Policy 12 – Appendix B

CHIEF SUPERINTENDENT PERFORMANCE ASSESSMENT GUIDE

1. Faith Leadership

Role Expectations:

RE 1.1 Models Edmonton Catholic Schools Core Values.

RE 1.2 Ensures celebration of Division Catholicity.

RE 1.3 Develops and maintains positive and effective relations with the Archdiocese and the Ukrainian Eparchy.

RE 1.4 Ensures students and staff are provided opportunities for spiritual development within the Division.

RE 1.5 Follows a lifestyle and deportment in harmony with Catholic teachings and principles.

RE 1.6 Ensures schools maintain a distinctive Catholic identity.

RE 1.7 Ensures students have the opportunity to develop a Catholic worldview.

Quality Indicators relative to Faith Leadership:

QI 1.1 Ensures that all school leaders actively promote education in a Catholic context.

QI 1.2 Provides staff with a program of activities which reinforces and forms personal faith development and professional growth in effectively teaching religious education programs.

QI 1.3 Ensures religious celebrations and social justice are organized by schools and departments.

QI 1.4 Facilitates cooperative religious initiatives involving school, home and parish.

QI 1.5 Participates actively in the parish and maintains a personal lifestyle in keeping with Church doctrine.

2. Student Learning

Role Expectations:

RE 2.1 Provides leadership in all matters relating to education in the Division.

RE 2.2 Ensures students in the Division have the opportunity to meet or exceed the standards of education set by the Minister.

RE 2.3 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.

RE 2.4 Provides leadership in fostering conditions which promote the improvement of educational opportunities for all students.

RE 2.5 Provides leadership in implementing education policies established by the Minister and the Board.

Quality Indicators relative to Student Learning:

QI 2.1 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 Three-Year Planning process, including recommendations for innovative means to improve measurable student achievement.

QI 2.3 Ensures there is measurable improved student achievement over time.

QI 2.4 Ensures the Division's academic and other provincially mandated Assurance results are published.

3. Student Well-being

Role Expectations:

RE 3.1 Ensures that each student is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.

RE 3.2 Ensures that the social, physical, intellectual, cultural, spiritual and emotional growth needs of students are met in the overall school environment.

RE 3.3 Ensures the safety and well-being of students while participating in school programs or while being transported on transportation provided by the Division.

RE 3.4 Ensures the facilities adequately accommodate Division students.

RE 3.5 Acts as, or designates, the attendance officer for the Division.

Quality Indicators relative to Student Well-being:

QI 3.1 Develops measurements and monitors progress relative to providing a welcoming, caring, respectful and safe learning environment.

QI 3.2 Ensures that a continuum of supports and services are available to address the needs of students in their growth and achievement.

QI 3.3 Ensures that schools address attendance concerns.

4. Fiscal Responsibility

Role Expectations:

RE 4.1 Ensures the fiscal management of the Division by the CFO is in accordance with the terms or conditions of any funding received by the Board under the *Education Act* or any other legislation.

RE 4.2 Ensures the Division operates in a fiscally responsible manner, including adherence to recognized accounting procedures.

RE 4.3 Directs the preparation of the budget for Board approval.

RE 4.4 Ensures the Board has current and relevant financial information.

RE 4.5 Directs the preparation of the Three-Year Capital Plan for submission to the Board.

Quality Indicators relative to Fiscal Responsibility:

QI 4.1 Ensures accepted accounting principles are being followed.

QI 4.2 Ensures all deficiencies identified in the previous audit report and management letter have been remediated to the satisfaction of the auditor.

QI 4.3 Ensures adequate internal financial controls exist and are being followed.

QI 4.4 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 4.5 Ensures school-based funds are monitored to ensure appropriate expenditures, reserves and accounting processes.

QI 4.6 Ensures the Board is informed annually about incurred liabilities.

QI 4.7 Ensures the Board is informed as soon as practicable regarding pending litigation.

QI 4.8 Monitors and reviews expenditures to ensure continuous improvement in terms of value for money.

5. Personnel Management

Role Expectations:

RE 5.1 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.

RE 5.2 Ensures appropriate supervision of all staff and ensures appropriate evaluation processes are in place.

RE 5.3 Facilitates professional development and training sessions for staff.

RE 5.4 Ensures the coordination and integration of human resources within the Division.

RE 5.5 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.

Quality Indicators relative to Personnel Management:

QI 5.1 Develops and effectively implements quality recruitment, orientation, staff development, disciplinary, evaluation and supervisory processes.

QI 5.2 Ensures that hiring and promotion practices support the Catholic aspect of our Division's mission.

QI 5.3 Fosters high standards of instruction and professional improvement (Teaching Quality Standard).

QI 5.4 Provides for training of administrators and the development of leadership capacity within the Division.

QI 5.5 Ensures all staff have access to appropriate professional learning and/or training.

QI 5.6 Implements requirements of Occupational Health and Safety legislation, including required staff professional development.

QI 5.7 Annually provide the Board with a report of all Principal and Assistant Principal assignments to the Division.

6. Policy/Administrative Procedures

Role Expectations:

RE 6.1 Provides leadership in the planning, development, implementation and evaluation of Board policies.

RE 6.2 Develops and keeps current an Administrative Procedures Manual that is consistent with Board policy and provincial legislation, Regulations and procedures.

Quality Indicators relative to Policy/Administrative Procedures:

QI 6.1 Keeps administrative procedures current and uses appropriate engagement in their development and revision.

QI 6.2 Assists the Board in developing and reviewing Board policies.

QI 6.3 Ensures system adherence to policies and administrative procedures.

QI 6.4 Demonstrates a knowledge of and respect for the role of the Board in policy processes.

7. Chief Superintendent/Board Relations (“The First Team”)

Role Expectations:

RE 7.1 Develops and maintains positive, professional working relations with the Board.

RE 7.2 Respects and honours the Board’s role and responsibilities and facilitates the implementation of that role as defined in Board policy.

RE 7.3 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.

RE 7.4 Provides the information and counsel which the Board requires to perform its role.

RE 7.5 Keeps the Board informed on sensitive issues in a timely manner.

RE 7.6 Attends, and/or designates administrative attendance at, all committee meetings unless excused by the committee.

RE 7.7 Demonstrates high ethical standards of conduct, respect, integrity, and support to the Board.

RE 7.8 Demonstrates respect for individual Trustees.

Quality Indicators relative to Chief Superintendent/Board Relations ("The First Team"):

QI 7.1 Implements Board directions with integrity in a timely fashion.

QI 7.2 Provides support to the Board re: advocacy efforts on behalf of the Division.

QI 7.3 Ensures Board agendas are prepared and distributed to Trustees in sufficient time to allow for appropriate Trustee preparation for the meeting.

QI 7.4 Informs the Board in a timely manner about Division operations which may reflect on the Board.

QI 7.5 Provides the Board with balanced, sufficient, concise information and clear recommendations in agendas and also as requested by the Board.

QI 7.6 Interacts with the Board in an open, honest, proactive and professional manner.

QI 7.7 Ensures high-quality management services are provided to the Board.

8. Strategic Planning and Reporting

Role Expectations:

RE 8.1 Leads the generative strategic planning process, including the development of the Three-Year Education Plan, Division goals, operational budget, and Capital Plan and implements plans as approved.

RE 8.2 Involves the Board appropriately in the strategic planning process (Board approval of process and timelines; opportunity for Board establishment of strategic priorities and key results early in the process; Board review of draft plan and final Board approval).

RE 8.3 Reports regularly on results achieved.

RE 8.4 Develops the Annual Education Results Report for Board approval.

Quality Indicators relative to Strategic Planning and Reporting:

QI 8.1 Ensures the three-year planning process involves appropriate input and results in high satisfaction.

QI 8.2 Ensures facility project budgets and construction schedules are followed or timely variance reports are provided to the Board.

QI 8.3 Develops short- and long-range plans to meet the needs of the Division and provide for continuous improvement.

QI 8.4 Ensures key results identified by the Board are achieved.

QI 8.5 Ensures the budget and three-year plan are developed according to a timeline which ensures the Board's ability to provide direction and revise priorities, and are approved within Alberta Education deadlines.

9. Organizational Management

Role Expectations:

RE 9.1 Demonstrates effective organizational skills resulting in Division compliance with all legal, Ministerial and Board mandates and timelines.

RE 9.2 Reports to the Deputy Minister with respect to matters identified in and required by the *Education Act* and provincial legislation.

Quality Indicators relative to Organizational Management:

QI 9.1 Ensures Division compliance with all Alberta Education and Board mandates.

10. Communications and Community Relations

Role Expectations:

RE 10.1 Takes appropriate actions to ensure open, transparent, positive internal and external communications are developed and maintained.

RE 10.2 Ensures families have a high level of satisfaction with the services provided and the responsiveness of the Division.

RE 10.3 Maintains effective relationships within the Division and the community served.

RE 10.4 Acts as or assigns the head of the organization for the purposes of the *Access to Information Act* and *Protection of Privacy Act*.

RE 10.5 Keeps the Board informed through the provision of appropriate accountability reports.

RE 10.6 Participates actively and fosters involvement of staff in community affairs in order to enhance and support the Division's mission.

RE 10.7 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.

Quality Indicators relative to Communications and Community Relations:

QI 10.1 Ensures supports and services are in place to facilitate effective home-school communications.

QI 10.2 Ensures supports and services are in place to manage conflict effectively.

QI 10.3 Ensures information is disseminated to inform appropriate publics.

QI 10.4 Works cooperatively with the media to represent the Board's views/positions.

QI 10.5 Promotes positive public engagement in the Division.

11. Leadership Practices

Role Expectations:

RE 11.1 Practices leadership in a manner that is viewed positively and has the support of those with whom the Chief Superintendent works most directly in carrying out the directives of the Board and the Minister.

Quality Indicators relative to Leadership Practices:

QI 11.1 Provides clear direction.

QI 11.2 Provides effective educational leadership.

QI 11.3 Establishes and maintains positive, professional working relationships with staff.

QI 11.4 Unites people toward common goals.

QI 11.5 Demonstrates a high commitment to meeting student needs.

QI 11.6 Demonstrates integrity and transparency at all times.

QI 11.7 Empowers others.

QI 11.8 Effectively solves problems.

Legal Reference: Education Act, Sections 52, 222, 223, 224
Access to Information Act
Protection of Privacy Act