

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 and the Board.
- d) 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.
- e) Develop and maintain positive and effective relationships with provincial and regional government departments and agencies.
- f) Work collaboratively with the corporate Board, staff, students, parents, School Councils and community members in establishing a positive and innovative culture and sense of pride in the Division.

2. Fiscal Responsibility

The Superintendent shall:

- a) Ensure the fiscal management of the Division by the Associate Superintendent, Business Services, is in accordance with the terms and conditions of the School Act and other applicable Acts and Regulations.
- b) Ensure the Division operates in a fiscally responsible manner, including adherence to recognized accounting procedures.
- c) Direct the development of and monitor the budget for the Division.

3. Personnel Management

The Superintendent shall:

- a) Have overall authority and responsibility for all personnel-related matters, 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.

- c) Ensure the coordination and integration of human resources within the Division.
4. Policy / Administrative Procedures

The Superintendent shall:

- a) Provide leadership in the planning, development, implementation and evaluation of Board policies.
- b) Involve others appropriately in developing and regularly reviewing Administrative Procedures.

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. Planning and Reporting

The Superintendent shall:

- a) Lead the Three-Year Education Planning process including the development of Division goals, budget, facilities, technology and transportation plans and implement plans as approved.
- b) Involve the Board appropriately in Board establishment of strategic priorities and key results early in the process.
- c) Provide data 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.
- c) Build an organization structure and promote a Division culture which facilitates positive results, effectively handles emergencies and deals with crisis situations in a team-oriented, collaborative and cohesive fashion.

8. Communications and Community Relations

The Superintendent shall:

- a) Take appropriate actions to ensure positive external and internal communications are developed and maintained.
- b) Promote the Division's mission within the communities served.
- c) Act as, or designate, the head of the organization for the purpose of the Freedom of Information and Protection of Privacy (FOIP) Act.

9. Student Welfare

The Superintendent shall:

- a) Ensure that each student is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.
- b) Ensure 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.
- c) Ensure the facilities adequately accommodate Division students.
- d) Act as, or designates, the local attendance officer for the Division.

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

Approval Date: October 14, 2003

Amended: February 14, 2006; September 18, 2007; September, 2008

Renumbered BP 12 September 8, 2009 (Previously BP 13)

Renumbered BP 13 September 13, 2010

Amended: October 9, 2012

Added: Appendix - November, 2012

Reviewed: April, 2013

Amended: October, 2013; September, 2014; June, 2015

Appendix A: Superintendent / CEO Evaluation Process

Background

ASBA has been contracted by Livingstone Range School Division No. 68 to assist the Board and the Superintendent in developing proposed process, criteria and timelines for a comprehensive Superintendent/CEO evaluation as required in Form 4 and 5 of the Superintendent of Schools Regulation 178/2003 (consolidated up to 231/2012).

Effective August 1, 2013, the Board appointed Mr. David Driscoll as Superintendent with the prior approval of the Minister. The contract, signed by the Superintendent and the Board, has a term from August 1, 2013 to July 31, 2018 and requires yearly evaluations. The Board and the Superintendent have agreed that:

- At least once each school year, with the first evaluation occurring no later than October 1, 2014, and no later than October 1st 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 assigned to the Superintendent by the Board.
- 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.
- 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 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.
- 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.

An ASBA Education Consultant conducted a CEO Pre-Evaluation Workshop on August 28, 2013. The Board and the Superintendent were in attendance.

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

1. Provides for both accountability and growth, 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

for improvement 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 quality indicators describe expectations in regard to that evidence.
6. Meets contractual requirements in that the Board and the Superintendent 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 reviewed at the same time and were agreed to by both the Board and the Superintendent. Board Policy 13 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 interviews or 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.

Timelines for Evaluations

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

<i>Evaluation</i>	<i>Based on Period</i>	<i>Report Delivered to the Superintendent</i>
First	August 1, 2013 to August 31, 2014	October 1, 2014
Second	September 1, 2014 to August 31, 2015	October 1, 2015
Third	September 1, 2015 to August 31, 2016	October 1, 2016
Fourth	September 1, 2016 to August 31, 2017	October 1, 2017

Section 114(2) of the School Act requires a minimum renewal notification period of no less than six months. Therefore, the Board will have to provide notice no later than January 31, 2018 regarding whether it wishes to extend the contract. The Board is advised to submit a notice of intent form in the preceding months of November or December to facilitate the process.

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 of the Education Leadership Role Expectation will be included only in the first and fourth evaluations. 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:

Role Expectation – Fiscal Responsibility

Based on a review of the external Audit Report, the Auditor’s Management letter, and internal audit/monitoring reports of schools and departments, the Board commends the Superintendent for ensuring that:

- *Recognized accounting principles 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.*
- *The Board is informed annually about incurred liabilities.*
- *Priority funds to support Board goals are expended as per approved budgets.*
- *School-based and department funds are expended as per approved budgets.*
- *School-generated funds are administered as per internal audit expectations.*

Appendix B: Role Expectation

Educational Leadership

Responsibility

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 and the Board.
- d) 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.
- e) Develop and maintain positive and effective relationships with provincial and regional government departments and agencies.
- f) Work collaboratively with the corporate Board, staff, students, parents, School Councils and community members in establishing a positive and innovative culture and sense of pride in the Division.

<i>Quality Indicators</i>	<i>Superintendent Evaluation Evidence</i>
<ul style="list-style-type: none"> • Conducts an analysis of student success and ensures school principals develop action plans to address concerns. • Identifies trends and issues related to student achievement to inform the Three-Year Planning process. • Meets Alberta Education's expectations re: AERR format, process and content. • Develops a process to ensure parents and students are satisfied with levels of achievement, and is responsive to that input. • Meets all timelines with provision for appropriate Board input relative to the AERR. • Ensures the Division's academic results are published. • Provides clear expectations and 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. • Develops processes that are aligned with priorities and results. • Has a well-established value system based on integrity. • Empowers others. • Effectively solves problems. • Is responsive to emergent needs of schools. 	

Fiscal Responsibility

Responsibility

The Superintendent shall:

- a) Ensure the fiscal management of the Division by the Associate Superintendent, Business Services, is in accordance with the terms and conditions of the School Act and other applicable Acts and Regulations.
- b) Ensure the Division operates in a fiscally responsible manner, including adherence to recognized accounting procedures.
- c) Direct the development of and monitor the budget for the Division.

<i>Quality Indicators</i>	<i>Superintendent Evaluation Evidence</i>
<ul style="list-style-type: none"> • Ensures recognized accounting principles 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. • The Board is informed annually about incurred liabilities. • Priority funds to support Board goals are expended as per approved budgets. • School-based and department funds are expended as per approved budgets. • School-generated funds are administered as per internal audit expectations. 	

Personnel Management

Responsibility

The Superintendent shall:

- a) Have overall authority and responsibility for all personnel-related matters, 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.
- c) Ensure the coordination and integration of human resources within the Division.

<i>Quality Indicators</i>	<i>Superintendent Evaluation Evidence</i>
<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, Principal Quality Guideline).• Provides for mentoring of administrators and the development of leadership capacity within the Division.• Models high ethical standards of conduct.	

Policy / Administrative Procedures

Responsibility

The Superintendent shall:

- a) Provide leadership in the planning, development, implementation and evaluation of Board policies.
- b) Involve others appropriately in developing and regularly reviewing Administrative Procedures.

<i>Quality Indicators</i>	<i>Superintendent Evaluation Evidence</i>
<ul style="list-style-type: none">• Demonstrates a knowledge of and respect for the role of the Board in policy processes.• Appropriately involves individuals and groups in the administrative procedure development and revision processes.• Ensures adherence to Board Policies and Administrative Procedures.• Ensures annual policy review.• Ensures timeliness of administrative procedures revisions.	

Superintendent / Board Relations

Responsibility

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.

<i>Quality Indicators</i>	<i>Superintendent Evaluation Evidence</i>
<ul style="list-style-type: none"> • Board agendas are prepared and distributed to trustees and administration in sufficient time to allow for appropriate 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. • Provides support to the Board re: advocacy efforts on behalf of the Division • Ensures high-quality administrative services are provided to the Board. • Provides the Board with correspondence directed to the Board or trustees. • Implements Board directions with integrity in a timely fashion. • Creates structures for Trustees to connect with all stakeholders on a Divisional basis. 	

Three-Year Education Planning and Reporting

Responsibility

The Superintendent shall:

- a) Lead the Three-Year Education Planning process including the development of Division goals, budget, facilities, technology and transportation plans and implement plans as approved.
- b) Involve the Board appropriately in Board establishment of strategic priorities and key results early in the process.
- c) Provide data regularly on results achieved.

<i>Quality Indicators</i>	<i>Superintendent Evaluation Evidence</i>
<ul style="list-style-type: none">• The 3-year planning process involves 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.• 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.• Achieves key results set by the Board in the Three-Year Plan, as reported in the Accountability Pillar.• 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.• Regularly reports on results and in a timely manner.	

Organizational Management

Responsibility

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.
- c) Build an organization structure and promote a Division culture which facilitates positive results, effectively handles emergencies and deals with crisis situations in a team-oriented, collaborative and cohesive fashion.

Quality Indicators	Superintendent Evaluation Evidence
<ul style="list-style-type: none"> • Ensures Division compliance with Alberta Education and Board mandates (timelines and quality). • Effectively manages time and resources. • Effectively reports to the Board and Ministry in a timely manner. • Ensures contracted services (e.g. fiscal, labour and legal) meet quality expectations of the Board. • Ensures that appropriate procedures are in place for the management of critical events and emergencies. • Ensures administration and reporting of Public Interest Disclosures (Whistleblower Protection). 	

Communications and Community Relations

Responsibility

The Superintendent shall:

- a) Take appropriate actions to ensure positive external and internal communications are developed and maintained.
- b) Promote the Division’s mission within the communities served.
- c) Act as, or designate, the head of the organization for the purposes of the Freedom of Information and Protection of Privacy (FOIP) Act.

<i>Quality Indicators</i>	<i>Superintendent Evaluation Evidence</i>
<ul style="list-style-type: none"> • Represents the Division in a positive, professional manner. • Facilitates effective home-school relations. • Manages conflict effectively. • Ensures information is disseminated to inform appropriate publics. • Is purposefully visible in schools and communities. • Formalizes community and stakeholder engagement structures and processes. • Complies with FOIP Legislation. 	

Student Welfare

Responsibility

The Superintendent shall:

- a) Ensure that each student is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.
- b) Ensure 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.
- c) Ensure the facilities adequately accommodate Division students.
- d) Act as, or designates, the local attendance officer for the Division.

<i>Quality Indicators</i>	<i>Superintendent Evaluation Evidence</i>
<ul style="list-style-type: none"> • Monitors progress relative to providing a safe and caring environment. • Implements procedures for emergencies as required. • Provides analysis of crisis response incident reports. • Implements the requirements of Occupational Health and Safety legislation, including required staff professional development. • Complies with legislative requirements to appoint attendance officer for the Division. 	

Appendix C: Interview Guide – 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 expectations 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 develops processes that are aligned with priorities and results?
 - g) The Superintendent has a well-established value system based on integrity?
 - h) The Superintendent empowers others?
 - i) The Superintendent effectively solves problems?
 - j) The Superintendent is responsive to emergent needs of schools?
- 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?