

POLICY HANDBOOK**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.

REGULATIONS**Specific Areas of Responsibility**

1. Student Welfare
 - 1.1 Ensure that each student is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.
 - 1.2 Ensure the safety and welfare of students while participating in school programs or while being transported to or from school programs on transportation provided by the Division.
 - 1.3 Ensure the facilities adequately accommodate Division students.
 - 1.4 Act as, or designate, the attendance officer for the Division.
2. Educational Leadership
 - 2.1 Provide leadership in all matters relating to education in the Division.
 - 2.2 Promote student-centered vision and guide decision-making according to this vision.
 - 2.3 Ensure students in the Division have the opportunity to meet the standards of education set by the Minister.
 - 2.4 Implement education policies established by the Minister and the Board.
 - 2.5 Provide support and advise principals on matters related to school operations.
3. Fiscal Responsibility
 - 3.1 Ensure the fiscal management of the Division by the Associate Superintendent, Finance and Operations, is in accordance with the terms or conditions of any funding received by the Board under the School Act or any other applicable Act or regulation.
 - 3.2 Ensure the Division operates in a fiscally responsible manner, including adherence to recognized accounting procedures.
 - 3.3 Direct the development of and monitor the budget for the Division.
4. Personnel Management

Policy GC – Superintendent of Schools, Cont'd.

- 4.1 Demonstrate effectiveness in the overall authority and responsibility for personnel-related areas of responsibility.
 - 4.2 Provide leadership in the supervision and evaluation of administrators, teachers, and other staff, with the intent of improving performance.
 - 4.3 The Board delegates to the Superintendent, the power to suspend and/or terminate the services and/or the administrative designation of a teacher. There will be no procedure or right of appeal of such decisions by the Superintendent to this Board. The right of appeal of such decision by the Superintendent will be to a Board of Reference as it is aligned with provincial legislation.
5. Policy
- 5.1 Provide leadership in the planning, development, implementation and evaluation of Board policies.
6. Superintendent/Board Relations
- 6.1 Establish and maintain positive, professional working relations with the Board.
 - 6.2 Respect and honour the Board's role and responsibilities, and facilitate the implementation of that role as defined in Board policy.
 - 6.3 Provide the information which the Board requires to perform its role (regularly informing the Board of such matters as enrolment, building and maintenance programs, personnel appointments and curriculum implementation).
7. Strategic Planning and Reporting
- 7.1 Lead the Strategic Planning process including the development of Division Three-Year Education Plan, budget and facilities plans.
 - 7.2 Implement plans as approved.
 - 7.3 Involve the Board appropriately (Board approval of process and timelines; opportunity for Board establishment of strategic priorities and key results early in the process; final Board approval).
 - 7.4 Report regularly on results achieved.
8. Organizational Leadership and Management
- 8.1 Demonstrate effective organization skills resulting in Division compliance with all legal, Ministerial and Board mandates and timelines.
 - 8.2 Report to the Minister with respect to matters identified in and required by the School Act.
 - 8.3 Build an organizational structure and promote a Division culture which facilitates positive results, effectively handles emergencies and deals with crisis situations in a team-oriented, collaborative and cohesive fashion.
9. Communications and Community Relations
- 9.1 Take appropriate actions to ensure open, transparent, positive internal and external communications are developed and maintained.
 - 9.2 Keep the Board informed through the provision of appropriate accountability reports.
 - 9.3 Ensure parents have a high level of satisfaction with the services provided and the responsiveness of the Division.
 - 9.4 Participate actively in school-based activities in order to enhance and support the Division's core purpose.
 - 9.5 Act as, or designate, the head of the organization for the purposes of the Freedom of Information and Protection of Privacy (FOIP) Act.

Policy GC – Superintendent of Schools, Cont'd.

10. Leadership Practices

- 10.1 Practice leadership in a manner that is viewed positively in carrying out the directives of the Board and the Minister.
- 10.2 Develop and maintain positive and effective relationships with provincial and regional government departments and external agencies.
- 10.3 Work collaboratively with the corporate Board, staff, students, parents, School Councils and community members in establishing a positive and innovative culture and sense of pride in the Division.

SUPERINTENDENT/CEO EVALUATION PROCESS

The evaluation process:

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.
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.
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.
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.
5. 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 the source of the evidence in advance, while the quality indicators describe expectations in regard to that evidence.
6. Meets contractual requirements in that the Superintendent and Board came to a mutual agreement relative to the comprehensive evaluation process to be followed.
7. Is aligned with and based upon the Superintendent's roles and responsibilities. The Board policy is consistent with the evaluation document.
8. 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.
9. Sets out standards of performance. The quality 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.
10. 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.
11. 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.
12. Elicits evidence to support subjective assessments. This must be the case when the Board provides feedback regarding Board agendas, committee and Board meetings, etc.
13. 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.

Policy GC – Superintendent of Schools, Cont’d.

Timelines for Evaluations

Evaluations will be conducted in accordance with this document according to the following schedule:

| EVALUATION | BASED ON PERIOD | REPORT DELIVERED TO SUPERINTENDENT |
|-------------------|--------------------------------|---|
| First Year | August 1, 2013 – June 15, 2014 | June 30, 2014 |
| Second Year | August 1, 2014 – June 15, 2015 | June 30, 2015 |
| Third Year | August 1, 2015 – June 15, 2016 | June 30, 2016 |
| Fourth Year | August 1, 2016 – June 15, 2017 | June 30, 2017 |
| Fifth Year | August 1, 2017 – June 15, 2018 | June 30, 2018 |

Criteria for Evaluations

The criteria for the first evaluation will be those set out in Appendix B, the Performance Assessment Guide. 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). Such growth goals may be areas requiring remediation or actions which must be taken to address trends, issues or external realities. The Role Expectation “Leadership Practices” will only be included in the first and fourth evaluations. 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.

The Superintendent will provide an evidence document which will be made available to the Board approximately one (1) week prior to the evaluation workshop. The purpose of the evidence document is to provide proof that the quality indicators identified in Appendix B have been achieved. Therefore evidence will be organized under each quality indicator. The Board will assess during the evaluation session whether or to what extent the Superintendent has achieved each quality indicator. The Board and the Superintendent will be present during the evaluation session. 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. The Superintendent may leave the room when the Board develops the growth goals/areas for emphasis and the conclusion section. The evaluation report will reflect the corporate Board position.

APPENDIX B

| PERFORMANCE ASSESSMENT GUIDE | | |
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| Role Expectation: Student Welfare | Superintendent Evaluation Evidence | Quality Indicators |
| <p>1.1 Ensure that each student is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.</p> <p>1.2 Ensure the safety and welfare of students while participating in school programs or while being transported to or from school programs on transportation provided by the Division.</p> <p>1.3 Ensure the facilities adequately accommodate Division students.</p> <p>1.4 Act as, or designate, the attendance officer for the Division.</p> | <ul style="list-style-type: none"> • Crisis Response Manual • Expulsion hearings and follow-up correspondence • Attendance correspondence • Accountability reports <ul style="list-style-type: none"> ○ Facilities ○ Transportation • Designation of officer • Board observations | <ul style="list-style-type: none"> • Monitors progress relative to providing a welcoming, caring, respectful and safe learning environment. • Implements procedures for emergencies as required. • Provides analyses of crisis response incident reports. • Implements the requirements of Occupational Health and Safety and Emergency Preparedness legislation, including required staff professional development. • Complies with legislative requirements to appoint attendance officer for the Division. |

| PERFORMANCE ASSESSMENT GUIDE | | |
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| Role Expectation: Educational Leadership | Superintendent Evaluation Evidence | Quality Indicators |
| <p>2.1 Provide leadership in all matters relating to education in the Division.</p> <p>2.2 Promote student-centered vision and guide decision-making according to this vision.</p> <p>2.3 Ensure students in the Division have the opportunity to meet the standards of education set by the Minister.</p> <p>2.4 Implement education policies established by the Minister and the Board.</p> <p>2.5 Provide support and advise principals on matters related to school operations.</p> | <ul style="list-style-type: none"> • Annual Education Results Report (AERR) <ul style="list-style-type: none"> ○ Satisfaction survey information ○ PAT results ○ Diploma results ○ Completion rates ○ Rutherford and other scholarships ○ Trends and Issues • Recommendations to Three-Year Education Planning process • Three-Year Education Plan • Feedback from Alberta Education re: AERR • Board observations | <ul style="list-style-type: none"> • Ensures there is measurable improved student achievement over time as anticipated in the Strategic Plan. • Conducts an analysis of student success and ensures principals develop action plans to address concerns. • Identifies trends and issues related to student achievement to inform the Strategic Planning Process. • Develops initiatives to foster student achievement. • Ensures parents and students are satisfied with levels of achievement. • Meets Alberta Education's expectations re: AERR format, process and content. • Meets all timelines with provision for appropriate Board input relative to the AERR. • Ensures the Division's academic results are published. |

| PERFORMANCE ASSESSMENT GUIDE | | |
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| Role Expectation: Fiscal Responsibility | Superintendent Evaluation Evidence | Quality Indicators |
| <p>3.1 Ensure the fiscal management of the Division by the Associate Superintendent, Finance and Operations, is in accordance with the terms or conditions of any funding received by the Board under the School Act or any other applicable Act or regulation.</p> <p>3.2 Ensure the Division operates in a fiscally responsible manner, including adherence to recognized accounting procedures.</p> <p>3.3 Direct the development of and monitor the budget for the Division.</p> | <ul style="list-style-type: none"> • Auditor’s Report • Auditor’s Management Letter • Quarterly financial statements • Superintendent confidential reports on litigation and incurred liability • Board observations | <ul style="list-style-type: none"> • Ensures recognized accounting principles are being followed. • Ensures adequate internal financial controls exist and are being followed. • 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. • Expends school-based funds as per approved budgets. • Informs the Board annually about incurred liabilities. • Informs the Board immediately regarding pending litigation. |

| PERFORMANCE ASSESSMENT GUIDE | | |
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| Role Expectation: Personnel Management | Superintendent Evaluation Evidence | Quality Indicators |
| <p>4.1 Demonstrate effectiveness in the overall authority and responsibility for personnel-related areas of responsibility.</p> <p>4.2 Provide leadership in the supervision and evaluation of administrators, teachers, and other staff, with the intent of improving performance.</p> | <ul style="list-style-type: none"> • Superintendent’s ongoing reports re: personnel-related actions (e.g. staff professional development, orientation, discipline, evaluation, recognition and supervision) • Board observations | <ul style="list-style-type: none"> • Develops and effectively implements quality recruitment, orientation, staff development, disciplinary, evaluation and supervisory processes. • Models commitment to personal and professional growth. • Fosters high standards of instruction and professional improvement (Teaching Quality Standard). • Provides for training of administrators and the development of leadership capacity within the Division. • Follows Board personnel policies. • Models high ethical standards of conduct. |

| PERFORMANCE ASSESSMENT GUIDE | | |
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| Role Expectation: Policy | Superintendent Evaluation Evidence | Quality Indicators |
| 5.1 Provide leadership in the planning, development, implementation and evaluation of Board policies. | <ul style="list-style-type: none"> • Board Policy Handbook • Summary of past year revisions with description of impetus for policy change • Board observations re: process and implementation | <ul style="list-style-type: none"> • Facilitates the development, implementation and assessment of Board policy. • Collaborates with others in the development and implementation of Board policy. • Identifies policy issues and ensures currency of policy. • Monitors and assesses the impact of Board policy. |

| PERFORMANCE ASSESSMENT GUIDE | | |
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| Role Expectation: Superintendent/Board Relations | Superintendent Evaluation Evidence | Quality Indicators |
| <p>6.1 Establish and maintain positive, professional working relations with the Board.</p> <p>6.2 Respect and honour the Board's role and responsibilities, and facilitate the implementation of that role as defined in Board policy.</p> <p>6.3 Provide the information which the Board requires to perform its role (regularly informing the Board of such matters as enrolment, building and maintenance programs, personnel appointments and curriculum implementation).</p> | <ul style="list-style-type: none"> • Action sheets • Board agenda packages • Board meetings • Committee meetings • Superintendent e-mails and phone calls re: urgent issues • Board observations | <ul style="list-style-type: none"> • Reflects commitment to provision of timely information in Board and Committee agendas/meetings and honours the Board's roles and responsibilities. • Keeps the Board adequately informed. • Makes appropriate recommendations to the Board on matters under consideration. • Responds in a timely manner to requests from the Board. • Works harmoniously with the Board. • Supports Board decisions and policies. |

| PERFORMANCE ASSESSMENT GUIDE | | |
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| Role Expectation: Strategic Planning and Reporting | Superintendent Evaluation Evidence | Quality Indicators |
| <p>7.1 Lead the Strategic Planning process including the development of Division Three-Year Education Plan, budget and facilities plans.</p> <p>7.2 Implement plans as approved.</p> <p>7.3 Involve the Board appropriately (Board approval of process and timelines; opportunity for Board establishment of strategic priorities and key results early in the process; final Board approval).</p> <p>7.4 Report regularly on results achieved.</p> | <ul style="list-style-type: none"> • Planning process • Community consultation information • Three-Year Education Plan • Budget process and timelines and approved expenditures • Capital Plan • Alberta Education Monitoring Reports • Board observations | <ul style="list-style-type: none"> • Ensures the Strategic Planning process involves appropriate stakeholder input and results in high stakeholder satisfaction. • Ensures facility project budgets and construction schedules are followed or timely variance reports are provided to the Board. • Develops short and long-range plans to meet the needs of the Division and provide for continuous improvement. • Ensures “key results” identified by the Board are achieved. • 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. |

| PERFORMANCE ASSESSMENT GUIDE | | |
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| Role Expectation: Organizational Leadership and Management | Superintendent Evaluation Evidence | Quality Indicators |
| <p>8.1 Demonstrate effective organization skills resulting in Division compliance with all legal, Ministerial and Board mandates and timelines.</p> <p>8.2 Report to the Minister with respect to matters identified in and required by the School Act.</p> <p>8.3 Build an organizational structure and promote a Division culture which facilitates positive results, effectively handles emergencies and deals with crisis situations in a team-oriented, collaborative and cohesive fashion.</p> | <ul style="list-style-type: none"> • Organizational chart • Superintendent's calendar • Board agenda packages • Alberta Education Monitoring Reports • Emergency Preparedness • Board observations | <ul style="list-style-type: none"> • Ensures Division compliance with all Alberta Education and Board mandates. • Effectively manages time and resources. • Ensures contracted services (e.g. fiscal, labour and legal) meet quality expectations of the Board. • Ensures that appropriate procedures are in place for the management of critical events and emergencies and implements procedures as required. |

| PERFORMANCE ASSESSMENT GUIDE | | |
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| Role Expectation: Communications and Community Relations | Superintendent Evaluation Evidence | Quality Indicators |
| <p>9.1 Take appropriate actions to ensure open, transparent, positive internal and external communications are developed and maintained.</p> <p>9.2 Keep the Board informed through the provision of appropriate accountability reports.</p> <p>9.3 Ensure parents have a high level of satisfaction with the services provided and the responsiveness of the Division.</p> <p>9.4 Participate actively in school-based activities in order to enhance and support the Division's core purpose.</p> <p>9.5 Act as, or designate, the head of the organization for the purposes of the Freedom of Information and Protection of Privacy (FOIP) Act.</p> | <ul style="list-style-type: none"> • Superintendent's bulletin • Division newsletter • Media releases • Media coverage • Accountability reports • Satisfaction survey results • Superintendent's calendar • FOIP requests • Board observations | <ul style="list-style-type: none"> • Ensures information is disseminated to inform appropriate publics. • Facilitates effective home-school relations. • Manages conflict effectively. • Works cooperatively with the Board Chair and the media to represent the Board's view/positions. • Promotes positive, public engagement in the Division. • Maintains visibility in the Division (visits schools, attends meetings, and establishes school and community contacts). • Complies with FOIP legislation. |

| PERFORMANCE ASSESSMENT GUIDE | | |
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| Role Expectation: Leadership Practices | Superintendent Evaluation Evidence | Quality Indicators |
| <p>10.1 Practice leadership in a manner that is viewed positively in carrying out the directives of the Board and the Minister.</p> <p>10.2 Develop and maintain positive and effective relationships with provincial and regional government departments and external agencies.</p> <p>10.3 Work collaboratively with the corporate Board, staff, students, parents, School Councils and community members in establishing a positive and innovative culture and sense of pride in the Division.</p> | <ul style="list-style-type: none"> • Report of interviews with principals • Report of interviews with “direct reports” • External feedback • Board observations | <ul style="list-style-type: none"> • Provides clear expectations and direction. • Provides effective educational leadership. • Establishes and maintains positive, professional working relationships with staff and government departments. • Unites people toward common goals. • Develops processes that are aligned with goals and results. • Demonstrates a high commitment to the needs of students. • Has a well-established value system based on integrity. • Empowers others. • Effectively solves problems. • Exercises leadership consistent with the Board’s stated vision and values. |

APPENDIX 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.