

EVALUATION OF THE SUPERINTENDENT

A. Purposes

The evaluation of the Superintendent shall be conducted for the following purposes:

1. To determine the progress toward the achievement of the annual goals and objectives set for the Superintendent by the Board.
2. To assist the development of the Superintendent's professional and personal growth.
3. To assess the ability of the Superintendent and the board to work together.
4. To provide a basis for consideration of compensation decisions.
5. To foster a climate of continuous improvement characterized by honesty, fairness, mutual respect and trust.

B. Process

Using the performance appraisal model, the evaluation process will consist of the following stages:

1. Objectives

The establishment of agreed upon clear, measurable objectives for the Superintendent based on:

- a) the Superintendent's responsibilities,
- b) agreed upon performance targets,
- c) school board goals and objectives,
- d) school division policies and plans

2. Data collection

Initiated by the Board Chair, it shall utilize any or all of the following:

- a) The Superintendent's self-review and assessment.
- b) The Superintendent's regular reports to the Board and relevant documents
- c) Comments received from the board members
- d) Feedback received from community individuals and/or employee groups, and collated and presented to the Superintendent and Board. Feedback may be facilitated, with the Superintendent's agreement, using surveys or questionnaires providing open-ended commentary and /or answers to specific questions on interpersonal skills, decision-making, communications, educational leadership, etc.

3. Dialogue

A review and discussion by the Board and the Superintendent of the data gathered and the documentation prepared is conducted. This serves as an opportunity to examine and interpret the data, to ask questions and to explain results, to discuss challenges or difficulties which have arisen, and to explore potential possibilities and solutions for the future. It is also an opportunity

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for mutual reflection and exchange about team leadership within the school division.

4. Documentation

A summative evaluation report completed by the Board chair or designate will provide an overall assessment of the level of satisfaction of the Board with the performance of the Superintendent relative to the evaluation parameters and criteria mutually agreed upon. The report should acknowledge and identify specific strengths and achievements of the Superintendent, any needed areas of improvement, and any recommended professional development focus. The report will serve as a point of reference for the Superintendent’s planning for the future. The report will be placed in the Superintendent’s confidential personnel file.

C. Time Line

1. An annual evaluation process will be conducted, utilizing the data collected in B.2. a-c. Data collection may be done in conjunction with the Board’s goal setting and/or strategic planning process either at the end of the school year or at the start of the school year.
2. The Board will meet “in camera” with the Superintendent to review the data gathered, to discuss any implications, and to determine mutually agreed upon performance targets for the future.
3. The Board may, periodically and at its discretion, initiate a broader collection of data (see B.2. d) either as a component of a division-wide review or in response to a critical incident. In this instance, a specific time line and participants will be determined in consultation with the Superintendent.
4. The formal evaluation report document will be developed every three years and will be shared with the Board, prior to filing.