

DATE: September 20, 2016

TO: Board of Trustees

FROM: Trustee Ken Gibson, Board and Superintendent Evaluation Committee
Trustee Michael Janz, Board and Superintendent Evaluation Committee
Trustee Bridget Stirling, Board and Superintendent Evaluation Committee, Chair

SUBJECT: 2015-2016 Board Self-Evaluation

RESOURCE STAFF: Dr. Sandra Stoddard

REFERENCE: [Trustees' Handbook – Section 6.1.1 \(page 54\) 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

The 2015-2016 Board of Trustees' self-evaluation survey was organized into sections around the Board's role and responsibility statement. For each section of the online survey questionnaire there was a listing of indicators that supported the Trustees in determining overall ratings for each section. The data derived from the survey questionnaire will be used to inform action planning. In addition, this year the comment section for each section was expanded to record strengths and opportunities for growth.

The survey was open from Tuesday, May 17, 2016 until mid-night, May 31, 2016. There was a response rate of 100%, though 8 of the 9 Trustees completed the survey. Trustees were asked to rate the Board's overall effectiveness on each key area using a four-point 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.

CURRENT SITUATION

A copy of the 2015-2016 Board of Trustees Self-Evaluation Survey Summary Report is provided (Attachment I) and will be useful to the Board in the development of its strategic work plan. A high level summary of the eleven areas, from highest to lowest rating, is provided below and will be 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 (66.67% fully achieved, and 33.33% mostly achieved). Qualitative comments indicated that the Board is confident that the District Mission, Vision, Values and Priorities are well-communicated throughout the District and are at the forefront of all decision-making made by the Board and Administration. Demonstrating to the public how the District Mission, Vision, Values and Priorities are reflected in budget and resource decisions was identified as an opportunity for growth.

Decision Making: This area received a 100 per cent positive rating (75.00% fully achieved and 25.00% mostly achieved). Qualitative comments indicated that there is a comfortable and respectful environment in place that supports Trustees bringing forward issues and concerns requiring decisions of the Board. While the area of decision making was reported to be strength, an area of improvement that was noted, was for the Board to be mindful of not making decision in areas unrelated to Trustees' jurisdictional responsibilities.

Committee and Representative Work: This area received a 100 per cent positive rating (50.00% fully achieved and 50.00% mostly achieved). Qualitative comments indicated that ongoing streamlining of Board Committees has enabled the Trustees to be more effective and strategic in meeting the needs of the District. Opportunities for improvement exist in respecting and adhering to the work plans of committees so that they are not diverted from important work they need to complete.

School Board Relationships and Conduct: This area received a 100 per cent positive rating (33.33% fully achieved and 66.67% mostly achieved). Qualitative comments indicated that the Board is cohesive and respectful of one another in that they value the skills, strengths and professional conduct that each Trustee brings to the Board. It was noted that Board representation at events requires more attention to ensure there is appropriate Trustee presence at all events and follow through to show up if attendance has been confirmed.

Budget: This area received a 100 per cent positive rating (33.33% full achieved and 66.67% mostly achieved). Qualitative comments indicated that the Board demonstrates fiduciary responsibility by maintaining an Audit Committee comprised of the Committee of the Whole that assists in mitigating present and future risks to the District. While the Board continues to advocate for adequate, predictable and sustainable funding this is an area that still requires ongoing attention. An area for improvement was noted with respect to ensuring the public is kept informed of budget planning and processes.

Alignment of Resources: This area received an 88.89 per cent positive rating (33.33% fully achieved, and 55.56% mostly achieved). Qualitative comments indicated that the Equity Fund is innovative and a necessary source of revenue which provides the District flexibility in aligning resources to areas of greatest need. As an opportunity for growth, the Board identified that improved messaging informing the public on how resources are allocated in relation to the Districts priorities would be beneficial.

School Board and Superintendent Relationship: This area received an 88.89 per cent positive rating (77.78% fully achieved and 11.11% mostly achieved). Qualitative comments indicated that open, honest and transparent communication mechanisms are in place, fostering trusting relationships between the Board, Superintendent and Administration. Individual Trustee comments included that time in meetings with the Superintendent could be more effectively utilized if discussions were more focused on strategic issues facing the District rather than on items of individual interest.

Climate and Culture: This area received a 100 per cent positive rating (33.33% fully achieved, 55.56% mostly achieved and 11.11% partially achieved). Qualitative comments indicated the Board has created a culture of respect for one another and promotes continuous learning in which change, innovation and creativity is embraced as a value. The Board also commented that District transparency is exemplary both within the public and private sectors. The Board is committed to enhancing communication with parents and identified this as an area requiring ongoing development.

Policy Governance: This area received an 87.50 per cent positive rating (50.00 % fully achieved and 37.50% mostly achieved). Qualitative comments indicated that the Policy Review Committee and staff are doing a great job. Opportunities for growth included ensuring the policy-making process is well-defined and communicated to stakeholders and the public. Helping stakeholders to be more aware of the policy role of a governance board and its importance in directing administrative decisions would be beneficial.

Community Relations: This area received a 77.77 per cent positive rating (44.44% fully achieved and 33.33% mostly achieved). Qualitative comments indicated that communication and consultation with the community and stakeholders has increased and improved considerably. The Board reported that student engagement, the development of a Student Senate and the Legacy course has been exceptional. There was an indication that the Board would benefit from providing more notice to stakeholders regarding consultation and information meetings and enhancing two way communication with parents. Partnering with parents continues to be an area for growth.

Results Orientated: This area received a 66.67 per cent positive rating (11.11% fully achieved and 55.56% mostly achieved). Qualitative comments indicated the District's Results Reviews process is beneficial for the Board regarding the work that needs to be achieved to increase results in student achievement. The Board identified that it would like to be more involved in the analysis of District data and cited this as a valuable opportunity for growth.

At the end of the Board Self-evaluation a question was asked: What ways could the Board improve its achievement of goals identified in the Strategic Plan? Comments were made regarding regularly examining the Board work plan throughout the year to ensure progress is being made on all of the goals, continuing to improve in the area of data-based decision making, and keeping Trustee meetings more focused on the Strategic Plan and related issues.

ACTION REQUESTED

That the Board provide feedback for consideration in the development of a recommendation report being brought to the September 20, 2016 Board meeting.

CONSIDERATIONS & ANALYSIS

An annual evaluation report being delivered at this time of year will support the transition to a fourth and final year of office for this Board of Trustees. The Board as a whole 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 Vision, Mission, Values and Priorities. Trustees remain committed to engaging students, staff, parents and the community by providing ongoing opportunities for input and feedback into decision-making.

NEXT STEPS

- The information in the report will be used to inform action planning, the development of a strategic work plan and identification of a targeted Board professional development plan for the 2016-2017 school year.

ATTACHMENTS & APPENDICES

ATTACHMENT I 2015-2016 Board Self-Evaluation Survey Summary Report

SS: sj



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Board Self-Evaluation 2015-2016 (*Open until Tuesday, May 31, 2016 - noon*)

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.



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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, complete 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 May 31, 2016, so that the results can be electronically compiled and shared at the Trustee Retreat.



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Board Self-Evaluation 2015-2016 (Open until Tuesday, May 31, 2016 - noon)

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*.

Strengths:

Opportunities for Growth:



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Board Self-Evaluation 2015-2016 (Open until Tuesday, May 31, 2016 - noon)

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.)

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*.

Strengths:

Opportunities for Growth:



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Board Self-Evaluation 2015-2016 (Open until Tuesday, May 31, 2016 - noon)

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*.

Strengths:

Opportunities for Growth:



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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*.

Strengths:

Opportunities for Growth:



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Board Self-Evaluation 2015-2016 (*Open until Tuesday, May 31, 2016 - noon*)

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.)

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*.

Strengths:

Opportunities for Growth:



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Board Self-Evaluation 2015-2016 (Open until Tuesday, May 31, 2016 - noon)

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.)

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*.

Strengths:

Opportunities for Growth:



EDMONTON PUBLIC SCHOOLS

Board Self-Evaluation 2015-2016 (Open until Tuesday, May 31, 2016 - noon)

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.)

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*.

Strengths:

Opportunities for Growth:



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Board Self-Evaluation 2015-2016 (*Open until Tuesday, May 31, 2016 - noon*)

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.)

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*.

Strengths:

Opportunities for Growth:



EDMONTON PUBLIC SCHOOLS

Board Self-Evaluation 2015-2016 (*Open until Tuesday, May 31, 2016 - noon*)

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*.

Strengths:

Opportunities for Growth:



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Board Self-Evaluation 2015-2016 (*Open until Tuesday, May 31, 2016 - noon*)

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.)
- ☐ 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 *Committee and Representative Work*.

Strengths:

Opportunities for Growth:



EDMONTON PUBLIC SCHOOLS

Board Self-Evaluation 2015-2016 (*Open until Tuesday, May 31, 2016 - noon*)

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*.

Strengths:

Opportunities for Growth:



EDMONTON PUBLIC SCHOOLS

Board Self-Evaluation 2015-2016 (*Open until Tuesday, May 31, 2016 - noon*)

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