



MEMORANDUM

May 24, 2022
Regular Board Meeting

TO Board of Trustees

FROM Lorraine Stewart, Board Chair
Anne Montgomery, Board Vice-Chair

ORIGINATOR Shauna Boyce, Superintendent

RESOURCE Policy Review Committee

GOVERNANCE POLICY Board Policy 2: Role of the Board
Board Policy 11: Board Delegation of Authority
Board Policy 12: Role of the Superintendent

ADDITIONAL REFERENCE BP 2: Governance and Organization
BP 12: Section 5. Policy
Education Act
Superintendent Leadership Quality Standards

SUBJECT **REVISED BOARD POLICY 12: ROLE OF THE SUPERINTENDENT**

PURPOSE

For approval. Recommendation required.

RECOMMENDATION

That the Board of Trustees approves the Revised Board Policy 12: Role of the Superintendent, as recommended by the Policy Review Committee and presented at the Regular Meeting of May 24, 2022.

BACKGROUND

The Board of Trustees is responsible to review Board Policies on an ongoing basis in order to adhere to the requirements necessary to provide excellence in public education and comply with the *Education Act* and provincial, as well as federal, legislation. The following revised policy is in support of this responsibility.

REPORT SUMMARY

On April 5, 2022, the Policy Review Committee met and discussed updates to Board Policy 12: Role of the Superintendent.

Key Changes to Board Policy 12 include:

- Updates to reflect the inclusion of the *Education Act*; and
- Updates to reflect the inclusion of the *Superintendent Leadership Quality Standards*.

The draft policy was reviewed and discussed at the April 21, 2022, Governance and Planning Session to ensure all necessary revisions were addressed.

The Policy Committee would be pleased to respond to any questions.

LS:kz



Parkland School Division Board Policy 12

ROLE OF THE SUPERINTENDENT

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.

Leadership Quality Standard 1 – Building Effective Relationships

1. The Superintendent establishes a welcoming, caring, respectful and safe learning environment by building positive and productive relationships with members of the school community and local community; specifically, the Superintendent:
 - 1.1. Collaborates with community and provincial agencies to address the needs of students and their families;
 - 1.2. Employs team-building strategies and utilizes solution-focused processes to resolve challenges;
 - 1.3. Builds and sustains relationships with First Nations, Métis and Inuit parents/guardians, Elders, local leaders and community members;
 - 1.4. Models ethical leadership practices, based on integrity and objectivity;
 - 1.5. Establishes constructive relationships with students, staff, school councils, parents or guardians, employee organizations, the education ministry and other stakeholder organizations; and
 - 1.6. Facilitates the meaningful participation of members of the school community and local community in decision-making.

Leadership Quality Standard 2 – Modeling Commitment to Professional Learning

2. The Superintendent engages in career-long professional learning and ongoing critical reflection, identifying and acting on research informed opportunities for enhancing leadership, teaching, and learning; specifically, the Superintendent:
 - 2.1. Communicates a philosophy of education that is student-centered and based on sound principles of effective teaching and leadership;
 - 2.2. Collaborates with teachers, principals, school jurisdiction leaders and other Superintendents to build professional capacities and expertise;
 - 2.3. Actively seeks out feedback and information from a variety of sources to enhance leadership practice;

- 2.4. Seeks, and critically-reviews, educational research and applies it to decisions and practices, as appropriate;
- 2.5. Provides leadership to support school authority research initiatives, where appropriate; and
- 2.6. Engages teachers, principals, school jurisdiction leaders, school community and local community members to establish a shared understanding of current trends and priorities in the education system.

Leadership Quality Standard 3 – Visionary Leadership

3. The Superintendent engages with the school community in implementing a vision of a preferred future for student success, based on common values and beliefs; specifically, the Superintendent:
 - 3.1. Ensures that the vision is informed by research on effective learning, teaching and leadership;
 - 3.2. Promotes innovation and continuous improvement by building structures and developing strategies to support staff in professional collaboration;
 - 3.3. Promotes, within the school community, a common understanding of and support for the school authority's goals, priorities, and strategic initiatives; and
 - 3.4. Ensures that the vision expressed in the school authority's education plan is responsive to the ongoing review of the school authority's achievements, meets all requirements identified in provincial legislation, and incorporates the school community's perspectives.

Leadership Quality Standard 4 – Leading Learning

4. The Superintendent establishes and sustains a learning culture in the school community that promotes ongoing critical reflection on practice, shared responsibility for student success and continuous improvement; specifically, the Superintendent:
 - 4.1. Fosters, in the school community, equality and respect with regard to rights as provided for in the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms*;
 - 4.2. Provides learning opportunities, based on research-informed principles of effective teaching, learning and leadership, to support building the capacity of all members of the school community to fulfill their educational roles;
 - 4.3. Ensures that all instruction in the school authority addresses learning outcomes outlined in programs of study;
 - 4.4. Promotes collegial relations, collaboration, critical thinking and innovation in the school community;
 - 4.5. Ensures that staff have access to resources, programs and expertise to support them in meeting their professional responsibilities and in addressing the learning needs of all students;

- 4.6. Expands the leadership capacity of principals and school jurisdiction leaders, and holds them accountable for providing instructional leadership through effective support, supervision and evaluation practices; and
- 4.7. Ensures that school authority student assessment and evaluation procedures are fair, appropriate, evidence-informed and used to enhance learning, teaching and leadership.

Leadership Quality Standard 5 – Ensuring First Nations, Métis and Inuit Education for All Students

5. The Superintendent establishes 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; specifically, the Superintendent:
 - 5.1. Supports staff in accessing the professional learning and capacity-building needed to meet the learning needs of First Nations, Métis, Inuit and all other students;
 - 5.2. Engages and collaborates with neighbouring First Nations and Métis leaders, organizations and communities to optimize learning success and development of First Nations, Métis, Inuit and all other students;
 - 5.3. Demonstrates an understanding of historical, social, economic, and political implications of:
 - 5.3.1. Treaties and agreements with First Nations;
 - 5.3.2. Legislation and agreements negotiated with Métis; and
 - 5.3.3. Residential schools and their legacy;
 - 5.4. Aligns school authority resources and building organizational capacity to support First Nations, Métis and Inuit student achievement; and
 - 5.5. Pursues opportunities and engages in practices to facilitate reconciliation within the school community.

Leadership Quality Standard 6 – School Authority Operations and Resources

6. The Superintendent directs school authority operations and strategically allocates resources in the interests of all students and in alignment with the school authority's goals and priorities; specifically, the Superintendent:
 - 6.1. Provides direction on fiscal and resource management in accordance with all statutory, regulatory and school authority requirements;
 - 6.2. Ensures the effective alignment of the school authority's human resources to achieve the school authority's education plan;
 - 6.3. Delegates responsibility to staff, where appropriate, to enhance operational efficiency and effectiveness;
 - 6.4. Provides for the support, ongoing supervision and evaluation of all staff members in relation to their respective professional responsibilities;

- 6.5. Establishes data-informed strategic planning and decision-making processes that are responsive to changing contexts;
- 6.6. Respects cultural diversity and appreciating differing perspectives expressed in the school community;
- 6.7. Recognizes student and staff accomplishments; and
- 6.8. Implements programs and procedures for the effective management of human resources in support of mentorship, capacity-building and succession planning.

Leadership Quality Standard 7 – Supporting Effective Governance

7. The Superintendent of schools as referred to in the School Act, as Chief Executive Officer of the Board and Chief Education Officer of the school authority, provides 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 School Act and other provincial legislation; specifically, the Superintendent:
 - 7.1. Establishes and Sustains a productive working relationship with the Board, based on mutual trust, respect and integrity;
 - 7.2. Ensures 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;
 - 7.3. Ensures that all students in the school authority have the opportunity to meet the standards of education set by the Minister of Education;
 - 7.4. Ensures that the Board’s plans, resource allocations, strategies and procedures lead to the achievement of its goals and priorities;
 - 7.5. Ensures that the Board’s fiscal and resource management is in accordance with all statutory, regulatory and Board requirements;
 - 7.6. Supports the Board in the fulfilment of its governance functions in the fiduciary, strategic and generative realms;
 - 7.7. Implements Board policies and supports the regular review and evaluation of their impact;
 - 7.8. Ensures the support, ongoing supervision and evaluation of all staff members in relation to their respective professional responsibilities;
 - 7.9. Facilitates 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;
 - 7.10. Builds 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;

- 7.11. Supports the Board in its engagement with the school community to develop a vision of a preferred future for student success;
- 7.12. Facilitates ongoing public communication about the Board’s operations and the achievement of its goals and priorities; and
- 7.13. Promotes constructive relations between the Board and staff, as well as provincial authorities, post-secondary institutions and education stakeholder organizations.

Reference:	Superintendent Leadership Quality Standard	Approved:	(signature)
	Education Act 8, 11, 52-53, 201, 222-223	Date	May 24, 2022
	Freedom of Information and Protection of Privacy Act	Approved:	
Cross-Reference:	Board Policy: 11	Reviewed or Revised:	May, 2022 March, 2017



Parkland School Division Board Policy 12

ROLE OF THE SUPERINTENDENT

[Former Background] 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:

Leadership Quality Standard 1 – Building Effective Relationships

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 - 1.3. Builds and sustains relationships with First Nations, Métis and Inuit parents/guardians, Elders, local leaders and community members;
 - 1.4. Models ethical leadership practices, based on integrity and objectivity;
 - 1.5. Establishes constructive relationships with students, staff, school councils, parents or guardians, employee organizations, the education ministry and other stakeholder organizations; and
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 - 2.3. Actively seeks out feedback and information from a variety of sources to enhance leadership practice;

- 2.4. Seeks, and critically-reviews, educational research and applies it to decisions and practices, as appropriate;
- 2.5. Provides leadership to support school authority research initiatives, where appropriate; and
- 2.6. Engages teachers, principals, school jurisdiction leaders, school community and local community members to establish a shared understanding of current trends and priorities in the education system.

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 - 3.1. Ensures that the vision is informed by research on effective learning, teaching and leadership;
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 - 3.3. Promotes, within the school community, a common understanding of and support for the school authority's goals, priorities, and strategic initiatives; and
 - 3.4. Ensures that the vision expressed in the school authority's education plan is responsive to the ongoing review of the school authority's achievements, meets all requirements identified in provincial legislation, and incorporates the school community's perspectives.

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 - 4.4. Promotes collegial relations, collaboration, critical thinking and innovation in the school community;
 - 4.5. Ensures that staff have access to resources, programs and expertise to support them in meeting their professional responsibilities and in addressing the learning needs of all students;

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 - 5.2. Engages and collaborates with neighbouring First Nations and Métis leaders, organizations and communities to optimize learning success and development of First Nations, Métis, Inuit and all other students;
 - 5.3. Demonstrates an understanding of historical, social, economic, and political implications of:
 - 5.3.1. treaties and agreements with First Nations;
 - 5.3.2. legislation and agreements negotiated with Métis; and
 - 5.3.3. residential schools and their legacy;
 - 5.4. Aligns school authority resources and building organizational capacity to support First Nations, Métis and Inuit student achievement; and
 - 5.5. Pursues opportunities and engages in practices to facilitate reconciliation within the school community.

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 - 7.1. Establishes and sustains a productive working relationship with the Board, based on mutual trust, respect and integrity;
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 - 7.3. Ensures that all students in the school authority have the opportunity to meet the standards of education set by the Minister of Education;
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 - 7.6. Supports the Board in the fulfilment of its governance functions in the fiduciary, strategic and generative realms;
 - 7.7. Implements Board policies and supports the regular review and evaluation of their impact;
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 - 7.9. Facilitates 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;
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- 7.12. Facilitates ongoing public communication about the Board's operations and the achievement of its goals and priorities; and
- 7.13. Promotes constructive relations between the Board and staff, as well as provincial authorities, post-secondary institutions and education stakeholder organizations.

[Former 1] Student Welfare

[Former 1] The Superintendent shall:

[Former 1.1] Ensure that the social, physical, intellectual, cultural and emotional growth needs of students are met in the overall school environment.

[Former 1.2] Ensure the accommodation, safety and welfare of students while participating in school programs or while being transported to or from school programs on transportation provided by the Division.

[Former 1.3] Ensure 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.

[Former 2] Educational Leadership

[Former 2] The Superintendent shall:

[Former 2.1] Ensure students in the Division have the opportunity to meet the standards of education set by the Minister.

[Former 2.2] Implement education policies established by the Minister and the Board.

[Former 2.3] Ensure that leadership is the shared responsibility of everyone within the organization and build leadership capacity.

[Former 2.4] Demonstrate commitment to life-long learning by participation in professional organizations and development activities.

[Former 3] Fiscal Responsibility

[Former 3] The Superintendent shall:

[Former 3.1] Ensure the fiscal management of the Division is in accordance with the terms or conditions of any funding received by the Board under the School Act or any other applicable Act or regulation.

[Former 3.2] Ensure the Division operates in a fiscally responsible manner, including adherence to recognized accounting procedures.

[Former 4] Personnel Management

[Former 4] The Superintendent shall:

~~[Former 4.1] Have overall authority and responsibility for all personnel related matters except the development of mandates for collective bargaining and those personnel matters precluded by Board policy, legislation or collective agreements.~~

~~[Former 4.2] Ensure that the processes regarding grievances, as described within existing collective agreements, are followed.~~

~~[Former 5] Policy~~

~~[Former 5] The Superintendent shall:~~

~~[Former 5.1] Provide leadership in the planning, development, implementation and evaluation of Board policies.~~

~~[Former 6] Superintendent / Board Relations~~

~~[Former 6] The Superintendent shall:~~

~~[Former 6.1] Establish and maintain positive, respectful, professional working relations with the Board and endeavour to ensure staff interacts with the Board in a similar manner.~~

~~[Former 6.2] Respect and honour the Board's role and responsibilities, and facilitate the implementation of that role as defined in Board policy.~~

~~[Former 6.3] Provide the information which the Board requires to perform its role.~~

~~[Former 6.4] Ensure that the relationship between the office of the Superintendent and the corporate Board demonstrates mutual support and that this is conveyed to the entire staff and to the community.~~

~~[Former 7] Planning and Accountability~~

~~[Former 7] The Superintendent shall:~~

~~[Former 7.1] Demonstrate effective organizational skills resulting in Division compliance with all legal, Ministerial and Board mandates and timelines.~~

~~[Former 7.2] Report to the Minister with respect to matters identified in and required by the School Act.~~

~~[Former 7.3] Facilitate the three-year education planning process including the development of Division goals, budget, facilities and transportation plans and implement plans as approved.~~

~~[Former 7.4] Involve the Board in the establishment of strategic priorities and key results early in the process, with final Board approval.~~

~~[Former 8] Communications and Community Relations~~

~~[Former 8] The Superintendent shall:~~

~~[Former 8.1] Take actions to ensure open, transparent, positive internal and external communications are developed and maintained.~~

~~[Former 8.2] Keep the Board informed through the provision of monitoring reports.~~

~~[Former 8.3] Strive to ensure that parents and students have a high level of satisfaction with the services provided and the responsiveness of the Division.~~

~~[Former 8.4] Strive to maintain effective relationships within the system and the community served by the system.~~

~~[Former 8.5] Act as, or designate, the head of the organization for the purposes of the Freedom of Information and Protection of Privacy (FOIP) Act.~~

~~[Former 9] Leadership Practices~~

~~[Former 9] The Superintendent shall:~~

~~[Former 9.1] Practice leadership in a 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.~~

~~[Former 9.2] Develop and maintain positive and effective relationships with provincial and municipal government departments, external agencies and provincial organizations.~~

~~[Former 9.3] Ensure that meaningful collaboration arises from relationships built on trust, honesty and respect.~~

Reference:	Superintendent Leadership Quality Standard Education Act 8, 11, 52-53, 201, 222-223 School Act: 14, 45, 60-61, 113-115 Freedom of Information and Protection of Privacy Act	Approved:	(signature)
		Date	May 24, 2022
Cross-Reference:	Board Policy: 11 Admin Procedure:	Reviewed or Revised:	May, 2022 March, 2017



Parkland School Division Board Policy 12

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Specific Areas of Responsibility:

1. Student Welfare

The Superintendent shall:

- 1.1. Ensure that the social, physical, intellectual, cultural and emotional growth needs of students are met in the overall school environment.
- 1.2. Ensure the accommodation, safety and welfare of students while participating in school programs or while being transported to or from school programs on transportation provided by the Division.
- 1.3. Ensure 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.

2. Educational Leadership

The Superintendent shall:

- 2.1. Ensure students in the Division have the opportunity to meet the standards of education set by the Minister.
- 2.2. Implement education policies established by the Minister and the Board.
- 2.3. Ensure that leadership is the shared responsibility of everyone within the organization and build leadership capacity.
- 2.4. Demonstrate commitment to life-long learning by participation in professional organizations and development activities.

3. Fiscal Responsibility

The Superintendent shall:

- 3.1. Ensure the fiscal management of the Division is in accordance with the terms or conditions of any funding received by the Board under the School Act or any other applicable Act or regulation.
- 3.2. Ensure the Division operates in a fiscally responsible manner, including adherence to recognized accounting procedures.

4. Personnel Management

The Superintendent shall:

- 4.1. Have overall authority and responsibility for all personnel-related matters except the development of mandates for collective bargaining and those personnel matters precluded by Board policy, legislation or collective agreements.
- 4.2. Ensure that the processes regarding grievances, as described within existing collective agreements, are followed.

5. Policy

The Superintendent shall:

- 5.1. Provide leadership in the planning, development, implementation and evaluation of Board policies.

6. Superintendent / Board Relations

The Superintendent shall:

- 6.1. Establish and maintain positive, respectful, professional working relations with the Board and endeavour to ensure staff interacts with the Board in a similar manner.
- 6.2. Respect and honour the Board's role and responsibilities, and facilitate the implementation of that role as defined in Board policy.
- 6.3. Provide the information which the Board requires to perform its role.
- 6.4. Ensure that the relationship between the office of the Superintendent and the corporate Board demonstrates mutual support and that this is conveyed to the entire staff and to the community.

7. Planning and Accountability

The Superintendent shall:

- 7.1. Demonstrate effective organizational skills resulting in Division compliance with all legal, Ministerial and Board mandates and timelines.
- 7.2. Report to the Minister with respect to matters identified in and required by the School Act.
- 7.3. Facilitate the three-year education planning process including the development of Division goals, budget, facilities and transportation plans and implement plans as approved.
- 7.4. Involve the Board in the establishment of strategic priorities and key results early in the process, with final Board approval.

8. Communications and Community Relations

The Superintendent shall:

- 8.1. Take actions to ensure open, transparent, positive internal and external communications are developed and maintained.
- 8.2. Keep the Board informed through the provision of monitoring reports.
- 8.3. Strive to ensure that parents and students have a high level of satisfaction with the services provided and the responsiveness of the Division.
- 8.4. Strive to maintain effective relationships within the system and the community served by the system.
- 8.5. Act as, or designate, the head of the organization for the purposes of the Freedom of Information and Protection of Privacy (FOIP) Act.

9. Leadership Practices

The Superintendent shall:

- 9.1. Practice leadership in a 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.
- 9.2. Develop and maintain positive and effective relationships with provincial and municipal government departments, external agencies and provincial organizations.
- 9.3. Ensure that meaningful collaboration arises from relationships built on trust, honesty and respect.

Reference:	School Act: 14, 45, 60-61, 113-115 Freedom of Information and Protection of Privacy Act	Approved:	(signature)
		Date Approved:	UNAPPROVED – Indicate Board Meeting Date
Cross-Reference:	Board Policy: 11 Admin Procedure:	Reviewed or Revised:	March, 2017