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## **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.

Three performance reviews will take place yearly culminating in an annual written evaluation of the Superintendent's performance.

1. 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.
2. 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 indicators, which describe expectations in regard to each assigned expectation.
3. Is aligned with and based upon the Superintendent's roles and responsibilities.
4. Is aligned with the [District's Strategic Plan](#) and the key results contained therein.
5. Uses multiple data sources.
6. Elicits evidence to support subjective assessments.
7. 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 in regard to the indicators 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. 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 evidence examined during the year 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 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.

### **Evaluation Criteria**

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 in regard to each job expectation. The Board will review the indicated evidence and will determine whether, or to what extent, the indicators have been achieved.

### **Timelines for Evaluations**

Evaluations will be conducted annually.

Legal Reference: Section 22, 85 School Act

Adopted: December 15, 2020