

## GLOSSARY OF TERMS

### Board of Trustees' Governance Policies

Our Governance Policies will enable us, the elected Board of Trustees, to effectively lead, direct, inspire and control the outcomes and operations of the district through a set of very carefully crafted policy statements and effective monitoring of them.

Our Governance Policies offer a logical process for the Board of Trustees to govern well. We are committed to using them well in order to:

1. Eliminate confusion between Board and Chief Superintendent roles;
2. Focus on *Results* for student achievement;
3. Free the Chief Superintendent and staff to do their jobs without the Board's intrusion into day-to-day management decisions;
4. Attain more control over operational decisions in a manner that retains the Board's role at the governance level;
5. Focus the Board of Trustees on their advocacy role and external connection with the owners of the district.

#### **Governance Policy:**

The policies are grouped into four categories, each serving a distinct purpose. The four categories are:

**GOVERNANCE CULTURE:** The Board clearly defines in policy the individual and collective behaviour required to establish a culture of good governance. These policies establish standards for how the Board performs its work, including policies that define the Board's job, its purpose and its accountability.

**BOARD/CHIEF SUPERINTENDENT RELATIONSHIP:** The Board defines the degree of authority delegated to the Chief Superintendent, through policy, and sets out how the Chief Superintendent's performance, and ultimately the organization's performance, will be evaluated.

**OPERATIONAL EXPECTATIONS:** These policies define both the non-negotiable expectations and the clear boundaries within which

the Chief Superintendent and staff must operate. The Chief Superintendent is required to comply with the Board's stated values about operational conditions and actions as set out in these policies. The Board of Trustees monitors the *Operational Expectations* policies on an annual basis for compliance.

**RESULTS:** These are the Board of Trustees' statements that describe the outcome the organization is expected to achieve for each student it serves. The *Results* policies are the performance targets for the Chief Superintendent and the organization, and form the basis for judging the success of the organization and the Chief Superintendent on reasonable progress towards achieving the *Results*. The Board of Trustees monitors the *Results* policies on an annual basis for reasonable progress over time.

**Accountability:** The Board holds the Chief Superintendent responsible for organizational performance, requiring the Chief Superintendent to justify actions and decisions while working within the *Operational Expectations* and striving to increase performance on the stated *Results*.

**Board:** The Board of Trustees.

**CEO:** The Chief Superintendent.

**Competencies:** Demonstrated levels of ability as a consequence of teaching and learning that transcend specific disciplines.

**Compliance:** Evidence or data that allow the Board to judge whether the Chief Superintendent has met the standard set in the *Operational Expectations* values.

**Consensus:** The standard of agreement for deciding issues before the Board whereby individual members fully disclose their individual opinions, are "heard" and are willing to move forward with a vote on the matter before the Board with agreement that each will support the majority decision.

**Governance:** Defining values in policy that establish the vision and *Results* to be achieved by students. Defines organizational

performance of the district's employees, holding them accountable for that stated standard of performance.

**Monitoring:** The evaluative function carried out regularly by the Board to ensure Chief Superintendent, organizational and Board accountability. As part of each meeting, the Board receives and assesses reports developed to assure the Board that its *Results* are being accomplished, its *Operational Expectations* are being complied with, and its own processes are being adhered to.

**Monitoring Report:** The Board wants to know that its values have driven organizational performance. The Chief Superintendent will present to the Board, for its evaluation, a report that summarizes how either compliance has been achieved on *Operational Expectations* or how reasonable progress has been made in *Results*. Each monitoring report requires: a re-statement of the full policy, by section; a reasonable interpretation of each section; data sufficient to prove compliance or progress; and a signed certification from the Chief Superintendent of the status.

**Non-compliance:** In gathering evidence and data to prove to the Board that its *Operational Expectations* values have been adhered to, there may be areas where the standards were not met. The policy or subsection of policy would be found to be "non-compliant." The Chief Superintendent would identify the capacity-building needed to come into compliance and the Board would schedule this section of policy for re-monitoring.

**Prudent:** Careful and sensible; characterized by sound judgment.

**Reasonable:** Fair; just; logical and rational; well-founded.

**Reasonable Interpretation:** Once the Board has stated its values in policy, the Chief Superintendent is required to "interpret" policy values, saying back to the Board, "here is what the Board's value means to me." The Board then judges whether this interpretation is reasonable. In other words, does the Chief Superintendent "get it?" This reasonable interpretation is the first step required in monitoring compliance on *Operational Expectations* and monitoring reasonable progress on *Results*.

**Reasonable Progress:** Once *Results* are identified, the Chief Superintendent must set targets for achievement. Over time, data must be presented to the Board that demonstrates whether progress is being made towards achieving that standard. The Board decides whether the amount of progress is sufficient and reasonable.