

BOARD SELF-EVALUATION PERFORMANCE ASSESSMENT GUIDE		
<u>Indicators</u>	<u>Evidence in Practice</u>	<u>Areas for Growth</u>
<p style="text-align: center;"><u>Accountability for Student Learning</u></p> <p style="text-align: center;">The Board will:</p> <p>1.1 Provide overall direction for the Division by establishing mission, vision, strategic priorities, and key goals.</p> <p>1.2 Support a welcoming, caring, respectful, and safe learning environment within the Division.</p> <p>1.3 Annually approve the Alberta Education Three-Year Education Plan and the Alberta Education Assurance Measures Review.</p> <p>1.4 Support the application of the Teacher Quality Standard (TQS), Leadership Quality Standard (LQS), and the Superintendent Leadership Quality Standard (SLQS).</p> <p>1.5 Monitor progress toward the achievement of student outcomes, 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>	<ul style="list-style-type: none"> • Board Policy 1 - The Division Foundational Statements is specific to the purpose of education and provides guidance to all stakeholders about the Division’s values and beliefs. • Youth Participatory Action Research (YPAR) that provides a platform for student voice. • Resources are allocated to support Numeracy and Literacy Initiatives K-12. • Trustees can articulate how the schools in their ward and the Division are addressing growth areas through the annual principals’ presentations. • Trustees can articulate how the Three-Year Education Plan supports all students and learners to stakeholders. • Trustees can identify what aspects of the Assurance Measures Results Report are related to Student Learning. 	

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<p style="text-align: center;"><u>Community Assurance</u></p> <p style="text-align: center;">The Board will:</p> <p>2.1 Make data informed decisions, which reflect Alberta Education's Assurance Measures.</p> <p>2.2 Ensure the roles and responsibilities of the Board are effectively communicated to stakeholders.</p> <p>2.3 Engage the community in a dialogue about Division programs, needs, and priorities.</p> <p>2.4 Meet annually with the Council of School Council Chairs.</p> <p>2.5 Hear appeals as required by the <i>Education Act</i> and/or Board policy.</p> <p>2.6 Model a culture of respect based on our core values.</p> <p>2.7 Support collaborative work between the Division and First Nations, Métis, and Inuit.</p>	<ul style="list-style-type: none"> • Trustees make use of organizational partners' briefing notes (ASBA, PSBAA, RCASB) and administration Board reports to identify areas for specific advocacy. • Trustees can articulate the sources of data that inform the Board's priorities and goals to stakeholders. • Trustees can articulate the information they require from students to inform policy direction and Board decision making. • Decisions are based on relevant data to support students, K-12. • Trustees can articulate their role and responsibilities to stakeholders and explain the Board's decisions to their constituents. • Host biennial (every two years) whole Division public community engagements. • Host /focus groups and survey opportunities with various stakeholders as needed. • Processes to appeal to the Board are in place. • Trustees can articulate the Board's priorities, values, beliefs, mission and direct stakeholders to the appropriate channels and processes. • Trustees model a culture of respect and integrity and operate in an open, transparent fashion. • The Board supports the allocation of funds to initiatives that address First Nations, Métis, and Inuit history, teachings, and worldviews. 	

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<p style="text-align: center;"><u>Accountability to Provincial Government</u></p> <p style="text-align: center;">The Board will:</p> <p>3.1 Act in accordance with the <i>Education Act</i>, and other government regulations and legislations.</p> <p>3.2 Respond to requests for information, provide feedback, and/or communicate significant issues as they impact the Division.</p>	<ul style="list-style-type: none"> • Deadlines and processes for all required documents are met. • The Board adheres to and upholds the <i>Education Act</i> and all associated regulations as provided and directed by Alberta Education. 	

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<p style="text-align: center;"><u>Fiscal Accountability</u></p> <p>The Board will:</p> <p>4.1 Ensure resources are used appropriately and effectively.</p> <p>4.2 Within the context of results-based budgeting, approve budget assumptions/principles and establish priorities at the beginning of the budget process.</p> <p>4.3 Approve annual fees for unfunded transportation services and the International Education Program.</p> <p>4.4 Approve all contracts for goods and services with the Division that exceed a value of two hundred thousand dollars (\$200,000) unless such contracts follow explicitly from budget approval.</p> <p>4.5 Monitor the fiscal management of the Division through receipt of quarterly reports and year-end projections.</p> <p>4.6 Approve external auditors.</p> <p>4.7 Receive the Audit Report, approve the Audited Financial Statement, and ensure the management letter recommendations are addressed.</p> <p>4.8 Approve annually the Three-Year Capital Plan for submission to Alberta Education by the date due.</p> <p>4.9 Approve borrowing for capital expenditures within provincial restrictions.</p> <p>4.10 Set the parameters for negotiations after receiving advice from the Superintendent.</p> <p>4.11 Ratify Memoranda of Agreement with bargaining units.</p>	<ul style="list-style-type: none"> • The Board approved all the items as identified in the Fiscal Accountability Indicators. • Budget assumptions are clearly identified and understood by Trustees. • Trustees can identify the Board's priorities within the Board's Three-Year Capital Plan, the Facilities Ten-Year Plan, and the annual Budget. • Trustees review and understand quarterly variance analyses and year-end projections. • Trustees receive and review the External Auditor's Report and Audited Financial Statements. • Approve service and program fee recommendations to ensure viability. • Each year, the Board approves signing authorities. • The Board receives and approves the borrowing resolution. • The Board adheres to the government's mandates for negotiation. 	

<p>4.12 Approve the Superintendent's contract.</p> <p>4.13 Approve annually signing authorities for the Division.</p> <p>4.14 Approve transfer of funds to/from reserves.</p> <p>4.15 Annually report financial results to community stakeholders.</p> <p>4.16 Acquire and dispose of land and buildings; ensure titles, agreements, and contracted services are in place prior to capital project construction.</p> <p>4.17 Approve all joint-use agreements.</p> <p>4.18 Approve new leases; such leases include any provisions for the placement or modification of facilities by outside agencies.</p>		
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<p style="text-align: center;"><u>Board/Superintendent Relations (First Team)</u></p> <p style="text-align: center;">The Board will:</p> <p>5.1 Select the CEO/Superintendent.</p> <p>5.2 Provide the CEO/Superintendent with clear corporate direction.</p> <p>5.3 Delegate, in writing, administrative authority and identify responsibilities, as per the <i>Education Act</i> and the SLQS.</p> <p>5.4 Respect the authority of the CEO/Superintendent to carry out executive action and support the CEO/Superintendent 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 CEO/Superintendent as per Policy 12 – Role of the Superintendent.</p> <p>5.7 Annually review compensation.</p> <p>5.8 Provide for CEO/Superintendent succession planning as required.</p>	<ul style="list-style-type: none"> • The hiring and re-appointment process for the CEO/Superintendent reflects the Board's priorities and goals as well as all requirements of Alberta Education. • Clear corporate direction is provided to the CEO/Superintendent in Board motions. • The CEO/Superintendent has been delegated authority as per the <i>Education Act</i> and Board Policy 11. • The CEO/Superintendent can articulate how they are supported by the corporate Board in their operation of the Division. • The Board has actively communicated to staff and the community their respect for the CEO/Superintendent role. • The CEO/Superintendent received timely and specific feedback throughout the course of the year from the corporate Board. • The CEO/Superintendent is evaluated annually, in a fair process that aligns with the SLQS and in relation to specific written directions from the corporate Board. • The CEO/Superintendent compensation package is reviewed annually with consideration for fairness, equity, and economic conditions. 	

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<p style="text-align: center;"><u>Board Development</u></p> <p style="text-align: center;">The Board will:</p> <p>6.1 Develop a plan for governance excellence in fiduciary, strategic, and generative areas.</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"> • Following each facilitated evaluation, the Board reflects on their goal accomplishments from the previous year, and identifies new goals for the upcoming school year. • Trustees can identify specific accomplishments of core governance work, as captured in their Annual Governance Work Plan Calendar. • Trustees regularly attend and participate in professional development events. • Trustees provide summary reports of learnings from Conferences and other PD events at Public Board Meetings. • Trustees provide feedback on their effectiveness at each Public Board Meeting. • Trustees can articulate how the Board's advocacy, policies, and decisions have impacted the Division's success. • Interactions amongst trustees demonstrate respect, understanding, and integrity for each other and for the Board as a corporate entity. • Individual trustees demonstrate growth in their role as an elected school board member as aligned with the indicators in Board Policy 3 – Role of the Trustee. 	

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<p style="text-align: center;"><u>Policy</u></p> <p style="text-align: center;">The Board will:</p> <p>7.1 Determine the goals and objectives the Division plans to pursue and articulate them through policy.</p>	<ul style="list-style-type: none"> • Board governance policies clearly specify required Board functions and implementation standards. • Policies are developed or revised to guide the work of the Board. • Policy is regularly reviewed to ensure desired effectiveness. • Relevant Board Policies are considered through a student lens. 	

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<p style="text-align: center;"><u>Political Advocacy</u></p> <p>The Board will:</p> <p>8.1 Identify issues and advocate for public education and the Division.</p> <p>8.2 Develop an annual plan for advocacy.</p> <p>8.3 Promote regular meetings and maintain timely, frank, and constructive communication with elected officials.</p>	<ul style="list-style-type: none"> • An advocacy plan was developed on issues key to the Division. • The Board participated in advocacy processes with educational partner organizations. • The Board met with local MLAs, Minister of Education, municipal partners, and other school divisions, as needed. • The Board conveyed key messages to relevant groups. 	

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<p><u>Selected Responsibilities of the Board</u></p> <p style="text-align: center;">The Board will:</p> <ol style="list-style-type: none"> 1. Approve school attendance areas. 2. Name schools and other Board-owned facilities. 3. Approve/cancel International Student Travel. 4. Review and prepare for municipal election in the year prior. 		

Legal Reference: Section 33, 51, 52, 53, 54, 60, 67, 139, 222 Education Act
 Fiscal Planning and Transparency Act
 Local Authorities Elections Act
 Borrowing Regulation
 Disposition of Property Regulation
 Early Childhood Services Regulation
 Investment Regulation
 School Fees Regulation
 Truth and Reconciliation Commission Calls to Action

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