

<b>NORTHLAND SCHOOL DIVISION BOARD SELF EVALUATION PERFORMANCE ASSESSMENT GUIDE</b>		
<b><u>Role Expectation: Accountability for Student Learning and Wellness</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 vision, mission, beliefs and values.</p> <p>1.2 Support the establishment of a welcoming, caring, respectful and safe learning environment.</p> <p>1.3 Ensure Board policies are respectful of local cultural goals, values and traditions.</p> <p>1.4 Enable each community to guide and shape the building of culture, values and traditions into their local school.</p> <p>1.5 Enable supports for children regarding the impacts of residential school legacy.</p> <p>1.6 Enable processes to support quality teaching.</p> <p>1.7 Closely monitor the effectiveness of each school in achieving student success, established priorities and other key performance indicators.</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>o Board role</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Foundational statements (Policy 1) 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>• Policies are approved which support the establishment of a welcoming, caring, respectful and safe learning environment.</li> <li>• The allocation of resources reflects an effort to ensure student achievement.</li> <li>• Students, staff and communities demonstrate their capacity to move beyond the residential school legacy.</li> <li>• Quality teaching is supported through intentional governance processes.</li> <li>• School and program reviews provide significant data for improvement/modification.</li> <li>• Planning process and timelines allow for development with appropriate Board and stakeholder input.</li> </ul>

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<p style="text-align: center;"><b><u>Role Expectation:</u></b> <b><u>Accountability for Student Learning and Wellness</u></b> <b><u>(continued)</u></b></p>	<p style="text-align: center;"><b><u>Evaluation Evidence</u></b></p>	<p style="text-align: center;"><b><u>Quality Indicators</u></b></p>
<p>1.8 Initiate school and program reviews as necessary to ensure the achievement of outcomes and student success.</p> <p>1.9 Annually approve the process and timelines for the refinement of the Three-Year Education Plan.</p> <p>1.10 In consultation with communities, identify Board priorities at the outset of the annual Three-Year Education planning process.</p> <p>1.11 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>• The Three-Year Education Plan identifies annual educational goals and priorities which move the Division forward.</li> <li>• Policies enable community cultural perspectives to be incorporated.</li> <li>• Division performance and achievement is monitored, evaluated, reported and moves forward.</li> <li>• Strategies to move forward:               <ul style="list-style-type: none"> <li>o 3 YR Education Plan is approved.</li> <li>o AERR is approved.</li> </ul> </li> </ul>

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<b><u>Role Expectation: Engagement</u></b>	<b><u>Evaluation Evidence</u></b>	<b><u>Quality Indicators</u></b>
<p>The Board shall:</p> <p>2.1 Engage at least once within the 12 month period immediately following each general election with respect to the establishment of the Board's strategic direction with:</p> <p>2.1.1 the wards;</p> <p>2.1.2 First Nations, Metis, Municipalities and other communities with respect to which the board provides educational services;</p> <p>2.1.3 Treaty 8 First Nations of Alberta;</p> <p>2.1.4 the Metis Settlements General Council; and</p> <p>2.1.5 the Council of School Councils.</p> <p>2.2 Meet with Council of School Councils (COSC) at least once each school year.</p> <p>2.3 Enable and support the meeting of Ward.</p>	<ul style="list-style-type: none"> <li>• Meetings/focus groups/surveys</li> <li>• Press releases</li> <li>• Media reports</li> <li>• Board meeting minutes</li> <li>• Three-Year Education Plan/Results Report</li> <li>• Board Policy Handbook</li> <li>• Division publications</li> <li>• Relevant correspondence</li> <li>• Board self-evaluation questionnaire results               <ul style="list-style-type: none"> <li>o Board role</li> <li>o Community engagement</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Promotional materials are developed.</li> <li>• Two way communication processes are established and maintained.</li> <li>• Whenever possible, Board policies allow opportunities for local implementation.</li> <li>• Meetings are scheduled.</li> <li>• Opportunities for formal training and dialogue.</li> <li>• The Board and individual trustees model a culture of respect and integrity and operate in an open, transparent fashion in all review processes.</li> <li>• Fiduciary duties are handled in a transparent fashion by the Board.</li> <li>• Partners are included in developing strategic direction.</li> <li>• Ward Councils operating effectively.</li> <li>• Communities feel heard.</li> <li>• School Councils and Council Of School Councils operate effectively.</li> </ul>

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<u>Role Expectation</u> <u>Community Assurance</u>	<u>Evaluation Evidence</u>	<u>Quality Indicators</u>
<p>The Board shall:</p> <p>3.1 Make informed decisions that represent the best interests of the entire Division, and honour community diversity.</p> <p>3.2 Establish ongoing plans for collaborative work between the Division and First Nations and Métis settlements.</p> <p>3.3 Report Division outcomes to the community at least annually.</p> <p>3.4 Develop appeal procedures and hold hearings as required by statute and/or Board policy.</p> <p>3.5 Model a culture of respect and integrity.</p> <p>3.6 Maintain transparency in all fiduciary aspects.</p> <p>3.7 Monitor Board processes and administrative procedures to ensure they support Board Policy and are respectful of local culture, values and traditions.</p> <p>3.8 School Facilities and grounds shall be kept to a high standard.</p> <p>3.9 Monitor the management of division risk by annually reviewing administration's risk assessment, assumptions and mitigation strategies.</p>	<ul style="list-style-type: none"> <li>• Briefing notes and reports</li> <li>• Meetings/focus groups/surveys</li> <li>• Press releases</li> <li>• Media reports</li> <li>• Board meeting minutes</li> <li>• Three-Year Education Plan/Results Report</li> <li>• Board Policy Handbook</li> <li>• Division publications</li> <li>• Superintendent's evaluation</li> <li>• Relevant correspondence</li> <li>• Board self-evaluation questionnaire results               <ul style="list-style-type: none"> <li>o Board role</li> <li>o 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 Division while respecting community diversity.</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>• Promotional materials are developed.</li> <li>• Opportunities for student engagement in governance issues are provided.</li> <li>• Division performance and achievement is reported and strategies to move forward.</li> <li>• Information is disseminated to appropriate publics.</li> <li>• Community capacity building initiatives bolster student success.</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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<p style="text-align: center;"><b><u>Role Expectation Accountability to Provincial Government</u></b></p>	<p style="text-align: center;"><b><u>Evaluation Evidence</u></b></p>	<p style="text-align: center;"><b><u>Quality Indicators</u></b></p>
<p>The Board shall:</p> <p>4.1 Act in accordance with all statutory requirements to implement provincial standards and policies.</p> <p>4.2 Perform Board functions required by governing legislation and existing Board policy.</p> <p>4.3 Ensure all students, teachers and Division leaders learn about First Nations, Métis and Inuit perspectives, experiences and contribution throughout history; treaties, and the history and legacy of residential schools.</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>• Policy review</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>o 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 and Board follows them.</li> <li>• Relevant FNMI and staff development sessions are provided.</li> </ul>

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<u>Role Expectation</u> <u>Fiscal Accountability</u>	<u>Evaluation Evidence</u>	<u>Quality Indicators</u>
<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, if any, annual fees for instructional resources, transportation and tuition.</p> <p>5.4 Approve expense reimbursement rates.</p> <p>5.5 Approve budget adjustments over \$125,000 when necessary. The Superintendent has the authority to approve budget adjustments under \$125,000, and will report to the board at the next meeting following an approval, outlining the rationale.</p> <p style="padding-left: 40px;">6.5.1 The Superintendent has the authority to approve contracts for bus routes if the annual cost of the route is under \$125,000.</p> <p>5.6 Enable the development of reciprocal partnership agreements to collectively enhance supports and services for all students, including those attending First Nations operated schools.</p>	<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> <li>• Annual Education Results Report</li> <li>• Borrowing resolutions</li> <li>• Negotiations mandates</li> <li>• Collective agreements</li> <li>• Classified Handbook</li> <li>• Superintendent's contract</li> <li>• Relevant correspondence</li> <li>• Signing authorities</li> <li>• Investment parameters</li> <li>• Superintendent's evaluation</li> <li>• Board self-evaluation questionnaire results               <ul style="list-style-type: none"> <li>o 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>• Resources are used efficiently and effectively.</li> <li>• Reciprocal partnerships are established.</li> <li>• Tenders are approved as required.</li> <li>• Tender and bid processes are above reproach.</li> <li>• At minimum, quarterly variance analyses and year-end projections are received.</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>• Purchases, contracts and lease agreements are approved as required.</li> <li>• Capital and facility plans allow for suitable student and program accommodation.</li> </ul>

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<u>Role Expectation</u> <u>Fiscal Accountability</u> <u>(continued)</u>	<u>Evaluation Evidence</u>	<u>Quality Indicators</u>
<p>5.7 Approve tenders/ purchases/ contracts/ lease agreements in excess of one hundred twenty five thousand dollars (\$125,000), and the Board Chair shall sign the agreements, contracts and leases over \$125,000 with the Secretary-Treasurer. The Vice-Chair may also sign in the absence of the Board Chair or at the direction of the Board Chair.</p> <p>5.8 Ensure fair tender and bid processes.</p> <p>5.9 Monitor the fiscal management of the Division through receipt of at minimum quarterly variance analyses and year-end projections.</p> <p>5.10 Receive Audit Report and ensure the management letter recommendations are addressed.</p> <p>5.11 Approve annually the Three-Year Capital Plan for submission to Alberta Education.</p> <p>5.12 Approve borrowing for capital expenditures within provincial restrictions.</p> <p>5.13 Set the parameters for negotiations after soliciting advice from the Superintendent and others.</p>		<ul style="list-style-type: none"> <li>• Negotiating parameters are established.</li> <li>• Memoranda of Agreements are ratified.</li> <li>• Investment parameters are established.</li> <li>• Decisions for revenue transfers are carefully made.</li> <li>• Program evaluations are conducted.</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>Fiscal Accountability (continued)</b></u></p> <p>5.14 At its discretion, ratify Memoranda of Agreement with bargaining units.</p> <p>5.15 Approve the Superintendent's contract.</p> <p>5.16 Review annually the signing authorities for the Division, and approve changes (if any).</p> <p>5.17 Approve transfer of funds to/from reserves.</p> <p>5.18 Approve investment parameters.</p> <p>5.19 Ensure all non-instructional programs are regularly reviewed to test the relevancy, effectiveness and efficiency of the programs against desired outcomes.</p> <p>5.20 Approve annually any revolving credit facility held at any financial institutions.</p> <p>5.21 Monitor the management of division risk by annually reviewing administration's risk assessment, assumptions and mitigation strategies.</p>		

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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>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 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>	<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>o Board role</li> <li>o 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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<u>Role Expectation</u>	<u>Evaluation Evidence</u>	<u>Quality Indicators</u>
<p style="text-align: center;"><b><u>Board/Superintendent Relations (“First Team”)</u></b> <b><u>(continued)</u></b></p> <p>6.5 Demonstrate mutual respect and support, which is then conveyed to the staff and the community and act in such a manner as to ensure everyone feels accepted and respected.</p> <p>6.5.1 Psychological safety is a shared belief that the team is safe for interpersonal risk taking. It can be defined as “being able to show and employ one’s self without fear of negative consequences of self-image, status or career” (Kahn 1990, p. 708). In psychologically safe terms, team members feel accepted and respected.</p> <p>6.6 Annually evaluate the Superintendent, in accordance with a pre-established performance appraisal mechanism. Annually review compensation of the Superintendent.</p>		

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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 Annually review and approve the Board work plan.</p> <p>7.2 Develop a professional development plan for governance excellence in fiduciary, strategic and generative engagement modes.</p> <p>7.3 Annually evaluate Board effectiveness in meeting performance indicators, including results of the monthly meeting assessments and set 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>o Readiness for Governance</li> <li>o Board role</li> <li>o 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> <li>• Workplan is reviewed and updated regularly.</li> </ul>

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<u>Role Expectation</u> <u>Policy</u>	<u>Evaluation Evidence</u>	<u>Quality Indicators</u>
<p>The Board shall:</p> <p>8.1 Identify how the Board is to function.</p> <p>8.2 Guide the overall direction of the Division.</p> <p>8.3 Develop/revise policies using a generative engagement process, when appropriate.</p> <p>8.4 On a regular basis monitor policy currency, relevancy and effectiveness.</p>	<ul style="list-style-type: none"> <li>• Board Policy Handbook</li> <li>• Policy development and review               <ul style="list-style-type: none"> <li>o New policies</li> <li>o 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>o 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> <li>• Policies are reviewed regularly to ensure currency and relevancy.</li> </ul>

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<u>Role Expectation</u> <u>Political Advocacy</u>	<u>Evaluation Evidence</u>	<u>Quality Indicators</u>
<p>The Board shall:</p> <p>9.1 Act as an advocate for public 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 in local communities.</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>o 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>

Legal Reference: Section 33,51,52,53,54,60,67,139,222 Education Act  
 Fiscal Planning and Transparency Act  
 Borrowing Regulation  
 Investment Regulation  
 School Fees Regulation  
 Trust and Reconciliation Commission Calls To Action  
 Local Authorities Elections Act  
 Northland School Division Act  
 Results-Based Budgeting Act  
 Disposition of Property Regulation  
 Early Childhood Services Regulation