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## FACILITATED BOARD SELF-EVALUATION PROCESS

### Process

The annual externally facilitated Board self-evaluation process will be completed subsequent to the Superintendent evaluation process. The two evaluation processes are complementary in nature.

**Part 1:** 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 itself accountable for performing its legally defined role.

The evaluation process will refer to the *Board Governance Work Plan Calendar*, the Board's goals, the Board's Advocacy Plan, and the motions passed during Regular and Special meetings. Individual trustees will assess the corporate Board's effectiveness relative to each role indicator. The objective is to identify areas of strength on which to build and specific changes for greater effectiveness.

**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 are vital to the effective functioning of the Board.

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

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

**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:** The Alberta School Boards Association survey allows the Board to consider data that informs the Board of its effectiveness.

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

**Evaluation Tool:** Review the summary of Board motions to ensure the entire Board policies are subjected to review and revision, identify any lack of alignment of practice with policy (e.g., from review of motions) and make revisions as required in policy or practice as deemed appropriate.

**Part 7:** Review Board actions through a research-informed leadership lens and then create Board goals:

**Evaluation Tool:** The Board's *Annual Governance Work Plan Calendar* and Lencioni's Leader Reflective Questions (*The Advantage*, 2021)

- Why do we exist?
- How do we behave?
- What do we do?
- How will we succeed?
- What is most important right now?
- Who does what?

**Part 8:** Board approves the direction to be taken to strengthen the Board's governance, including setting of Board priorities.

**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 Board's Self-Evaluation goals in a Public Board meeting.

Legal Reference: Section 33, 51, 52, 53, 54, 60, 67, 139, 222 Education Act  
Fiscal Planning and Transparency Act  
Local Authorities Elections Act  
Borrowing Regulation  
Disposition of Property Regulation  
Early Childhood Services Regulation  
Investment Regulation  
School Fees Regulation  
Truth and Reconciliation Commission Calls to Action

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