

Policy 2 – Appendix C

ELK ISLAND CATHOLIC SCHOOLS PERFORMANCE ASSESSMENT GUIDE		
<u>Role Expectation:</u> <u>Faith Development</u>	<u>Evaluation Evidence</u>	<u>Quality Indicators</u>
<p>The Board shall:</p> <p>1.1 Act in accordance with Canon Law in regards to Catholic Education.</p> <p>1.2 Meeting annually with the Archbishop and the Ukrainian Bishop regarding Catholic Education issues in the Division.</p> <p>1.3 Participate in ACSTA and Division Faith Development opportunities.</p> <p>1.4 Ensure that a strong Faith Development component is provided for all students and staff.</p> <p>1.5 Be visible and active in the parish community.</p> <p>1.6 Maintain open communications with parish priests.</p>	<ul style="list-style-type: none"> • Policy review • Catholic education issue identification and resolution efforts • Participation in local and provincial faith development initiatives • Identified meetings held • Superintendent's evaluation • Relevant correspondence • Board self-evaluation questionnaire results <ul style="list-style-type: none"> ○ Board role 	<ul style="list-style-type: none"> • All actions and policies of the Board have been guided by the teachings of the Catholic Church. • Catholic education issues are addressed proactively through coordinated action by the Board and its stakeholders. • The Board is actively engaged in local and provincial faith development opportunities. • Catholic education leadership by the Superintendent is monitored and evaluated by the Board. • The Board is and its trustees are actively engaged in archdiocese and eparchy activities.

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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>2.1 Act in accordance with all statutory requirements to implement provincial and educational standards and policies.</p> <p>2.2 Perform Board functions required by governing legislation and existing Board policies.</p> <p>2.3 Subsequent to the date of a general election and before December 31 of the same year, may pass a resolution to opt in or out of the Alberta School Foundation Fund (ASFF) and advise the Minister and local municipalities forthwith.</p>	<ul style="list-style-type: none"> • Three-Year Strategic Education Plan • Annual Education Results Report • Budget Report Form • Audited Financial Statements • Parent and student Satisfaction Survey data • Published academic results • Superintendent's evaluation • Policy review • ASFF consideration • Division litigation status • Relevant correspondence • Board self-evaluation questionnaire results <ul style="list-style-type: none"> ○ Board role 	<ul style="list-style-type: none"> • Statutory obligations are fully met in a timely manner. • Legislated functions are performed in an exemplary fashion. • All resident students are provided an education program consistent with the Education Act and the statutory regulations. • Non-resident students are provided an education program consistent with the Education Act and the statutory regulations, at the sole discretion of the Board, and subject to preservation of the right and authority of the Board to provide a complete Catholic education environment. • Board governance policies clearly specify required Board functions. • Consideration of the Board's ASFF option is actioned in a timely manner.

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<u>Role Expectation:</u>	<u>Evaluation Evidence</u>	<u>Quality Indicators</u>
<p style="text-align: center;"><u>Accountability to Community</u></p> <p>The Board shall:</p> <p>3.1 Make data-driven, evidence-based decisions that reflect community values and represent the interests of the entire community served.</p> <p>3.2 Establish processes and provide opportunities for community input.</p> <p>3.3 Report Division results at least annually.</p> <p>3.4 Develop procedures for and hear appeals as required by statute and/or Board policy.</p> <p>3.5 Proactively work to build community support for Catholic education.</p> <p>3.6 Promote Division unity.</p>	<ul style="list-style-type: none"> • Briefing notes and reports • Public meetings/focus groups/surveys • Satisfaction Survey data • Annual Education Results Report • Audited Financial Statements • Division publications • Participation in trade fairs, graduation exercises, commissioning and other local community activities • Appeal processes in place • Media reports • 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 will of the community and quality education. • Mechanisms for community input are readily available. • Processes are established to communicate Board decisions to its constituents. • Information is disseminated to appropriate publics. • Appeal hearing processes are open and transparent. • The Board promotes positive public engagement with the Division. • The Board and individual trustees are visible in the four school communities. • The Board uses the Catholic School Parents' Communication Committee meetings for dialogue. • The Board meets with stakeholders as per the advocacy plan. • The Board maintains positive relationships with employees groups.

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<u>Role Expectation:</u> <u>Policy Development</u>	<u>Evaluation Evidence</u>	<u>Quality Indicators</u>
<p>The Board shall:</p> <p>4.1 Identify areas that require Board policy and monitor policy currency and impact.</p> <p>4.2 Identify how the Board is to function.</p> <p>4.3 Set the mandates for labour negotiations.</p> <p>4.4 Delegate authority to the Superintendent and define commensurate responsibilities.</p>	<ul style="list-style-type: none"> • Policy development and review <ul style="list-style-type: none"> ○ New policies ○ Revised policies • Board motions summary • Negotiation mandates in place • Superintendent's evaluation • Board self-evaluation questionnaire results <ul style="list-style-type: none"> ○ Board role 	<ul style="list-style-type: none"> • Established policies facilitate smooth, effective provision of quality educational services for the Division. • Policy impact is regularly monitored to determine if policy is producing the desired results. • Timely policy reviews occur. • Board governance policies clearly specify required Board functions and implementation standards. • Negotiation processes and mandates are clearly established, with due consideration for fairness, equity and economic conditions. • The Superintendent's roles and responsibilities are clearly outlined in Board policy.

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<u>Role Expectation</u>	<u>Evaluation Evidence</u>	<u>Quality Indicators</u>
<p><u>Three-Year Strategic Education Planning and Reporting</u></p>		
<p>The Board shall:</p>		
<p>5.1 Provide overall direction for the Division by establishing mission, vision, strategic priorities and key results.</p>	<ul style="list-style-type: none"> • Foundational statements • Annual goals and priorities • Three-Year Strategic Education Plan 	<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.
<p>5.2 Approve annually the Division's Three-Year Strategic Education Plan for submission to Alberta Education by the due date.</p>	<ul style="list-style-type: none"> • Budget Report Form • Three-Year Capital Plan • Ten-Year Facilities Master Plan 	<ul style="list-style-type: none"> • Annual education goals and priorities which move the Division forward and established. • Planning process and timelines allow for development with stakeholder input.
<p>5.3 Ensure the Division's annual budget includes funding for priorities in the Three-Year Strategic Education Plan and is driven by the plan.</p>	<ul style="list-style-type: none"> • Annual Education Results Report • Accountability Reports • Superintendent's evaluation • Relevant correspondence 	<ul style="list-style-type: none"> • Within available resources, the approved budget reflects the Board's goals and priorities. • The allocation of resources reflects an effort to ensure student achievement.
<p>5.4 Monitor on an ongoing basis the Division's progress in achieving the priorities, goals and desired outcomes mandated by the Board.</p>	<ul style="list-style-type: none"> • Board self-evaluation questionnaire results <ul style="list-style-type: none"> ○ Board role 	<ul style="list-style-type: none"> • Division performance and achievement is monitored, evaluated and reported.
<p>5.5 Evaluate annually the effectiveness of the Division in achieving its priorities, goals and desired outcomes over time.</p>		
<p>5.6 Approve the Annual Education Results Report (AERR) for submission to Alberta Education by the due date, and for distribution to the public.</p>		

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<u>Role Expectation</u>	<u>Evaluation Evidence</u>	<u>Quality Indicators</u>
<u>Board/Superintendent Relations</u>		
The Board shall:		
6.1 Select the Superintendent of Schools.	<ul style="list-style-type: none"> • Hiring process • Policy review 	<ul style="list-style-type: none"> • The Board has absolute and final authority in Superintendent selection subject to Minister's statutory authority.
6.2 Provide the Superintendent with clear corporate direction.	<ul style="list-style-type: none"> • Board motions summary • Superintendent's evaluation 	<ul style="list-style-type: none"> • Clear corporate direction is provided to the Superintendent.
6.3 Delegate, through written Board policy, administrative authority to the Superintendent and identify responsibility subject to provisions and restrictions in the Education Act.	<ul style="list-style-type: none"> • Board self-evaluation questionnaire results <ul style="list-style-type: none"> ○ Board role ○ Board/Superintendent relations 	<ul style="list-style-type: none"> • The Superintendent has been delegated responsibility for all executive functions together with commensurate authority.
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.		<ul style="list-style-type: none"> • The Chief Executive Officer role of the Superintendent is respected. • The Superintendent is supported in actions exercised within the delegated discretionary powers of the position.
6.5 Evaluate annually the Superintendent in regard to the Superintendent's job description and additional Board direction (e.g. hold the Superintendent accountable for achieving the goals, priorities and desired outcomes in the Three-Year Strategic Education Plan).		<ul style="list-style-type: none"> • The Superintendent is evaluated annually, fairly and thoroughly in relation to specific roles and responsibilities and Board direction.
6.6 Review annually the Superintendent's compensation package.		<ul style="list-style-type: none"> • The Superintendent's compensation package is reviewed annually with due consideration for fairness, equity and economic conditions.

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<u>Role Expectation</u>	<u>Evaluation Evidence</u>	<u>Quality Indicators</u>
<p style="text-align: center;"><u>Political Advocacy</u></p> <p>The Board shall:</p> <p>7.1 Develop a yearly plan for advocacy that includes focus, key messages and mechanisms.</p> <p>7.1.1 Utilize ASBA and ACSTA advocacy services.</p> <p>7.1.2 Enlist the support of local MLAs and parish communities as it provides a leadership role in support of our students and Catholic education initiatives.</p> <p>7.1.3 Include meetings with municipal governments and neighboring educational/ public service governing authorities as appropriate to achieve political ends.</p>	<ul style="list-style-type: none"> • Board Work Plan (Planning Cycle) • Meetings with MLAs, Ministers, municipal partners • Relevant correspondence • Media releases • Active participation in provincial and national organizations • Board self-evaluation questionnaire results <ul style="list-style-type: none"> ○ Board role 	<ul style="list-style-type: none"> • Strategies for political advocacy are developed. • The Board participates in advocacy processes at the local, provincial and national levels. • The Board conveys key messages regularly to MLAs, parish communities, municipal partners and the media. • The Board conveys key messages to its MPs when appropriate.

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<u>Role Expectation</u>	<u>Evaluation Evidence</u>	<u>Quality Indicators</u>
<p style="text-align: center;"><u>Board Development</u></p> <p>The Board shall:</p> <p>8.1 Develop a yearly plan for Board development including increased knowledge of the Board's role, processes and issues to further the implementation of the Three-Year Strategic Education Plan.</p> <p>8.2 Review annually the Board's effectiveness.</p> <p>8.3 Review annually the Board's compensation package.</p> <p>8.4 Model and promote a culture of respect, integrity and dignity within the context of Catholic values.</p>	<ul style="list-style-type: none"> • Board Work Plan (Planning Cycle) • Board strategic planning sessions • Board workshops • Conference/Activity Reports • Board self-evaluation questionnaire results <ul style="list-style-type: none"> ○ 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. • An annual Board self-evaluation, which defines a positive path forward and identifies areas for future emphasis is completed. • The Board's annual compensation package is reviewed annually. • Interactions amongst trustees demonstrate respect, understanding and integrity.

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<u>Role Expectation</u>	<u>Evaluation Evidence</u>	<u>Quality Indicators</u>
<u>Fiscal Accountability</u>		
The Board shall:		
9.1 Determine the basis for annual resource allocations.	<ul style="list-style-type: none"> • Quarterly Financial Reports 	<ul style="list-style-type: none"> • Budget assumptions are clearly understood by the Board.
9.2 Approve annually the Division's budget for submission to Alberta Education by the due date.	<ul style="list-style-type: none"> • Auditor's Management Letter 	<ul style="list-style-type: none"> • Needs are determined and prioritized.
9.3 Ensure resources are allocated to achieve the goals, priorities and desired outcomes in the Division's Three-Year Strategic Education Plan.	<ul style="list-style-type: none"> • Audited Financial Statements • Annual Education Results Report 	<ul style="list-style-type: none"> • The basis for resource allocations within the Division is established by the Board.
9.4 Set parameters and standards for transportation services and monitor implementation.	<ul style="list-style-type: none"> • Collective agreements • Board Work Plan (Planning Cycle) • Transportation parameters and standards 	<ul style="list-style-type: none"> • Within available resources, the approved budget clearly reflects the Board's priorities.
9.5 Approve annually the Capital and Facility Plans for submission to Alberta Education by the due date.	<ul style="list-style-type: none"> • Relevant correspondence • Superintendent's evaluation 	<ul style="list-style-type: none"> • Capital and facility plans allow for suitable student and program accommodation.
9.6 Monitor the fiscal management of the Division through monthly financial reports.	<ul style="list-style-type: none"> • Board self-evaluation questionnaire results <ul style="list-style-type: none"> ○ Board role 	<ul style="list-style-type: none"> • Resources are used efficiently and effectively.
9.7 Ratify memoranda of agreement with bargaining units.		<ul style="list-style-type: none"> • Variance analyses and year-end projections are received on a quarterly basis.
9.8 Appoint an external auditor for the Division.		<ul style="list-style-type: none"> • Successful completion and execution of collective agreements have occurred.
9.9 Receive the annual Audit Report and ensure quality indicators are met.		<ul style="list-style-type: none"> • An external auditor is appointed.
9.10 Approve annually the Audited Financial Statements.		<ul style="list-style-type: none"> • Quality indicators for financial operations are established by the Board and confirmed by internal and/or external audits.

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