

## **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 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:

### **1. Educational Leadership**

The Superintendent shall:

- a. Provide leadership in all matters relating to education in the Division.
- b. Ensure students in the Division have the opportunity to meet the standards of education set by the Minister and the Board.
- c. Implement education policies established by the Minister.
- d. Practices 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.
- e. Develops and maintains positive and effective relationships with provincial and regional government departments and agencies.

### **2. Fiscal Responsibility**

The Superintendent shall:

- a. Ensure the fiscal management of the Division by the Associate Superintendent (Business Affairs) 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.
- b. Ensure the Division operates in a fiscally responsible manner, including adherence to recognized accounting procedures.

### **3. Personnel Management**

The Superintendent shall:

- a. 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.
- b. Monitor and improve the performance of all staff.

### **4. Policy**

The Superintendent shall:

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

5. Superintendent / Board Relations

The Superintendent shall:

- a. Establish and maintain positive professional working relations with the Board.
- b. Honor and facilitate the implementation of the Board's role and responsibilities defined in Board policy.
- c. Keep the Board informed through appropriate monitoring reports.

6. Three-Year Education Planning and Reporting

The Superintendent shall:

- a. Lead the Three-Year Education Planning process including the development of Division goals, budget, facilities and transportation plans and implement plans as approved.
- b. Involve 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).
- c. Report regularly on results achieved.

7. Organizational Management

The Superintendent shall:

- a. Demonstrate effective organizational skills resulting in Division compliance with all legal, Ministerial and Board mandates and timelines.
- b. Report to the Minister with respect to matters identified in and required by the School Act.

8. Communications And Community Relations

The Superintendent shall:

- a. Take appropriate actions to ensure positive external and internal communications are developed and maintained.
- b. Support the Division's mission within the communities served.

9. Student Welfare

The Superintendent shall:

- a. Ensure that students are provided with a safe and caring environment that encourages respectful and responsible behaviour.

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Legal Reference: Section 14, 113, 114, 115, School Act  
Approval Date: October 14, 2003  
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Renumbered BP 12 September 8, 2009 (Previously BP 13)  
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## **APPENDIX A: SUPERINTENDENT/CEO EVALUATION PROCESS, CRITERIA AND TIMELINES**

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1. At least once each school year, commencing in the 2007/2008 school year, the Board shall evaluate the performance of the Superintendent. The evaluation shall be reasonably related to the responsibilities and duties assigned to the Superintendent by the Board.
2. 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. 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 and instrumentation within one hundred and eighty (180) days of the signing of this Contract and shall thereafter evaluate the Superintendent pursuant to the evaluation format and instrumentation chosen by the Board, which format may be amended or changed, from time to time, as deemed appropriate by the Board.
3. The Board shall report its evaluation of the Superintendent in writing. In the event that the Board determines that the performance of the Superintendent is unsatisfactory in any respect, it shall describe in writing, in reasonable detail, such unsatisfactory performance. The evaluation shall include recommendations as to areas of improvement in all instances where the Board deems the Superintendent's performance to be unsatisfactory.
4. The Superintendent shall have the right to make a written response to the evaluation. The Board's evaluation and the Superintendent's response shall become a permanent attachment to the Superintendent's personnel file.

The ASBA Senior Education Advisor conducted a CEO Evaluation Workshop on September 25, 2007. The Acting Superintendent and the Board were in attendance.

The evaluation process, criteria and timelines agreed to at this time:

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 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 three times in a three-year period, supported by specific examples, and will focus on areas over which the Superintendent has authority.

### **Timelines for Evaluations**

Evaluations will be conducted in accordance with this document according to the following schedule:

<b>Evaluation</b>	<b>Based on Period</b>	<b>Report Delivered to Superintendent</b>
First	September 1, 2007 to August 31, 2008	September 30, 2008
Second	September 1, 2008 to August 31, 2009	September 30, 2009
Third	September 1, 2009 to August 31, 2010	September 30, 2010
Fourth	September 1, 2010 to August 31, 2011	September 30, 2011

## A. 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 such as an increased emphasis on capital construction due to an increased number of approvals. The *Leadership Practices* component will be included only in the third evaluation. An external consultant will collect data relative to leadership practices by interviewing all principals and all “direct reports”. “Direct Reports” are defined to be those individuals who report directly to the Superintendent on the Division’s organizational chart.

*Appendix B* is the *Performance Assessment Guide*, which 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.

## B. Sample Performance Evaluation Segment

To illustrate how the *Performance Assessment Guide* would facilitate the writing of the final report, the following might be a section of the written report relative to Fiscal Accountability:

### A. Role Expectation – Fiscal Accountability

Based on a review of the external Audit Report, the Auditor’s Management letter, and internal audit/monitoring reports of schools and departments (2-4 schools per year), the Board commends the Acting Superintendent for ensuring that:

- generally accepted accounting practices (GAAP) 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
- the Board is informed annually about incurred liabilities and immediately regarding pending litigation

<b>Role Expectation: Educational Leadership</b>	<b>Superintendent Evaluation Evidence</b>	<b>Quality Indicators</b>
<ul style="list-style-type: none"> <li>• Provides leadership in all matters relating to education in the Division.</li> <li>• Ensures students in the Division have the opportunity to meet the standards of education set by the Minister and the Board.</li> <li>• Implements education policies established by the Minister.</li> <li>• Practices 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.</li> <li>• Develops and maintains positive and effective relationships with provincial and regional government departments and agencies.</li> </ul>	<ul style="list-style-type: none"> <li>• Superintendent reports on educational opportunities for success and educational needs are being met</li> <li>• AERR <ul style="list-style-type: none"> <li>○ Satisfaction survey information</li> <li>○ PAT results</li> <li>○ Diploma results</li> <li>○ Graduation rates (Grade 12)</li> <li>○ Trends and Issues</li> </ul> </li> <li>• Feedback from Alberta Education re AERR</li> <li>• Superintendent recommendations to the Three-Year Education planning process</li> <li>• System professional development plan</li> <li>• External Report (Report of interviews with all principals and all direct reports)</li> </ul>	<ul style="list-style-type: none"> <li>• The Superintendent conducts an analysis of student success and ensures school principals develop action plans to address concerns.</li> <li>• The Superintendent identifies trends and issues related to student achievement to inform the Three-Year Planning process.</li> <li>• The Superintendent meets Alberta Education's expectations re: AERR format, process and content.</li> <li>• Develops a process to ensure parents and students are satisfied with levels of achievement, and is responsive to that input.</li> <li>• The Superintendent meets all timeline with provision for appropriate Board input relative to the AERR.</li> <li>• The Superintendent ensures the Division's academic results are published.</li> <li>• Provides clear vision and direction.</li> <li>• Provides effective educational leadership.</li> <li>• Establishes and maintains positive, professional working relationships with staff.</li> <li>• Unites people toward common goals.</li> <li>• Inspires confidence in her competence.</li> <li>• Demonstrates a high commitment to education and to the needs of students.</li> <li>• Develops processes that are aligned with goals and results.</li> <li>• Has a well-established value system based on integrity.</li> <li>• Empowers others.</li> <li>• Effectively solves problems.</li> </ul>

<b>Role Expectation: Fiscal Accountability</b>	<b>Superintendent Evaluation Evidence</b>	<b>Quality Indicators</b>
<ul style="list-style-type: none"> <li>• Ensures the fiscal management of the Division by the Associate Superintendent (Business Affairs) 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.</li> <li>• Ensures the Division operates in a fiscally responsible manner, including adherence to recognized accounting procedures.</li> </ul>	<ul style="list-style-type: none"> <li>• Auditor's Report</li> <li>• Auditor's Management Letter</li> <li>• Internal audit/monitoring reports of schools and departments (2-4 schools per year)</li> <li>• Quarterly year end projections</li> <li>• Accountability reports</li> </ul>	<ul style="list-style-type: none"> <li>• Generally accepted accounting practices are being followed.</li> <li>• Adequate internal financial controls exist and are being followed.</li> <li>• 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.</li> <li>• Priority funds to support Board goals are expended as per approved budgets.</li> <li>• The Board is informed annually about incurred liabilities.</li> <li>• School-based funds are expended as per internal audit expectations.</li> <li>• The Board is informed immediately regarding pending litigation.</li> </ul>

<b>Role Expectation: Personnel Management</b>	<b>Superintendent Evaluation Evidence</b>	<b>Quality Indicators</b>
<ul style="list-style-type: none"> <li>• Has 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.</li> <li>• Monitors and improves the performance of all staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Superintendent report re: personnel-related actions (e.g., staff professional development and leadership development, orientation, discipline, evaluation and supervision</li> <li>• Board observations</li> </ul>	<ul style="list-style-type: none"> <li>• Develops and effectively implements quality recruitment, orientation, staff development, disciplinary, evaluation and supervisory processes.</li> <li>• Models commitment to personal and professional growth.</li> <li>• Fosters high standards of instruction and professional improvement (Teaching Quality Standard).</li> <li>• Models high ethical standards of conduct.</li> </ul>

<b>Role Expectation: Policy/Administrative Procedures</b>	<b>Superintendent Evaluation Evidence</b>	<b>Quality Indicators</b>
<ul style="list-style-type: none"> <li>• Provides leadership in the planning, development, implementation and evaluation of Board policies.</li> <li>• Involves others appropriately in developing administrative procedures and keeps them up to date.</li> </ul>	<ul style="list-style-type: none"> <li>• Policies in manual and revisions this past year</li> <li>• Superintendent Report, which provides evidence the quality indicators have been met</li> <li>• Direct observation of Board policy development process</li> </ul>	<ul style="list-style-type: none"> <li>• The Superintendent appropriately involved individuals and groups in the administrative procedure development and revision processes.</li> <li>• Ensures administrative procedures adherence.</li> <li>• Timeliness of administrative procedures revisions.</li> <li>• The Superintendent demonstrates a knowledge of and respect for the role of the Board in policy processes.</li> </ul>

<b>Role Expectation: Superintendent/Board Relations</b>	<b>Superintendent Evaluation Evidence</b>	<b>Quality Indicators</b>
<ul style="list-style-type: none"> <li>• Establishes and maintains positive professional working relations with the Board.</li> <li>• Honors and facilitates the implementation of the Board's role and responsibilities defined in Board policy.</li> <li>• Keeps the Board informed through appropriate monitoring reports.</li> </ul>	<ul style="list-style-type: none"> <li>• Board agendas</li> <li>• Board meetings</li> <li>• Committee meetings</li> <li>• Board meeting action charts</li> <li>• Updates on progress on issues raised by the Board</li> <li>• Briefing notes prepared for the Board or listing of issues where background is prepared</li> </ul>	<ul style="list-style-type: none"> <li>• Board agendas are prepared and distributed to trustees in sufficient time to allow for appropriate trustee preparation for the meeting.</li> <li>• The Superintendent keeps the Board informed about Division operations.</li> <li>• The Superintendent provides the Board with balanced, sufficient, concise information and clear recommendations in agendas.</li> <li>• The Superintendent interacts with the Board in an open, honest, pro-active and professional manner.</li> <li>• The Superintendent provides support to the Board re: lobby efforts on behalf of the school division</li> <li>• Ensures high quality management services are provided to the Board.</li> <li>• The Superintendent implements Board directions with integrity in a timely fashion.</li> </ul>

<b>Role Expectation: Three-Year Education Planning &amp; Reporting</b>	<b>Superintendent Evaluation Evidence</b>	<b>Quality Indicators</b>
<ul style="list-style-type: none"> <li>• Leads the Three-Year Education Planning process including the development of Division goals, budget, facilities and transportation plans and implement plans as approved.</li> <li>• 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).</li> <li>• Reports regularly on results achieved.</li> </ul>	<ul style="list-style-type: none"> <li>• Three-year plan</li> <li>• Budget process and timelines and approved expenditures</li> <li>• Facilities Master Plan (FMP)</li> <li>• Monitoring report – Alberta Education</li> <li>• Process and Timelines document approved by the Board</li> </ul>	<ul style="list-style-type: none"> <li>• The 3-year planning process involves appropriate stakeholder input and results in high stakeholder satisfaction.</li> <li>• Facility project budgets and construction schedules are followed or timely variance reports are provided to the Board.</li> <li>• Transportation services are provided with due consideration for efficiency, safety and length of ride.</li> <li>• Develops short- and long-range plans to meet the needs of the Division and provide for continuous improvement.</li> <li>• Achieves key results set by the Board in the three-year plan.</li> <li>• 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 deadlines.</li> </ul>

<b>Role Expectation: Organizational Management</b>	<b>Superintendent Evaluation Evidence</b>	<b>Quality Indicators</b>
<ul style="list-style-type: none"> <li>• Demonstrates effective organizational skills resulting in Division compliance with all legal, Ministerial and Board mandates and timelines.</li> <li>• Reports to the Minister with respect to matters identified in and required by the School Act.</li> </ul>	<ul style="list-style-type: none"> <li>• Formal written reports to the Board</li> <li>• Alberta Education Reports</li> </ul>	<ul style="list-style-type: none"> <li>• Ensures Division compliance with all Alberta Education and Board mandates (timelines and quality).</li> <li>• Effectively manages time and resources.</li> </ul>

<b>Role Expectation: Communications &amp; Community Relations</b>	<b>Superintendent Evaluation Evidence</b>	<b>Quality Indicators</b>
<ul style="list-style-type: none"> <li>• Takes appropriate actions to ensure positive external and internal communications are developed and maintained.</li> <li>• Supports the Division's mission within the communities served.</li> </ul>	<ul style="list-style-type: none"> <li>• Survey data</li> <li>• Trustee observations</li> </ul>	<ul style="list-style-type: none"> <li>• Represents the Division in a positive, professional manner.</li> <li>• Facilitates effective home-school relations.</li> <li>• Manages conflict effectively.</li> <li>• Ensures information is disseminated to inform appropriate publics.</li> <li>• Works cooperatively with the media to represent the Board's views/positions.</li> <li>• Is purposefully visible in schools and communities.</li> </ul>

<b>Role Expectation: Student Well-Being</b>	<b>Superintendent Evaluation Evidence</b>	<b>Quality Indicators</b>
<ul style="list-style-type: none"> <li>• Ensures that students are provided with a safe and caring environment that encourages respectful and responsible behaviour.</li> <li>• Ensures the safety and welfare of students while participating in school programs or while being transported to or from school programs on transportation provided or approved by the Division.</li> <li>• Ensure the facilities adequately accommodate Division students.</li> <li>• Acts as, or designates, the attendance officer for the Division.</li> </ul>	<ul style="list-style-type: none"> <li>• Survey Results</li> <li>• Bus Driver Training</li> <li>• Emergency Plan</li> <li>• Professional Development Plan for safety issues</li> </ul>	<ul style="list-style-type: none"> <li>• Develops measurements and monitors progress relative to providing a safe and caring environment.</li> <li>• Provides analysis of incident reports.</li> <li>• Implements the requirements of Occupational Health and Safety legislation, including required staff professional development.</li> <li>• Complies with legislative requirements to appoint attendance officer for the Division.</li> </ul>

## APPENDIX C: INTERVIEW GUIDE - CEO LEADERSHIP PRACTICES

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### Perceptions of Principals and Superintendent “Direct Reports”

1. What evidence can you cite to support or refute the following:
  - a) the Superintendent provides clear vision and 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?
  - h) the Superintendent effectively solves problems?
  - i) the Superintendent is responsive to emergent needs at my school?
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?