



## 101.01BP Board Operations-Role of the Superintendent

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### LEGAL REFERENCE:

- *Education Act*
- *Education Act Board Procedures Regulation*

### CROSS REFERENCE:

- Superintendent Leadership Quality Standards

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

### Specific Areas of Responsibility Are:

1. Student Wellness
  - 1.1 Ensuring that all students and staff are provided with a welcoming, caring, respectful, and safe learning environment that respects diversity and fosters a sense of belonging;
  - 1.1 Ensuring the safety and well-being of students while participating in school programs or while being transported to or from school programs on transportation provided by the Division.
  - 1.2 Ensuring the facilities accommodate Division students.
  - 1.3 Acts as, or designates, the attendance officer for the Division.
2. Student Learning
  - 2.1 Providing leadership in all matters relating to education in the Division.
  - 2.2 Ensuring that all students in the school authority have the opportunity to meet the standards of education set by the Minister of Education;
  - 2.3 Implementing education policies established by the Minister and the Board.

3. Fiscal Responsibility
  - 3.1 Ensuring the development of the annual Division budget for consideration by the Board.
  - 3.2 Ensuring the fiscal management of the Division by the Secretary-Treasurer is in accordance with the terms or conditions of any funding received by the Board under the *Education Act* or any other applicable Act or regulation.
  - 3.3 Ensuring the Division operates in a fiscally responsible manner, including adherence to recognized accounting procedures.
  - 3.4 Ensuring that the Board's fiscal and resource management is in accordance with all statutory, regulatory and Board requirements;
  
4. Personnel Management
  - 4.1 Has overall authority and responsibility for all personnel-related matters, except for the development of mandates for bargaining and those personnel matters precluded by Board policy, legislation or collective agreements.
  - 4.2 Has overall authority and responsibility for monitoring the performance of staff.
  - 4.3 Ensuring development of leadership capacity within the Division.
  - 4.4 Ensuring the support, ongoing supervision and evaluation of all staff members in relations to their respective professional responsibilities;
  
5. Policy/Administrative Procedures
  - 5.1 Providing guidance in the planning, development, implementation and evaluation of Board policies and administrative procedures.
  - 5.2 Implementing Board policies and supporting the regular review and evaluation of their impact;
  - 5.3 Facilitating collaboration among the Board, staff and First Nations, Métis and Inuit leaders, organizations and communities to establish strategic policy directions in support of First Nations, Métis and Inuit student achievement and development;
  
6. Superintendent / Board Relations
  - 6.1 Establishing and sustaining a productive working relationship with the Board, based on mutual trust, respect and integrity;
  - 6.2 Respecting and honouring the Board's role and responsibilities, and facilitates the implementation of that role as defined in Board policy.
  - 6.3 Providing the information which the Board requires to perform its role.
  - 6.4 Considers political implications relative to the development of administrative procedures and solicits Board input as appropriate.
  - 6.5 Ensuring that the Board's plans, resource allocations, strategies and procedures lead to the achievement of its goals and priorities;
  - 6.6 Supporting the Board in the fulfillment of its governance functions in the fiduciary, strategic and generative realms;
  
7. Strategic Planning & Reporting
  - 7.1 Has overall authority and responsibility for the Four-Year Education Planning process including the development of Division goals, budget, facilities and transportation plans and implements plans as approved.
  - 7.2 Involving the Board appropriately (Board approval of process and timelines; opportunity for Board establishment of strategic priorities and key results early in the process; final Board approval).
  - 7.3 Reporting regularly on results achieved.

## 8. Organizational Management

- 8.1 Demonstrating effective organization skills resulting in Division compliance with all legal, Ministerial and Board mandates and timelines.
- 8.2 Reporting to the Minister with respect to matters identified in and required by the *Education Act*.
- 8.3 Ensuring open, transparent, positive external and internal communications are developed and maintained.
- 8.4 Keeping the Board informed through the provision of appropriate monitoring reports.
- 8.5 Participating actively in school community events in order to enhance and support the Division.

## 9. Communications and Community Relations

- 9.1 Taking appropriate actions to ensure and maintain open, transparent, positive internal and external communications are developed and maintained.
- 9.2 Ensuring parents have a high level of satisfaction with the services provided and the responsiveness of the Division.
- 9.3 Acts as the Head of the organization for the purposes of the Freedom of Information and Protection of Privacy (FOIP) Act.
- 9.4 Supporting the Board in its engagement with the school community to develop a vision of a preferred future for student success;-
- 9.5 In consultation with the Board Chair, serves as a spokesperson for the Division for the media and public in order to keep the Division's messages consistent and accurate.
- 9.6 Building the capacity of the Board and staff to predict, communicate and respond to emergent circumstances, including emergency readiness and crisis management, and to political, social, economic, legal and cultural contexts and trends;
- 9.7 Facilitating ongoing public communication about the Board's operations and the achievement of its goals and priorities; and
- 9.8 Promoting constructive relations between the Board and staff, as well as provincial authorities, post-secondary institutions and education stakeholder organizations.

## 10. Superintendent Leadership Quality Standards

- 10.1 Establishing a welcoming, caring, respectful and safe learning environment by building positive and productive relationships with members of the school community and the local community.
- 10.2 Engaging in career-long professional learning and ongoing critical reflection, identifying and acting on research-informed opportunities for enhancing leadership, teaching, and learning.
- 10.3 Engaging with the school community in implementing a vision of a preferred future for student success, based on common values and beliefs.
- 10.4 Establishing and sustaining a learning culture in the school community that promotes ongoing critical reflection on practice, shared responsibility for student success and continuous improvement.
- 10.5 Establishing the structures and provides the resources necessary for the school community to acquire and apply foundational knowledge about First Nations, Métis, and Inuit for the benefit of all students.

10.6 Directs school authority operations and strategically allocates resources in the interest of all students and in alignment with the school authoritys' goals and priorities.

10.7 Providing the Board with information, advice, and support required for the fulfillment of its governance role, and reports to the Minister on all matters required of the superintendent as identified in the *Education Act* and other provincial legislation.