

**MEDICINE HAT SCHOOL DISTRICT NO. 76****SUPERINTENDENT OF SCHOOLS - ROLES AND RESPONSIBILITIES****BACKGROUND**

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

**POLICY**

The Superintendent, as the Chief Executive Officer of the District, is accountable for the overall performance the District.

**GUIDELINES**

1. Student Learning
  - 1.1 Provides leadership in all matters relating to education in the District.
  - 1.2 Ensures students in the District have the opportunity to meet or exceed the standards of education set by the Minister of Education.
  - 1.3 Aligns District resources and builds organizational capacity to support First Nations and Métis student achievement.
  - 1.4 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.
  - 1.5 Provides leadership in fostering conditions which promote the improvement of educational opportunities for all students.
  - 1.6 Provides leadership in implementing education policies established by the Minister of Education and the Board.
2. Student Wellbeing
  - 2.1 Ensures that each student is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.
  - 2.2 Ensures that the social, physical, intellectual, cultural, spiritual and emotional growth needs of students are met in the overall school environment.
  - 2.3 Develops pathways beyond the residential school legacy.
  - 2.4 Ensures the safety and well-being of students while participating in school programs or while being transported on transportation provided by the District.
  - 2.5 Ensures the facilities adequately accommodate District students.

- 2.6 Acts as, or designates, the attendance officer for the District.
3. Fiscal Responsibility
  - 3.1 Ensures the fiscal management of the District by the Secretary Treasurer is in accordance with the terms or conditions of any funding received by the Board under the School Act or any other Act.
  - 3.2 Ensures the District operates in a fiscally responsible manner, including adherence to recognized accounting procedures.
  - 3.3 Directs the preparation and the presentation of the budget.
  - 3.4 Ensures the Board has current and relevant financial information.
  - 3.5 Directs the preparation of the Three-Year Capital Plan for submission to the Board.
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.
  - 4.2 Monitors the performance of all staff and ensures appropriate evaluation processes are in place.
  - 4.3 Supports staff in accessing the professional learning and capacity building needed to meet the learning needs of First Nations, Métis and all other students.
  - 4.4 Facilitates professional development and training sessions for staff.
  - 4.5 Ensures the coordination and integration of human resources within the District.
  - 4.6 Ensures that each staff member is provided with a welcoming, caring, respectful and safe working environment that respects diversity and fosters a sense of belonging.
5. Policy/Administrative Procedures
  - 5.1 Provides leadership in 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 (“The First Team”)
  - 6.1 Engages in and maintains positive, professional working relations with the Board.
  - 6.2 Respects and honours the Board’s role and responsibilities and facilitates the implementation of that role as defined in Board policy.
  - 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.

- 6.4 Provides the information and counsel which the Board requires to perform its role.
  - 6.5 Keeps the Board informed on sensitive issues in a timely manner.
  - 6.6 Attends, and/or designates, administrative attendance at all committee meetings.
  - 6.7 Demonstrates respect, integrity and support, which is conveyed to the staff and community.
7. Strategic Planning and Reporting
    - 7.1 Leads a generative Strategic Planning engagement process.
    - 7.2 Assists the Board in determining the present and future educational needs of the District through the development of short- and long-range plans.
    - 7.3 Involves 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).
    - 7.4 Implements plans as approved.
    - 7.5 Reports regularly on results achieved.
    - 7.6 Develops the Annual Education Results Report for Board approval.
8. Organizational Management
    - 8.1 Demonstrates effective organization skills resulting in District compliance with all legal, Ministerial and Board mandates and timelines.
    - 8.2 Reports to the Minister of Education 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 Builds an organizational structure and promotes a District culture which facilitates positive results, effectively handles emergencies and deals with crisis situations in a team-oriented, collaborative and cohesive fashion.
    - 8.5 Facilitates collaboration with First Nations and Métis leaders, organizations and communities to establish strategic policy directions in support of optimal learning success and development of First Nations, Métis and all other students.
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 Ensures parents have a high level of satisfaction with the services provided and the responsiveness of the District.
    - 9.3 Maintains effective relationships within the system and the community served by the system.

- 9.4 Builds and sustains relationships with First Nations and Métis parents/guardians, Elders, local leaders and community members.
  - 9.5 Pursues opportunities and engages in practices to facilitate reconciliation within the school community.
  - 9.6 Acts as the head of the organization for the purposes of the Freedom of Information and Protection of Privacy (FOIP) Act.
  - 9.7 In consultation with the Board Chair, serves as a spokesperson for the District for the media and public in order to keep the District's messages consistent and accurate.
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 of Education.
  - 10.2 Develops and maintains positive and effective relations with provincial and regional government departments and agencies.
  - 10.3 Ensures that meaningful collaboration arises from relationships built on trust, honesty and respect.
  - 10.4 Understands historical, social, economic and political implications of:
    - 10.4.1 Treaties and agreements with First Nations;
    - 10.4.2 Agreements with Métis;
    - 10.4.3 Residential schools and their legacy.

## **EVALUATION OF SUPERINTENDENT**

The evaluation process will:

1. follow a four-year cycle that takes into account the electoral cycle of the Board and the contract length of the Superintendent. The intent is for the Superintendent's contract to be such that the fourth year of the contract occurs the year prior to the Board being elected.
2. focus on formative assessments the first three years of the four-year cycle and a summative assessment in the fourth year.
  - 2.1 Throughout the three years of formative assessments, the Board may choose to focus on specific roles and responsibilities or give feedback on all of the roles and responsibilities.
3. recognize 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. highlight the key role of the Superintendent as the Chief Executive Officer for the District to enhance student achievement and success for all children.

5. provide for both accountability and growth, and the strengthening of the relationship between the Board and the Superintendent.
6. use the roles and responsibilities of the Superintendent, listed in 1-10 of the guidelines above, as the basis for the evaluation. The written report will:
  - 6.1 affirm specific accomplishments and identify growth areas. Some growth goals may address areas of weakness while others will identify areas where greater emphasis is required due to changes in the environment.
  - 6.2 require the use of evidence for feedback purposes. Evaluations are most helpful when the evaluator provides concrete evidence of strengths and/or weaknesses.
  - 6.3 align with the District's goals and Four-Year Education Plan.
  - 6.4 set out standards of performance.
  - 6.5 use multiple data sources. Objective data such as audit reports, accountability reports, and student achievement data are augmented with subjective data provided in surveys.
  - 6.6 elicit evidence to support subjective assessments. This must be the case when the Board provides feedback regarding Board agendas, committee and Board meetings, etc.

**Approved and Adopted:  
January 20, 2004**

**Revised:  
April 3, 2017**

## **REFERENCES**

[School Act](#): Section 14, 16.1, 45, 45.1, 60, 61, 113, 114, 115  
[Freedom of Information and Protection of Privacy Act](#)