

SUPERINTENDENT EVALUATION PROCESS CRITERIA AND TIMELINES

Evaluation Process

Provides for both accountability and growth, and the strengthening of the relationship between the Board and the Superintendent. The written evaluation report will affirm specific accomplishments and identify growth areas if applicable. Some growth goals may address areas of weakness while others will identify areas where greater emphasis is required due to changes in the District's environment and therefore is not a reflection on past performance.

1. Provides for an annual written evaluation of the Superintendent's performance.
2. 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.
3. 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 identifies quality indicators (QI), which describe expectations regarding each assigned role expectation (RE).
4. Is aligned with and based upon the Superintendent's roles and responsibilities. The Board policy (Policy 12) is in direct alignment with the evaluation document QI's.
5. Is aligned with the District's Strategic Plan and the key results contained therein.
6. Sets out standards of performance. The quality indicators (QI) 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.
7. Is also a performance-based assessment system. Such an evaluation focuses on improvement over time. The second and subsequent evaluations include an assessment of the Superintendent's success in addressing growth areas identified in the previous evaluation.
8. Uses multiple data sources.
9. Elicits evidence to support subjective assessments. This must be the case when the Board provides feedback regarding Superintendent/Board Relations QI's.
10. Ensures Board feedback is provided regularly. Such feedback will be provided annually, supported by specific examples, and will focus on areas over which the Superintendent has authority. The Superintendent cannot be held accountable for areas over which authority has not been granted.

The Board will assess the performance of the Superintendent regarding the QI's identified in Appendix B. The primary process for such assessment will be through the review and assessment of accountability reports provided by the Superintendent over the course of the year. When an accountability report is

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provided the Board shall adopt a motion indicating the QI's which have been fully met based on the evidence provided. If evidence has been provided and the Board has not assessed that a QI has been met, the Superintendent shall have opportunity to provide the evidence required by the Board at a subsequent meeting. Any QI's not addressed during the year shall be addressed in the evaluation workshop at which time the formal report is approved by the Board.

The Board and the Superintendent will be present during the facilitated evaluation workshop session. The Superintendent will ensure the Board has full information and may choose to enter into discussion to ensure the evidence provided has been understood. The Superintendent will only be absent from the room just prior to the evaluation and for the period when the Board constructs the conclusion section. All motions passed by the Board during the year assessing that the requirements of specific QI's have been met will preclude the need to examine those QI's at the evaluation workshop and these motions will form a significant part of the formal evaluation.

The evidence examined during the year or at the evaluation workshop will be in the form of internal reports or external reports. An external report is one from an external source such as an auditor. An internal report is one that comes through the Superintendent. A prime example would be a Strategic Planning accountability report. The Board will review the indicated evidence and determine whether, or to what extent, the quality indicators have been achieved. In addition, the Board will supplement the evidence presented with agreed-upon direct Board observations. For example, direct Board observations would be most evident in the section Superintendent/Board Relations. Agreed-upon indicates it is a corporate or majority decision of the Board. No minority opinions shall be included in the evaluation report.

During the evaluation workshop, a written evaluation report will be facilitated by the external consultant. This report shall be constructed as follows:

- The evaluation process.
- Evaluation context.
- Assessments relative to the criteria (quality indicators) noted in Appendix B (including those assessments provided in motions during the year in response to the presentation of accountability reports.
- An examination of progress made relative to any growth goals or redirections identified in the previous year's evaluation.
- Identification of any growth goals if deemed appropriate for the coming year.
- A "conclusion" section, followed by appropriate signatures and dates.

The assessments contained in the evaluation report will reflect only the corporate Board position. This report will be approved by Board motion. The actual report is a confidential document. A copy signed by the Board chair will be provided to the Superintendent and a second signed copy will be placed in the Superintendent's personnel file held by the District.

Evaluation Criteria

The criteria for the first evaluation will be those set out in Appendix B: 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. For the Role Expectation “Leadership Practices”, an external consultant will collect data relative to leadership practices by interviewing all principals and all “direct reports”. “Direct reports” are those individuals who report directly to the Superintendent on the District’s organizational chart. The Board and Superintendent shall receive from the consultant a report containing the verbatim responses received during the Leadership Practices interviews and a proposed evaluation report which reflects the summary of responses and proposed conclusions to be made based on the report.

Appendix B is the Performance Assessment Guide, which is intended to clarify for the Superintendent the performance expectations held by the Board. This guide is also intended to be used by the Board to evaluate the performance of the Superintendent regarding each job expectation. The Board will review the indicated evidence and will determine whether, or to what extent, the quality indicators have been achieved.

Timelines for Evaluations

Evaluations will be conducted annually.

Legal Reference: Section 22, 85 *School Act*

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