

June 1, 2017

Call to Order

The regular meeting of the Board of Trustees of the Wolf Creek School Division No. 72 was called to order by the chair at 9:00 a.m. in the Learning Centre of the Ponoka office.

Present

Chair: L. Jess; Trustees: T. Bratland, P. Hansen, B. Huff, D. Peterson; Superintendent of Schools: J. Lovell; Assistant Superintendent: C. Thorsteinson; Acting Secretary Treasurer: R. Hall; Recording Secretary: J. Haines

Regrets: B. Walker

Agenda Item 1.1 - Treaty Six Land Agreement Acknowledgement

Chair Jess recited the Treaty Six Land Agreement Acknowledgement.

Agenda Item 1.2 - Adopt Agenda

162.17  
Adopt Agenda

Moved by D. Peterson that the agenda for the June 1, 2017 regular meeting of the Board of Trustees be as follows:

1. Call to Order
  - 1.1 Treaty Six Land Agreement Acknowledgement
  - 1.2 Adopt Agenda
2. In Camera
3. Appointments
  - 3.1 10:15 a.m. Kindergarten Task Force Recommendations
4. Superintendent's Report
5. Action Items
  - 5.1 Additions to the Agenda
  - 5.2 Minutes May 18, 2017
  - 5.3 Board Policy 12 - Role of the Superintendent
  - 5.4 Create Google Doc for Board Orientation after Election
  - 5.5 Urban Transportation Fees
  - 5.6 Connected Leaders Appreciation Evening
  - 5.7 Policy 2 and Policy 19 - School Year Calendar Guiding Principles/Admin Procedure 130 - Differentiated School Year Calendar Approval Process
  - 5.8 City of Lacombe Joint Use Agreement 2017
  - 5.9 AERR / 3 Year Plan Priorities
  - 5.10 Action Arising from Appointments
  - 5.11 Board Policy Review Process
  - 5.12 Broncs World Tour 2018
  - 5.13 Base Calendar 2017-2018
  - 5.14 Locally Developed Courses - Newly Acquired
  - 5.15 Locally Developed Courses - Renew (Name Change)
6. Trustee Reports
7. Action Items
  - 7.1 ASBA Zone 4
  - 7.2 PSBAA
  - 7.3 Board Highlights

Carried Unanimously.



Agenda Item 2.0 - In Camera

163.17  
Meeting of the  
Whole

Moved by T. Bratland that the Board hold a meeting of the whole with all persons excluded except Mr. Lovell, Mrs. Thorsteinson, Mr. Hall and Mrs. Haines.

Carried Unanimously.

Open Meeting

Mrs. Thorsteinson withdrew from the meeting.

164.17  
Open Meeting

Moved by T. Bratland that the Board revert back to an open meeting.

Carried Unanimously.

Appointments

Agenda Item 3.1 - 10:15 a.m. Kindergarten Task Force Recommendations

Mr. Mark McWhinnie, Assistant Superintendent, and Mrs. Kacey Oehlerking, Early Years Coordinator, entered the meeting.

Mrs. Oehlerking made presentation to the Board on the key strategic recommendations from the Kindergarten Task Force.

Mr. McWhinnie and Mrs. Oehlerking withdrew from the meeting.

Superintendent's Report

Mr. Lovell spoke to the Superintendent's Report as presented in the agenda package.

Action Items

Agenda Item 5.1 - Additions to the Agenda

165.17  
Agenda Item 5.16  
Added to Agenda

Moved by B. Huff that the Board add *Agenda Item 5.16 - Assistant Superintendent AP 440 Request* and furthermore that the agenda be accepted as amended.

Carried Unanimously.

Agenda Item 5.2 - Minute May 18, 2017

166.17  
May 18, 2017  
Minutes Approved

Moved by D. Peterson that the minutes of May 18, 2017 be accepted as presented.

Carried Unanimously.

Agenda Item 5.3 - Board Policy 12 - Role of the Superintendent

167.17  
Policy 12 Amended as  
Proposed

Moved by B. Huff that the Board approve the attached Policy 12 with amendments as proposed.

Carried Unanimously.

Agenda Item 5.4 - Create Google Doc for Board Orientation after Election

No action taken on this item.



Agenda Item 5.5 - Urban Transportation Fees

168.17  
Urban Transportation  
Fees Remain as  
Current

Moved by D. Peterson that the Board maintain the current Urban Transportation Fees for the 2017-2018 school year.

Carried Unanimously.

Agenda Item 5.6 - Connected Leaders Appreciation Evening

No action taken on this item.

Agenda Item 5.7 - Policy 2 and Policy 19 - School Year Calendar Guiding Principles / AP 130 - Differentiated School Year Calendar Approval Process

169.17  
Amend Policy 2 as  
Proposed

Moved by P. Hansen that the Board approve the amended changes to Policy 2 to align with Administrative Procedure 130 with the removal of 9.1 "... and differentiated school calendars submitted by individual schools".

Carried Unanimously.

Agenda Item 5.8 - City of Lacombe Joint Use Agreement 2017

170.17  
Approve Rate  
Increase for Lacombe  
Joint Use Agreement

Moved by P. Hansen that the Board approve the rate increase request from the City of Lacombe and also increase the rates for the use of schools by adult groups to \$25.00 per hour and \$12.50 for each hour or portion thereof after the first hour, and further that the rates for custodial services be increased to \$40.00 per hour.

Carried Unanimously.

Agenda Item 5.9 - AERR / 3 Year Plan Priorities

No action taken on this item.

Agenda Item 5.10 - Action Arising from Appointments

No action taken on this item.

Agenda Item 5.11 - Board Policy Review Process

This item was dealt with at the February 16, 2017 regular board meeting; Motion 57.17.

Agenda Item 5.12 - Broncs World Tour 2018

171.17  
PSC Broncs World  
Tour 2018 Approved

Moved by L. Jess that the Board approve the Ponoka Secondary Campus Broncs World Tour 2018.

Carried Unanimously.

Agenda Item 5.13 - Base Calendar 2017-2018

172.17  
2017-2018 Base  
Calendar Amended to  
Reflect MOU

Moved by P. Hansen that the Board reduce the total days for 2017-2018 by one, reflecting the memorandum of agreement, by removing August 30 as a staff work day.

Carried Unanimously.

Agenda Item 5.14 - Locally Developed Courses Newly Acquired

173.17  
Approve Locally  
Developed Courses

Moved by T. Bratland that the Board approve the authorization to begin using the following Locally Developed Courses in Wolf Creek Public Schools for the periods below:

Newly Acquired courses for the time period 2017-2018:

1. Astronomy 15-3; resources from Calgary School District No. 19 for the time period May 9, 2017 - August 31, 2018
2. Fire Department Course 25-3; resources from Buffalo Trail Public Schools Regional Division No. 28 for the time period May 12, 2017 - August 31, 2019

3. Advanced Acting/Touring Theatre 15-3; resources from Calgary School District No. 19 for the time period May 25, 20-17 - August 31, 2021
4. Advanced Acting/Touring 25-3; resources from Calgary School District No. 19 for the time period May 15 - August 31, 2019
5. Advanced Acting/Touring 35-3; resources from Calgary School District No. 19 for the time period May 15 - August 31, 2019

Carried Unanimously.

Agenda Item 5.15 - Locally Developed Courses - Renew (Name Change)

174.17  
Approve Re-Named  
Locally Developed  
Courses

Moved by D. Peterson that the Board approve the authorization to re-acquire and begin using the following Locally Developed Courses in Wolf Creek Public Schools for the period September 1, 2018 to August 31, 2021:

1. Film and Media Art 15-3; resources from Calgary School District No. 19,
2. Film and Media Art 25-3; resources from Calgary School District No. 19,
3. Film and Media Art 35-3; resources from Calgary School District No. 19,
4. Film and Media Art 15-5; resources from Calgary School District No. 19,
5. Film and Media Art 25-5; resources from Calgary School District No. 19
6. Film and Media Art 35-5; resources from Calgary School District No. 19

Carried Unanimously.

175.17  
Agenda Item 5.17  
Added to the Agenda

Moved by P. Hansen that the Board add *Agenda Item 5.17 Wolf Creek Public Schools Scholarships* to the agenda.

Carried Unanimously.

Agenda Item 5.16 - Assistant Superintendents AP 440 Request

176.17  
Assistant  
Superintendents'  
Salary Compensation  
1.8% Over Three  
Years

Moved by T. Bratland that the Board increase the Assistant Superintendents' compensation with 1.8% annually over the next three years effective September 1, 2017.

Carried Unanimously.

Agenda Item 5.17 - Wolf Creek Public Schools Scholarships

Superintendent Lovell will re-send his original memo of December 2016 to outreach and high school principals outlining expectation and a consistent approach to ensure awarding is in the spirit of the Board's intention, as per Administrative Procedure 365.

Agenda Item 6.1 – 7.3 were presented for information.

In Camera

177.17  
Meeting of the  
Whole

Moved by P. Hansen that the Board hold a meeting of the whole with all persons excluded except Mr. Lovell.

Carried Unanimously.

Open Meeting

178.17  
Open Meeting

Moved by B. Huff that the Board revert back to an open meeting.

Carried Unanimously.

Meeting Adjourn

179.17  
Meeting Adjourn

Moved by T. Bratland that the meeting adjourn. Time 2.21 p.m.

Carried Unanimously.

*Jodie Jess*

Chair

*Roger Hall*

Acting Secretary-Treasurer

## 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 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:

- 1.1. Provide leadership in all matters relating to education in the Division.
- 1.2. Ensure students in the Division have the opportunity to meet the standards of education set by the Minister.
- 1.3. Implement education policies established by the Minister.
- 1.4. Ensure opportunities for success exist for all students.

2. Fiscal Responsibility

The Superintendent shall:

- 2.1. Ensure 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 applicable Act or regulation.
- 2.2. Ensure the Division operates in a fiscally responsible manner, including adherence to generally accepted accounting procedures.

3. Personnel Management

The Superintendent shall:

- 3.1. 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. Policy

The Superintendent shall:

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



4.2. Develop and keep current an Administrative Procedures Manual and develop and maintain consultative processes for the establishment and review of such procedures.

5. Superintendent / Board Relations

The Superintendent shall:

5.1. Establish and maintain positive professional working relations with the Board.

6. Three-Year Education Planning and Reporting

The Superintendent shall:

6.1. Lead the Three-Year Education Planning process including the development of division goals, budget, facilities and transportation plans and implement plans as approved.

6.2. Involve the Board appropriately (Board approval of process and timelines, opportunity for Board input early in the process, identification of strategic priorities and key outcomes, final Board approval of Three-Year Education Plan and approval of AERR).

7. Organizational Management

The Superintendent shall:

7.1. Demonstrate effective organizational skills resulting in division compliance with all legal, Ministerial and Board mandates and timelines.

7.2. Report to the Minister with respect to matters identified in and required by the School Act.

8. Communications And Community Relations

The Superintendent shall:

8.1. Take appropriate actions to ensure positive external and internal communications are developed and maintained.

9. Leadership Practices

The Superintendent shall:

9.1. 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.

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

Adopted: August 2004

Reviewed: December 2009, November 2013, September 2016, May 2017

## SUPERINTENDENT/CEO EVALUATION PROCESS, CRITERIA & TIMELINES

### Background

The Board's contract with the Superintendent commenced ~~September 4, 2003.~~ **August 1, 2016.** This contract requires that at least yearly evaluations are conducted. The Superintendent and Board have mutually agreed on this evaluation format and instrumentation.

*"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, **as may be amended from time to time by the Board.** 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 instrumentation within one hundred and eighty (180) days of the **commencement of the term of this contract signing of this Contract** and shall thereafter evaluate the Superintendent pursuant to the evaluation format and instrumentation, **as amended from time to time by the Board.**"*

The 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 Form 4 of the *Superintendent of Schools Regulation*. This form 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. 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.
4. Highlights the key role of the Superintendent as the Chief Education Officer for the Division to enhance student achievement and success for all children.
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 Performance Assessment Guide (Appendix B) identifies the source of the evidence in advance, while the quality indicators describe expectations in regard to that evidence.





6. Meets contractual requirements in that the Superintendent and Board came to a mutual agreement relative to the evaluation process to be followed.
7. Is aligned with and based upon the Superintendent's roles and responsibilities. The two documents were developed at the same time and were approved by both the Superintendent and the Board. The Roles and Responsibilities document 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 Learning monitoring reports, and student achievement data are augmented with subjective data provided in district 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, provided annually, supported by specific examples, and will focus on areas over which the Superintendent has authority.

### **Process & Timelines for Evaluations**

Form 4 requires that the Superintendent's performance be evaluated on a regular basis. "Regular" is not defined. The current contract requires at least yearly evaluations.

### **Timelines**

That, with respect to the current Superintendent/Board contract the following evaluations be conducted:

At least once each school year during the term of contract, with the first evaluation occurring no later than October 15, 2017, and no later than October 15 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 specified within this contract and as assigned to the Superintendent by the Board. The Board reserves the right, in its unfettered discretion, to conduct further additional reviews and evaluations of the performance of the Superintendent from time to time. The evaluation will be consistent with any current Board policy pertaining to superintendent evaluation.

Commencing the 2013-2014 evaluation period, the timeframe will be September 1 – October 31 and the report shall be delivered to the Superintendent by November 30. In subsequent years the timeframe shall be November 1 – October 31. The facilitated evaluation shall occur in the month of November.

The School Act (94.2) requires a minimum contract renewal notification period of no less than six months. The current CEO contract of employment leaves renewal to the discretion of the Board. The next Board decision, according to the School Act, must be made no later than March 1, 2018 (six months prior to the end – minimum). The Board may at its sole discretion choose to provide notification at an earlier date.

### **Criteria for Evaluations**

The criteria for the first evaluation will be those criteria set out in 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 from Alberta Infrastructure.

The Performance Assessment Guide (Appendix B) 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.



**PERFORMANCE ASSESSMENT GUIDE**

<b>PERFORMANCE ASSESSMENT GUIDE</b>		
<b><u>Role Expectation: Educational Leadership</u></b>	<b><u>Superintendent Evaluation Evidence</u></b>	<b><u>Quality Indicators</u></b>
<ul style="list-style-type: none"> <li>● Ensures students in the Division have the opportunity to meet the standards of education set by the Minister</li> <li>● Implements education policies established by the Minister</li> <li>● Ensures opportunities for success exist for all students</li> </ul>	<p><u>Internal Report</u></p> <ul style="list-style-type: none"> <li>● Superintendent recommendations to the Three-Year Planning process</li> <li>● Feedback from Alberta Education re: AERR and AEP</li> <li>● Analysis of PAT and DE results</li> </ul> <p><u>External Report</u></p> <ul style="list-style-type: none"> <li>● Annual Education Results Report (AERR), including                             <ul style="list-style-type: none"> <li>○ satisfaction survey information</li> <li>○ Provincial Achievement Test results (PATs)</li> <li>○ Diploma results</li> <li>○ completion rates</li> <li>○ trends and issues</li> </ul> </li> </ul> <p><u>Direct Board Observation</u></p>	<ul style="list-style-type: none"> <li>● Conducts an analysis of student success and develops action plans to address concerns</li> <li>● 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>● Ensures parents and students are satisfied with levels of achievement</li> <li>● Fosters measurable improvement in student achievement over time</li> <li>● Meets Alberta Education's expectations re: AERR format, process and content</li> <li>● Meets all timelines with provision for appropriate Board input relative to the AERR</li> <li>● Ensures the Division's academic results are published on the Division's website or otherwise</li> </ul>

**PERFORMANCE ASSESSMENT GUIDE**

<p align="center"><b><u>Role Expectation:</u></b> <b><u>Fiscal Responsibility</u></b></p>	<p align="center"><b><u>Superintendent Evaluation</u></b> <b><u>Evidence</u></b></p>	<p align="center"><b><u>Quality Indicators</u></b></p>
<ul style="list-style-type: none"> <li>Ensures the fiscal management of the Division by the Treasurer is in accordance with the terms or conditions of any funding received by the Board under <u>The School Act</u> or any other applicable Act and with accepted accounting practices</li> </ul>	<p><u>External Report</u></p> <ul style="list-style-type: none"> <li>Audit Report</li> <li>Auditor's Management Letter</li> <li>Superintendent confidential communications to the Board showing notification of litigation</li> <li>Letters from legal counsel</li> </ul>	<ul style="list-style-type: none"> <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>School based funds are expended as per Board direction and approved budgets</li> <li>The Board is informed annually about incurred liabilities</li> <li>The Board is informed immediately regarding pending litigation</li> <li>Ensures all deficiencies identified in the previous audit report and management letter have been remediated to the satisfaction of the auditor and the Board</li> <li>Monitors and reviews expenditures to ensure continuous improvement in terms of value for money</li> </ul>

JJ

**PERFORMANCE ASSESSMENT GUIDE**

<u><b>Role Expectation: Personnel Management</b></u>	<u><b>Superintendent Evaluation Evidence</b></u>	<u><b>Quality Indicators</b></u>
<ul style="list-style-type: none"><li>• Ensures the fiscal management of the Division by the Treasurer is in accordance with the terms or conditions of any funding received by the Board under <u>The School Act</u> or any other applicable Act and with accepted accounting practices</li></ul>	<p><u>Internal Report</u></p> <ul style="list-style-type: none"><li>• Superintendent's reports re: personnel-related actions (e.g., professional development and leadership development, orientation, discipline, evaluation, recognition and supervision)</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, disciplinary, evaluation and supervisor processes</li><li>• Models commitment to personal and professional growth</li><li>• Fosters 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 Division</li><li>• Follows administrative procedures relative to personnel</li><li>• Models high ethical standards of conduct</li></ul>

*JJ*

**PERFORMANCE ASSESSMENT GUIDE**

<p align="center"><b><u>Role Expectation:</u></b> <b><u>Policy/Administrative Procedures</u></b></p>	<p align="center"><b><u>Superintendent Evaluation</u></b> <b><u>Evidence</u></b></p>	<p align="center"><b><u>Quality Indicators</u></b></p>
<ul style="list-style-type: none"> <li>• Provides leadership in the planning, development, implementation and evaluation of Board policies and administrative procedures</li> </ul>	<p><u>Internal Report</u></p> <ul style="list-style-type: none"> <li>• Review of the administrative procedures manual and revisions this past year</li> <li>• Superintendent Evaluation Report, which provides evidence the quality indicators have been met</li> </ul> <p><u>Direct Board Observation</u></p>	<ul style="list-style-type: none"> <li>• Appropriately involves individuals and groups in the administrative procedures development process</li> <li>• Takes leadership in bringing policies to Board for review</li> <li>• Notifies the Board regarding changes to the administrative procedures</li> <li>• Ensures adherence to administrative procedures</li> <li>• Ensures timeliness of revisions to administrative procedures</li> <li>• Demonstrates a knowledge of and respect for the role of the Board in policy processes</li> </ul>

*JJ*

**PERFORMANCE ASSESSMENT GUIDE**

<p align="center"><u>Role Expectation:</u> <u>Superintendent/Board Relations</u></p>	<p align="center"><u>Superintendent Evaluation</u> <u>Evidence</u></p>	<p align="center"><u>Quality Indicators</u></p>
<ul style="list-style-type: none"> <li>Establishes and maintains positive professional working relations with the Board</li> </ul>	<p><u>Internal Report</u></p> <ul style="list-style-type: none"> <li>Monitoring reports</li> <li>Board agendas</li> <li>Board meetings</li> <li>Committee meetings</li> <li>The listing of issues and background information</li> <li>Superintendent e-mails and phone calls</li> </ul> <p><u>Direct Board Observation</u></p>	<ul style="list-style-type: none"> <li>Implements Board directions with integrity in a timely fashion</li> <li>Provides support to the Board re: lobby efforts on behalf of the Division</li> <li>Board agendas are prepared and distributed to trustees in sufficient time to allow for appropriate trustee preparation for the meeting</li> <li>Keeps the Board informed about Division operations</li> <li>Utilizes Board Action Item template and provides the Board with balanced, sufficient, concise information and clear recommendations in agendas</li> <li>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>Provides the Board with correspondence directed to the Board or trustees</li> <li>Makes timely recommendations re: potential value added Board involvement which is discrete yet complementary to the role of the Superintendent</li> </ul>

**PERFORMANCE ASSESSMENT GUIDE**

<p align="center"><b><u>Role Expectation:</u></b> <b><u>Three-Year Education Planning</u></b></p>	<p align="center"><b><u>Superintendent Evaluation</u></b> <b><u>Evidence</u></b></p>	<p align="center"><b><u>Quality Indicators</u></b></p>
<ul style="list-style-type: none"> <li>● Leads the Three-Year Education Planning process including the development of Division goals, budget, facilities and transportation plans and implements plans as approved</li> <li>● Involves the Board appropriately (Board approval of process and timelines, opportunity for Board input early in the process, final Board approval)</li> </ul>	<p><u>Internal Report</u></p> <ul style="list-style-type: none"> <li>● Review of the budget process and timelines and approved expenditures</li> <li>● Facilities Master Plan (FMP)</li> <li>● The Process and Timelines document approved by the Board</li> <li>● Satisfaction Survey information</li> <li>● The 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 provides opportunities for appropriate community input and results in high community satisfaction</li> <li>● Facility project budgets and construction schedules are followed or timely variance reports are provided to the Board</li> <li>● Transportation services are provided with due consideration for efficiency, safety and length of ride</li> <li>● Develops short- and long-range plans to meet the needs of the Division and provide for continuous improvement</li> <li>● Implements the Three-Year Plan in a manner which achieves the key results identified by the Board</li> <li>● 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</li> </ul>



**PERFORMANCE ASSESSMENT GUIDE**

<b><u>Role Expectation:</u> <u>Organizational Management</u></b>	<b><u>Superintendent Evaluation</u> <u>Evidence</u></b>	<b><u>Quality Indicators</u></b>
<ul style="list-style-type: none"><li>• Demonstrates effective organizational skills resulting in Division compliance with all legal, Ministerial and Board mandates and timelines</li><li>• Reports to the Minister with respect to matters identified in, and required by <i>The School Act</i></li></ul>	<p><u>Internal Report</u></p> <ul style="list-style-type: none"><li>• Superintendent reports to the Board</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 Division compliance with all Alberta Education and Board mandates (timelines and quality)</li><li>• Effectively manages time and resources</li><li>• Ensures contracted services (e.g. labour and legal) meet quality expectations of the Board</li><li>• Ensures the use of technology is effective and efficient</li></ul>



**PERFORMANCE ASSESSMENT GUIDE**

<b><u>Role Expectation:</u></b> <b><u>Communications and Community Relations</u></b>	<b><u>Superintendent Evaluation Evidence</u></b>	<b><u>Quality Indicators</u></b>
<ul style="list-style-type: none"><li>• Takes appropriate actions to ensure positive external and internal communications are developed and maintained</li></ul>	<p><u>Internal Report</u></p> <ul style="list-style-type: none"><li>• Satisfaction survey data</li></ul> <p><u>Direct Board Observation</u></p>	<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 and others to represent the Board's views/positions</li><li>• Promotes positive public engagement in the Division</li><li>• Represents the Division in a positive, professional manner</li><li>• Improves the Division's public image</li></ul>

JS

**PERFORMANCE ASSESSMENT GUIDE**

<u>Role Expectation: Leadership Practices</u>	<u>Superintendent Evaluation Evidence</u>	<u>Quality Indicators</u>
<ul style="list-style-type: none"> <li>The Superintendent is viewed positively and has the support of the majority of those with whom he works most directly in carrying out the directives of the Board and the Minister</li> </ul>	<ul style="list-style-type: none"> <li>Report of interviews with a representative sample of one-third of the principals</li> <li>Report of interviews with those who report directly to the Superintendent</li> </ul>	<ul style="list-style-type: none"> <li>Provides clear direction</li> <li>Provides effective educational leadership</li> <li>Establishes and maintains positive, professional working relationships with staff</li> <li>Unites people toward common goals</li> <li>Demonstrates a high commitment to the needs of students</li> <li>Empowers others</li> <li>Effectively solves problems</li> </ul>

**Leadership Practices conducted as follows:**

1 <sup>st</sup> year of contract	Conducted with: <ul style="list-style-type: none"> <li>Half of the school principals</li> <li>Division office staff who report directly to the Superintendent</li> </ul>
2 <sup>nd</sup> year of contract	Conducted with: <ul style="list-style-type: none"> <li>Remaining half of the school principals</li> <li>Division office staff who report directly to the Superintendent</li> </ul>
3 <sup>rd</sup> year of contract	Not conducted in this year

## LEADERSHIP PRACTICES INTERVIEW GUIDE

1. What evidence can you cite to support or refute the following:
  - a. The Superintendent provides clear 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 empowers others.
  - g. The Superintendent effectively solves problems.
  - h. The Superintendent exercises leadership consistent with the Board's stated vision and values.
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?

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