

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 and will be evaluated annually in accordance with Policy 12 Appendix. 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.

Policy 12

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 Annually provides the school district's Organization Chart to the Board for review and approval of the addition or removal of 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*.

Policy 12

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 References: *School Act* Sections 22 and 85

Related Policies:

- Policy 2 – Role of the Board
- Policy 3 – Role of the Trustee
- Policy 4 – Trustee Code of Conduct
- Policy 5 – Role of the Board Chair
- Policy 6 – Role of the Vice-Chair
- Policy 7 – Board Operations
- Policy 8 – Board Committees
- Policy 10 – Policy and Policy Development
- Policy 11 – Board Delegation of Authority
- Bylaw 1 – Appeals
- Bylaw 2 – Indemnification

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SUPERINTENDENT EVALUATION GUIDING PRINCIPLES

The Superintendent evaluation process is intended to provide 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 as the educational leader of the district, to enhance student learning and success for all children.
3. Recognizes that the Superintendent is the Chief Executive Officer, and 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.
5. Aligns with and is based upon the Superintendent's roles and responsibilities.
6. Is linked to the District's Strategic Priorities and the key results contained therein.
7. Sets out standards of performance.
8. Is also a performance-based assessment system. Such an evaluation focuses on improvement over time. The second and subsequent evaluations include an assessment of the Superintendent's success in addressing growth areas as indicated in the annual growth plan.
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 that at a minimum Board feedback is provided annually. Such feedback will be timely, 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 the Superintendent has not been given authority.

Legal Reference: *School Act* Section 22 and 85

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