School District No. 57 (Prince George)

BOARD OF EDUCATION

CHARTER

Our mission, as a Board of Education, is to create a culture of trust and integrity by adhering to the highest standards of ethical behaviour and fiduciary responsibility.

We, the Board of Education, individually and collectively, in the conduct of our duties, will be:

- Transparent
- Open-minded
- Consultative
- Committed
- Respectful of Diversity

BOARD OF EDUCATION AND SENIOR ADMINISTRATION

GUIDING PRINCIPLES

The Board of Education and senior administration believe we are accountable to the families and communities we serve. We respect their diversity and support their involvement.

We further believe that all children can learn, achieve and succeed, and that by working together with our employees, students, parents, and our communities, we will enable our students to reach their greatest academic potential.

We believe our students have the right:

- To a safe and respectful learning environment.
- To be valued.
- To have the opportunity to explore and develop their potential.
- To have their intellectual, emotional, physical and social needs met.

We also believe that with these rights come responsibilities with respect to their school, classroom and work habits.

We believe our employees have the following rights and responsibilities:

- To be treated fairly and work in a safe environment.
- To be respected, trusted, included and valued.
- To explore, collaborate and develop to their potential.
- To treat others fairly, work cooperatively, and create a safe working and learning environment.

Together, we affirm that these guiding principles provide the foundation for the decisions we make in School District No. 57.
BOARD OF EDUCATION
SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

SPECIAL PUBLIC MEETING
7:30 p.m., Tuesday, December 13, 2016
Boardroom – 2100 Ferry Avenue

AGENDA

1. CALL TO ORDER
2. APPROVAL OF AGENDA
3. PUBLIC INPUT
   Thirty minutes maximum; limit of five minutes per speaker
4. ROLE OF THE BOARD
   4.1 Draft Policy Role of the Board
   • Appendix A – Draft Annual Board Work Plan
   • Appendix B - Draft Facilitated Board Self-Evaluation Process

5. ROLE OF THE SUPERINTENDENT
   5.1 Draft Policy Role of the Superintendent
   • Appendix A – Superintendent Evaluation Process Criteria and Timelines
   • Appendix B – Superintendent Performance Assessment Guide
   • Appendix C – Interview Guide Superintendent Leadership Practices

6. ADJOURNMENT
ROLE OF THE BOARD

As per section 30 of the School Act each school district in British Columbia is required to have a Board of Education comprised of trustees locally elected or appointed by the Minister of Education. The number of trustees on each board is determined by the Lieutenant-Governor in Council which effectively means the provincial cabinet. All seven trustees are elected at large with a four year term.

The Board of Education of School District No. 57 (Prince George) functions as a corporate body and exercises those mandatory (must) and optional (may) powers granted or implied by the School Act and Regulations. As a corporate entity its rights duties and powers reside with the Board and not individual trustees.

The Board is committed to making decisions in the best interest of the students it serves.

The School Act provides for the Board of Education to delegate specific and general administrative and management duties. The Board has chosen to retain in its role the following duties.

Specific Areas of Responsibility

1. Accountability to Governments
   The Board shall:
   1.1 Act in accordance with all applicable requirements of federal and provincial legislation.
   1.2 Perform Board functions required by governing legislation and existing Board policy.

2. Accountability to and Engagement of Community
   The Board shall:
   2.1 Within available resources make decisions that best address the needs and demands of the school district in service of students.
   2.2 Establish processes and provide opportunities for community engagement.
   2.3 Report school district outcomes to the community at least annually.
   2.4 Develop procedures for and hear appeals as required by statute and/or Board policy.
   2.5 Meet as deemed appropriate with municipal governments and other educational/public service or business governing authorities to achieve educational ends.
   2.6 Model a culture of respect, transparency and integrity.
3. Strategic Planning and Reporting
The Board shall:
3.1 Provide overall direction for the school district by establishing foundational statements.
3.2 Annually approves school district priorities and key results and the school district’s strategic directions.
3.3 Annually evaluate the effectiveness of the school district in achieving established priorities and key results.

4. Policy
The Board shall:
4.1 Identify how the Board is to function.
4.2 Delegate authority to the Superintendent and define commensurate accountabilities.
4.3 Identify the purpose to be achieved and the criteria for any new policies.
4.4 Make the final decision as to the approval of all policy statements.
4.5 Develop/assess/revise policies as required to ensure intended results are being achieved and that policies are consistent with legislation.
4.6 Ensure motions which are intended to have continuing effect are integrated into existing or new policy statements.
4.7 Review all policies at least once in a term of office, to ensure currency and relevancy.

5. Board/Superintendent Relations
The Board shall:
5.1 Select the Superintendent.
5.2 Provide the Superintendent with clear corporate direction.
5.3 Delegate in writing, administrative authority and identify responsibility subject to the provisions and restrictions in provincial legislation and regulations.
5.4 Annually evaluate the Superintendent in accordance with a pre-established performance appraisal mechanism.
5.5 Annually review Superintendent Compensation.
5.6 Respect the authority of the Superintendent to carry out executive action and support the Superintendent’s actions which are exercised within the delegated discretionary powers of the position.

6. Political Advocacy
The Board shall:
6.1 Make decisions regarding British Columbia School Trustee Association and British Columbia Public School Employers’ Association issues.
6.2 Advance school district positions and priorities through relevant provincial organizations and associations.
6.3 Act as an advocate for public education and the school district.
6.4 Develop an annual plan for advocacy including focus, key messages, relationships and mechanisms.

6.5 Promote regular meetings and maintain timely, frank and constructive communication with locally elected officials including representation on municipal committees.

6.6 Arrange meetings with elected provincial government officials to communicate and garner support for education.

7. Board Development
The Board shall:

7.1 Annually evaluate the Board's effectiveness as per Appendix B.

7.2 Annually develop a Board development plan aligned with school district priorities.

8. Fiscal Accountability
The Board shall:

8.1 Approve budget process and timelines at the outset of the budget process.

8.2 In collaboration with the Superintendent, identify budget assumptions and draft Board priorities to be used in the creation of the annual operating budget.

8.3 Approve the annual budget and allocation of resources to achieve desired results.

8.4 Annually approve the school district's updated Five Year Capital Plan.

8.5 Annually appoint or reappoint the auditor and approve the terms of engagement.

8.6 Review annually the audit report and management letter and specify those recommendations to be implemented by the Superintendent.

8.7 Approve the annual audited financial statements.

8.8 Make decisions regarding ratification of memoranda of agreement with bargaining units.

8.9 Approve the acquisition and disposition of land and buildings; ensure titles to or enforceable long-term interests in land are in place prior to capital project construction.

8.10 Approve amended annual budget

8.11 Monitor the fiscal management of the school district through receipt of monthly financials and quarterly accountability reports including variance analyses and year-end projections.

8.12 Approve borrowing for capital expenditures within provincial restrictions.

8.13 Approve transfer of funds to/from reserves.

8.14 Approve signing authorities for the school district.
Selected Responsibilities

1. Approve annual school district calendar in accordance with legislation and collective agreements February consultation and March approval.

2. Approve Board Authority Authorized Courses.

3. Approve the naming of educational facilities and land.

4. Recognize students, staff and community members.

5. Hear unresolved student or staff complaints of discrimination or harassment that cannot be heard by the Superintendent.

6. Approve parameters for negotiations after soliciting advice from the Superintendent and ratify Memoranda of Agreement with bargaining units.

7. Annually Review and approve Board compensation and expense rates.

8. Approve catchment areas for schools and special programs.

9. Approval of and cessation of academies and programs of choice.

Legal Reference: Sections 77, 85 School Act
Appendix A - Policy 1160 Role of the Board

BOARD ANNUAL WORK PLAN

September

Regular Board Meeting Agenda Items
- Review the audit report and management letter and CEO’s internal report to ensure fiscal accountability quality indicators are met and assess Fiscal Quality Indicators (QI) re Policy
- Approve the audited financial statements
- Approve proposed Trustee calendar for partner meetings, Board meetings and related functions
- Approve 5 year Capital Plan for submission to BC Ministry of Education

Events
- BCSTA Northern Interior Branch – Education Meeting

October

Regular Board Meeting Agenda Items
- Review Personnel accountability report and assess Personnel QI’s re Policy
- Complete CEO evaluation and Board evaluation
- Approve Annual Board Work Plan (including schedule of meetings)
- Review Superintendent compensation

Events
- Represent Board at BCPSEA Symposium
- Represent Board at BCSTA Provincial Council Meeting
- Recognize World Teachers’ Day

November

Regular Board Meeting Agenda Items
- Review report on school district enrollment
- Review Student Learning accountability report and assess Student Learning QI’s re Policy (Framework for Enhancing Student Learning).

Events
December

Regular Board Meeting Agenda Items
- Elect Chair/Vice-Chair, BCSTA Provincial councillor, BCPSEA representative
- Make Trustee appointments to committees and community liaison groups
- Approve Trustee school liaison assignments

Events
- BCSTA Trustee Academy

January

Regular Board Meeting Agenda Items
- Review progress re Strategic Planning results
- Approve draft Budget Development Process and Circulate to stakeholders
- Provide direction through our Board representative to BCSTA Provincial Council Meeting regarding provincial policy matters

Events
- Represent Board at BCPSEA AGM
- BCSTA Northern Interior Branch AGM

February

Regular Board Meeting Agenda Items
- Review recommended school district calendar
- Approve Budget development process for upcoming year's Budget
- Approve Amended Annual Budget for Current Fiscal Year
- Review policy positions for submission to BCSTA Annual General Meeting
- Approve of Board Authority Authorized Courses
- Review administrative budget assumptions for the upcoming year's budget
- Approve revisions to Strategic Plan including approval of priorities and key results

Events
- BCSTA Provincial Council Meeting
- Host Long Service Recognition Ceremony

March

Regular Board Meeting Agenda Items
- Approve school district calendar
- Review preliminary budget revenue information for the upcoming year's budget including the Ministry of Education funding announcement

Events
April

Regular Board Meeting Agenda Items
- Review preliminary draft budget for the upcoming year

Events
- Attend and participate in BCSTA AGM

May

Regular Board Meeting Agenda Items
- Approve terms of engagement and appoint or reappoint auditor
- Approve budget for upcoming fiscal year
- Approve school fees

Events

June

Regular Board Meeting Agenda Items
- Approve Board Development Plan
- Review Fiscal accountability report
- Approve the School District Literacy Plan for submission to the Ministry of Education

Events
- Host employee Retirement Dinner Retirement Recognition Awards Ceremony

August

Regular Board Meeting Agenda Items

Events

Ongoing
- Attend trustee development/orientation sessions
- Attend school functions (as invited)
- Review the School District Strategic Plan
- Hear appeals as needed
- Ratify memoranda of agreement with bargaining units
- Make disbursements from Capital Reserve Fund
- Approve tender selection for contracts
- Declare facilities surpluses to general school needs
- Approve disposition of real property (lands and buildings)
- Attend Board Liaison meetings as outlined in the Board calendar
- Advance Board positions through BCPSEA
- Represent Board at BCSTA Branch Meeting
- Meetings with elected officials

Legal Reference: Sections 65, 74, 74.1, 75, 75.1, 76.1, 76.3, 76.4, 77, 79.2, 82, 82.1, 84, 85, 86, 96, 112, 112.1, 113, 145, 147, 158 School Act
APPENDIX B – POLICY 1160 ROLE OF THE BOARD

PROCESS

The annual externally facilitated Board self-evaluation process shall be completed subsequent to the Superintendent evaluation process described in the appendixes to Policy 2111 and entitled, Superintendent/CEO Evaluation Process, Criteria and Timelines. The two evaluation processes are complementary in nature.

PURPOSE

The purpose of the facilitated Board self-evaluation is to answer the following questions:

1. How well have we fulfilled each of our defined roles as a Board during the evaluation period?
2. How do we perceive our interpersonal working relationships?
3. How well do we receive input and how well do we communicate with those we represent?
4. How well do we perceive we are performing as a corporate entity in terms of fiduciary, strategic, generative and ethical governance?
5. How would we rate our Board-Superintendent relations?
6. How well have we adhered to our governance policies?
7. What have we accomplished this past year? How do we know?
8. What actions shall the Board take during the next year to become more effective?

The answers to these questions provide the data for the development of a positive path forward.

EVALUATION PRINCIPLES

The following principles form the basis for the Board self-evaluation process.

1. A learning organization is focused on the improvement of practice.
2. A commitment to continuous improvement is a sign of organizational health.
3. An effective evaluation process provides for growth and accountability.
4. The annual Board evaluation process shall model the Board’s commitment to principles 1-3.
5. A pre-determined process for evaluation strengthens the governance function, builds credibility for the Board and fosters an excellent Board-Superintendent relationship.
6. An evidence-based approach provides objectivity to supplement the subjectivity involved in evaluation processes.
The Board is a corporate entity created by provincial legislation and given authority by the School Act and the attendant Regulations. The Board exercises its authority through a democratic process.

The duty of the Board is to represent its electors and advocate for publicly funded education in a broader context.

The Board is charged with the responsibility of providing, for its students and their parents/guardians, an education system organized and operated in their best interests. It exercises this responsibility through setting of clear strategic direction and the wise use of resources.

**Facilitated Self-Evaluation of Performance**

**Part 1:** The Act provides the Board with significant authority including the authority to delegate. The Board must decide the authority it wishes to delegate and the authority to be retained. The Board is the only body in the school district which can hold the Board accountable for performing its legally defined role.

With reference to Policy 1160 Role of the Board, Policy 1160 Appendix A Annual Board Work Plan and the minutes from Regular, In-camera, and Special meetings held during the evaluation period trustees will assess the corporate Board's effectiveness relative to each role area. The objective is to identify areas of strength on which to build and specific changes the corporate Board is committed to make during the next evaluation period.

**Evaluation Tool:** Collect, collate and analyze responses to a Role of the Board questionnaire completed by all trustees.

**Part 2:** The Board functions as a corporate entity. Individual trustees have only the authority granted them by the corporate Board. Therefore the interpersonal working relationships between and among trustees is vital to the effective functioning of the Board.

**Evaluation Tool:** Collect, collate and analyze responses to a Board Interpersonal Working Relationships questionnaire completed by all trustees.

**Part 3:** The Board is elected for a four year term. One key role is to represent the electorate within the boundaries of the school district and effectively communicate to the electorate between elections in a manner which creates accountability and builds confidence in the work of the Board.

**Evaluation Tool:** Collect, collate and analyze responses to a Communications/Representation questionnaire completed by all trustees.

**Part 4:** Boards have fiduciary, strategic and generative governance roles. All must be performed in an ethical manner.

**Evaluation Tool:** Collect, collate and analyze responses to a Readiness for Governance questionnaire completed by all trustees.

**Part 5:** With reference to the functioning of the First Team during the evaluation period Trustees will assess Board/Superintendent Relationships. In other words is the Board effectively performing its role to make the First Team effective?
Evaluation Tool: Collect, collate and analyze responses to a Board/Superintendent questionnaire completed by all trustees.

Part 6: The Board's policy role is critical to provide direction for the school district, to delegate to and hold staff accountable through the office of the Superintendent, and to promote and protect public education. Regular review of Board policies is required to ensure the currency and effectiveness of such policies. 

Evaluation Tool: Review the schedule of policy review to ensure currency and relevance.

Part 7: Reviewing Board actions at least annually to determine perceived corporate Strengths, Weaknesses, Opportunities and Threats (SWOT) can assist in defining a positive path forward and avoid repetition of less effective functioning.

Evaluation Tool: Conduct a SWOT analysis in light of Board minutes and direct Board observations.

Part 8: Board approves the directions to be taken during the next evaluation period to strengthen Board functioning.

Part 9: Board assesses success or lack thereof addressing the positive path forward (PPF) approved as a result of the last evaluation and includes any required actions in the current PPF.

Part 10: Board approves the Positive Path Forward (PPF) by formal motion.

Note in the second and subsequent years the evaluation process will commence with an accountability review of the previous year's PPF to ensure actions were taken as required and desired results achieved.
Policy 2111 Role of the Superintendent

ROLE OF THE SUPERINTENDENT

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.

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 Acts as or assigns the head of the organization 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.

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.

Legal Reference:  Section 22, 85 School Act
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.

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.
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.

Legal Reference: Section 22, 85 School Act
Appendix B – Policy 2111 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.
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.
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.
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.

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.

Legal Reference: Section 22, 85 School Act,
Section 75(1) and 77 Freedom of Information Protection of Privacy Act,
Freedom of Information Protection of Privacy Regulation.
Appendix C – Policy 2111 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?