

The Board is committed to continuous improvement through a scheduled review of Board performance. The Board shall adhere to the following schedule and methods for self-review and feedback.

1. Evaluation Objectives

- 1.1. Accountability to the district and the public in ensuring that the Board of Education meet the statutory requirements as specified in the [School Act](#) and that the roles and responsibilities in the district as specified by the Board are carried out in a satisfactory manner.
- 1.2. Personal professional growth and development based on information from the Board, administrative staff, district employee groups and other educational partners in the district.
- 1.3. Constructive and effective working relationship in maintaining productive communication with the staff and each other.

2. Evaluation Schedule

- 2.1. Board performance will be evaluated prior to the end of the first year of the four year term and at any other time it is deemed to be helpful.

3. Evaluation Methods

3.1. Board Self-Assessment

- 3.1.1. The Secretary Treasurer will facilitate individual trustees self-assessment of Board effectiveness using the Board Effectiveness Performance Scale (Appendix A) at a scheduled in-camera meeting.

3.2. Third-Party Assessment

- 3.2.1. The Secretary Treasurer will facilitate the assessment of the Board by district partner and employee group representatives using the same performance scale as 3.1.1.
 - 3.2.1.1. Representatives will be determined by the Secretary Treasurer in consultation with the Superintendent and Board Chair.
- 3.3. Ratings gathered during 3.1 and 3.2 will be supported with rationale and objective evidence, and recorded.
- 3.4. The Secretary Treasurer will collate all responses and develop a composite of individual trustee ratings, and a composite of third-party ratings.

4. Evaluation Results

- 4.1. Composite results will be shared out at a subsequent in-camera meeting for a facilitated discussion
 - 4.1.1. Provision may be made for engaging a third-party facilitator if deemed necessary to support the sessions as outlined in 3.1.2 and 3.1.3.
- 4.2. After discussion in camera by the Board, the results will be reported to the public and an action plan may be developed to ensure the Board's proper discharge of responsibilities to the community.

Appendix A: Board Effectiveness Performance Scale

	Ineffective Board 0 means as bad as it gets	Effective Board 5 means as good as it gets	Score 0 - 5
1.	Gets bogged down in small details. Micromanages the Superintendent and staff. Operates <i>on the ground floor</i> and does not attend to long-term goals.	Acts in a proactive, planned, sophisticated and creative way. Is strategically focused, making room for the staff to excel. Operates <i>from the balcony</i> .	
2.	Tolerates low commitment levels. Members are there because they <i>have</i> to be there, out of duty and obligation. They often miss meetings or fail to keep their promises.	Fosters genuine enthusiasm and commitment for the job. Members are there because they truly <i>want</i> to be there. They consistently keep their promises and deliver quality work.	
3.	Accepts management's proposals without questioning. Embraces the status quo and blocks change. The opponents overpower the proponents.	Is conscientious and takes the time to carefully examine and scrutinize proposals. Questions the status quo and is open to new ideas. Benefits from both the critics and the creators.	
4.	Fragmented. Is driven by narrow interests and personal agenda. Has a win-lose culture: <i>It's you against me</i> . Narrow majority decisions are common. Meetings feel like a combat zone.	Cohesive. Works as a team, while celebrating the diversity of talents and views. Has a win-win culture: <i>It's you and me against the problem</i> . Narrow majority decisions are rare. Meetings feel like a construction zone.	
5.	Is impatient and shows little interest in learning or making informed decisions. Board members talk more than they listen.	Has an appetite for learning from its members, staff, consultants and the community. Board members listen more than they talk.	
6.	Builds dependencies on key leaders. Delegates duties without clear deliverables and deadlines. Works hard but is not productive.	Constantly expands its leadership base. Delegates duties, with clear deliverables and deadlines, to officers, staff and committees. Works smart and hard.	
7.	Maintains a slow, monotonous and boring pace. Performs routine, predictable and menial work.	Keeps a dynamic and engaging pace, with exciting progress and quality decisions made.	
8.	Allows dominant members to control agendas. Quieter members – together with their ideas, knowledge and skills – are left behind.	Gives members equal opportunities to influence decisions and provides them with the tools and knowledge to excel. Brings out the best in members and celebrates their successes.	
9.	Provides unclear directions and poor leadership to the professional staff and does not demand excellence of them.	Provides thoughtful and credible direction to the professional staff. Fosters a staff culture that promotes and rewards excellence.	
10.	Is arrogant and detached from the community and ignores its input, or capitulates to vocal minorities.	Is in touch and in tune with the community and listens to its input. Provides quality leadership and keeps the community informed.	
	GRAND TOTAL	Add the numbers in the right-hand column. (Minimum = 0 Maximum = 50)	

References

101 Boardroom Problems and How to Solve Them. (2011). In 101 Boardroom Problems and How to Solve Them (pp. 157-158). Vancouver: Eli Mina Consulting.