
ROLE OF THE SUPERINTENDENT

Background

The Superintendent is the Chief Executive Officer of the District. The Superintendent reports directly to the Board and is accountable to the Board of Education for the conduct and operation of the District. All Board authority delegated to the staff of the District is delegated through the Superintendent. Whereas Section 77 of the *Freedom of Information and Protection of Privacy Act of British Columbia* requires that the Board of Education name an official corporate head, the Board of Education names the Superintendent of Schools as the official head of the school district for the purposes of the Act.

Specific Areas of Responsibility

1. Educational Leadership and Student Learning
 - 1.1 Provides leadership in all matters relating to education in the 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.
2. Student Well-Being
 - 2.1 Ensures that students are provided with a safe and caring environment that encourages respectful and responsible behaviour.
3. Fiscal Responsibility
 - 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 or regulation.
 - 3.2 Ensures the District operates in a fiscally responsible manner, including adherence to recognized accounting procedures.
 - 3.3 Prepares and presents a 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. Policy/Administrative Procedures

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- 4.2 Provides support to the Board regarding the planning, development, implementation, and evaluation of Board policies.
 - 4.3 Develops and keeps current an Administrative Procedures Manual that is consistent with Board policy and provincial policies, regulations, and procedures.
5. Superintendent/Board Relations
- 5.1 Respects and honours the Board's role and responsibilities and facilitates the implementation of that role as defined in Board policy.
 - 5.2 Provides the information and counsel which the Board requires to perform its role.
 - 5.3 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.
6. Strategic Planning and Reporting
- 6.1 Leads the development and implementation of the strategic planning process.
 - 6.2 Involves the Board appropriately and collaboratively in the development of the Board's Strategic Plan (Board identification of priorities and key results, and final Board approval of the plan in conjunction with the annual budget).
 - 6.3 Reports annually on results achieved.
7. Organizational Management
- 7.1 Demonstrates effective organization skills resulting in Division compliance with all legal, Ministerial and Board mandates and timelines.
8. Communications and Community Relations
- 8.1 Internal and external communications are developed and maintained which build staff and community support for Board directions.
9. Leadership Practices
- 9.1 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*

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Policy 12 – Appendix A

**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 if applicable. Some growth goals may address areas of weakness while others will identify areas where greater emphasis is required due to changes in the District’s environment and therefore is not a reflection on past performance.

1. Provides for an annual written evaluation of the Superintendent’s performance.
2. 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.
3. 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 regarding each assigned role expectation (RE).
4. Is aligned with and based upon the Superintendent’s roles and responsibilities. The Board policy (Policy 12) is in direct alignment with the evaluation document QI’s.
5. Is aligned with the District’s Strategic Plan and the key results contained therein.
6. 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.
7. 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 identified in the previous evaluation.
8. Uses multiple data sources.
9. Elicits evidence to support subjective assessments. This must be the case when the Board provides feedback regarding Superintendent/Board Relations QI’s.
10. Ensures Board feedback is provided regularly. Such feedback will be 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.

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The Board will assess the performance of the Superintendent regarding the QI's identified in Appendix B. The primary process for such assessment will be through the review and assessment of accountability reports provided by the Superintendent over the course of the year. When an accountability report is provided the Board shall adopt a motion indicating the QI's which have been fully met based on the evidence provided. If evidence has been provided and the Board has not assessed that a QI has been met, the Superintendent shall have opportunity to provide the evidence required by the Board at a subsequent meeting. Any QI's not addressed during the year shall be addressed in the evaluation workshop at which time the formal report is approved by the Board.

The Board and the Superintendent will be present during the facilitated evaluation workshop session. The Superintendent will 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. All motions passed by the Board during the year assessing that the requirements of specific QI's have been met will preclude the need to examine those QI's at the evaluation workshop and these motions will form a significant part of the formal evaluation.

The evidence examined during the year or at the evaluation workshop will be in the form of internal reports or external reports. An external report is one from an external source such as an auditor. An internal report is one that comes through the Superintendent. A prime example would be a Strategic Planning 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 Board will supplement the evidence presented with agreed-upon direct Board observations. For example, direct Board observations would be most evident in the section Superintendent/Board Relations. Agreed-upon indicates it is a corporate or majority decision of the Board. No minority opinions shall be included in the evaluation report.

During the evaluation workshop, a written evaluation report will be facilitated by the external consultant. This report shall be constructed as follows:

- The evaluation process.
- Evaluation context.
- Assessments relative to the criteria (quality indicators) noted in Appendix B (including those assessments provided in motions during the year in response to the presentation of accountability reports.
- 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.
- A "conclusion" section, followed by appropriate signatures and dates.

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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 copy signed by the Board chair will be provided to the Superintendent and a second signed copy will be placed in the Superintendent's personnel file held by the 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 all principals and all "direct reports". "Direct reports" are those individuals who report directly to the Superintendent on the District's organizational chart. The Board and Superintendent shall receive from the consultant a report containing the verbatim responses received during the Leadership Practices interviews and a proposed evaluation report which reflects the summary of responses and proposed conclusions to be made based on the report.

Appendix B is the Performance Assessment Guide, which is intended to clarify for the Superintendent the performance expectations held by the Board. This guide is also intended to be used by the Board to evaluate the performance of the Superintendent regarding 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*

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Policy 12 – Appendix B

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 Annually 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.

2. Student well-being

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 well-being:

- QI 2.1 Develops measurements and monitors progress relative to providing a safe and caring environment.

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QI 2.2 Ensures the safety and welfare of students while being transported to or from school programs on transportation provided or approved by the District.

QI 2.3 Ensures the facilities safely accommodate District students.

3. Fiscal Responsibility

Role Expectations:

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 3.6 Provides the Board with 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:

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- 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 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 an Administrative Procedures Manual that is 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 Demonstrates a knowledge of and respect for the role of the Board in policy processes.

6. Superintendent/Board Relations (“The First Team”)

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 (“The First Team”):

- 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.
- 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.

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QI 6.6 Ensures high-quality management services are provided to the Board.

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 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 resulting in District compliance with all legal, Ministerial and Board mandates and timelines.

Quality Indicators relative to organizational management:

QI 8.1 Ensures District compliance with all Department of Education and Board mandates (timelines and quality).

QI 8.2 Facility project budgets and construction schedules are followed, or timely variance reports are provided to the Board.

9. Communications and Community Relations

Role Expectations:

RE 9.1 Internal and external communications are developed and maintained which build staff and community support for Board directions.

Quality Indicators relative to communications and community relations:

QI 9.1 Represents the District in a positive, professional manner.

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- QI 9.2 Manages conflict effectively.
- QI 9.3 Ensures information regarding Board initiatives and priorities are disseminated to inform the electorate and build staff and public support for Board directions.
- QI 9.4 Works cooperatively with the media to represent the Board's views/positions.
- QI 9.5 Acts as the Head of the organization for the purposes of the *Freedom of Information and Protection of Privacy Act*.

Leadership Practices

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

Legal Reference: Section 22, 85 School Act

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Policy 12 – Appendix C

LEADERSHIP PRACTICES INTERVIEW GUIDE

Perceptions of Principals, Direct Reports

1. What evidence can you cite to support or refute the following:
 - a. The Superintendent demonstrates a high commitment to meeting student needs.
 - b. the Superintendent provides effective educational leadership.
 - c. The Superintendent establishes and maintains positive, professional working relationships with staff?
 - d. The Superintendent unites people toward achieving the Board’s goals.
 - e. The Superintendent is trustworthy.
 - f. The Superintendent empowers others.
 - g. The Superintendent effectively solves problems.
2. What does the Superintendent do, if anything, that helps you do your job?
3. What does the Superintendent do, if anything, that makes doing your job more difficult?

*Note: An external consultant will use this form to collect via telephone interviews the indicated data.