

Policy 02 – Appendix C

**BOARD SELF EVALUATION PERFORMANCE
ASSESSMENT GUIDE**

<p align="center"><u>Role Expectation:</u> <u>Accountability for Student Learning</u></p>	<p align="center"><u>Evaluation Evidence</u></p>	<p align="center"><u>Quality Indicators</u></p>
<p>The Board shall:</p> <p>1.1 Provide overall direction for the Division by establishing mission, vision, strategic priorities and key results.</p> <p>1.2 Support the establishment of a welcoming, caring, respectful and safe learning environment within the Division.</p> <p>1.3 Annually approve process and timelines for the refinement of the Three-Year Education Plan.</p> <p>1.4 Identify Board priorities and initiatives at the outset of the annual Three-Year Education Planning process.</p> <p>1.5 Monitor progress toward the achievement of student outcomes and Board priorities and initiatives.</p> <p>1.6 Monitor the effectiveness of the Division in achieving established priorities, desired results and key performance indicators.</p> <p>1.7 Annually approve the “rolling” Three-Year Education Plan/Annual Education Results Report for submission to Alberta Education and for distribution to the public.</p>	<ul style="list-style-type: none"> • Board Policy Handbook • Annual goals and priorities • Three-Year Education Plan/Results Report • Student accomplishments • Budget Report Form • Three-Year Capital Plan • Facilities Master Plan • Three-Year Education Plan progress reports • School review reports • Superintendent’s evaluation • Relevant correspondence • Board self-evaluation questionnaire results <ul style="list-style-type: none"> ○ Board role 	<ul style="list-style-type: none"> • Foundational statements for the Division are established which allow it to move forward to a future that continues to enhance student learning and to achieve the Division’s educational goals. • Policy statements are approved which direct the establishment of a welcoming, caring, respectful and safe learning environment. • Planning process and timelines allow for development with appropriate Board and stakeholder input. • The Three-Year Education Plan identifies annual educational goals and priorities which move the Division forward. • School and program reviews provide significant data for improvement/ modification. • The allocation of resources reflects an effort to ensure student learning. • Division performance and achievement is monitored, evaluated and reported. • The Three-Year Education Plan/Annual Education Results Report is approved by the Board and submitted to Alberta Education in a timely fashion.

BOARD SELF EVALUATION PERFORMANCE ASSESSMENT GUIDE

<u>Role Expectation:</u> <u>Community Assurance</u>	<u>Evaluation Evidence</u>	<u>Quality Indicators</u>
<p>The Board shall:</p> <p>2.1 Make data informed decisions which reflect community values and represent the interests of the entire Division.</p> <p>2.2 Ensure the roles and responsibilities of the Board are effectively communicated to stakeholders.</p> <p>2.3 Communicate with and engage the community in a dialogue about Division programs, needs and priorities.</p> <p>2.4 Establish processes and provide opportunities for community engagement.</p> <p>2.5 Establish a forum for student engagement.</p> <p>2.6 Annually report Division results.</p> <p>2.7 Meet bi-annually with the Council of School Council Chairs.</p> <p>2.8 Develop procedures for and hear appeals as required by statute and/or Board policy.</p> <p>2.9 Model a culture of respect, integrity, openness and transparency.</p>	<ul style="list-style-type: none"> • Briefing notes and reports • Communications Plan • Public meetings/focus groups/surveys • Student engagement forums • Three-Year Education Plan/Results Report • Audited Financial Statements • Division publications • Notes – Council of School Councils meeting • Appeal processes in place • Press releases • Media reports • Board meeting minutes • Superintendent’s evaluation • Relevant correspondence • Board self-evaluation questionnaire results <ul style="list-style-type: none"> ○ Board role ○ Community engagement 	<ul style="list-style-type: none"> • Decisions are based on relevant data and are representative of the interests of the entire community. • Community stakeholders fully understand the roles and responsibilities of the Board. • Processes are established to engage the community in generative dialogue. • Processes for further community engagement are readily available and well understood. • Opportunities for student engagement in governance issues are provided. • Information is disseminated to appropriate publics. • Opportunities for formal dialogue with the Council of School Councils occur bi-annually. • 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. • Fiduciary duties are handled in a transparent fashion by the Board.

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</u></p> <p>The Board shall:</p> <p>3.1 Act in accordance with all statutory requirements to implement provincial and educational standards and policies.</p> <p>3.2 Perform Board functions required by governing legislation and existing Board policy.</p> <p>3.3 Respond to requests for information, provide feedback and or communicate significant issues as they impact our Division.</p> <p>3.4 Ensure all students, teachers and Division leaders learn about First Nations, Métis and Inuit perspectives, experiences and contributions throughout history; treaties, and the history and legacy of residential schools.</p>	<ul style="list-style-type: none"> • Three-Year Education Plan/Results Report • Budget Report Form • Audited Financial Statements • Accountability Pillar • Published results • Superintendent’s evaluation • Policy review • Board Policy Handbook • Division litigation status • Relevant correspondence • Staff development resources • 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. • Relevant First Nations, Métis and Inuit resources and staff development sessions are provided.

BOARD SELF EVALUATION PERFORMANCE ASSESSMENT GUIDE

<u>Role Expectation:</u>	<u>Evaluation Evidence</u>	<u>Quality Indicators</u>
<u>FISCAL ACCOUNTABILITY</u>		
The Board shall:		
4.1 Within the context of results-based budgeting, approve budget assumptions/principles and establish priorities at the outset of the budget process.	<ul style="list-style-type: none"> • Budget planning processes • Three Year Capital Plan • Facilities Master Plan • Quarterly Year-End Projections • Board Work Plan • Internal Audits • External Audit Report • Audited Financial Statements • Annual Education Results Report • Borrowing resolutions • Negotiations mandates • Collective agreements • Superintendent's contract • Relevant correspondence • Signing authorities • Investment parameters • 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 basis for resource allocations within the Division is established by the Board. • The approved budget clearly reflects the Board's priorities. • Resources are used efficiently and effectively. • At minimum, quarterly variance analyses and year-end projections are received. • An auditor is 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. • Borrowing resolutions comply with provincial requirements. • Negotiation processes and mandates are clearly established, with due consideration for fairness, equity and economic conditions. • Successful completion and execution of collective agreement and compensation changes for employee/groups occurs. • The Superintendent's contract is approved as necessary
4.2 Approve the budget annually and ensure resources are allocated to achieve Board priorities and initiatives.		
4.3 Approve annual fees for transportation and tuition.		
4.4 Approve expense reimbursement rates.		
4.5 Monitor the fiscal management of the Division through receipt of at minimum quarterly variance analyses and year-end projections.		
4.6 Receive the Audit Report and ensure the management letter recommendations are addressed.		
4.7 Approve annually the Three-Year Capital Plan for submission to Alberta Education by the date due.		
4.8 Approve borrowing for capital expenditures within provincial restrictions.		
4.9 Set the parameters for negotiations after receiving advices from the Superintendent.		
4.10 At its discretion, ratify Memoranda of Agreement with bargaining units.		
4.11 Approve the Superintendent's contract.		
4.12 Approve annually signing authorities for the Division.		

<p style="text-align: center;"><u>Role Expectation:</u> <u>Fiscal Accountability</u> <u>(Continued)</u></p>	<p style="text-align: center;"><u>Evaluation Evidence</u></p>	<p style="text-align: center;"><u>Quality Indicators</u></p>
<p>4.13 Approve transfer of funds to/from reserves.</p> <p>4.14 Approve investment parameters.</p> <p>4.15 Annually report financial results to community stakeholders.</p> <p>4.16 Ensure all non-instructional programs are regularly reviewed to test the relevancy, effectiveness, and efficiency of the programs against desired outcomes.</p>		<ul style="list-style-type: none"> • Signing authorities are approved annually. • Reserve transactions are approved by the Board. • Investment parameters are determined. • Program reviews occur on a regular basis.

BOARD SELF EVALUATION PERFORMANCE ASSESSMENT GUIDE

<u>Role Expectation:</u> <u>Board/Superintendent Relations (“First Team”)</u>	<u>Evaluation Evidence</u>	<u>Quality Indicators</u>
<p>The Board shall:</p> <p>5.1 Select the Superintendent.</p> <p>5.2 Provide the Superintendent with clear corporate direction.</p> <p>5.3 Delegate, in writing, administrative authority and identify responsibility subject to provisions and restrictions in the School Act.</p> <p>5.4 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>5.5 Demonstrate respect, integrity, and support, which is then conveyed to the staff and the community.</p> <p>5.6 Annually evaluate the Superintendent utilizing Policy 12 – Role of the Superintendent.</p> <p>5.7 Annually review compensation.</p> <p>5.8 Provide for Superintendent succession planning as required.</p>	<ul style="list-style-type: none"> • Hiring and re-appointment process • Board Motions summary • Action sheets • Board Policy Handbook • School public events • Board self-evaluation questionnaire results <ul style="list-style-type: none"> ○ Board role ○ Board/ Superintendent relations • Superintendent’s evaluation • Succession planning 	<ul style="list-style-type: none"> • The Board has a responsibility for Superintendent selection subject to Minister’s statutory authority. • Clear corporate direction is provided to the Superintendent in Board motions. • The Superintendent has been delegated responsibility for all executive functions together with commensurate authority. • The Superintendent is supported in actions exercised with 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 is evaluated annually, fairly and thoroughly in relation to specific roles and responsibilities and Board direction. • The Superintendent’s compensation package is reviewed annually with due consideration for fairness, equity and economic conditions.

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 Development</u></p> <p>The Board shall:</p> <p>6.1 Develop a plan for governance excellence in fiduciary, strategic and generative engagement modes.</p> <p>6.2 Annually evaluate Board effectiveness in meeting performance indicators and determine a positive path forward.</p>	<ul style="list-style-type: none"> • Board workshops • Conference/Activity Reports • Three-Year Education Plan/Annual Education Results Report planning sessions and updates • Board self-evaluation questionnaire results <ul style="list-style-type: none"> ○ Readiness for governance ○ Board role ○ Interpersonal working relationships 	<ul style="list-style-type: none"> • 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. • Interactions amongst trustees demonstrate respect, understanding and integrity. • A regular Board self-evaluation, which defines a positive path forward, is completed.

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>7.1 Determine the goals and objectives the Division plans to pursue.</p> <p>7.2 Identify how the Board is to function.</p> <p>7.3 Annually monitor policies and policy impact to determine if policy is producing the desired results.</p>	<ul style="list-style-type: none"> • Three Year Education Plan/Annual Education Results Report, • Board Policy Handbook • 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"> • Strategic directives for the Division are clearly outlined. • Board governance policies clearly specify required Board functions and implementation standards. • Policies are developed or revised in a generative fashion and facilitate smooth, effective provision of quality educational services for the Division. • Policy impact is regularly monitored to determine if policy is producing desired results.

BOARD SELF EVALUATION PERFORMANCE ASSESSMENT GUIDE

<u>Role Expectation:</u> <u>Political Advocacy</u>	<u>Evaluation Evidence</u>	<u>Quality Indicators</u>
<p>The Board shall:</p> <p>8.1 Act as an advocate for public education and the Division.</p> <p>8.2 Identify issues for advocacy on an ongoing basis.</p> <p>8.3 Develop a plan for advocacy including focus, key messages, relationships and mechanisms.</p> <p>8.4 Promote regular meetings and maintain timely, frank and constructive communication with locally elected officials.</p> <p>8.5 Arrange meetings with elected provincial and federal government officials to communicate and garner support for education.</p>	<ul style="list-style-type: none"> • Board Work Plan • Advocacy issues identified • Meetings with MPs, MLAs, Ministers, municipal partners, neighbouring educational/public service authorities • Relevant correspondence • Media releases • Active participation in regional, provincial and national organizations • Board self-evaluation questionnaire results <ul style="list-style-type: none"> ○ Board role 	<ul style="list-style-type: none"> • The Board participates in advocacy processes at the local, provincial and national levels. • Issues/solutions for the Division are clearly identified. • Strategies for advocacy are developed. • The Board conveys key messages regularly to MPs, MLAs, municipal partners and the media. • The Board arranges meetings with provincial and federal government officials to advance education concerns.

Legal Reference: Section 45, 45.1, 56, 60, 61, 62, 63, 78, 113, 147 School Act
 Local Authorities Election Act
 Results-Based Budgeting Act
 Disposition of Property Regulation
 Early Childhood Services Regulation

Approved: March 21, 2018