



Policy 1.60 Role and Responsibilities of the Superintendent of Schools

The Board of Education shall clearly define the role, responsibilities, and expectations of the Superintendent that reflect Board values, uphold legislative requirements, and promote best practices in educational leadership.

1. Role and Authority of the Superintendent

- 1.1. The Board of Education designates the Superintendent as Chief Executive Officer (CEO) and delegates responsibility for educational and administrative leadership of the District to the Superintendent. All Board authority delegated to District staff is delegated through the Superintendent, who may assign daily operational responsibilities as appropriate.
- 1.2. The Board shall approve a job description for the Superintendent of Schools, which will be reviewed and updated as necessary to reflect current expectations, responsibilities, and legislative requirements.
- 1.3. The Superintendent is accountable to the corporate Board for:
 - 1.3.1. conduct and operation of the District;
 - 1.3.2. leadership in administration, instructional programs, and operations;
 - 1.3.3. compliance with Board Bylaws, Board Policy, and all legislative requirements;
 - 1.3.4. reporting to the Minister of Education and Child Care as required by the BC School Act and related legislation.
- 1.4. The Superintendent shall:
 - 1.4.1. execute the District Strategic Plan, monitor progress, and refine as needed;
 - 1.4.2. supervise and direct staff employed by the Board;
 - 1.4.3. administer, implement, and develop Board policies and District administrative practices;
 - 1.4.4. oversee educational programs and services to students;
 - 1.4.5. ensure facilities, transportation, and business operations support District goals;
 - 1.4.6. ensure compliance with all legal, legislative, and Ministry requirements;



- 1.4.7. advise and support the Board with recommendations on current and emerging issues.

2. Responsibilities of the Superintendent

The Superintendent's core responsibilities encompass the following areas:

- 2.1. **District Direction & Commitments:** Lead the establishment and implementation of District direction and commitments; model ethical behaviour and effective leadership.
- 2.2. **Board Governance:** Respect the Board's role and responsibilities and facilitate the implementation of that role as defined by Board policy. Advise and assist the Board in planning, resource management, and policy development; facilitate Board meetings and communications.
- 2.3. **Administrative Practices:** Develop and keep current an Administrative Practices Manual that is consistent with Board policy and provincial policies, regulations, and guidelines.
- 2.4. **Educational Leadership:** Enhance student learning and success for all children.
- 2.5. **District Planning:** Lead strategic planning, data-informed decision-making, and reporting on progress.
- 2.6. **Professional Practices:** Foster a learning environment that supports student engagement, inclusion, and success; promote Truth and Reconciliation initiatives.
- 2.7. **Engagement and Communications:** Build system and community support for District goals; maintain effective relationships with partners.
- 2.8. **District Operations:** Direct senior staff in maintaining Administrative Practices and required reports.
- 2.9. **Human Resources:** Oversee selection, promotion, evaluation, and mentorship of staff; ensure current role descriptions for direct reports. The Superintendent is delegated authority to recruit and select staff for all positions other than their



own within the limitations of legislation, budget allocations, contracts and collective agreements.

- 2.10. **Finance:** Ensure fiscal responsibility and compliance with public sector accounting standards.

3. Review of the Superintendent's Performance

- 3.1. A review of the Superintendent performance should provide for both accountability and growth, as well as the strengthening of the relationship between the Board and the Superintendent. A written report of the Superintendent's assessed performance will affirm specific accomplishments and identify areas of growth where applicable. Some goals may address areas of challenge while others may identify areas where greater emphasis is required due to changes in the school district's environment. In addition, the review process serves as a capacity-building tool, supporting the Superintendent's ongoing professional development and enhancing leadership effectiveness within the district.
- 3.2. The Superintendent's performance shall be assessed in accordance with procedures mutually agreed upon by the Board and the Superintendent, established in writing prior to the commencement of the review. In the absence of agreement, the Board may proceed with an assessment based on accepted management principles. (e.g., the BC School Trustees Association (BCSTA) Leadership Competencies as a framework.)
- 3.3. The assessment will:
- 3.3.1. recognize that the Superintendent, as the Chief Executive Officer, is held accountable for work performed primarily by other senior administrators (e.g., fiscal management).
 - 3.3.2. reasonably relate to the goals and objectives established by the Board and to the duties assigned to the Superintendent.
 - 3.3.3. align with the roles and responsibilities of the Superintendent's job description and the District's Strategic Plan.
- 3.4. The assessment will be:



- 3.4.1. performance-based, focusing on improvement over time and will assess the Superintendent's success in addressing growth areas as indicated in the annual growth plan; and
 - 3.4.2. evidence-based, using objective data from multiple data sources (e.g., audit reports, accountability reports, student achievement data;
 - 3.4.3. supported by specific examples and augmented by data that may be more subjective (e.g. interviews, Board agendas, committee and meetings).
- 3.5. The assessment process will include:
- 3.5.1. distribution and explanation of the assessment framework to Trustees and relevant partners;
 - 3.5.2. compilation and reporting of results to the Board;
 - 3.5.3. an in-camera meeting to discuss the evaluation report, with opportunity for Superintendent comment;
 - 3.5.4. signing of the final assessment document by the Chair and Superintendent; and
 - 3.5.5. a copy of the signed final assessment provided to the Superintendent for their own record keeping.
- 3.6. The Board will aim to conduct a comprehensive performance review, facilitated by an external evaluator, for each new Superintendent appointment, ideally within the second year of employment.
- 3.6.1. Performance review of the Superintendent should not be undertaken as a means of trustee development.
 - 3.6.2. Additional/future review should be considered where it aligns with the Superintendent's growth plan.

4. Superintendent's Growth Plan

The Superintendent, in collaboration with the Board Chair, will develop a comprehensive multi-year growth plan.

- 4.1. The duration of the plan will be set in consultation with the Board, ideally aligning with the superintendent's contractual term of employment.
- 4.2. The Superintendent will update their plan annually, with input from the Chair, for the Board to review each year.



- 4.3. The Board will provide the Superintendent with regular feedback. 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 they have not been given authority.