

DATE: September 22, 2015

TO: Board of Trustees

FROM: Trustee Sherry Adams, Board and Superintendent Evaluation Committee
Trustee Ken Gibson, Board and Superintendent Evaluation Committee, Chair

SUBJECT: 2014-2015 Board Self-Evaluation

RESOURCE

STAFF: Dr. Sandra Stoddard

REFERENCE: [Trustees' Handbook - Section 6.1.3 \(page 54\) – Board and Superintendent of Schools Evaluation Committee](#)

ISSUE

The Board of Trustees annually provides a summary report of the Board's Self-Evaluation survey results from the previous school year to the public.

BACKGROUND

Each year, the Board 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.

In the past, Trustees have been asked to complete an online survey in which they evaluate eleven key performance areas by rating a number of individual indicators of success underneath each section. Feedback from the last administration of the Board Self-Evaluation online survey revealed that this process was cumbersome. In response, the Board and Superintendent Evaluation Committee simplified the evaluation instrument, requiring Trustees to only provide an overall rating for each of the eleven key performance areas (with the indicators of success remaining in the tool to support trustees in determining the overall rating). Consistent with the previous Board evaluation, below each key area, Board members have an opportunity to provide further information by describing one or more examples that illustrate or support their rating.

From April 7 to April 14, 2015, Trustees completed an online 2014-2015 Board Self-Evaluation survey – a copy of the survey instrument is provided in Attachment I. Trustees were asked to rate the Board's overall effectiveness on each key area using a four-point 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 growth
- 1 - Beginning to Achieve – The Board's performance is not satisfactory/demonstrates an area requiring immediate attention

CURRENT SITUATION

A high-level summary of the eleven areas, from highest to lowest rating, is provided below and is being reported to the public as part of the Board's annual accountability practices.

Mission Vision, Values and Priorities: This area received a 100 per cent positive rating (71.43% fully achieved, and 28.57% mostly achieved). Qualitative comments indicate that the Board is proud of the work they have accomplished in establishing direction for the District. The Board feels that, in two years, they have developed and internalized the Vision, Mission Values and Priorities. They report there is strong evidence these are in the forefront of all decision-making made by the Board and Administration.

Board and Superintendent Relationships: This area received a 100 per cent positive rating (57.14% fully achieved, and 42.86% mostly achieved). Qualitative comments indicate that the Board and Superintendent's relationship is strong and is grounded in ongoing, open, honest and transparent communication. The Board stated that the Superintendent is very approachable and full, complete and unbiased information is shared between the Board and the Superintendent; resulting in an organizational culture of respect and trust. The process used for the Superintendent of Schools' evaluation is strong - performance is assessed regularly and he is held accountable for the achievement of the strategic plan.

Decision-Making: This area received a 100 per cent positive rating (57.14% fully achieved, and 42.86% mostly achieved). Qualitative comments indicate that, on rare occasions, decisions can be so time-sensitive that it is difficult to know if the situation is covered but, for the most part, the Board feels they receive adequate and timely information to make effective and evidence-based decisions that serve the needs of students.

Committee and Representative Work: This area received a 100 per cent positive rating (42.86% fully achieved, and 57.14% mostly achieved). Qualitative comments indicate that streamlining Board Committees and focusing on priorities has enabled them to be more effective and strategic in meeting the needs of the District. It was also felt that committee structures supported Trustees in engaging in committee work that directly aligned to their particular areas of interests. Individual Trustee comments included a desire for a resolution on ASBA-related matters so that the Board can focus on District issues.

Results Oriented: This area received a 100 per cent positive rating (14.29% fully achieved, and 85.71% mostly achieved). Qualitative comments indicate that the Board is results oriented and is developing processes to use data to guide decision-making. The development of a dashboard and ongoing results review processes are examples of the Board's commitment to evidence-based practices. The Board reported that the Annual Education Results Report is focused on student achievement data and district performance measures that provide clear evidence of progress towards achieving our priorities and goals.

Budget: This area received an 85.70 per cent positive rating (28.57% fully achieved, and 57.14% mostly achieved). Qualitative comments indicate that the Board has good processes in place for public accountability relative to the budget. While the Board continues to advocate for adequate, predictable and sustainable funding, this is an area that will require focused attention. The Board believes that having the Audit Committee comprised of the Committee of the Whole demonstrates its commitment to its fiduciary responsibilities. An area for improvement was noted with respect to ensuring that budgetary decisions remain at the big-picture level and not on minor items.

Climate and Culture: This area received an 85.70 per cent positive rating (28.57% fully achieved, and 57.14% mostly achieved). Qualitative comments indicate that achievements are celebrated throughout the District, collaborative work is occurring in catchments and, as a result, innovative and creative work is happening. The Board has created a culture of respect for each other and engages in continuous learning. The Board recognizes the importance district culture plays in the attraction, recruitment and retention of staff required to meet the needs of its diverse student population.

School Board Relationships and Conduct: This area received an 85.70 per cent positive rating (28.57% fully achieved, and 57.14% mostly achieved). Qualitative comments indicate that the Board is cohesive and respectful of one another. They value the strengths each Trustee brings to the Board. Good working relationships have been developed and they have created a safe environment to question the status quo, voice opinions and disagree without being disagreeable. Suggested improvements were noted in ensuring that Board meetings are more efficient and that they remain within reasonable time frames. There was a comment that all Board members should be attending all Board-hosted events.

Policy Governance: This area received an 85.70 per cent positive rating (14.29 fully achieved, and 71.43% mostly achieved). Qualitative comments indicate that the Board feels that the policy development process is strong. Suggested improvements were to review the overall policy development plan to ensure it is on track, explore strategies to invoke more input from stakeholders, and to develop strategies to monitor implementation of the policies.

Alignment of Resources: This area received an 85.70 per cent positive rating (14.28% fully achieved, and 71.43% mostly achieved). Qualitative comments indicate that the establishment of the Equity Fund has been a tremendous equalizer and that the District priorities are a focus for resource allocation. Regardless of the size of the school, provision is made for students to have access to the supports that are needed. Opportunities for improvement exist in being more creative in utilizing resources more effectively and efficiently (i.e., partnerships with other boards, private enterprise, etc.).

Community Relations: This area received a 71.43 per cent positive rating (28.57% fully achieved, and 42.86 % mostly achieved). Qualitative comments indicate that the Board feels its communication with stakeholders and the community is a two-way process and they cited the consultation process for the Growth Accommodation Plan and the Greater Lawton and Greater Highlands Replacement school concept as positive examples. The Board reported that policies are in place for parents to share responsibility in their child's education and for stakeholder engagement. There was an indication that the Board would benefit from hosting meetings with other agency boards, determining strategies for improving parent engagement and reaching out to parents from different cultures more effectively.

KEY POINTS

- This is the second year in the four-year term for the Board of Trustees. An annual evaluation report being delivered at this time of year will support the transition to a third year of office. The results of the evaluation will also be useful to the Board in the development of its strategic work plan.
- The Board celebrates the strong working relationship that has been forged between the Board, the Superintendent and Administration. Ongoing, open, honest and transparent communication mechanisms are in place, which supports a culture of trust and alignment of actions.

- The development of a dashboard tied to District Priorities and using this data to support the Board in making evidence-based decisions will continue to support the achievement of the District Mission, Vision and Priorities.
- Trustees remain committed to engaging students, staff, parents and the community by providing ongoing opportunities for input and feedback into decision-making.
- Moving forward, there is great opportunity to work collaboratively with other metro boards, to find efficiencies and creative solutions to the collective challenges faced.

ATTACHMENT

ATTACHMENT I - 2014-2015 Board Self-Evaluation Instrument

SS:mmf

Board Self-Evaluation 2014-2015

About the Board Evaluation Questionnaire

The questionnaire is organized into eleven 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



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.

Board Self-Evaluation 2014-2015

Completing the Board Evaluation Questionnaire

For each section of the online questionnaire, there is a listing of indicators that will support Trustees in determining an overall rating for each section.

For each question, Trustees are asked to provide a rating 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.

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 April 14th, so that the results can be electronically compiled and shared at the Trustee Retreat on April 16-17th 2015.

MISSION, VISION, VALUES AND PRIORITIES

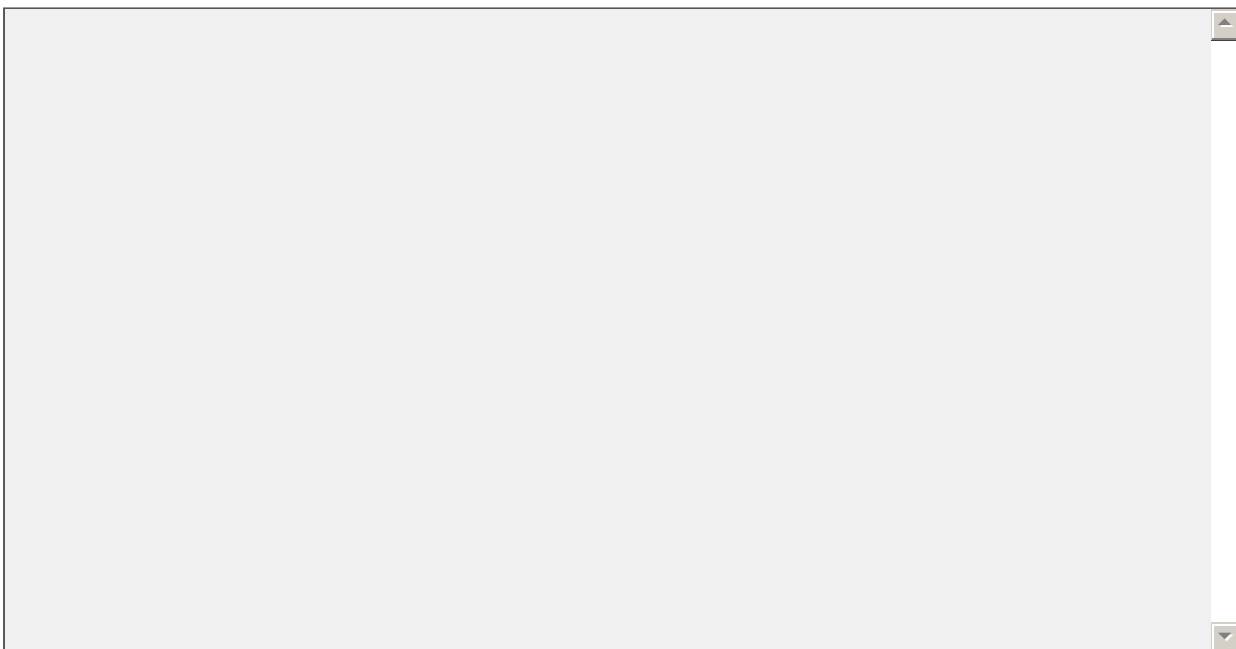
Indicators:

- Stakeholder representatives (school board, executive team, central staff, school staff, employee organizations, students, parents and the community) helped to create the vision, mission, values, and priorities.
- We discussed the core beliefs and values of our school district and community, and ensured these values were reflected in our vision, mission, values, and priorities.
- We have a written vision, mission, values, and priorities that guide decision making and commits the success of all students as the top priority.
- Our vision, mission, values, and priorities are clearly articulated and known to all stakeholders.
- The vision, mission, values, and priority statements are prominently displayed, regularly communicated and referred to often when making decisions.
- We frequently revisit and reaffirm our vision to ensure our constancy of purpose.
- Our vision, mission, values, and priorities form the basis for our strategic planning and policy decisions.
- We base our resource and budget decisions on our vision, mission, values, and priorities.

Please provide your rating on the section *Vision, Mission, Values, and Priorities*, based on the indicators above.

- ☐ 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.)

Use the space below to describe one or more examples that illustrate your response or to comment on specific indicators under the section *Mission, Vision, Values, and Priorities*.



RESULTS ORIENTED

Indicators:

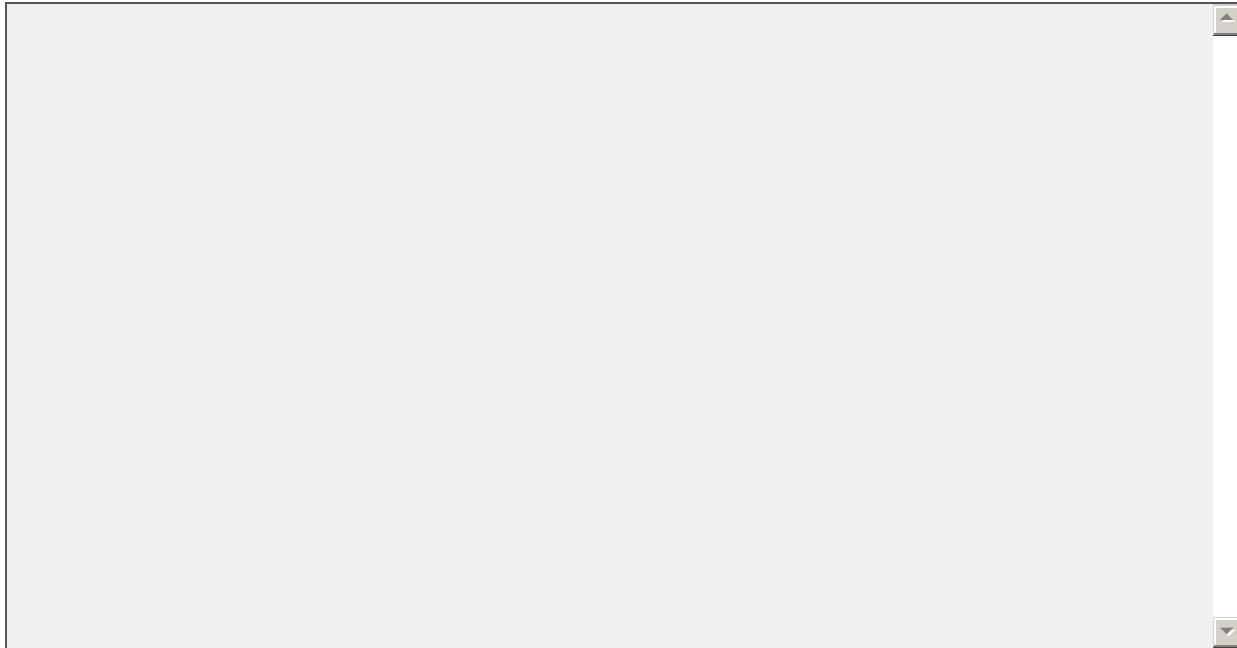
- Our district publishes an annual report of progress (Annual Education Results Report).
- Our annual report includes data on student achievement and district performance related to district priorities and goals.
- The format of our report is consistent from year to year and includes data from prior years.
- The report is shared with stakeholders and used to develop targets around areas for growth.
- 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.
- Our Board compares our data with data from other districts that are similar to ours
- We disaggregate our data to measure the success of all students (Special Needs; ELL, FNMI).
- We use our student achievement data to make decisions and establish district priorities.
- We communicate to the public how our decisions are linked to student achievement data.
- We tie our evaluation of ourselves, as a Board, to our results.
- We tie the evaluation of the Superintendent to the results of our students.
- Annual reports and Results Reviews provide clear evidence of progress towards achieving our priorities and goals. Consistency is needed.
- 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.

Please provide your rating on the section *Results Oriented*, based on the indicators above.

- ☐ 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.)

Board Self-Evaluation 2014-2015

Use the space below to describe one or more examples that illustrate your response or to comment on specific indicators under the section of *Results Oriented*.



ALIGNMENT OF RESOURCES

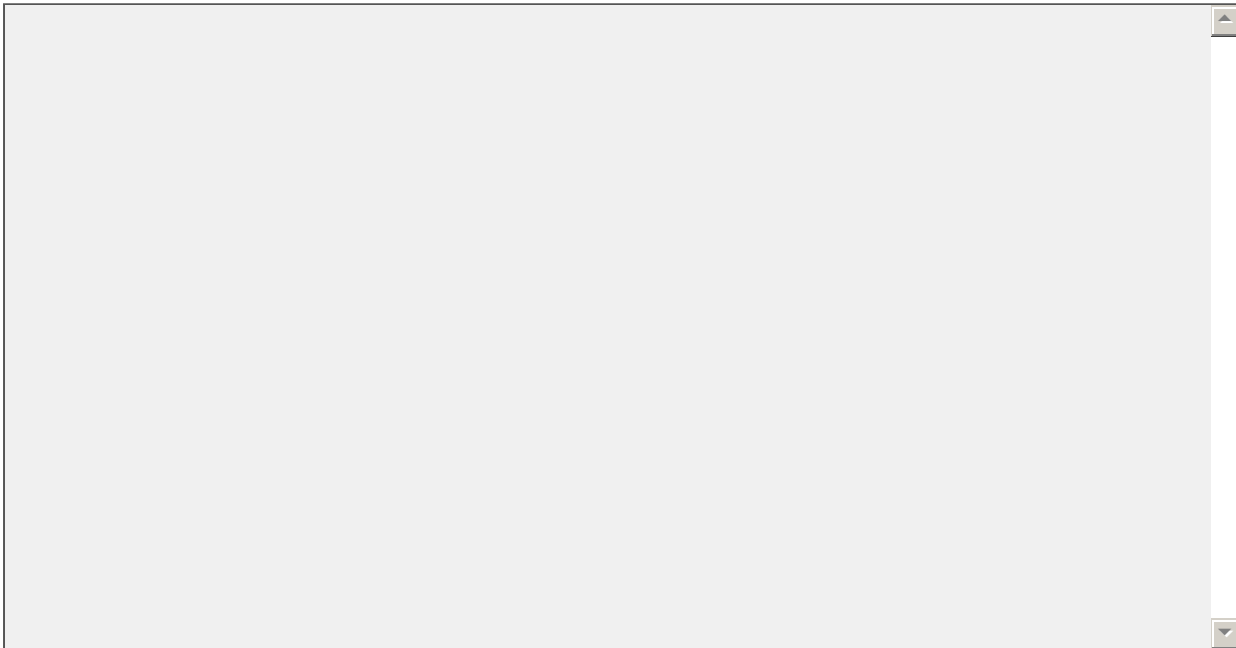
Indicators:

- We have established a specific and limited set of priorities for improving student learning that gives everyone in the District clear focus.
- We ensure resource equity by providing additional supports to students and schools with higher needs.
- We use the budget as a vehicle to accomplish our vision, mission, values, and priorities.
- Programs and initiatives are added, continued, changed or deleted based on analysis of results, district priorities and available resources.
- We consider the strengths, expertise and capacity of district staff when making resource decisions.
- Plans and actions in the area of infrastructure, (e.g. Three Year Capital Plan, Infrastructure Strategy, Ten Year Facilities Plan) clearly support the vision, mission, values, and priorities.

Please provide your rating on the section *Alignment of Resources*, based on the indicators above.

- ☐ 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.)

Use the space below to describe one or more examples that illustrate your response or to comment on specific indicators under the section of *Alignment of Resources*.



Board Self-Evaluation 2014-2015

BUDGET

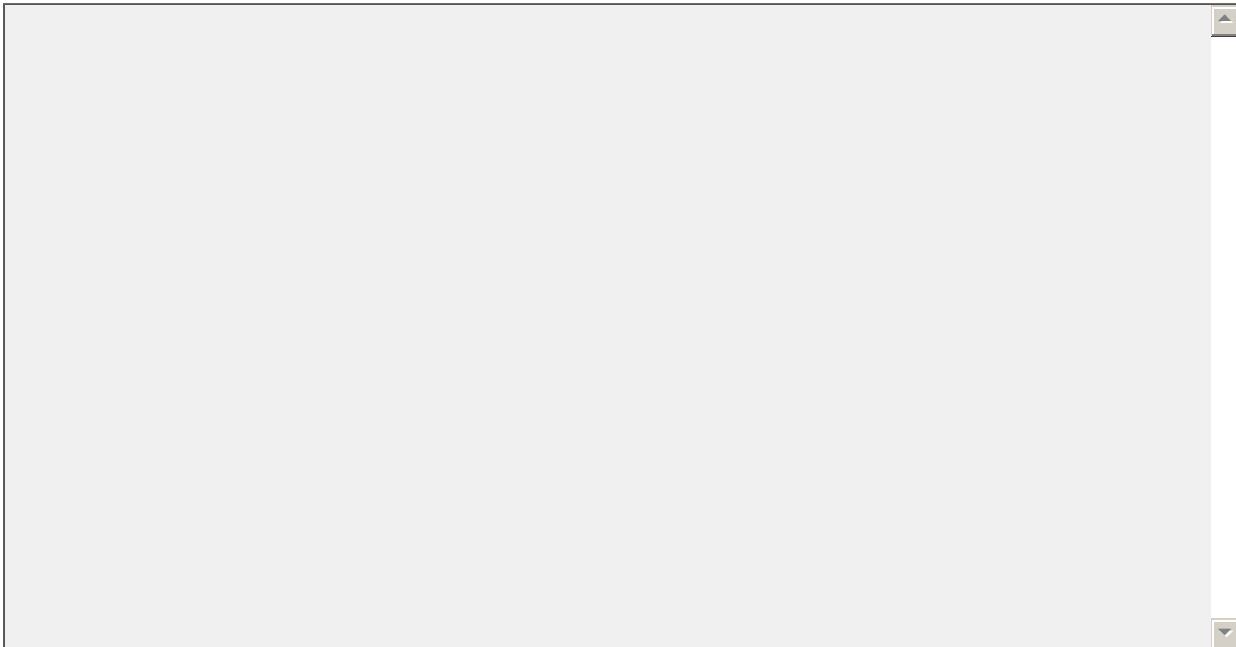
Indicators:

- The budget planning and allocation process is clear and communicated to the District and the public.
- The budget planning process involves community input.
- We demonstrate our fiduciary responsibility by maintaining an Audit Committee that assists us in mitigating present and future risks to the District.
- Financial statements are thoroughly reviewed and we seek legal and ethical compliance assurances from the Superintendent.
- We report regularly to the public on the District's financial position and future.
- We advocate for adequate, predictable and sustainable funding.

Please provide your rating on the section *Budget*, based on the indicators above.

- ☐ 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.)

Use the space below to describe one or more examples that illustrate your response or to comment on specific indicators under the section of *Budget*.



CLIMATE AND CULTURE

Indicators:

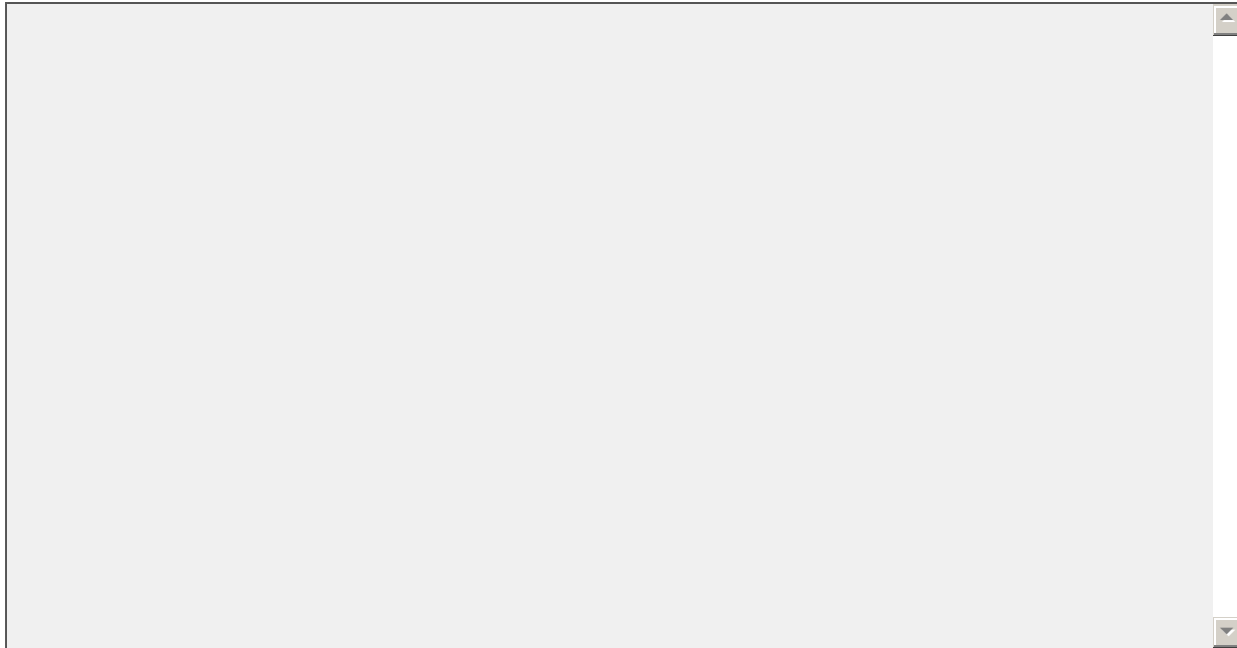
- We model the core values and beliefs of our shared vision and mission.
- We have created a climate that values and celebrates staff and students for high achievement and high levels of improvement.
- We are building a diverse workforce that reflects our student population.
- We promote continuous learning in which change, innovation and creativity is embraced as a value.
- We foster a culture that supports the belief that all children can learn at high levels and have policies to reflect this philosophy.
- 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.
- We ensure a safe, caring and respectful working and learning environment for staff and students.
- We value distributed leadership that results in decisions being made at the level closest to implementation.
- We demonstrate our value of building leadership capacity.
- We demonstrate our commitment to continuous improvement by engaging in ongoing professional development related to governance.
- We value transparency.

Please provide your rating on the section *Climate and Culture*, based on the indicators above.

- ☐ 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.)

Board Self-Evaluation 2014-2015

Use the space below to describe one or more examples that illustrate your response or to comment on specific indicators under the section of *Climate and Culture*.



SCHOOL BOARD AND SUPERINTENDENT RELATIONSHIPS

Indicators:

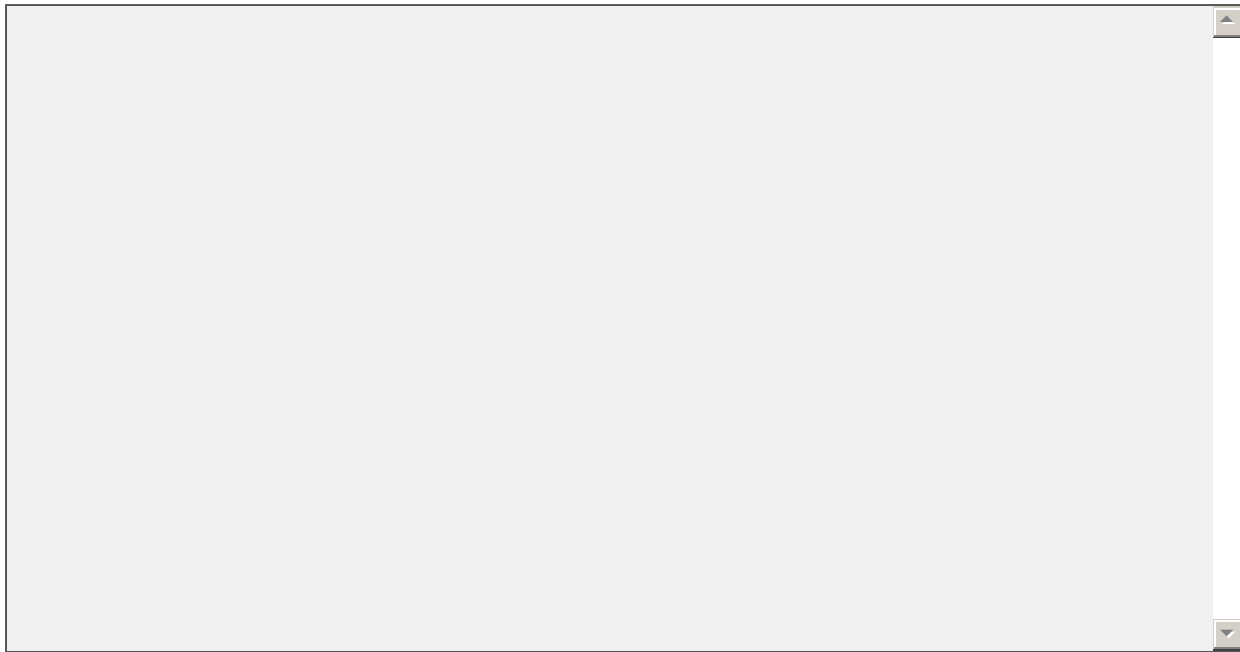
- We seek to maintain a professional relationship with the Superintendent and understand, and respect the executive function of the role.
- Ongoing, open, honest, transparent communication mechanisms are in place, fostering trusting relationships between the Board, Superintendent and administration.
- Full, complete and unbiased information is shared between the Board and the Superintendent to maintain an organizational culture of respect and trust.
- We receive advice from the Superintendent in a respectful manner.
- We are kept informed in a timely fashion on district matters.
- In searching for the best solutions, we demonstrate respect for healthy debate and the value of democratic decision-making.
- Our Board and the Superintendent share a common understanding of the District culture.
- 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.
- We hold the Superintendent accountable for implementation of the policies (including the vision, mission, values, and priorities) and achievement of the strategic plan.

Please provide your rating on the section *School Board and Superintendent Relationships*, based on the indicators above.

- ☐ 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.)

Board Self-Evaluation 2014-2015

Use the space below to describe one or more examples that illustrate your response or to comment on specific indicators under the section of *School Board and Superintendent Relationships*.



SCHOOL BOARD RELATIONSHIPS AND CONDUCT

Indicators:

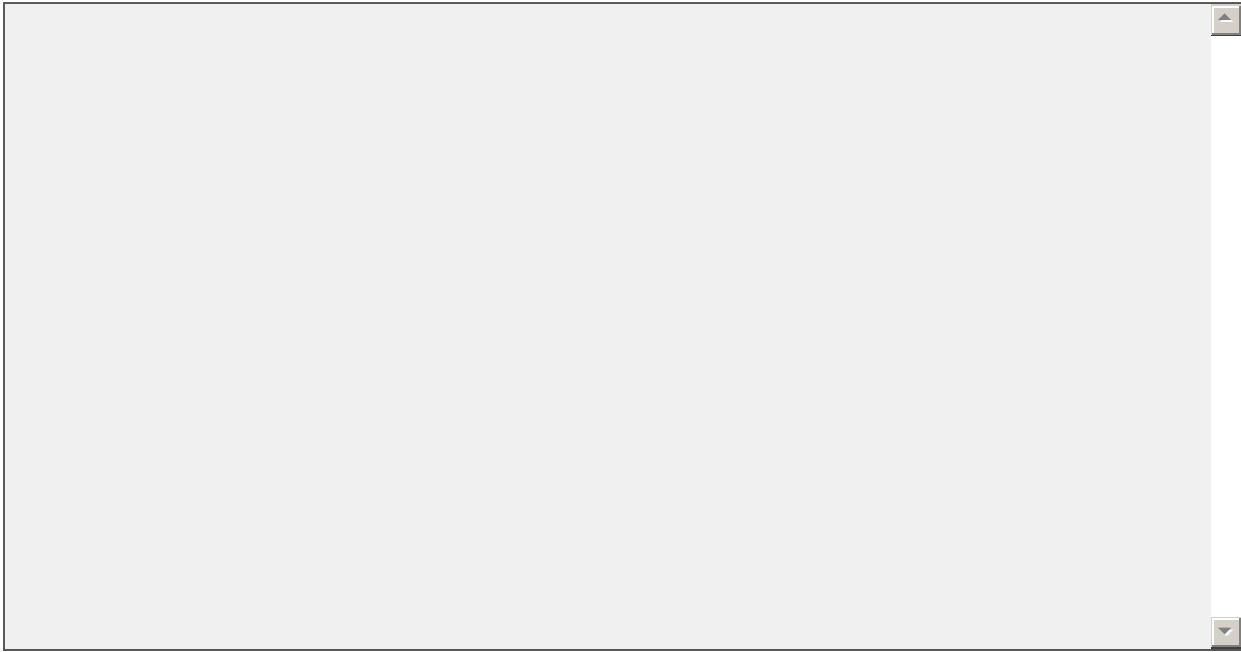
- We cooperate with each other to get the work done.
- We respect the confidentiality of private conversations.
- We are respectful of everyone's time: our own, staff's, and community members'. This includes being on time and prepared for meetings.
- We model respect and courtesy for all through our choice of words, body language, and actions.
- We endeavor to keep each other well informed as to our actions and comments.
- We model ideals of democracy by engaging fully in debate, disagreeing respectfully, and being open to the ideas and opinions of others.
- 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.
- When asked about a board decision we fairly reflect the discussion, demonstrate support for the democratic process, and focus on next steps.
- When asked about a board decision we fairly reflect the discussion, demonstrate support for the democratic process, and focus on next steps.
- The system for addressing divergence from our protocols is clear and followed.
- We share the responsibility of representing the Board at EPSB and partner events.

Please provide your rating on the section *School Board Relationships and Conduct*, based on the indicators above.

- ☐ 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.)

Board Self-Evaluation 2014-2015

Use the space below to describe one or more examples that illustrate your response or to comment on specific indicators under the section of *School Board Relationships and Conduct*.



COMMUNITY RELATIONS

Indicators:

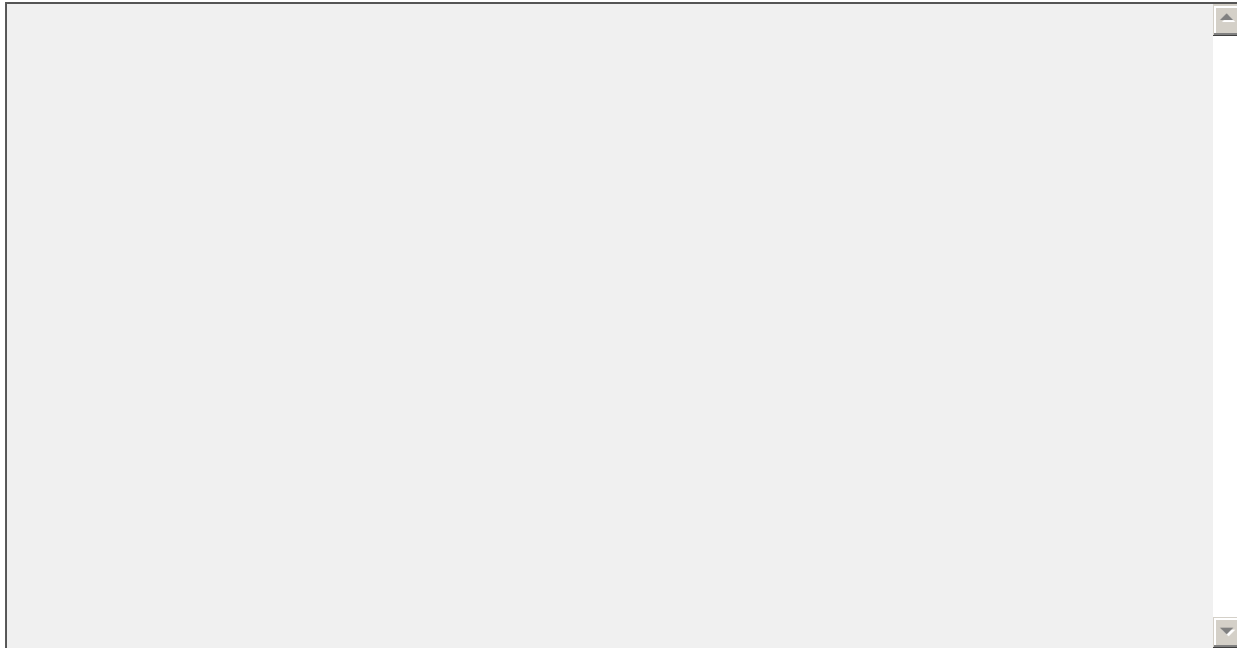
- Our communication with stakeholders and the community is a two way process.
- We have policies and practices in place to encourage parents to be active partners in their children's education.
- We encourage parents and members of the community to share responsibility for the success of schools and students.
- Our communication with the media is effective.
- We use social media responsibly.
- We provide opportunities for stakeholder and community input into key actions of the Board.
- Our vision and priorities reflect community needs and interests.
- We engage communities before important decisions are made and invite them to keep us informed about emerging issues and opportunities.
- We work to maintain and develop Partnerships with organizations, other districts and government to serve the needs and achievement of students and the District.
- We regularly report on student achievement and accomplishment of District priorities to the public.
- We communicate regularly with other elected officials to ensure public education is a top priority for investment and support.
- We actively seek out student voice and perspective.

Please provide your rating on the section *Community Relations*, based on the indicators above.

- ☐ 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.)

Board Self-Evaluation 2014-2015

Use the space below to describe one or more examples that illustrate your response or to comment on specific indicators under the section of *Community Relations*.



POLICY GOVERNANCE

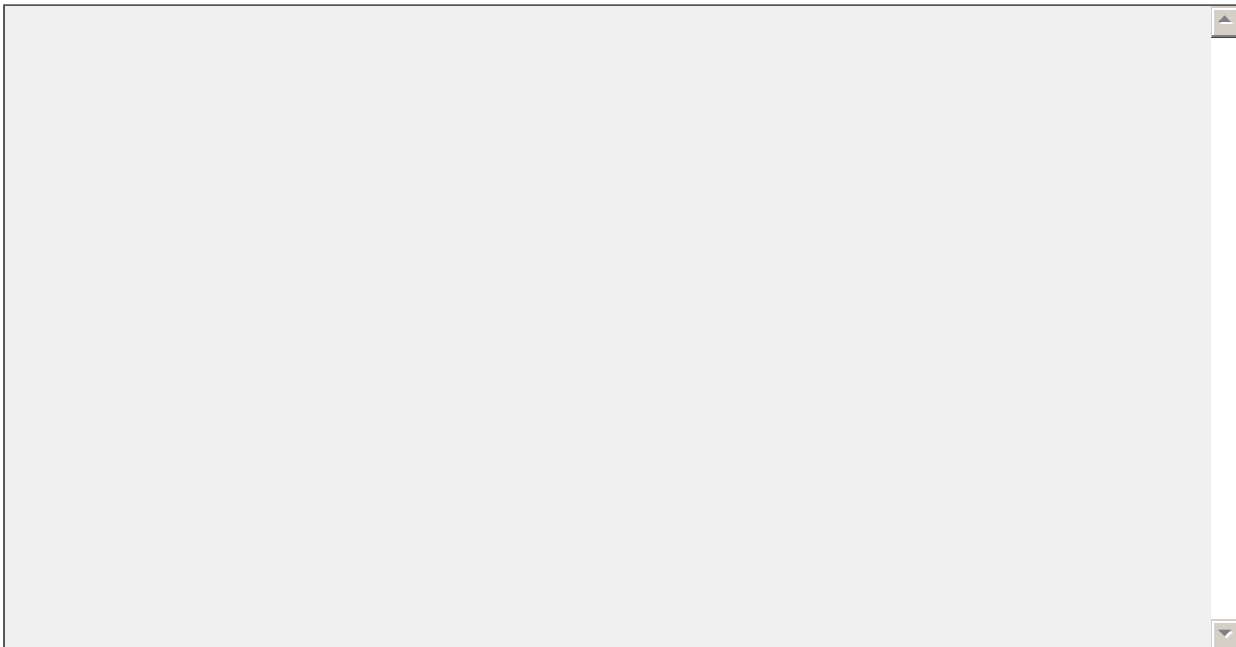
Indicators:

- Our policy-making process is well-defined and understood.
- Opportunities are provided for stakeholders and the public to give input to policy decisions and planning.
- The policy manual is updated regularly.
- The policies are clearly communicated to stakeholders.
- Board policies are accessible.
- The policy process provides timely guidance for the operation of the school district.
- 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.
- We monitor the implementation of our policies.

Please provide your rating on the section *Policy Governance*, based on the indicators above.

- ☐ 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.)

Use the space below to describe one or more examples that illustrate your response or to comment on specific indicators under the section of *Policy Governance*.



COMMITTEE AND REPRESENTATIVE WORK

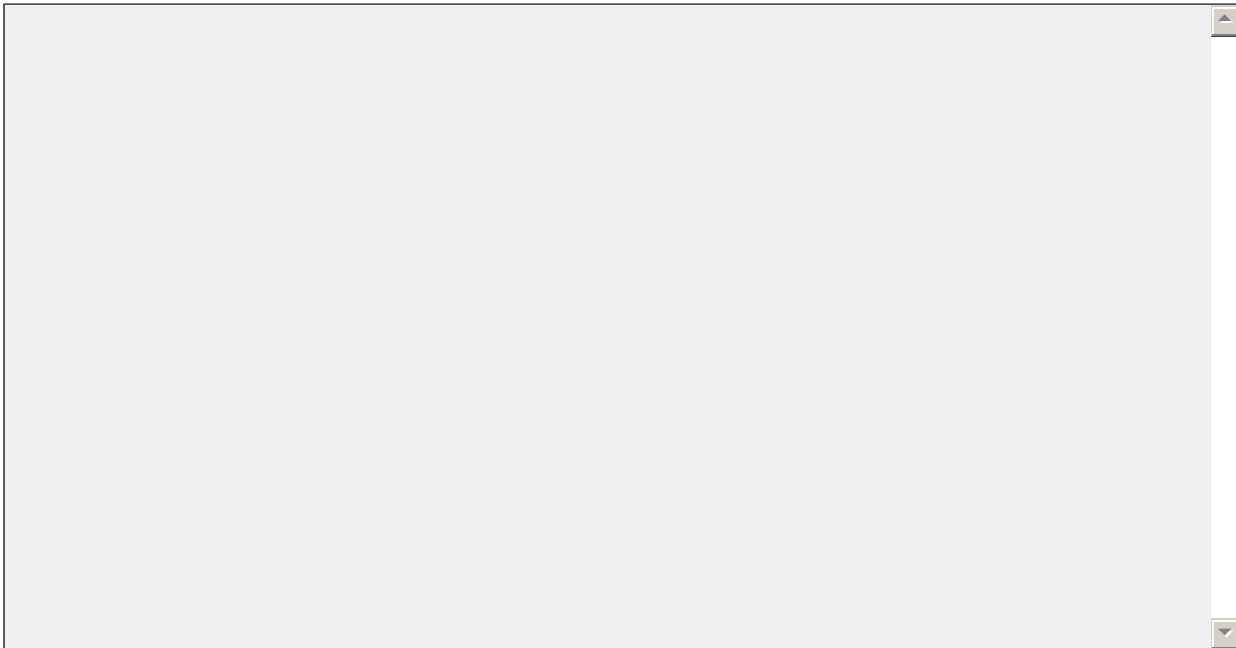
Indicators:

- We approve the Terms of Reference and scope of work for all Board committees and Board representatives to external organizations.
- The roles and responsibilities of each committee, and each representative, clearly assist us in achieving our roles and responsibilities.
- Each committee and representative provides written reports and recommendations to assist us in our work.
- Committees and representatives do background reading and consult with staff, when required, before they make recommendations to the Board.
- We share the responsibility of committee work and board representation on external committees and boards.
- Each committee uses staff support effectively to achieve its goals.

Please provide your rating on the section *Committee and Representative Work*, based on the indicators above.

- ☐ 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.)
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Use the space below to describe one or more examples that illustrate your response or to comment on specific indicators under the section of *Committee and Representative Work*.



DECISION MAKING

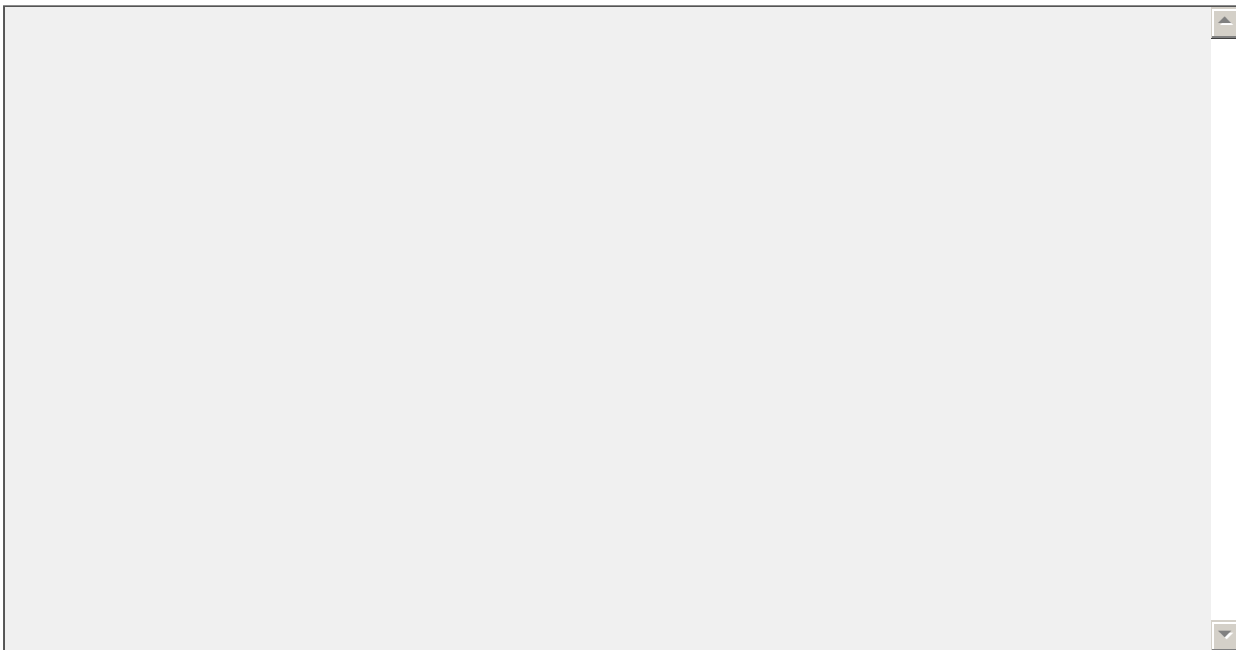
Indicators:

- We wait to make decisions until complete information is available.
- Decisions are made based on analysis of risks/benefits/implications.
- Members of the public have opportunities to express their opinions before decisions are made.
- Each Trustee has an opportunity to ask questions and to speak before the Board votes on issues.
- We stay focused on issues and not personalities.
- We explore consequences of potential decisions and engage in "If, then" discussions.
- We make decisions based on what is best for students.
- We make decisions on the basis of facts and evidence, not hearsay.
- All decisions are made or ratified in public.
- We are not involved in decision making if there is a conflict of interest.
- We take responsibility for decisions once they are made.

Please provide your rating on the section *Decision Making*, based on the indicators above.

- ☐ 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.)

Use the space below to describe one or more examples that illustrate your response or to comment on specific indicators under the section of *Decision Making*.



What was the proudest moment for the Board this year?

