

DIVISION FOUNDATIONAL STATEMENTS

SUPERINTENDENT PERFORMANCE ASSESSMENT GUIDE		
Role Expectation: Student Learning	Superintendent Evaluation Evidence	Quality Indicators
<p>1.1 Provides leadership in all matters relating to education in the Division.</p> <p>1.2 Ensures students in the Division have the opportunity to meet or exceed the standards of education set by the Minister.</p> <p>1.3 Aligns Division resources and builds organizational capacity to support First Nations Métis and Inuit student learning.</p> <p>1.4 Ensures that learning environments contribute to the development of skills and habits necessary for the world of work, post-secondary studies, life-long learning and citizenship.</p> <p>1.5 Provides leadership in fostering conditions which promote the improvement of educational opportunities for all students.</p> <p>1.6 Provides leadership in implementing education policies established by the Minister and the Board.</p>	<ul style="list-style-type: none"> ● Annual Education Plan/Results Report (AERR) <ul style="list-style-type: none"> ○ Satisfaction survey information ○ PAT results ○ Diploma results ○ Completion rates ○ Rutherford and other scholarships ○ Trends and Issues ● Superintendent recommendations to Three-Year Planning process ● Annual Education Results Report ● Feedback from Alberta Education re: AERR 	<ul style="list-style-type: none"> ● Identifies trends and issues related to student learning to inform the Three-Year Planning process. ● Conducts an analysis of student success and ensures school principals analyze individual student success and develop action plans to address concerns. ● Measurable improved student learning as a trend over time is realized. ● Ensures parents and students are satisfied with improvement in student learning. ● Develops initiatives to foster student learning. ● Develops new approaches to the solution of significant and complex learning challenges. ● Meets all timelines with provision for appropriate Board input relative to the AERR. ● Meets Alberta Education's expectations re: AERR format, process and content. ● Ensures the Division's academic results are published and effectively communicated.

SUPERINTENDENT PERFORMANCE ASSESSMENT GUIDE

Role Expectation: Student Wellness	Superintendent Evaluation Evidence	Quality Indicators
<p>2.1 Ensures that each student is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.</p> <p>2.2 Ensures that the social, physical, intellectual, cultural, spiritual and emotional growth needs of students are met in the overall school environment.</p> <p>2.3 Develops pathways beyond the residential school legacy for First Nations Métis and Inuit students.</p> <p>2.4 Ensures the safety and well-being of students while participating in school programs or while being transported on transportation provided by the Division.</p> <p>2.5 Ensures the facilities adequately accommodate Division students.</p> <p>2.6 Acts as, or designates, the attendance officer for the Division.</p>	<ul style="list-style-type: none"> ● Accountability Pillar ● Survey results ● Character Education ● Response to Intervention (RTI) ● Superintendent's Report <ul style="list-style-type: none"> ○ Suspension/expulsion statistics ○ Incidents/accidents ○ Mental health ● Three-Year Education Plan ● Crisis Response Manual ● Three-Year Capital Plan ● IMR Summary ● OHS Advisory Committee minutes ● Designation of attendance officer ● Attendance correspondence ● Individual Regional Collaborative Service Delivery (RCSD) agencies 	<ul style="list-style-type: none"> ● Develops standards and monitors progress relative to providing an engaging, welcoming, caring, respectful and safe learning environment. ● Develops programming thrusts to activate "whole child" learning. ● Develops an action plan that advances understanding of reconciliation and healing surrounding the residential school legacy ● Provides analysis of 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 ● Improves student attendance

SUPERINTENDENT PERFORMANCE ASSESSMENT GUIDE

Role Expectation: Fiscal Responsibility	Superintendent Evaluation Evidence	Quality Indicators
<p>3.1 Ensures the fiscal management of the Division by the Secretary-Treasurer is in accordance with the terms or conditions of any funding received by the Board under the School Act or any other Act.</p> <p>3.2 Ensures the Division operates in a fiscally responsible manner, including adherence to recognized accounting procedures</p> <p>3.3 Directs the preparation and the presentation of the budget.</p> <p>3.4 Ensures the Board has current and relevant financial information.</p> <p>3.5 Directs the preparation of the Three-Year Capital Plan for submission to the Board.</p>	<ul style="list-style-type: none"> • Auditor's Report • Auditor's Management Letter • Response to external reports • Budget process and timelines • Annual Budget • Quarterly financial reports • Three-Year Capital Plan • Superintendent's Report • Superintendent confidential communications to the Board showing notification of litigation 	<ul style="list-style-type: none"> • Public sector accounting standards 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. • Revenue/expenditure envelope designations are clearly demonstrated in budget documents. • Budget process is transparent. • The budget is developed according to a timeline which ensures the Board's ability to provide direction, revise priorities, and is approved within Alberta Education timelines. • All funds are expended as per approved budgets. • Variance analysis and year-end projections are provided quarterly. • The Board is informed annually about incurred liabilities. • The board is informed immediately regarding pending litigation. • The Capital Plan facilitates integrated planning and implementation, and is approved within Alberta Education timelines.

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Role Expectation: Personnel Management	Superintendent Evaluation Evidence	Quality Indicators
<p>4.1 Has overall authority and responsibility for all personnel-related matters, except the mandates for collective bargaining and those personnel matters precluded by legislation, collective agreements or Board policy</p> <p>4.2 Monitors the performance of all staff and ensures appropriate evaluation processes are in place</p> <p>4.3 Supports staff in accessing the professional learning and capacity building needed to meet the learning needs of First Nations, Métis and Inuit and all other students</p> <p>4.4 Ensures the coordination and integration of human resources within the Division</p> <p>4.5 Ensures that each staff member is provided with a welcoming, caring, respectful and safe working environment that respects diversity and fosters a sense of belonging</p>	<ul style="list-style-type: none"> ● Board Policy Handbook ● Administrative Procedures Manual ● Superintendent's Report ● Personnel statistics ● Staff Development Plan ● Superintendent's Evaluation ● Organizational charts ● Job descriptions ● Grievances/complaints ● OHS Advisory Committee minutes 	<ul style="list-style-type: none"> ● Provides useful, timely information and advice which facilitates the negotiating teams and the Board's work ● Develops and effectively implements quality recruitment, orientation, staff development, disciplinary, supervisory and evaluation processes ● Fosters high standards of instruction and professional improvement (Teaching Quality Standard) ● Provides for comprehensive staff development opportunities to facilitate the meeting of student needs ● Provides for training of administrators and the development of leadership capacity within the Division ● Models commitment to personal and professional growth ● Ensures effective workforce planning ● Follows Board policies re: personnel ● Models high ethical standards of conduct ● Develops standards and monitors progress relative to providing a welcoming, caring, respectful and safe working environment

SUPERINTENDENT PERFORMANCE ASSESSMENT GUIDE

Role Expectation: Policy/Administrative Procedures	Superintendent Evaluation Evidence	Quality Indicators
<p>5.1 Provides leadership in the planning, development, implementation and evaluation of Board policies.</p> <p>5.2 Develops and keeps current an Administrative Procedures Manual that is consistent with Board policy and provincial regulations, policies and procedures</p>	<ul style="list-style-type: none"> ● Board Policy Handbook ● Administrative Procedures Manual ● Summary of past year's activity 	<ul style="list-style-type: none"> ● Appropriately involves individuals and groups in the policy development process ● Takes leadership in bringing policies to Board for review ● Demonstrates a knowledge of and respect for the role of the Board in policy processes ● Ensures adherence to Board policies ● Ensures timeliness of policy revision ● Ensures adherence to Administrative Procedures ● Ensures timeliness of Administrative Procedures development and revision, and Board notification of the same

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Role Expectation: Superintendent/Board Relations (“The First Team”)	Superintendent Evaluation Evidence	Quality Indicators
<p>6.1 Engages in and maintains positive, professional working relations with the Board</p> <p>6.2 Respects and honours the Board’s role and responsibilities and facilitates the implementation of that role as defined in Board policy</p> <p>6.3 Attends all Board meetings and makes recommendations on matters requiring Board action by providing accurate information and reports as are needed to ensure the making of informed decisions</p> <p>6.4 Provides the information and counsel which the Board requires to perform its role</p> <p>6.5 Keeps the Board informed on sensitive issues in a timely manner</p> <p>6.6 Attends, and/or designates, administrative attendance at all committee meetings</p> <p>6.7 Demonstrates respect, integrity and support, which is conveyed to the staff and community</p>	<ul style="list-style-type: none"> ● Board directives report ● Board agenda packages ● Board meetings ● Listing of issues and background information ● Superintendent e-mails and phone calls ● Board Planning seminars ● Superintendent’s calendar ● Committee meetings ● Board functions ● Public events 	<ul style="list-style-type: none"> ● Interacts with the Board in an open, honest, pro-active and professional manner ● Ensures high quality management services are provided to the Board ● Implements Board directions with integrity in a timely fashion ● Provides support to the Board re: advocacy efforts on behalf of the Division ● Ensures Board agendas are prepared and made available to trustees in sufficient time to allow for appropriate trustee preparation for the meeting ● Provides the Board with balanced, sufficient, concise information and clear recommendations in agendas ● Keeps the Board informed about Division operations and on emergent issues ● Provides the Board with correspondence directed to the Board or trustees

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Role Expectation: Strategic Planning and Reporting	Superintendent Evaluation Evidence	Quality Indicators
<p>7.1 Leads a generative Strategic Planning engagement process</p> <p>7.2 Assists the Board in determining the present and future educational needs of the Division through the development of short- and long-range plans</p> <p>7.3 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)</p> <p>7.4 Implements plans as approved</p> <p>7.5 Reports regularly on results achieved</p> <p>7.6 Develops the Annual Education Results Report for Board approval</p>	<ul style="list-style-type: none"> ● Planning process and timelines ● Three Year Education Plan ● Three Year Capital Plan ● Facilities Master Plan (FMP) ● Technology Plan ● Board Work Plan ● Accountability Pillar ● Satisfaction surveys ● Alberta Education Monitoring Reports ● Annual Education Results Report 	<ul style="list-style-type: none"> ● Ensures the Three Year planning process involves appropriate stakeholder input and results in high stakeholder satisfaction ● Ensures the Three Year Education Plan is developed according to a timeline which ensures the Board's ability to provide direction, revise priorities and is approved within Alberta Education timelines ● Develops short and long-range plans to meet the needs of the Division and provides for continuous improvement ● Ensures facility project budgets and construction schedules are followed or timely variance reports are provided to the Board ● Ensures transportation services are provided with due consideration for efficiency, safety and length of ride ● Ensures "key results" identified by the Board are achieved ● Develops a comprehensive, succinct Annual Education Results Report to be approved within Alberta Education timelines

SUPERINTENDENT PERFORMANCE ASSESSMENT GUIDE

Role Expectation: Organizational Management	Superintendent Evaluation Evidence	Quality Indicators
<p>8.1 Demonstrates effective organizational skills resulting in Division compliance with all legal, Ministerial and Board mandates and timelines</p> <p>8.2 Reports to the Minister with respect to matters identified in and required by the School Act and provincial legislation</p> <p>8.3 Reviews, modifies and maintains an organizational chart which accurately delineates lines of authority and responsibility</p> <p>8.4 Builds an organizational structure and promotes a Division culture which facilitates positive results, effectively handles emergencies and deals with crisis situations in a team-oriented, collaborative and cohesive fashion</p> <p>8.5 Facilitates collaboration with First Nations, Métis and Inuit leaders, organizations and communities to establish strategic policy directions in support of optimal learning success and development of First Nations, Métis and Inuit and all other students.</p>	<ul style="list-style-type: none"> ● Board agenda packages ● Superintendent's Reports ● Alberta Education Monitoring Reports ● Organizational chart ● Administrative Procedures Manual ● Emergency Preparedness ● Crisis Response Manual 	<ul style="list-style-type: none"> ● Ensures Division compliance with all Alberta Education and Board mandates (timelines and quality) ● Ensures contracted services (eg, fiscal, labour and legal) meet quality expectations of the Board ● Ensures organizational structure is clear and facilitates results to be achieved ● Effectively manages time and resources ● Ensures use of technology is effective and efficient ● Ensures that appropriate procedures are in place for the management of critical events and emergencies ● Ensures that First Nations, Métis and Inuit leaders, organizations and communities are satisfied with their involvement

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Role Expectation: Communications and Community Relations	Superintendent Evaluation Evidence	Quality Indicators
<p>9.1 Takes appropriate actions to ensure open, transparent, positive internal and external communications are developed and maintained</p> <p>9.2 Ensures parents have a high level of satisfaction with the services provided and the responsiveness of the Division</p> <p>9.3 Maintains effective relationships within the system and the community served by the system.</p> <p>9.4 Builds and sustains relationships with First Nations, Métis and Inuit parents, Elders, local leaders and community members</p> <p>9.5 Pursues opportunities and engages in practices to facilitate reconciliation within the school community</p> <p>9.6 Acts as the Head of the organization for the purposes of the Freedom of Information and Protection of Privacy (FOIP) Act</p> <p>9.7 In consultation with the Board Chair, serves as a spokesperson for the Division for the media and public in order to keep the Division's messages consistent and accurate</p>	<ul style="list-style-type: none"> • Superintendent's memos • Website interactions • Satisfaction survey data • Focus groups/public events • Administrative Procedures Manual • FOIP requests • Media releases • Key messages 	<ul style="list-style-type: none"> • Ensures information is disseminated to inform appropriate publics • Facilitates effective home-school relations • Promotes positive public engagement in the Division • Facilitates effective First Nations, Métis and Inuit relations • Manages conflict effectively • Implements the Board approved Communications Plan • Facilitates reconciliation within school communities • Represents the Division in a positive, professional manner • Complies with FOIP legislation • Works cooperatively with the Board Chair and the media to represent the Board's views/positions • Improves the Division's public image

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Role Expectation: Leadership Practices	Superintendent Evaluation Evidence	Quality Indicators
<p>10.1 Practices leadership in 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</p> <p>10.2 Develops and maintains positive and effective relations with provincial and regional government departments and agencies</p> <p>10.3 Ensures that meaningful collaboration arises from relationships built on trust, honesty and respect</p> <p>10.4 Understands historical, social, economic and political implications of:</p> <p>10.4.1 Treaties and agreements with First Nations</p> <p>10.4.2 Agreements with Métis</p> <p>10.4.3 Residential schools and their legacy</p>	<ul style="list-style-type: none"> • Report of interviews with principals • Report of interviews with Superintendent's "direct reports" • Report of interviews with any external agencies as requested • Regional Collaborative Service Delivery • Partnerships 	<ul style="list-style-type: none"> • 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 • Has a well-established value system based on integrity • Empowers others • Effectively solves problems • Builds the leadership capacity of school-based and central office administrators • Demonstrates an understanding of treaties and agreements with First Nations, agreements with Métis, residential schools and their legacy

Legal Reference: Section 14, 16.1, 45, 45.1, 60, 61, 113, 114, 115 School Act
 Freedom of Information and Protection of Privacy Act
 Truth and Reconciliation Commission Calls to Action

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