

<b>BLACK GOLD REGIONAL DIVISION BOARD SELF EVALUATION PERFORMANCE ASSESSMENT GUIDE</b>		
<b><u>Role Expectation:</u></b> <b><u>Accountability for Student Learning</u></b>	<b><u>Evaluation Evidence</u></b>	<b><u>Quality Indicators</u></b>
<p>The Board shall:</p> <p>1.1 Provide overall direction for the Division by establishing core purpose and values.</p> <p>1.2 Annually approve the process and timelines for the refinement of the Three-Year Education Plan.</p> <p>1.3 Identify Board priorities at the outset of the annual Three-Year Education Planning process.</p> <p>1.4 Monitor the achievement of outcomes.</p> <p>1.5 Annually evaluate the effectiveness of the Division in achieving established priorities and desired results.</p> <p>1.6 Annually approve the “rolling” Three-Year Education Plan/Report for submission to Alberta Education and for distribution to the public.</p>	<ul style="list-style-type: none"> <li>• Foundational statements</li> <li>• Annual goals and priorities</li> <li>• Three-Year Education Plan/Results Report</li> <li>• Budget Report Form</li> <li>• Three-Year Capital Plan</li> <li>• Facilities Master Plan</li> <li>• Three-Year Education Plan Reports</li> <li>• Superintendent’s evaluation</li> <li>• Relevant correspondence</li> <li>• Board self-evaluation questionnaire results                             <ul style="list-style-type: none"> <li>○ Board role</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Planning process and timelines allow for development with appropriate Board and stakeholder input.</li> <li>• The Three-Year Education Plan identifies annual educational goals and priorities which move the Division forward.</li> <li>• The allocation of resources reflects an effort to ensure student achievement.</li> <li>• Division performance and achievement is monitored, evaluated and reported.</li> </ul>

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<b><u>Role Expectation:</u></b> <b><u>Accountability to Community</u></b>	<b><u>Evaluation Evidence</u></b>	<b><u>Quality Indicators</u></b>
<p>The Board shall:</p> <p>2.1 Make informed decisions that consider community values and represent the interests of the entire Division.</p> <p>2.2 Establish processes and provide opportunity for focused community input.</p> <p>2.3 Promote school programs, needs and desires to the community.</p> <p>2.4 Report Division outcomes to the community at least annually.</p> <p>2.5 Develop appeal procedures and hold hearings as required by statute and/or Board policy.</p> <p>2.6 Model a culture of respect and integrity.</p>	<ul style="list-style-type: none"> <li>• Briefing notes and reports</li> <li>• Public meetings/focus groups/surveys</li> <li>• Accountability Pillar</li> <li>• Three-Year Education Plan/ Results Report</li> <li>• Audited Financial Statements</li> <li>• Division publications</li> <li>• Appeal processes in place</li> <li>• Press releases</li> <li>• Media reports</li> <li>• Superintendent's evaluation</li> <li>• Relevant correspondence</li> <li>• Board self-evaluation questionnaire results               <ul style="list-style-type: none"> <li>○ Board role</li> <li>○ Community engagement</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Decisions are based on relevant data and are representative of the interests of the entire community.</li> <li>• Mechanisms for community input are readily available.</li> <li>• Processes are established to communicate Board decisions to its constituents.</li> <li>• Promotional materials are developed.</li> <li>• Information is disseminated to appropriate publics.</li> <li>• Appeal hearing processes are transparent and cognizant of due process.</li> <li>• The Board and individual trustees model a culture of respect and integrity and operate in an open, transparent fashion.</li> </ul>

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<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>	<ul style="list-style-type: none"> <li>• Three-Year Education Plan/Results Report</li> <li>• Budget Report Form</li> <li>• Audited Financial Statements</li> <li>• Accountability Pillar</li> <li>• Published academic results</li> <li>• Superintendent's evaluation</li> <li>• Policy review</li> <li>• Division litigation status</li> <li>• Relevant correspondence</li> <li>• Board self-evaluation questionnaire results               <ul style="list-style-type: none"> <li>○ Board role</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Statutory obligations are fully met in a timely manner.</li> <li>• Legislated functions are performed in an exemplary fashion.</li> <li>• All resident students are provided an education program consistent with the School Act and the statutory regulations.</li> <li>• Non-resident students are provided an education program consistent with the School Act and the statutory regulations, at the sole discretion of the Board.</li> <li>• Board governance policies clearly specify required Board functions.</li> </ul>

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<u>Role Expectation</u>	<u>Evaluation Evidence</u>	<u>Quality Indicators</u>
<p style="text-align: center;"><b><u>Advocacy</u></b></p> <p>The Board shall:</p> <p>4.1 Act as an advocate for public education and the Division.</p> <p>4.2 Identify issues for advocacy on an ongoing basis.</p> <p>4.3 Plan for advocacy including focus, key messages, relationships and mechanisms.</p> <p>4.4 Promote regular meetings and maintain timely, frank and constructive communication with locally elected officials.</p>	<ul style="list-style-type: none"> <li>• Board Work Plan</li> <li>• Advocacy issues identified</li> <li>• Meetings with MLAs, Ministers, municipal partners, neighbouring educational/public service authorities</li> <li>• Relevant correspondence</li> <li>• Media releases</li> <li>• Active participation in regional, provincial and national organizations</li> <li>• Board self-evaluation questionnaire results               <ul style="list-style-type: none"> <li>○ Board role</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Strategies for advocacy are developed.</li> <li>• The Board participates in advocacy processes at the local, provincial and national levels.</li> <li>• The Board conveys key messages regularly to MLAs, municipal partners and the media.</li> <li>• The Board conveys key messages to its MPs when appropriate.</li> </ul>

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<u>Role Expectation</u>	<u>Evaluation Evidence</u>	<u>Quality Indicators</u>
<p style="text-align: center;"><b><u>Policy</u></b></p> <p>The Board shall:</p> <p>5.1 Develop, approve and monitor the implementation of policies to guide the Division and the Board.</p> <p>5.2 Provide direction in those areas over which the Board wishes to retain authority.</p>	<ul style="list-style-type: none"> <li>• Policy development and review               <ul style="list-style-type: none"> <li>○ New policies</li> <li>○ Revised policies</li> </ul> </li> <li>• Board motions summary</li> <li>• Superintendent’s evaluation</li> <li>• Board self-evaluation questionnaire results               <ul style="list-style-type: none"> <li>○ Board role</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Established policies facilitate smooth, effective provision of quality educational services for the Division.</li> <li>• Policy impact is regularly monitored to determine if policy is producing the desired results.</li> <li>• Board governance policies clearly specify required Board functions and implementation standards.</li> <li>• The Superintendent’s roles and responsibilities are clearly outlined in Board policy.</li> </ul>

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<u>Role Expectation</u> <u>Board/Superintendent</u> <u>Relations</u>	<u>Evaluation Evidence</u>	<u>Quality Indicators</u>
<p>The Board shall:</p> <p>6.1 Select the Superintendent.</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 School 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 mutual respect and support, which is conveyed to the staff and the community.</p> <p>6.6 Annually evaluate the Superintendent.</p> <p>6.7 Annually review compensation of the Superintendent.</p>	<ul style="list-style-type: none"> <li>• Hiring and re-appointment process</li> <li>• Policy review</li> <li>• Board motions summary</li> <li>• Superintendent's evaluation</li> <li>• Board self-evaluation questionnaire results               <ul style="list-style-type: none"> <li>○ Board role</li> <li>○ Board/Superintendent relations</li> </ul> </li> <li>• Succession planning</li> </ul>	<ul style="list-style-type: none"> <li>• The Board has the responsibility for Superintendent selection subject to Minister's statutory authority.</li> <li>• Clear corporate direction is provided to the Superintendent.</li> <li>• The Superintendent has been delegated responsibility for all executive functions together with commensurate authority.</li> <li>• The Superintendent is supported in actions exercised within the delegated discretionary powers of the position.</li> <li>• The Chief Executive Officer role of the Superintendent is respected and conveyed to the staff and the community.</li> <li>• The Superintendent is evaluated annually, fairly and thoroughly in relation to specific roles and responsibilities and Board direction.</li> <li>• The Superintendent's compensation package is reviewed annually with due consideration for fairness, equity and economic conditions.</li> <li>• Provision is made for Superintendent succession planning as required.</li> </ul>

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<u>Role Expectation</u> <u>Board Development</u>	<u>Evaluation Evidence</u>	<u>Quality Indicators</u>
<p>The Board shall:</p> <p>7.1 Develop a plan for Board/trustee development.</p> <p>7.2 Develop an annual work plan with timelines.</p> <p>7.3 Regularly evaluate Board effectiveness.</p>	<ul style="list-style-type: none"> <li>• Board Work Plan</li> <li>• Board Three-Year Education planning sessions</li> <li>• Board workshops</li> <li>• Conference/Activity Reports</li> <li>• Board self-evaluation questionnaire results               <ul style="list-style-type: none"> <li>○ Board role</li> <li>○ Interpersonal Working Relationships</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• A yearly plan for Board/trustee development is developed.</li> <li>• Individual trustees participate in conferences and other activities to further Board and trustee effectiveness.</li> <li>• Planning sessions and workshops are scheduled to enhance Board effectiveness.</li> <li>• An annual work plan is developed.</li> <li>• Interactions amongst trustees demonstrate respect, understanding and integrity.</li> <li>• A regular Board self-evaluation, which defines a positive path forward, is completed.</li> </ul>

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<b><u>Role Expectation</u></b> <b><u>Fiscal Accountability</u></b>	<b><u>Evaluation Evidence</u></b>	<b><u>Quality Indicators</u></b>
<p>The Board shall:</p> <p>8.1 Approve budget assumptions and establish priorities at the outset of the budget process.</p> <p>8.2 Approve annual budget and allocation of resources to achieve desired results.</p> <p>8.3 Approve substantive budget adjustments when necessary.</p> <p>8.4 Monitor the fiscal management of the Division through receipt of at minimum quarterly variance analyses and year-end projections.</p> <p>8.5 Approve the appointment of the Auditor.</p> <p>8.6 Receive Audit Report and ensure the terms of engagement are met.</p> <p>8.7 Approve annually the Three-Year Capital Plan for submission to Alberta Education.</p> <p>8.8 Set the parameters for negotiations after soliciting advice from the Superintendent and others.</p> <p>8.9 Approve compensation changes for employees/groups.</p> <p>8.10 At its discretion, ratify Memoranda of Agreement with bargaining units.</p> <p>8.11 Approve transfer of funds to/from reserves.</p>	<ul style="list-style-type: none"> <li>• Quarterly Financial Reports</li> <li>• Semi-annual Year-End Projections</li> <li>• External Audit Report</li> <li>• Audited Financial Statements</li> <li>• Annual Education Results Report</li> <li>• Negotiations mandates</li> <li>• Collective agreements</li> <li>• Classified Handbook</li> <li>• Board Work Plan</li> <li>• Relevant correspondence</li> <li>• Superintendent's evaluation</li> <li>• Board self-evaluation questionnaire results               <ul style="list-style-type: none"> <li>○ Board role</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Budget assumptions are clearly understood by the Board.</li> <li>• Needs are determined and prioritized.</li> <li>• The basis for resource allocations within the Division is established by the Board.</li> <li>• The approved budget clearly reflects the Board's priorities.</li> <li>• Capital and facility plans allow for suitable student and program accommodation.</li> <li>• An auditor is appointed.</li> <li>• Quality indicators for financial operations are established by the Board and confirmed by internal and/or external audits.</li> <li>• Resources are used efficiently and effectively.</li> <li>• At minimum, quarterly variance analyses and year-end projections are received.</li> <li>• Tenders are approved as required.</li> <li>• Negotiation processes and mandates are clearly established, with due consideration for fairness, equity and economic conditions.</li> <li>• Successful completion and execution of collective agreement and compensation changes for employee/groups occurs.</li> </ul>