

Board Policy 2

Role of the Board

As the corporate entity with natural person powers established by provincial legislation and given authority by the Education Act and attendant Regulations, and the corporate body elected by the electors that support Northern Gateway School Division, the Board shall provide overall direction and leadership to the Division. It is accountable for the provision of appropriate educational services and programs to resident students of the Division to enable their success, in keeping with the requirements of government legislation and the values of the electorate.

The Board accepts the responsibility of providing an education system that is organized and operated in the best interests of the students it serves. It exercises this responsibility through setting of clear strategic direction, the wise use of resources, fiduciary accountability and the generative engagements of constituents.

Specific Areas of Responsibility

1. Accountability for Student Learning and Wellness
 - 1.1 Provide overall direction for the Division by establishing vision, mission and values.
 - 1.2 Support the establishment of a welcoming, caring, respectful and safe learning environment.
 - 1.3 Annually approve the process and timelines for the refinement of the Three-Year Education Plan.
 - 1.4 Identify Board priorities at the outset of the annual Three-Year Education planning process.
 - 1.5 Enable the infusion of cultural perspectives within student learning, as defined by each community.
 - 1.6 Enable and support the development of pathways beyond the residential school legacy.
 - 1.7 Enable processes to support quality teaching.





- 1.8 Provide for school and program reviews as necessary to monitor the achievement of outcomes.
 - 1.9 Monitor the effectiveness of the Division in achieving established priorities, desired results and key performance indicators.
 - 1.10 Annually approve the "rolling" Three-Year Education Plan/Annual Education Results Report for submission to Alberta Education and for distribution to the public.
 - 1.11 Explore the use of natural person powers to enhance opportunities for student learning.
2. **Community Assurance**
- 2.1 Make informed decisions that consider community values and represent the interests of the entire Division.
 - 2.2 Engage the community in a dialogue about Division programs, needs and desires.
 - 2.3 Establish processes and provide opportunities for community engagement.
 - 2.4 Establish plans for collaborative work between the Division, First Nations, as well as other culturally-based communities.
 - 2.5 Establish a forum for student engagement.
 - 2.6 Report Division outcomes to the community at least annually.
 - 2.7 Encourage the formation of a Council of School Councils (COSC). If a COSC is formed, its primary purpose shall be to enhance communications among the School Councils, the Board, the Superintendent and the community.
 - 2.8 Develop appeal procedures and hold hearings as required by statute and/or Board policy.
 - 2.9 Model a culture of respect and integrity.
 - 2.10 Develop and maintain transparency in all fiduciary responsibilities.
 - 2.11 Develop culturally appropriate protocols to guide the Division.



3. Accountability to Provincial Government
 - 3.1 Act in accordance with all statutory requirements to implement provincial standards and policies.
 - 3.2 Perform Board functions required by governing legislation and existing Board policy.
 - 3.3 Ensure all students, teachers and Division leaders are provided with resources that enable them to learn about First Nations, Metis and Inuit perspectives, experiences and contribution throughout history; treaties, and the history and legacy of residential schools.
4. Fiscal Accountability
 - 4.1 Within the context of results-based budgeting, approve budget assumptions/principles and establish priorities at the outset of the budget process.
 - 4.2 Approve the annual budget and allocation of resources to achieve desired results.
 - 4.3 Approve annual fees for instructional resources, transportation and tuition for non-resident students.
 - 4.4 Approve expense reimbursement rates.
 - 4.5 Approve substantive budget adjustments when necessary.
 - 4.6 Monitor the fiscal management of the Division through receipt of at minimum quarterly variance analyses and year-end projections.
 - 4.7 Receive Audit Report and ensure the management letter recommendations are addressed.
 - 4.8 Approve annually the Three-Year Capital Plan for submission to Alberta Education.
 - 4.9 Approve borrowing for capital expenditures within provincial restrictions.
 - 4.10 Set the parameters for negotiations after soliciting advice from the

Superintendent and others.

- 4.11 At its discretion, ratify memoranda of agreement with bargaining units.
 - 4.12 Approve the Superintendent's contract.
 - 4.13 Approve annually, signing authorities for the Division.
 - 4.13 Approve transfer of funds to/from reserves.
 - 4.14 Approve investment parameters in alignment with the Education Act Regulation.
 - 4.15 Ensure all accounting processes are regularly reviewed to test the relevancy, effectiveness and efficiency of the programs against desired outcomes.
5. Superintendent/Board Relations
- 5.13 Select the Superintendent and provide for succession planning as required.
 - 5.14 Develop the Superintendent's Contract in accordance with the Superintendent of Schools Regulation AR 98/2019.
 - 5.15 Provide the Superintendent with clear corporate direction.
 - 5.16 Delegate, in writing, administrative authority and identify responsibility subject to provisions and restrictions in the Education Act.
 - 5.17 Respect the authority of the Superintendent to carry out executive action and support the Superintendent's actions, which are exercised within the delegated discretionary powers of the position.
 - 5.18 Demonstrate respect, integrity and support, which is then conveyed to the staff and the community.
 - 5.19 Annually evaluate the Superintendent, in accordance with a pre-established performance appraisal mechanism.
 - 5.20 Annually review compensation of the Superintendent.



6. Board Development
 - 6.13 Develop and maintain an annual work plan with timelines. – see-Appendix A: to foster governance excellence in fiduciary, strategic and generative engagement modes.
 - 6.14 Develop a plan for Board/trustee development. – see Appendix B
 - 6.15 Bi-Annually evaluate Board effectiveness in meeting performance indicators.

7. Policy
 - 7.1 Identify how the Board is to function.
 - 7.2 Develop/revise policies using a generative engagement process.
 - 7.3 Annually monitor policy currency and relevancy.
 - 7.4 Provide direction in those areas over which the Board wishes to retain authority.

8. Political Advocacy
 - 8.1 Act as an advocate for public education and the Division.
 - 8.2 Identify issues for advocacy on an ongoing basis.
 - 8.3 Develop a plan for advocacy including focus, key messages, relationships, and mechanisms.
 - 8.4 Promote ongoing meetings and maintain timely, frank and constructive communication with locally elected officials.
 - 8.5 Arrange meetings with elected provincial and federal government officials to communicate and garner support for education.

9. Operational Viability of Schools
 - 9.1 To review annually the Operational Viability of Division



owned/operated Schools in accordance with provisions of Policy 15 – School Operational Viability.

10. Student Transportation Services

10.1 To review annually Student Transportation Services in accordance with provisions of Policy 18 – Student Transportation Services.

Additional Responsibilities

The Board shall:

1. Acquire and dispose of land and buildings; ensure titles and services to or enforceable long-term interests in land are in place prior to capital project construction.
2. Approve religious instruction in any school.
3. Approve school attendance areas.
4. Name schools and other Division-owned facilities.
5. Approve Division school-year calendars.
6. Provide for recognition of students, staff and community.
7. Make a recommendation to the Minister for the dissolution of a School Council.
8. Approve Joint Use agreements.
9. Approve courier contract rates, transportation contract rates and custodial contract rates and receive timely notice of change of contract providers.
10. Approve locally developed courses.
11. Hear, in accordance with Policy 13 – Appeals to the Board, unresolved student or staff complaints of discrimination or harassment.
12. Approve all international field trips and out-of-province field trips in excess of three (3) school days.



13. Approve language immersion programming.

Reference: Sections 33, 51, 52, 53, 54, 60, 67, 139, 222 Education Act
Fiscal Planning and Transparency Act
Local Authorities Elections Act
Borrowing Resolution
Disposition of Property Regulation
Early Childhood Services Regulation
Investment Regulation
School Fees Regulation
Truth and Reconciliation Commission Calls to Action
Superintendent of Schools Regulation AR 98/2019



Policy 2 – Appendix A

BOARD ANNUAL WORK PLAN

AUGUST

- Conduct Board Meetings
- Review Monthly Fiscal Accountability Reports
- Year End Suspension Report

SEPTEMBER

- Conduct Board Meetings
- Review Monthly Fiscal Accountability Reports
- Conduct the Organizational Meeting (September – Except in non-Election Year)
- Hold Board Workshop (in non-Election years)
- Set School Tour Schedule
- Review Financial Update
- Host Annual Employee Appreciation Evening (September/October)

OCTOBER

- Conduct Board Meetings
- Review Monthly Fiscal Accountability Reports
- Conduct the Organizational Meeting (September – Except in non-Election Year)
- Conduct a Board Orientation (in an Election Year)
- Review School Council Reports
- Review ASBA Proposed Position Statements
- Review PSBAA AGM Agenda
- Host Annual Employee Appreciation Evening (September/October)

NOVEMBER

- Conduct Board Meetings
- Review Monthly Fiscal Accountability Reports
- Approve the (AERR) Annual Education Results Report
- Conduct School Results Review
- Review Accountability Pillar Measures
- Approve Board Advocacy Plan
- Review School Operational Viability Report
- Approve Audited Financial Statement



DECEMBER

- Conduct Board Meetings
- Review Monthly Fiscal Accountability Reports
- Hold Board Workshop (in Election year)

JANUARY

- Conduct Board Meetings
- Review Monthly Fiscal Accountability Reports

FEBRUARY

- Conduct Board Meetings
- Review Monthly Fiscal Accountability Reports
- Identify possible Positions Statements for ASBA FGM
- Initiate Process for Superintendent
- Initiate Process for Board Evaluation (Bi Annually)
- Approve International Student Fees
- Conduct Finance Committee Meeting (post Provincial Budget)
- Approve Board Communication Plan
- Receive the Board Advocacy Plan

MARCH

- Conduct Board Meetings
- Review Monthly Fiscal Accountability Reports
- Nominate Edwin Parr Candidate
- Honoring Spirit: Indigenous Student Awards
- Approve School Calendar
- Approve Three-Year Capital Plan
- Participate in Three-Year Educational Planning Session
- Approved Student Transportation Fees

APRIL

- Conduct Board Meetings
- Review Monthly Fiscal Accountability Reports
- Review of Draft Division Budget

MAY

- Conduct Board Meetings
- Review Monthly Fiscal Accountability Reports
- Approve the Final Division Budget
- Approve (Infrastructure Maintenance Renewal) Work Plan
- Attend ASBA Zone 2/3 Edwin Parr Ceremony



JUNE

- Conduct Board Meetings
- Review Monthly Fiscal Accountability Reports
- Conduct the Annual CEO and Board Evaluation

AWARD DEADLINES

ASBA

- Honouring Spirit: Indigenous Student Awards – Deadline – February 1, 2021
- Edwin Parr Teach Award – Deadline Closed
- Zone Appreciation Award – Deadline – October 9, 2020
- Friends of Education Award – Deadline – October 9, 2020
- Honourary Life Membership Award – Deadline – October 9, 2020
- Long Service Awards – Deadline – October 9, 2020
- Public Engagement Award – October 9, 2020
- School Board Innovation and Excellence Award – October 9, 2020

PSBAA

- Advancing Association Business and Initiatives – Deadline - March 17
- Long Service Award – Deadline – March 17
- Special Contribution to Public Education – Deadline – March 17
- Special Contribution to Public Education: Media – Deadline – March 17
- Dick Baker Legacy Award – Deadline – March 17

Legal Reference: Sections 45, 56, 60, 61, 62, 63, 187, 188 School Act





Policy 2 – Appendix B – ANNUAL TRUSTEE PROFESSIONAL DEVELOPMENT SCHEDULE

Trustee Professional Development Schedule (Original)

SCHEDULE FOR 2018-2021

2017-2018	Trustee 1	Trustee 2	Trustee 3	Trustee 4	Trustee 5	Trustee 6	Trustee 7	Trustee 8	Trustee 9
ACSA									
CSBA									
NSBA									

2018-2019	Trustee 1	Trustee 2	Trustee 3	Trustee 4	Trustee 5	Trustee 6	Trustee 7	Trustee 8	Trustee 9
ASCA									
CSBA									
NSBA									

2019-2020	Trustee 1	Trustee 2	Trustee 3	Trustee 4	Trustee 5	Trustee 6	Trustee 7	Trustee 8	Trustee 9
ASCA									
CSBA									
NSBA									

2020-2021	Trustee 1	Trustee 2	Trustee 3	Trustee 4	Trustee 5	Trustee 6	Trustee 7	Trustee 8	Trustee 9
ASCA									
CSBA									
NSBA									

* Adjustments to the schedule shall only be made in September of the assigned year and only for the same PD opportunity. (i.e: NSBA for NSBA – etc.)

ASCA – April 23-25, 2021 – Delta Marriott Edmonton South

CSBA – 2021 National Trustees Gathering on Indigenous Education – Virtually on July 5, 2021
- 2021 Annual Congress – Virtually on July 7 and 9, 2021

NSBA – April 10-12, 2021 – New Orleans, USA



Policy 2 – Appendix C – ADDITIONAL TRUSTEE PROFESSIONAL DEVELOPMENT

1. All trustees may attend ASBA and PSBAA Fall General Meetings and Spring General Meetings.
2. In addition to the Annual Trustee Professional Development Schedule (Appendix B) Sessions capped at \$1000.00 for registration fees per year per trustee, may be attended. This amount does not include travel, meals, accommodation and Honorarium, which may be charged to the Trustee monthly expense claim. Additional PD sessions must follow the following criteria:
 - Such Professional Development sessions must be hosted by ASBA, PSBAA or Government of Alberta Agency.
3. Any trustee can put forth to the Board a request for Professional Development, not considered by the above.



Policy 2 – Appendix D

BOARD SELF EVALUATION PERFORMANCE ASSESSMENT GUIDE		
<u>Role Expectation:</u>	<u>Evaluation Evidence</u>	<u>Quality Indicators</u>
<p>Accountability for Student Learning and Wellness</p> <p>The Board shall:</p> <ul style="list-style-type: none"> • Provide overall direction for the Division by establishing vision, mission and values • Support the establishment of a welcoming, caring, respectful and safe learning environment • Annually approve the process and timelines for the refinement of the Three-Year Education Plan • Identify Board priorities at the outset of the annual Three-Year Education Planning process • Enable the infusion of cultural perspectives within student learning, as defined by each community • Enable and support the development of pathways beyond the residential school legacy 	<ul style="list-style-type: none"> • Board Policy Handbook • Annual goals and priorities • Three-Year Education Plan/Results Report • Budget Report Form • Three-Year Capital Plan • Facilities Master Plan • Three-Year Education Plan progress reports • School review reports • Program review reports • Superintendent's evaluation • Relevant correspondence • Board self-evaluation questionnaire results • Board role 	<ul style="list-style-type: none"> • Foundational statements for the Division are established which allow it to move forward to a future that continues to enhance student learning and to achieve the Division's educational goals • Policy statements are approved which direct the establishment of a welcoming, caring and safe learning environment • Planning process and timelines allow for development with appropriate Board and stakeholder input • The Three-Year Education Plan identifies annual educational goals and priorities which move the Division forward • Students, staff and communities demonstrate their capacities to move beyond the residential school legacy

BOARD SELF EVALUATION PERFORMANCE ASSESSMENT GUIDE	
<ul style="list-style-type: none"> • Enable processes to support quality teaching • Provide for school and program reviews as necessary to monitor the achievement of outcomes • Monitor the effectiveness of the Division in achieving established priorities, desired results and key performance indicators • Annually approve the “rolling” Three-Year Education Plan/Annual Education Results Report for submission to Alberta Education and for distribution to the public • Explore the use of natural person powers to enhance opportunities for student learning 	<ul style="list-style-type: none"> • Quality teaching is supported through intentional governance processes • School and program reviews provide significant data for improvement/modification • The allocation of resources reflects an effort to ensure student achievement • Division performance and achievement is monitored, evaluated and reported • The Three-Year Education Plan/Annual Education Results Report is approved by the Board and submitted to Alberta Education in a timely fashion • Initiatives supported by natural person powers have been implemented to enhance student learning opportunities



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<u>Role Expectation:</u>	<u>Evaluation Evidence</u>	<u>Quality Indicators</u>
<p>Community Assurance</p> <p>The Board shall:</p> <ul style="list-style-type: none"> • Make informed decisions that consider community values and represent the interests of the entire Division • Engage the community in a dialogue about Division programs, needs and desires • Establish processes and provide opportunities for community engagement • Establish plans for collaborative work between the Division and culturally-based communities. • Establish a forum for student engagement • Report Division outcomes to the community at least annually • Meet twice yearly with the Council of School Councils or with all School Council Chairs 	<ul style="list-style-type: none"> • Briefing notes and reports • Public meetings/focus groups/surveys • Student engagement forums • Three-Year Education Plan/Results Report • Audited Financial Statements • Division publications • Notes – Council of School Council Chairs meetings • Appeal processes in place • Press releases • Media reports • Board meeting minutes • Superintendent's evaluation • Relevant correspondence • Board self-evaluation questionnaire results • Board role • Community engagement 	<ul style="list-style-type: none"> • Decisions are based on relevant data and are representative of the interests of the entire community • Processes are established to engage the community in generative dialogue • Processes for further community engagement are readily available and well understood • Collaborative work naturally occurs between the Division and First Nations • Opportunities for formal dialogue with students occur • Information is disseminated to appropriate publics • Opportunities for formal dialogue with School Council representatives occur twice yearly • Appeal hearing processes are transparent and cognizant of due process



**BOARD SELF EVALUATION
PERFORMANCE ASSESSMENT GUIDE**

- Develop appeal procedures and hold hearings as required by stature and/or Board policy
- Model a culture of respect and integrity
- Maintain transparency in all fiduciary aspects
- Develop culturally appropriate protocols to guide the Division

- The Board and individual trustees model a culture of respect and integrity and operate in an open, transparent fashion
- Fiduciary duties are handled in a transparent fashion by the Board
- Respectful cultural protocols are collaboratively developed



BOARD SELF EVALUATION PERFORMANCE ASSESSMENT GUIDE		
<u>Role Expectation:</u>	<u>Evaluation Evidence</u>	<u>Quality Indicators</u>
<p>Accountability to Provincial Government</p> <p>The Board shall:</p> <ul style="list-style-type: none"> • Act in accordance with all statutory requirements to implement provincial standards and policies • Perform Board functions required by governing legislation and existing Board policy • Ensure all students, teachers and Division leaders are provided with the resources that enable them to learn about First Nations, Metis and Inuit perspectives, experiences and contributions throughout history; treaties and the history and legacy of residential schools 	<ul style="list-style-type: none"> • Three-Year Education Plan/Results Report • Budget Report Form • Audited Financial Statements • Accountability Pillar • Published results • Superintendent's evaluation • Policy review • Board Policy Handbook • Division litigation status • Relevant correspondence • Staff development resources • Board self-evaluation questionnaire results <ul style="list-style-type: none"> • Board role 	<ul style="list-style-type: none"> • Statutory obligations are fully met in a timely manner • Legislated functions are performed in an exemplary fashion • All resident students are provided an education program consistent with the Education Act and the statutory regulations • Non-resident students are provided an education program consistent with the Education Act and the statutory regulations • Board governance policies clearly specify required Board functions • Relevant First Nations, Metis and Inuit resources and staff development sessions are provided



BOARD SELF EVALUATION PERFORMANCE ASSESSMENT GUIDE		
<u>Role Expectation:</u>	<u>Evaluation Evidence</u>	<u>Quality Indicators</u>
<p>Fiscal Accountability</p> <p>The Board shall:</p> <ul style="list-style-type: none"> • Within the context of results-based budgeting, approve budget assumptions/principles and establish priorities at the outset of the budget process • Approve the annual budget and allocation of resources to achieve desired results • Approve annual fees for instructional resources, transportation and tuition for non-resident students • Approve expense reimbursement rates • Approve substantive budget adjustments when necessary • Monitor the fiscal management of the Division through receipt of at minimum quarterly variance analyses and year-end projections • Receive the Audit Report and ensure the management letter recommendations are addressed 	<ul style="list-style-type: none"> • Budget planning processes • Three Year Capital Plan • Facilities Master Plan • Quarterly Year-End Projections • Board Work Plan • Internal Audits • External Audit Report • Audited Financial Statements • Annual Education Results Report • Borrowing resolutions • Negotiations mandates • Collective agreements • Superintendent's contract • Relevant correspondence • Signing authorities • Investment parameters • Superintendent's evaluation • Board self-evaluation questionnaire results <ul style="list-style-type: none"> • Board role 	<ul style="list-style-type: none"> • Budget assumptions are clearly understood by the Board • Needs are determined and prioritized • The basis for resource allocations within the Division is established by the Board • The approved budget clearly reflects the Board's priorities • Resources are used efficiently and effectively • At minimum, quarterly variance analyses and year-end projections are received • An auditor is appointed • Quality indicators for financial operations are established by the Board and confirmed by internal and/or external audits • Capital and facility plans allow for suitable student and program accommodation • Borrowing resolutions comply with provincial requirements



**BOARD SELF EVALUATION
PERFORMANCE ASSESSMENT GUIDE**

<ul style="list-style-type: none"> • Approve annually the Three-Year Capital Plan for submission to Alberta Education • Approve borrowing for capital expenditures within provincial restrictions • Set the parameters for negotiations after receiving advice from the Superintendent and others • At its discretion, ratify Memoranda of Agreement with bargaining units • Approve the Superintendent's contract • Approve annually signing authorities for the Division • Approve transfer of funds to/from reserves • Approve investment parameters in alignment with the Education Act Regulation • Ensure all accounting processes are regularly reviewed to test the relevancy, effectiveness and efficiency of the programs against desired outcomes 	<ul style="list-style-type: none"> • Negotiation processes and mandates are clearly established, with due consideration for fairness, equity and economic conditions • Successful completion and execution of collective agreement and compensation changes for employee/groups occurs • The Superintendent's contract is approved as necessary • Signing authorities are approved annually • Reserve transactions are approved by the Board • Investment parameters are determined • Program reviews occur on a regular basis
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BOARD SELF EVALUATION PERFORMANCE ASSESSMENT GUIDE		
<u>Role Expectation:</u>	<u>Evaluation Evidence</u>	<u>Quality Indicators</u>
<p>Board/Superintendent Relation</p> <p>The Board shall:</p> <ul style="list-style-type: none"> • Select the Superintendent; provide for succession planning as required • Develop the Superintendent's Contract in accordance with the Superintendent of Schools Regulation AR98/2019. • Provide the Superintendent with clear corporate direction • Delegate, in writing, administrative authority and identify responsibility subject to provisions and restrictions in the Education Act • Respect the authority of the Superintendent to carry out executive action and support the Superintendent's actions which are exercised within the delegated discretionary powers of the position • Demonstrate respect, integrity, and support, which is then conveyed to the staff and the community • Annually evaluate the Superintendent, in accordance with a pre-established performance appraisal mechanism • Annually review compensation of the Superintendent 	<ul style="list-style-type: none"> • Hiring and re-appointment process • Board Motions summary • Action sheets • Board Policy Handbook • School public events • Board self-evaluation questionnaire results <ul style="list-style-type: none"> • Board role • Board/Superintendent relations • Superintendent's evaluation 	<ul style="list-style-type: none"> • The Board has a responsibility for Superintendent selection, subject to Minister's statutory authority • Clear corporate direction is provided to the Superintendent in Board motions • The Superintendent has been delegated responsibility for all executive functions together with commensurate authority • The Superintendent is supported in actions exercised within the delegated discretionary powers of the position • The Chief Executive Officer role of the Superintendent is respected and conveyed to the staff and the community • The Superintendent is evaluated annually, fairly and thoroughly in relation to specific roles and responsibilities and Board direction • The Superintendent's compensation package is reviewed annually with due consideration for fairness, equity and economic conditions



BOARD SELF EVALUATION PERFORMANCE ASSESSMENT GUIDE		
<u>Role Expectation:</u>	<u>Evaluation Evidence</u>	<u>Quality Indicators</u>
<p>Board Development</p> <p>The Board shall:</p> <ul style="list-style-type: none"> Develop and maintain an annual work plan with timelines. – see Appendix A; to foster governance excellence in fiduciary, strategic and generative engagement modes. Develop a plan for Board/trustee development. – see Appendix B Bi-Annually evaluate Board effectiveness in meeting performance indicators. Provide the Superintendent with clear corporate direction. 	<ul style="list-style-type: none"> Board workshops Conference/Activity Reports Three-Year Education planning sessions and updates Board self-evaluation questionnaire results <ul style="list-style-type: none"> Readiness for governance Board role Interpersonal working relationships 	<ul style="list-style-type: none"> A yearly plan for Board/trustee development is developed Individual trustees participate in conferences and other activities to further Board and trustee effectiveness Planning sessions and workshops are scheduled to enhance Board effectiveness Interactions amongst trustees demonstrate respect, understanding and integrity A regular Board self-evaluation, which defines a positive path forward, is completed



BOARD SELF EVALUATION PERFORMANCE ASSESSMENT GUIDE		
<u>Role Expectation:</u>	<u>Evaluation Evidence</u>	<u>Quality Indicators</u>
<p>Policy</p> <p>The Board shall:</p> <ul style="list-style-type: none"> • Identify how the Board is to function • Develop/revise policies using a generative engagement process • Monitor policy currency and relevancy • Provide direction in those areas over which the Board wishes to retain authority. 	<ul style="list-style-type: none"> • Board Policy Handbook • Policy development and review <ul style="list-style-type: none"> • New policies • Revised policies • Board Motions summary • Superintendent's evaluation • Board self-evaluation questionnaire results <ul style="list-style-type: none"> • Board role 	<ul style="list-style-type: none"> • Strategic directions for the Division are clearly outlined • Board governance policies clearly specify required Board functions and implementation standards • Policies are developed or revised in a generative fashion and facilitate smooth, effective provision of quality educational services for the Division • Policy impact is regularly monitored to determine if policy is producing desired results



BOARD SELF EVALUATION PERFORMANCE ASSESSMENT GUIDE		
<u>Role Expectation:</u>	<u>Evaluation Evidence</u>	<u>Quality Indicators</u>
<p>Political Advocacy</p> <p>The Board shall:</p> <ul style="list-style-type: none"> • Act as an advocate for public education and the Division • Identify issues for advocacy on an ongoing basis • Develop a plan for advocacy including focus, key messages, relationships and mechanisms • Promote ongoing meetings and maintain timely, frank and constructive communication with locally elected officials • Arrange meetings with elected provincial and federal government officials to communicate and garner support for education 	<ul style="list-style-type: none"> • Board Work Plan • Advocacy issues identified • Meetings with MPs, MLAs, Ministers, municipal partners, neighboring educational/public service authorities • Relevant correspondence • Media releases • Active participation in regional, provincial and national organizations • Board self-evaluation questionnaire results • Board role 	<ul style="list-style-type: none"> • The Board participates in advocacy processes at the local, provincial and national levels • Issues for the Division are clearly identified • Strategies for advocacy are developed • The Board conveys key messages regularly to MPs, MLAs, municipal partners and the media • The Board arranges meetings with provincial and federal government officials to advance education concerns



Northern Gateway
Public Schools

Learning for life. Together.

Reference: Section 33, 51, 52, 53, 54, 60, 67, 139, 222 Education Act
Fiscal Planning and Transparency Act
Local Authorities Election Act
Borrowing Regulation
Disposition of Property Regulation
Early childhood Services Regulation
Investment Regulation
School Fees Regulation
Trust and Reconciliation Commission Calls to Action

Northern Gateway Public Schools
Board Policy Handbook

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