

Role Expectation: Student Welfare	Superintendent Evaluation Evidence	Quality Indicators
<p>The Superintendent shall:</p> <p>1.1 Ensure the safety and welfare of students while participating in school programs or while being transported to or from school programs on approved transportation;</p> <p>1.2 Ensure that appropriate procedures are in place for the management of critical events and emergencies;</p> <p>1.3 Act as, or designate, an attendance officer for the district; and</p> <p>1.4 Act as or designate a student discipline officer for the district.</p>	<p><u>Internal Report</u></p> <ul style="list-style-type: none"> <li>◆ Satisfaction survey information</li> <li>◆ Behavioural programs results</li> <li>◆ Emergency response plans</li> <li>◆ District survey measures</li> <li>◆ Provincial survey measures</li> <li>◆ Student attendance rates</li> </ul>	<ul style="list-style-type: none"> <li>◆ Develops administrative procedures, 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 an attendance officer for the district</li> <li>◆ The Superintendent ensures that emergency response plans follow a common template to ensure that plans are in place for a variety of emergency situations (2011-12).</li> <li>◆ Student, staff and parents feel safe in GPPSD schools.</li> <li>◆ The Superintendent conducts an analysis of indicators where the results are not at the level the District would hope to achieve and suggests strategies to improve results</li> <li>◆ Transportation services are provided with due consideration for efficiency, safety and length of ride</li> </ul>

**GRANDE PRAIRIE PUBLIC SCHOOL DISTRICT**

**APPENDIX B – SUPERINTENDENT PERFORMANCE ASSESSMENT GUIDE**

<b>Role Expectation: Leadership</b>	<b>Superintendent Evaluation Evidence</b>	<b>Quality Indicators</b>
<p>The Superintendent shall:</p> <p>2.1 Provide leadership in all matters relating to education in the district;</p> <p>2.2 Ensure students in the district have the opportunity to meet the standards of education set by the Minister and the board. Implement education policies established by the Minister and the board;</p> <p>2.3 Practices leadership in a manner that is viewed positively and has the support of the Grande Prairie Public School District staff in carrying out the directives of the board and the Minister; and</p> <p>2.4 Develop and maintain positive and effective relations with the community and with provincial and regional government departments and agencies.</p>	<p><u>Internal Report</u></p> <ul style="list-style-type: none"> <li>◆ AERR:               <ul style="list-style-type: none"> <li>• District and provincial satisfaction survey results</li> <li>• Student Academic Achievement Results as reported by the province on PAT and Dip exams.</li> <li>• Student Academic Achievement results as reported by the schools.</li> <li>• High School completion rates</li> <li>• Trends and Issues</li> </ul> </li> <li>◆ Superintendent recommendations to District Three Year Education Plan, Capital Plan and Annual Budget</li> </ul> <p style="text-align: center;"><u>External Report</u></p> <ul style="list-style-type: none"> <li>◆ Feedback from Alberta Education re Three Year Education Plan and AERR</li> <li>◆ Interviews or leadership surveys (when done) i.e. Covey LQ1</li> </ul> <p><u>Direct Board Observation</u></p>	<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, including recommendations for innovative means to improve measurable student achievement</li> <li>◆ There is measurable improved student achievement over time</li> <li>◆ Demonstrates that schools are continuously improving or report interventions when this is not the case</li> <li>◆ The Superintendent meets Alberta Education's expectations re: AERR format and process and content</li> <li>◆ The Superintendent meets all timelines with provision for appropriate board input relative to the AERR</li> <li>◆ The Superintendent ensures the district's academic results are published</li> </ul>

Role Expectation: Leadership	Superintendent Evaluation Evidence	Quality Indicators
		<p><b><i>CASS Practice Standard Dimension 2</i></b></p> <ol style="list-style-type: none"> <li>1) Each student has access to appropriate programming based on individual learning needs.</li> <li>3) Exemplary instructional practices are identified, implemented and supported.</li> <li>4) Opportunities are provided for teachers to share their practice and engage in reflective dialogue and collective inquiry about teaching and learning.</li> <li>6) Student learning is assessed, evaluated and reported using a fair, appropriate and balanced program of multiple indicators and sources of evidence.</li> <li>7) Student assessment is used to inform and shape instruction.</li> </ol> <ul style="list-style-type: none"> <li>◆ The Superintendent monitors and reviews School Three Year Education Plans and School Annual Results Reports</li> <li>◆ Parents and students are satisfied with levels of achievement</li> </ul>

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Role Expectation: Personnel Management	Superintendent Evaluation Evidence	Quality Indicators
<p>The Superintendent shall:</p> <p>3.1 Have overall authority and responsibility for all personnel-related issues except those matters precluded by board policy;</p> <p>3.2 Provide leadership in the supervision and evaluation of administrators, teachers and other staff;</p> <p>3.3 Staffs the organization in a manner that ensures that educational and administrative functions are carried out effectively;</p> <p>3.4 Ensure a caring, respectful and safe work environment; and</p> <p>3.5 Establish effective staff recruitment and retention plans.</p>	<p><u>Internal Report</u></p> <ul style="list-style-type: none"> <li>◆ Superintendent reports re: personnel-related actions (e.g., staff professional development and leadership development, orientation, discipline, evaluation, recognition and supervision)</li> <li>◆ Staff Development Plan</li> <li>◆ School Plans</li> <li>◆ District Staff Satisfaction Surveys</li> </ul> <p style="text-align: center;"><u>External Report</u></p> <ul style="list-style-type: none"> <li>◆ Satisfaction survey</li> </ul> <p><u>Direct Board Observation</u></p>	<ul style="list-style-type: none"> <li>◆ Develops and effectively implements quality recruitment, orientation, staff development, mentoring, disciplinary, evaluation and supervisor processes</li> <li>◆ Models commitment to personal and professional growth</li> <li>◆ Fosters and expects high standards of instruction and professional improvement (Teaching Quality Standard)</li> <li>◆ Provides for training of administrators and the development of leadership capacity within the district</li> <li>◆ Develops disciplinary, evaluation and supervisor processes for central office and school-based administrators which ensure continuous improvement and focus on community relations and the learning agenda</li> <li>◆ Students’ and parents’ satisfaction with the quality of education</li> <li>◆ Models and expects high ethical standards of conduct (honesty, giving credit, identifying failures or weaknesses, truth to one’s own hurt, legal)</li> </ul> <p><b>CASS Practice Standard Dimension 3</b></p> <p>7) Staff accomplishments are recognized and celebrated.</p> <ul style="list-style-type: none"> <li>◆ Staff are satisfied with their opportunities to provide input and direction on decisions and programs affecting them.</li> <li>◆ Staff feel supported by the district.</li> </ul>

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APPENDIX B – SUPERINTENDENT PERFORMANCE ASSESSMENT GUIDE

<b>Role Expectation:</b> <b>Fiscal Management</b>	<b>Superintendent Evaluation</b> <b>Evidence</b>	<b>Quality Indicators</b>
<p>The Superintendent shall:</p> <p>4.1 Ensure the fiscal management of the district by the Associate Superintendent of Business Services is in accordance with the terms or conditions of any funding received or allocated by the board under the School Act or any other Act.</p>	<p><u>Internal Report</u></p> <ul style="list-style-type: none"> <li>◆ Regular Budget Status Reports</li> <li>◆ Audit Review Committee Reports</li> </ul> <p style="text-align: center;"><u>External Report</u></p> <ul style="list-style-type: none"> <li>◆ Auditor’s Reports</li> <li>◆ Auditor’s Management letters</li> </ul> <p><u>Direct Board Observation</u></p> <ul style="list-style-type: none"> <li>◆ Superintendent confidential verbal communications to the board showing notification of potential litigation</li> <li>◆ Superintendent verbal reports on liabilities</li> <li>◆ Liaison committee reports</li> </ul>	<ul style="list-style-type: none"> <li>◆ The board is informed immediately regarding litigation launched by or against the district and informs the board of potential litigation when it is known</li> <li>◆ The draft Budget reflects the priorities of the Three-Year Plan</li> <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>◆ Funds are expended as per approved budgets</li> <li>◆ The board is informed annually about incurred liabilities</li> <li>◆ The Board is provided with a Budget Status report on a defined regular basis</li> <li>◆ An Audit Committee is in place and meets on a defined regular basis</li> <li>◆ School budgets are expended as per approvals</li> </ul>

Role Expectation: Policy Leadership	Superintendent Evaluation Evidence	Quality Indicators
<p>The Superintendent shall:</p> <p>5.1 Provide leadership in the development of board policies and administrative procedures; and</p> <p>5.2 Consult with the board to identify stakeholders and facilitate stakeholder involvement in policy development.</p>	<p><u>Internal Report</u></p> <ul style="list-style-type: none"> <li>◆ Policies in manual and revisions this past year</li> <li>◆ Policy Development and Review Workplan</li> <li>◆ Administrative Procedures summary report</li> </ul> <p><u>Direct Board Observation</u></p>	<ul style="list-style-type: none"> <li>◆ The Superintendent appropriately involved individuals and groups in the administrative procedure development process</li> <li>◆ Taking leadership in bringing policies to board for review</li> <li>◆ Administrative procedures are adhered to - ensures this is happening</li> <li>◆ The Superintendent demonstrates a knowledge of and respect for the role of the board in policy processes</li> <li>◆ The Superintendent appropriately involved individuals and groups in the policy and administrative procedures development process</li> <li>◆ Policy and administrative procedures are adhered to - ensures this is happening</li> <li>◆ Timeliness of policy revision and administrative procedure updates</li> </ul>

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Role Expectation: Superintendent/Board Relations	Superintendent Evaluation Evidence	Quality Indicators
<p>The Superintendent shall:</p> <p>6.1 Recognize and respect the board’s role and responsibilities;</p> <p>6.2 Maintain professional working relations with the board by keeping the board informed of all school district matters, especially controversial and/or highly sensitive issues, in a timely manner; and</p> <p>6.3 Provide the board with information which the board requires to perform its role.</p>	<p><u>Internal Report</u></p> <ul style="list-style-type: none"> <li>◆ Action Update sheets</li> </ul> <p><u>Direct Board Observation</u></p> <ul style="list-style-type: none"> <li>◆ Yearly Workplan</li> <li>◆ Board agendas</li> <li>◆ Board meetings</li> <li>◆ Committee meetings</li> <li>◆ Listing of issues and background information</li> <li>◆ Superintendent e-mails and phone calls</li> <li>◆ Communication between meetings</li> </ul>	<ul style="list-style-type: none"> <li>◆ The Superintendent implements board directions with integrity in a timely fashion</li> <li>◆ The Superintendent provides support to the board re: lobby efforts on behalf of the district</li> <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 district 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, proactive and professional manner</li> <li>◆ Ensures high quality management services are provided to the board</li> <li>◆ The Superintendent provides the board with correspondence directed to the board or trustees</li> </ul>

Role Expectation: Planning	Superintendent Evaluation Evidence	Quality Indicators
<p>The Superintendent shall:</p> <p>7.1 In conjunction with the board, develop and implement the planning process including the development of short-term and long-term strategic priorities and key results in relation to the district Education Plan, Capital Plan and Budget; and</p> <p>7.2 Report regularly on progress towards and results achieved with respect to the district's goals and priorities identified in 7.1.</p>	<p><u>Internal Report</u></p> <ul style="list-style-type: none"> <li>◆ Budget planning process and progress reports</li> <li>◆ Board and Superintendent Work Plans</li> <li>◆ Satisfaction survey information</li> <li>◆ AERR</li> <li>◆ District Strategic Planning Process and development of Three Year Education Plans and Capital Plans</li> <li>◆ District and Provincial Surveys</li> </ul> <p><u>External Report</u></p> <ul style="list-style-type: none"> <li>◆ Alberta Education Monitoring Report</li> </ul> <p><u>Direct Board Observation</u></p>	<ul style="list-style-type: none"> <li>◆ The three-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>◆ Develops short and long-range plans to meet the needs of the District and provide for continuous improvement</li> <li>◆ Strategies are implemented to achieve “key results” identified by the board and these are achieved</li> <li>◆ The Superintendent meets all timelines with provision for appropriate Board input relative to the three Year Education Plan Capital Plan and AERR.</li> <li>◆ The Superintendent meets Alberta Education’s expectations re: Annual Education Results Report (AERR) format and process and content.</li> </ul>



Role Expectation: Organizational Management	Superintendent Evaluation Evidence	Quality Indicators
<p>The Superintendent shall:</p> <p>8.1 Demonstrate effective organizational skills resulting in district compliance with all legal, Ministerial and board mandates and timelines. Reports to the Minister with respect to matters identified and required by the School Act; and</p> <p>8.2 Develop, maintain and communicate administrative procedures that are consistent with board and provincial policies, regulations, and procedures.</p>	<p><u>Internal Report</u></p> <ul style="list-style-type: none"> <li>◆ Superintendent reports to the board</li> <li>◆ Board and Superintendent Workplans</li> <li>◆ Three Year Education and Capital Plan</li> <li>◆ Three-Year Technology Plan</li> <li>◆ District and Provincial Satisfaction Surveys</li> </ul> <p><u>External Report</u></p> <ul style="list-style-type: none"> <li>◆ Alberta Education Monitoring Reports</li> </ul>	<ul style="list-style-type: none"> <li>◆ Ensures district compliance with all Alberta Education and board mandates (timelines and quality)</li> <li>◆ Ensures contracted services (e.g., labour and legal) meet quality expectations of the board</li> <li>◆ Use of technology is effective and efficient</li> </ul> <p><b><i>CASS Practice Standard Dimension 6</i></b></p> <p>6) Organizational performance is monitored and adjustments made when necessary.</p> <ul style="list-style-type: none"> <li>◆ The Administrative Procedures Manual is comprehensive and up to date.</li> <li>◆ Identifies trends and issues related to organizational effectiveness and makes recommendations for the implementation of innovative means to improve effectiveness.</li> </ul>

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<b>Role Expectation: Communications &amp; Community Relations</b>	<b>Superintendent Evaluation Evidence</b>	<b>Quality Indicators</b>
<p>The Superintendent shall:</p> <p>9.1 Ensure open, transparent and positive external and internal communications are developed and maintained;</p> <p>9.2 Keep the board informed through the provision of appropriate monitoring reports; and</p> <p>9.3 Ensure parent(s)/ guardian(s) have a high level of satisfaction of the services provided and the responsiveness of the district.</p>	<p><u>Internal Report</u></p> <ul style="list-style-type: none"> <li>◆ District and Provincial Satisfaction survey data</li> <li>◆ Communications from Superintendent to district staff</li> </ul> <p><u>Direct Board Observation</u></p> <ul style="list-style-type: none"> <li>◆ Meetings with School Council chairs</li> <li>◆ Trustee “buddy” meetings</li> </ul>	<ul style="list-style-type: none"> <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>◆ Promotes positive public engagement in the district</li> <li>◆ Represents the district in a positive, professional manner and encourages staff to do so as well</li> <li>◆ The Superintendent ensures the District’s Three Year Education Plan, Capital Plan and Academic Results are published and accessible to District staff and Board of Trustees, parents, community and Alberta Education.</li> <li>◆ Improves the District’s public image.</li> </ul>