

Date: March 19, 2025 **Agenda Item:** 7.3
From: Board of Trustees
Originator(s): Chris Smeaton, CDSmeaton Consulting
Subject: **Evaluation of Superintendent of Schools**

Recommended Motion:

THAT the Board of Trustees approve the Superintendent’s Evaluation Report, developed in the facilitated evaluation workshop of February 12, 2025, as an accurate reflection of the Superintendent’s performance for the period from February 1, 2024, to February 1, 2025;

AND FURTHER, that the Board of Trustees authorizes the Board Chair to finalize the report by making any necessary technical edits and signing it on the Board’s behalf.

Background:

The Board recognizes that a structured and transparent performance evaluation of the Superintendent is essential for ensuring effective governance and continuous improvement within the school division. According to Administrative Procedure 700, the Superintendent is directly accountable to the Board of Trustees and is tasked with leading the Division in accordance with the *Education Act*, *Alberta Education regulations*, and the *Superintendent Leadership Quality Standard (SLQS)*.

Performance evaluations align with “Supporting Effective Governance,” a key responsibility of the Superintendent, while also emphasizing “Building Effective Relationships” and “Leading Learning,” as outlined in the SLQS. The Board values structured feedback and ongoing dialogue between the Superintendent and Trustees as essential for fostering a collaborative and high-functioning division.

By conducting evaluations, the Board ensures alignment between the Superintendent’s leadership and the Division’s mission, vision and strategic goals. This process demonstrates the Board’s commitment to accountability and transparency in public education governance, as stated in the Board Procedures Regulation.

Current Situation:

At the September 23, 2024, Public Board meeting, the Board of Trustees passed the following motion:

075/2024 - Moved by Trustee Murray-Elliott that the Board of Trustees approve that we conduct a Superintendent Evaluation for the 2024-2025 school year that does not include a 360 to be conducted by a mutually agreed upon external consultant.

CARRIED UNANIMOUSLY

Growth Goals and Positive Paths Forward

The Board recognizes the exceptional challenges of the past year and wishes to establish some goals and paths forward for the 2025/26 school year:

1. It is essential that a positive culture be maintained and enhanced in the coming years. This will be especially true given the job action of the current year. Ensure that fostering effective relationships is a key priority going forward.
2. Student learning must be a focus especially in the areas of literacy and numeracy.
3. The Board and Superintendent must be “first team.” This is the responsibility of both the Board and the Superintendent. Continue to find ways to build stronger relationships with all board members.

Status & Relationship to Superintendent Leadership Quality Standard (SLQS):

This report aligns with the [SLOS](#) in the following way:

COMPETENCY:	(1) Building Effective Relationships
INDICATORS:	e. establishing constructive relationships with students, staff, school councils, parents/guardians, employee organizations, the education ministry and other stakeholder organizations.
COMPETENCY:	(7) Supporting Effective Governance
INDICATORS:	a. establishing and sustaining a productive working relationship with the board, based on mutual trust, respect and integrity; d. ensuring that the board’s plans, resource allocations, strategies and procedures lead to the achievement of its goals and priorities; f. supporting the board in the fulfilment of its governance functions in the fiduciary, strategic and generative realms; and g. implementing board policies and supporting the regular review and evaluation of their impact.

Governance Implications:

[Education Act](#)

Board Responsibilities

33(1) A board, as a partner in education, has the responsibility to

(j) recruit the superintendent and entrust the day-to-day management of the school division to the staff through the superintendent

Superintendent of schools

222 (3) The superintendent is the chief executive officer of the board and the chief education officer of the school division.

(4) The superintendent shall carry out the duties assigned to the superintendent by the board.

(5) The superintendent shall supervise the operation of schools and the provision of education programs in the school division, including, but not limited to, the following:

(a) implementing education policies established by the Minister;

- (b) ensuring that students have the opportunity in the school division to meet the standards of education set by the Minister;
 - (c) ensuring that the fiscal management of the school division by the treasurer or secretary-treasurer is in accordance with the terms or conditions of any grants received by the board under this Act or any other Act;
 - (d) providing leadership in all matters relating to education in the school division.
- (6) The superintendent shall report to the Minister with respect to the matters referred to in subsection (5)(a) to (d) at least once a year.

[Superintendent of Schools Regulation](#)

The Superintendent of Schools Regulation sets out the qualifications that an individual must meet in order to be appointed as a school board superintendent or acting superintendent. The Regulation also provides for Minister approval of the superintendent appointment and sets out terms and conditions of employment including a compensation framework.

[Superintendent Leadership Quality Standard](#)

2. The Superintendent Leadership Quality Standard:

Quality superintendent leadership occurs when the superintendent's ongoing analysis of the context, and the superintendent's decisions about what leadership knowledge and abilities to apply, result in quality school leadership, quality teaching and optimum learning for all students in the school authority.

3. The Superintendent Leadership Quality Standard applies to superintendents. All superintendents are expected to meet the Superintendent Leadership Quality Standard throughout their careers. The superintendent of schools as referred to in the Education Act is accountable for the demonstration of all of the competencies identified in the Superintendent Leadership Quality Standard. The chief deputy superintendent is accountable for the demonstration of all of the competencies directly related to their assigned role(s) under the direction of the superintendent of schools. In any given context, reasoned professional judgment must be used to determine whether the Superintendent Leadership Quality Standard is being met.

[Policy 700: Superintendent of Schools](#)

The Superintendent of Schools, as referred to in the Education Act, is the Chief Executive Officer of the Board of Trustees and Chief Education Officer of the Division. The Superintendent directly reports to the Board of Trustees and is accountable to the Board of Trustees on behalf of students and the public, for the total operation of the school system in a manner that is consistent with the requirements of the Education Act, Alberta Education regulations, the Superintendent Leadership Quality Standard, Board policies, Division vision, mission and values, and the Education Plan goals. All Board authority delegated to the staff of the Division is delegated through the Superintendent.



[Policy 700: Appendix A - Evaluation of the Superintendent of Schools](#)

The Superintendent of Schools evaluation process has been developed by the Board of Trustees to be consistent with the expectations of the role identified in Board Policy, the Education Act, the Superintendent Leadership Quality Standard (referred to as SLQS throughout this document), and the Superintendent of Schools Regulation.

The Chair is prepared to respond to questions at the March 19, 2025, Public Board meeting.

Attachment(s):

Not applicable.