

DATE: September 25, 2018

TO: Board of Trustees

FROM: Trustee Ken Gibson, Governance and Evaluation Committee
Trustee Michael Janz, Chair, Governance and Evaluation Committee
Trustee Cheryl Johner, Board and Superintendent Evaluation Committee

SUBJECT: 2017-18 Board Self-Evaluation Summary

RESOURCE

STAFF: Karen Mills

REFERENCE: [Trustees' Handbook – Section 6.1.1 \(page 45\) Governance and Evaluation Committee](#)

ISSUE

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

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 the self-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

The 2017-2018 Board of Trustees' self-evaluation survey was organized into eleven categories relating to the Board's role and responsibility statement. The data derived from the survey will be used to inform planning and process improvement.

The survey was open from June 27–July 13, 2018. There was a response rate of 100%; each of the nine Trustees completed the survey.

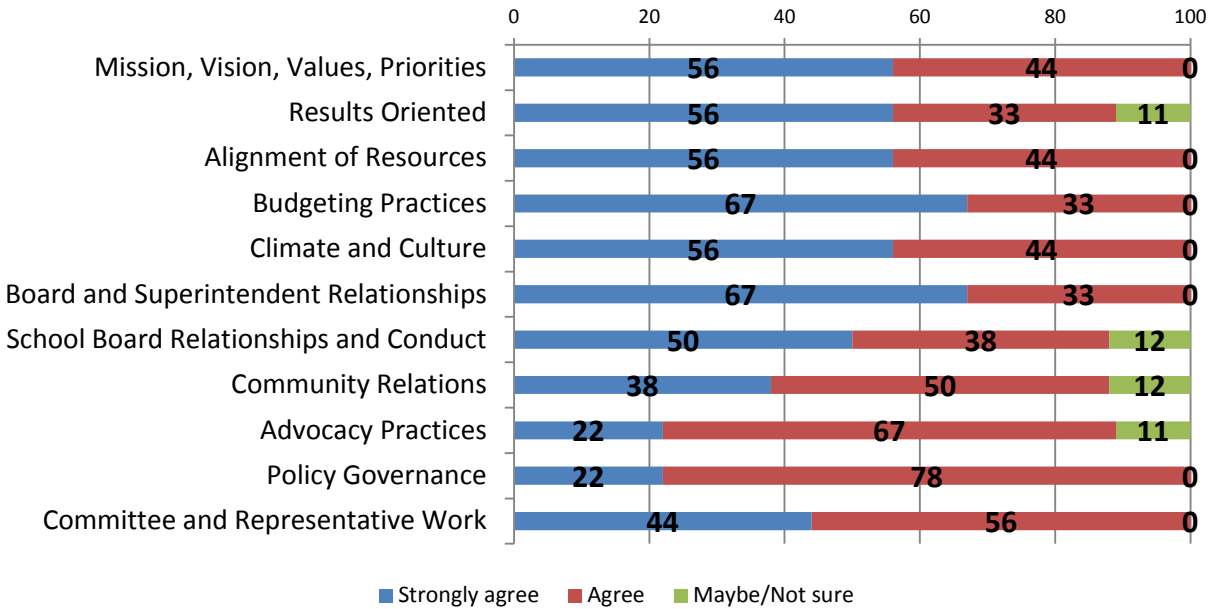
Trustees were asked to rate the Board's overall effectiveness on each key area using the following five-point scale:

- 1 – Strongly disagree
- 2 – Disagree
- 3 – Maybe or Not Sure
- 4 – Agree
- 5 – Strongly agree

CURRENT SITUATION

A copy of the 2017-2018 Board of Trustees Self-Evaluation Survey instrument is provided (Attachment I). A summary of responses for each category is provided below and is being reported to the public as part of the Board's annual accountability practices.

Summary of Ratings



Mission, Vision, Values and Priorities

Rating: 100 per cent positive (56 per cent strongly agreed, 44 per cent agreed)

Comments indicated there is a strong sense of the vision, mission, and values and that the work of the Board and District are directly connected to them. The well-communicated vision gives a great sense of ownership as the Board and District administration and staff work together. The Board is in the process of revisiting its mission, vision values and priorities.

Results Oriented

Rating: 89 per cent positive (56 per cent strongly agreed, 33 per cent agreed, 11 per cent maybe/not sure)

Comments received signify that the Board’s decisions are highly driven by data and results. A desire to have more metrics to assist with understanding the academic success of vulnerable learners and students who may have particular learning support needs was expressed. It was cited that there would be value to the Board in establishing metrics that would demonstrate the number of students who face multiple barriers accessing education, measuring scores of improvement in attendance rates, and receiving data regarding the success of students with disabilities over time. It was also suggested that there may be the opportunity to aggregate more of the data that is collected at a school level but not tallied centrally.

Alignment of Resources

Rating: 100 per cent positive (56 per cent strongly agreed, 44 per cent agreed)

Comments indicated that the continued existence of the Equity Fund is vital in order to provide additional support to students and schools with higher needs.

Budgeting Practices

Rating: 100 per cent positive (67 per cent strongly agreed, 33 per cent agreed)

Qualitative comments indicated that the budget process is clear, transparent, thorough and responsible. It was noted that the Board has been successful in advocating for adequate, predictable and sustainable funding. The importance of having conversations with community and stakeholders regarding budget decisions and obtaining their input was cited.

Climate and Culture

Rating: 100 per cent positive (56 per cent strongly agreed, 44 per cent agreed)

Comments indicated that there are positive relationships among the Trustees. It was noted that a major strength of the Board is the acknowledgement and celebration of students and staff accomplishing high levels of achievement and improvement. The desire to continue efforts to recruit and retain staff who reflect the diversity of our student population is strong.

School Board and Superintendent Relationships

Rating: 100 per cent positive (67 per cent strongly agreed, 33 per cent agreed)

Comments confirmed that the Board has an excellent working relationship with the Superintendent; it is respectful, transparent and focused on creating the best outcomes for students.

School Board Relationships and Conduct

Rating: 88 per cent positive (50 per cent strongly agreed, 38 per cent agreed, 13 per cent maybe/not sure)

Comments indicated that one of the strengths of the Board is the honour and respect displayed when sharing differing perspectives and opinions. It was noted that meaningful use of meeting time is essential in order to accomplish all that needs to be done. Sharing the responsibility of Board representation was recognized as an area for improvement.

Community Relations

Rating: 88 per cent positive (38 per cent strongly agreed, 50 per cent agreed, 13 per cent maybe/not sure)

Comments indicated that the Board is very community minded and will be looking at ways to increase parent engagement and improve communication with constituents and schools. The Student Senate was recognized as an excellent avenue for student voice.

Advocacy Practices

Rating: 89 per cent rating (22 per cent strongly agreed, 67 per cent agreed, 11 per cent disagreed)

Comments indicated that the Board is continually engaged at advocating the needs of students and the District through motions, the Board Chair and Vice-Chair, and through the work of every Trustee. It was suggested that developing an advocacy plan to provide a more unified and effective advocacy strategy would be helpful.

Policy Governance

Rating: 100 per cent positive (22 per cent strongly agreed, 78 per cent agreed)

Comments indicated that policy governance is carried out in a thoughtful and informed manner in partnership with the District and its stakeholders. Increasing stakeholder and community engagement and effectively monitoring the implementation of policies were cited as opportunities for growth.

Committee and Representative Work

Rating: 100 per cent positive (44 per cent strongly agreed, 56 per cent agreed)

Comments indicated that the committees are completing effective work on behalf of the Board and are achieving their goals with the valued assistance of staff throughout the District.

The final survey question asked: *How could the Board improve its achievement of goals identified in the Strategic Plan?* Responses acknowledged that this question was difficult to answer since the strategic planning process was still in process. However, suggestions included considering ways to monitor student growth year-over-year for students not participating in provincial achievement tests, improving the collection of data regarding specialized supports for students, and scheduling more opportunities for Trustees to hold generative conversations.

NEXT STEPS

The information in this report will be used to inform planning, and assist with the development of strategic work plans and Board professional development for the 2018-2019 school year.

ATTACHMENTS & APPENDICES

ATTACHMENT I 2017-2018 Board Self-Evaluation Survey instrument

KM:sj



Board Self-Evaluation

2017-2018

For each question, please provide a rating on a five-point scale: Strongly Disagree (1); Disagree (2); Maybe or Not Sure (3); Agree (4); Strongly Agree (5). The Indicators set the criteria against which each area is to be rated.

You are encouraged to include comments that illustrate or support your rating. This qualitative data will be helpful during the discussion of the evaluation results and may be used to inform action planning.

Each board member is required to complete the evaluation by **July 6, 2018**, so that the results can be compiled and shared at the Trustee Retreat.

DISTRICT MISSION, VISION, 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.

Indicators:

- 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.

The Board consistently aligns its work with the District Vision, Mission, Values and Priorities.

Strongly Disagree	Disagree	Maybe/ Not sure	Agree	Strongly Agree
1	2	3	4	5

Strengths/Opportunities for growth/General comments:

RESULTS ORIENTED

Indicators:

- The Annual Education Results Report is shared with stakeholders and used to develop targets around areas for growth.
- Our Board compares our data with provincial education data.
- 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.
- 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.

The Board is Results Oriented.

Strongly Disagree	Disagree	Maybe/ Not sure	Agree	Strongly Agree
1	2	3	4	5

Strengths/Opportunities for growth/General comments:

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.
- 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.

The Board consistently aligns resources based on data and the District Vision, Mission, Values and Priorities.

Strongly Disagree	Disagree	Maybe/ Not sure	Agree	Strongly Agree
1	2	3	4	5

Strengths/Opportunities for growth/General comments:

BUDGETING PRACTICES

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.

The Board consistently demonstrates transparent and responsible budgeting practices.

Strongly Disagree	Disagree	Maybe/ Not sure	Agree	Strongly Agree
1	2	3	4	5

Strengths/Opportunities for growth/General comments:

CLIMATE AND CULTURE

Indicators:

- We model the core values and beliefs of the District’s 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 are embraced.
- 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.

The Board consistently creates and promotes a positive climate and culture.

Strongly Disagree	Disagree	Maybe/ Not sure	Agree	Strongly Agree
1	2	3	4	5

Strengths/Opportunities for growth/General comments:

SCHOOL BOARD AND SUPERINTENDENT RELATIONSHIPS

Indicators:

- We 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.
- In searching for the best solutions, we demonstrate respect for healthy debate and the value of democratic decision making.
- The Superintendent’s performance is regularly assessed and communicated, using 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.

The Board consistently fosters a positive, professional relationship with the Superintendent.

Strongly Disagree	Disagree	Maybe/ Not sure	Agree	Strongly Agree
1	2	3	4	5

Strengths/Opportunities for growth/General comments:

SCHOOL BOARD RELATIONSHIPS AND CONDUCT

Indicators:

- We work as a team.
- We are principled and ethical in fulfilling our governance responsibilities.
- 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.
- 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.

Trustees consistently model respectful relationships and professional conduct.

Strongly Disagree	Disagree	Maybe/ Not sure	Agree	Strongly Agree
1	2	3	4	5

Strengths/Opportunities for growth/General comments:

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 regularly report on student achievement and accomplishment of District priorities to the public.
- We actively seek out student voice and perspective.

The Board consistently demonstrates excellent community relations practices.

Strongly Disagree	Disagree	Maybe/ Not sure	Agree	Strongly Agree
1	2	3	4	5

Strengths/Opportunities for growth/General comments:

ADVOCACY PRACTICES

Indicators:

- We pursue advocacy initiatives year round – before, during, and after elections.
- We develop a long-range plan and strategies for advocacy.
- We engage regularly with municipal partners, MLAs, MPs where appropriate and the media to serve the needs and achievement of students and the District.
- We develop and share key messages with key stakeholders for advocacy purposes.
- All Board members are clear about who serves as official spokesperson for the organization.
- All Board members take an active part in advocacy.
- We regularly assess the effectiveness of our relations with our key external stakeholders and decision makers.

The Board consistently demonstrates excellent advocacy practices.

Strongly Disagree	Disagree	Maybe/ Not sure	Agree	Strongly Agree
1	2	3	4	5

Strengths/Opportunities for growth/General comments:

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.
- Board 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.

The Board consistently demonstrates excellent policy governance practices.

Strongly Disagree	Disagree	Maybe/ Not sure	Agree	Strongly Agree
1	2	3	4	5

Strengths/Opportunities for growth/General comments:

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 as a Board.
- Each committee and representative regularly provides reports 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.

The Board committees and representatives consistently operate effectively.

Strongly Disagree	Disagree	Maybe/ Not sure	Agree	Strongly Agree
1	2	3	4	5

Strengths/Opportunities for growth/General comments:

How could the Board improve its achievement of goals identified in the Strategic Plan?