



**A Framework for Superintendent and Board Evaluation:
Benchmarks and Sample Features**

I. Vision and Values

Within a culture of responsibility, the Superintendent of Schools and Board collaborate to lead the community in the development and articulation of shared values, common purposes and a desired future for the Division.

I.1 There is a statement of vision and mission that is led by values. The Board:

- I.1.A Articulates the value of education in a democratic society.
- I.1.B Engages community and divisional staff in the articulation of collection vision and values for the division.
- I.1.C Models divisional values and utilizes values, vision and mission as filters for policy development and decision-making at the Board level.
- I.1.D Monitors divisional process and outcomes to ensure congruency with values, vision and mission.
- I.1.E Engages in strategic planning to set direction and establish goals for teaching and learning in the Division.

I.2 The education system is inclusive. The Board:

- I.2.A Provides a policy framework and appropriate structures to ensure broad-based community participation in policy development and decision-making at the school and divisional level.
- I.2.B Endorses and promotes socially-inclusive policies and practices to address the needs of diverse student populations and communities.
- I.2.C Represents and advocates for all students and all communities within the Division.
- I.2.D Makes decisions that balance community demands with what is in the best interests of students.

I.3 The Division is characterized by a culture of learning, including lifelong learning. The Board:

- I.3.A Monitors and reports regularly to government and community regarding progress toward divisional goals.
- I.3.B Recognizes and celebrates student achievement and staff accomplishments within the Division.
- I.3.C Demonstrates an understanding of provincial, national, and international issues facing education and uses this knowledge to inform direction-setting and decision-making within the Division.

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2. Governance and Policies

Within a culture of responsibility, the Board and Superintendent of Schools provide leadership which recognizes the rights of every student to an education of the highest quality within a policy framework that is lawful, respectful of individuals and understandable to the community at large.

2.1 Policies and governance processes are congruent with legal requirements and provincial policy directions governing public education and schools as learning and work environments. The Board:

- 2.1.A Complies with relevant legislation and statutes and provincial policies governing education and public schools.
- 2.1.B Reviews and revises divisional policies as appropriate to maintain alignment with legislated obligations and mandates.
- 2.1.C Monitors the allocation of divisional resources—human, material, and financial—to ensure congruency with divisional directions, goals and policies.
- 2.1.D Communicates divisional policies, practices, and objectives to internal and external communities.

2.2 Policies and governance processes reflect the expressed values of the Division. The Board:

- 2.2.A Sets clear expectations for monitoring and reporting on the implementation and application of divisional policies.
- 2.2.B Creates and approves new policies in response to identified needs within the division.
- 2.2.C Communicates and models divisional values in interactions with staff, students, parents, and community.
- 2.2.D Reviews periodically divisional values and policies to maintain their currency as a foundation for planning and operations

2.3 Policies and governance processes articulate roles, responsibilities and delegated authorities within the Division. The Board:

- 2.3.A Provides a policy framework which clearly delineates the roles of the Board, the Superintendent of Schools, and delegated authorities, within the Division.
- 2.3.B Respects and upholds established policies and decision-making protocols concerning role delineation within the division.

2.4 Policies and governance processes provide a framework for teaching and learning within the Division. The Board:

- 2.4.A Seeks to be informed about emerging trends and research with regard to learning, instruction and provincial education policy and curricula.
- 2.4.B Requires the use of information, data and research to inform instructional practices and policies within the division.

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- 2.4.C Allocates resources to meet the professional learning needs of all staff, and approves strategies to enhance employee growth, performance and job satisfaction throughout the Division.
- 2.4.D Communicates regularly to the community about student learning and achievement.

3. Professional Practices and Board Operations

Within a culture of responsibility, the board and superintendent provide leadership to promote professional practices and board operations that enhance communication and community relationships, and foster effective organizational management, curriculum planning and development, and teaching and learning.

3.1 The Division’s practices enhance communication and relationships among all members of the educational community. The Board:

- 3.1.A Provides a policy framework to support communications and partnership initiatives within the division and the broader educational community.
- 3.1.B Actively seeks constituent and community input and seeks to consult and collaborate in planning, budgeting and policy development processes within the Division.
- 3.1.C Models a positive and problem-solving approach to challenges.

3.2 The Division’s practices employ organizational processes and strategies for optimum use of divisional human, material and financial resources. The Board:

- 3.2.A Establishes an annual budget process that is comprehensive and inclusive in its consideration of resource issues and concerns.
- 3.2.B Uses evidence and data to make decisions about the allocation of human, capital, and fiscal resources to meet divisional goals.
- 3.2.C Respects the professional expertise of staff and delegated authorities within the Division regarding operational issues.
- 3.2.D Conducts an annual performance review of the Superintendent of Schools.

3.3 The Division’s practices support curriculum planning and development and instructional processes that enhance teaching and learning. The Board:

- 3.3.A Provides a policy framework for curriculum planning, development and implementation within the Division.
- 3.3.B Sets clear expectations for monitoring and reporting of student learning outcomes and staff performance appraisal processes.
- 3.3.C Uses outcomes data to inform decision-making about teaching and learning within the Division.

3.4 The Division’s practices reflect characteristics of a learning community. The Board:

- 3.4.A Values new learning and Board development activities for all Trustees.

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- 3.4.B Articulates a policy framework and an annual plan for Board evaluations including Board development activities.
- 3.4.C Encourages the active participation of all Trustees in both individual and Board learning endeavours.

References:

- [Leading Together: A Resource Guide for School Boards, Superintendents and Secretary-Treasurers](#) (2015). A resource developed by Manitoba Association of School Superintendents, Manitoba Association of School Business Officials, and Manitoba School Boards Association.
- [Multi-Year Strategic Planning: A Guide for School Board Trustees](#) (2017). A resource designed to support Ontario school boards with their responsibility to develop, implement, and monitor a multi-year strategic plan.
- [Strong Districts & Their Leadership](#) (2013). A paper commissioned by The Council of Ontario Directors of Education and The Institute for Education Leadership.
- LRSD Policies:
 - [AD](#) - Educational Philosophy: Divisional Vision, Mission, Values & Motto
 - [ADE](#) - Multi-Year Strategic Planning Process
 - [BG](#) - School Board Policy Process

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