

Policy 2

ROLE OF THE BOARD

As the corporate body elected by the voters, the Board of Education is responsible for the provision of educational services to students attending District schools and programs, in keeping with the requirements of government legislation and the values of the electorate.

Specific Areas of Responsibility

1. Accountability for Student Learning
 - 1.1 Provide overall direction for the District by establishing mission, vision, values and goals.
 - 1.2 Approve the District Strategic Plan.
 - 1.3 Annually set District goals and key results, aligned with the District Strategic Plan.
 - 1.4 Approve District Achievement Contract.
 - 1.5 Monitor the achievement of outcomes, including achievement of outcomes of Indigenous learners.
 - 1.6 Annually evaluate the effectiveness of the District in achieving established goals and desired results.
2. Accountability to Community, Including Indigenous Communities and First Nations on whose Traditional Territories our schools operate.
 - 2.1 Make informed decisions that consider community values and represent the interests of the entire District.
 - 2.2 Establish processes and provide opportunity for focused community input.
 - 2.3 Promote school programs, needs and desires to the community.
 - 2.4 Promote the successful operation of Parent Advisory Councils in schools within the District.
 - 2.5 Report District outcomes to the community at least annually.
 - 2.6 Develop appeal procedures and hold hearings as required by statute and/or Board policy.
 - 2.7 Model a culture of respect and integrity.
3. Accountability to Provincial Government Legislation
 - 3.1 Act in accordance with all statutory requirements to implement educational standards and policies.

- 3.2 Perform Board functions required by governing legislation and existing Board policy.
4. Advocacy
 - 4.1 Act as an advocate for public education and the District.
 - 4.2 Plan for advocacy including focus, key messages, relationships and mechanisms.
 - 4.3 Promote regular meetings and maintain timely, frank and constructive communication with elected officials.
 - 4.4 Address external issues in a manner consistent with District values.
 - 4.5 Make decisions regarding British Columbia School Trustees Association and British Columbia Public Sector Employers' Association issues.
 - 4.6 Advance District positions and priorities through relevant provincial organizations and associations.
 - 4.7 Act in accordance with all statutory requirements of governing legislation through a co-governance model of public education.
5. Policy
 - 5.1 Approve broad policies for the District and evaluate their attainment.
 - 5.2 Monitor administrative procedures to ensure the effective operation of the District.
6. Board/Superintendent Relations
 - 6.1 Select the Superintendent.
 - 6.2 Provide the Superintendent with clear corporate direction.
 - 6.3 Delegate, in writing, administrative authority and identify responsibility subject to provisions and restrictions in provincial legislation and regulations.
 - 6.4 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.
 - 6.5 Annually review Superintendent performance.
7. Board Development
 - 7.1 Annually evaluate the Board's effectiveness.
 - 7.2 Annually develop a Board development plan aligned with District priorities.
8. Fiscal Accountability
 - 8.1 Approve budget assumptions and establish priorities at the outset of the budget process.
 - 8.2 Approve the annual budget by bylaw and allocation of resources to achieve desired results.
 - 8.3 Approve extraordinary budget adjustments when necessary.

- 8.4 Monitor the fiscal management of the District through receipt of a semi-annual variance analysis and year-end projections, and approve the amended budget by bylaw.
- 8.5 Approve the appointment of the Auditor and the Banker.
- 8.6 Approve the Audit Report and ensure the terms of engagement are met.
- 8.7 Approve annually the District's facilities planning document.
- 8.8 Within provincial parameters, provide direction regarding the mandate for local employee negotiations.
- 8.9 Make decisions regarding the ratification of Memoranda of Agreement with bargaining units.
- 8.10 Approve short-term borrowings.

Selected Responsibilities

- 1. Approve by bylaw, the acquisition and disposal of District land and buildings.
- 2. Approve school catchment areas.
- 3. Approve student walk limits for transportation eligibility.
- 4. Approve the naming of educational facilities and land.
- 5. Provide for recognition of students, staff and community members, including Indigenous communities and First Nations on whose traditional territories our schools operate.
- 6. Approve local school calendars as requested, in accordance with legislation.
- 7. Approve Board authorized courses.
- 8. Approve contracts and agreements as required by legislation.
- 9. Review the student enrolment and staffing report.
- 10. Approve changes to student fee schedules in excess of the Vancouver C.P.I.
- 11. Approve all partnerships/agreements related to revenue enhancement.
- 12. Approve rental rates for District facilities.
- 13. Approve the issuing of debentures as and when required.
- 14. Approve a capital plan, as and when required.
- 15. Authorize referenda for taxing purposes, as and when required.

Legal Reference: Sections 65, 74, 74.1, 75, 75.1, 76.1, 76.3, 76.4, 77, 79.2, 82, 82.1, 84, 85, 86, 96, 112, 112.1, 113, 145, 147, 158 School Act

Revised: June 2022

Policy 2 – Appendix A

BOARD ANNUAL WORK PLAN

September

Regular Board Meeting Agenda Items

- Review Strategic Plan and Enhancing Student Learning reports
- Receive Auditor’s Report and approve Audited Financial Statements
- Truth and Reconciliation Day
- World Teachers’ Day
- Introduction of New Administrators

Events

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October

Regular Board Meeting Agenda Items

- Review Board Policies

Events

- BCSTA Provincial Council Meeting
- BCPSEA Symposium

November

Regular Board Meeting Agenda Items

- Elect Board Chair, Vice-Chair (Inaugural Meeting)
- Review committee/representative appointments

Events

- BCSSA Conference

December

Regular Board Meeting Agenda Items

- Approve IB Fees

Events

- BCSTA Trustee Academy

January

Regular Board Meeting Agenda Items

- Circulate Budget development process and budget calendar to stakeholders and rightsholders
- Approve District 3-Year Calendar (as applicable)

Events

- BCPSEA Annual General Meeting

February

Regular Board Meeting Agenda Items

- Approve amended Budget for current year
- Approve appointment of Auditor's
- Receive public input for upcoming year budget

Events

- BCSTA Provincial Council Meeting

March

Regular Board Meeting Agenda Items

Events

April

Regular Board Meeting Agenda Items

- Approve Audit Plan
- Receive delegates re: Budget decisions
- Approve Budget for upcoming year
- Approve Board Authorized Courses (as applicable)
- National Day of Mourning

Events

- District Science Fair
- BCSTA Annual General Meeting

May

Regular Board Meeting Agenda Items

- Approve Crossing Guards
- Receive International Student Program Report

Events

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June

Regular Board Meeting Agenda Items

- Canada Wide Science Fair/District Science Fair Report
- Approve Capital Plan
- Approve upcoming year's Board meeting schedule
- Heritage Fair Report
- Receive Indigenous Presentation and Youth Reporters for the Environment/DYSN Reports
- Review Board Annual Work Plan

Events

- Long Service/Retirement Recognition Awards Ceremony
- Student Awards
- Valedictory and Awards Ceremonies
- Indigenous Recognition Ceremonies
- National Indigenous People's Day

Ongoing

- Hear appeals, as needed
- Respond to media requests on governance matters
- Ratify Memoranda of Agreement with bargaining units
- Receive Educational and Operational Highlights reports
- Attend liaison school or PAC functions, upon request
- Approve disposition and acquisition of buildings and land
- Attend trustee development/orientation sessions
- Declare facilities surplus to school needs
- Attend internal/external committee meetings and report to the Board
- Meetings with elected officials

Other Items

- Audit and Finance Committee (September/February/April)
- Superintendent's Growth Plan Update (October/February/May)
- CUPE Learning Improvement Fund (October)
- Superintendent's Annual Performance Review (June)
- Board Self-Evaluation (June)
- Review Motions for BCSTA AGM & Provincial Council and BCPSEA AGM
- Receive Ministry Funding Announcement (March)

Legal Reference: Sections 65, 74, 74.1, 75, 75.1, 76.1, 76.3, 76.4, 77, 79.2, 82, 82.1, 84, 85, 86, 96, 112, 112.1, 113, 145, 147, 158 School Act

Revised: June 2022

Policy 2 – Appendix B

DELTA SCHOOL DISTRICT BOARD SELF EVALUATION PERFORMANCE ASSESSMENT GUIDE		
<u>Role Expectation:</u> <u>Accountability for Student Learning</u>	<u>Evaluation Evidence</u>	<u>Quality Indicators</u>
<p>The Board shall:</p> <p>1.1 Provide overall direction for the District by establishing mission, vision, values and goals.</p> <p>1.2 Approve the District Strategic Plan.</p> <p>1.3 Annually set District goals and key results, aligned with District Strategic Plan.</p> <p>1.4 Annually approve an Achievement Contract.</p> <p>1.5 Monitor the achievement of outcomes, including achievement of outcomes for specific groups of learners who have experienced inequitable education outcomes.</p> <p>1.6 Annually evaluate the effectiveness of the District in achieving established goals and desired results.</p>	<ul style="list-style-type: none"> • Foundational statements • District Strategic Plan • Annual goals and key results • Achievement Contract • Annual Report • Superintendent's evaluation • Relevant correspondence • Board self-evaluation questionnaire results <ul style="list-style-type: none"> ○ Board role 	<ul style="list-style-type: none"> • Compelling foundational statements for the District are established. • A forward focused District Strategic Plan is in place. • Annual goals and key results are identified. • A progressive annual Achievement Contract is approved. • District performance and achievement is monitored, evaluated and reported, including achievement of outcomes for specific groups of learners who have experienced inequitable education outcomes.

DELTA SCHOOL DISTRICT BOARD SELF EVALUATION PERFORMANCE ASSESSMENT GUIDE

<u>Role Expectation:</u> <u>Accountability to Community</u>	<u>Evaluation Evidence</u>	<u>Quality Indicators</u>
<p>The Board shall:</p> <p>2.1 Make informed decisions that consider community values and represent the interests of the entire District.</p> <p>2.2 Establish processes and provide opportunity for focused community input, including input from communities whose children have experienced inequitable education outcomes, Indigenous communities, and/or First Nations on whose traditional territories the schools operate.</p> <p>2.3 Promote school programs, needs and desires to the community, including Indigenous communities and First Nations on whose traditional territories our schools operate.</p> <p>2.4 Report District outcomes to the community, including Indigenous communities and First Nations on whose traditional territories our schools operate, at least annually.</p> <p>2.5 Develop appeal</p>	<ul style="list-style-type: none"> • Briefing notes and reports • Public meetings/focus groups/surveys • Annual Report • Audited Financial Statements • District publications • Appeals bylaw • Press releases • Media reports • Superintendent's evaluation • Relevant correspondence • Board self-evaluation questionnaire results <ul style="list-style-type: none"> ○ Board role ○ Community engagement including engagement with Indigenous communities and First Nations on whose traditional territories our schools operate 	<ul style="list-style-type: none"> • Decisions are based on relevant data and are representative of the interests of the entire community, including Indigenous communities and First Nations on whose traditional territories our schools operate. • Mechanisms for community input are readily available. • Processes are established to communicate Board decisions to its constituents. • Promotional materials are developed. • Information is disseminated to appropriate public bodies. • Appeal hearing processes are transparent and cognizant of due process. • The Board and individual trustees model a culture of respect and integrity and operate in an open, transparent fashion.

**DELTA SCHOOL DISTRICT BOARD SELF EVALUATION
PERFORMANCE ASSESSMENT GUIDE**

procedures and hold
hearings as required
by statute and/or
Board policy.

2.6 Model a culture of
respect and integrity.

DELTA SCHOOL DISTRICT BOARD SELF EVALUATION PERFORMANCE ASSESSMENT GUIDE

<u>Role Expectation</u>	<u>Evaluation Evidence</u>	<u>Quality Indicators</u>
<p style="text-align: center;"><u>Accountability to Provincial Government Legislation</u></p> <p>The Board shall:</p> <p>3.1 Act in accordance with all statutory requirements to implement educational standards and policies.</p> <p>3.2 Perform Board functions required by governing legislation and existing Board policy.</p>	<ul style="list-style-type: none"> • Achievement Contract • District Literacy Plan • Annual Report • Budget Report • Audited Financial Statements • Superintendent's evaluation • Policy review • District litigation status • Relevant correspondence • 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 School Act and the statutory regulations. • Non-resident students are provided an education program consistent with the School Act and the statutory regulations, at the sole discretion of the Board. • Board governance policies clearly specify required Board functions.

DELTA SCHOOL DISTRICT BOARD SELF EVALUATION PERFORMANCE ASSESSMENT GUIDE

<u>Role Expectation</u>	<u>Evaluation Evidence</u>	<u>Quality Indicators</u>
<u>Advocacy</u>		
The Board shall:		
4.1 Act as an advocate for public education and the District.	<ul style="list-style-type: none"> • Board Work Plan • Advocacy issues identified 	<ul style="list-style-type: none"> • The Board participates in advocacy processes at the local, provincial and national levels.
4.2 Plan for advocacy including focus, key messages, relationships and mechanisms.	<ul style="list-style-type: none"> • Meetings with MLAs, Ministers, municipal partners, neighbouring educational/public service authorities 	<ul style="list-style-type: none"> • Content and strategies for advocacy are developed.
4.3 Promote regular meetings and maintain timely, frank and constructive communication with elected officials.	<ul style="list-style-type: none"> • Relevant correspondence • Media releases • Website development 	<ul style="list-style-type: none"> • The Board conveys key messages regularly to MLAs, municipal partners and the media.
4.4 Address external issues in a manner consistent with District values.	<ul style="list-style-type: none"> • Active participation in regional, provincial and national organizations 	<ul style="list-style-type: none"> • The Board conveys key messages to its MPs when appropriate.
4.5 Make decisions regarding British Columbia School Trustee Association and British Columbia Public Sector Employers Association issues.	<ul style="list-style-type: none"> • Board self-evaluation questionnaire results <ul style="list-style-type: none"> ○ Board role 	<ul style="list-style-type: none"> • Positions are determined on BCSTA and BCPSEA issues.
4.6 Advance District positions and priorities through relevant provincial organizations and associations.		

**DELTA SCHOOL DISTRICT BOARD SELF EVALUATION
PERFORMANCE ASSESSMENT GUIDE**

<u>Role Expectation</u>	<u>Evaluation Evidence</u>	<u>Quality Indicators</u>
<p style="text-align: center;"><u>Policy</u></p> <p>The Board shall:</p> <p>5.1 Approve broad policies for the District and evaluate their attainment.</p> <p>5.2 Monitor administrative procedures to ensure the effective operation of the District.</p>	<ul style="list-style-type: none"> • 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"> • Board governance policies clearly specify required Board functions and implementation standards. • Established policies facilitate smooth, effective provision of quality educational services for the District. • Policy impact is regularly monitored to determine if policy is producing the desired results. • The Superintendent's roles and responsibilities are clearly outlined in Board policy. • Feedback is provided to the Superintendent on the efficacy of administrative procedures.

DELTA SCHOOL DISTRICT BOARD SELF EVALUATION PERFORMANCE ASSESSMENT GUIDE

<u>Role Expectation</u>	<u>Evaluation Evidence</u>	<u>Quality Indicators</u>
<p style="text-align: center;"><u>Board/Superintendent Relations</u></p> <p>The Board shall:</p> <p>6.1 Select the Superintendent.</p> <p>6.2 Provide the Superintendent with clear corporate direction.</p> <p>6.3 Delegate, in writing, administrative authority and identify responsibility subject to provisions and restrictions in the School Act.</p> <p>6.4 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.</p> <p>6.5 Annually review Superintendent 's performance.</p>	<ul style="list-style-type: none"> • Hiring process • Policy review • Board motions summary • Superintendent's evaluation • Board self-evaluation questionnaire results <ul style="list-style-type: none"> ○ Board role ○ Board/ Superintendent relations 	<ul style="list-style-type: none"> • The Board has a transparent process in place for Superintendent selection. • Clear corporate direction is provided to the Superintendent. • 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's performance is reviewed annually, fairly and thoroughly in relation to specific roles and responsibilities and Board direction.

DELTA SCHOOL DISTRICT BOARD SELF EVALUATION PERFORMANCE ASSESSMENT GUIDE

<u>Role Expectation</u>	<u>Evaluation Evidence</u>	<u>Quality Indicators</u>
<p><u>Board Development</u></p> <p>The Board shall:</p> <p>7.1 Annually evaluate the Board effectiveness.</p> <p>7.2 Annually develop a Board development plan aligned with District priorities.</p>	<ul style="list-style-type: none"> • Board Work Plan • Board strategic planning sessions • Board workshops • Conference/Activity Reports • Board self-evaluation questionnaire results <ul style="list-style-type: none"> ○ Board role ○ Interpersonal working relationships 	<ul style="list-style-type: none"> • A regular Board self-evaluation, which defines a positive path forward, is completed. • Interactions amongst trustees demonstrate respect, understanding and integrity. • 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.

DELTA SCHOOL DISTRICT BOARD SELF EVALUATION PERFORMANCE ASSESSMENT GUIDE

<u>Role Expectation</u>	<u>Evaluation Evidence</u>	<u>Quality Indicators</u>
<p style="text-align: center;"><u>Fiscal Accountability</u></p> <p>The Board shall:</p> <p>8.1 Approve budget assumptions and establish priorities at the outset of the budget process.</p> <p>8.2 Approve annual budget bylaw and allocation of resources to achieve desired results.</p> <p>8.3 Approve substantive budget adjustments when necessary.</p> <p>8.4 Approve transfers between budget functions and individual capital projects in excess of \$100,000.</p> <p>8.5 Monitor the fiscal management of the District through receipt of quarterly variance analyses and year-end projections.</p> <p>8.6 Approve the appointment of the Auditor and the Banker.</p> <p>8.7 Receive Audit Report and ensure the terms of engagement are met.</p> <p>8.8 Approve annually the District's facilities planning document.</p> <p>8.9 Provide direction regarding the mandate for local employee negotiations.</p> <p>8.10 Make decisions regarding the ratification of Memoranda of Agreement with bargaining units.</p> <p>8.11 Approve short-term borrowings and transfer of funds to/from reserves.</p>	<ul style="list-style-type: none"> • Quarterly Financial Reports • Audit Report • Audited Financial Statements • Annual Report • Negotiations mandates • Collective agreements • Board Work Plan • Relevant correspondence • 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 approved budget clearly reflects the Board's priorities. • The basis for resource allocations within the District is established by the Board. • Resources are used efficiently and effectively. • Transactions in excess of \$100,000 are approved as required. • Quarterly variance analyses and year-end projections are received. • An auditor and a banker are 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. • Negotiation processes and mandates are clearly established. • Successful completion and execution of collective agreement occurs. • Funds are managed for maximum benefit.

Policy 2 – Appendix C

**DELTA SCHOOL DISTRICT
BOARD OF EDUCATION SELF-EVALUATION
(PLEASE SUBMIT TO THE SECRETARY-TREASURER)**

Circle the response that best reflects your opinion. Send the completed form to the Secretary-Treasurer. Results will be compiled and averaged for the whole Board. Individuals will not be identified.

Rating scale: 1-Strongly Disagree 2-Disagree 3-Unsure
4-Agree 5-Strongly Agree.

How well has the Board of Education performed this year?

Knowledge of Goals and Roles					
Trustees are very clear on The Bold Vision and the role of the Vision in strategic planning, budget process and policy.	1	2	3	4	5
The role of trustees on the Board of Education is clear.	1	2	3	4	5
The initial orientation and continuing board development enable trustees to perform and improve in their role.	1	2	3	4	5
The Board follows its mandate as established by the School Act and Regulations and to set the strategic direction for the school district.	1	2	3	4	5
Trustees respect the authority vested in the role of the Superintendent of Schools and senior staff to manage and operationalize policies and directions, which have been established and evaluated by the Board.	1	2	3	4	5
The Board has developed criteria and a process for annually evaluating the Superintendent of Schools.	1	2	3	4	5
Meetings					
Agendas are well-organized and include the items that should appear on a regular basis.	1	2	3	4	5
Trustees have opportunity to provide input for agendas.	1	2	3	4	5

Board meetings focus on the School District's strategic plan, annual goals and objectives, and strategic issues as they arise.	1	2	3	4	5
Trustees receive adequate materials in enough time to allow them to prepare for meetings.	1	2	3	4	5
Trustees come prepared for the Board meetings.	1	2	3	4	5
Board meetings are interesting, engaging and productive.	1	2	3	4	5
Meetings are conducted in a fashion that allows all Board members to participate.	1	2	3	4	5
Trustees listen respectfully to the contribution of each trustee.	1	2	3	4	5
Trustees encourage collaboration by welcoming and considering different points of view.	1	2	3	4	5
Trustees communicate effectively with other members of the Board and include everyone in discussion and debate.	1	2	3	4	5
Trustees present their views and perspectives in a clear, succinct, and thoughtful manner.	1	2	3	4	5
The process for making decisions is effective.	1	2	3	4	5
Meetings are engaging and accessible to members of the community, including Indigenous communities and First Nations on whose traditional territories our schools operate.	1	2	3	4	5
Communications and Participation					
Trustees support the decisions we make as a Board.	1	2	3	4	5
The Board communicates clearly and regularly with:					
▪ appropriate staff	1	2	3	4	5
▪ the provincial government	1	2	3	4	5
▪ the municipal government	1	2	3	4	5
▪ other school districts	1	2	3	4	5
▪ the community, including Indigenous communities and/or First Nations on whose traditional territories	1	2	3	4	5

the district is situated.					
I participate fully in Board activities, including <ul style="list-style-type: none"> ▪ regular attendance at Board meetings ▪ regular attendance at Committee meetings ▪ regular visits to liaison schools ▪ participation in community events, including Indigenous communities and/or First Nations on whose traditional territories the district is situated. 					
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
The Board has a strong profile in the community, including with Indigenous communities and/or First Nations on whose traditional territories the district is situated.	1	2	3	4	5
The community feels that the Board of Education values their input.	1	2	3	4	5
Governance					
The Board and District committee system is effective.	1	2	3	4	5
The Board committee system is effective.	1	2	3	4	5
The Board Chair provides effective leadership.	1	2	3	4	5
The Board has a “succession plan” for its (i.e., Board) leadership.	1	2	3	4	5

My overall rating of the Board's performance (please circle one):				
1- Needs improvement	2 – Satisfactory	3 – Good	4 – Very Good	5 - Excellent

Recommendations for Moving Forward:
