

Superintendent/CEO Evaluation Process, Criteria & Timelines

GRANDE PRAIRIE & DISTRICT CATHOLIC SCHOOLS

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SUPERINTENDENT/CEO EVALUATION PROCESS, CRITERIA & TIMELINES

Background:

ASBA has been contracted by Grande Prairie & District Catholic Schools to assist the Board and the Superintendent to develop proposed criteria, process and timelines for the Superintendent/CEO evaluation as required in Form 4 of the Superintendent of Schools Regulation 2/99.

The Board has employed the Superintendent since September 1, 2004, with a contract expiry date of August 31, 2022. The evaluation process that has been followed is defined in the contract of employment between the Superintendent and the Board while the job description for the Superintendent is defined in Board Policy. The Board has conducted yearly evaluations of the Superintendent's performance culminating in a written report completed around September of each year. The Board and Superintendent desire that the current evaluation process be revised and improved.

To that end, the ASBA Senior Education Advisor conducted a CEO Evaluation Workshop on June 26, 2017. In attendance were the Superintendent, the Board, and the Senior Education Advisor.

This 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 Forms 4 and 5 of the Superintendent of Schools Regulation. These forms 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. Emphasizes the need for and requires the use of evidence for evaluation purposes. Evaluations are most helpful when the evaluators provide 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.
4. Meets contractual requirements. The Superintendent and Board must approve this document and if it is contrary to the current contract (e.g., timing of evaluation), the Superintendent and Board must sign an addendum to the contract to that effect.
5. Is aligned with and based upon the new Superintendent's job description. The two documents were developed at the same time and should be approved by both the Superintendent and the Board.

6. Is linked to the District's goals. The Strategic Plan section directly links the Superintendent's performance to the three-year planning process, which includes the District's goals.
7. 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.
8. 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.
9. Uses multiple data sources. Objective data such as audit reports, Alberta Learning monitoring reports, and student achievement data are augmented with subjective data provided in district surveys.
10. Elicits evidence to support subjective assessments. This must be the case when the Board provides feedback regarding Board agendas, committee and Board meetings, etc.
11. Ensures Board feedback is provided on at least an annual basis. Such feedback will be timely, annual, supported by specific examples, and will focus on areas over which the Superintendent has authority.
12. Recognizes that the Superintendent is the CEO. The Superintendent is held accountable for work performed primarily by other senior administrators such as fiscal management.
13. Once during the five year term the Board will contract an individual to conduct an interview with Principals and District staff that directly report to the Superintendent. The results will be summarized and used as evidence in the Superintendent's evaluation. The questions will be agreed upon in advance by the Board Chair and Superintendent and are contained in Appendix C: Leadership Practices.

Proposed Process & Timelines for Evaluations:

Form 4 requires that the Superintendent's performance is evaluated on a regular basis. "Regular" is not defined.

Recommendation:

That, with respect to the current Superintendent/Board contract term of August 31, 2018 to August 31, 2022, the following evaluations be conducted:

EVALUATION	BASED ON PERIOD	REPORT DELIVERED TO SUPERINTENDENT
Ninth	Sept 1, 2017-Aug.31, 2018	September 30, 2018
Tenth	Sept 1, 2018 – Aug 31, 2019	September 30, 2019
Eleventh	Sept 1, 2019 – Aug 31, 2020	September 30, 2020
Twelfth	Sept 1, 2020 – Aug 31, 2021	September 30, 2021
Thirteenth	Sept 1, 2021 – Aug 31, 2022	September 30, 2022

Criteria for Evaluations:

The criteria for the first evaluation of the new process will be those criteria set out in *Appendix B: the Performance Assessment Guide* plus any growth goals defined by the Board in the most recent CEO Evaluation Report. The criteria used in subsequent evaluations will be those defined by the *Performance Assessment Guide* plus any growth goals provided by the Board in the 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.

Appendix B contains a 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.

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 Accountability

Based on a review of the external Audit Report and Management letter, the Board commends the Superintendent for ensuring:

- that generally accepted accounting practices (GAAP) are being consistently 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 policy and approved budgets. Variances outside the 3-5% range allowed by Board policy are reported to the Board in a timely manner
- the Board is informed annually about incurred liabilities and pending litigation

APPENDIX A

SUPERINTENDENT/ CEO JOB DESCRIPTION

1. Faith Leadership

The Superintendent shall:

- 1.1. Model involvement in a Catholic faith community and ensure students and staff are provided opportunities for spiritual development within the school jurisdiction.
- 1.2. Encourages staff to participate in and support Catholic functions in the Parish where they reside.

2. Educational Leadership

The Superintendent shall:

- 2.1. Provide leadership in all matters relating to education in the District.
- 2.2. Ensure students in the District have the opportunity to meet the standards of education set by the Minister.
- 2.3. Implement education policies established by the Minister and the Board.

3. Fiscal Responsibility

The Superintendent shall:

- 3.1. Ensure the fiscal management of the District 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. Ensure the District operates in a fiscally responsible manner, including adherence to Public Sector Accounting Standards.

4. Personnel Management

The Superintendent shall:

- 4.1. 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.
- 4.2. Gives preference in the hiring of staff to practicing Catholics.
- 4.3. Supervises, evaluates and provides growth opportunities for all staff.

5. Policy

The Superintendent shall:

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

- 5.2. Develop and keep current an Administrative Procedures Manual and inform the Board of any changes to this Manual.

6. Superintendent / Board Relationships

The Superintendent shall:

- 6.1. Establish and maintain positive professional working relations with the Board.
- 6.2. Honors and facilitates the implementation of the Board's role and responsibilities as defined in Board policy including the provision of information the Board requires in order to perform its role.
- 6.3. Brings a recommendation to the Board on all items requiring a Board decision.
- 6.4. Advises the Board Chair and/or Vice Chair as soon as possible of any legal action and/or litigation that may be brought before the Board.
 - 6.4.1. Should the litigation develop into legal action and/or litigation brought against the Board, the Board Chair shall be provided appropriate updates on a timely basis.
 - 6.4.2. In the event the case proceeds to court, the Trustees shall be provided with all specifics of the case.

7. Three-Year Education Planning and Reporting (Strategic Planning & Reporting)

The Superintendent shall:

- 7.1. Lead the Three-Year Education Planning process including the development of District goals, budget, facilities and transportation plans and implement plans as approved.
- 7.2. 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).
- 7.3. Reports regularly on results achieved.

8. Organizational Management

The Superintendent shall:

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

9. Communications and Community Relations

The Superintendent shall:

- 9.1. Take appropriate actions to ensure positive external and internal communications are developed and maintained.
- 9.2. In consultation with the Chair, serve as spokesperson for the District for the media and public in order to keep the Board's messages consistent and accurate.
- 9.3. Make accessible to electors the Three Year Plan, Annual Education Results Report, Board Policy Handbook, Admin Procedures Manual, Minutes and other documents in accordance to FOIPP and in a timely and courteous manner.

- 9.4. Ensures that staff and students are recognized for significant contributions to the school district.

10. Student Welfare

The Superintendent shall:

- 10.1. Ensure that each student is provided with a welcoming, caring, respectful, and safe learning environment that respects diversity and fosters a sense of belonging.
- 10.2. Ensures the safety and welfare of students while participants in school programs or while being transported to or from school programs on transportation provided by the District.
- 10.3. Ensures the facilities adequately accommodate District students. Acts as, or designates, the Attendance Officer for the District.
- 10.4. Ensure the safety of students and staff by developing procedures for
 - 10.4.1. student transportation
 - 10.4.2. field trips and extracurricular activities
 - 10.4.3. nutrition
 - 10.4.4. Inclusive Catholic Communities that are welcoming, caring, respectful and safe learning environments
 - 10.4.5. healthy buildings, and
 - 10.4.6. Pandemic Planning & Implementation

11. Leadership Practices

The Superintendent shall:

- 11.1 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.