

POLICY 116: Superintendent of Schools/CEO Evaluation

The Superintendent/CEO and the Board of Education recognize the need to evaluate the Superintendent's/CEO's performance. The Board is committed to accountability, professional growth, and strengthening the relationship between the Board and the Superintendent/CEO; evaluation will be undertaken to accomplish these commitments.

Evaluations

The aim of professional growth plans and evaluations is to provide clear expectations, regular feedback, and meaningful learning opportunities to grow the Superintendent's capacity to ultimately support student success. The process is guided by the following principles:

- a. We value and acknowledge what is accomplished (strategic goals) and how it is accomplished (through leadership competencies).
- b. Evaluations acknowledge strengths and opportunities for growth.
- c. A fair and consistent process contributes to a positive learning environment.

Process

1. Appendices A and B. An anonymous leadership survey (example Appendix B or a relevant survey to the group being interviewed) will be conducted during the month of January and concluded by February 15 or on a mutually agreeable date in the year prior to the year of renewal of the Superintendent's contract, which is every five years. Planning for this will occur in the spring prior to the Superintendent's evaluation. This will be reflected in the Board's work plan.
2. The Board of Education will ensure the evaluation is conducted with the confidentiality required in relation to a personnel process.
3. The Chair will appoint two trustees who will, together with the Superintendent, seek consultation relative to the evaluation process, including but not limited to, identifying the possible recipients of the survey tool and staff who may be interviewed and for recommending an external consultant.

4. The Board will approve the external consultant from a list of evaluators provided by the BCSTA requested by the Board Chair and review the evaluation process.
5. The Board, in consultation with the Superintendent/CEO, may make adjustments to the criteria, process and frequency of the evaluation, as it deems appropriate.
6. Upon approval of the Board, the external consultant will be engaged and will be responsible for completing the final report. The evaluator will proceed with the evaluation process using this policy.
7. The evaluation will include the following people that have a recent working relationship with the Superintendent:
 - Trustees
 - DPAC Executive Representative
 - Senior Leadership Team Members (Directors, Secretary-Treasurer, Assistant Superintendent, Superintendent)
 - Other positions that report directly to the Superintendent
 - Selected Principals
 - IEC Representative
 - CUPE Representative
 - KLTF Representative
 - KLPVPA Representative
8. The external consultant will conduct interviews with (a) representative(s) identified above.
9. The interview questions will align to Roles and Responsibilities of the Superintendent and the goals of the Strategic Plan.
10. The external consultant will gather all information, analyze and prepare a written evaluation report.
11. The Board shall meet with the Superintendent/CEO, share the outcomes of evaluation, and provide the Superintendent/CEO with an opportunity to respond.
12. The Superintendent/CEO shall be provided with a copy of the evaluation report. The Board Chair and the Superintendent/CEO will sign the final report. The Superintendent's/CEO's signature on the document will indicate that the report has been received. The Superintendent/CEO may provide a commentary on the



report which, if provided, will be appended to the report. A copy of the report will be given to the Superintendent/CEO and the original, with appendix (if any), shall be retained in the Superintendent's/CEO's personnel file. No other copies shall be maintained.

Based on the Policy 115: Roles and Responsibilities of the Superintendent, goals of the strategic plan and suggestions provided in the evaluation report, the Superintendent will create a growth plan that will be reviewed with the Board annually in November. Prior to the first evaluation concluded, the Superintendent will create a draft growth plan



Appendix A: Superintendent Performance Assessment Guide

1. Student Welfare

Role Expectations:

RE 1.1 Establish a safe caring and orderly learning environment that supports the general well-being of all students.

RE 1.2 Ensure the safety and welfare of students while participating in school programs or while being transported to or from school programs on transportation authorized by the School District.

RE 1.3 Ensure facilities adequately accommodate students.

Quality Indicators relative to Student Welfare:

QI 1.1 Develops measurements and monitors progress relative to providing a safe and caring environment.

QI 1.2 Provides an annual student well-being accountability report.

2. Student Learning

Role Expectations:

RE 2.1 Provide leadership in all matters relating to the operation of the District.

RE 2.2 Ensure students have the opportunity to meet the standards of education as set out by the Ministry of Education and Child Care.

RE 2.3 Implement policies/directions established by the Ministry of Education and Child Care and make the Board aware of pertinent legislative changes.

RE 2.4 Engage in professional development activities to ensure the excellence, efficacy, and relevance of current educational practice.

Quality Indicators relative to Student Learning:

QI 2.1 Annually conducts an analysis of student success and ensures school principals develop action plans to address concerns.

QI 2.2 Identifies trends and issues related to student achievement to inform the strategic planning process, including the implementation of innovative means to improve measurable student achievement.

QI 2.3 There is measurable improved student achievement over time.

3. Fiscal Responsibility

Role Expectations:

RE 3.1 Ensure that the fiscal management by the Secretary-Treasurer is in accordance with the terms or conditions of any funding received by the Board.



RE 3.2 Ensure the district operates in a fiscally and ethically responsible manner, including adherence to generally accepted accounting principles.

RE 3.3 Ensure financial resources are expended in accordance with the annual budget approved by the Board, except in the event of an emergency.

RE 3.4 Provide the Board with a recommended annual operating and capital budget along with periodic statements of revenue and expenditure.

RE 3.5 Ensure that procurement procedures in place are in compliance with public sector standards, and that they will minimize cost, consider local businesses and vendors and obtain competitive and fair prices and quality.

RE 3.6 Ensure that insurance coverage is in place to adequately protect assets, indemnify liabilities and provide for reasonable risk management.

RE 3.7 Ensure budget consultations adequately engage the community, Indigenous communities, and stakeholders.

Quality Indicators relative to Fiscal Responsibility:

QI 3.1 Ensures accepted (PSAB) accounting principles are being followed.

QI 3.2 Ensures all deficiencies identified in the previous audit report and management letter have been remediated to the satisfaction of the auditor.

QI 3.3 Ensures adequate internal financial controls exist and are being followed.

QI 3.4 Ensures 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.

QI 3.5 Ensures an internal audit process is developed and implemented in regard to school based funds and an annual report provided to the Board.

QI 3.6 Provides the Board with quarterly financial accountability reports.

QI 3.7 Ensures the Board is informed immediately regarding pending litigation.

4. Human Resource Management

Role Expectations:

RE 4.1 Have overall authority and responsibility for all personnel-related matters, except the development of mandates for collective bargaining and those personnel matters precluded by legislation, collective agreements or Board policy.

RE 4.2 Promote a high standard of collaborative professional leadership, effective and respectful human relationships, in an environment of respect, opportunity and innovation throughout the district.

RE 4.3 Ensure a performance management system for the evaluation and improvement of all staff is in place.

Quality Indicators relative to Human Resource Management:



- QI 4.1 Develops and effectively implements quality recruitment, orientation, staff development, disciplinary, evaluation and supervisory processes.
- QI 4.2 Models commitment to personal and professional growth.
- QI 4.3 Fosters high standards of instruction and professional improvement
- QI 4.4 Provides for training of administrators and the development of leadership capacity within the District.

5. Policy/Administrative Procedures

Role Expectations:

RE 5.1 Provide leadership and assistance in the planning, development, implementation and evaluation of Board policies and administrative procedures.

RE 5.2 Inform the Board of Education of changes to administrative procedures and seek approval of any changes made to administrative procedures associated with Board policy.

Quality Indicators relative to Policy/Administrative Procedures:

QI 5.1 Appropriately involves individuals and groups in the administrative procedures development process.

QI 5.2 Ensures system adherence to policies and administrative procedures.

QI 5.3 Demonstrates a knowledge of and respect for the role of the Board in policy processes.

6. Superintendent/Board Relations

Role Expectations:

RE 6.1 Establish and maintain a positive and impartial, professional working relationship with the Board.

RE 6.2 Respect and honour the Board's rights, roles and responsibilities, and facilitate the implementation of that role as defined in Board policy.

RE 6.3 Keep the board informed and updated through educational and financial information reports, meetings and other forms of communication.

RE 6.4 Consult with the Board to develop and implement the District's orientation program for newly elected trustees.

Quality Indicators relative to Superintendent/Board Relations:

QI 6.1 Implements Board decisions with integrity in a timely fashion.

QI 6.2 Interacts with the Board in an open, honest, proactive and professional manner.

QI 6.3 Provides the Board with balanced, sufficient, concise information and clear recommendations.



- QI 6.4 Ensures Board agendas are prepared and distributed to trustees in sufficient time to allow for appropriate trustee preparation for the meeting.
- QI 6.5 Keeps the Board informed on sensitive issues in a timely manner.
- QI 6.6 Ensures high-quality management services are provided to the Board.

7. Strategic Planning and Reporting

Role Expectations:

- RE 7.1 Lead the District Performance Planning and Strategic Planning process and implement the plan as approved.
- RE 7.2 Involve the Board appropriately in this process, including determining the process and timelines, Board identification of priorities, provision for Board input early in the process and final Board approval.
- RE 7.3 Report regularly on results achieved.

Quality Indicators relative to Strategic Planning and Reporting:

- QI 7.1 Ensures key results identified by the Board are achieved.
- QI 7.2 Ensures the strategic planning process involves opportunity for stakeholder input.
- QI 7.3 Ensures facility project budgets and construction schedules are followed or timely variance reports are provided to the Board.

8. Organizational Management

Role Expectations:

- RE 8.1 Demonstrate effective organizational skills resulting in District compliance with all legal, Ministerial and Board mandates and timelines.
- RE 8.2 Report to the Minister of Education with respect to matters identified in and required by the [School Act](#).
- RE 8.3 Define processes for gathering, analyzing and using data for decision making.

Quality Indicators relative to Organizational Management:

- QI 8.1 Ensures District compliance with all BC Ministry of Education and Child Care and Board mandates (timelines and quality).

9. Communications and Community Relations

Role Expectations:

- RE 9.1 Ensure open, transparent, positive external and internal communications are developed and maintained.
- RE 9.2 Develop and maintain positive and effective relations with provincial and regional government departments and agencies.
- RE 9.3 Support the Board with appropriate communications.



Quality Indicators relative to Communications and Community Relations:

QI 9.1 Manages conflict effectively.

QI 9.2 Ensures information is disseminated to inform appropriate publics.

QI 9.3 Works cooperatively with the media to represent the Board's views/positions.

QI 9.4 Promotes positive public engagement in the District

QI 9.5 Represents the District in a positive, professional manner.

10. Leadership Practices

Role Expectations:

RE 10.1 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.

RE 10.2 Model appropriate values, ethics and moral leadership.

Quality Indicators relative to Leadership Practices:

QI 10.1 Provides clear direction.

QI 10.2 Provides effective educational leadership.

QI 10.3 Establishes and maintains positive, professional working relationships with staff.

QI 10.4 Unites people toward common goals.

QI 10.5 I trust the Superintendent.

QI 10.6 Empowers others.

QI 10.7 Effectively solves problems.

Appendix B: Example Interview Guide

Superintendent Leadership Practices

Perceptions of selected Principals, all Superintendent "Direct Reports"

1. What evidence can you cite to support or refute the following:
 - 1.1 The Superintendent provides clear direction?
 - 1.2 The Superintendent provides effective educational leadership?
 - 1.3 The Superintendent establishes and maintains positive, professional working relationships with staff?
 - 1.4 The Superintendent unites people toward common goals.
 - 1.5 I trust the Superintendent?
 - 1.6 The Superintendent empowers others?
 - 1.7 The Superintendent effectively solves problems?



2. What does the Superintendent do, if anything, that helps you do your job effectively?
3. What does the Superintendent do, if anything, that makes doing your job more difficult to do effectively?