

## **Policy 12 Appendix B: PERFORMANCE ASSESSMENT GUIDE**

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### **1. Student Learning & Well-being**

#### **Role Expectations:**

- RE 1.1. Ensures that each student is provided with a safe and caring environment that fosters and maintains respectful and responsible behaviors.
- RE 1.2. Ensures that facilities adequately accommodate Division students.
- RE 1.3. Ensuring that student attendance and engagement are tracked and that appropriate mitigation strategies are developed.
- RE 1.4. Acts as, or designates, the local attendance counselor for the Division.
- RE 1.5. The Director shall report annually to the Board on Division-wide safety measures, critical incidents, and student well-being initiatives.

#### **Quality Indicators relative to Student Well-being**

- QI 1.1. Develops measurements and monitors progress relative to providing a safe and caring environment.
- QI 1.2. Provides analysis of incident reports, student well-being initiatives, and safety measures.
- QI 1.3. Implements the requirements of Occupational Health and Safety legislation, including required staff professional development.
- QI 1.4. Complies with legislative requirements to appoint an attendance counselor for the Division.

### **2. Education Leadership**

#### **Role Expectations:**

- RE 2.1. Provides leadership in all matters relating to education in the Division.
- RE 2.2. Ensures students in the Division have the opportunity to meet the standards and outcomes of education set by the Ministry of Education.
- RE 2.3. Implements education policies established by the Ministry of Education and the Board.
- RE 2.4. Ensures accurate assessment and evaluation of student achievement.
- RE 2.5. Ensures ongoing learning supports are provided to students in vulnerable circumstances with identifiable need(s).
- RE 2.6. Works collaboratively with Indigenous communities to support the educational success of all students, consistent with Division values and the Education Act.

#### **Quality Indicators relative to Education Leadership**

- QI 2.1. Conducts an analysis of student success and ensures development of action plans to address concerns.

- QI 2.2. Identifies trends and issues related to student achievement to inform the setting of yearly priorities and outcomes.
- QI 2.3. Meets all timelines with provision for appropriate Board input relative to the annual review of priorities and outcomes.
- QI 2.4. Ensures the Division's key results are published.
- QI 2.5. Achieves the key results approved by the Board.
- QI 2.6. Provides timely enrolment projection reports.

### **3. Fiscal Responsibility**

#### **Role Expectations:**

- RE 3.1. Ensures the fiscal management of the Division is in accordance with the terms or conditions of any funding received by the Board.
- RE 3.2. Ensures the Division operates in a fiscally responsible manner, including adherence to recognized accounting procedures.
- RE 3.3. Ensures insurance coverage is in place to adequately protect assets, indemnify liabilities and provide for reasonable risk management.

#### **Quality Indicators relative to Fiscal Responsibility**

- QI 3.1 Ensures accounting practices which are in accordance with The Education Act are being followed, using accounting principles generally accepted for school divisions as prescribed by the Ministry of Education.
- QI 3.2 Ensures adequate internal financial controls exist and are being followed.
- QI 3.3 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.
- QI 3.4 Ensures school-based funds are expended as per approved budgets.
- QI 3.5 Informs the Board annually about incurred liabilities.
- QI 3.6 Informs the Board immediately regarding litigation initiated by or against the Board.
- QI 3.7 Conducts internal audits of school accounts and takes remedial actions when deemed warranted.
- QI 3.8 Ensures limits on emergency expenditures and change orders are followed.
- QI 3.9 Ensures insurance coverage appropriately mitigates risk.

### **4. Human Resources Management**

#### **Role Expectations:**

- RE 4.1. Providing overall authority and responsibility for all human resource-related processes and actions (ie, the development of mandates for collective bargaining and those human resource matters precluded by legislation, collective agreements, or Board policy).

- RE 4.2. Ensures a system is in place to monitor and improve the performance of all staff.
- RE 4.3. Ensures the coordination and integration of human resources within the Division.
- RE 4.4. Accurately interprets and administers collective agreements and contracts.
- RE 4.5. Ensures the Division has sufficient organizational capacity, including a familiarity with the Board and Director issues and processes, to enable an internal interim successor to continue competent operation of the Division in the event of absence or sudden loss.
- RE 4.6. Ensuring that the Division attracts, retains, motivates, and develops a highly qualified workforce to ensure student learning and well-being.

#### **Quality Indicators relative to Human Resources Management**

- QI 4.1. Develops and effectively implements high-quality and aligned recruitment, orientation, staff development, disciplinary, supervisory and evaluation processes.
- QI 4.2. The Director models a commitment to personal and professional growth.
- QI 4.3. Fosters high standards of instruction and professional improvement.
- QI 4.4. Provides training of administrators and develops leadership capacity within the Division.
- QI 4.5. The Director models high ethical standards of conduct.
- QI 4.6. Follows Board recruitment policy.

### **5. Policy/Procedures**

#### **Role Expectations:**

- RE 5.1. Provides leadership in the planning, development, implementation and evaluation of Board policies and administrative procedures that are consistent with Board policy and provincial/federal legislation.
- RE 5.2. Demonstrating governance knowledge and tools while providing advisement of the Board.

#### **Quality Indicators relative to Policy/Procedures**

- QI 5.1. Appropriately involves individuals and groups in the Board policy and administrative procedure development process.
- QI 5.2. Ensures policy and administrative procedures are adhered to.
- QI 5.3. Ensures timeliness of policy and administrative procedure revisions.
- QI 5.4. Takes leadership in bringing policies to the Board for review.
- QI 5.5. Demonstrates a knowledge of and respect for the role of the Board in policy processes.

### **6. Director/Board Relations**

#### **Role Expectations:**

- RE 6.1. Establishes and maintains positive professional working relations with the Board.

- RE 6.2. Honours and facilitates the implementation of the Board's roles and responsibilities as defined in Board policy.
- RE 6.3. Implements the expressed will of the Board in a manner consistent with the spirit and intent underlying each of the Board's decisions.
- RE 6.4. Keeps the Board informed through the provision of required accountability reports.

#### **Quality Indicators relative to Director/Board Relations**

- QI 6.1. Board agendas are prepared and distributed to trustees in sufficient time to allow for appropriate trustee preparation for the meeting.
- QI 6.2. Keeps the Board informed about Division operations.
- QI 6.3. Provides the Board with balanced, sufficient, concise information and clear recommendations in the agenda.
- QI 6.4. Interacts with the Board in an open, honest, pro-active, and professional manner.
- QI 6.5. Provides support to the Board regarding advocacy efforts on behalf of the Division.
- QI 6.6. Ensures high-quality management services are provided to the Board.
- QI 6.7. Provides the Board with correspondence directed to the Board or Trustees.
- QI 6.8. Implements Board directions with integrity in a timely fashion.

### **7. Strategic Planning and Reporting**

#### **Role Expectations:**

- RE 7.1. Leads the Strategic Planning process including the development of Division goals, budget, facilities, transportation, and implements plans as approved.
- RE 7.2. Involves the Board appropriately (Board identification of priorities and outcomes, opportunity for Board input early in the process, final Board approval).
- RE 7.3. Reports at least annually on results achieved.
- RE 7.4. Facilitating the Enterprise Risk Management process to ensure the identification and development of mitigation strategies for areas of risk to the organization.
- RE 7.5. Supporting the Board to engage the public to ensure broader community involvement.

#### **Quality Indicators relative to Strategic Planning and Reporting**

- QI 7.1. The budget and priorities and key results are developed according to a timeline which ensures the Board's ability to provide direction and revise priorities.
- QI 7.2. Develops short and long-range plans to meet the needs of the Division and provide for continuous improvement.
- QI 7.3. Provides accountability reports as directed by the Board.

## 8. Organizational Management

### Role Expectations:

- RE 8.1. Demonstrates effective organization skills resulting in Division compliance with all legal, Ministerial and Board mandates and timelines.
- RE 8.2. Reports to the Minister with respect to matters identified in and required by *The Education Act*.
- RE 8.3. Builds 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.

### Quality Indicators relative to Organizational Management

- QI 8.1. Ensures Division compliance with all Ministry of Education and Board mandates (timelines and quality).
- QI 8.2. Manages time and resources effectively.
- QI 8.3. Facility project budgets and construction schedules are followed, or timely variance reports are provided to the Board.
- QI 8.4. Ensures that appropriate procedures are in place for the management of critical events and emergencies.

## 9. Communications and Community Relations

### Role Expectations:

- RE 9.1. Takes appropriate actions to ensure positive internal and external communications are developed and maintained.
- RE 9.2. Participates actively in community affairs in order to enhance and support the Division's vision, mission, and goals and to foster positive relationships.
- RE 9.3. Acts as, or designates, the Head of the organization for the purposes of *The Local Authority Freedom of Information and Protection of Privacy (LAFOIP) Act*.

### Quality Indicators relative to Communications and Community Relations

- QI 9.1. Represents the Division in a positive, professional manner.
- QI 9.2. Manages conflict effectively.
- QI 9.3. Ensures information is disseminated to inform appropriate publics.
- QI 9.4. Works cooperatively with the media to represent the Board's view/positions.
- QI 9.5. The Director is visible and accessible to the community and stakeholders.

## **10. Leadership Practices**

### **Role Expectations:**

- RE 10.1. Practices leadership in a manner that is viewed positively and has the support of those with whom the Director of Education works most directly in carrying out the directives of the Board and the Minister.
- RE 10.2. Develops and maintains positive and effective relations with provincial and regional government departments and agencies.

### **Quality Indicators relative to Leadership Practices**

- QI 10.1. Provides clear direction.
- QI 10.2. Provides effective educational leadership.
- QI 10.3. Establishes and maintains positive, professional working relationships with staff.
- QI 10.4. Unites people toward common goals.
- QI 10.5. Demonstrates a high commitment to the needs of students.
- QI 10.6. Has a well-established value system based on integrity.
- QI 10.7. Empowers others.
- QI 10.8. Effectively solves problems.

## **11. Governance**

### **Role Expectations:**

- RE 11.1. Ensures that the Director's understanding, training and professional development of governance practices is current and relevant and is embedded in the operations of the school division.
- RE 11.2. Ensures the facilitation of governance training and professional development for all school division leadership team members.
- RE 11.3. Works cooperatively with Board members in enhancing governance practices, including the development of effective governance tools and templates.

### **Quality Indicators relative to Governance**

- QI 11.1. Facilitating professional learning for in-school administrators and division leadership staff, as required.
- QI 11.2. Engaging in ongoing professional learning related to board governance.
- QI 11.3. Providing recommendations and supports the Board in accessing governance training.