EDMONTON
CATHOLIC SCHOOLS

FACILITATED BOARD SELF-EVALUATION PROCESS

Edmonton Catholic Schools

PROCESS

The annual facilitated Board self-evaluation process shall be completed in conjunction with the Chief Superintendent evaluation process described in the appendix to Policy 12 and entitled *Chief 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 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-Chief 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 are the Board goal(s) for the coming year.

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-Chief 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 *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. As governors of a Catholic school division, the Board has a dual role; the Board is accountable to the Minister of Education through the *Education Act* and to the local bishop through Canon Law.

In keeping with the teachings of the Catholic Church, and the authorities and responsibilities set out in the *Education Act*, Board policies, and all other legislation, the duty of the Board is to represent Catholic electors and advocate for publicly funded Catholic education in a broader context.

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 setting of clear strategic direction and the wise use of resources.

The Board must fulfill its key role of ensuring education in the Division is Christ-centered and models Catholic values.

FACILITATED SELF-EVALUATION OF PERFORMANCE

The *Education 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 Division which can hold the Board accountable for performing its legally defined role.

With reference to Board Policy 2 Role of the Board, the Board's Annual Board Work Plan and the minutes from regular 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.

Process: The Board will determine annually whether the Facilitated Self-Evaluation will be facilitated internally or externally. During a term of office, there must be minimally one externally facilitated self-evaluation.

The self-evaluation process is a two part process that considers a) the fulfillment of their role as defined by Board Policy 2 as well as b) the attainment of the goals that they have set out for themselves for the year.

Evaluation Tool: Board Self-Evaluation Survey

The Board Self-Evaluation Survey is designed to provide an evidence based reflective tool on the Board's fulfilment of its role. The tool correlates the role expectations of the Board as defined in Board Policy 2 with the authorities that it has delegated to the Chief Superintendent as outlined in Board Policy 12. It is understood that when the Board of Trustees votes to confirm that any quality indicator related to the performance of the Chief Superintendent as outlined in Board Policy 12- Appendix B has been met, that they are also confirming that their delegated authority has been met.

The survey tool also provides the opportunity for individual Trustees to reflect on how they have contributed to the Board's performance in an area as well as to identify opportunities for Board growth in their areas of responsibility. These areas for growth will form the basis for the Board Goals.

Each Trustee will complete the Board Self-Evaluation Survey and a review of the Board's progress in its goals for the year in advance of a Facilitated Self-Evaluation Workshop.

Part A: Board Functioning
The Facilitator will lead a collaborative discussion on how the Board has performed in each of its areas of responsibility based on the evidence provided by individual trustees in their survey. The facilitator will provide a summary of each section as outlined in the survey that includes additional evidence of success and potential areas for growth in the upcoming year.

Part B: Goal Setting
The Facilitator will lead a collaborative discussion of the Board's progress in each of it's goals for the past year. Using the identified areas for Board growth from Part A of the process, the Board will determine if each goal has been achieved or if it will continue with or without modifications. New goals may also be established at this time to address identified areas for growth.

Following the workshop, during a governance meeting, the Board finalizes the self-evaluation report and directions to be taken during the next evaluation period to strengthen Board functioning, including the Board goal(s). The Board also reviews the process tools and process structure and identifies any changes desired for the next evaluation period.

Conclusion: Board approves the positive path forward in a public Board meeting.