

POLICY 2 - Appendix C

BOARD SELF EVALUATION PERFORMANCE ASSESSMENT GUIDE

<p style="text-align: center;"><u>Role Expectation:</u> <u>Faith Leadership</u></p>	<p style="text-align: center;"><u>Evaluation Evidence</u></p>	<p style="text-align: center;"><u>Quality Indicators</u></p>
<p>The Board shall:</p> <p>1.1 Be accountable to the Division's Catholic ratepayers by being an advocate for the preservation of Catholic Education constitutional rights in Alberta.</p> <p>1.2 Participate in and make decisions regarding Alberta Catholic School Trustees' Association (ACSTA) matters.</p> <p>1.3 Ensure regular communication with the Bishop regarding Catholic Education issues in the Division.</p> <p>1.4 Act in accordance with Canon Law in regards to Catholic Education.</p> <p>1.5 Participate in Faith Development opportunities and ensure that a strong Faith Development component is provided for all students and staff.</p>	<ul style="list-style-type: none"> • Relevant correspondence • Catholic education issue identification and resolution efforts • Participation in diocese and parish activities • Participation in local and provincial faith development initiatives • Meeting involvement • Policy review • Motions summary • Superintendent's evaluation • Board self-evaluation questionnaire results <ul style="list-style-type: none"> ○ Board role 	<ul style="list-style-type: none"> • Catholic education issues are addressed proactively through coordinated action by the Board and its stakeholders. • The Board and trustees are actively engaged in diocese and parish activities. • The Board is actively engaged in the work of ACSTA and is involved in provincial faith development opportunities. • The Board seeks out direction from the Bishop through regular communication. • All actions and policies of the Board have been guided by the teachings of the Catholic Church. • Catholic education leadership by the Superintendent is monitored and evaluated by the Board.

<p style="text-align: center;"><u>Role Expectation:</u></p> <p style="text-align: center;"><u>Accountability for Student Learning and Wellness</u></p>	<p style="text-align: center;"><u>Evaluation Evidence</u></p>	<p style="text-align: center;"><u>Quality Indicators</u></p>
<p>The Board shall:</p> <p>2.1 Provide overall direction for the Division by establishing vision, mission and values.</p> <p>2.2 Support the establishment of a welcoming, caring, respectful and safe learning environment.</p> <p>2.3 Annually approve the process and timelines for the refinement of the Three-Year Education Plan.</p> <p>2.4 Identify Board priorities at the outset of the annual Three-Year Education Planning process.</p> <p>2.5 Enable the infusion of cultural perspectives within student learning, as defined by each community.</p> <p>2.6 Enable and support the development of pathways beyond the residential school legacy.</p> <p>2.7 Enable processes to support quality teaching.</p> <p>2.8 Provide for school and program reviews as necessary to monitor the achievement of outcomes.</p> <p>2.9 Monitor the effectiveness of the Division in achieving established priorities, desired results and key performance indicators.</p> <p style="text-align: center;">(continued on next page)</p>	<ul style="list-style-type: none"> • Board Policy Handbook • Annual goals and priorities • Three-Year Education Plan/Results Report • Budget Report Form • Three-Year Capital Plan • Facilities Master Plan • Three-Year Education Plan progress reports • School review reports • Program 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 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. • Students, staff and communities demonstrate their capacities to move beyond the residential school legacy. • Quality teaching is supported through intentional governance processes. • School and program reviews provide significant data for improvement/modification.

<p><u>Accountability for Student Learning and Wellness</u> <u>(cont'd)</u></p> <p>2.10 Annually approve the “rolling” Three-Year Education Plan/Annual Education Results Report for submission to Alberta Education and for distribution to the public.</p> <p>2.11 Explore the use of natural person powers to enhance opportunities for student learning.</p>		<ul style="list-style-type: none"> • The allocation of resources reflects an effort to ensure student achievement. • 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. • Initiatives supported by natural person powers have been implemented to enhance student learning opportunities.
---	--	--

<p style="text-align: center;"><u>Role Expectation:</u></p> <p style="text-align: center;"><u>Community Assurance</u></p>	<p style="text-align: center;"><u>Evaluation Evidence</u></p>	<p style="text-align: center;"><u>Quality Indicators</u></p>
<p>The Board shall:</p> <p>3.1 Make informed decisions that consider community values and represent the interests of the entire Division.</p> <p>3.2 Engage the community in a dialogue about Division programs, needs and desires.</p> <p>3.3 Establish processes and provide opportunities for community engagement.</p> <p>3.4 Establish plans for collaborative work between the Division and First Nations.</p> <p>3.5 Establish a forum for student engagement.</p> <p>3.6 Report Division outcomes to the community at least annually.</p> <p>3.7 Meet yearly with the School Council Chairs (or designate).</p> <p>3.8 Develop appeal procedures and hold hearings as required by statute and/or Board policy.</p> <p>3.9 Model a culture of respect and integrity.</p> <p>3.10 Maintain transparency in all fiduciary aspects.</p> <p>3.11 Develop culturally appropriate protocols to guide the Division.</p>	<ul style="list-style-type: none"> • Briefing notes and reports • Public meetings/focus groups/surveys • Student engagement forums • Three-Year Education Plan/Results Report • Audited Financial Statements • Division publications • Notes – Council of School Council Chairs meetings • 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. • Processes are established to engage the community in generative dialogue. • Processes for further community engagement are readily available and well understood. • Collaborative work naturally occurs between the Division and First Nations. • Opportunities for formal dialogue with students occur. • Information is disseminated to appropriate publics. • Opportunities for formal dialogue with School Council representatives occur twice yearly. • 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. • Respectful cultural protocols are collaboratively developed.

<u>Role Expectation:</u>	<u>Evaluation Evidence</u>	<u>Quality Indicators</u>
<p data-bbox="212 296 600 359"><u>Accountability to Provincial Government</u></p> <p data-bbox="204 380 418 407">The Board shall:</p> <p data-bbox="204 428 607 554">4.1 Act in accordance with all statutory requirements to implement provincial standards and policies.</p> <p data-bbox="204 562 594 688">4.2 Perform Board functions required by governing legislation and existing Board policy.</p> <p data-bbox="204 697 607 1087">4.3 Ensure all students, teachers and Division leaders are provided with resources that enable them to 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"> <li data-bbox="638 428 964 491">• Three-Year Education Plan/Results Report <li data-bbox="638 499 943 527">• Budget Report Form <li data-bbox="638 535 902 598">• Audited Financial Statements <li data-bbox="638 606 932 634">• Accountability Pillar <li data-bbox="638 642 899 669">• Published results <li data-bbox="638 678 899 741">• Superintendent’s evaluation <li data-bbox="638 749 846 777">• Policy review <li data-bbox="638 785 984 812">• Board Policy Handbook <li data-bbox="638 821 980 848">• Division litigation status <li data-bbox="638 856 1008 884">• Relevant correspondence <li data-bbox="638 892 911 955">• Staff development resources <li data-bbox="638 963 951 1026">• Board self-evaluation questionnaire results <ul style="list-style-type: none"> <li data-bbox="675 1014 857 1041">○ Board role 	<ul style="list-style-type: none"> <li data-bbox="1052 428 1406 533">• Statutory obligations are fully met in a timely manner. <li data-bbox="1052 541 1398 646">• Legislated functions are performed in an exemplary fashion. <li data-bbox="1052 655 1406 802">• All resident students are provided an education program consistent with the Education Act and the statutory regulations. <li data-bbox="1052 810 1406 1062">• Non-resident students are provided an education program consistent with the Education Act and the statutory regulations, at the sole discretion of the Board. <li data-bbox="1052 1071 1414 1176">• Board governance policies clearly specify required Board functions. <li data-bbox="1052 1184 1414 1289">• Relevant First Nations, Métis and Inuit resources and staff development sessions are provided.

<p style="text-align: center;"><u>Role Expectation:</u></p> <p style="text-align: center;"><u>Fiscal Accountability</u></p>	<p style="text-align: center;"><u>Evaluation Evidence</u></p>	<p style="text-align: center;"><u>Quality Indicators</u></p>
<p>The Board shall:</p> <p>5.1 Within the context of results-based budgeting, approve budget assumptions/principles and establish priorities at the outset of the budget process.</p> <p>5.2 Approve the annual budget and allocation of resources to achieve desired results.</p> <p>5.3 Approve annual fees for instructional resources, transportation and tuition for non-resident students.</p> <p>5.4 Approve expense reimbursement rates.</p> <p>5.5 Approve substantive budget adjustments when necessary.</p> <p>5.6 Monitor the fiscal management of the Division through receipt of at minimum quarterly variance analyses and year-end projections.</p> <p>5.7 Receive the Audit Report and ensure the management letter recommendations are addressed.</p> <p>5.8 Approve annually the Three-Year Capital Plan for submission to Alberta Education.</p> <p>5.9 Approve borrowing for capital expenditures within provincial restrictions.</p> <p style="text-align: center;">(continued on next page)</p>	<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.

<p style="text-align: center;"><u>Fiscal Accountability</u> <u>(cont'd)</u></p> <p>5.10 Set the parameters for negotiations after receiving advices from the Superintendent and others.</p> <p>5.11 At its discretion, ratify Memoranda of Agreement with bargaining units.</p> <p>5.12 Approve the Superintendent's contract.</p> <p>5.13 Approve annually signing authorities for the Division.</p> <p>5.14 Approve transfer of funds to/from reserves.</p> <p>5.15 Approve investment parameters, in alignment with the Education Act Regulation.</p> <p>5.16 Ensure all programs are regularly reviewed to test the relevancy, effectiveness and efficiency of the programs against desired outcomes.</p>		<ul style="list-style-type: none"> • The Superintendent's contract is approved as necessary. • Signing authorities are approved annually. • Reserve transactions are approved by the Board. • Investment parameters are determined. • Program reviews occur on a regular basis.
---	--	--

<p style="text-align: center;"><u>Role Expectation:</u> <u>Board/Superintendent Relations</u></p>	<p style="text-align: center;"><u>Evaluation Evidence</u></p>	<p style="text-align: center;"><u>Quality Indicators</u></p>
<p>The Board shall:</p> <p>6.1 Select the Superintendent; provide for succession planning as required.</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 Education 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 Demonstrate respect, integrity, and support, which is then conveyed to the staff and the community.</p> <p>6.6 Annually evaluate the Superintendent, in accordance with a pre-established performance appraisal mechanism.</p> <p>6.7 Annually review compensation of the Superintendent.</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 	<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 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 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.

<p style="text-align: center;"><u>Role Expectation:</u> <u>Board Development</u></p>	<p style="text-align: center;"><u>Evaluation Evidence</u></p>	<p style="text-align: center;"><u>Quality Indicators</u></p>
<p>The Board shall:</p> <p>7.1 Develop a plan to foster governance excellence in fiduciary, strategic and generative engagement modes.</p> <p>7.2 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 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.

<p style="text-align: center;"><u>Role Expectation:</u> <u>Policy</u></p>	<p style="text-align: center;"><u>Evaluation Evidence</u></p>	<p style="text-align: center;"><u>Quality Indicators</u></p>
<p>The Board shall:</p> <p>8.1 Identify how the Board is to function.</p> <p>8.2 Develop/revise policies using a generative engagement process.</p> <p>8.3 Monitor policy currency and relevancy.</p>	<ul style="list-style-type: none"> • 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 directions 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.

<p style="text-align: center;"><u>Role Expectation:</u> <u>Political Advocacy</u></p>	<p style="text-align: center;"><u>Evaluation Evidence</u></p>	<p style="text-align: center;"><u>Quality Indicators</u></p>
<p>The Board shall:</p> <p>9.1 Act as an advocate for public Catholic education and the Division.</p> <p>9.2 Identify issues for advocacy on an ongoing basis.</p> <p>9.3 Develop a plan for advocacy including focus, key messages, relationships and mechanisms.</p> <p>9.4 Promote regular meetings and maintain timely, frank and constructive communication with locally elected officials.</p> <p>9.5 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 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 33,51,52,53,54,60,67,139,222 Education Act
Fiscal Planning and Transparency Act
Local Authorities Election Act
Borrowing Regulation
Disposition of Property Regulation
Early Childhood Services Regulation
Investment Regulation
School Fees Regulation
Trust and Reconciliation Commission Calls To Action