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## **BOARD PERFORMANCE ASSESSMENT GUIDE**

This evaluation tool allows the Board to evaluate its performance by considering professional competency in the areas of Vision and Values, Governance and Policies, Professional Practices and Board Operations, Accountability to Provincial Government, Board Development, Superintendent/Board Relations, Fiscal Accountability, Political Advocacy, Human Resources and Community Assurance.

The Board must self-evaluate in each of the ten Performance Expectations identified below. Following each Performance Expectation are several customizable 'Quality Indicators' that individual Board members and the Board as a whole may consider in their assessment of the overall performance in each Role Expectation.

### **I. VISION AND VALUES**

1. Role Expectations:
  - a. In the Division there is a statement of the vision and mission that is led by values.
  - b. In the Division, the education system is inclusive.
  - c. The Division is characterized by a culture of learning, including lifelong learning.
  - d. Multi-Year Planning Cycle established at the outset of the Board's mandate.
  - e. Annually evaluate the effectiveness of the Division in achieving established priorities, desired results and key performance indicators.
2. Quality Indicators relative to Vision and Values:
  - a. Engages community and divisional staff in the articulation of a collective vision and values for the Division.
  - b. Utilizes values, vision and mission as filters for policy development and decision-making at the Board level.
  - c. Annually evaluates divisional processes and outcomes to ensure congruency with values, vision and mission.
  - d. Engages in strategic planning to set direction and establish goals for teaching and learning in the Division.
  - e. Conduct school and program reviews as necessary to monitor the achievement of outcomes.
  - f. Division performance and achievement is monitored, evaluated and reported.

ADOPTED	REVIEWED	REVISED	PAGE
26/Apr/22			1 of 7
Motion 09-17-22			

## **II. GOVERNANCE AND POLICIES**

1. Role Expectations:
  - a. In the Division, policies are congruent with legal requirement and provincial policy directions governing education and schools as learning and work environments.
  - b. Policies articulate roles, responsibilities and delegated authorities within the Division.
  - c. Policies provide a framework for teaching and learning within the Division.
  - d. Policies reflect the expressed values of the Division.
2. Quality Indicators relative to Governance and Policies:
  - a. Reviews and revises relevant legislation and statutes and provincial policies governing education and public schools.
  - b. Creates and approves new policies in response to identified needs within the Division.
  - c. Policies provide framework which clearly delineates Board and Superintendent roles, and delegated authorities within the Division.
  - d. Allocates resources to meet the professional learning needs of all staff, and approves strategies to enhance employee growth, performance and job satisfaction throughout the Division.

## **III. PROFESSIONAL PRACTICES AND BOARD OPERATIONS**

1. Role Expectations:
  - a. Professional practices and Board operations enhance communication and relationships among all members of the educational community.
  - b. Professional practices and Board operations employ organizational processes and strategies for optimum use of divisional human, material and financial resources.
  - c. Professional practices and board operations support curriculum planning, development and implementation within the Division.
  - d. Professional practices and Board operations reflect characteristics of a learning community.
2. Quality Indicators relative to Professional Practices and Board Operations:
  - a. Provides a framework for curriculum planning, development and implementation within the Division.
  - b. Uses outcomes data to inform decision-making about teaching and learning within the Division.
  - c. Establishes an annual budget process that is comprehensive and inclusive in its consideration of resource issues and concerns.

ADOPTED	REVIEWED	REVISED	PAGE
26/Apr/22			2 of 7
Motion 09-17-22			

- d. Respects the professional expertise of staff and delegated authorities within the Division regarding operational issues.
- e. Actively seeks constituent and community input and seeks to consult and collaborate in planning, budgeting, and policy development processes within the Division.
- f. Provides a policy framework to support communications and partnership initiatives within the Division and the broader education community.
- g. Values new learning and Board development activities for all Board members.

#### **IV. ACCOUNTABILITY TO PROVINCIAL GOVERNMENT**

- 1. Role Expectations:
  - a. Act in accordance with statutory requirements to implement provincial and educational standards and policies.
  - b. Perform Board functions required by governing legislation and existing Board policy.
  - c. Trustees are well-versed on Board Member Code of Conduct and provincial government disciplinary rules per the Public Schools Act.
  - d. Organizational By-Law includes provisions related to Board meeting structure per the Public Schools Act.
  - e. Board meeting attendance requirements per the Public Schools Act are adhered to by trustees.
- 2. Quality Indicators relative to Accountability to Provincial Government:
  - a. Statutory obligations are fully met in a timely manner
  - b. All resident students are provided an education program consistent with the Public Schools Act and the statutory regulations.
  - c. Non-resident students are provided an education program consistent with the Public Schools Act and the statutory regulations, at the sole discretion of the Board.
  - d. Board governance policies clearly specify required Board functions.
  - e. Legislative functions are performed in an exemplary fashion.

#### **V. BOARD DEVELOPMENT**

- 1. Role Expectations:
  - a. Develop and implement a Board development plan annually.
  - b. Ensure those new to the Board are provided appropriate orientation opportunities at the local and provincial levels.

ADOPTED	REVIEWED	REVISED	PAGE
26/Apr/22			3 of 7
Motion 09-17-22			

2. Quality Indicators relative to Board Development:
  - a. An annual Board self-evaluation, which defines a positive path forward, is completed.
  - b. Interactions amongst trustees demonstrates respect, understanding and integrity.
  - c. A yearly plan for Board/Trustee development is formulated and implemented.
  - d. A comprehensive Board Orientation process for new trustees is designed and implemented.
  - e. Planning sessions and workshops are scheduled to enhance Board effectiveness to complement conferences and other activities that individual trustees participate in to further Board and trustee effectiveness.

## **VI. SUPERINTENDENT/BOARD RELATIONS**

1. Role Expectations:
  - a. Provide the Superintendent with clear corporate direction.
  - b. Delegate, in policy, administrative duties and identify responsibility subject to the provisions and restrictions in the Public Schools Act.
  - c. Respect the authority of the Superintendent to carry out executive action and support the Superintendent's actions which are exercised in good faith and within delegated discretionary powers of the position.
  - d. Hold the Superintendent accountable for management of the Division.
  - e. Annually evaluate the Superintendent in accordance with a Board-adopted evaluation process, criteria, and timelines.
  - f. Superintendent job description is reviewed and understood by all Board members in conjunction with the annual evaluation of the Superintendent.
  - g. In relation to the strategic planning process, Board and Superintendent roles and responsibilities are understood.
2. Quality Indicators relative to Superintendent/Board Relations:
  - a. The Superintendent has been delegated responsibility for all executive functions together with commensurate authority.
  - b. Clear corporate direction is provided to the Superintendent.
  - c. The Superintendent is supported in actions exercised within delegated discretionary powers of the position.
  - d. The role of the Superintendent is respected by the Board.
  - e. The Superintendent is held accountable for the overall management and day-to-day operation of the Division.
  - f. The Superintendent is evaluated fairly and thoroughly in relation to specific roles and responsibilities and Board direction.
  - g. The Trustee Code of Conduct applies to Board-Superintendent relations and specifically respect for the position of the Superintendency by all Board members.

ADOPTED	REVIEWED	REVISED	PAGE
26/Apr/22			4 of 7
Motion 09-17-22			

- h. All Board members participate in the hiring process of a new Superintendent (as required).

## **VII. FISCAL ACCOUNTABILITY**

- 1. Role Expectations:
  - a. Establish budget principles, budget priorities, and ensure resources are allocated to achieve desired results and adopt an annual budget.
  - b. Approve the audited financial statements and ensure approved management letter deficiencies are addressed.
  - c. Monitor fiscal management of the Division through receipt of variance analyses and year-end projections.
  - d. Receive listing of the tenders for contracted work and of leases and agreements, as requested.
- 2. Quality Indicators relative to Fiscal Accountability:
  - a. Budget assumptions are clearly understood by trustees.
  - b. Needs are determined and prioritized.
  - c. The approved budget clearly reflects the Board's priorities.
  - d. At a minimum, quarterly variance analyses and year-end projections are received.
  - e. Signing authorities are identified in policy, bank documentation is completed.
  - f. Expenditures for trustees, the Superintendent and the Secretary-Treasurer/CFO meet or exceed minimum standards

## **VIII. POLITICAL ADVOCACY**

- 1. Role Expectations:
  - a. Board is an advocate for public education.
  - b. Develops a plan for advocacy including focus, key messages and mechanisms, to be reviewed annually.
  - c. Participate in provincial and /or national school board associations as deemed appropriate.
  - d. Promote regular meetings and maintain timely, frank and constructive communication with local and provincial elected officials.
- 2. Quality Indicators relative to Political Advocacy:
  - a. Every effort is made to promote public education at every opportunity. Includes visitations by Board members to Parent Councils.
  - b. The plan for advocacy is reviewed on an annual basis.

ADOPTED	REVIEWED	REVISED	PAGE
26/Apr/22			5 of 7
Motion 09-17-22			

- c. The Board conveys key messages regularly to MLAs, municipal partners and the media.
- d. The Board participates in advocacy processes at the local, provincial and national levels.
- e. The Board conveys key messages to its MPs when appropriate.

**IX. HUMAN RESOURCES**

- 1. Role Expectations:
  - a. Ratify Agreements with bargaining units.
  - b. Select the Superintendent.
  - c. Participate in the selection and appointment of the Assistant Superintendent.
  - d. Establish Trustee Indemnity and Reimbursement.
  - e. Participate in Principal appointment interviews per policy requirements.
  - f. Select the Secretary-Treasurer/CFO.
- 2. Quality Indicators relative to Human Resources:
  - a. Negotiation processes and mandates are clearly established with due consideration for fairness, equity, and economic conditions.
  - b. Successful completion and execution of collective agreements and compensation changes for employee/groups occurs.
  - c. The Board retains authority and responsibility for Superintendent selection, subject to the Minister's statutory authority.
  - d. Established policy outlines scope of Board involvement in the selection of the Assistant Superintendent.
  - e. Established policy outlines process in selection of the Secretary-Treasurer/CFO.
  - f. Trustee indemnity and the schedule for expense reimbursement is approved by the Board.
  - g. Trustee involvement in Principal appointment interview process is followed per policy.
  - h. Human Resource Manager supports the Personnel Committee.

**X. BOARD-COMMUNITY RELATIONS AND COMMUNICATION**

- 1. Role Expectations:
  - a. Establish processes and provide opportunities for public input.
  - b. Report Division outcomes annually and make them easily accessible to parents and the general public.
- 2. Quality Indicators relative to Board-Community Relations and Communication:

ADOPTED	REVIEWED	REVISED	PAGE
26/Apr/22			6 of 7
Motion 09-17-22			

- a. Mechanisms for community input are regularly available.
- b. Processes are established to communicate Board decisions to its constituents.
- c. Division outcomes are reported to the community annually and the information is made readily available.
- d. Community members are afforded opportunities to meet as a group, with a trustee rep in attendance to receive input shared at the meeting(s).
- e. Appeal hearing processes are transparent and cognizant of due process.
- f. Board and individual trustees model a culture of respect and integrity and operate in an open, transparent fashion.
- g. Board members school visits to Parent Councils per requirements set out in Board policies.
- h. Board decisions are based on relevant data and are presentative of the interest of the entire community.
- i. Community Survey results are carefully analyzed by the Board to identify trends that may warrant attention for follow-up by Admin and /or the Board.

ADOPTED	REVIEWED	REVISED	PAGE
26/Apr/22			7 of 7
Motion 09-17-22			