

The Board believes that their job performance should 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.

The objectives of the evaluation are:

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.
2. Personal professional growth and development based on information from the Board, administrative staff, district employee groups and other educational partners in the district.
3. Constructive and effective working relationship in maintaining productive communication with the staff and each other.

Certain conditions are recommended to help the Board meet this goal:

1. Holding the evaluation at a scheduled time and place such as a planning meeting or in camera meeting and with all Board members present.
2. Developing a composite of individual members' opinions and discussion of the results by the Board as a whole.
3. Supporting each judgement with as much rationale and objective evidence as possible.

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.

The current regulation to support this policy is as follows:

	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,	Fosters genuine enthusiasm and commitment for the job. Members are there because	

	out of duty and obligation. They often miss meetings or fail to keep their promises.	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)	