
Facilitated Board Self-Evaluation Process

School District No. 47 (Powell River)

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 complimentary 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 would we rate our Board-Superintendent relations?
5. How well have we adhered to our governance policies?
6. What have we accomplished this past year to improve student learning? How do we know? What else have we accomplished this past year?
7. 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 student learning.
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 has chosen to retain the nine areas of responsibility articulated in Policy 2, in order to carry out their governance role. These include: Accountability to the Provincial Government, Development and Maintaining a Culture of Student Learning, Accountability to and Engagement of Community, Strategic Planning, Policy, Board/Superintendent Relations, Political Advocacy/Influence, Board Development, Fiscal Accountability. The annual facilitated Board self-evaluation process is focused on Board performance in relation to these nine areas.

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 (closed to the public), 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: 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.

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Revised:

Part 5: 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 Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis considering Board minutes and direct Board observations.

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

Part 8: 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 9: Board reviews the process tools and process structure and identifies any changes desired for the next evaluation period.

Part 10: 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 Positive.