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## Policy 12

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# ROLE OF THE SUPERINTENDENT

### Policy Statement

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.

The BC School Act (School Regulation 265/89) defines the role of the Superintendent:

### Duties of the Superintendent of Schools

1. A superintendent of schools shall:
  - 1.1 Assist in making the Act and regulations effective and in carrying out a system of education in conformity with the orders of the minister.
  - 1.2 Advise and assist the Board in exercising its powers and duties under the Act.
  - 1.3 Investigate matters as required by the minister and after due investigation submit a report to him or her.
  - 1.4 Perform those duties assigned by the Board, and may, subject to section 69 of the Act, at his or her discretion, attend any Board meeting.
2. A superintendent of schools shall render the assistance to the minister that the minister requires.
3. A superintendent of schools or an assistant superintendent may at any time report on the work of a teacher and the learning situation in the teacher's class or the work of an administrative officer and shall deliver a copy of that report to the teacher or administrative officer, as the case may be.
4. Within 3 months of a request of the college, the superintendent shall report on the work of a teacher and the learning situation in the teacher's class or the work of an administrative officer and deliver a copy of the report to the college and to the teacher or administrative officer, as the case may be.

The BC School Act [RSBC 1996] Chapter 412, Part 3, 22 states:

### Superintendent of Schools

1. A Board must appoint a superintendent of schools for the school district who, under the general direction of the Board,

- 1.1 has general supervision and direction over the educational staff employed by the Board of that school district,
- 1.2 is responsible
  - 1.2.1 to the Board, for improvement of student achievement in that school district,
  - 1.2.2 for the general organization, administration, supervision and evaluation of all educational programs provided by the Board, and
  - 1.2.3 for the operation of schools in the school district, and
- 1.3 [Repealed 2015-24-11.]
  - 1.3.1 must perform other duties set out in the regulations.
- 1.4 must perform other duties set out in the regulations.

### **Purpose of a Superintendent Performance Review Process**

The Performance Review Process is focused on the developmental growth and continuous improvement of the leadership and performance of the Superintendent.

Acknowledging, supporting and providing feedback on leadership is essential if significant, sustainable and systemic improvement in the practice of the Superintendent is to occur. The role of the Superintendent is multi-faceted and includes improving outcomes for students. This should be a primary focus of the Performance Review.

The process is designed to not only identify areas for growth, but in addition, provide opportunities for coaching, mentoring and skill development in fulfilling the role of the Superintendent.

Concrete evidence of performance in relation to the Board's established Superintendent Profile and priorities (July 2021, see page 3) as well as goals and objectives of the school district's Education Plan will be a requirement in this process.

The process is also designed to enhance collaboration between the Board and Superintendent, along with high expectations for performance, accountability and growth.

The annual summary will identify specific accomplishments, affirm skills and talents and identify areas for continued growth and system improvement.

### **Performance Review Growth Plan Assessment Criteria**

In July, 2021, the Board established the following Superintendent Profile and Priorities. The following list identifies the criteria upon which a Performance Review Growth Plan be created:

**Student-Focused**

Potential Performance Criteria: Student Outcomes, Mental Well-being indicators, Safe and Caring Schools data.

**Politically Astute**

Potential Performance Criteria: Evidence of relationships with the Board of Education, MLAs, Other Levels of Government (City of Vancouver, MPs) and the Indigenous Nations of the Musqueam, Squamish and Tsleil-Waututh, as well as the Métis Nation of British Columbia, and the Urban Indigenous Peoples. Support for the Board of Education (Governance, Policy, for example).

**Strategic and Innovative**

Potential Performance Criteria: Directly enhance and improve the goals from the Education Plan, Evidence of Inspirational and Innovative Work, Oversight of Board of Education work and the Operational Running of the District.

**Culturally Responsive**

Potential Performance Criteria: Evidence of Equity, Diversity, and Inclusion, Support and actions for the goals from the Anti-Racism, Non-Discrimination Plan.

**Uplifting** with a Focus on Decolonization, Indigenization, Reconciliation

Potential Performance Criteria: Relationships with the Host Nations and Community Groups, Progress on TRC Calls to Action and UNDRIP, Outcomes for Indigenous Students and Children in Care.

**Relational**

Potential Performance Criteria: Feedback from Stakeholders, the Board of Education, Community Members, Evidence of Connections to External Organizations

**Capacity Building Performance Assessment Review Process**

The following outline should guide the Performance Review Process.

Upon the completion of the Superintendent's initial contract year, the Board of Education, in conjunction with the Superintendent, will initiate a Performance Review Process.

The Board and the Superintendent will take up to six months to put a process in place that will include:

- The support of an external consultant
- A self-reflection by the Superintendent
- Feedback from the Board of Education
- Feedback from District Stakeholders
- Feedback from Senior Management and District Management teams
- A proposed timeline
- Data (street, map and satellite) to be collected
- Areas of growth

At the end of the above process, the baseline of a growth plan will be established.

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An annual reflection process should then be established, shared with the Board and documented. The subsequent years should have built-in monitoring of growth and continual development.

## Transparency

The Superintendent's Performance Review Growth Plan will be shared at a public Board meeting.

## Definition and References

Education Plan link: [https://www.vsb.bc.ca/District/Initiatives\\_Plans\\_Reports/Pages/Default.aspx](https://www.vsb.bc.ca/District/Initiatives_Plans_Reports/Pages/Default.aspx)

Data Reference: <https://shanesafir.com/2021/01/exclusive-sneak-peek-of-street-data/>

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Legal Reference:       Section (6) School Regulation 265/89  
                              Section (22) School Act

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Adopted:                October 25, 2021