



FACILITATED BOARD SELF-EVALUATION PROCESS

October, 2013

BOARD SELF-EVALUATION PROCESS

This facilitated Board self-evaluation process will complement the Director evaluation process described in the document entitled *Director/CEO Evaluation Process, Criteria and Timelines*.

Purpose

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

1. How well have we fulfilled each of our defined roles as a Board in during 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 with those we represent?
4. How well have we adhered to our annual work plan?
5. How would we rate our Board-Director relations?
6. How well have we adhered to our policies and procedures which stipulate how we are to carry out our governance functions?
7. What have we accomplished this past year? How do we know?

Principles

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 functions and builds credibility for the Board.
3. An evidence-based approach provides objectivity.

Process

Step 1 Review of Board Role Performance

All Board members will complete a questionnaire based on the Board job description (Attachment 1). Responses will be aggregated, and the Board and Director will collectively analyze the results with the assistance of the consultant. The focus of the discussion will be on the areas that require improvement and on coming to agreement regarding the steps to be taken to improve the Board's effectiveness.

*Completion of questionnaires by individual trustees may be done as a pre-assignment.

Step 2 Monitoring Interpersonal Working Relationships

All Board members will complete a 17-item questionnaire relative to interpersonal working relationships (Attachment 2). Responses will be aggregated, and the Board and Director will collectively analyze the results with the assistance of the consultant. The focus of the discussion will be on coming to agreement regarding the steps to be taken to improve the working relations between and among trustees, if necessary.

*Completion of questionnaires by individual trustees may be done as a pre-assignment.

Step 3 Board Representation/Communication

The Consultant will facilitate the identification of engagement successes in the past year and what actions the Board will consider during the next 12 months.

Step 4 Review of Annual Work Plan Completion

Board members will be asked to identify items in the annual work plan (Attachment 3) which have been completed. In the event of any non-complete items, discussion will focus on their relevancy and importance. The focus of the discussion will be to revise the annual work plan for the subsequent school year, based on past experience.

Step 5 Monitoring Board-Director Relations

All Board members will complete a questionnaire (Attachment 4). Responses will be aggregated. The Board will discuss two questions that complement those addressed in the Director's evaluation:

1. What does the Board do that makes it more difficult for the Director to do his job?
2. What does the Board do that makes it easier for the Director to do his job?

The Director will be asked to share his reflections. The focus of the discussion will be on coming to agreement regarding the steps to be taken to improve the working relations between the Board and the Director, if necessary.

Step 6 Review of Board Motions

Board members will receive from the minutes a compilation of Board action items approved during the evaluation period. The Board will then examine these action items in light of the Board's role description to determine the extent to which the Board is operating in accordance with its defined role and its governance policies. The focus of the discussion will be a clarification of the Board role.

Step 7 Creating a Positive Path Forward

All Board members will first complete an Accomplishments, Regrets, Opportunities, Threats questionnaire (Attachment 5). Responses will be aggregated through discussion. Then the Board and Director with the assistance of the consultant will attempt to translate accomplishments, regrets and threats statements into opportunities statements to create a positive path forward for the Board.

Note: the Board will have a copy of the action items approved in the minutes during the past 12 months available as a resource. The focus of the discussion will be to agree on recommendations that create a positive path forward.

ROLE OF THE BOARD QUESTIONNAIRE

Our Board does well in this component of its overall role:	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Accountability to Provincial Government Comments:				
2. Accountability to Community Comments:				
3. Continuous Improvement Planning and Reporting Comments:				
4. Policy Comments:				
5. Director/Board Relations Comments:				
6. Political Advocacy Comments:				
7. Board Development Comments:				
8. Fiscal Comments:				
9. Other Comments:				
10. Other Comments:				

POLICY

ROLE OF THE BOARD

The Board is a body created by provincial legislation and it exercises its authority within *The Education Act, 1995* and its attendant Regulations. The Saskatchewan Rivers Public School Board is elected by the voters that support the Saskatchewan Rivers Public School Division. The Board of Education is responsible for the following:

1. Accountability to Provincial Government

- 1.1 Act in accordance with all statutory requirements to implement provincial educational standards and policies.
- 1.2 Perform Board functions required by governing legislation and existing Board policy.

2. Accountability to Community

- 2.1 Make decisions that reflect Saskatchewan Rivers Public Schools' mission and educational beliefs and that represent the interests of the entire Division.
- 2.2 Establish processes and provide opportunities for information sharing with the community and for community input.
- 2.3 Identify key results and ensure annual reporting on these results.
- 2.4 Develop procedures for, and hear appeals as determined by the Board.
- 2.5 Exhibit behaviours that reflect the Board's shared Educational Beliefs and Code of Ethics.
- 2.6 Provide for two-way communications between the Board and School Community Councils and between the Board and the community.

3. Continuous Improvement Planning and Reporting

- 3.1.1 Provide overall direction for the Division by establishing annual priorities and key results.
- 3.1.2 Annually approve budget (driven by the Board priorities).
- 3.2 Identify accountability reports to be presented to the Board and through such reports monitor progress toward the achievement of key results.
- 3.3 Annually evaluate the effectiveness of the Division in terms of key results.
- 3.5 Approve Annual Report for distribution to the public.

4. Policy

- 4.1 Identify the purpose to be achieved before creating a new policy.
- 4.2 Approve policy statements that achieve the purposes identified by the Board.

4.3 Regular review the Board policies for currency and appropriateness.

5. Director / Board Relations

5.1 Select the Director.

5.2 Provide the Director with clear corporate direction.

5.3 Delegate, in writing, administrative authority and identify responsibility subject to provisions and restrictions in *The Education Act, 1995*.

5.4 Respect the authority of the Director to carry out executive action and support the Director's actions which are exercised within the delegated discretionary powers of the position.

5.5 Interact with the Director in an open, honest, respectful and professional manner.

5.6 Annually evaluate the Director in regard to the Director's job description and additional Board direction (e.g., hold Director accountable for results identified in the continuous improvement plan.

5.7 Review Director's compensation as per contract.

6. Political / Advocacy

6.1 Develop/review an annual advocacy plan to support the continuous improvement plan.

7. Board Development

7.1 Develop a yearly plan for trustee development to support the Division's continuous improvement plan.

7.2 Annually evaluate Board effectiveness.

8. Fiscal Accountability

8.1 Annually approve budget and ensure resources are allocated to achieve desired results.

8.2 Annually approve the five-year capital plan and review facilities master plan. Submit the five-year capital plan to the Ministry of Education by the due date.

8.3 Authorize, by resolution, the borrowing of required monies to cover necessary expenditures while waiting for revenues.

8.4 Approve the submission of capital projects to the Ministry of Education including emergency block capital projects.

8.5 Appoint an auditor and set the terms of engagement.

8.6 Receive the audit report and the management letter and ensure quality indicators are met.

8.7 Monitor revenues and expenditures on a monthly basis.

8.8 Set the mandate for employee group negotiations.

- 8.9 Ratify memoranda of agreement with bargaining units.
- 8.10 Review compensation for out-of-scope staff as per contracts.

Selected Responsibilities

1. Acquisition and disposal of land and buildings, including expropriation proceedings.
2. Naming of schools and other Board-owned facilities.
3. Obtaining membership in the Saskatchewan School Boards Association & Public Section
4. Approval of the purchase of Board memberships in non-educational associations.
5. Recognition of students, staff and community.
6. Approval of retirement gratuity formula for gratuities beyond the collective agreements.
7. Approval of the school year calendar in accordance with the Board's stated interests.
8. Approval of associate school status.
9. Approval of school locations for French Immersion programming.
10. Approval of Prekindergarten programs not funded by Saskatchewan Education.
11. Approval of Division and school partnerships.
12. Hearing of unresolved student and staff complaints of discrimination or harassment.

Legal Reference: Sections 61, 63, 85, 87, 108, 277, 278, 279, 280, 281, 282, 283, 285, 286, 287, 288, 289, 292, 293 The Education Act, 1995

INTERPERSONAL WORKING RELATIONSHIPS QUESTIONNAIRE

The purpose of this instrument is to collect perceptions of the Board regarding the interpersonal working relationships between and among Board members and the Director. For each of the following statements, please check the response that most accurately reflects your view.

Question:	All	Most	Some	None
1. My colleagues work with, not around, my chairperson.				
2. My colleagues do not function as cliques within the Board.				
3. My colleagues follow the chain of command when dealing with issues related to staff and refer any issues about staff to the Director.				
4. My colleagues seek positive ways to resolve conflict within the Board.				
5. My colleagues represent and defend the corporate position even when they disagree with it.				
6. My colleagues speak favorably about our Division and its staff.				
7. My colleagues avoid grandstanding and calling attention to themselves at the expense of others.				
8. My colleagues share information pertinent to an issue even if it does not support their overall position.				
9. My colleagues avoid turning conflicts about issues into personal conflicts.				
10. When my colleagues are not speaking or directly involved in the discussion underway, their body language signals that they are still listening and participating.				
11. My colleagues treat other Board members with respect during the Board meetings.				
12. My colleagues treat staff with respect.				
13. The votes of my colleagues are based on the issues at hand and not on personalities.				
14. My colleagues avoid monopolizing discussions and provide everyone a chance to speak.				
15. My colleagues are patient and tolerant of me when my interests and priorities differ from theirs.				
16. My colleagues accept constructive criticism from the Board Chair or colleagues.				
17. When new members join the Board, my colleagues help them to “learn the ropes”.				

BOARD ANNUAL WORK CALENDAR

Meeting	Delegations & Linkages	Board Governance and Development	Strategic Planning and Discussion	Decision Items	Monitoring Items
August	Welcome Back Barbeque (August 31, 2012)		Annual calendar review	Approve CIAF plan	
September			Board Self-Evaluation Process SSBA resolutions, etc.	Approve Annual Calendar Approve Board Development Plan	2012 Board-Director Evaluation
October	2012 Board Elections (October 30, 2012) PAATA induction event (October 23, 2012)			5 Year Capital Plan	Audit Plan
November	Student Forum (November 27, 2012) City & SRSD Advisory Meeting (under review by City) Checkmark (November 26, 2012)	Organizational Mtg (October 30, 2012) Policy Review SSBA Convention (November 13-14, 2012) Board Governance Workshop (November 2-3, 2012)			
December	Board Christmas Social (December 19, 2012)		Review Continuous Improvement Report	Approve Audited Financial Statements	
January	PAATA Executive meeting (January 23, 2013) PARCSD Joint Board meeting (January 21, 2013) CUPE Executive meeting (negotiations in process)		Establish Board budget priorities	Approve CIAF report	

February	MLAs meeting (February 15, 2013) Chamber of Commerce Meeting (February 25, 2013)				
March	Media gathering City Council Joint meeting (April 29, 2013) Meeting with RM of PA (March 7, 2013) Student Forum (April 17, 2013) <i>Checkmark</i> (March 25, 2013)	Rural Congress (March 17 – 19, 2013)	Budget Development CIAF planning	School Year	
April	School tours (April 30, 2013 and May 8, 2013) Meeting with RM of Buckland (April 8, 2013) SSBA Public Section Meeting (April 15, 2013)	SSBA Spring General Assembly (April 11-12, 2013)	Review progress of Board Advocacy Plan	Approve draft Continuous Improvement Report	
May	Annual Meeting (May 13, 2013) SCC Public Engagement Session (April 26, 2013)			Approve Continuous Improvement Report	
June	SRSD Recognition Event (June 10, 2013) <i>Checkmark</i> (June 17, 2013)	Public Section Meeting (June 6-7, 2013)		Final budget approval	
July		CSBA Congress (July 4 – 6, 2013)			

Accomplishments

Regrets

Opportunities

Threats