to ensure parents have a high level of satisfaction with the services provided and the responsiveness of the school district within policy and budgetary constraints
- 9.3 Maintains effective relationships within the school district and the community served.
- 9.4 Keeps the Board informed through the provision of appropriate accountability reports.

10. Leadership Practices

- 10.1 Practices leadership in manner that is viewed positively and has the support of those with whom the Superintendent works most directly in carrying out the directives of the Board and the Minister.

Responsibility Centre: Board Chairperson and Superintendent of Schools
References: *School Act*, Sections 22 and 85



ROLE OF THE SUPERINTENDENT**SUPERINTENDENT EVALUATION PROCESS,
CRITERIA AND TIMELINES****Evaluation Process**

Provides for both accountability and growth, and the strengthening of the relationship between the Board and the Superintendent. The written evaluation report will affirm specific accomplishments and identify growth areas where applicable. Some growth goals may address areas of weakness while others will identify areas where greater emphasis is required due to changes in the environment.

1. Provides for an annual written evaluation of the Superintendent's performance.
2. Highlights the key role of the Superintendent to enhance student learning and success for all children.
3. Recognizes that the Superintendent is the Chief Executive Officer. The Superintendent is held accountable for work performed primarily by other senior administrators, e.g., fiscal management.
4. Emphasizes the need for and requires the use of evidence for evaluation purposes. Evaluations are most helpful when the evaluator provides concrete evidence of strengths and/or weaknesses. The Performance Assessment Guide identifies quality indicators (QI), which describe expectations in regard to each assigned role expectation (RE).
5. Is aligned with and based upon the Superintendent's roles and responsibilities. The Board policy (Role of the Superintendent) is consistent with this evaluation document.
6. Is linked to the School District's Strategic Plan and the key results contained therein.
7. Sets out standards of performance. The quality indicators (QI) in the Performance Assessment Guide set out initial standards. When growth goals are identified, additional standards will need to be set to provide clarity of expectations and a means of assessing performance.
8. Is also a performance-based assessment system. Such an evaluation focuses on improvement over time. The second and subsequent evaluations also include an assessment of the Superintendent's success in addressing growth areas identified in the previous evaluation.
9. Uses multiple data sources. Objective data such as audit reports, accountability reports, and student achievement data are augmented with more subjective data.
10. Elicits evidence to support subjective assessments. This must be the case when the Board provides feedback regarding Board agendas, committee and Board meetings, etc.



ROLE OF THE SUPERINTENDENT

11. Ensures Board feedback is provided regularly. Such feedback will be timely, provided annually, supported by specific examples and will focus on areas over which the Superintendent has authority. The Superintendent cannot be held accountable for areas over which authority has not been granted.

The Superintendent will maintain an electronic evidence binder which will be provided to the Board approximately one week prior to the evaluation workshop. The purpose of the evidence binder is to provide evidence that the quality indicators identified in Appendix B have been achieved. Therefore, evidence will be organized in regard to the quality indicators.

The Board and the Superintendent will be present during the facilitated evaluation session. The Superintendent will be invited to ensure the Board has full information and may choose to enter into discussion to ensure the evidence provided has been understood. The Superintendent will only be absent from the room just prior to the evaluation and for the period when the Board constructs the conclusion section. The evidence examined will be in the form of internal reports or external reports. An external report is one from an external source such as an auditor or the consultant who would conduct Leadership Practices interviews. An internal report is one that comes through the Superintendent. A prime example of an internal report would be a personnel Management accountability report. The Board will review the indicated evidence and determine whether, or to what extent, the quality indicators have been achieved. In addition, the corporate Board will supplement the evidence contained in the evidence portfolio with agreed-upon direct Board observations. For example, this would be most evident in the section Superintendent/Board Relations.

During the evaluation workshop, a written evaluation report will be facilitated by the external consultant, which will document:

- The evaluation process;
- Evaluation context;
- Assessments relative to the criteria (quality indicators) noted in Appendix B;
- An examination of progress made relative to any growth goals or redirections identified in the previous year's evaluation;
- Identification of any growth goals if deemed appropriate for the coming year; and
- A "conclusion" section, followed by appropriate signatures and dates.

The assessments contained in the evaluation report will reflect only the corporate Board position. This report will be approved by Board motion. The actual report is a confidential document. A signed copy will be provided to the Superintendent and a second signed copy will be placed in the Superintendent's personnel file held by the school district.



ROLE OF THE SUPERINTENDENT

Evaluation Criteria

The criteria for the first evaluation will be those set out in Appendix B: the Performance Assessment Guide. In subsequent evaluations, the criteria will be those defined by the Performance Assessment Guide as listed or revised after each evaluation, plus any growth goals provided by the Board in previous written evaluation report(s). Such growth goals may be areas requiring remediation or actions which must be taken to address trends, issues, or external realities. For the Role Expectation “Leadership Practices”, an external consultant will collect data relative to leadership practices by interviewing one third of the principals and all “direct reports”. “Direct reports” are defined to be those individuals who report directly to the Superintendent on the District’s organizational chart.

Appendix B is the Performance Assessment Guide, which is intended to clarify for the Superintendent the performance expectations held by the corporate Board. This guide is also intended to be used by the Board to evaluate the performance of the Superintendent in regard to each job expectation. The Board will review the indicated evidence and will determine whether, or to what extent, the quality indicators have been achieved.

Timelines for Evaluations

Evaluations will be conducted annually.

Responsibility Centre: Board Chairperson and Superintendent of Schools
References: *School Act*, Section 22 and 85



ROLE OF THE SUPERINTENDENT**SUPERINTENDENT PERFORMANCE ASSESSMENT GUIDE**1. Student Learning

Role Expectations:

- RE 1.1 Provides leadership in all matters relating to education in the District.
- RE 1.2 Implements directions established by the Minister.
- RE 1.3 Ensures that learning environments contribute to the development of skills and habits necessary for the world of work, post-secondary studies, life-long learning and citizenship.
- RE 1.4 Reports annually on student results achieved.

Quality Indicators relative to Student Learning:

- QI 1.1 Conducts an analysis of student success and ensures school principals develop action plans to address concerns.
- QI 1.2 Identifies trends and issues related to student achievement to inform the strategic planning process, including the implementation of innovative means to improve measurable student achievement.
- QI 1.3 There is measurable improved student achievement over time.
- QI 1.4 Ensures the District's academic results are published.

2. Student Welfare

Role Expectations:

- RE 2.1 Ensures that students are provided with a safe and caring environment that encourages respectful and responsible behaviour.
- RE 2.2 Ensures the safety and welfare of students while participating in school programs or while being transported to or from school programs on transportation provided or approved by the District.
- RE 2.3 Ensures the facilities safely accommodate District students.

Quality Indicators relative to Student Welfare:

- QI 2.1 Develops measurements and monitors progress relative to providing a safe, inclusive and caring environment.
- QI 2.2 Provides an annual student welfare accountability report.



ROLE OF THE SUPERINTENDENT

3. Fiscal Responsibility

Role Expectations:

- RE 3.1 Ensures the fiscal management of the District is in accordance with the terms or conditions of any funding received by the Board under the School Act or any other Act.
- RE 3.2 Ensures the District operates in a fiscally responsible manner, including adherence to recognized accounting procedures.
- RE 3.3 Prepares and presents the budget which reflects Board priorities.
- RE 3.4 Ensures the Board has current and relevant financial information.

Quality Indicators relative to Fiscal Responsibility:

- QI 3.1 Ensures accepted (PSAB) accounting principles are being followed.
- QI 3.2 Ensures all deficiencies identified in the previous audit report and management letter have been remediated to the satisfaction of the auditor.
- QI 3.3 Ensures adequate internal financial controls exist and are being followed.
- QI 3.4 Ensures all collective agreements and contracts are being administered and interpreted so staff and contracted personnel are being paid appropriately and appropriate deductions are being made.
- QI 3.5 Ensures an internal audit process is developed and implemented in regard to school based funds and an annual report provided to the Board.
- QI 3.6 Provides the Board with at least quarterly financial accountability reports
- QI 3.7 Ensures the Board is informed immediately regarding pending litigation.

4. Personnel Management

Role Expectations:

- RE 4.1 Has overall authority and responsibility for all personnel-related matters, except setting the mandates for collective bargaining and those personnel matters precluded by legislation, collective agreements or Board policy.

Quality Indicators relative to Personnel Management:

- QI 4.1 Develops and effectively implements quality recruitment, orientation, staff development, disciplinary, evaluation and supervisory processes.
- QI 4.2 Models commitment to personal and professional growth.
- QI 4.3 Fosters high standards of instruction and professional improvement
- QI 4.4 Provides for training of administrators and the development of leadership capacity within the District.



ROLE OF THE SUPERINTENDENT

5. Policy/Administrative Procedures

Role Expectations:

- RE 5.1 Provides support to the Board regarding the planning, development, implementation and evaluation of Board policies.
- RE 5.2 Develops and keeps current Administrative Procedures that are consistent with Board policy and provincial policies, Regulations and procedures.

Quality Indicators relative to Policy/Administrative Procedures:

- QI 5.1 Appropriately involves individuals and groups in the administrative procedures development process.
- QI 5.2 Takes leadership in bringing policies to the Board for review.
- QI 5.3 Ensures staff adherence to policies and administrative procedures.
- QI 5.4 Demonstrates a knowledge of and respect for the role of the Board in policy processes.

6. Superintendent/Board Relations

Role Expectations:

- RE 6.1 Respects and honours the Board's role and responsibilities and facilitates the implementation of that role as defined in Board policy.
- RE 6.2 Provides the information and counsel which the Board requires to perform its role.
- RE 6.3 Attends all Board meetings and makes recommendations on matters requiring Board action by providing accurate information and reports as are needed to ensure the making of informed decisions.

Quality Indicators relative to Superintendent/Board Relations:

- QI 6.1 Implements Board decisions with integrity in a timely fashion.
- QI 6.2 Interacts with the Board in an open, honest, proactive and professional manner.
- QI 6.3 Provides the Board with balanced, sufficient, concise information and clear recommendations in agendas.
- QI 6.4 Ensures Board agendas are prepared and distributed to trustees in sufficient time to allow for appropriate trustee preparation for the meeting.
- QI 6.5 Keeps the Board informed on sensitive issues in a timely manner.
- QI 6.6 Ensures high-quality management services are provided to the Board.
- QI 6.7 Acts in accordance with all provisions of the Board-Superintendent/CEO contract



ROLE OF THE SUPERINTENDENT

7. Strategic Planning and Reporting

Role Expectations:

- RE 7.1 Leads the development and implementation of the Strategic planning process.
- RE 7.2 Involves the Board appropriately (Board identification of priorities and key results, and final Board approval of the plan in conjunction with the annual budget).
- RE 7.3 Reports at least annually on results achieved.

Quality Indicators relative to Strategic Planning and Reporting:

- QI 7.1 Ensures key results identified by the Board are achieved.
- QI 7.2 Ensures the strategic planning process involves opportunity for stakeholder input.
- QI 7.3 Ensures facility project budgets and construction schedules are followed or timely variance reports are provided to the Board.

8. Organizational Management

Role Expectations:

- RE 8.1 Demonstrates effective organizational skills
- RE 8.2 Reports to the Minister with respect to matters identified in and required by the School Act and provincial legislation.
- RE 8.3 Reviews, modifies and maintains an organizational chart which accurately delineates lines of authority and responsibility.
- RE 8.4 Acts as or delegates the head of the District for the purposes of the Freedom of Information and Protection of Privacy (FOIP) Act and adopt the schedule of fees in the FOIPP Regulation as permitted under Section 75(1) of the Act.

Quality Indicators relative to Organizational Management:

- QI 8.1 Ensures District compliance with all Ministry mandates (timelines and quality).
- QI 8.2 Identifies trends and issues related to organizational effectiveness and makes recommendations for the implementation of innovative means to improve effectiveness.



ROLE OF THE SUPERINTENDENT

9. Communications and Community Relations

Role Expectations:

- RE 9.1 Takes appropriate actions to ensure open, transparent, positive internal and external communications are developed and maintained.
- RE 9.2 Takes appropriate actions to ensure parents have a high level of satisfaction with the services provided and the responsiveness of the District within policy and budgetary constraints
- RE 9.3 Maintains effective relationships within the District and the community served.
- RE 9.4 Keeps the Board informed through the provision of appropriate accountability reports.

Quality Indicators relative to Communications and Community Relations:

- QI 9.1 Facilitates effective home-school relations.
- QI 9.2 Manages conflict effectively.
- QI 9.3 Ensures information is disseminated to inform appropriate publics.
- QI 9.4 Works cooperatively with the media to represent the Board's views/positions.
- QI 9.5 Promotes positive public engagement in the District.
- QI 9.6 Represents the District in a positive, professional manner.

10. Leadership Practices (Every second Year commencing with 2016-2017)

Role Expectations:

- RE 10.1 Practices leadership in manner that is viewed positively and has the support of those with whom the Superintendent works most directly in carrying out the directives of the Board and the Minister.

Quality Indicators relative to Leadership Practices:

- QI 10.1 Provides clear direction.
- QI 10.2 Provides effective educational leadership.
- QI 10.3 Establishes and maintains positive, professional working relationships with staff.
- QI 10.4 Unites people toward common goals
- QI 10.5 Demonstrates a high commitment to meeting student needs.
- QI 10.6 I trust the Superintendent.
- QI 10.7 Empowers others.
- QI 10.8 Effectively solves problems.

References: School Act, Section 22 and 85
Freedom of Information Protection of Privacy Act, Section 75(1) and 77



ROLE OF THE SUPERINTENDENT**INTERVIEW GUIDE
SUPERINTENDENT LEADERSHIP PRACTICES**

Perceptions of Principals and Superintendent “Direct Reports”

1. What evidence can you cite to support or refute the following:
 - 1.1 The Superintendent provides clear direction?
 - 1.2 The Superintendent provides effective educational leadership?
 - 1.3 The Superintendent establishes and maintains positive, professional working relationships with staff?
 - 1.4 The Superintendent unites people toward common goals.
 - 1.5 The Superintendent demonstrates a high commitment to meeting student needs?
 - 1.6 I trust the Superintendent?
 - 1.7 The Superintendent empowers others?
 - 1.8 The Superintendent effectively solves problems?
 2. What does the Superintendent do, if anything that helps you do your job effectively?
 3. What does the Superintendent do, if anything, that makes doing your job more difficult to do effectively?
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