

PERFORMANCE ASSESSMENT GUIDE

1. Student 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 Division facilities adequately accommodate students.
- RE 1.3 Ensures the safety and well-being of students while participating in school programs or while being transported to or from school programs on transportation provided by the Division.
- RE 1.4 Acts as, or designates, the local attendance officer(s) for the Division.

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, e.g. suspensions, accidents.
- 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 attendance counselor(s) 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 standards of education set by the Minister.
- RE 2.3 Implements education policies established by the Minister and the Board.
- RE 2.4 Informs the Board of schools which meet the requirement for review under *The Education Act, 1995* or Board policy.

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 appropriate risk management.

Quality Indicators relative to Fiscal Responsibility

- QI 3.1 Ensures accounting practices which are in accordance with *The Education Act, 1995* 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. Personnel Management

Role Expectations:

- RE 4.1 Has overall authority and responsibility for all personnel-related issues except the development of mandates for collective bargaining and those personnel matters precluded by legislation, collective agreements or Board policy.
- RE 4.2 Ensures sound personnel management practices are in place to recruit, retain, advance and manage personnel in accordance with legislation or Board policy.
- RE 4.3 Monitors and improves the performance of all staff.

Quality Indicators relative to Personnel Management

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

5. Policy/Procedures

Role Expectations:

- RE 5.1 Provides leadership in the planning, development, implementation and evaluation of Board policies and administrative procedures.
- RE 5.2 Implements Board policy with integrity.
- RE 5.3 Keeps APs current.

Quality Indicators relative to Policy/Procedures

- QI 5.1 Involves individuals and groups appropriately in the AP development process.
- QI 5.2 Ensures policy and administrative procedure adherence.
- QI 5.3 Ensures timeliness of AP revision.
- 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 6.2.1 Implements the expressed will of the Board in a manner consistent with the spirit and intent underlying each of the Board's decisions.
- RE 6.3 Provides the information which the Board requires to perform its role.

Quality Indicators relative to Director/Board Relations

- QI 6.1 Prepares and distributes Board agendas 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 when requested.
- QI 6.4 Interacts with the Board in an open, honest, pro-active and professional manner.
- QI 6.5 Provides support to the Board re: 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.

7. Improvement and Accountability Planning and Reporting

Role Expectations:

- RE 7.1 Leads the Improvement and Accountability Planning and Reporting process including the development of Division goals, budget and facilities.
- RE 7.2 Implements plans as approved.
- RE 7.3 Involves the Board appropriately (Board identification of priorities and outcomes, opportunity for Board input early in the process, final Board approval).
- RE 7.4 Reports regularly on results achieved.

Quality Indicators relative to Improvement and Accountability Planning and Reporting

- QI 7.1 Develops budget and priorities and key results 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 Ensures facility project budgets and construction schedules are followed and timely variance reports are provided to the Board.
- QI 7.4 Ensures transportation services are provided with due consideration for efficiency, safety and length of ride and client satisfaction.
- QI 7.5 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, 1995*.

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 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 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*.
- RE 9.3 Is accessible to the community and stakeholders and will foster positive relationships on behalf of the Board and Prairie South Schools.

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 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 governments.

Quality Indicators relative to Leadership Practices

- QI 10.1 Provides clear direction.
- QI 10.2 Establishes and maintains positive, professional working relationships with staff.
- QI 10.3 Unites people toward common goals.
- QI 10.4 Demonstrates a high commitment to the needs of students.
- QI 10.5 Has a well-established value system based on integrity.

QI 10.6 Empowers others.

QI 10.7 Solves problems effectively.