



**APPEAL PROCEDURES**

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The Board of Trustees or committee of the Board will not consider or act upon complaints until the complaint has first been explored at the appropriate level. The Board shall hear appeals requested in writing as soon as possible, either in closed session at a regular board meeting or at a special meeting set for that purpose. The Superintendent/CEO shall advise the appellant of the time, date and place where the appeal will be heard.

- Factors which shall affect the timing of the hearing are the urgency of the decision for the appellant, the amount of time needed for the appellant and/or staff to prepare a case and legal requirement specified in The Public Schools Act.
- The appellant shall be advised he/she may appear with an advocate or counsel. In an appeal of an employee’s decision, the Superintendent/CEO may request that staff members who have specific knowledge of the issue be present.
- The Board Chairperson shall conduct the meeting to ensure procedural fairness is observed.
- The appellant shall have adequate time to present his/her case in an orderly fashion.
- The Board shall rule on an appeal in a closed session.
- The appellant shall be advised in writing by the Superintendent/CEO of the Board’s decision and of his/her right to request a review of the Board’s decision by the Minister of Education and Training.

<b>Cross Reference:</b>	Board Policy #3 – Role of School Board		
<b>Board Approved:</b> Dec. 10, 2018	<b>Procedure Review Date:</b>	<b>Procedure Revision Date:</b> Dec. 3, 2018      Jun. 25, 2018	<b>Page</b> 1 of 1



The Board regularly evaluates Board effectiveness through Board self-evaluation. All Trustees engage in the pursuit of board excellence through board development and trustee development training and education.

**A. Evaluate annually Board effectiveness**

The Board shall undertake an annual Board evaluation for continued Board development and improved Board performance with respect to the Board’s role and responsibilities.

The purpose of the evaluation is to:

- assist the board in identifying Board strengths and areas for improvement, and common beliefs and values amongst Trustees;
- provide an opportunity for Trustees to reflect on how they work collectively and as individuals with respect to the Board’s mandate and role and responsibilities;
- provide an opportunity for Trustees to discuss the Board evaluation results in the context of Board development; and
- provide an opportunity to recognize the Board’s accomplishments.

**Process:**

- The Board Development Committee will be responsible for initiating and overseeing the process.
- The Board evaluation will take place annually.
- The Board of Trustees will use the Board Self-Evaluation Questionnaire adapted from the Non-Profit Sector Leadership Program, College of Continuing Evaluation, Dalhousie University (see Board Procedure – Board Self-Evaluation Questionnaire).
- All Board members will complete the evaluation questionnaire by the first week of June.
- The results will be compiled and reviewed at the June Board Development Committee meeting.
- The results will be reviewed at a Trustee fall planning session and the information gathered will be used to create a Board Action Plan. The plan will highlight what the Board is doing well and where it needs to improve.
- The Action Plan will include the following elements:
  - What do we want to achieve? – What areas do we want to improve and what results do we want?
  - Actions – What concrete actions/activities will we undertake to achieve the results we want?
  - Lead person(s) – Which individual or committees will lead/coordinate each activity?
  - Resources – What money, equipment, facilities, and/or staff do we need to successfully carry out these activities?
  - Timelines – How long will specific activities/actions take?

<b>Cross Reference:</b>		Board Policy #3 – Role of School Board	
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- Indicators and Results – How will we know if we have achieved what we set out to do? The Board Action Plan is the Board’s plan for improvement – in short a roadmap to better governance. It will be used to form the basis of a work plan for the Board and the work of its committees and representatives. It will also guide the development of a targeted professional development plan that will focus on building the Board’s capacity in the key improvement areas.
- Once the Board Action Plan is created, the Board will share a summary report on results achieved the previous 2-years and the intended actions, at a public board meeting.
- A review of the status of the Board Action Plan will occur in January, March and June. The review will be facilitated by the Climate and Culture committee with a purpose to assess/reflect on progress toward achieving the Board’s goals. This will include a celebration of successes and identification of strategies/next steps for improvement or focusing the Board in the months ahead.

**B. Develop and implement a yearly plan for Trustee development**

There are many opportunities available to Trustees that will enhance their ability to fulfill their responsibilities. The Trustee Development Plan will take into account what is required, who will attend and budget considerations.

- School Board members are encouraged to keep themselves informed of current educational issues and practices through attendance at appropriate meetings, workshops and conferences.
- All Trustees are encouraged to participate in the following programs:
  - Division Orientation Session
  - Division Board/Administrator Seminars
  - Manitoba School Boards Association Provincial Workshops and Regional Meeting
  - Manitoba School Boards Association annual Conference
  - Canadian School Boards Association Annual Conference (when held in Manitoba)
- It is the intention of the Board of Trustees to have trustee representation at regional or provincial meetings, workshops or conferences, other than those identified above, where the focus of the session is relevant to trustee development. These requests will come before the Board, using the Trustee Professional Development Request Form (see Board Procedures – Trustee Professional Development Request Form).
- All trustees are encouraged to attend relevant out of province conferences subject to the following:
  - The approval of the Board of Trustees
  - Generally, not more than three (3) trustees may attend the same out-of-province conference
- The Secretary-Treasurer will ensure that information related to trustee professional development sessions is included in Board agenda packages.

<b>Cross Reference:</b>	Board Policy #3 – Role of School Board		
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## BOARD EVALUATION AND DEVELOPMENT

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- The Board provides funds for Trustee professional development. To maximize the value of this learning for the Board, upon their return, Trustees will share their experiences and learnings with their colleagues. Using The Trustee Professional Development Conference Report Form (see Board Procedures – Trustee Professional Development Conference Report), Trustees will outline what they have learned and how it may be applicable to the work of Mountain View School Division schools.
- When attending meetings and conferences, trustees will be reimbursed in accordance with approved compensatory allowances and expense reimbursement guidelines.
- The Board will review and set annually for professional development budget required to allow for trustee development, as outlined in the above procedure.

### C. Plan and deliver new Trustee orientation

Timely orientation for new Trustees has proven helpful in identifying Trustee's roles and responsibilities and will assist new Trustees to fulfill their role.

An orientation of new Board members will be conducted locally by the Chair of the Board and Senior Administration staff. The orientation will occur as soon as possible and within one month of the inaugural meeting or trustee by-election. Facilitation of the orientation topics are assigned to a particular role(s) within the organization, but the topics or sub-topics may be assigned to a designate. The orientation will cover a broad range of topics as outlined in Board Procedures – Trustee Orientation Template.

### D. Plan and organize Trustee school tours

Regular school visits provide Trustees with the opportunity to engage with staff and students and to experience the daily life of the schools within their jurisdiction. Regular school visits will be organized by the Board Development Committee in conjunction with the Superintendent/CEO. The Mountain View School Division School Tours Schedule is located in Board Procedures – School Tours Schedule.

<b>Cross Reference:</b>	Board Policy #3 – Role of School Board		
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**BOARD SELF-EVALUATION QUESTIONNAIRE**

*(Adapted from Version II, Non-Profit Sector Leadership Program, Dalhousie University)*

**Guidelines for Use**

This tool has been adapted from the Non-Profit Sector Leadership Program, Dalhousie University. It will be used to help the Board answer the question: What are we as a board now doing well and what can we do better?

Questions should be answered by all board members. When completed individually, the results of Sections A, B and C should be compiled, shared and discussed by the whole board to determine an average group answer to each question and an overall section rating. Section D should be answered by board members alone but not shared with the group. Sections A, B and C should also be completed by the Superintendent/CEO. This questionnaire also includes Section E, which provides feedback to the Chair of the Board.

Section D on the Performance of Individual Directors provides an opportunity for board members to personally reflect on their own performance. This portion of the questionnaire, once completed, should be retained by each board member, although board members may feel comfortable sharing their overall rating for this section at the bottom of the page or what one of the criteria identified they most want to improve upon.

Section E seeks to provide Feedback to the Chair of the Board. This page, once completed may be separated from the others, collected, and then passed to the chair.

Section C on the Board's Relationship with the Superintendent/CEO is not intended as an evaluation of the Superintendent/CEO but rather an evaluation of the quality of the board's relationship with the Executive Director as judged both by the board and by the Superintendent/CEO. The items evaluated here should focus on matters that the board can change about its performance.

Board members are to complete the questionnaire at home before bringing it to the meeting.

<b>Cross Reference:</b>	Board Policy #3 – Role of School Board		
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**BOARD SELF-EVALUATION QUESTIONNAIRE**

**A. How Well Has the Board Done Its Job?**

Circle the response that **best** reflects your opinion. The rating scale for each statement is: Strongly Disagree (1); Disagree (2); Agree (3); Strongly Agree (4); Don't Know (DK).

- |  |   |   |   |   |    |
|--|---|---|---|---|----|
| 1. Our organization has a three to five-year strategic plan or a set of clear long-range goals and priorities.                                 | 1 | 2 | 3 | 4 | DK |
| 2. The board's meeting agenda clearly reflects our strategic plan or priorities.   | 1 | 2 | 3 | 4 | DK |
| 3. The board has ensured that the organization also has a one-year operational and budget plan.  | 1 | 2 | 3 | 4 | DK |
| 4. The board gives direction to staff on how to achieve the goals by setting, referring to, or revising policies.                              | 1 | 2 | 3 | 4 | DK |
| 5. The board ensures proper evaluation of goals and policies.  | 1 | 2 | 3 | 4 | DK |
| 6. The board has ensured that the organization's accomplishments and challenges are communicated to key stakeholders.                          | 1 | 2 | 3 | 4 | DK |
| 7. The board is effective and efficient in communicating with stakeholders on how our organization has used its financial and human resources. | 1 | 2 | 3 | 4 | DK |

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**BOARD SELF-EVALUATION QUESTIONNAIRE**

**B. How Well Has the Board Conducted Itself?**

Circle the response that **best** reflects your opinion. The rating scale for each statement is: Strongly Disagree (1); Disagree (2); Agree (3); Strongly Agree (4); Don't Know (DK).

- |  |   |   |   |   |    |
|--|---|---|---|---|----|
| 1. As board members, we are aware of what is expected of us.   | 1 | 2 | 3 | 4 | DK |
| 2. The agenda of board meetings is well planned so that we are able to get through all necessary board business. | 1 | 2 | 3 | 4 | DK |
| 3. It seems like most board members come to meetings prepared.   | 1 | 2 | 3 | 4 | DK |
| 4. We receive written reports to the board in advance of our meetings.   | 1 | 2 | 3 | 4 | DK |
| 5. All board members participate in important board discussions.   | 1 | 2 | 3 | 4 | DK |
| 6. We do a good job encouraging and dealing with different points of view.                                       | 1 | 2 | 3 | 4 | DK |
| 7. We all support the decisions we make.   | 1 | 2 | 3 | 4 | DK |
| 8. The board has planned and led the orientation process for new board members.                                  | 1 | 2 | 3 | 4 | DK |
| 9. The board has a plan for Superintendent/CEO education.  | 1 | 2 | 3 | 4 | DK |
| 10. The board has a plan for further board development.  | 1 | 2 | 3 | 4 | DK |
| 11. Our board meetings are informative.  | 1 | 2 | 3 | 4 | DK |

<b>Cross Reference:</b> Board Policy #3 – Role of School Board	
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**BOARD SELF-EVALUATION QUESTIONNAIRE**

**C. Board's Relationship with Superintendent/CEO**

Circle the response that **best** reflects your opinion. The rating scale for each statement is: Strongly Disagree (1); Disagree (2); Agree (3); Strongly Agree (4); Don't Know (DK).

- |   |   |   |   |   |    |
|---|---|---|---|---|----|
| 1. There is a clear understanding on most matters where the board's role ends and the Superintendent/CEO's begins.  | 1 | 2 | 3 | 4 | DK |
| 2. There is good two-way communication between the board and the Superintendent/CEO.  | 1 | 2 | 3 | 4 | DK |
| 3. The board trusts the judgment of the Superintendent/CEO.   | 1 | 2 | 3 | 4 | DK |
| 4. The board provides direction to the Superintendent/CEO by setting new policies or clarifying existing ones.  | 1 | 2 | 3 | 4 | DK |
| 5. The board has discussed and communicated the kinds of information and level of detail it requires from the Superintendent/CEO.                           | 1 | 2 | 3 | 4 | DK |
| 6. The board has developed formal criteria and a process for evaluating the Superintendent/CEO.   | 1 | 2 | 3 | 4 | DK |
| 7. The board has formally evaluated the Superintendent/CEO within the past 12 months.   | 1 | 2 | 3 | 4 | DK |
| 8. The board evaluates the Superintendent/CEO primarily on the accomplishment of the organization's strategic goals and priorities and adherence to policy. | 1 | 2 | 3 | 4 | DK |
| 9. The board provides feedback and shows its appreciation to the Superintendent/CEO on a regular basis.   | 1 | 2 | 3 | 4 | DK |
| 10. The board ensures that the Superintendent/CEO is able to take advantage of professional development opportunities.                                      | 1 | 2 | 3 | 4 | DK |

<b>Cross Reference:</b> Board Policy #3 – Role of School Board	
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**BOARD SELF-EVALUATION QUESTIONNAIRE**

**D. My Performance as an Individual Board Member (Not to be shared)**

Circle the response that **best** reflects your opinion. The rating scale for each statement is: Strongly Disagree (1); Disagree (2); Agree (3); Strongly Agree (4); Don't Know (DK).

- |   |   |   |   |   |    |
|---|---|---|---|---|----|
| 1. I am aware of what is expected of me as a board member.  | 1 | 2 | 3 | 4 | DK |
| 2. I have a good record of meeting attendance.  | 1 | 2 | 3 | 4 | DK |
| 3. I read the minutes, reports and other materials in advance of our board meetings.                          | 1 | 2 | 3 | 4 | DK |
| 4. I am familiar with what is in the organization's by-laws and governing policies.                           | 1 | 2 | 3 | 4 | DK |
| 5. I frequently encourage other board members to express their opinions at board meetings.                    | 1 | 2 | 3 | 4 | DK |
| 6. I am encouraged by other board members to express my opinions at board meetings.                           | 1 | 2 | 3 | 4 | DK |
| 7. I am a good listener at board meetings.  | 1 | 2 | 3 | 4 | DK |
| 8. I follow through on things I have said I would do.   | 1 | 2 | 3 | 4 | DK |
| 9. I maintain the confidentiality of all board decisions.   | 1 | 2 | 3 | 4 | DK |
| 10. When I have a different opinion than the majority, I raise it.  | 1 | 2 | 3 | 4 | DK |
| 11. I support board decisions once they are made even if I do not agree with them.                            | 1 | 2 | 3 | 4 | DK |
| 12. I promote the work of our organization in the community whenever I had a chance to do so.                 | 1 | 2 | 3 | 4 | DK |
| 13. I stay informed about issues relevant to our mission and bring information to the attention of the board. | 1 | 2 | 3 | 4 | DK |

<b>Cross Reference:</b> Board Policy #3 – Role of School Board	
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**BOARD SELF-EVALUATION QUESTIONNAIRE**

**E. Feedback to the Chair of the Board (Optional)**

Circle the response that **best** reflects your opinion. The rating scale for each statement is: Strongly Disagree (1); Disagree (2); Agree (3); Strongly Agree (4); Don't Know (DK).

- |   |   |   |   |   |    |
|---|---|---|---|---|----|
| 1. The board has discussed the role and responsibilities of the chair.                                    | 1 | 2 | 3 | 4 | DK |
| 2. The chair is well prepared for board meetings.   | 1 | 2 | 3 | 4 | DK |
| 3. The chair tries hard to ensure that every board member has an opportunity to be heard.                 | 1 | 2 | 3 | 4 | DK |
| 4. The chair helps the board stick to the agenda.   | 1 | 2 | 3 | 4 | DK |
| 5. The chair is skilled at managing different points of view  | 1 | 2 | 3 | 4 | DK |
| 6. The chair can be tough on us as a group when we get out-of-line.                                       | 1 | 2 | 3 | 4 | DK |
| 7. The chair knows how to be direct with an individual board member when their behaviour needs to change. | 1 | 2 | 3 | 4 | DK |
| 8. The chair helps the board work well together.  | 1 | 2 | 3 | 4 | DK |
| 9. The chair demonstrates good listening skills.  | 1 | 2 | 3 | 4 | DK |
| 10. The board supports the chair.   | 1 | 2 | 3 | 4 | DK |
| 11. The chair is effective in delegating responsibility amongst board members.                            | 1 | 2 | 3 | 4 | DK |
| 12. The chair summarizes the outcome of the discussion.   | 1 | 2 | 3 | 4 | DK |

<b>Cross Reference:</b> Board Policy #3 – Role of School Board	
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TRUSTEE PROFESSIONAL DEVELOPMENT REQUEST FORM

TRUSTEE'S NAME: \_\_\_\_\_

CONFERENCE TITLE: \_\_\_\_\_

DATE: \_\_\_\_\_ LOCATION: \_\_\_\_\_

**PLEASE RESPOND TO THE FOLLOWING:**

1. How will attending this conference/workshop benefit me as a trustee or the Board of Trustees? To aid in answering this question, please reflect on your Board Self-Evaluation responses.

2. What do I expect to learn at this conference session/workshop?

3. How does this experience fit within the Board of Trustee Development Plan and/or MVSD Strategic Plan (Literacy, Numeracy, Career Development, Mental Health, and/or Safe and Caring Learning Environments)?

<b>Cross Reference:</b> Board Policy #3 – Role of School Board			
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**TRUSTEE PROFESSIONAL DEVELOPMENT REQUEST FORM**

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**ANTICIPATED EXPENSES:**

Registration: \_\_\_\_\_  
Meals: Max - \$35.00 (\$7, \$10, \$18): \_\_\_\_\_  
Accommodations: \_\_\_\_\_  
Trustee Per Diem: (\$143/full day, \$71.50/half day) \_\_\_\_\_  
Travel: (km @ \$0.405) \_\_\_\_\_  
Airfare: \_\_\_\_\_  
Other: \_\_\_\_\_  
TOTAL: \_\_\_\_\_

Upon return, a Conference Report must be submitted to the Board of Trustees.

<b>Cross Reference:</b>		Board Policy #3 – Role of School Board	
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TRUSTEE`S NAME: \_\_\_\_\_

CONFERENCE TITLE: \_\_\_\_\_

LOCATION: \_\_\_\_\_ DATE: \_\_\_\_\_

If this is a MSBA Conference/Event Report, please respond to the following statement:

I attended this session because...

Please provide the following information:

1. General Overview of Conference

- a. Theme or main topic of Conference - provide a brief overview of the main topic and theme of the conference.

- b. Briefly explain how attendance at the conference assisted you in your role as Trustee (please link to Board Development Plan)?

<b>Cross Reference:</b>	Board Policy #3 – Role of School Board		
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**2. Break-Out Sessions**

- a. For each break-out session attended, please give a brief overview of the session and how the information may assist you in your role of school trustee or the Board of Trustees in fulfilling its mandate.

**3. Sharing Information**

- a. Do you wish to have the Board further investigate a topic from the conference? Provide any recommendations for Board of Trustees' for further study and consideration of identified learning as it relates to strategic plan (literacy, numeracy, career development, mental health, safe schools) and/or trustee development.

<b>Cross Reference:</b> Board Policy #3 – Role of School Board			
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An orientation of new Board members will be conducted locally by the Chair of the Board and Senior Administration staff. The orientation will occur as soon as possible and within one month of the inaugural meeting or trustee by-election. Facilitation of the orientation topics are assigned to a particular role(s) within the organization, but the topics or sub-topics may be assigned to a designate. The orientation will cover a broad range of topics as outlined below:

**A. Board Governance – Board Chair**

1. Review of MVSD Governance and Operations (Trustee Protocols)
  - o Roles and Responsibilities
  - o Procedural By-laws
  - o Protocols for trustees dealing with staff and public
  - o Professional Development Opportunities
  - o Organizational Structure
2. Review of Board Policy

**B. Website Navigation – Email and Computer Orientation**

**C. Review of Organizational Structure and Supports – Superintendent/C.E.O.**

- Office Support Roles and Responsibilities
- Departments
  - o Superintendent/CEO
    - Communication and Public Liaison
    - Schools and School Administration
    - Human Resources
    - Division procedures
  - o Assistant Superintendent – Programs and Planning
    - Library Services
    - I.C.T.
    - Educational Services
    - Curriculum and Assessment
  - o Secretary-Treasurer – Finance and Asset Management
    - Operations
    - Finance
    - International Education

<b>Cross Reference:</b>	Board Policy #3 – Role of School Board		
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**TRUSTEE ORIENTATION TEMPLATE**

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**D. Statutes and Regulations – Senior Administration**

- Public Schools Act
- Education Administration Act
- FIPPA/PHIA
- Others

**E. Division Initiatives – Senior Administration**

- Division Plan
- Pathways to Success
- Organizational Planning Document
- International Student Program
- Community Report

**F. Educational Programs – Senior Administration**

- K-12 Assessments
- Educational Services
- Video-Conference Program
- Enrolment Reports/Trends

**G. Finance – Senior Administration**

- F.R.A.M.E.
- Budget Development
- Budget Review
- Payroll
- School Budgets
- Trustee Indemnities and Claim forms

**H. Transportation and Maintenance – Senior Administration**

- 5-year Capital Plan
- 5-year Maintenance Plan
- Transportation Review

**I. Human Resources – Senior Administration**

- Staff Breakdown
- Hiring Practices
- Collective Agreements
- Other

**J. Tour of MVSD Facilities – Senior Administration**

- Tours should occur wherever possible when staff are on-site

**K. Other**

- Resource: MSBA, School Board Member Handbook
- Year at a Glance

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**SCHOOL TOURS TEMPLATE**

**FOUR GROUPINGS – FULL DAYS**

GROUP A	GROUP B	GROUP C	GROUP D
Ochre River	Winnipegosis Elem.	Barker	Goose Lake High
MacKenzie	Winnipegosis Coll.	Henderson	Roblin Elementary
D.R.C.S.S.	Ethelbert	Macneill	Grandview
	Gilbert Plains Elem.	Whitmore	
	Gilbert Plains Coll.	Smith-Jackson	

**TWO-YEAR ROTATION**

Year 1	Fall	Group A
Year 1	Spring	Group B
Year 2	Fall	Group C
Year 2	Spring	Group D

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**MONITORING REPORTS**

The Board of Trustees will ensure the effectiveness of the school division through monitoring reports via the Superintendent/CEO Reports in the following areas:

Policies 1, 5 and 10	Foundation Statements/Strategic Direction/Learning Environment, Programs and Services	
Report	Who	Date
Division Plan Updates	Superintendent/CEO	Monthly
Comprehensive Division Plan Report	Superintendent/CEO	October
Division Community Report	Superintendent/CEO	November
Division Fall Planning Day Report	Superintendent/CEO	October
Division Spring Planning Day Report	Superintendent/CEO	May
Graduation Rates Report	Superintendent/CEO	September
Administrative Procedures	Superintendent/CEO	As developed/ Annual Report
Professional Development Reports	Superintendent/CEO	As required
September 30 <sup>th</sup> Enrolment and Monthly Enrolment	Superintendent/CEO	monthly
Early Learning Report (20K3)	Superintendent/CEO	October
School Annual Community Reports	Assistant Superintendent	September
Grade 12 Standards Test Report	Assistant Superintendent	As received
Grade 3 Provincial Assessment	Assistant Superintendent	As received
Grade 7/8 Provincial Assessment	Assistant Superintendent	As received
Grade 9-12 Course Completion and K-8 Promotion (Previous year)	Assistant Superintendent	September
Grade 12 Exit Survey	Assistant Superintendent	September
K-8 Class Size Report	Assistant Superintendent	October
Grade 9-12 Class Size Report Semester 1	Assistant Superintendent	October
Grade 9-12 Class Size Report Semester 2	Assistant Superintendent	February
Student Services Report	Assistant Superintendent	Annually
HSAP Report	Assistant Superintendent	Annually
EDI Report	Assistant Superintendent	As received
ICT Report	Assistant Superintendent	Annually

<b>Cross Reference:</b>		Board Policy #6 – Policy Development, Amendments and Review Schedule	
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**MONITORING REPORTS**

<b>Policies 2, 3, 4, 7, 8, 9</b>		<b>Governance Model/Role of School Board/Trustee Code of Conduct/Board Superintendent/CEO Relationship/Decision Making Matrix/Contingency and Succession Planning</b>
<b>Report/Activity</b>	<b>Who</b>	<b>Date</b>
Board Annual Planning Session	Board of Trustees	October
Board Community Consultation	Board of Trustees	As required
Board Self-Evaluation	Board of Trustees	June
Superintendent/CEO Evaluation	Board of Trustees	August/September
Trustee Professional Development Reports	Board of Trustees	As required

  

<b>Policy 6</b>		<b>Policy Development, Amendments and Review Schedule</b>
<b>Report/Activity</b>	<b>Who</b>	<b>Date</b>
Policy Committee Meetings	Board of Trustees	Minimum 4 times/year
Policy Committee Report	Board of Trustees	Minutes of Policy committee meetings

  

<b>Policy 11</b>		<b>Safe and Respectful Schools</b>
<b>Report</b>	<b>Who</b>	<b>Date</b>
WHS Report	Secretary-Treasurer	Quarterly
Suspension Reports	Superintendent/CEO	Monthly
Tell Them from Me Survey Results	Superintendent/CEO	As received

  

<b>Policy 12</b>		<b>Community Engagement</b>
<b>Report/Activity</b>	<b>Who</b>	<b>Date</b>
Community Strategic Planning	Board of Trustees	Prior to Development of Division Plan
Budget Consultations	Board of Trustees	November and March
PAC Session	Board of Trustees	November
Employee Groups	Board of Trustees	November
Student Voice	Community Engagement Committee	On-going

  

<b>Policy 13</b>		<b>Human Resources/Personnel</b>
<b>Report</b>	<b>Who</b>	<b>Date</b>
Human Resource Report	Superintendent/CEO	monthly
Comprehensive Staffing Report	Superintendent/CEO	September
Recognition of Years of Service	Superintendent/CEO	September

<b>Cross Reference:</b>		Board Policy #6 – Policy Development, Amendments and Review Schedule	
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**MONITORING REPORTS**

<b>Policy 14</b>		<b>Transportation</b>
<b>Report</b>	<b>Who</b>	<b>Date</b>
Bus Route Report	Secretary-Treasurer	September
Transportation Request Report	Secretary-Treasurer	As received
Bus Tender	Secretary-Treasurer	February

<b>Policy 15</b>		<b>Finance and Audit</b>
<b>Report</b>	<b>Who</b>	<b>Date</b>
Finance Report	Secretary-Treasurer	Monthly
Accounts	Secretary-Treasurer	Monthly
Annual Meeting with Auditors	Secretary-Treasurer	October
Auditor's Report	Secretary-Treasurer	October
Budget Package	Secretary-Treasurer	January
Year-End Financial Review	Secretary-Treasurer	May
Annual Borrowing By-law	Secretary-Treasurer	May
Debenture By-laws	Secretary-Treasurer	As required
Trustee Professional Development Expenditure	Secretary-Treasurer	As required – Board Development Committee

<b>Policy 16</b>		<b>Assets and Facilities</b>
<b>Reports</b>	<b>Who</b>	<b>Date</b>
Capital Project Report	Secretary-Treasurer	Monthly
Maintenance Report	Secretary-Treasurer	Monthly
5-Year Capital Plan	Secretary-Treasurer	April

<b>Cross Reference:</b>		Board Policy #6 – Policy Development, Amendments and Review Schedule	
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**SUPERINTENDENT/CEO JOB DESCRIPTION  
AND EVALUATION PROCEDURES**

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**A. Job Description**

The Superintendent/CEO is responsible for the overall leadership and management of the Division’s schools and support facilities. The Superintendent/CEO may choose to delegate the exercise of identified powers, duties and responsibilities to other Divisional personnel, but shall remain accountable for actions taken under such delegation.

The Superintendent/CEO shall have overall accountability for the effective and efficient operation of the division office and public schools of the Division, including program delivery, support services, financial administration, school systems administration, technological innovation, management and supervision of all division employees.

The Superintendent/CEO will provide a link between the day-to-day administration of the Division and the Board, and oversee the development and accomplishment of the goals and priorities of the Division.

The Superintendent/CEO will take the necessary measures to ensure the Board is informed, supported and protected in its work.

The Superintendent/CEO is authorized to establish administrative procedures, make all decisions, and take all actions within the policy parameters established by the Board.

The Superintendent/CEO will work collaboratively with the Board of Trustees, Senior Administration, government stakeholders, community, parents, staff and students to improve the learning outcomes for all students.

In addition to the above, along with other duties assigned by the Board of Trustees, the expectations for the Superintendent/CEO are outlined in the following seven domains:

**1. Student Learning**

The Superintendent/CEO will demonstrate knowledge of current curriculum and instructional trends and maintain overall responsibility for ensuring both divisional and school plans incorporate strategies to foster and develop the full potential of all students.

He/She will ensure the necessary structures and systems to support the diverse learning needs of students are in place and school facilities are safe, secure and support student learning.

**2. Climate**

The Superintendent/CEO in consultation with the Board of Trustees and Senior Administration shall promote a safe and respectful environment which demonstrates tolerance, acceptance and civility enhancing division morale.

The celebration of staff and student accomplishments will be encouraged in all areas.

<b>Cross Reference:</b>	Board Policy #7 – Board and Superintendent/CEO Relationship		
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**SUPERINTENDENT/CEO JOB DESCRIPTION  
AND EVALUATION PROCEDURES**

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**3. Leadership**

The Board of Trustees for Mountain View School Division expects the Superintendent/CEO to be inspiring, collaborative and committed to providing strategic direction. The Superintendent/CEO will demonstrate a commitment to collaborative decision-making, balanced with the will to make challenging decisions that serve the best interest of students and the division as a whole.

The Superintendent/CEO will ensure there are opportunities for personal growth and development for all employees aligned to the priorities established in the division plan.

**4. Management**

The Superintendent/CEO will ensure that all human, material and financial resources are managed in a fair and equitable manner which shall be demonstrated by:

- Safe, caring and respectful school plans
- development, compliance and review protocols of division policy and procedures
- Timely information to the Board of Trustees
- Providing leadership and support, with the Secretary-Treasurer(s) and the Board of Trustees in the preparation of the annual Divisional budget.
- Providing Trustees with information, advice and support necessary to fulfill its governance role
- Proactive strategies to ensure "best practices" are maintained in all division schools
- Ongoing review of effectiveness of programs and services via the divisional planning process
- Organize and institute a board orientation session after every election
- Organize board/senior administration planning sessions as required

**5. Professionalism**

The Superintendent/CEO shall exemplify strong moral values, ethical conduct and demonstrate a commitment to Mountain View School Division's Mission and Vision Statements. The Superintendent/CEO will possess excellent administrative, communication and interpersonal skills. The Superintendent/CEO will demonstrate a commitment to personal professional development and growth.

**6. Communication**

The Superintendent/CEO will demonstrate strong, effective communication skills in all settings. The Superintendent/CEO serves, together with the Board Chair, as the Division's spokesperson to the community and the media. The Superintendent/CEO will have demonstrated the ability to build positive and trusting relationship with all internal and external stakeholders.

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**SUPERINTENDENT/CEO JOB DESCRIPTION  
AND EVALUATION PROCEDURES**

**7. Personnel**

The Superintendent/CEO maintains the overall responsibility for the selection, assignment, transfer and promotion of all professional and support staff. The Superintendent/CEO will ensure contractual obligations are fulfilled and that staff performance issues are dealt with in an appropriate manner and effectively documented.

The Superintendent/CEO shall be responsible for the Professional Development of all teaching and support staff and ensure the evaluation of division staff is undertaken in accordance with Divisional Policies.

**B. Evaluation Procedures of the Superintendent/CEO**

- a. The position description for the Superintendent/CEO shall serve as a parameter for the scope of the evaluation.
- b. The annual goals established by Superintendent/CEO shall form part of this annual evaluation.
- c. The Mountain View School Division Divisional Plan will form a crucial component of the evaluation of the Superintendent/CEO.
  - The Superintendent/CEO evaluation should be aligned to the Division's general progress with regard to the priorities established in the Divisional Plan.
  - The Mountain View School Division annual progress report shall be a primary consideration in the evaluation of the Superintendent/CEO.
- d. The areas of focus for the evaluation of the Superintendent/CEO shall follow the domains identified in the Superintendent/CEO Job Description above. The criteria for each domain are established in the evaluation template attached.

The Board of Trustees through the Chair of the Board or designate (see General Guidelines below) may also comment on the following areas as part of the annual evaluation of Superintendent/CEO:

- Relationship with the Board of Trustees
- Organizational Effectiveness
- Communication and Community Relations

**1. General Guidelines**

- a. Annually, the Board of Trustees will review the current job description of the Superintendent/CEO. Such review shall be conducted in a Committee of the Whole (In-Camera) meeting dedicated specifically to the performance appraisal of the Superintendent/CEO, who shall be present for his/her evaluation.

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**SUPERINTENDENT/CEO JOB DESCRIPTION  
AND EVALUATION PROCEDURES**

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- b. The Board of Trustees recognize that the evaluation of the Superintendent/CEO will be based on a combination of leadership attributes and goal achievements. Therefore the evaluation will be based on domains that represent both areas. Identified strengths and areas requiring improvement will form the basis of discussions which would culminate in a plan focused on encouraging growth and development over time.
- c. The Superintendent/CEO shall complete his/her self-evaluation and submit it to the Chair of the Board or designate not later than August 31 of each year.
- d. Once every three years, the Board of Trustees may employ the use of a 360 degree evaluation model. The Board Chair, in consultation with all Trustees, shall determine the process of how this will be undertaken (i.e. internally or with an external professional trained in 360 degree evaluations).
- e. Each trustee will complete the approved evaluation feedback form and submit to the Board Chair or designate of the Board prior to September 30 of each school year. The Board Chair or designate shall complete a composite of the individual responses, which shall be reviewed by the Committee of the Whole (see Board Procedures – Superintendent/CEO Evaluation Template).
- f. The Board as a whole shall meet separately with the Superintendent/CEO prior to October 31, wherein he/she will be afforded the opportunity to dialogue with the Board of Trustees regarding the evaluation.
- g. The completed evaluation shall be duly signed and witnessed by the Chair of the Board and the Superintendent/CEO and an original copy placed in his/her respective personnel file.

<b>Cross Reference:</b>	Board Policy #7 – Board and Superintendent/CEO Relationship		
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**SUPERINTENDENT/CEO EVALUATION TEMPLATE**

Please complete this survey in accordance with the following ranking scale:

- 3 – Exceeds expectation
- 2 – Meets expectation
- 1 – Needs improvement
- NK – No knowledge

Comment section is provided for any additional observations and perspectives you may wish to offer.

***Student Learning***

Ranking				Attributes
3	2	1	NK	Demonstrates knowledge of curriculum and instructional trends
3	2	1	NK	Monitors and evaluates implementation of division instructional programs and impact of instruction on achievement
3	2	1	NK	Ensures a variety of differentiated programming in an inclusive setting to address individual student’s diverse learning needs
3	2	1	NK	Ensures teaching and student assessment are aligned with provincial curriculum
3	2	1	NK	Regularly reflects on data from multiple sources to guide division planning
3	2	1	NK	Includes the use of computers, the internet, distance learning and other technologies in educational programming
3	2	1	NK	Builds capacity and supervision of school-based administrators is based on sound research and practices

**Comments:**

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SUPERINTENDENT/CEO EVALUATION TEMPLATE

*Climate*

Ranking				Attributes
3	2	1	NK	Promotes understanding and celebrating school/community cultures
3	2	1	NK	Promotes and expects a climate of tolerance, acceptance and civility
3	2	1	NK	Recognizes and celebrates staff and student accomplishments
3	2	1	NK	Maintains safe and caring learning environments

Comments:

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<b>Cross Reference:</b>		Board Policy #7 – Board and Superintendent/CEO Relationship	
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**SUPERINTENDENT/CEO EVALUATION TEMPLATE**

**Leadership**

Ranking				Attributes
3	2	1	NK	Facilitates a community process to develop and implement a shared vision that focuses on improving student achievement
3	2	1	NK	Models through words and actions insightful leadership that inspires others to share a collective vision and mission
3	2	1	NK	Facilitates change and promotes innovation
3	2	1	NK	Consistently utilizes collaborative, principle-based decision making to make ethical decisions that are in the best interests of students
3	2	1	NK	Demonstrates effective conflict resolution skills

**Comments:**

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**Management**

Ranking				Attributes
3	2	1	NK	Ensures human, material and financial resources are secured, allocated and managed in an effective, responsible, and accountable manner
3	2	1	NK	Develops and monitors long-range plans for school and division technology and information systems, making informed decisions about computer hardware and software
3	2	1	NK	Establishes procedures and practices for dealing with emergencies such as weather, threats to the school, student violence and trauma
3	2	1	NK	Administrative procedures and/or policies provide direction for school division activities
3	2	1	NK	Service delivery and other operations comply with Board policies and school division administrative procedures
3	2	1	NK	Provides the Board with information, advice and support necessary to fulfill its governance role
3	2	1	NK	Ensures appropriate processes are used to develop and review school division administrative procedures and educational initiatives
3	2	1	NK	Ensures organizational performance is monitored and adjustments made when necessary

**Comments:**

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**SUPERINTENDENT/CEO EVALUATION TEMPLATE**

**Professionalism**

Ranking				Attributes
3	2	1	NK	Advocates for the division in the community
3	2	1	NK	Initiates professional opportunities and makes a contribution to the profession
3	2	1	NK	Establishes a professional code of ethics and demonstrates personal integrity
3	2	1	NK	Works with the Board in a collegial, respectful and cooperative manner
3	2	1	NK	Explores and develops ways to find common ground in dealing with difficult and divisive issues
3	2	1	NK	Promotes own professional growth

**Comments:**

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**SUPERINTENDENT/CEO EVALUATION TEMPLATE**

**Communication**

Ranking				Attributes
3	2	1	NK	Demonstrates effective communication skills (written, verbal and non-verbal contexts, formal and informal settings, large and small groups and one-on-one environments)
3	2	1	NK	Establishes effective school/community relations, school/business partnerships and public service
3	2	1	NK	Understands the role of media in shaping and forming opinions as well as how to work with the media
3	2	1	NK	Demonstrates strong interpersonal communication skills
3	2	1	NK	Ensures that effective communication planning is in place
3	2	1	NK	Establishes communication links and builds relationships and trust with all internal and external stakeholders

**Comments:**

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**SUPERINTENDENT/CEO EVALUATION TEMPLATE**

**Personnel**

Ranking				Attributes
3	2	1	NK	Ensures recruitment strategies lead to the selection of qualified and effective staff
3	2	1	NK	Ensures all staff members are supervised and evaluated in accordance with school division requirements
3	2	1	NK	Ensures staff development programs are aligned with provincial, school division, and school improvement plans
3	2	1	NK	Ensures effective leadership development programs are implemented
3	2	1	NK	Ensures contractual obligations with staff are fulfilled
3	2	1	NK	Ensures principles of fundamental justice are followed in dealing with all staff performance issues
3	2	1	NK	Works at establishing good staff morale

**Comments:**

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**SUPERINTENDENT/CEO EVALUATION TEMPLATE**

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**Goals**

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**Board of Trustees Comments**

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The Board of Trustees recognizes its employees are the division's greatest asset. The cumulative years of service of Mountain View School Division employees will be recognized annually according to criteria outlined below.

The Board of Trustees will approve expenditures for each recognition level for years of service and will encompass all full and part time employees of Mountain View School Division.

**A. New Employees to MVSD**

- In addition to the "Recognition of Service Awards" highlighted below, all new employees to Mountain View School Division will receive a division pin and welcome letter on behalf of the Board of Trustees.

**B. Recognition of Service Awards**

**1. Beginning Date and Calculation of Years of Service**

- The "Recognition of Service Awards" for years of service in the Division shall be based on the total years of service beginning on or before September 10<sup>th</sup> annually.
- Years of service shall be calculated to June 30<sup>th</sup> of the prior year in which the actual "Recognition of Service Awards" presentation occurs.

**2. Eligibility**

- All full and part time employees of the Division, with the exception of casual employees, shall be eligible for "Recognition of Service Awards" regardless of the percentage of time worked.
- Each year that the individual is employed by the Division shall be considered as a year of service regardless of the percentage of time worked, however, years of leave of any description shall not be considered in the calculation of total years of service with the exception of legislated maternity/parental leave.
- Employees must be on staff at the time they are eligible for an award.
- Each year, well in advance of the awards presentation, a list of those employees who are eligible for an award will be circulated to all schools to ensure that no one has been omitted.

**3. Length of Service Requirements for Recognition**

- Service awards for employees shall be presented on the completion of five years of service and every five years thereafter.

<b>Cross Reference:</b>	Board Policy #13 – Human Resources/Personnel		
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**EMPLOYEE RECOGNITION PROCEDURES**

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- The range of values for the service awards shall be as follows:

<u>Years of Service</u>	<u>Price Range</u>
5	\$10-15
10	\$15-25
15	\$25-35
20	\$35-45
25	\$45-60
30	\$60-100
35+	\$150-250

**4. Presentation of Recognition of Service Awards**

- Service awards for employees will be presented annually at a Board of Trustee sponsored luncheon during a divisional professional development day to be held in early September.

<b>Cross Reference:</b>	Board Policy #13 – Human Resources/Personnel		
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