

## **POLICY 111: Roles and Responsibilities of the Board of Education**

As the elected community representatives, the Board of Education is the corporate body responsible to oversee the provision of educational services in the district. The mandate and responsibilities of the Board are determined through the requirements of government legislation and in consideration of the values and priorities of Rightsholders, school and district partners and the local community.

### **The role of the Board is to:**

1. Govern, rather than manage the operations of the school district by establishing policies which express and interpret the communities' visions and values for education within the Province's public education mandate;
2. Make decisions as a corporate body. Individual Trustees do not have authority to act for the school district or to direct staff;
3. Link with the communities and other governing bodies to advocate for the education of students and to ensure that the system reflects the communities' values;
4. Direct and monitor the school district through policies which:
  - 4.1 articulate measurable outcomes for the expected performance of the school district,
  - 4.2 establish processes by which the Board will conduct its business;
5. Monitor achievement of intended outcomes or compliance determined through the Strategic Plan, policy or legislation;
6. Use the results of monitoring to improve performance by:
  - 6.1 reviewing existing policies;
  - 6.2 revisiting existing policies; or,
  - 6.3 formulating new policies; and,
7. Carry out other legislated responsibilities as required by the School Act, including the following:
  - 7.1 capital plan;

Related Legislation: Nil  
Related Contract Article: Nil  
Adopted:

- 7.2 annual operating budget;
- 7.3 annual reports; and,
- 7.4 bylaws.

The Board shall govern proactively in a style characterized by outward vision, collective decision-making, diversity in viewpoints, strategic leadership and with a distinction of Board and staff roles.

The Board's governance is framed by legislation, regulations, codes, and declarations including but not limited to:

- British Columbia School Act
- Human Rights Code of BC
- Canadian Charter of Rights and Freedoms
- BC Declaration on the Rights of Indigenous Peoples Act
- United Nations Declaration on the Rights of Indigenous Peoples
- Truth and Reconciliation Commission's Calls to Action

The responsibility of the Board is to:

1. Develop a Strategic Plan with clearly defined measurable goals and then govern in alignment with that plan;
2. Focus chiefly on intended long-term strategic vision, not on the operational means of achieving the strategic vision;
3. Inspire, direct, and oversee the organization through the careful establishment and systematic monitoring of policies dealing with values and broad perspectives;
4. Require of itself and its members, the discipline needed to govern with excellence;
5. Be accountable for accomplishment of the Board's obligations, and involve students, parents, staff, and community members in activities to monitor current performance and future direction;
6. Operate with a transparent and comprehensive public engagement framework that is inclusive and respectful of needs of the individuals/groups;
7. Monitor and regularly discuss the Board's own process and performance (as per Policy 113: Board Evaluation and Monitoring [[link will be added, once available](#)]);
8. Commit to continuous education for the continuity for its collaborative leadership and governance capability by training and developing its members.  
Continuous development will include orientation of new members in the Board governance process and discussion of process improvement (as per [Policy 150:](#)

Related Legislation: Nil  
Related Contract Article: Nil  
Adopted:

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[Professional Learning for Trustees](#));

9. Be responsible for identifying the information and resources it needs to formulate and monitor policies;
10. Use the expertise of individual Trustees to enhance the ability of the Board to collaboratively govern.
11. Recruit, retain, and support the Superintendent of Schools/Chief Executive Officer (CEO).
12. Establish and maintain a positive and impartial working relationship with the Superintendent of Schools/CEO.

# Draft

## POLICY 112: Governing Principles

The Board of Education is responsible for governing the school district based on the educational aspirations of local communities and in accordance with the policy direction established by government. The respective responsibilities of the Ministry of Education of Child Care and Boards of Education are detailed in the School Act.

The Board will set, create and maintain a Strategic Plan, annually report on student outcomes and put systems in place to continuously improve the educational outcomes for all students and improve equity for Indigenous students, children and youth in care, and students with disabilities or diverse abilities.

1. The power and authority of the Board only exists when it acts as a whole. As individuals, Trustees exercise no power or authority in the organization and therefore cannot act or speak for the Board unless specifically delegated to do so by the Board.
2. The only decisions of the Board are those made by the Board in a legally convened session through its accepted decision-making processes.
3. The Board's role is to oversee the strategic direction of the organization and maintain effective relationships with Rightsholders and partners.
4. In carrying out its work, it is essential that the Board prescribes clear, measurable outcomes to be achieved in relation to the Board's Strategic Priorities. The Board will adopt policies that aid in the achievement of outcomes.
5. The work to be done by the Board is determined by its mandate and its purpose (as stated in legislation), which is to govern, and consequently, is different to the work to be done by the district management, which is management and operations.
6. Trustees commit to partnering with each other and with the Superintendent of Schools/CEO to engage in actions and decisions that contribute to building and maintaining a healthy and effectively functioning Board and organization.
7. The Superintendent of Schools/CEO is the Board's only employee;
  - 7.1 who is directed by and who reports to the Board;
  - 7.2 with whom the Board communicates and interacts regarding the management, administration and operation of the organization; and
  - 7.3 who the Board holds accountable for organizational performance.

Related Legislation: Nil  
Related Contract Article: Nil  
Adopted:

8. At the Board's request or on the initiative of the Superintendent of Schools/CEO, relevant school district staff may be invited to attend a Board or Committee meeting to provide information relevant to their area of expertise or job responsibility, so as to assist the Board or a Committee in its discussion of a matter under its consideration.
9. The Board will ensure that an annual assessment and evaluation of Board performance is conducted (as per Policy 113: Board Evaluation and Monitoring).
10. The Board governs through policy.
11. The Board will govern in accordance with its Strategic Plan which outlines the Board's monitoring cycle.
12. All Board authority delegated to staff is delegated through the Superintendent of Schools/CEO.
13. The Board delegates and assigns to the Chair the following powers and duties:
  - 13.1 Prior to each Board meeting, meet with the Vice-Chair, the Superintendent of Schools/CEO and Secretary-Treasurer to determine the items to be included in the agenda, and to become thoroughly familiar with them.
  - 13.2 To chair all public and closed Board meetings and ensure that such meetings are conducted in accordance with the School Act, the bylaws, policies and procedures as established by the Board and that meetings are chaired according to Robert's Rules of Order.
  - 13.3 To perform the following duties during Board meetings:
    - 13.3.1 Maintain the order and proper conduct and decorum of the meeting so that motions may be formally debated.
    - 13.3.2 To ensure that issues being presented for the Board's consideration are clearly articulated and explained.
    - 13.3.3 Display firmness, courtesy, tact, impartiality, and willingness to give everyone an opportunity to speak on the subject under consideration in order that a Board decision can be reached.
    - 13.3.4 To direct the discussion by Trustees to the topic being considered by the Board.
    - 13.3.5 Decide questions of order and procedure, subject to an appeal to the rest of the Board. They will speak to points of order in preference to other members.

- 13.3.6 Determine disposition of each motion by a formal show of hands except where a ballot is required/used.
- 13.4 To bring to the Board all matters requiring a corporate decision of the Board.
- 13.5 To act as chief spokesperson for the Board by stating positions consistent with Board decisions and policies (except for those instances where the Board has delegated this role to another individual or group).
- 13.6 To act as a signing officer for the Board of Education.
- 13.7 To represent the Board, or arrange alternative representation, at Board events, meetings with other levels of government or other organizations or at hearings.
- 13.8 The Chair shall share with the Board all information from meetings with other levels of government or external organizations at which the Chair attended as the Board's representative.
- 13.9 To ensure that the Board engages in regular assessments of its effectiveness as a Board.
- 13.10 Make Trustee appointments to:
- 13.10.1 Representative to organizations; and
  - 13.10.2 Board committees.
- 13.11 Address inappropriate behaviour on the part of a Trustee as per [Policy 130: Trustee Conduct and Code of Ethics](#).
14. Board directions or requests for information from staff must be related to the Board's mandate or execution of the Strategic Plan and occur through the Superintendent of Schools/CEO as per [Policy 140: Trustee Communication](#).
15. The Board is responsible for setting and approving its own agenda.
16. The performance of the Superintendent of Schools/CEO is measured in relation to the direction as articulated in the Board's Strategic Plan, policies, and employment contracts.
17. The Board establishes for each of its committees a clear mandate, timelines, parameters, any power or authority delegated to it, reporting procedures and expectations regarding results.
18. It is the Board's responsibility to identify and request from the Superintendent of

Related Legislation: Nil  
Related Contract Article: Nil  
Adopted:

Schools/CEO the information it requires to enable it to create policies or make informed decisions.

19. The Board and individual Trustees will value and work through productive disagreement, diverse, opposing or contrary points of view, and conflict as long as it is not personal, disrespectful or injurious to others.

# Draft

## POLICY 113: Board Evaluation and Monitoring

An important role of the Board is regular monitoring of its governance requirement. The Board monitors to ensure the district operates in accordance with the Board's mission, vision, values and strategic priorities, and in compliance with applicable laws, regulations, bylaws, and Board policies. Monitoring also serves to ensure that the organization is using its resources efficiently, effectively, and responsibly. The Board is committed to ongoing self-evaluation to support Board accountability and its effective governance.

### Board Monitoring

1. The monitoring schedule will be included in the Board's annual work plan. A monitoring schedule will be developed annually based on the Strategic Plan and will be outlined in the Board's annual work plan.  
The Board will establish a schedule that will include, but not be limited to, monitoring of policies, annual operational plans, and financial statements.
2. Both qualitative and quantitative information may be collected and analyzed for monitoring purposes.
3. Monitoring will be related to the development and implementation of specific policies.
4. Monitoring will link policies to specific outcomes and thereby help identify and evaluate policies.

### Board Self-Evaluation

1. The Board of Education will annually conduct an externally facilitated Board self-evaluation.
2. The purpose of the facilitated Board self-evaluation is to answer the following questions:
  - 2.1 How well have we fulfilled each of our defined roles as a Board during the evaluation period?
  - 2.2 How do we perceive our interpersonal working relationships?
  - 2.3 How well does the Board engage in collaborative governance?
  - 2.4 How well have we adhered to our governance policies?



- 2.5 What have we accomplished this past year to improve Board governance to support the Strategic Plan?
  - 2.6 What actions shall the Board take during the next year to become more effective?
3. Based on the Board's Self-Evaluation, an annual Board of Education Learning Plan will be developed to outline Board learning goals for the following school year. The Learning Plan will be scheduled into Working Sessions in the Board's Annual Work Plan.

# Draft

## **POLICY 114: Delegation of Authority**

The Board exercises its authority by delegating specific and general administrative and management duties to the Superintendent of Schools/CEO.

The Superintendent of Schools/CEO has, under the direction of the Board, general supervision of the public schools and of the personnel and various personnel departments of the school system. The Superintendent of Schools/CEO is responsible for management of the schools under the School Act, Regulations, Minister of Education Orders, Board policies, the Strategic Plan and is accountable to the Board.

The Superintendent of Schools/CEO, in their discretion, may delegate to other school personnel the responsibilities placed on the Superintendent of Schools/CEO. The delegation of authority, however, will not relieve the Superintendent of Schools/CEO of the responsibility for the action taken under such delegation.

### **Consequently:**

1. The Board supports the Superintendent/CEO in fulfilling the legislated responsibilities of a Superintendent of Schools/CEO.
2. The Board directs the Superintendent of Schools/CEO to achieve defined results through the establishment of policies and the Strategic Plan.
3. Altering the authority and responsibility delegated to the Superintendent/CEO is accomplished by changing the Board's policies.
4. Only decisions of the Board acting as a corporate body are binding upon the Superintendent of Schools/CEO.

## **POLICY 115: Superintendent of Schools/CEO Roles and Responsibilities**

The Board recognizes the need for one person to have the overall responsibility for the management of the school district in order to provide leadership and oversight.

Therefore, the Board designates the Superintendent of Schools as the Chief Executive Officer and delegates to the Superintendent of Schools/CEO responsibility for overall administration of the district.

The Superintendent of Schools/CEO is responsible for providing reports which focus on governance implications and is accountable to the corporate Board for the conduct, management and operation of the district, for providing leadership in administration and instructional programs and for ensuring compliance with legislative requirements and statutes.

All Board authority delegated to the staff of the district is delegated through the Superintendent of Schools/CEO, except for matters that are delegated to the Secretary-Treasurer through legislation or the decisions of the Board.

### **Specific areas of the Superintendent of Schools/CEO's responsibility are:**

The Superintendent of Schools/CEO is the Lead Educator in the district. The Superintendent/CEO is accountable to the Board of Education for the general management of the affairs of the district, for providing educational leadership and for implementing approved policies and programs to ensure the attainment of the objectives established by the Ministry of Education and the Board. In addition, the Superintendent/CEO plays a key role in advising the Board and recommending actions to address current and emerging issues.

The Superintendent/CEO advances the district's ability to find innovative and collaborative ways to improve and enhance the programs and initiatives of the district, while staying focused on a cohesive vision as articulated by the learning community. The Superintendent/CEO promotes the school district to the broader community and works collaboratively to engage all partners.

It is the role of the Superintendent of Schools/CEO to:

#### **1. Student Welfare**

- 1.1. Establish a safe caring and orderly learning environment that supports the general well-being of all students.
- 1.2. Ensure the safety and welfare of students while participating in school programs or while being transported to or from school programs on transportation authorized by the school district.

- 1.3. Ensure facilities adequately accommodate students.

## 2. Student Learning

- 2.1. Provide leadership in all matters relating to the operation of the district.
- 2.2. Ensure students have the opportunity to meet the standards of education as set out by the Ministry of Education.
- 2.3. Implement policies/directions established by the Ministry of Education and make the Board aware of pertinent legislative changes.
- 2.4. Engage in professional development activities to ensure the excellence, efficacy, and relevance of current educational practice.

## 3. District Vision and Planning

- 3.1. Recommend to the Board of Education revisions and refinements to the district's vision and mission to ensure they continue to address the educational and administrative objectives of the district.
- 3.2. Ensure the strategies identified in the district vision are addressed in a timely and effective manner and is accountable to the Board for meeting the strategic and operating objectives established for the district.
- 3.3. On an annual basis, submit to the Board of Education an analysis of progress in achieving objectives, sets out rationale for variances and recommends modifications to the district vision for the remainder of the year.

## 4. District Policies and Programs

- 4.1. Ensure that the quality of programs, support services, education and research meets the standards established by the Board and the Ministry of Education and Child Care and that all measurement of employee performance to ensure accomplishment of the objectives of the district vision.

## 5. Relationships with Key Stakeholders

- 5.1. Develop effective relationships with all agencies, organization and institutions with common interests with the district, including:

### 5.1.1 Government of British Columbia

Support the Board in maintaining effective relationships at the political level and ensure the district, through the Superintendent of Schools/CEO, has a strong and

effective working relationship with senior officials in the Ministry of Education and Child Care.

## 5.1.2 Education-Related Organizations

- 5.1.2.1 Work in a cooperative manner with other organizations committed to ensuring the public education system is responsive to the needs of the people of the Kootenay Lake School district, including:
- Kootenay Lake Principals' and Vice Principals' Association (KLPVPA)
  - Kootenay Lake Teachers' Federation (KLTF)
  - CUPE Local 748
  - DPAC
  - BCPSEA; BCSTA; BCPVPA; BCSSA; BCTF, CUPE National
  - Affiliated Provincial, National and International Organizations
- 5.1.2.2 Maintain an active involvement in appropriate regional, national and international bodies related to education.

## 5.1.3 Media and Community Relations

- 5.1.3.1 Maintain and enhance the district's public image by supporting the Board of Education in developing strategies and approaches for dealing with the media and the community at large, ensuring that the district has a clear and positive profile.
- 5.1.3.2 Perform other duties as assigned, from time to time, by the Board of Education.
- 5.1.3.3 Ensure the Board is kept current on all activities of the district by preparing reports on operations, including financial, educational policy and personnel issues, as well as other important issues facing the district.
- 5.1.3.4 Develop and present recommended courses of action and alternatives to the Board for its consideration.

## 5.1.4 Board of Education

Ensure each member of the Board of Education has all the information necessary to properly exercise their responsibilities. Upon the election of each new Board member, the Superintendent of Schools/CEO will coordinate a program to provide new members with background information on the district, the role of Board members and the general issues facing the district at that time.

## 6. Developments in Education

- 6.1. Keep up-to-date on developments in the field of education in order to ensure the Board has the best possible information to address and consider emerging issues.

## **7. Financial and Administrative Management**

- 7.1. Oversee the development and implementation of effective financial and administrative systems and ensure that the financial resources of the district are maximized and within the objectives, policies, plans and budgets established by the Board of Education.

## **8. Leadership Role**

- 8.1. Provide leadership in support of members of the Board of Education in identifying and addressing issues of concern in education and in building understanding and developing consensus around positions and actions to be taken by the district.
- 8.2. Provide leadership to the employees of the district in order to capitalize on their full potential. In doing so, will stimulate, motivate, guide and direct all district staff to contribute their maximum to the realization of the district's goals and objectives.

## **9. Organization and Management of Staff**

- 9.1. Develop and maintain an organization structure for the staff of the district that ensures these resources are directed towards accomplishing the objectives laid out in the district vision.
- 9.2. Ensure an effective recruitment and selection program is in place to continue to attract high caliber staff.
- 9.3. Ensure the establishment of a clear definition of the responsibility of each employee; the ongoing management, direction and motivation of the staff.

## **POLICY 116: Superintendent of Schools/CEO Evaluation**

The Superintendent/CEO and the Board of Education recognize the need to evaluate the Superintendent's/CEO's performance. The Board is committed to accountability, professional growth, and strengthening the relationship between the Board and the Superintendent/CEO; evaluation will be undertaken to accomplish these commitments.

### Evaluations

#### **1. The Objectives of the Evaluation**

- 1.1 The Board of Education has a responsibility to the district and the public to ensure that the Superintendent of Schools/CEO meets the statutory requirements as specified in the *School Act* and that the roles and responsibilities in the district as specified by the Board are carried out in a satisfactory manner;
- 1.2 Personal professional growth and development focused on feedback from the Board, senior staff, Indigenous Rightsholders, and educational partners in the district;
- 1.3 Ensure a constructive and effective working relationship in maintaining productive communication with the Board.

#### **2. Scope of the Evaluation**

- 2.1 The scope of the evaluation will be based on Policy 115: Superintendent of Schools/CEO Roles and Responsibilities.
- 2.2 The evaluation is linked to the Strategic Plan.

#### **3. Evaluation Process**

The evaluation cycle supports the professional growth and accountability of the Superintendent of Schools/CEO. The evaluation process includes an annual growth plan review and regular comprehensive performance evaluations throughout the Superintendent of Schools/CEO's tenure.

Both the Professional Growth Plan and the Comprehensive Performance Evaluation is based on the following:

- 3.1 Is aligned with and based upon the Superintendent's/CEO's roles and responsibilities.
- 3.2 Is aligned with the district's Strategic Plan.
- 3.3 Uses multiple data sources.
- 3.4 Elicits evidence and examples to support subjective assessments.

3.5 Feedback will be provided annually, supported by specific examples and will focus on areas over which the Superintendent/CEO has authority. The Superintendent/CEO cannot be held accountable for areas over which authority has not been granted.

3.6 There are two procedures used to support the professional growth and evaluate the performance of the Superintendent/CEO:

3.6.1 Annual Professional Growth Plan: The Annual Professional Growth Plan will be prepared and presented to the Board of Education each November. The Growth plan will consist of an annual presentation of accomplishments as they relate to the furthering of the Board's Strategic Plan as well as professional learning goals. The Board will discuss and provide feedback on this plan.

3.6.2 Comprehensive Performance Evaluation of the Superintendent/CEO will be done during or immediately following the first year of the contract of a new Superintendent/CEO, and subsequently in the year prior to the renewal of the Superintendent's/CEO's contract. The Comprehensive Performance Evaluation will be based on a survey ([LINK; form is attached on the next pages](#)) that is administered to all Trustees, the Secretary-Treasurer, Directors, Principals and Partner Groups and conducted by a mutually agreed upon external facilitator.

3.7 Emphasizes the use of evidence for evaluation purposes.

#### 4. Board/Superintendent of Schools/CEO Agreement

4.1 As the Superintendent/CEO is employed by the Board of Education, all procedures related to the evaluation of the Superintendent of Schools/CEO must be undertaken by the Board as a corporate body.

4.2 The Board will ensure that the scheduling and procedures for the evaluation are mutually agreed upon between the Superintendent/CEO and the Board.

5. The Board shall meet with the Superintendent/CEO, share the outcomes of evaluation, and provide the Superintendent/CEO with an opportunity to respond. The Superintendent/CEO shall also be provided with a copy of the evaluation report.

6. The Board Chair and the Superintendent/CEO will sign the final report. The Superintendent's/CEO's signature on the document will indicate that the report has been received. The Superintendent/CEO may provide a commentary on the report which, if provided, will be appended to the report. A copy of the report will be given to the Superintendent/CEO and the original, with appendix (if any), shall be retained in the Superintendent's/CEO's personnel file.



7. The Board, in consultation with the Superintendent/CEO, may make adjustments to the criteria, process and frequency of the evaluation, as it deems appropriate.

# Draft

## FORM F116: Superintendent of Schools Evaluation (Prepared pursuant to Policy 116)

### Instructions

The respondent's input should be based on direct observation of, and experience with, the Superintendent in each area, otherwise the "U/R" designation should be used. Please use the comment section to further expand your experience and what your rating is based on.

Recipients are asked to rate the Superintendent/CEO on each of the items in each of the categories on a scale of 4 to 1, with 4 being the highest rating and 1 being the lowest rating. The definition of each numerical rating is as follows:

- 4 = Outstanding** - The Superintendent excels in this category.
- 3 = Competent** - The Superintendent meets or exceeds the expectations for this category.
- 2 = Satisfactory** - The Superintendent meets the expectation for this category, and there are some areas for growth.
- 1 = Unsatisfactory** - The Superintendent's performance in this category is unacceptable and requires immediate attention.
- U/R** - Unable to rate.

*(Please Note: The responses will be treated as strictly anonymous and confidential.)*

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### Please Identify Your Group:

- Trustee     Senior Staff     Indigenous Rightsholders     Educational Partner

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### AREAS OF RESPONSIBILITY

#### 1. EDUCATIONAL PROGRAM AND PLANNING:

- 1.1. \_\_\_\_\_ Understands and stays current with all aspects of the educational program.
- 1.2. \_\_\_\_\_ Organizes and actively encourages a planned program for achieving the School District 8 - Kootenay Lake's overarching mission: "To focus on excellence for all learners in a nurturing environment".
- 1.3. \_\_\_\_\_ Provides for a system of measurement for student learning and ensures that the teachers understand and follow effective quality assessment practices.
- 1.4. \_\_\_\_\_ Exemplifies the skills and attitudes of a master educator and inspires in others the highest professional standards.
- 1.5. \_\_\_\_\_ Anticipates needs.

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## 2. A FUTURE FOCUS:

- 2.1. \_\_\_\_\_ Communicates a vision or sense of core purpose for the organization.
- 2.2. \_\_\_\_\_ Takes a broad and long-term perspective and plans for the future.
- 2.3. \_\_\_\_\_ Anticipates potential opportunities and challenges for the district and uses this information to identify strategies for achieving long-term organizational goals.
- 2.4. \_\_\_\_\_ Generates ideas or perspectives that are new and different; challenges conventional thinking.
- 2.5. \_\_\_\_\_ Conveys an understanding of complex concepts and is able to effectively communicate them to improve understanding by all.

Comments: \_\_\_\_\_

\_\_\_\_\_

## 3. RELATIONSHIP WITH THE BOARD OF EDUCATION:

- 3.1. \_\_\_\_\_ Provides timely and adequate information about sensitive issues and with the agenda package.
- 3.2. \_\_\_\_\_ Supports Board policy and actions to the public and staff.
- 3.3. \_\_\_\_\_ Executes Board policy in a positive and responsive manner.
- 3.4. \_\_\_\_\_ Handles differences of opinions between Board members and himself/herself in an effective manner.
- 3.5. \_\_\_\_\_ Engenders trust among Board members, staff, and the community.

Comments: \_\_\_\_\_

\_\_\_\_\_

## 4. PERSONNEL:

- 4.1. \_\_\_\_\_ Recruits the best candidate utilizing equal opportunity standards.
- 4.2. \_\_\_\_\_ Makes effective use of the skills and expertise of the members of the Leadership Team.
- 4.3. \_\_\_\_\_ Supports their staff while demanding their best efforts.
- 4.4. \_\_\_\_\_ Provides for the systematic, organized evaluation of all staff by appropriate supervisors, and provides timely reports to the Board on the outcomes of the evaluation program and results.  
\_\_\_\_\_ Develops a succession plan and makes periodic reports to the Board on implementation of the plan.

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## 5. BUSINESS AND FINANCIAL MANAGEMENT:

- 5.1. \_\_\_\_\_ Develops the annual draft budget giving due priorities to the annual District goals and fiscal realities.
- 5.2. \_\_\_\_\_ Oversees budget implementation and provides timely information regarding successes and challenges.
- 5.3. \_\_\_\_\_ Evaluates changing needs and recommends realignment of budget priorities for current and future budgets.
- 5.4. \_\_\_\_\_ Controls expenditures of Board funds by committing them only when they are authorized in the annual budget and seeking further Board authorization for significant increases as deemed necessary in the approved budget.
- 5.5. \_\_\_\_\_ Involves the Leadership Team in managing District resources.

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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## 6. COMMUNITY RELATIONS:

- 6.1. \_\_\_\_\_ Gains support and respect of the community for School District 8 - Kootenay Lake.
- 6.2. \_\_\_\_\_ Is perceived as an educational leader in the community.
- 6.3. \_\_\_\_\_ Ensures visibility in community life and affairs.
- 6.4. \_\_\_\_\_ Maintains a cooperative relationship with the media.
- 6.5. \_\_\_\_\_ Works well with other school districts, and Kootenay Lake Municipal and Regional Governments.

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**7. ADMINISTRATION STYLE:**

- 7.1. \_\_\_\_ Uses good judgment.
- 7.2. \_\_\_\_ Has emotional stability and poise.
- 7.3. \_\_\_\_ Demonstrates high standards of ethics.
- 7.4. \_\_\_\_ Is accessible and works fairly with all groups.
- 7.5. \_\_\_\_ Values personal professional development.

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**8. EXEMPLARY LEADERSHIP:**

- 8.1. \_\_\_\_ Speaks and writes effectively.
- 8.2. \_\_\_\_ Acts in a decisive manner using effective problem solving techniques.
- 8.3. \_\_\_\_ Demonstrates creativity.
- 8.4. \_\_\_\_ Maintains principles under pressure.
- 8.5. \_\_\_\_ Establishes congenial relations with partner groups (KLTF, KLPVPA, CUPE, and KLDPAC).

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**9. OVERALL EFFECTIVENESS SUMMARY STATEMENT:**

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\_\_\_\_\_  
\_\_\_\_\_

**10. SUGGESTION FOR CHANGE OR FOR IMPROVEMENT:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*(Please Note: The responses will be treated as strictly anonymous and confidential.)*