



ANNUAL BOARD SELF-EVALUATION TEMPLATE

Clearview School Division

Effective
December 2022

PROCESS

Clearview School Division contracted the Alberta School Boards Association to assist in facilitating the Board self-evaluation process. The Board conducted its self-evaluation process on _____.

PURPOSE

The purpose of the annual Board self-evaluation is to answer the following questions:

1. How well have we fulfilled each of our defined roles as a Board this past year?
2. How do we perceive our interpersonal working relationships?
3. How well do we receive input and how well do we communicate?
4. How well have we adhered to our annual work plan?
5. How would we rate our Board-Superintendent relations?
6. How well have we adhered to our governance policies?
7. What have we accomplished this past year? How do we know?

The answers to these questions provide the data for the development of a positive path forward.

PRINCIPLES

The following principles, which form the basis for the Board self-evaluation process, were reviewed:

1. A learning organization or a professional learning community is focused on the improvement of practice.
2. A pre-determined process for evaluation strengthens the governance function and builds credibility for the Board.
3. An evidence-based approach provides objectivity to supplement subjectivity.

Context

The Board is a corporate entity created by provincial legislation and given authority by the *Education Act* and the attendant regulations. It is comprised of trustees elected in accordance with the *Local Authorities Election Act*. The Board exercises its authority through a democratic process.

The Board is charged with the responsibility of providing, for its students and their parents, an education system organized and operated in their best interests. It exercises this responsibility through the setting of local educational policy and the wise use of resources.

The Board has one main purpose, namely to provide educational services as required by the Education Act.

Readiness for Governance Improvement

This questionnaire is designed to provoke thinking about how the governance level of the Board can be further improved. A perfect score is 5.

Self-Evaluation of Performance

1. Accountability to Provincial Government

Based on evidence taken from the Alberta Education Results Report (AERR), Budget Report Form, Audited Financial Statements, Alberta Education Assurance Measures (AEAM), published academic results, Superintendent's evaluation, policy review, Division litigation status, relevant correspondence, and Board self-evaluation questionnaire results on the Board role, the Board believes

2. Accountability to Community

Based on evidence taken from briefing notes and reports, public meetings/focus groups/surveys, AEAM, AERR, Audited Financial Statements, Division publications, appeal processes in place, press releases, media reports, Superintendent's evaluation, relevant correspondence, and the Board self-evaluation questionnaire results on the Board role and on community engagement, the Board believes

3. AERR

Based on evidence taken from the foundational statements, annual goals and priorities, AERR, Budget Report Form, Three-Year Capital Plan, Facilities Master Plan, , relevant correspondence, and the Board self-evaluation questionnaire results on the Board role, the Board believes:

4. Policy

Based on evidence taken from policy development and review, including new policies and revised policies; Board motions summary; Superintendent's evaluation; and the Board self-evaluation questionnaire results on the Board role, the Board believes:

5. Superintendent/Board Relations

Based on evidence taken from the hiring and reappointment process, policy review, Board motions summary, Superintendent's evaluation, Board self-evaluation questionnaire results on the Board role and on Board/Superintendent relations, the Board believes:

6. Political Advocacy

Based on evidence taken from the Board Work Plan, advocacy issues identified, meetings with MLAs, Ministers, municipal partners, neighboring educational/public

service authorities; relevant correspondence, media releases, active participation in regional, provincial and national organizations, and Board self-evaluation questionnaire results on the Board role, the Board believes:

7. Board Development

Based on evidence taken from the Board Work Plan, Board three-year education planning sessions, Board workshops, conference/activity reports, and in the Board self-evaluation questionnaire results on the Board role and on interpersonal working relationships, the Board believes:

8. Fiscal

Based on evidence taken from Quarterly Financial Reports, semi-annual year-end projections, External Audit Report, Audited Financial Statements, AERR, negotiations mandates, collective agreement, Board Work Plan, relevant correspondence, Superintendent's evaluation, and in the Board self-evaluation questionnaire results on the Board role, the Board believes:

9. Recognition

Based on evidence taken from Board minutes and the Division website, the Board believes

Areas for Emphasis

Areas for Emphasis

Conclusion

Date

Board Chair

Suggested Board Motion:

"That the Board approve the Board self-evaluation report as developed at the facilitated workshop of _____ and that the Board Chair be authorized to monitor the priorities and suggestions agreed to and bring items forward for Board consideration as deemed appropriate."

Reference: Section 33, 51, 52, 53, 54, 60, 67, 139, 222 Education Act

Fiscal Planning and Transparency Act
Local Authorities Elections Act
Borrowing Resolution
Disposition of Property Regulation
Early Childhood Services Regulation
Investment Regulation
School Fees Regulation
Truth and Reconciliation Commission Calls To Action

Effective: November, 2016

Amended: November 10, 2020, December 14, 2022