



Christ the Teacher Catholic Schools **Board Policy**

Policy Title: Board Self-Appraisal

Code:

BP 2.1

Board self-appraisal provides more than just accountability and communication. It provides an opportunity for building the best possible leadership for the division and community. Commitment to quality, excellence, continuous learning, and local control of the educational system is demonstrated when the Board leads by example.

This policy and related documents are designed to provide both a clear objective system for board appraisal and flexibility. Part 1 of the appraisal follows a set of performance standards focused on the roles, responsibilities and work of the board. Part 2 focuses on the board's performance in supporting the achievement of division goals.

1. Why self-evaluate?

- 1.1. The culture of an organization is set at the top, and it is no different for school and educational organizations. The Board must provide strong, effective leadership to meet the challenges faced by education today.
- 1.2. The Board directs the affairs of the division by developing policy, setting goals, communicating and evaluating, all with a focus on the achievement and best interests of all students in the division.
- 1.3. Self-appraisal by the board provides valuable information, discussion and communication for system improvement.

2. The monitoring process of the school division's performance is synonymous with the assessment of the performance of the Board of Education and the Director of Education.

- 2.1. The process shall involve all members of the Board of Education and the Director of Education.
- 2.2. The Board of Education shall evaluate itself as a corporate body.
- 2.3. Appraisal procedures shall provide for formal and informal monitoring, shall be so designed as to be flexible and constructive, and shall facilitate the planning cycle of the division.

- 2.4. The Board may engage an external facilitator to assist with the appraisal process. Where an external facilitator is engaged, it shall be for a specific reason defined clearly by the Board.
3. The periodic Board self-appraisals can be a very helpful way for the Board to assess its performance and to determine those areas which need attention. The principles upon which board self-appraisal is based are as follows:
 - 3.1. A learning organization or a professional learning community is focused on the improvement of practice;
 - 3.2. A pre-determined process for appraisal strengthens the governance functions and builds credibility for the Board; and
 - 3.3. An evidence-based approach provides objectivity.
4. The Board self-appraisal provides an opportunity to:
 - 4.1. Promote Board accountability;
 - 4.2. Clarify the distinction between Board and Director responsibilities;
 - 4.3. Assess the ability of the Board and Director to work together as an effective leadership team;
 - 4.4. Support the growth of Board members as educational governors and policy makers for the division;
 - 4.5. Improve decision making by enhancing a common understanding of philosophies and goals;
 - 4.6. Provide a starting point for effective and productive goal setting and long range planning;
 - 4.7. Determine progress toward stated goals of the division;
 - 4.8. Identify challenges, opportunities, and preferred futures for the division;
 - 4.9. Promote open communication among Board members;
 - 4.10. Allow for reflection by Board members on their individual and collective behavior and performance;
 - 4.11. Allow new Board members an opportunity to understand Board processes;
 - 4.12. Resolve differences of opinion and challenge assumptions; and

4.13. Provide insight into how and why decisions are reached.

5. The board self-appraisal will be conducted utilizing the *Board of Education Self-Appraisal Guidebook*.

Reference: Sections 85 87 Education Act

Date Issued: September 9, 2013

Date Revised: