

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 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. Student Welfare
 - 1.1 Ensures that each student is provided with a safe and caring environment that fosters and maintains respectful and responsible behaviors.
 - 1.2 Ensures the 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 Ensures the facilities adequately accommodate Division students.
 - 1.4 Acts as, or designates, the attendance officer(s) for the Division.
2. Educational Leadership
 - 2.1 Provides leadership in all matters relating to education in the Division.
 - 2.2 Ensures students in the Division have the opportunity to meet the standards of education set by the Minister.
 - 2.3 Implements education policies established by the Minister and the Board.
 - 2.4 Ensures that site-based decision-making benefits the delivery of services to students.
3. Fiscal Responsibility
 - 3.1 Ensures 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 Ensures the Division operates in a fiscally responsible manner, including adherence to recognized accounting procedures.
4. Personnel Management
 - 4.1 Has overall authority and responsibility for all personnel-related issues, except the development of mandates for collective bargaining and those personnel matters precluded by legislation, collective agreements or Board policy.
 - 4.2 Monitors and improves the performance of all staff.
5. Policy/Procedures
 - 5.1 Provides leadership in the planning, development, implementation, evaluation and revision of Board policies and administrative procedures.
6. Superintendent/Board Relations
 - 6.1 Establishes and maintains positive, professional working relations with the Board.
 - 6.2 Respects and honors the Board's role and responsibilities, and facilitates the implementation of that role as defined in Board policy.
 - 6.3 Provides the information which the Board requires to perform its role.
7. Three-Year Education Planning and Reporting
 - 7.1 Leads the Three-Year Education Planning process including the development of Division goals, budget, facilities and transportation plans and implements plans as approved.
 - 7.2 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).
 - 7.3 Reports regularly on results achieved.
8. Organizational Management
 - 8.1 Demonstrates effective organization skills resulting in Division compliance with all legal, Ministerial and Board mandates and timelines.
 - 8.2 Reports to the Minister with respect to matters identified in and required by the Education Act.

9. Communications and Community Relations





- 9.1 Takes appropriate actions to ensure open, transparent, positive external and internal communications are developed and maintained.
 - 9.2 Develops and maintains positive and effective relations with provincial and regional government departments and agencies.
 - 9.3 Participates actively in community functions which enhance and support the Division's mission.
 - 9.4 Acts as, or designates, the Head of the organization for the purposes of the Freedom of Information and Protection of Privacy (FOIP) Act.
10. Leadership Practices
- 10.1 Practices 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.

Reference: Sections 14, 45, 60, 61, 113, 114, 115 School Act
Freedom of Information and Protection of Privacy Act



Board Policy 12 – Appendix A

Superintendent/CEO Evaluation Process, Criteria and Timelines

The evaluation process, criteria and timelines:

1. Provides for both growth and accountability, and the strengthening of the relationship between the Board and the Superintendent. 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 and Form 5 of the Superintendent of Schools Regulation. These forms require 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. Highlights the key role of the Superintendent as the Chief Education Officer for the Division to enhance student achievement and success for all children.
4. 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.
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 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 comprehensive 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 Division 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, supported by specific examples, and will focus on areas over which the Superintendent has authority. Feedback will be provided three (3) times in a three year period or as mutually agreed to between the Board and Superintendent.

Timelines for Evaluations

Evaluations will be conducted in accordance with this document. This notwithstanding, the Superintendent shall be evaluated according to this policy a minimum of once every 24 month period.

Criteria for Evaluations

The criteria for the first evaluation will be those set out in Appendix B, 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.

The Role Expectation "Leadership Practices" will be included in the evaluation prior to reappointment, or at any time as mutually agreed.

Appendix B is the Performance Assessment Guide, which is intended to clarify for the Superintendent performance expectations 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.





The Superintendent will maintain an evidence binder which will be provided to the Board approximately one (1) week prior to the evaluation workshop. The purpose of the evidence binder is to provide proof that the quality indicators identified in Appendix B have been achieved. Therefore evidence will be organized under each quality indicator. The Board will assess during the evaluation session whether or to what extent the Superintendent has achieved each quality standard. All Board members and the Superintendent will be present during the evaluation session. The Superintendent will leave the room when the Board develops the conclusions section. The report will reflect the Board position. The Board will assess the evidence and based on these discussions the facilitator will attempt to reflect these discussions into a report which reflects the Board's assessments of the evidence. The Superintendent will be invited to ensure the Board has full information and may choose to enter into discussion to ensure the evidence provided has been understood.



Board Policy 12 – Appendix B

Superintendent/CEO Evaluation: Performance Assessment Guide

Role Expectation: Student Welfare	Evidence	Quality Indicators
<ul style="list-style-type: none"> Ensures that each student is provided with a safe and caring environment that fosters and maintains respectful and responsible behaviors Ensures the 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 Ensures the facilities adequately accommodate Division students Acts as, or designates, the attendance officer(s) for the Division 	<p>Internal Report</p> <ul style="list-style-type: none"> Survey Results 	<ul style="list-style-type: none"> Develops measurements and monitors progress relative to providing a safe and caring environment Provides analysis of incident reports Implements the requirements of Occupational Health and Safety legislation, including required staff professional development Complies with legislative requirements to appoint attendance official for the Division

Role Expectation: Educational Leadership	Evidence	Quality Indicators
<ul style="list-style-type: none"> • Provides leadership in all matters relating to education in the Division • 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 and the Board • Ensures that site-based decision-making benefits the delivery of services to students 	<p>Internal Report</p> <ul style="list-style-type: none"> • Satisfaction survey information • Provincial Achievement Test results • Diploma results • Completion rates • Trends and Issues • Superintendent recommendations to the Three-Year Education Planning process <p>External Report</p> <ul style="list-style-type: none"> • Feedback from Alberta Education re AERR • Leadership Practices Interviews (when done – every three years) <p>Direct Board Observation</p> <ul style="list-style-type: none"> • Annual Report Conducts an analysis of student success and ensures school principals develop action plans to address concerns 	<ul style="list-style-type: none"> • Identifies trends and issues related to student achievement to inform the Three-Year Education Planning process • Parents and students are satisfied with levels of achievement • There is measureable improved student achievement over time • Meet 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

Role Expectation: Fiscal Accountability	Evidence	Quality Indicators
<ul style="list-style-type: none"> Ensures 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 Ensures the Division operates in a fiscally responsible manner, including adherence to recognized accounting procedures 	<p>Internal Report</p> <ul style="list-style-type: none"> Monthly reports <p>External Report</p> <ul style="list-style-type: none"> Auditor’s Report Auditor’s Management Letter <p>Direct Board Observation</p> <ul style="list-style-type: none"> Superintendent confidential verbal communications to the Board showing notification of potential litigation 	<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 approved budgets Provide the Board with statements’ of financial health status of the Division The Board is informed regarding litigation The Board is informed annually about incurred liabilities



Role Expectation: Personnel Management	Evidence	Quality Indicators
<ul style="list-style-type: none">• Has overall authority and responsibility for all personnel-related issues, except the development of mandates for collective bargaining and those personnel matters precluded by legislation, collective agreements, or Board policy• Monitors and improves the performance of all staff	<p>Internal Report</p> <ul style="list-style-type: none">• Accountability Report <p>Direct Board Observation</p> <ul style="list-style-type: none">• Board observations	<ul style="list-style-type: none">• Develops and effectively implements quality recruitment, orientation, staff development, disciplinary, evaluation and supervisory 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 Board personnel policies• Models high ethical standards of conduct





Role Expectation: Policy/Procedures	Evidence	Quality Indicators
<ul style="list-style-type: none">Provides leadership in the planning, development, implementation, evaluation and revisions of Board policies and administrative procedures	<p>Internal Report</p> <ul style="list-style-type: none">Policies and administrative procedures on website and revisions this past year <p>Direct Board Observation</p> <ul style="list-style-type: none">Direct observation of and adherence to Board policyDirect observation of Board policy and administrative procedures development process	<ul style="list-style-type: none">Appropriately involve individuals and groups in the Policy and administrative procedures development and editing processesTakes leadership in bringing policies to the Board for reviewEnsures adherence to policy and administrative proceduresEnsures timeliness of policy and administrative procedures revisions





Role Expectation: Superintendent/Board Relations	Evidence	Quality Indicators
<ul style="list-style-type: none"> Establishes and maintains positive, professional working relations with the Board Respects and honors the Board's role and responsibilities, and facilitates the implementation of that role as defined in Board policy Provides the information which the Board requires to perform its role 	<p>Internal Report</p> <ul style="list-style-type: none"> Action Update sheets <p>Direct Board Observation</p> <ul style="list-style-type: none"> Board agendas Board meetings Committee meetings Listing of issues and background information Superintendent e-mails and phone calls 	<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 Provides the Board with balanced, sufficient, concise information and clear recommendations in agendas Interacts with the Board in an open, honest, pro-active and professional manner Ensures high quality management services are provided to the Board



Role Expectation: Three-Year Education Planning and Reporting	Evidence	Quality Indicators
<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 establishment of strategic priorities and key results early in the process; final Board approval) Reports regularly on results achieved 	<p>Internal Report</p> <ul style="list-style-type: none"> Budget process and timelines and approved expenditures Facilities Master Plan (FMP) Process and Timelines document approved by the Board Satisfaction survey information re: safety Three Year Capital Plan Annual IMR Plan <p>External Report</p> <ul style="list-style-type: none"> Alberta Education Report <p>Direct Board Observation</p> <ul style="list-style-type: none"> Board observations 	<ul style="list-style-type: none"> The Three-Year Education Planning process involves appropriate stakeholder input and results in high stakeholder satisfaction Facility project budgets and construction schedules are followed or timely variance reports are provided to the Board Develops short- and long-range plans to meet the needs of the Division and provide for continuous improvement Strategies are implemented to achieve "key results" identified by the Board "Key results" identified by the Board are reported The budget and Three-Year Education 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



Role Expectation: Organizational Management	Evidence	Quality Indicators
<ul style="list-style-type: none">• Demonstrates effective organization 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 the School Act	<p>Internal Report</p> <ul style="list-style-type: none">• Superintendent reports to the Board <p>External Report</p> <ul style="list-style-type: none">• Alberta Education 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• Use of technology is effective and efficient



Role Expectation: Communications and Community Relations	Evidence	Quality Indicators
<ul style="list-style-type: none"> • Takes appropriate actions to ensure open, transparent, positive external and internal communications are developed and maintained • Develops and maintains positive and effective relations with provincial and regional government departments and agencies • Participates actively in community functions which enhance and support the Division's mission • Acts as, or designates, the Head of the organization for the purposes of the Freedom of Information and Protection of Privacy Act (FOIPP) 	<p>Internal Report</p> <ul style="list-style-type: none"> • Satisfaction survey data <p>Direct Board Observation</p> <ul style="list-style-type: none"> • Board observations 	<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 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

Role Expectation: Leadership Practices	Evidence	Quality Indicators
<ul style="list-style-type: none"> Practices 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 <p>NOTE: This role expectation will be addressed in the initial year by interviewing all principals, and all central office personnel who directly report to the Superintendent</p> <p>After the initial year, the Board shall determine in each evaluation cycle from whom response data would be collected.</p>	<p>External Report</p> <ul style="list-style-type: none"> Collated responses and a summary Report of responses 	<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 the needs of students Has a well-established value system based on integrity Empowers others Effectively solves problems

Board Policy 12 – Appendix C

Interview Guide: Superintendent/CEO Leadership Practices

Perceptions of Principals and Superintendent “Direct Reports”

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 has a well-established value system based on integrity?
 - g) the Superintendent empowers others?
 - j) the Superintendent effectively solves problems?
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?

NOTE: An external consultant will use this form to collect data.