

Policy 11 ▷σὑσϤ[\] ὑ-ΓΡϤ[\] ▷Ρ└Ϥ·ΛΔ^{\->} Onîkânîwak kâ-mikitwaw <u>okimâwapiwin</u> Board Delegation of Authority

KTCEA has designated the Superintendent as the Chief Educational Officer. The Superintendent is accountable to the Board for the implementation, operation, and supervision of educational programs and staff.

The Superintendent, at his/her discretion, may delegate to other school personnel the exercise of any powers and the discharge of any duties imposed on the Superintendent by these policies or by Board resolution. The delegation of power or duty, however, shall not relieve the Superintendent of responsibility for actions taken under this delegation.

Notwithstanding the above, the Board reserves to itself the authority to make decisions on specific matters requiring Board approval. This reserved authority of the Board is set out in Board policies, as amended from time to time.

Further, the Board requires that any significant new federal, provincial, or local obligations must be initially brought to the Board for discussion and determination of decision-making authority.

Administrative Procedures

- The Superintendent is authorized to develop and implement Administrative Procedures that are consistent with Board policies and procedures. The Board may delete or suspend a policy and subsequently delegate the Superintendent authority over the relevant area. The Superintendent may choose to then develop an Administrative Procedure relative to this matter.
- 2. The development of Administrative Procedures regarding a policy is the responsibility of the Superintendent. The Administrative Procedures will be reviewed by the Superintendent in consultation with the Board Policy Board Committee. Specifically the Superintendent is responsible for the development of Administrative Procedures for the following areas:
 - 2.1. Respectful, Caring, and Safe Schools and Workplaces
 - 2.2. School-Parent Advisory Circles
 - 2.3. Appeals and Hearings regarding Student Matters
 - 2.4. Complaints, Appeals, and Hearings initiated by parents
 - 2.5. Land Based Learning

2.6. Community Use of Schools

- 2.7. Emergency Preparedness and Business Continuity
- 3. Board Members may bring concerns regarding Administrative Procedures to the attention of the Board Chairperson, who will communicate these concerns to the Superintendent. The Superintendent will review the Administrative Procedures with the Board. All changes in Administrative Procedures will be placed on the subsequent Board Meeting Agenda as information items.
- 4. The Board has the right to review and change any decision or rules made by administrative staff that are inconsistent with policies or goals KTCEA has developed and formally adopted into practice.
 - 4.1. The Administration shall develop administrative procedures that align with KTCEA approved policy.
 - 4.2. Before making a change to a decision or rule made by administrative staff, the Board shall review the matter with the Superintendent and affected administrators.
 - 4.3. Changes to decisions or rules will be made in a manner that allows for effective working relations to be maintained among affected administrators and staff after the change.

Professional Development

KTCEA acknowledges the importance of the Superintendent's participation in workshops, conferences, and training programs intended to improve his/her ability to provide the necessary leadership for improving education for Kee Tas Kee Now Tribal Council students.

- 5. The Superintendent, in consultation with the Board Chairperson and Vice-Chairperson, shall annually develop a proposed Professional-Development Plan for the Superintendent.
- 6. The Board shall approve the Professional-Development Plan and ensure adequate financial support for the approved plan is contained in the annual budget.
- 7. The Superintendent shall provide the Board with a quarterly report of his or her professional development activity.

Respectful, Caring, and Safe Schools and Workplaces

- 8. Ensure all schools are respectful, safe, and caring for all students and staff and visitors.
- Develop, implement, and regularly evaluate policy, procedures, programs to support respectful, safe, and caring environments and to create schools free of harassment, discrimination, and violence.