

FACILITATED BOARD SELF-EVALUATION PROCESS

Process

The annual externally facilitated Board self-evaluation process shall be completed subsequent to the Superintendent evaluation process described in the appendixes to Policy 12 and entitled, *Superintendent/CEO Evaluation Process, Criteria and Timelines*. The two evaluation processes are complementary in nature.

Purpose

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

1. How well have we fulfilled each of our defined roles as a Board during the evaluation period?
2. How do we perceive our interpersonal working relationships?
3. How well do we receive input and how well do we communicate with those we represent?
4. How well do we perceive we are performing as a corporate entity in terms of fiduciary, strategic, generative and ethical governance?
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?
8. What actions shall the Board take during the next year to become more effective?

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

Evaluation principles

The following principles form the basis for the Board self-evaluation process.

1. A learning organization is focused on the improvement of practice.
2. A commitment to continuous improvement is a sign of organizational health.
3. An effective evaluation process provides for growth and accountability.

4. The annual Board evaluation process shall model the Board's commitment to principles 1-3.
5. A pre-determined process for evaluation strengthens the governance function, builds credibility for the Board and fosters an excellent Board-Superintendent relationship.
6. An evidence-based approach provides objectivity to supplement the subjectivity involved in evaluation processes.

Context

The Board is a corporate entity created by provincial legislation and given authority by the *School Act* and the attendant Regulations. The Board exercises its authority through a democratic process.

The duty of the Board is to represent its electors and advocate for publicly funded education in a broader context.

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

Facilitated Self-Evaluation of Performance

Part 1: The *Act* provides the Board with significant authority including the authority to delegate. The Board must decide the authority it wishes to delegate and the authority to be retained. The Board is the only body in the district which can hold the Board accountable for performing its legally defined role.

With reference to Policy 2 Role of the Board, Policy 2 Appendix A Annual Board Work Plan and the minutes from Regular, In-camera, and Special meetings held during the evaluation period trustees will assess the corporate Board's effectiveness relative to each role area. The objective is to identify areas of strength on which to build and specific changes the corporate Board is committed to make during the next evaluation period.

Evaluation Tool: Collect, collate and analyze responses to a Role of the Board questionnaire completed by all trustees.

Part 2: The Board functions as a corporate entity. Individual trustees have only the authority granted them by the corporate Board. Therefore, the interpersonal working relationships between and among trustees is vital to the effective functioning of the Board.

Evaluation Tool: Collect, collate and analyze responses to a Board Interpersonal Working Relationships questionnaire completed by all trustees.

Part 3: The Board is elected for a four-year term. One key role is to represent the electorate within the boundaries of the district and effectively communicate to the electorate between elections in a manner which creates accountability and builds confidence in the work of the Board.

Evaluation Tool: Collect, collate and analyze responses to a Communications/Representation questionnaire completed by all trustees.

Part 4: Boards have fiduciary, strategic and generative governance roles. All must be performed in an ethical manner.

Evaluation Tool: Collect, collate and analyze responses to a Readiness for Governance questionnaire completed by all trustees.

Part 5: With reference to the functioning of the First Team during the evaluation period Trustees will assess Board/Superintendent Relationships. In other words, is the Board effectively performing its role to make the First Team effective?

Evaluation Tool: Collect, collate and analyze responses to a Board/Superintendent questionnaire completed by all trustees.

Part 6: The Board's Policy role is critical to provide direction for the district, to delegate to and hold staff accountable through the office of the Superintendent, and to promote and protect public education. Regular review of Board policies is required to ensure the currency and effectiveness of such policies.

Evaluation Tool: Review the schedule of policy review to ensure the entire Handbook is subjected to review and revision once per term of office, identify any lack of alignment of practice with policy (e.g. from review of minutes) and make revisions as required in policy or practice as deemed appropriate.

Part 7: Reviewing Board actions at least annually to determine perceived corporate Strengths, Weaknesses, Opportunities and Threats (SWOT) can assist in defining a positive path forward and avoid repetition of less effective functioning.

Evaluation Tool: Conduct a SWOT analysis in light of Board minutes and direct Board observations.

Part 8: Board approves of the directions to be taken during the next evaluation period to strengthen Board functioning.

Part 9: Board assesses success or lack thereof addressing the positive path forward (PPF) approved as a result of the last evaluation and includes any required actions in the current PPF.

Part 10: Board reviews the process tools and process structure and identifies any changes desired for the next evaluation period.

Part 11: Board approves the Positive Path Forward (PPF) by formal motion.

Note in the second and subsequent years the evaluation process will commence with an accountability review of the previous year's PPF to ensure actions were taken as required and desired results achieved

SD No. 40 (New Westminster)

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