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**HORIZON SCHOOL DIVISION****POLICY HANDBOOK**

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| <b>Policy Code:</b>                      | GC   |
| <b>Policy Title:</b>                     | Superintendent of Schools  |
| <b>Cross Reference:</b>                  |  |
| <b>Legal Reference:</b>                  | Education Act, S. 222, Superintendent of Schools Regulation, FOIPP Act |
| <b>Adoption Date:</b>                    | May 28, 1997   |
| <b>Amendment or Re-affirmation Date:</b> | June 12, 2008<br>January 28, 2014<br>November 25, 2019                 |

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**POLICY**

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION BELIEVES THAT THE SUPERINTENDENT IS THE CHIEF EXECUTIVE OFFICER OF THE BOARD AND THE ADMINISTRATIVE HEAD OF ALL COMPONENTS OF THE SCHOOL SYSTEM. THE SUPERINTENDENT IS ALSO THE CHIEF EDUCATION OFFICER OF THE DIVISION AND IS ULTIMATELY RESPONSIBLE FOR THE PROGRAM AND SERVICES FOR STUDENTS. THIS RESPONSIBILITY MAY BE DELEGATED, BUT THE SUPERINTENDENT SHALL REMAIN WHOLLY ACCOUNTABLE TO THE BOARD AND SHALL REPORT DIRECTLY TO IT.

**GUIDELINES**

1. The Superintendent of Schools shall meet the Superintendent Leadership Quality Standard (Attachment A)
  - 1.1. 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.

**REGULATIONS**

1. The Superintendent/CEP evaluation process:
  - 1.1. Provides for both accountability and growth, and the strengthening of the relationship between the Board and the Superintendent. The written report will affirm specific accomplishments and will identify growth areas. Some growth goals will address areas requiring improvement while others will identify areas where greater emphasis is required due to changes in the environment.
  - 1.2. Complies with Form 4 and Form 5 of the Superintendent of Schools Regulation. These forms require that the contract between the Board and the Superintendent includes performance evaluation criteria and processes and, at minimum, provision for regular written evaluation of the Superintendent's performance.
  - 1.3. Highlights the key role of the Superintendent as the Chief Education Officer for the Division to enhance student achievement and success for all children.
  - 1.4. 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 responsibility.

## Policy GC – Superintendent of Schools, Cont'd.

- 1.1. 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 (Attachment B) identifies the source of the evidence in advance, while the indicators describe expectations in regard to that evidence.
- 1.2. Meets contractual requirements in that the Superintendent and Board came to a mutual agreement relative to the comprehensive evaluation process to be followed.
- 1.3. Is aligned with and based upon the Superintendent's roles and responsibilities. The Board policy is consistent with the evaluation document.
- 1.4. Is linked to the Division's goals. The Strategic Planning and Reporting section directly links the Superintendent's performance to the Strategic Planning process, which includes the Division's goals.
- 1.5. Sets out standards of performance. The competencies and indicators in the Performance Assessment Guide set out initial standards. When growth goals are identified, additional standards will need to be set to provide clarity of expectations and a means of assessing performance.
- 1.6. Is also a performance-based assessment system. Such an evaluation focuses on improvement over time. The second and subsequent evaluations take into consideration the previous evaluation, and an assessment of the Superintendent's success in addressing identified growth areas.
- 1.7. Uses multiple data sources. Objective data such as audit reports, Alberta Education monitoring reports, and student achievement data are augmented with subjective data provided in surveys.
- 1.8. Elicits evidence to support subjective assessments. This must be the case when the Board provides feedback regarding Board agendas, committee and Board meetings, etc.
- 1.9. Ensures Board feedback is provided regularly. Such feedback will be timely, provided annually, supported by specific examples, and will focus on areas over which the Superintendent has authority.

## 2. Timelines for Evaluations

- 2.1. Evaluations will be conducted in accordance with this policy.
  - 2.1.1. Each year's evaluation will be based on evidence from August 1 to June 15.
  - 2.1.2. According to the following schedule:

| <b>EVALUATION</b> | <b>REPORT DELIVERED TO SUPERINTENDENT</b> |
|-------------------|---|
| First Year        | June 30                                   |
| Second Year       | June 30                                   |
| Third Year        | June 30                                   |
| Fourth Year       | June 30                                   |

**Policy GC – Superintendent of Schools, Cont’d.**

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| Fifth Year | No evaluation, given that if the board intends to reappoint the superintendent, the board shall, not less than 6 months before the contract ends, and no more than 12 months before the contract ends give to the Minister, in the form and containing the information required by the Minister, notice of its intention to reappoint the superintendent. |
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**3. Criteria for Evaluations**

3.1. The criteria for the first evaluation will be those set out in Attachment B, the Performance Assessment Guide, and Attachment C, Interview Guide, CEO Leadership Practices.

3.2. In subsequent evaluations, the criteria will be those defined by the Performance Assessment Guide as listed or revised after each evaluation, plus any growth goals provided by the Board in previous written evaluation report(s).

3.2.1. Such growth goals may be areas requiring remediation or actions which must be taken to address trends, issues or external realities.

3.2.2. The Role Expectation “Attachment C, Interview Guide, CEO Leadership Practices” will only be included in the first and fourth evaluations.

3.2.2.1. Data relative to leadership practices will be collected by a mutually agreed upon internal or external individual by interviewing all principals and direct reports. “Direct reports” are defined to be those individuals who report directly to the Superintendent on the Division’s organizational chart.

4. The Superintendent will provide an evidence document which will be made available to the Board approximately one (1) week prior to the evaluation workshop.

4.1. The purpose of the evidence document is to provide proof that the competencies and indicators identified in Attachment B have been achieved.

4.1.1. Therefore evidence will be organized under each competency.

4.1.2. The Board will assess during the evaluation session whether or to what extent the Superintendent has achieved each competency.

4.1.3. The Board and the Superintendent will be present during the evaluation session.

4.1.4. The Superintendent will be invited to ensure the Board has full information and may choose to enter into discussion to ensure the evidence provided has been understood.

4.1.5. The Superintendent may leave the room when the Board develops the growth goals/areas for emphasis and the conclusion section.

4.1.6. The evaluation report will reflect the corporate Board position.

**ATTACHMENT A**

**SUPERINTENDENT LEADERSHIP QUALITY STANDARD**

## ATTACHMENT B

| <b>PERFORMANCE ASSESSMENT GUIDE</b>  |  |   |
|--|--|---|
| <p style="text-align: center;"><b>COMPETENCY</b></p> <p><b>Building Effective Relationships</b></p> <p><i>A superintendent establishes a welcoming, caring, respectful and safe learning environment by building positive and productive relationships with members of the school community and the local community.</i></p> | <p>Achievement of this competency is demonstrated by indicators such as:</p> <ol style="list-style-type: none"> <li>a) collaborating with community and provincial agencies to address the needs of students and their families;</li> <li>b) employing team-building strategies and using solution-focused processes to resolve challenges;</li> <li>c) building and sustaining relationships with First Nations, Métis and Inuit parents/guardians, Elders, local leaders and community members;</li> <li>d) modeling ethical leadership practices, based on integrity and objectivity;</li> <li>e) establishing constructive relationships with students, staff, school councils, parents/guardians, employee organizations, the education ministry and other stakeholder organizations; and</li> <li>f) facilitating the meaningful participation of members of the school community and local community in decision-making.</li> </ol> | <p style="text-align: center;"><b>e.g. Evaluation Evidence</b></p> <ul style="list-style-type: none"> <li>• Monitors progress relative to providing a welcoming, caring, respectful and safe learning environment.</li> <li>• Crisis Response Manual</li> <li>• Implements procedures for emergencies as required.</li> <li>• Provides analyses of crisis response incident reports.</li> <li>• Implements the requirements of Occupational Health and Safety and Emergency Preparedness legislation, including required staff professional development.</li> <li>• Complies with legislative requirements to appoint attendance officer for the Division.</li> <li>• Attendance correspondence</li> <li>• Expulsion hearings and follow-up correspondence</li> <li>• Incident reports                         <ul style="list-style-type: none"> <li>○ Accident</li> <li>○ Facilities</li> <li>○ Transportation</li> </ul> </li> <li>• Board observations</li> </ul> |

| <b>PERFORMANCE ASSESSMENT GUIDE</b>  |   |  |
|--|---|--|
| <p style="text-align: center;"><b>COMPETENCY</b></p> <p><b>Modeling Commitment to Professional Learning</b></p> <p><i>A superintendent engages in career-long professional learning and ongoing critical reflection, identifying and acting on research-informed opportunities for enhancing leadership, teaching, and learning.</i></p> | <p>Achievement of this competency is demonstrated by indicators such as:</p> <ol style="list-style-type: none"> <li>a) communicating a philosophy of education that is student-centered and based on sound principles of effective teaching and leadership;</li> <li>b) collaborating with teachers, principals, school jurisdiction leaders and other superintendents to build professional capacities and expertise;</li> <li>c) actively seeking out feedback and information from a variety of sources to enhance leadership practice;</li> </ol> | <p style="text-align: center;"><b>e.g. Evaluation Evidence</b></p> <ul style="list-style-type: none"> <li>• Attends professional learning opportunities</li> <li>• Active in College of Alberta School Superintendent activities</li> <li>• Models commitment to personal and professional growth</li> <li>• Board observations</li> </ul> |

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|  | <p>d) seeking and critically-reviewing educational research and applying it to decisions and practices, as appropriate;</p> <p>e) providing leadership to support school authority research initiatives, where appropriate; and</p> <p>f) engaging teachers, principals, school jurisdiction leaders, school community and local community members to establish a shared understanding of current trends and priorities in the education system.</p> |  |
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**PERFORMANCE ASSESSMENT GUIDE**

| <b>COMPETENCY</b>   |   | <b>e.g. Evaluation Evidence</b>   |
|---|---|---|
| <p><b>Visionary Leadership</b></p> <p><i>A superintendent engages with the school community in implementing a vision of a preferred future for student success, based on common values and beliefs.</i></p> | <p>Achievement of this competency is demonstrated by indicators such as:</p> <p>a) ensuring that the vision is informed by research on effective learning, teaching and leadership;</p> <p>b) promoting innovation and continuous improvement by building structures and developing strategies to support staff in professional collaboration;</p> <p>c) promoting in the school community a common understanding of and support for the school authority’s goals, priorities, and strategic initiatives; and</p> <p>d) ensuring that the vision expressed in the school authority’s education plan is responsive to the ongoing review of the school authority’s achievements, meets all requirements identified in provincial legislation, and incorporates the school community’s perspectives</p> | <ul style="list-style-type: none"> <li>• Ensures there is measurable improved student achievement over time as anticipated in the Strategic Plan.</li> <li>• Conducts an analysis of student success and ensures principals develop action plans to address concerns.</li> <li>• Identifies trends and issues related to student achievement to inform the Strategic Planning Process.</li> <li>• Develops initiatives to foster student achievement.</li> <li>• Ensures parents and students are satisfied with levels of achievement.</li> <li>• Meets Alberta Education’s expectations re: 3YEP and AERR format, process and content.</li> <li>• Board observations</li> </ul> |

**PERFORMANCE ASSESSMENT GUIDE**

| <b>COMPETENCY</b>  |  | <b>e.g. Evaluation Evidence</b>   |
|--|--|---|
| <p><b>Leading Learning</b></p> <p><i>A superintendent establishes and sustains a learning culture in the school community that promotes ongoing critical reflection on practice, shared responsibility for</i></p> | <p>Achievement of this competency is demonstrated by indicators such as:</p> <p>a) fostering in the school community equality and respect with regard to rights as provided for in the <i>Alberta Human Rights Act</i> and the <i>Canadian Charter of Rights and Freedoms</i>;</p> <p>b) providing learning opportunities,</p> | <ul style="list-style-type: none"> <li>• Division wide PD aligns with 3YEP</li> <li>• Provides for training of administrators and the development of leadership capacity within the Division</li> <li>• Board observations</li> </ul> |

**Policy GC – Superintendent of Schools, Cont’d.**

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| <p><i>student success and continuous improvement.</i></p> | <p>based on research-informed principles of effective teaching, learning and leadership, to support building the capacity of all members of the school community to fulfill their educational roles;</p> <p>c) ensuring that all instruction in the school authority addresses learning outcomes outlined in programs of study;</p> <p>d) promoting collegial relations, collaboration, critical thinking and innovation in the school community;</p> <p>e) ensuring that staff have access to resources, programs and expertise to support them in meeting their professional responsibilities and in addressing the learning needs of all students;</p> <p>f) building principals’ and school jurisdiction leaders’ capacities and holding them accountable for providing instructional leadership through effective support, supervision and evaluation practices; and</p> <p>g) ensuring school authority student assessment and evaluation procedures are fair, appropriate, evidence-informed and used to enhance learning, teaching and leadership.</p> |  |
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**PERFORMANCE ASSESSMENT GUIDE**

| <p><b>COMPETENCY</b></p>   |   | <p><b>e.g. Evaluation Evidence</b></p> |
|--|---|--|
| <p><b>Ensuring First Nations, Métis and Inuit Education for All Students</b></p> <p><i>A superintendent establishes the structures and provides the resources necessary for the school community to acquire and apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.</i></p> | <p>Achievement of this competency is demonstrated by indicators such as:</p> <p>a) supporting staff in accessing the professional learning and capacity-building needed to meet the learning needs of First Nations, Métis, Inuit and all other students;</p> <p>b) engaging and collaborating with neighbouring First Nations and Métis leaders, organizations and communities to optimize learning success and development of First Nations, Métis, Inuit and all other students;</p> <p>c) understanding historical, social,</p> |  |

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|  | <p>economic, and political implications of:</p> <ul style="list-style-type: none"> <li>• treaties and agreements with First Nations;</li> <li>• legislation and agreements negotiated with Métis; and</li> <li>• residential schools and their legacy;</li> </ul> <p>d) aligning school authority resources and building organizational capacity to support First Nations, Métis and Inuit student achievement; and</p> <p>e) pursuing opportunities and engaging in practices to facilitate reconciliation within the school community.</p> |  |
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**Superintendent Evaluation Evidence**

**PERFORMANCE ASSESSMENT GUIDE**

| COMPETENCY   | Achievement of this competency is demonstrated by indicators such as:   | e.g. Evaluation Evidence   |
|--|---|--|
| <p><b>School Authority Operations and Resources</b></p> <p><i>A superintendent directs school authority operations and strategically allocates resources in the interests of all students and in alignment with the school authority's goals and priorities.</i></p> | <p>a) providing direction on fiscal and resource management in accordance with all statutory, regulatory and school authority requirements;</p> <p>b) ensuring effective alignment of the school authority's human resources to achieve the school authority's education plan;</p> <p>c) delegating responsibility to staff, where appropriate, to enhance operational efficiency and effectiveness;</p> <p>d) providing for the support, ongoing supervision and evaluation of all staff members in relation to their respective professional responsibilities;</p> <p>e) establishing data-informed strategic planning and decision-making processes that are responsive to changing contexts;</p> <p>f) respecting cultural diversity and appreciating differing perspectives expressed in the school community;</p> <p>g) recognizing student and staff accomplishments; and</p> <p>h) implementing programs and procedures for the effective management of human resources</p> | <ul style="list-style-type: none"> <li>• 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.</li> <li>• Ensures recognized accounting principles are being followed.</li> <li>• Ensures adequate internal financial controls exist and are being followed.</li> <li>• Quarterly financial statements</li> <li>• Auditor's Report/Management Letter</li> <li>• Expends school-based funds as per approved budgets.</li> <li>• Informs the Board annually about incurred liabilities.</li> <li>• Informs the Board immediately regarding pending litigation.</li> <li>• Superintendent confidential reports on litigation and incurred liability</li> <li>• Develops and effectively implements quality recruitment, orientation, staff development, disciplinary, evaluation and supervisory processes.</li> <li>• Fosters high standards of instruction and professional</li> </ul> |

**Policy GC – Superintendent of Schools, Cont’d.**

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|  | <p>in support of mentorship, capacity-building and succession planning.</p> | <p>improvement (Teaching Quality Standard).</p> <ul style="list-style-type: none"> <li>• Follows Board personnel policies.</li> <li>• Models high ethical standards of conduct.</li> <li>• Superintendent’s ongoing reports re: personnel-related actions (e.g. staff professional development, orientation, discipline, evaluation, recognition and supervision)</li> <li>• Ensures the Strategic Planning process involves appropriate stakeholder input and results in high stakeholder satisfaction.</li> <li>• Ensures facility project budgets and construction schedules are followed or timely variance reports are provided to the Board.</li> <li>• Develops short and long-range plans to meet the needs of the Division and provide for continuous improvement.</li> <li>• Ensures “key results” identified by the Board are achieved.</li> <li>• Develops the Strategic Plan and budget according to a timeline which ensures the Board’s ability to provide direction, revise priorities and is approved within Alberta Education timelines.</li> <li>• Planning process</li> <li>• Community consultation information</li> <li>• Three-Year Education Plan</li> <li>• Budget process and timelines and approved expenditures</li> <li>• Capital Plan</li> <li>• Alberta Education Monitoring Reports</li> <li>• Board observations</li> </ul> |
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**PERFORMANCE ASSESSMENT GUIDE**

| <b>COMPETENCY</b>  |   | <b>e.g. Evaluation Evidence</b>   |
|--|---|---|
| <p><b>Supporting Effective Governance</b></p> <p><i>A superintendent of schools as referred to in the Education Act, as chief executive officer of the board and chief education officer of the school authority, provides the board</i></p> | <p>Achievement of this competency is demonstrated by indicators such as:</p> <ol style="list-style-type: none"> <li>a) establishing and sustaining a productive working relationship with the board, based on mutual trust, respect and integrity;</li> <li>b) ensuring that all students and staff are provided with a welcoming, caring, respectful and safe</li> </ol> | <ul style="list-style-type: none"> <li>• Reflects commitment to provision of timely information in Board and Committee agendas/meetings and honours the Board’s roles and responsibilities.</li> <li>• Keeps the Board adequately informed.</li> <li>• Makes appropriate</li> </ul> |

**Policy GC – Superintendent of Schools, Cont’d.**

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| <p><i>with information, advice and support required for the fulfillment of its governance role, and reports to the Minister on all matters required of the superintendent as identified in the Education Act and other provincial legislation.</i></p> | <p>learning environment that respects diversity and fosters a sense of belonging;</p> <p>c) ensuring that all students in the school authority have the opportunity to meet the standards of education set by the Minister of Education;</p> <p>d) ensuring that the board’s plans, resource allocations, strategies and procedures lead to the achievement of its goals and priorities;</p> <p>e) ensuring that the board’s fiscal and resource management is in accordance with all statutory, regulatory and board requirements;</p> <p>f) supporting the board in the fulfilment of its governance functions in the fiduciary, strategic and generative realms;</p> <p>g) implementing board policies and supporting the regular review and evaluation of their impact;</p> <p>h) ensuring the support, ongoing supervision and evaluation of all staff members in relation to their respective professional responsibilities;</p> <p>i) facilitating collaboration among the board, staff and First Nations, Métis and Inuit leaders, organizations and communities to establish strategic policy directions in support of First Nations, Métis and Inuit student achievement and development;</p> <p>j) building the capacity of the board and staff to predict, communicate and respond to emergent circumstances, including emergency readiness and crisis management, and to political, social, economic, legal and cultural contexts and trends;</p> <p>k) supporting the board in its engagement with the school community to develop a vision of a preferred future for student success;</p> <p>l) facilitating ongoing public communication about the board’s</p> | <p>recommendations to the Board on matters under consideration.</p> <ul style="list-style-type: none"> <li>• Responds in a timely manner to requests from the Board.</li> <li>• Works harmoniously with the Board.</li> <li>• Supports Board decisions and policies.</li> <li>• Action sheets</li> <li>• Board agenda packages</li> <li>• Board meetings</li> <li>• Committee meetings</li> <li>• Superintendent e-mails and phone calls re: urgent issues</li> <li>• Board observations</li> <li>• Facilitates the development, implementation and assessment of Board policy.</li> <li>• Collaborates with others in the development and implementation of Board policy.</li> <li>• Identifies policy issues and ensures currency of policy.</li> <li>• Monitors and assesses the impact of Board policy</li> <li>• Board Policy Handbook</li> <li>• Summary of past year revisions with description of impetus for policy change</li> <li>• Board observations re: process and implementation</li> <li>• Ensures Division compliance with all Alberta Education and Board mandates.</li> <li>• Effectively manages time and resources.</li> <li>• Ensures contracted services (e.g. fiscal, labour and legal) meet quality expectations of the Board.</li> <li>• Ensures that appropriate procedures are in place for the management of critical events and emergencies and implements procedures as required.</li> <li>• Organizational chart</li> <li>• Superintendent’s calendar</li> <li>• Board agenda packages</li> <li>• Alberta Education Monitoring Reports</li> <li>• Emergency Preparedness</li> <li>• Board observations</li> </ul> |
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**Policy GC – Superintendent of Schools, Cont’d.**

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|  | <p>operations and the achievement of its goals and priorities; and</p> <p>m) promoting constructive relations between the board and staff, as well as provincial authorities, post-secondary institutions and education stakeholder organizations.</p> | <ul style="list-style-type: none"> <li>• Ensures information is disseminated to inform appropriate publics.</li> <li>• Facilitates effective home-school relations.</li> <li>• Manages conflict effectively.</li> <li>• Works cooperatively with the Board Chair and the media to represent the Board’s view/positions.</li> <li>• Promotes positive, public engagement in the Division.</li> <li>• Maintains visibility in the Division (visits schools, attends meetings, and establishes school and community contacts).</li> <li>• Complies with FOIP legislation.</li> <li>• Superintendent’s bulletin</li> <li>• Division newsletter</li> <li>• Media releases</li> <li>• Media coverage</li> <li>• Accountability reports</li> <li>• Satisfaction survey results</li> <li>• Superintendent’s calendar</li> <li>• FOIP requests</li> <li>• Provides clear expectations and direction.</li> <li>• Provides effective educational leadership.</li> <li>• Establishes and maintains positive, professional working relationships with staff and government departments.</li> <li>• Unites people toward common goals.</li> <li>• Develops processes that are aligned with goals and results.</li> <li>• Demonstrates a high commitment to the needs of students.</li> <li>• Has a well-established value system based on integrity.</li> <li>• Empowers others.</li> <li>• Effectively solves problems.</li> <li>• Exercises leadership consistent with the Board’s stated vision and values.</li> <li>• Report of interviews with principals</li> <li>• Report of interviews with “direct reports”</li> <li>• External feedback</li> </ul> |
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**Policy GC – Superintendent of Schools, Cont'd.**

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|  |  | • Board observations |
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**ATTACHMENT C**

**INTERVIEW GUIDE: CEO LEADERSHIP PRACTICES**

Perceptions of Principals and Superintendent “Direct Reports”

1. What evidence can you cite to support or refute the following?
  - a. the Superintendent provides clear expectations and direction?
  - b. the Superintendent provides effective educational leadership?
  - c. the Superintendent establishes and maintains positive, professional working relationships with staff?
  - d. the Superintendent unites people toward common goals?
  - e. the Superintendent develops processes that are aligned with goals and results?
  - f. the Superintendent demonstrates a high commitment to the needs of students?
  - g. the Superintendent has a well-established value system based on integrity?
  - h. the Superintendent empowers others?
  - i. the Superintendent effectively solves problems?
  - j. the Superintendent exercises leadership consistent with the Board’s stated vision and values?
2. What does the Superintendent do, if anything, which helps you do your job?
3. What does the Superintendent do, if anything, that makes doing your job more difficult?

Note: This form will be used to collect data for the first and fourth evaluation only.