

**DATE:** September 16, 2014

**TO:** Board of Trustees

**FROM:** Trustee Orville Chubb, Superintendent and Board Evaluation Committee, Chair  
Trustee Sarah Hoffman, Superintendent and Board Evaluation Committee  
Trustee Ken Gibson, Superintendent and Board Evaluation Committee

**SUBJECT:** 2013-2014 Board Self-Evaluation

**ORIGINATOR:** Dr. Sandra Stoddard, Executive Director, Governance and Strategic Support Services

**RESOURCE STAFF:** Manon Fraser

**REFERENCE:** [Trustees' Manual – Board Committees - Board and Superintendent of Schools Evaluation Committee Terms of Reference](#)

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**ISSUE**

The Board of Trustees annually provides a summary report of the Board's self-evaluation survey results to the public. The summary report will be given verbally by the Chair of the Board and Superintendent Evaluation (BSEC) Committee at the September 16, 2014 public board meeting.

**BACKGROUND**

Each year, the Board of Trustees conducts a self-evaluation to assess its performance with respect to the Board's roles and responsibilities. The purpose of a board evaluation is to review the Board's performance with the goal of determining:

- (a) what is being done well, and
- (b) what aspects of Board activity require improvement and a corporate commitment to Board development.

From June 9, 2014 to July 7, 2014, Trustees completed a comprehensive on-line, summative board self-evaluation survey (ATTACHMENT I). This self-evaluation gathered both qualitative and quantitative data in eleven key areas comprised of 112 performance indicators. Trustees were asked to rate the Board's overall effectiveness on each indicator using a four-point rating scale. In addition, below each of the eleven key areas, Board members were requested to describe one or more examples that illustrated or supported their rating. This qualitative data provided additional context for the ratings and is useful for the Board in the development of their strategic work plan. On August 27, 2014 the Board held a Trustee retreat to review the feedback and data for the Board self-evaluation. This report reflects additional feedback provided at that time.

**RELATED FACTS**

Strengths were identified in eight of the eleven key areas. The average rating of each area is reported in brackets.

- Board and Superintendent Relationships (3.61);
- Decision Making (3.46);
- Mission, Vision and Values (3.38);
- Community Relations (3.24);
- Policy Governance (3.22);
- Committee and Representative Work (3.17);
- School Board Relationships and Conduct (3.17); and
- Climate and Culture (3.02).

Specifically, Trustees indicated that the following themes contributed to their overall success in these key areas:

- The relationship between the Board and the Superintendent is strong. The Board reported that ongoing, open, honest and transparent communication mechanisms are in place, fostering trusting relationship between the Board and the Superintendent. It was felt that the sharing of complete and unbiased information has resulted in organizational respect. The Superintendent's openness to conducting a 360-degree evaluation was commended.
- The Board reported that they have become a cohesive team, built on a foundation of collegiality and a value for democratic governance. These are factors that they believe have contributed to a strength in the area of decision making. In addition, it was noted that all Trustees exercised their opportunity to ask questions before voting and made decisions through a lens of what is best for students. The Board is proud of actively seeking out student voice to support decision making and taking responsibility for actions once decisions were made.
- The development of the Vision, Mission, Values and Priorities was a very comprehensive, evidence-based and inclusive process that has, and will, continue to support strategic planning, policy development and decision making throughout the four-year term of the Board. This was the first time the Board and Administration co-created the Vision, Mission, Values and Priorities. The Board felt this resulted in strategic alignment between the governance work of the Board, and the Administration. Collectively the Board and the Administration are living the values of equity, collaboration, accountability and integrity.
- Stakeholder and community engagement was a common priority identified by Trustees. They voiced a continued commitment to engaging parents and the community by providing ongoing opportunities for input and feedback into decision making. Being more proactive in their communication with the public was also identified as an area of continued importance.

Aspects where the Board desires further development were noted. These key areas are:

Results Oriented (2.77);  
Alignment of Resources (2.77); and  
Budget (3.0)

Trustees identified the following as areas for further growth:

- The Board sees an opportunity for the strategic use of data to guide evidence-based decision making and to tie performance measures to the evaluation of the Board and the Superintendent. The Board is pleased to know that metrics and an online dashboard are currently being developed to support public accountability, decision making and resource allocation.
- While the results review and budget planning process were identified as excellent ways to update Trustees on the progress being made at the school and department level, there is a desire to produce a summary of the Annual Education Results Report (AERR) that provides parents and community members with easy-to-understand information relative to District progress.
- Making decisions around the distribution of District funds is a responsibility the Board takes seriously. Further building the expertise of the Board in the area of budget/finance, and audit processes were identified as priorities. As such, the Board will engage in professional development in these areas.
- Distributing funds equitably continues to be a concern; however, the Board is optimistic that their approval of the establishment of an Equity Fund will help to support the success of all students.
- Concerns continue to persist around adequate, predictable, sustainable funding. Resource constraints were reported to be one of the Board's biggest challenges. The Board acknowledges that the classrooms of today are more complex and diverse than in the past, and ensuring the success of all students will require more resource support. In addition, a sense of urgency was expressed around advocating for new schools in areas where growth pressures exist. The Board places a high priority for focused advocacy in this area.

#### **CONSIDERATIONS & ANALYSIS**

This was the first year in a four-year term for this Board of Trustees. An annual evaluation report being delivered at this time of year will support the transition to a second year of office. The strong working relationship between the Board, the Superintendent and Administration; the development of metrics tied to District Priorities and using this data to support the Board in making evidence-based decisions will be key strategies to support the achievement of the District Mission, Vision and Priorities. Stakeholder and community engagement was a common value identified by Trustees. Collectively, they voiced a continued commitment to engage parents and the community by providing ongoing opportunities for input and feedback into decision making. Moving forward into the second year, there will be a strong generative governance focus, of which stakeholder voice and engagement will be a priority.

**NEXT STEPS**

The Board report will be used to inform action planning, the development of a strategic work plan and identification of a targeted Board professional development plan.

**ATTACHMENTS & APPENDICES**

ATTACHMENT I      2013-2014 Board Self-Evaluation Instrument

SS:mmf

## About the Board Evaluation Questionnaire

The questionnaire is organized into sections around the Board's Role and Responsibility statement. The Board has a number of reference/source documents which address board governance and how the Board will carry out its role and responsibilities:

- Province of Alberta School Act
- Board Role and Responsibility Statement
- Principles of Board Operation
- Board Committees
- ASBA – Role of the School Trustee
- Trustee Code of Ethics

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### District Vision, Mission, Values and Priorities

#### Vision

Transforming the learners of today into the leaders of tomorrow.

#### Mission

We inspire student success through high quality learning opportunities, supported by meaningfully engaged students, parents, staff and community.

#### Values

Supporting the Vision, Mission and Priorities are the District's core values of accountability, collaboration, equity and integrity.

#### District Priorities 2014-2018

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

## Completing the Board Evaluation Questionnaire

For each section of the online questionnaire, there is a listing of board objectives derived from some of the source documents related to the section question(s) for Trustee reference and consideration. Trustees may want to refer to the specific source documents or consider other indicators such as significant board events and decisions over the past year.

For each question, Trustees are asked to provide a rating for each question on a four-point scale. Trustees are encouraged to describe one or more examples that illustrate or support their rating. This qualitative data will be helpful during the discussion of the results of the evaluation and will be used to inform action planning.

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Trustees completed the evaluation individually using the following rating scale:

4 - Fully Achieved -

(The Board is a model of excellence)

3 - Mostly Achieved -

(The Board is very effective and demonstrates an area of strength)

2 - Partially Achieved -

(The Board's performance is satisfactory/ demonstrates an area for potential growth)

1 - Beginning to Achieve -

(The Board's performance is not satisfactory/demonstrates an area requiring immediate attention)

Each board member is required to complete the on-line evaluation by June 28, 2013 so that the results can be electronically compiled.

## MISSION, VISION AND PRIORITIES

**1. Stakeholder representatives (school board, executive team, central staff, school staff, employee organizations, students, parents and the community) helped to create the vision, mission and priorities.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

**2. We discussed the core beliefs and values of our school district and community, and ensured these values were reflected in our vision, mission and priorities.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

**3. We have a written vision, mission and priorities that guide decision making and commits the success of all students as the top priority.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

**4. Our vision, mission and priorities are clearly articulated and known to all stakeholders.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

**5. The vision, mission and priority statements are prominently displayed, regularly communicated and referred to often when making decisions.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

**6. We frequently revisit and reaffirm our vision to ensure our constancy of purpose.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

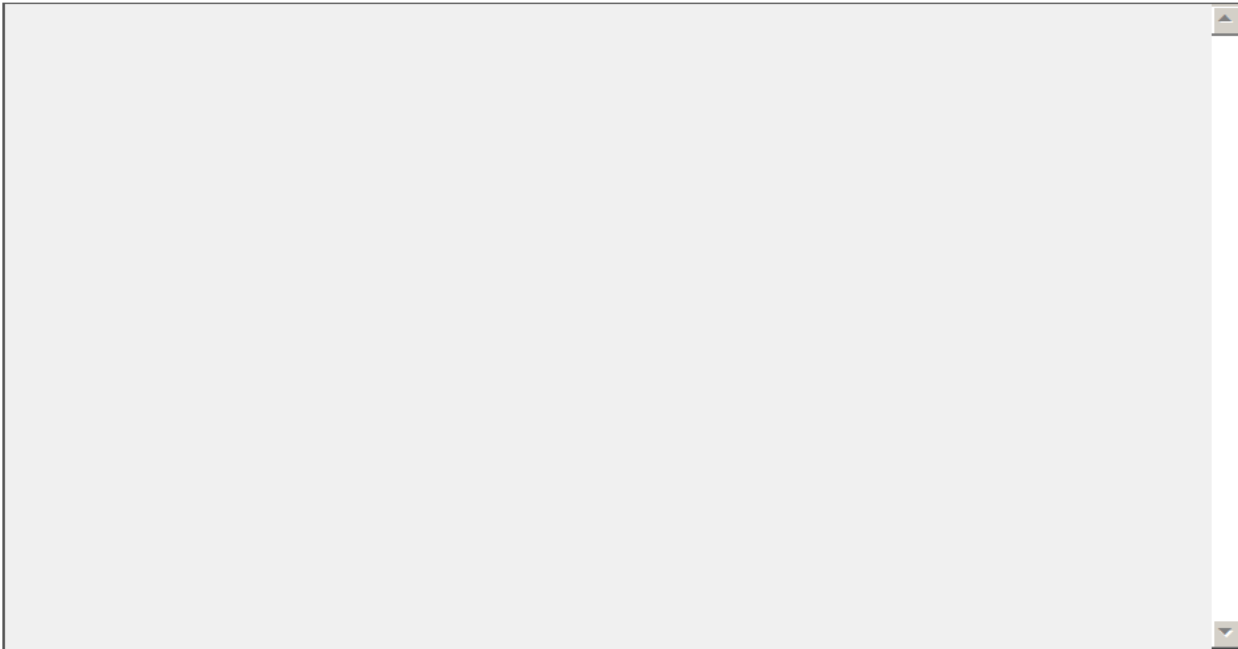
**7. Our vision, mission and priorities form the basis for our strategic planning and policy decisions.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

**8. We base our resource and budget decisions on our vision, mission and priorities.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

**9. Use the space below to describe one or more examples that illustrate your response:**





## RESULTS ORIENTED

### **10. Our district publishes an annual report of progress (Annual Education Results Report).**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

### **11. Our annual report includes data on student achievement and district performance related to district priorities and goals.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

### **12. The format of our report is consistent from year to year and includes data from prior years.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

### **13. The report is shared with stakeholders and used to develop targets around areas for growth.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

### **14. We produce a summary of the Annual Education Results Report that provides parents and community members with easy to understand information about the district's progress.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

**15. Our Board compares our data with data from other districts that are similar to ours.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

**16. We disaggregate our data to measure the success of all students (Special Needs; ELL, FNMI).**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

**17. We use our student achievement data to make decisions and establish district priorities.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

**18. We communicate to the public how our decisions are linked to student achievement data.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

**19. We tie our evaluation of ourselves, as a Board, to our results.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

**20. We tie the evaluation of the Superintendent to the results of our students.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

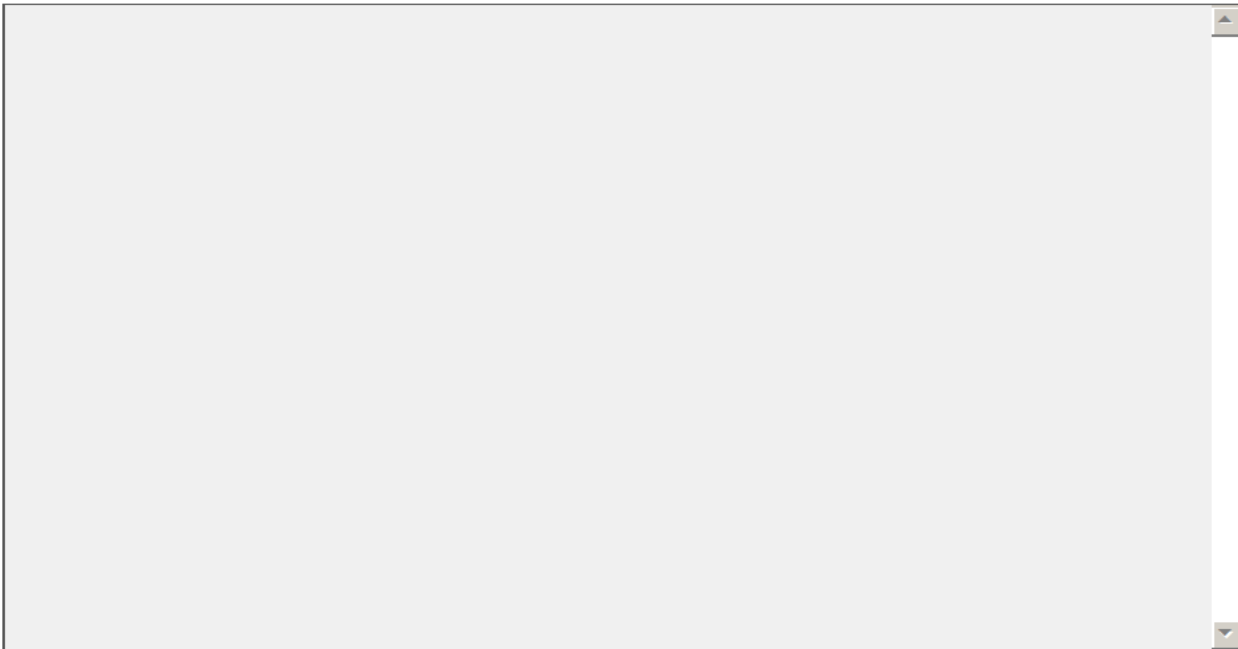
**21. Annual reports and Results Reviews provide clear evidence of progress towards achieving our priorities and goals. Consistency is needed.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

**22. Annual reports and Results Reviews are used to guide reflection, questions and dialogue that enhance decision making and lead to the identification of areas requiring additional focus.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

**23. Use the space below to describe one or more examples that illustrate your response:**



## ALIGNMENT OF RESOURCES

### **24. We have established a specific and limited set of priorities for improving student learning that gives everyone in the district clear focus.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

### **25. We ensure resource equity by providing additional supports to students and schools with higher needs.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

### **26. We use the budget as a vehicle to accomplish our mission, vision and priorities.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

### **27. Programs and initiatives are added, continued, changed or deleted based on analysis of results, district priorities and available resources.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

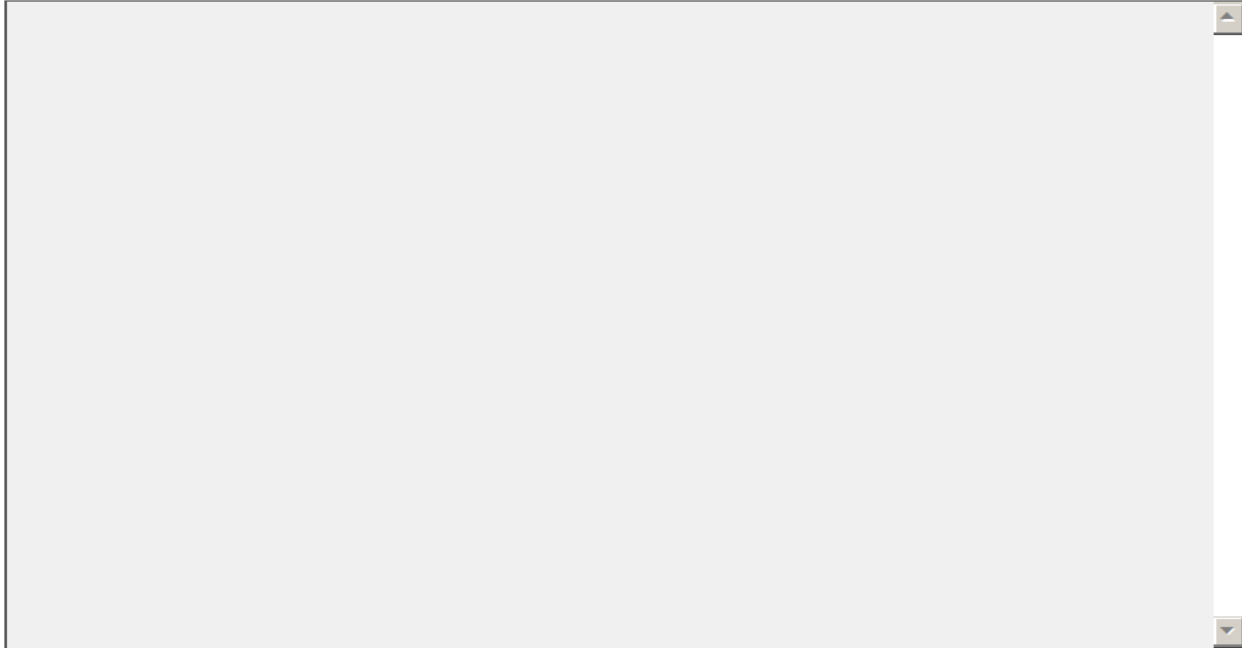
### **28. We consider the strengths, expertise and capacity of district staff when making resource decisions.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

**29. Plans and actions in the area of infrastructure (eg. Three Year Capital Plan, Infrastructure Strategy, Ten Year Facilities Plan) clearly support the vision, mission and priorities.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

**30. Use the space below to describe one or more examples that illustrate your response:**



## BUDGET

### **31. The budget planning and allocation process is clear and communicated to the district and the public.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

### **32. The budget planning process involves community input.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

### **33. We demonstrate our fiduciary responsibility by maintaining an Audit Committee that assists us in mitigating present and future risks to the District.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

### **34. Financial statements are thoroughly reviewed and we seek legal and ethical compliance assurances from the Superintendent.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

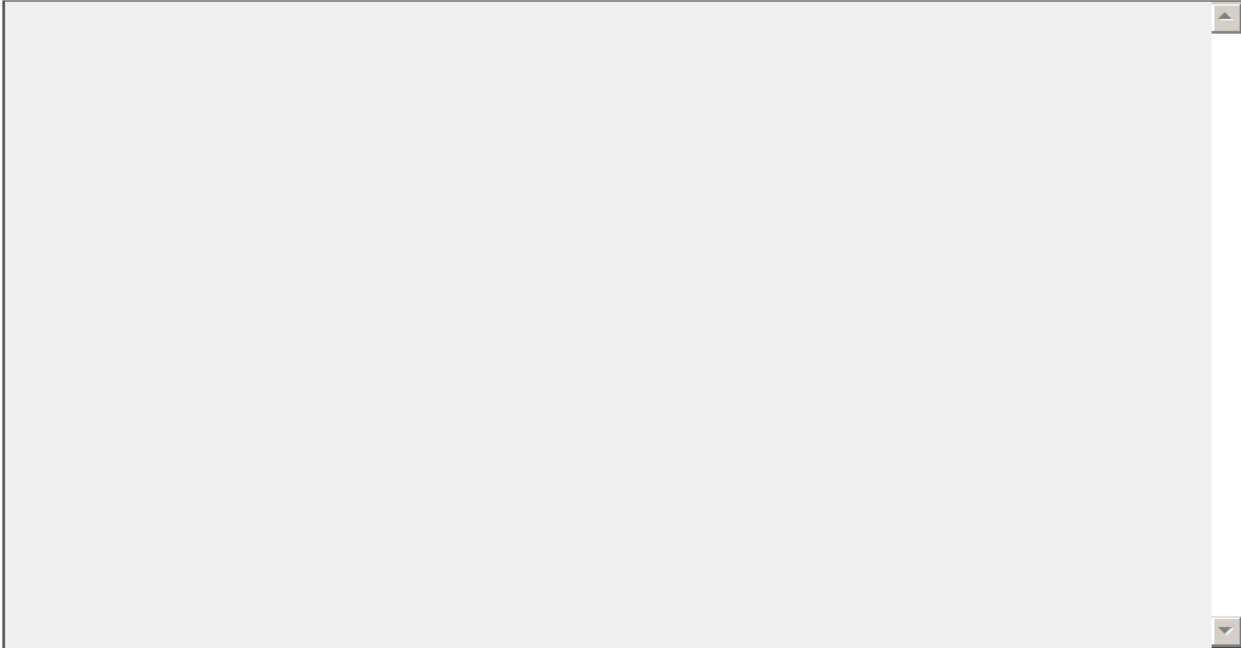
### **35. We report regularly to the public on the District's financial position and future.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

**36. We advocate for adequate, predictable and sustainable funding.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

**37. Use the space below to describe one or more examples that illustrate your response:**



## CLIMATE AND CULTURE

### **38. We model the core values and beliefs of our shared vision and mission.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

### **39. We have created a climate that values and celebrates staff and students for high achievement and high levels of improvement.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

### **40. We are building a diverse workforce that reflects our student population.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

### **41. We promote continuous learning in which change, innovation and creativity is embraced as a value.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

### **42. We foster a culture that supports the belief that all children can learn at high levels and have policies to reflect this philosophy.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)



**43. We ensure periodic assessment of school climate throughout the District through attendance data, discipline data, staff turnover data, surveys of students, staff, and parents, and student enrolment trends.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

**44. We ensure a safe, caring and respectful working and learning environment for staff and students.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

**45. We value distributed leadership that results in decisions being made at the level closest to implementation.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

**46. We demonstrate our value of building leadership capacity.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

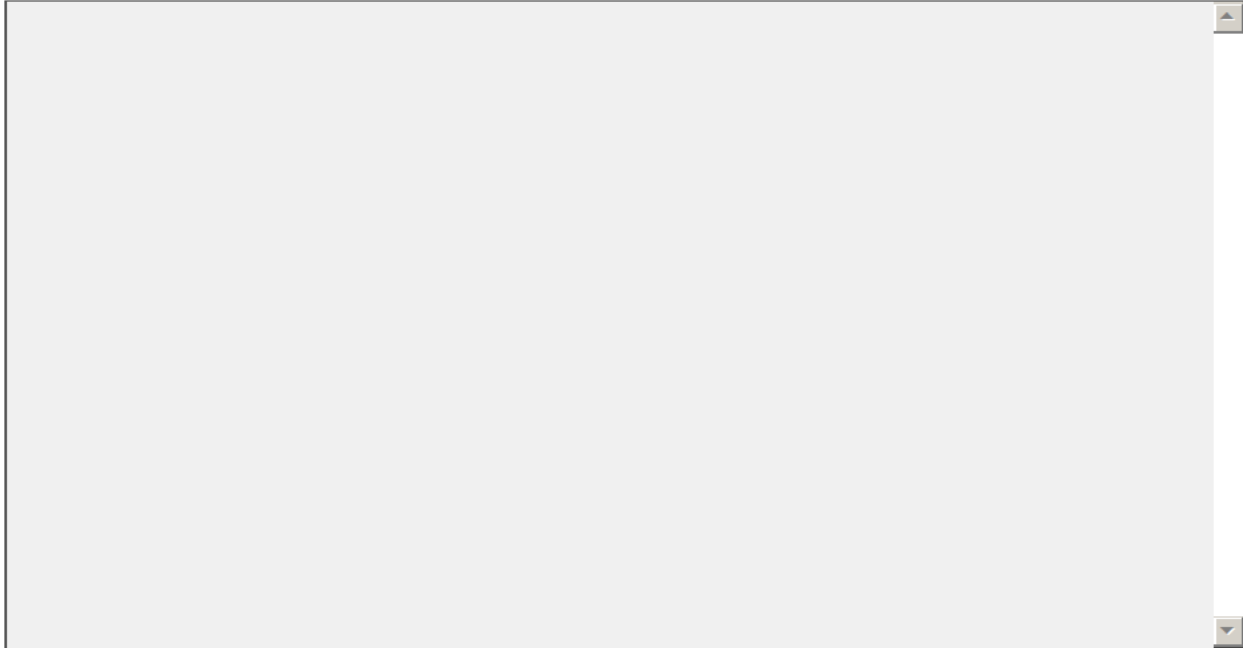
**47. We demonstrate our commitment to continuous improvement by engaging in ongoing professional development related to governance.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

**48. We value transparency.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

**49. Use the space below to describe one or more examples that illustrate your response:**



## SCHOOL BOARD AND SUPERINTENDENT RELATIONSHIPS

**50. We seek to maintain a professional relationship with the Superintendent and understand, and respect the executive function of the role.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

**51. Ongoing, open, honest, transparent communication mechanisms are in place, fostering trusting relationships between the Board, Superintendent and administration.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

**52. Full, complete and unbiased information is shared between the Board and the Superintendent to maintain an organizational culture of respect and trust.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

**53. We receive advice from the Superintendent in a respectful manner.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

**54. We are kept informed in a timely fashion on district matters.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

**55. In searching for the best solutions, we demonstrate respect for healthy debate and the value of democratic decision-making.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

**56. Our Board and the Superintendent share a common understanding of the district culture.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

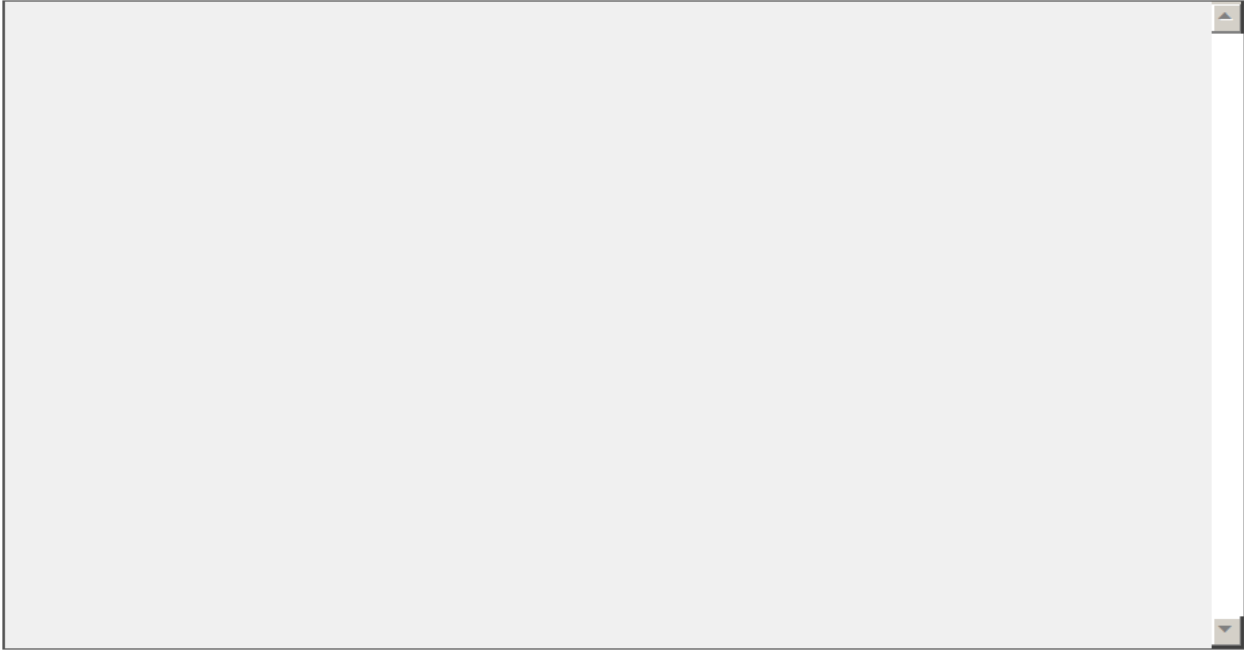
**57. The Superintendent's performance is regularly assessed and communicated in consideration of agreed-upon indicators. The evaluation process for the Superintendent is fair and valid.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

**58. We hold the Superintendent accountable for implementation of the policies (including the mission, vision, and priorities) and achievement of the strategic plan.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

**59. Use the space below to describe one or more examples that illustrate your response:**



## SCHOOL BOARD RELATIONSHIPS AND CONDUCT

### 60. We cooperate with each other to get the work done.

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

### 61. We respect the confidentiality of private conversations.

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

### 62. We are respectful of everyone's time: our own, staff's, and community members'. This includes being on time and prepared for meetings.

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

### 63. We model respect and courtesy for all through our choice of words, body language, and actions.

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

### 64. We endeavor to keep each other well informed as to our actions and comments.

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

**65. We model ideals of democracy by engaging fully in debate, disagreeing respectfully, and being open to the ideas and opinions of others.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

**66. We refrain from expressing how we will vote in the media, websites, blogs, correspondence, or in private conversations with community members but freely discuss various considerations that will inform the upcoming discussion.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

**67. When asked about a board decision we fairly reflect the discussion, demonstrate support for the democratic process, and focus on next steps.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

**68. When asked about a board decision we fairly reflect the discussion, demonstrate support for the democratic process, and focus on next steps.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

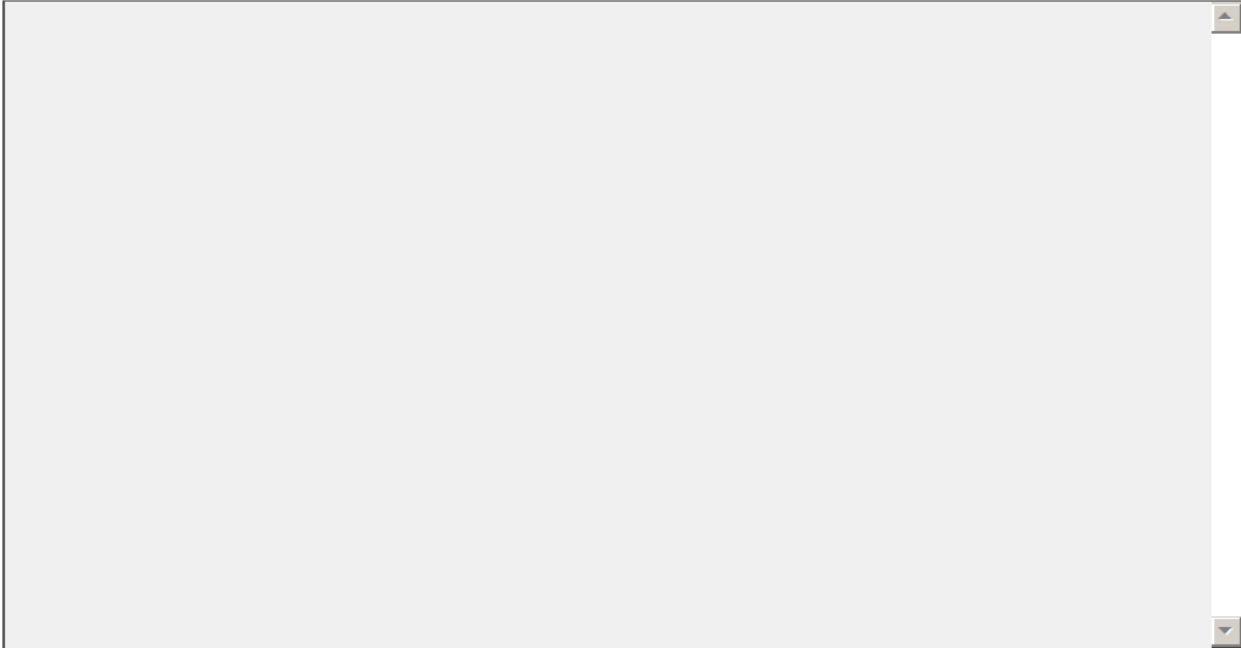
**69. The system for addressing divergence from our protocols is clear and followed.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

**70. We share the responsibility of representing the Board at EPSB and partner events.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

**71. Use the space below to describe one or more examples that illustrate your response:**





## COMMUNITY RELATIONS

### **72. Our communication with stakeholders and the community is a two way process.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

### **73. We have policies and practices in place to encourage parents to be active partners in their children's education.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

### **74. We encourage parents and members of the community to share responsibility for the success of schools and students.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

### **75. Our communication with the media is effective.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

### **76. We use social media responsibly.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

**77. We provide opportunities for stakeholder and community input into key actions of the Board.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

**78. Our vision and priorities reflect community needs and interests.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

**79. We engage communities before important decisions are made and invite them to keep us informed about emerging issues and opportunities.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

**80. We work to maintain and develop Partnerships with organizations, other districts and government to serve the needs and achievement of students and the District.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

**81. We regularly report on student achievement and accomplishment of District priorities to the public.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

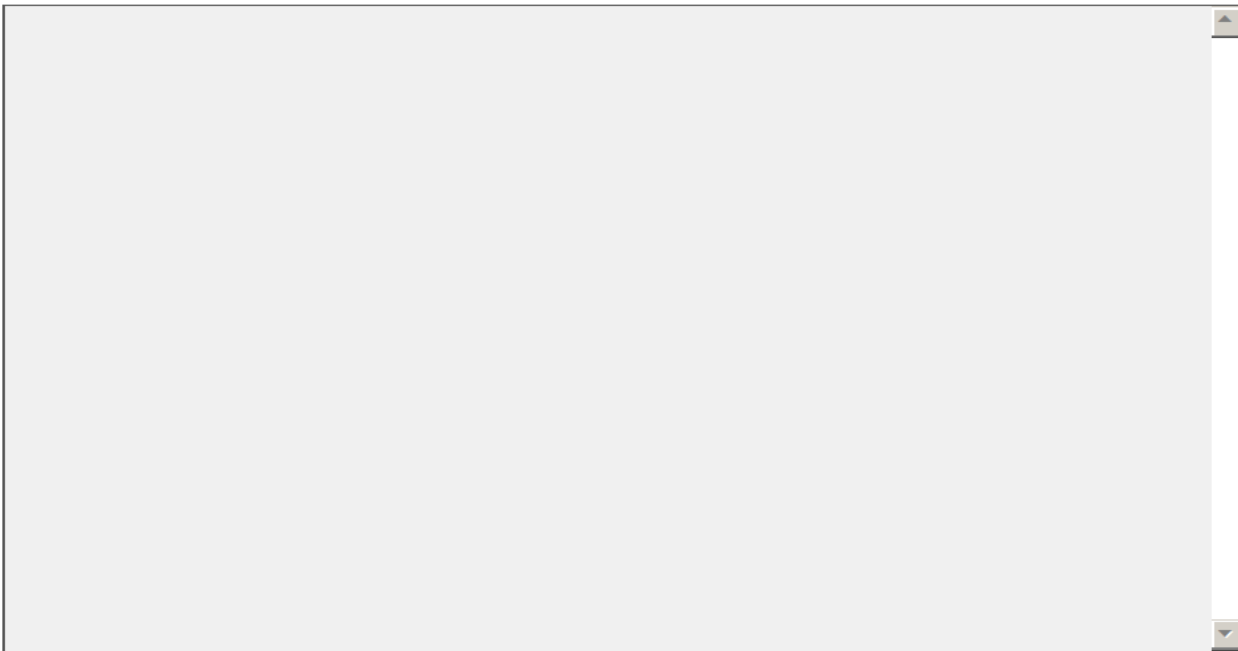
**82. We communicate regularly with other elected officials to ensure public education is a top priority for investment and support.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

**83. We actively seek out student voice and perspective.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

**84. Use the space below to describe one or more examples that illustrate your response:**



## POLICY GOVERNANCE

### 85. Our policy-making process is well-defined and understood.

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

### 86. Opportunities are provided for stakeholders and the public to give input to policy decisions and planning.

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

### 87. The policy manual is updated regularly.

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

### 88. The policies are clearly communicated to stakeholders.

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

### 89. Board policies are accessible.

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

**90. The policy process provides timely guidance for the operation of the school district.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

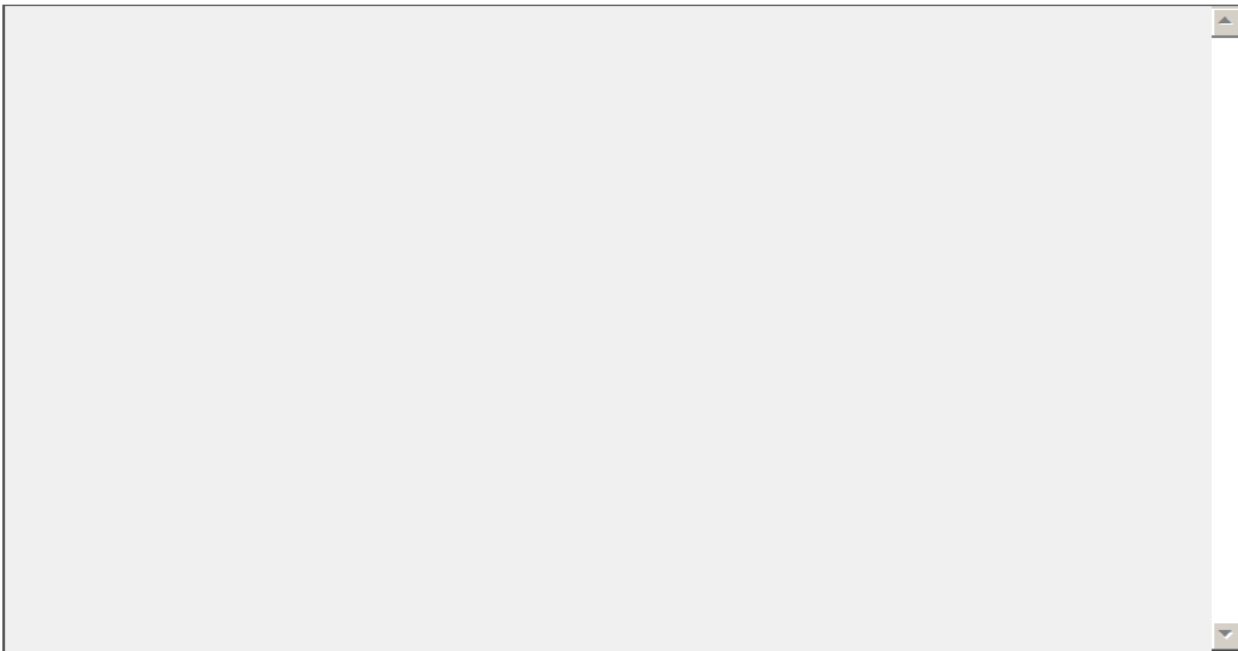
**91. We use policy as our primary governance tool to articulate our goals, define principles that guide the actions of the administration and assess the effectiveness of decisions.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

**92. We monitor the implementation of our policies.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

**93. Use the space below to describe one or more examples that illustrate your response:**



## COMMITTEE AND REPRESENTATIVE WORK

### **94. We approve the Terms of Reference and scope of work for all Board committees and Board representatives to external organizations.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

### **95. The roles and responsibilities of each committee, and each representative, clearly assist us in achieving our roles and responsibilities.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

### **96. Each committee and representative provides written reports and recommendations to assist us in our work.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

### **97. Committees and representatives do background reading and consult with staff, when required, before they make recommendations to the Board.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

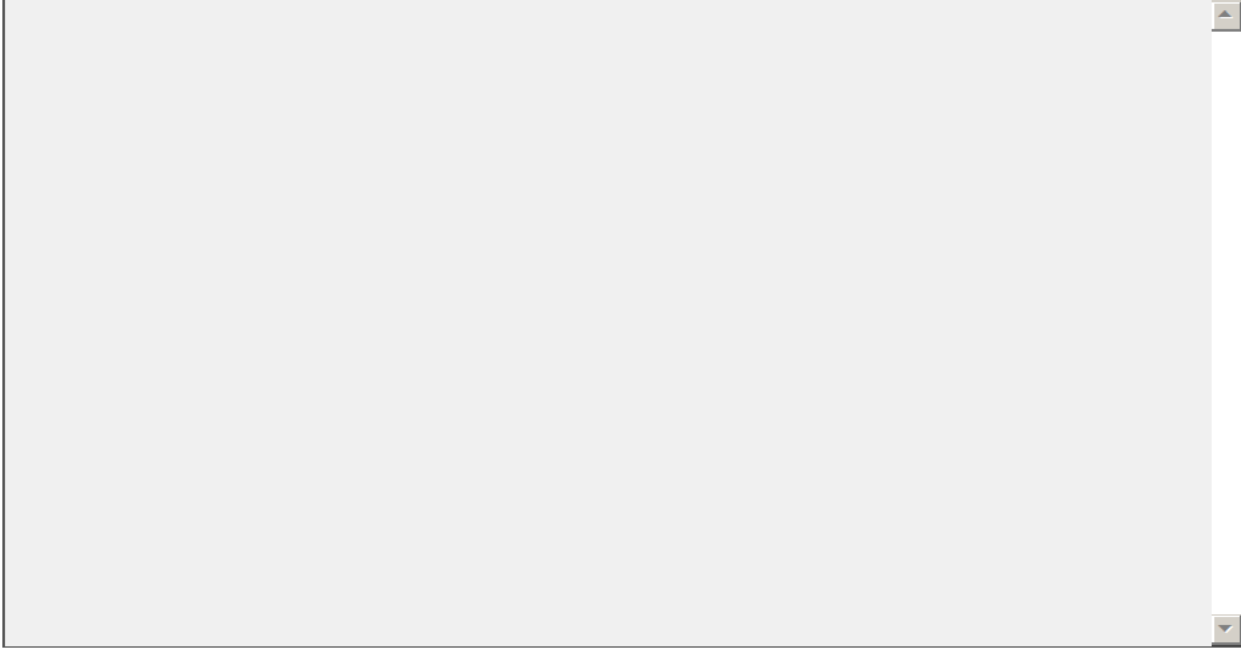
### **98. We share the responsibility of committee work and board representation on external committees and boards.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

**99. Each committee uses staff support effectively to achieve its goals.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

**100. Use the space below to describe one or more examples that illustrate your response:**



## DECISION MAKING

### **101. We wait to make decisions until complete information is available.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

### **102. Decisions are made based on analysis of risks/benefits/implications.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

### **103. Members of the public have opportunities to express their opinions before decisions are made.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

### **104. Each Trustee has an opportunity to ask questions and to speak before the Board votes on issues.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

### **105. We stay focused on issues and not personalities.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)



**106. We explore consequences of potential decisions and engage in “If, then” discussions.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

**107. We make decisions based on what is best for students.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

**108. We make decisions on the basis of facts and evidence, not hearsay.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

**109. All decisions are made or ratified in public.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

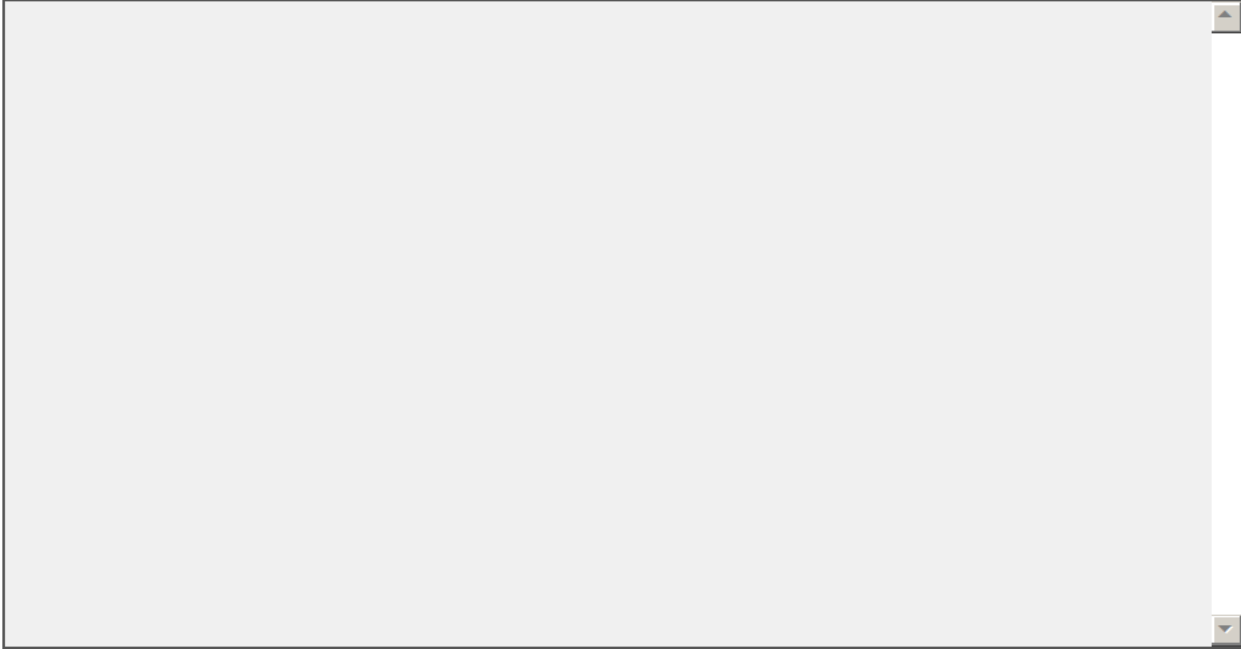
**110. We are not involved in decision making if there is a conflict of interest.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

**111. We take responsibility for decisions once they are made.**

- ☐ 4 - Fully Achieved (The Board is a model of excellence.)
- ☐ 3 - Mostly Achieved (The Board is very effective/demonstrates an area of strength.)
- ☐ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ☐ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

**112. Use the space below to describe one or more examples that illustrate your response:**



**113. What was the proudest moment for the Board this year?**

