

POLICY 12

ROLE OF THE SUPERINTENDENT

The Superintendent is the Chief Executive Officer of the Board and the Chief Education Officer of the Division, reporting directly to the corporate Board, and is accountable to the Board 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:

1. Educational Leadership

The Superintendent shall:

- 1.1. Provide leadership in all matters relating to education in the Division.
- 1.2. Ensure students in the Division have the opportunity to meet the standards of education set by the Minister.
- 1.3. Implement education policies established by the Minister.
- 1.4. Ensure opportunities for success exist for all students.

2. Fiscal Responsibility

The Superintendent shall:

- 2.1. Ensure the fiscal management of the Division 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 applicable Act or regulation.
- 2.2. Ensure the Division operates in a fiscally responsible manner, including adherence to generally accepted accounting procedures.

3. Personnel Management

The Superintendent shall:

- 3.1. Have overall authority and responsibility for all personnel-related issues, save and except: the development of mandates for collective bargaining and those personnel matters precluded by Board policy, legislation or collective agreements.

4. Policy

The Superintendent shall:

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

- 4.2. Develop and keep current an Administrative Procedures Manual and develop and maintain consultative processes for the establishment and review of such procedures.

5. Superintendent / Board Relations

The Superintendent shall:

- 5.1. Establish and maintain positive professional working relations with the Board.

6. Three-Year Education Planning and Reporting

The Superintendent shall:

- 6.1. Lead the Three-Year Education Planning process including the development of division goals, budget, facilities and transportation plans and implement plans as approved.
- 6.2. Involve the Board appropriately (Board approval of process and timelines, opportunity for Board input early in the process, identification of strategic priorities and key outcomes, final Board approval of Three-Year Education Plan and approval of AERR).

7. Organizational Management

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.

8. Communications And Community Relations

The Superintendent shall:

- 8.1. Take appropriate actions to ensure positive external and internal communications are developed and maintained.

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 he works most directly in carrying out the directives of the Board and the Minister.

Legal Reference: Section 14, 113, 114, 115, School Act

Adopted: August 2004

Reviewed: December 2009, November 2013, September 2016, May 2017

SUPERINTENDENT/CEO EVALUATION PROCESS, CRITERIA & TIMELINES

Background

The Board's contract with the Superintendent commenced August 1, 2016. This contract requires that at least yearly evaluations are conducted. The Superintendent and Board have mutually agreed on this evaluation format and instrumentation.

"The Board shall meet and discuss the evaluation format and instrumentation with the Superintendent, attempting, in good faith, to agree on a mutually agreeable evaluation format and instrumentation, as may be amended from time to time by the Board. In the event that the Board and the Superintendent are unable to agree upon the evaluation format and instrumentation, the Board shall, at its sole discretion, adopt an evaluation format instrumentation within one hundred and eighty (180) days of the commencement of the term of this contract and shall thereafter evaluate the Superintendent pursuant to the evaluation format and instrumentation, as amended from time to time by the Board."

The evaluation process, criteria and timelines:

1. Provides for both growth and accountability. The written report will affirm specific accomplishments and will identify growth areas. Some growth goals will address areas of weakness while others will identify areas where greater emphasis is required due to changes in the environment.
2. Complies with Form 4 of the *Superintendent of Schools Regulation*. This form requires that the contract between the Board and the Superintendent includes performance evaluation criteria and processes and, at minimum, provision for regular written evaluation of the Superintendent's performance.
3. Recognizes 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. Highlights the key role of the Superintendent as the Chief Education Officer for the Division to enhance student achievement and success for all children.
5. Emphasizes the need for and requires the use of evidence for evaluation purposes. Evaluations are most helpful when the evaluator provides concrete evidence of strengths and/or weaknesses. The Performance Assessment Guide (Appendix B) identifies the source of the evidence in advance, while the quality indicators describe expectations in regard to that evidence.

6. Meets contractual requirements in that the Superintendent and Board came to a mutual agreement relative to the evaluation process to be followed.
7. Is aligned with and based upon the Superintendent's roles and responsibilities. The two documents were developed at the same time and were approved by both the Superintendent and the Board. The Roles and Responsibilities document is aligned with this evaluation document.
8. Is linked to the Division's goals. The three-year planning section directly links the Superintendent's performance to the three-year planning process, which includes the Division's goals.
9. Sets out standards of performance. The quality indicators in the Performance Assessment Guide set out initial standards. When growth goals are identified, additional standards will need to be set to provide clarity of expectations and a means of assessing performance.
10. Is also a performance-based assessment system. Such an evaluation focuses on improvement over time. The second and subsequent evaluations take into consideration the previous evaluation, and an assessment of the Superintendent's success in addressing identified growth areas.
11. Uses multiple data sources. Objective data such as audit reports, Alberta Education monitoring reports, and student achievement data are augmented with subjective data provided in district surveys.
12. Elicits evidence to support subjective assessments. This must be the case when the Board provides feedback regarding Board agendas, committee and Board meetings, etc.
13. Ensures Board feedback is provided regularly. Such feedback will be timely, provided annually, supported by specific examples, and will focus on areas over which the Superintendent has authority.

Process & Timelines for Evaluations

Form 4 requires that the Superintendent's performance be evaluated on a regular basis. "Regular" is not defined. The current contract requires at least yearly evaluations.

Timelines

That, with respect to the current Superintendent/Board contract the following evaluations be conducted:

At least once each school year during the term of contract, with the first evaluation occurring no later than October 15, 2017, and no later than October 15 of each subsequent year of this contract of employment, the Board shall evaluate the performance of the Superintendent. The evaluation shall be related to the responsibilities and duties specified within this contract and as assigned to the Superintendent by the Board. The Board reserves the right, in its unfettered discretion, to conduct further additional reviews and evaluations of the performance of the Superintendent from time to time. The evaluation will be consistent with any current Board policy pertaining to superintendent evaluation.

Criteria for Evaluations

The criteria for the first evaluation will be those criteria set out in the Performance Assessment Guide. In subsequent evaluations, the criteria will be those defined by the Performance Assessment Guide as listed or revised after each evaluation, plus any growth goals provided by the Board in previous written evaluation report(s). Such growth goals may be areas requiring remediation or actions which must be taken to address trends, issues, or external realities such as an increased emphasis on capital construction due to an increased number of approvals from Alberta Infrastructure.

The Performance Assessment Guide (Appendix B) is intended to clarify for the Superintendent performance expectations that are held by the corporate Board. This guide is also intended to be used by the Board to evaluate the performance of the Superintendent in regard to each job expectation. The Board will review the indicated evidence and will determine whether, or to what extent, the quality indicators have been achieved.

PERFORMANCE ASSESSMENT GUIDE

PERFORMANCE ASSESSMENT GUIDE		
<u>Role Expectation: Educational Leadership</u>	<u>Superintendent Evaluation Evidence</u>	<u>Quality Indicators</u>
<ul style="list-style-type: none"> ● Ensures students in the Division have the opportunity to meet the standards of education set by the Minister ● Implements education policies established by the Minister ● Ensures opportunities for success exist for all students 	<p><u>Internal Report</u></p> <ul style="list-style-type: none"> ● Superintendent recommendations to the Three-Year Planning process ● Feedback from Alberta Education re: AERR and AEP ● Analysis of PAT and DE results <p><u>External Report</u></p> <ul style="list-style-type: none"> ● Annual Education Results Report (AERR), including <ul style="list-style-type: none"> ○ satisfaction survey information ○ Provincial Achievement Test results (PATs) ○ Diploma results ○ completion rates ○ trends and issues <p><u>Direct Board Observation</u></p>	<ul style="list-style-type: none"> ● Conducts an analysis of student success and develops action plans to address concerns ● Identifies trends and issues related to student achievement to inform the Three-Year Planning process, including recommendations for innovative means to improve measurable student achievement ● Ensures parents and students are satisfied with levels of achievement ● Fosters measurable improvement in student achievement over time ● Meets Alberta Education's expectations re: AERR format, process and content ● Meets all timelines with provision for appropriate Board input relative to the AERR ● Ensures the Division's academic results are published on the Division's website or otherwise

PERFORMANCE ASSESSMENT GUIDE

<u>Role Expectation:</u> <u>Fiscal Responsibility</u>	<u>Superintendent Evaluation</u> <u>Evidence</u>	<u>Quality Indicators</u>
<ul style="list-style-type: none">● Ensures the fiscal management of the Division by the Treasurer is in accordance with the terms or conditions of any funding received by the Board under <i>The School Act</i> or any other applicable Act and with accepted accounting practices	<p><u>External Report</u></p> <ul style="list-style-type: none">● Audit Report● Auditor's Management Letter● Superintendent confidential communications to the Board showing notification of litigation● Letters from legal counsel	<ul style="list-style-type: none">● Generally accepted accounting practices are being followed● Adequate internal financial controls exist and are being followed● All collective agreements and contracts are being administered and interpreted so staff and contracted personnel are being paid appropriately and appropriate deductions are being made● School based funds are expended as per Board direction and approved budgets● The Board is informed annually about incurred liabilities● The Board is informed immediately regarding pending litigation● Ensures all deficiencies identified in the previous audit report and management letter have been remediated to the satisfaction of the auditor and the Board● Monitors and reviews expenditures to ensure continuous improvement in terms of value for money

PERFORMANCE ASSESSMENT GUIDE

<p align="center"><u>Role Expectation:</u> <u>Personnel Management</u></p>	<p align="center"><u>Superintendent Evaluation</u> <u>Evidence</u></p>	<p align="center"><u>Quality Indicators</u></p>
<ul style="list-style-type: none"> Ensures the fiscal management of the Division by the Treasurer is in accordance with the terms or conditions of any funding received by the Board under <u>The School Act</u> or any other applicable Act and with accepted accounting practices 	<p><u>Internal Report</u></p> <ul style="list-style-type: none"> Superintendent's reports re: personnel-related actions (e.g., professional development and leadership development, orientation, discipline, evaluation, recognition and supervision) <p><u>Direct Board Observation</u></p>	<ul style="list-style-type: none"> Develops and effectively implements quality recruitment, orientation, staff development, disciplinary, evaluation and supervisor processes Models commitment to personal and professional growth Fosters high standards of instruction and professional improvement (Teaching Quality Standard) Provides for training of administrators and the development of leadership capacity within the Division Follows administrative procedures relative to personnel Models high ethical standards of conduct

PERFORMANCE ASSESSMENT GUIDE

<u>Role Expectation: Policy/Administrative Procedures</u>	<u>Superintendent Evaluation Evidence</u>	<u>Quality Indicators</u>
<ul style="list-style-type: none">● Provides leadership in the planning, development, implementation and evaluation of Board policies and administrative procedures	<p><u>Internal Report</u></p> <ul style="list-style-type: none">● Review of the administrative procedures manual and revisions this past year● Superintendent Evaluation Report, which provides evidence the quality indicators have been met <p><u>Direct Board Observation</u></p>	<ul style="list-style-type: none">● Appropriately involves individuals and groups in the administrative procedures development process● Takes leadership in bringing policies to Board for review● Notifies the Board regarding changes to the administrative procedures● Ensures adherence to administrative procedures● Ensures timeliness of revisions to administrative procedures● Demonstrates a knowledge of and respect for the role of the Board in policy processes

PERFORMANCE ASSESSMENT GUIDE

<p align="center"><u>Role Expectation:</u> <u>Superintendent/Board Relations</u></p>	<p align="center"><u>Superintendent Evaluation</u> <u>Evidence</u></p>	<p align="center"><u>Quality Indicators</u></p>
<ul style="list-style-type: none"> ● Establishes and maintains positive professional working relations with the Board 	<p><u>Internal Report</u></p> <ul style="list-style-type: none"> ● Monitoring reports ● Board agendas ● Board meetings ● Committee meetings ● The listing of issues and background information ● Superintendent e-mails and phone calls <p><u>Direct Board Observation</u></p>	<ul style="list-style-type: none"> ● Implements Board directions with integrity in a timely fashion ● Provides support to the Board re: lobby efforts on behalf of the Division ● Board agendas are prepared and distributed to trustees in sufficient time to allow for appropriate trustee preparation for the meeting ● Keeps the Board informed about Division operations ● Utilizes Board Action Item template and provides the Board with balanced, sufficient, concise information and clear recommendations in agendas ● Interacts with the Board in an open, honest, proactive and professional manner ● Ensures high quality management services are provided to the Board ● Provides the Board with correspondence directed to the Board or trustees ● Makes timely recommendations re: potential value added Board involvement which is discrete yet complementary to the role of the Superintendent

PERFORMANCE ASSESSMENT GUIDE

<p style="text-align: center;"><u>Role Expectation:</u> <u>Three-Year Education Planning</u></p>	<p style="text-align: center;"><u>Superintendent Evaluation</u> <u>Evidence</u></p>	<p style="text-align: center;"><u>Quality Indicators</u></p>
<ul style="list-style-type: none"> ● Leads the Three-Year Education Planning process including the development of Division goals, budget, facilities and transportation plans and implements plans as approved ● Involves the Board appropriately (Board approval of process and timelines, opportunity for Board input early in the process, final Board approval) 	<p><u>Internal Report</u></p> <ul style="list-style-type: none"> ● Review of the budget process and timelines and approved expenditures ● Facilities Master Plan (FMP) ● The Process and Timelines document approved by the Board ● Satisfaction Survey information ● The Alberta Education monitoring report <p><u>Direct Board Observation</u></p>	<ul style="list-style-type: none"> ● The Three-Year Planning process provides opportunities for appropriate community input and results in high community satisfaction ● Facility project budgets and construction schedules are followed or timely variance reports are provided to the Board ● Transportation services are provided with due consideration for efficiency, safety and length of ride ● Develops short- and long-range plans to meet the needs of the Division and provide for continuous improvement ● Implements the Three-Year Plan in a manner which achieves the key results identified by the Board ● The budget and Three-Year Plan are developed according to a timeline which ensures the Board's ability to provide direction, revise priorities and is approved within Alberta Education timelines

PERFORMANCE ASSESSMENT GUIDE

<u>Role Expectation:</u> <u>Organizational Management</u>	<u>Superintendent Evaluation</u> <u>Evidence</u>	<u>Quality Indicators</u>
<ul style="list-style-type: none">● Demonstrates effective organizational skills resulting in Division compliance with all legal, Ministerial and Board mandates and timelines● Reports to the Minister with respect to matters identified in, and required by <i>The School Act</i>	<p><u>Internal Report</u></p> <ul style="list-style-type: none">● Superintendent reports to the Board <p><u>External Report</u></p> <ul style="list-style-type: none">● Alberta Education monitoring reports	<ul style="list-style-type: none">● Ensures Division compliance with all Alberta Education and Board mandates (timelines and quality)● Effectively manages time and resources● Ensures contracted services (e.g. labour and legal) meet quality expectations of the Board● Ensures the use of technology is effective and efficient

PERFORMANCE ASSESSMENT GUIDE

<u>Role Expectation:</u> <u>Communications and Community Relations</u>	<u>Superintendent Evaluation Evidence</u>	<u>Quality Indicators</u>
<ul style="list-style-type: none">• Takes appropriate actions to ensure positive external and internal communications are developed and maintained	<p><u>Internal Report</u></p> <ul style="list-style-type: none">• Satisfaction survey data <p><u>Direct Board Observation</u></p>	<ul style="list-style-type: none">• Facilitates effective home-school relations• Manages conflict effectively• Ensures information is disseminated to inform appropriate publics• Works cooperatively with the media and others to represent the Board's views/positions• Promotes positive public engagement in the Division• Represents the Division in a positive, professional manner• Improves the Division's public image

PERFORMANCE ASSESSMENT GUIDE

<u>Role Expectation: Leadership Practices</u>	<u>Superintendent Evaluation Evidence</u>	<u>Quality Indicators</u>
<ul style="list-style-type: none"> ● The Superintendent is viewed positively and has the support of the majority of those with whom he works most directly in carrying out the directives of the Board and the Minister 	<ul style="list-style-type: none"> ● Report of interviews with a representative sample of one-third of the principals ● Report of interviews with those who report directly to the Superintendent 	<ul style="list-style-type: none"> ● Provides clear direction ● Provides effective educational leadership ● Establishes and maintains positive, professional working relationships with staff ● Unites people toward common goals ● Demonstrates a high commitment to the needs of students ● Empowers others ● Effectively solves problems

Leadership Practices conducted as follows:

1 st year of contract	Conducted with: <ul style="list-style-type: none"> ● Half of the school principals ● Division office staff who report directly to the Superintendent
2 nd year of contract	Conducted with: <ul style="list-style-type: none"> ● Remaining half of the school principals ● Division office staff who report directly to the Superintendent
3 rd year of contract	Not conducted in this year

LEADERSHIP PRACTICES INTERVIEW GUIDE

1. What evidence can you cite to support or refute the following:
 - a. The Superintendent provides clear direction.
 - b. The Superintendent provides effective educational leadership.
 - c. The Superintendent establishes and maintains positive, professional working relationships with staff.
 - d. The Superintendent unites people toward common goals.
 - e. The Superintendent demonstrates a high commitment to the needs of students?
 - f. The Superintendent empowers others.
 - g. The Superintendent effectively solves problems.
 - h. The Superintendent exercises leadership consistent with the Board's stated vision and values.
2. What does the Superintendent do, if anything that helps you do your job?
3. What does the Superintendent do, if anything, that makes doing your job more difficult?