

<p><i>Policy Manual</i></p> <p>PAGE: 1 of 9</p>	<p>CODE: Policy 19 TITLE: Evaluation of Superintendent of Schools</p> <p>APPROVED: May 26, 2009 AMENDED/REVIEWED: June 26, 2025</p>
<p>LEGAL REFERENCE: Education Act, S.A. 2012 E-0.3; Sec. 222(1-7); Superintendent of Schools Regulation AR 98/2019; Superintendent Leadership Quality Standard</p>	

Purpose

The selection of the Superintendent of Schools and the expectation the Board evaluate the Superintendent for the purpose of holding the Superintendent accountable for the operation of the division is identified in Section 222(5) of the Education Act and Board Policy 2 – the Role of the Board. This policy exists to identify the Board of Trustee’s expectations regarding the fair and transparent process to be used in the evidence-based evaluation of the Superintendent of Schools’ performance.

The performance evaluation process will assess the Superintendent’s performance meeting the requirements of Board Policy 18 – Superintendent of Schools Roles and Responsibilities and the competencies described in the Superintendent Leadership Quality Standard.

The summative performance evaluation provides the opportunity for the Superintendent and the Board to engage in collaborative dialogue about the successful operation of the Division and to also inform and support the continuous professional growth of the Superintendent.

Guidelines

The following items will guide the Superintendent’s performance evaluation process:

1. The evaluation process will be led each year by a standing committee of three trustees appointed at the Board’s annual organizational meeting. The Board reserves the right to not complete an evaluation in any given year should the context merit it.
2. The Terms of Reference for the Superintendent Evaluation Committee are identified in Appendix J of Board Policy 8.
3. The evaluation committee will recommend an external educational consultant familiar with the role of Superintendent of Schools in Alberta to the Board for their approval.

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4. The educational consultant shall work with the Board to identify, and then implement, the process to be used for collecting evidence to inform the development of the final performance evaluation.
5. The evaluation process will be evidence-based, and evidence to inform the Superintendent's performance may include:
 - a. Evidence of school and school division operations presented to trustees at Board Meetings during the school year, related to the responsibility areas identified in Board Policy 18.
 - b. Surveys and interviews of all trustees and representatives from senior leadership, system leadership staff, and school administrators. Surveys and interview questions shall align directly with the roles and responsibilities of the Superintendent identified in Board Policy 18.
 - c. Other relevant sources of evidence related to the Superintendent's role and responsibilities identified in Board Policy 18.
6. The process will provide the Superintendent of Schools an opportunity to self-evaluate their performance and provide other contextual and performance-related information relevant to the evaluation period.
7. The process will adhere to the timelines identified in the Terms of Reference for the Superintendent Evaluation Committee.

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APPENDIX A

Student Welfare	Evidence	Quality Indicators
<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>2.1 Ensure that appropriate procedures are in place for the management of critical events and emergencies.</p> <p>3.1 Act as, or designate, an attendance officer for the District.</p> <p>4.1 Act as or designate a student discipline officer for the District.</p>	<ul style="list-style-type: none"> • Emergency response plan templates. • District survey measures • Provincial survey measures • Student attendance rates 	<ul style="list-style-type: none"> • The Superintendent ensures that emergency response plans follow a common template to ensure that plans are in place for a variety of emergency situations. • Student, staff and parents feel safe in GPPSD schools. • 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 • Transportation services are provided with due consideration for efficiency, safety and length of ride
Leadership	Evidence	Quality Indicators
<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</p>	<ul style="list-style-type: none"> • Annual Education Results Report • Superintendent recommendations to the District Three Year Education Plan, Capital Plan and Annual Budget • District and provincial satisfaction survey results 	<ul style="list-style-type: none"> • The Superintendent conducts an analysis of student success and ensures school principals develop action plans to address concerns • The Superintendent monitors and reviews School Three Year

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<p>education policies established by the Minister and the Board.</p> <p>2.3. Practice leadership in a manner that is viewed positively and has the support of those with whom he/ she works most directly in carrying out the directives of the Minister and the Board.</p> <p>2.4. Develop and maintains positive and effective relations with the staff, the community and with provincial and regional government departments and agencies.</p>	<ul style="list-style-type: none"> • Student Academic Achievement results as report by the schools. • Student Academic Achievement Results as reported by the Province on PAT and Dip exams. • High School Completion Rates • Feedback from Alberta Education regarding the Three Year Education Plan and Annual Results Report. 	<p>Education Plans and School Annual Results Reports</p> <ul style="list-style-type: none"> • 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 • Parents and students are satisfied with levels of achievement • There is measurable improved student achievement over time
Personnel Management	Evidence	Quality Indicators
<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. Staff the organization in a manner that ensures that educational and administrative functions are carried out effectively.</p>	<ul style="list-style-type: none"> • District Staff Satisfaction Surveys • Board observations • Superintendent reports re: personnel-related actions (e.g., staff professional development and leadership development, orientation, discipline, evaluation, recognition and supervision) 	<ul style="list-style-type: none"> • Staff are satisfied with their opportunities to provide input and direction on decisions and programs affecting them. • Staff feel supported by the district. • Develops and effectively implements quality recruitment, orientation, staff development, disciplinary, evaluation and supervisor processes • Models commitment to personal and professional growth

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<p>3.4. Ensure a caring, respectful and safe work environment.</p> <p>3.5. Establish effective staff recruitment and retention plans.</p>		<ul style="list-style-type: none"> • Fosters high standards of instruction and professional improvement (Quality Teacher Standards) • Provides for training of administrators and the development of leadership capacity within the District
Fiscal Management	Evidence	Quality Indicators
<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 <i>School Act</i> or any other <i>Act</i>.</p>	<ul style="list-style-type: none"> • Regular Budget Status Reports. • Audit Review Committee Reports • Auditors Reports • Auditors Management letters. 	<ul style="list-style-type: none"> • Generally accepted accounting practices are being followed • Adequate internal financial controls exist and are being followed • The Board is provided with a Budget Status report on a defined regular basis • An Audit Committee is in place and meets on a defined regular basis • 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 budgets are expended as per approvals • The Board is informed annually about incurred liabilities

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Policy Leadership	Evidence	Quality Indicators
<p>5.1. Provide leadership in the development of Board policies and regulations.</p> <p>5.2. Consult with the Board to identify stakeholders and facilitate stakeholder involvement in policy development.</p>	<ul style="list-style-type: none"> • Policy Development and Review Workplan • Board Observation 	<ul style="list-style-type: none"> • The Superintendent appropriately involved individuals and groups in the policy development process • Taking leadership in bringing policies to Board for review • Policy is adhered to - ensures this is happening • Timeliness of policy revision • The Superintendent demonstrates a knowledge of and respect for the role of the Board in policy processes
Superintendent / Board Relations	Evidence	Quality Indicators
<p>6.1. Recognize and respect the Board's role and responsibilities.</p> <p>6.2. Maintain professional working relations with the Board. Keep the Board informed of all school District matters, especially controversial and/or highly sensitive issues, in a timely and appropriate manner.</p> <p>6.3. Provide the Board with information which the Board requires to perform its role.</p>	<ul style="list-style-type: none"> • Board Observation: <ul style="list-style-type: none"> ○ Yearly Workplan ○ Board Agendas ○ Board Meetings ○ Committee Meetings ○ Communication between meetings 	<ul style="list-style-type: none"> • The Superintendent implements Board directions with integrity in a timely fashion. • The Superintendent provides support to the Board re: lobby efforts on behalf of the District. • Board agendas are prepared and distributed to Trustees in sufficient time to allow for appropriate Trustee preparation for the meeting. • The Superintendent keeps the Board informed about District operations.

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		<ul style="list-style-type: none"> • The Superintendent provides the Board with balanced, sufficient, concise information and clear recommendations in agendas. • The Superintendent interacts with the Board in an open, honest, pro-active and professional manner. • Ensures high quality management services are provided to the Board. • The Superintendent provides the Board with correspondence directed to the Board or Trustees.
Planning	Evidence	Quality Indicators
<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.</p> <p>7.2. Report regularly on results achieved with respect to the District's goals and priorities identified in 7.1.</p>	<ul style="list-style-type: none"> • Board and Superintendent Work Plans • Budget Planning Process and Progress Reports • District Strategic Planning Process and development of Three Year Education Plans and Capital Plans • District and Provincial Surveys • Direct Board Observation • Alberta Education Monitoring Report 	<ul style="list-style-type: none"> • The Superintendent meets Alberta Learning's expectations re: Annual Education Results Report (AERR) format and process and content. • The Superintendent meets all timelines with provision for appropriate Board input relative to the three Year Education Plan Capital Plan and AERR. • The 3-year planning process involves appropriate stakeholder input and results in high stakeholder satisfaction. • Facility project budgets and construction schedules are followed or timely variance reports

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		<p>are provided to the Board.</p> <ul style="list-style-type: none"> • Develops short and long-range plans to meet the needs of the District and provide for continuous improvement. • “Key results” identified by the Board are achieved.
Organizational Management	Evidence	Quality Indicators
<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 <i>School Act</i>.</p> <p>8.2. Develop, maintain, and communicate Administrative Procedures that are consistent with Board and provincial policies, regulations, and procedures.</p>	<ul style="list-style-type: none"> • District and Provincial Satisfaction Surveys • Board and Superintendent Workplans • Three Year Education and Capital Plan • Alberta Education Monitoring Reports 	<ul style="list-style-type: none"> • The Administrative Procedures Manual is comprehensive and up to date. • Ensures District compliance with all Alberta Learning 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. • Identifies trends and issues related to organizational effectiveness and makes recommendations for the implementation of innovative means to improve effectiveness.

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Communications and Community Relations	Evidence	Quality Indicators
<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.</p> <p>9.3. Ensure parents have a high level of satisfaction of the services provided and the responsiveness of the District.</p>	<ul style="list-style-type: none"> • District and Provincial Satisfaction Survey Data • Direct Board Observation 	<ul style="list-style-type: none"> • 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. • 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 District. • Represents the District in a positive, professional manner. • Improves the District's public image.