

**PEACE RIVER SCHOOL DIVISION BOARD SELF EVALUATION  
PERFORMANCE ASSESSMENT GUIDE**

<p><b><u>Role Expectation:</u></b> <b><u>Accountability for Student Learning</u></b></p>	<p><b><u>Evaluation Evidence</u></b></p>	<p><b><u>Quality Indicators</u></b></p>
<p>The Board shall:</p> <p>1.1 Provide overall direction for the Division by establishing vision, mission and beliefs.</p> <p>1.2 Establish a welcoming, caring and safe learning environment.</p> <p>1.3 Annually approve the process and timelines for the refinement of the Three-Year Education Plan.</p> <p>1.4 Identify Board priorities at the outset of the annual Three-Year Education planning process.</p> <p>1.5 Initiate school and program reviews as necessary to monitor the achievement of outcomes.</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"> <li>• Board Policy Handbook</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 progress reports</li> <li>• School review reports</li> <li>• Progress review 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>• Policy statements are approved which direct the establishment of a welcoming, caring and safe learning environment.</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>• School and program reviews provide significant data for improvement/ modification.</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> <li>• The Three-Year Education Plan/Annual Education Results Report is approved by the Board and submitted to Alberta Education in a timely fashion.</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>Community Assurance and Engagement</u></b></p> <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 Engage the community in a dialogue about Division programs, needs and desires.</p> <p>2.3 Establish processes and provide opportunities for community engagement.</p> <p>2.4 Establish a forum for student engagement.</p> <p>2.5 Report Division outcomes to the community at least annually.</p> <p>2.6 Meet twice yearly with the Council of School Councils.</p> <p>2.7 Develop appeal procedures and hold hearings as required by statute and/or Board policy.</p> <p>2.8 Model a culture of respect and integrity.</p> <p>2.9 Maintain transparency in all fiduciary aspects.</p>	<ul style="list-style-type: none"> <li>• Briefing notes and reports</li> <li>• Public meetings/focus groups/surveys</li> <li>• Student engagement forums</li> <li>• Three-Year Education Plan/Results Report</li> <li>• Audited Financial Statements</li> <li>• Division publications</li> <li>• Notes – Council of School Councils meeting</li> <li>• Appeal processes in place</li> <li>• Press releases</li> <li>• Media reports</li> <li>• Board meeting minutes</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>• Processes are established to engage the community in generative dialogue.</li> <li>• Processes for further community engagement are readily available and well understood.</li> <li>• Opportunities for student engagement in governance issues are provided.</li> <li>• Information is disseminated to appropriate publics.</li> <li>• Opportunities for formal dialogue with the Council of School Councils occur semi-annually.</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> <li>• Fiduciary duties are handled in a transparent fashion by the Board.</li> </ul>

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<u><b>Role Expectation</b></u>	<u><b>Evaluation Evidence</b></u>	<u><b>Quality Indicators</b></u>
<p align="center"><u><b>Accountability to Provincial Government</b></u></p> <p>The Board shall:</p> <p>3.1 Act in accordance with all statutory requirements to implement provincial 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 results</li> <li>• Superintendent’s evaluation</li> <li>• Board Policy Handbook</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 Education Act and the statutory regulations.</li> <li>• 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> <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>
<b><u>Fiscal Accountability</u></b>		
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"> <li>• Budget planning developments</li> <li>• Three Year Capital Plan</li> <li>• Facilities Master Plan</li> <li>• Semi-annual Year-End Projections</li> <li>• Board Work Plan</li> <li>• Internal Audits</li> <li>• External Audit Report</li> <li>• Audited Financial Statements</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> </ul>
4.2 Approve annual budget and allocation of resources to achieve desired results.	<ul style="list-style-type: none"> <li>• Annual Education Results Report</li> <li>• Borrowing resolutions</li> <li>• Negotiations mandates</li> </ul>	<ul style="list-style-type: none"> <li>• Capital and facility plans allow for suitable student and program accommodation.</li> </ul>
4.3 Approve annual fees for instructional resources, transportation and tuition.	<ul style="list-style-type: none"> <li>• Collective agreements</li> <li>• Classified Handbook</li> <li>• Superintendent's contract</li> </ul>	<ul style="list-style-type: none"> <li>• Resources are used efficiently and effectively.</li> <li>• Tenders are approved as required.</li> </ul>
4.4 Approve expense reimbursement rates.	<ul style="list-style-type: none"> <li>• Relevant correspondence</li> </ul>	<ul style="list-style-type: none"> <li>• At minimum, quarterly variance analyses and year-end projections are received.</li> </ul>
4.5 Approve substantive budget adjustments when necessary.	<ul style="list-style-type: none"> <li>• Signing authorities</li> <li>• Investment parameters</li> </ul>	<ul style="list-style-type: none"> <li>• An auditor is appointed.</li> </ul>
4.6 Approve purchases/contracts/lease agreements in excess of one hundred fifty thousand dollars (\$150,000.00).	<ul style="list-style-type: none"> <li>• Superintendent's evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Quality indicators for financial operations are established by the Board and confirmed by internal and/or external audits.</li> </ul>
4.7 Monitor the fiscal management of the Division through receipt of at minimum quarterly variance analyses and year-end projections.	<ul style="list-style-type: none"> <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>• Purchases, contracts and lease agreements are approved as required.</li> <li>• Borrowing resolutions comply with provincial requirements.</li> </ul>
4.8 Receive Audit Report and ensure the management letter recommendations are addressed.		<ul style="list-style-type: none"> <li>• Negotiation processes and mandates are clearly established, with due consideration for fairness, equity and economic conditions.</li> </ul>
4.9 Approve annually the		

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<p>Three-Year Capital Plan for submission to Alberta Education.</p> <p>4.10 Approve borrowing for capital expenditures within provincial restrictions.</p> <p>4.11 Set the parameters for negotiations after soliciting advice from the Superintendent and others.</p> <p>4.12 At its discretion, ratify Memoranda of Agreement with bargaining units.</p> <p>4.13 Approve the Superintendent's contract.</p> <p>4.14 Approve when required, signing authorities for the Division.</p> <p>4.15 Approve transfer of funds to/from reserves.</p> <p>4.16 Approve investment parameters.</p> <p>4.17 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"> <li>• Successful completion and execution of collective agreement and compensation changes for employee/groups occurs.</li> <li>• The Superintendent's contract is approved as necessary.</li> <li>• Signing authorities are approved annually.</li> <li>• Reserve transactions are approved by the Board.</li> <li>• Investment parameters are determined.</li> <li>• Program reviews occur on a regular basis.</li> </ul>
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<u>Role Expectation</u> <u>Board/Superintendent</u> <u>Relations (“First Team”)</u>	<u>Evaluation Evidence</u>	<u>Quality Indicators</u>
<p>The Board shall:</p> <p>5.1 Select the Superintendent; provide for succession planning as required.</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 Education 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 mutual respect and support, which is conveyed to the staff and the community.</p> <p>5.6 Annually evaluate the Superintendent, in accordance with a pre-established performance appraisal mechanism.</p> <p>5.7 Annually review compensation of the Superintendent.</p>	<ul style="list-style-type: none"> <li>• Hiring and re-appointment process</li> <li>• Succession planning</li> <li>• Board Motions summary</li> <li>• Action sheets</li> <li>• Board Policy Handbook</li> <li>• School public events</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>• Superintendent’s evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• The Board has a responsibility for Superintendent selection subject to Minister’s statutory authority.</li> <li>• Provision is made for Superintendent succession planning as required.</li> <li>• Clear corporate direction is provided to the Superintendent in Board motions.</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 with 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> </ul>

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<p style="text-align: center;"><b><u>Board Development</u></b></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"> <li>• Board workshops</li> <li>• Conference/Activity Reports</li> <li>• Three-Year Education planning sessions and updates</li> <li>• Board self-evaluation questionnaire results               <ul style="list-style-type: none"> <li>○ Readiness for governance</li> <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>• 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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<p align="center"><u><b>Policy</b></u></p> <p>The Board shall:</p> <p>7.1 Identify how the Board is to function.</p> <p>7.2 Develop/revise policies using a generative engagement process.</p> <p>7.3 Monitor policy currency and relevancy.</p>	<ul style="list-style-type: none"> <li>• Board Policy Handbook</li> <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>• Board governance policies clearly specify required Board functions and implementation standards.</li> <li>• Policies are developed or revised in a generative fashion and facilitate smooth, effective provision of quality educational services for the Division.</li> <li>• Policy impact is regularly monitored to determine if policy is producing desired results.</li> </ul>

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<p style="text-align: center;"><b><u>Advocacy</u></b></p> <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"> <li>• Board Work Plan</li> <li>• Advocacy issues identified</li> <li>• Meetings with MPs, 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>• The Board participates in advocacy processes at the local, provincial and national levels.</li> <li>• Issues for the Division are clearly identified.</li> <li>• Strategies for advocacy are developed.</li> <li>• The Board conveys key messages regularly to MPs, MLAs, municipal partners and the media.</li> <li>• The Board arranges meetings with provincial and federal government officials to advance education concerns.</li> </ul>

JUNE 2016/JAN 2018/NOV 2018/NOV 2019

Legal Reference: Section 11, 33, 52, 53, 60, 63, 67, 139, 222 Education Act  
 Local Authorities Election Act  
 Results-Based Budgeting Act  
 Disposition of Property Regulation  
 Early Childhood Services Regulation