

DATE: September 24, 2019

TO: Board of Trustees

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

SUBJECT: 2018-19 Board Self-Evaluation Summary

RESOURCE

STAFF: Karen Mills

REFERENCE: [Trustees' Handbook – Section 6.1.1 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 2018-2019 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 April 26 to May 14, 2019. There was a response rate of 100%; each of the nine Trustees completed the survey.

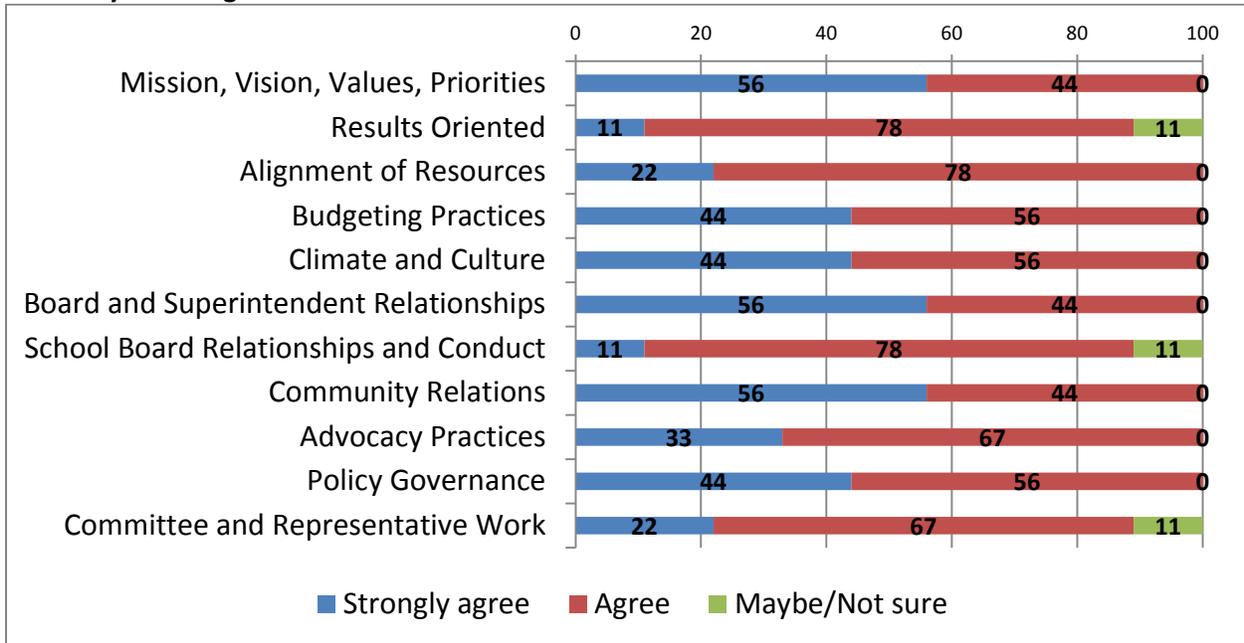
Trustees were asked to rate the Board's overall effectiveness on each key area using the following five-point scale:

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

CURRENT SITUATION

A copy of the 2018-2019 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 alignment between the work of the Board and the vision, mission, and values. The well-communicated vision gives a great sense of ownership as the Board and District administration and staff work together.

Results Oriented

Rating: 89 per cent positive (11 per cent strongly agreed, 78 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. A curiosity about the possible value of more disaggregated data was also expressed.

Alignment of Resources

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

The Equity Fund was highlighted as a vital support to provide additional support to students and schools with higher needs. Sustainability of the Equity Fund and restrictions in provincial allocations were cited as areas that will require ongoing Board attention.

Budgeting Practices

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

Qualitative comments indicated that the budget process is thorough and transparent, and there is a desire to increase community input into the budget planning.

Climate and Culture

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

Comments indicated that there is a shared sense of purpose as advocates for public education and a commitment to continuous learning, distributed leadership, transparency and accountability among the Trustees. It was also noted that the Board is inspired by “our school principals and central leaders in being creative, innovative and celebrating success, one student at a time.”

School Board and Superintendent Relationships

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

Comments confirmed that the Board has an excellent working relationship with the Superintendent, based on respect, honesty and open communication.

School Board Relationships and Conduct

Rating: 88 per cent positive (11 per cent strongly agreed, 78 per cent agreed, 11 per cent maybe/not sure)

Comments indicated that, while there was room for improvement, respectful communication and shared leadership allowed the Board to resolve any issues and work productively.

Community Relations

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

Comments summarized the Board’s many engagement opportunities over the past year and the positive response from community. Increased media coverage and work with the Student Senate were cited as highlights. The decrease of parent involvement in school councils was noted as a concern.

Advocacy Practices

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

Comments indicated that this was an area of strength and the Board was pleased with the pre-election advocacy they lead.

Policy Governance

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

Work on the First Nations, Métis, and Inuit Education Policy was cited as a good example of the Board’s approach to walking alongside community in the review and development of policy. Evaluating the impact of policy was cited as an area for growth.

Committee and Representative Work

Rating: 89 per cent positive (22 per cent strongly agreed, 67 per cent agreed, 11 per cent maybe/not sure)

Comments indicated that the roles of Trustees and administration on committees were not as clear as it could be. Regular communication from committees to the Board was helpful.

The final survey question asked: *How could the Board improve its achievement of goals identified in the Strategic Plan?* Suggestions included considering ways to:

- continue improving results for First Nations, Métis, and Inuit students
- evaluate policy, processes and work plans more effectively
- continue advocacy efforts to ensure the right resources (e.g., full-day Kindergarten, quality infrastructure for all) are available
- be more specific when setting goals and ensuring they are more easily measurable.

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 2019-2020 school year.

ATTACHMENTS & APPENDICES

ATTACHMENT I 2018-2019 Board Self-Evaluation Survey instrument

KM:sj

Board Self-Evaluation

Survey Summary Report

2018-2019



Board Self-Evaluation Survey

The survey was organized into sections around the Board’s roles and responsibilities;

- **Mission, Vision, Values and Priorities**
- **Results Oriented**
- **Alignment of Resources**
- **Budgeting Practices**
- **Climate and Culture**
- **School Board and Superintendent Relationships**
- **School Board Relationships and Conduct**
- **Community Relations**
- **Advocacy Practices**
- **Policy Governance**
- **Committee and Representative Work**

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 section, Trustees are asked chose from five different options. The Trustees were encouraged to include comments that illustrate or support their choices. They were also asked to provide examples of strengths, opportunities for growth, and general comments for each section. This qualitative data will be helpful during the discussion of the results of the evaluation and may be used to inform action planning.

The choices available were:

Strongly Disagree -:- Disagree -:- Maybe/Not Sure -:- Agree -:- Strongly Agree

The survey opened Friday, April 26, 2019, and closed May 14, 2019. There was a response rate of 100 per cent; all of the nine Trustees completed the survey.

The results are detailed on the following pages.

Mission, Vision, Values, and Priorities

Vision

Success, one student at a time

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 Cornerstone Values of accountability, collaboration, equity and integrity.

District Priorities 2018-2021

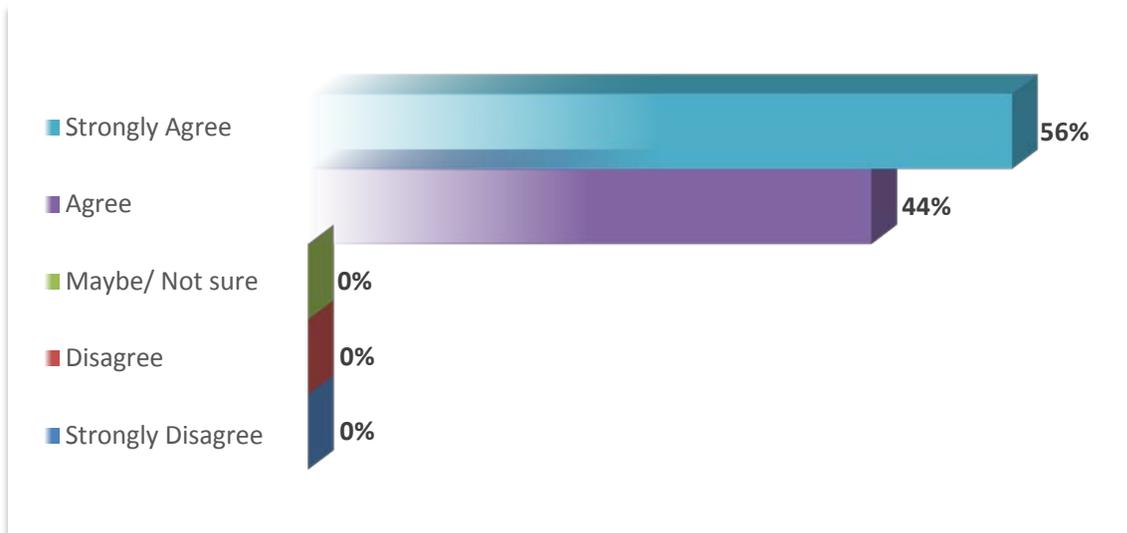
1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

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.

Answered: 9 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly Disagree	0%	0
Disagree	0%	0
Maybe/Not Sure	0%	0
Agree	44%	4
Strongly Agree	56%	5
TOTAL		9

Strengths/Opportunities for growth/General comments:

1. I believe our board aspires to align our work with district mission, vision and values. However, at times, there are motions that might stray from the established direction. I do believe this is the delicate balance trustees must strike.
2. Our focus on the vision, mission, values, and priorities is strong.
3. There is alignment in our commitment to student success, one student at a time and our focus on our priorities (for the most part). As the Board ultimately sets the vision, mission, values and priorities, I believe each Trustee sees themselves in them and is committed to achieving our vision, mission and priorities. At different times, individual Trustees have had their own issues they want to push forward. This coming year especially, we must stay focused and work together - united front and all that.
4. The strat plan has become a greater emphasis and focus across the district and very important for evaluation.
5. I think as a board we work hard to align our advocacy efforts with our mission, values and priorities. I think we can always do more work around meaningfully engaging parents and community about our work and the role of a Trustee.

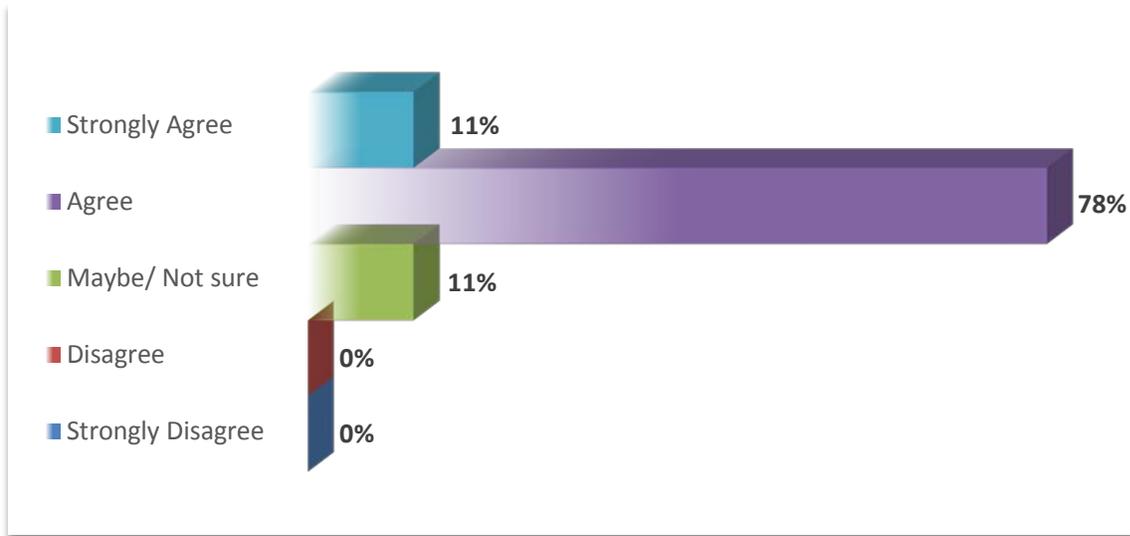
Results Oriented

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.

Answered: 9 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly Disagree	0%	0
Disagree	0%	0
Maybe/Not Sure	11%	1
Agree	78%	7
Strongly Agree	11%	1
TOTAL		9

Strengths/Opportunities for growth/General comments:

1. While I understand the results of our students with special needs with respect to their achievement and inclusion in the classroom is difficult to measure, I believe it is an area of growth for our district. How can we be certain that we are supporting all students adequately without data that allows us to look at the bigger picture of inclusion in the classroom?
2. I continue to wonder if we are always asking the right questions and measuring the right things. While we are strongly driven by the results we receive through our tools, I think we need to always need to consider what we don't ask. I am especially concerned that we do not track data in areas where we know there are variable outcomes for students and wonder how we can focus more on ensuring our equity values are being met by checking on the outcomes that would reflect those questions.
3. Results Reviews are great opportunities - we need to make sure Central Reviews are covered and Trustees all do their part. Superintendent's review is positive. We could do more making sense of data ourselves, having some discussion about implications and advocacy points.
4. Definitely has informed the areas of strength and weakness and directed our discussions and decisions.
5. I believe we are a board that makes decisions based on facts. I strongly support the idea of evaluating our decisions through a more critical lens (the questions we recently went through as a board, ie. how is this decision equitable, to what degree does it fall within our mandate, what are the potential unintended consequences.) I think that this exercise as well as future exercises where we use this criteria for decision making will serve us well in adhering to making evidence based decisions.

Annual reports to the board have improved this year. They are more succinct and to the point and as a result I think our questions at public board have become more succinct.

I always think we as Trustees can do a better job of communicating what we do as well as how our decisions are linked to student achievement data. This work is ongoing.

6. There are opportunities to continue to base decisions on disaggregated results. Achievement results could have a larger weight in Superintendent and Board evaluations.
7. I believe our board could improve upon being Results-Oriented by implementing goals in the Strategic Plan that are closer in spirit to SMART goals and more easily measurable.

We do make use of the data available in decision-making. I would like to see further disaggregated data to measure our success with students who are visible minorities, as well as data that can show year-over-year growth, as this is a measure of success that is not always part of the picture in provincial education data.

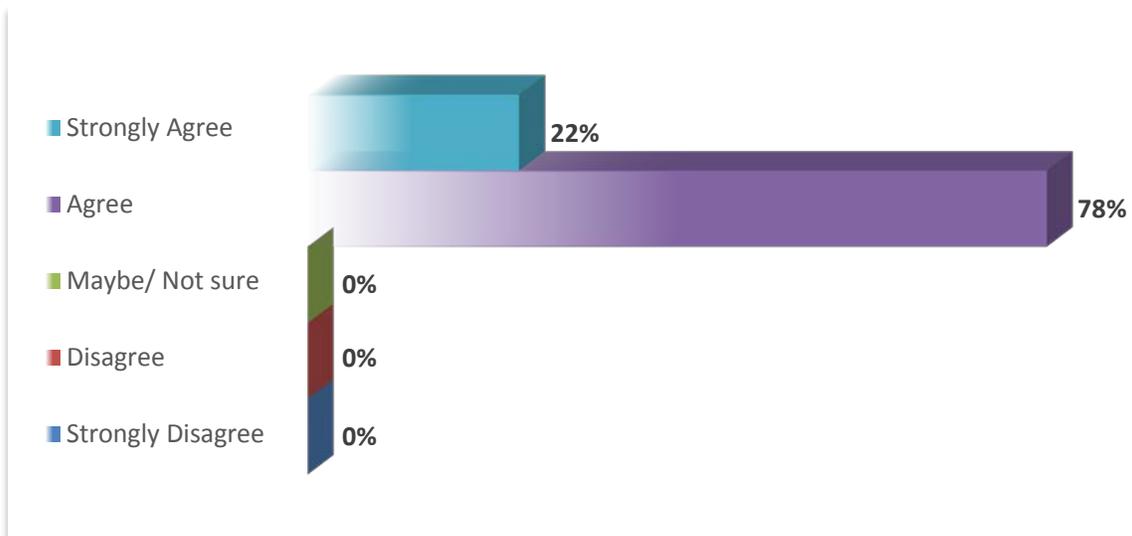
Alignment of Resources

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.

Answered: 9 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly Disagree	0%	0
Disagree	0%	0
Maybe/Not Sure	0%	0
Agree	78%	7
Strongly Agree	22%	2
TOTAL		9

Strengths/Opportunities for growth/General comments:

1. Restrictions in provincial allocations continue to make meeting some of these goals a challenge. Decisions in some of these areas are not always clear to the board as a whole.
2. The reality is the Board has oversight but our decisions sometimes feel like "rubber stamping." What comes to us re: distribution of funds, or capital plans are really well thought out, so we ultimately approve with little change in direction.
3. The Equity Fund is a clear example of providing additional supports to higher needs schools! We continue to hear about the benefits to kids in our schools because of the EF!
4. Our decision to stick with the priorities and goals set out by the previous board was the right one. This showed these goals were clear and the important priorities for our families and students. I think we need to continue to find ways to transition the equity fund into base allocations for schools. I am concerned about the sustainability of the equity fund and our district's reliance on using it to fund essential services, ie. mental health therapists, in our schools. I would like to see us talk about this as a board. I believe we do an excellent job, with great advice from our superintendent, on determining the capacity of staff when considering our objectives and resources.
5. I think we are doing well in this area and that there is room for improvement in supporting students who need specialized supports. Our number one priority is to foster growth and success for every student and we know that students who have disabilities require intensive supports. We are doing well at using the equity fund to ensure that students and schools with higher needs receive more resources but I'm not sure we are allocating enough resources to adequately meet the needs of individual students with disabilities.

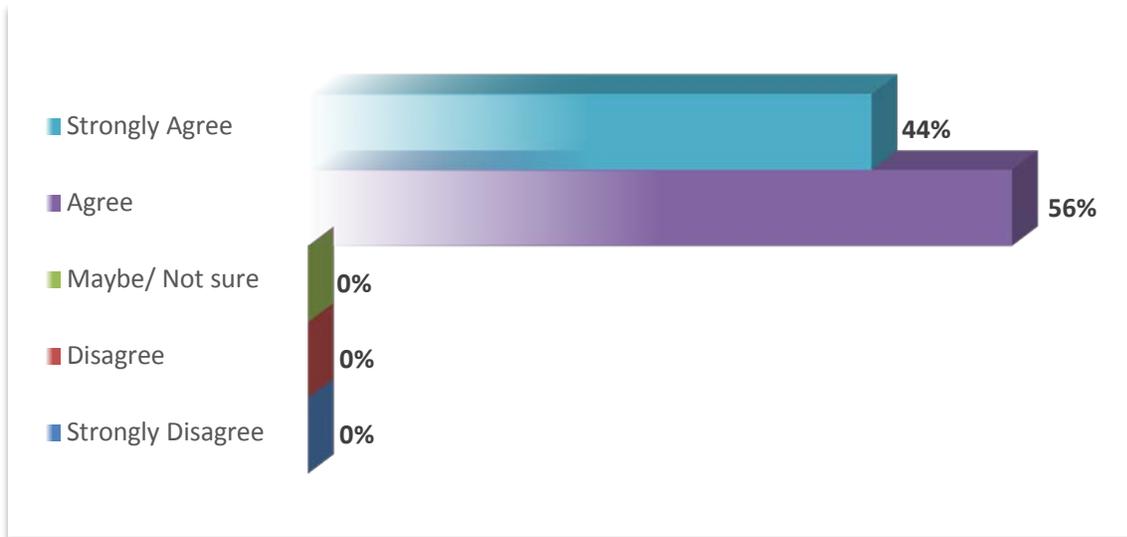
Budgeting Practices

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.

Answered: 9 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly Disagree	0%	0
Disagree	0%	0
Maybe/Not Sure	0%	0
Agree	56%	5
Strongly Agree	44%	4
TOTAL		9

Strengths/Opportunities for growth/General comments:

1. We should continue to explore what community input might mean as we have new tools available for community engagement and have seen an increase in some forms of participation (particularly in online engagement).
2. Keeping on track with bringing the distribution of funds to public board was a good move. We debate, discuss and ask questions about the budget at public board.
3. The budget process is very thorough and accountability is exceptional! Proud of this work!
4. I feel that as a board we meet all of the indicators listed above. One area where we could improve upon is involving our community in the budget planning process. I cannot recall specific instances where we have reached out to our communities (parents, families, stakeholders) and asked for their input on a budget. We voluntarily hear from our unions, but I think we could and should be doing a better job in soliciting the voice of our community.
5. I think the budget planning process is quite strong and the room for improvement is in the area of involving community input and engagement.

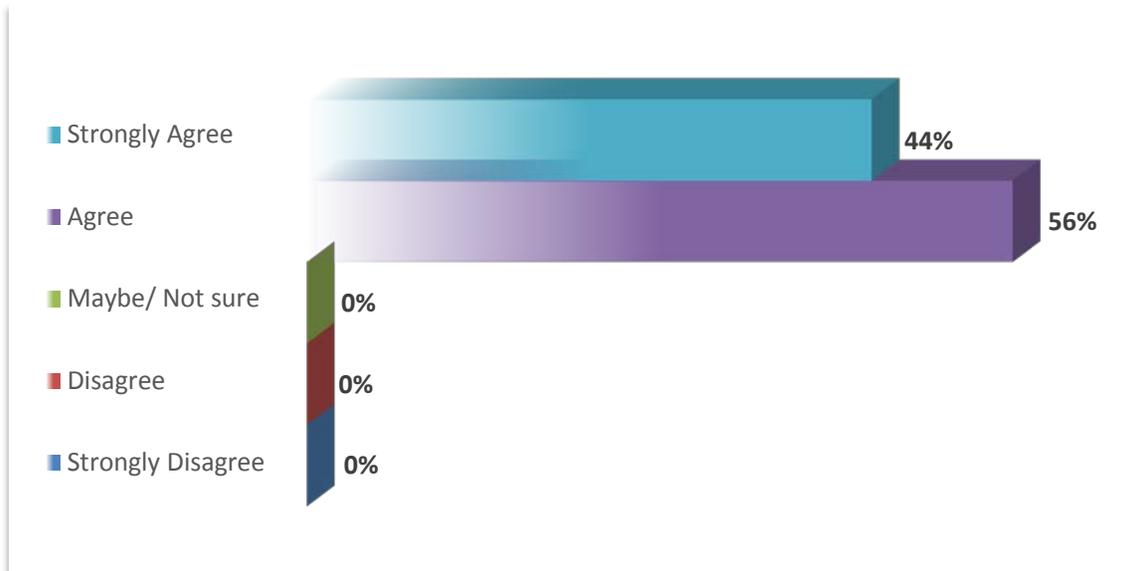
Climate and Culture

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.

Answered: 9 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly Disagree	0%	0
Disagree	0%	0
Maybe/Not Sure	0%	0
Agree	56%	5
Strongly Agree	44%	4
TOTAL		9

Strengths/Opportunities for growth/General comments:

1. We are not always transparent and honest with each other. I am concerned about some patterns within the board that point to trustees not disclosing important information to their colleagues. However, I believe we do a good job of supporting and fostering a positive culture in the organization as a whole.
2. We are not always aligned, and individual trustees sometimes push forward an agenda that doesn't necessary promote a positive climate or culture. That being said, they feel strongly in their role as advocates for public education. We do a good job with the District Survey and use those findings for accountability and continuous improvement. We have engaged in many generative discussion topics.
3. The board supports leadership development through financial support for continued education. Because the numbers of teachers and staff are taking advantage of this opportunity, the Board continues to demonstrate the value of building leadership to positively affect the results of learning for kids.
4. I am proud of the work that went into and the support that our new vision statement has received. I believe this vision statement exemplifies the culture that we as a board are trying to promote within the district. We also follow the leadership and are inspired by our school principals and central leaders in being creative, innovative and celebrating success, one student at a time.

I think we have had some excellent generative discussions as a board that have broadened our collective understanding of issues. I would like to see these day long generative discussions, with a focus on advocacy, continue.

I also believe that as a board we value transparency and accountability. I commend Michelle's leadership around these core values.

5. Our Board does value transparency, continuous learning, safe environments and we do build leadership capacity and value distributed leadership - and these values strengthen the climate in our schools. The indicators listed above are helpful in answering this question, however I do not believe that the role of education is to build a diverse workforce, but rather to foster a love of learning and critical thinking that helps to establish a diverse citizenry that is able to respond to an ever-changing world with empathy, thoughtfulness, creativity, critical thinking, resilience and dignity.

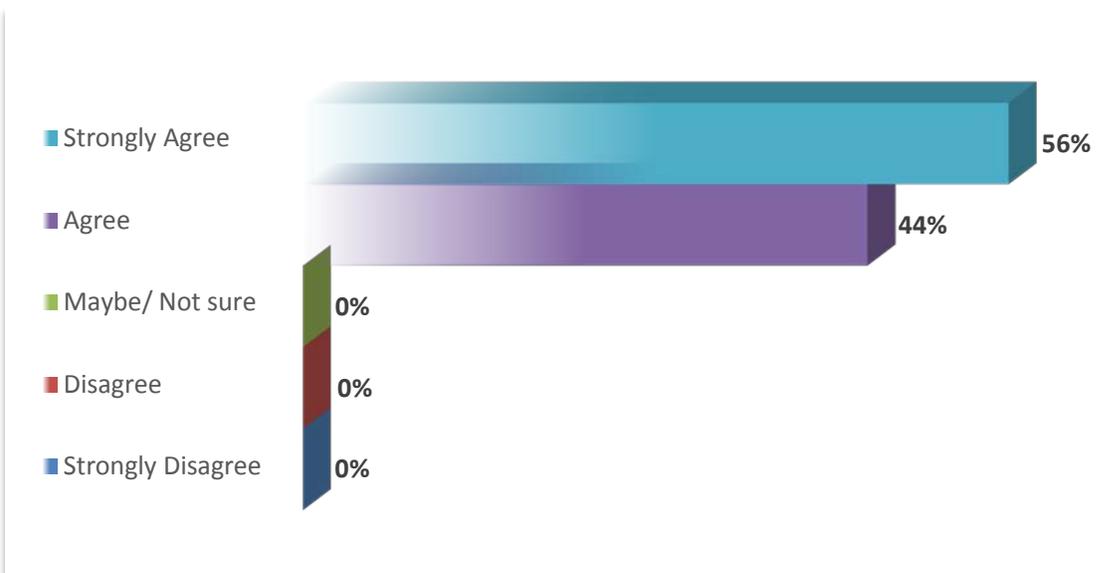
School Board and Superintendent Relationships

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.

Answered: 9 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly Disagree	0%	0
Disagree	0%	0
Maybe/Not Sure	0%	0
Agree	44%	4
Strongly Agree	56%	5
TOTAL		9

Strengths/Opportunities for growth/General comments:

1. I believe the superintendent is open and transparent but that some information from administration is not always communicated to him. I am concerned that he has been caught off guard on things where staff should be keeping him more informed. This leads to strains in the relationship at times, although it is overall positive.
2. We have open dialogue and value his opinion, leadership and role.
3. The transparency demonstrated by the Superintendent through verbal reports, TMs, trustee updates, MST etc. keep us informed and the openness to discuss our concerns keep the trust level high.
4. I feel that as a board we have an excellent relationship with Darrel. This relationship is further strengthened by the open communication between our board chair and superintendent. I appreciate our honest, direct conversations and feel well listened to by our superintendent.
5. I very much appreciate the respect for healthy debate and the value of democratic decision making used by our board and the superintendent in making decisions. This is foundational to the work of the board.

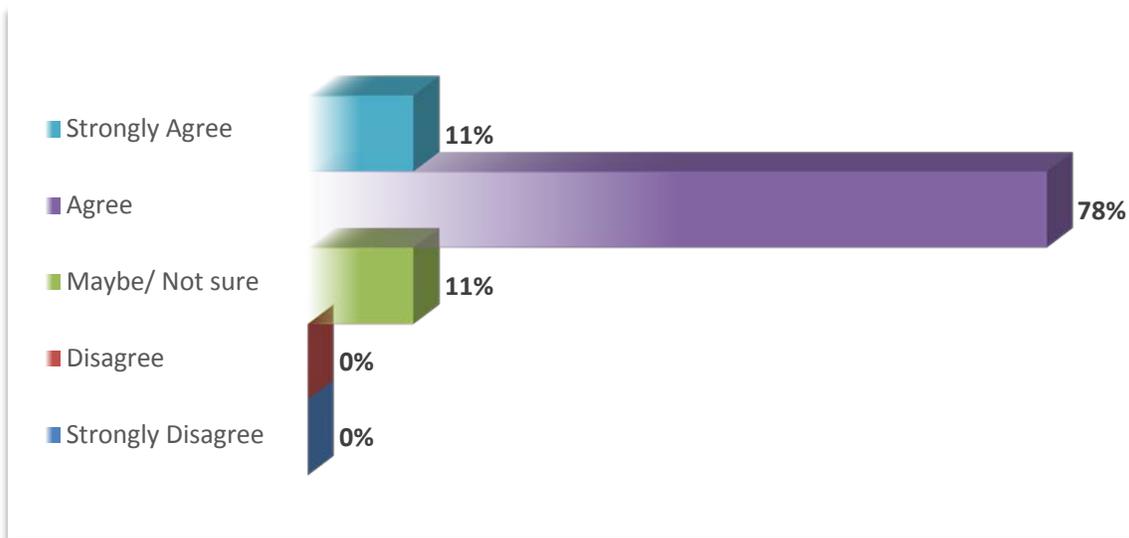
School Board Relationships and Conduct

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.

Answered: 9 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly Disagree	0%	0
Disagree	0%	0
Maybe/Not Sure	11%	1
Agree	78%	7
Strongly Agree	11%	1
TOTAL		9

Strengths/Opportunities for growth/General comments:

1. I believe some important information is withheld from trustees and, I think at times, from the superintendent. We have also had some disrespectful debates lately and some trustees seem to see policy disagreement as a personal attack. I am also concerned about perceived conflict of interest on the board. Trustees have also developed the habit of not speaking to each other about issues first as outlined in the trustee handbook. The chair is not the teacher and we are not children - we should speak to another trustee before going to the chair to ask for intervention. Timeliness and reliability in attending events as committed continues to be an issue at times.
2. There could be a degree of improvement in certain trustees ability to conceal body language with their disappointment in "not getting their way". Another area for improvement is how certain trustees abruptly cut off their colleagues in meetings.
3. For the most part. There have been some bumps but we are working through those. There is good sharing of leadership in terms of roles of committee chairs, and good representation at District events by Trustees.
4. The communication between trustees is respectful and for the most part, very honouring. There have been a few times when body language has expressed dissatisfaction when a colleague has disagreed, however, there are many more times when communication has been valued and respected, making for a rich dialogue!
5. For the most part I feel that the discussions we have had as a board have been respectful. There have been a couple of times where the debate or conversation was heading in a negative, disrespectful direction but I feel that as a board we were able to get back on track and resolve the issue in a respectful way.
6. I deeply respect my colleagues on the board and appreciate the value they all bring to healthy debate and respectful decision-making processes. I know that all members of our board are principled and ethical in our interactions and decisions.

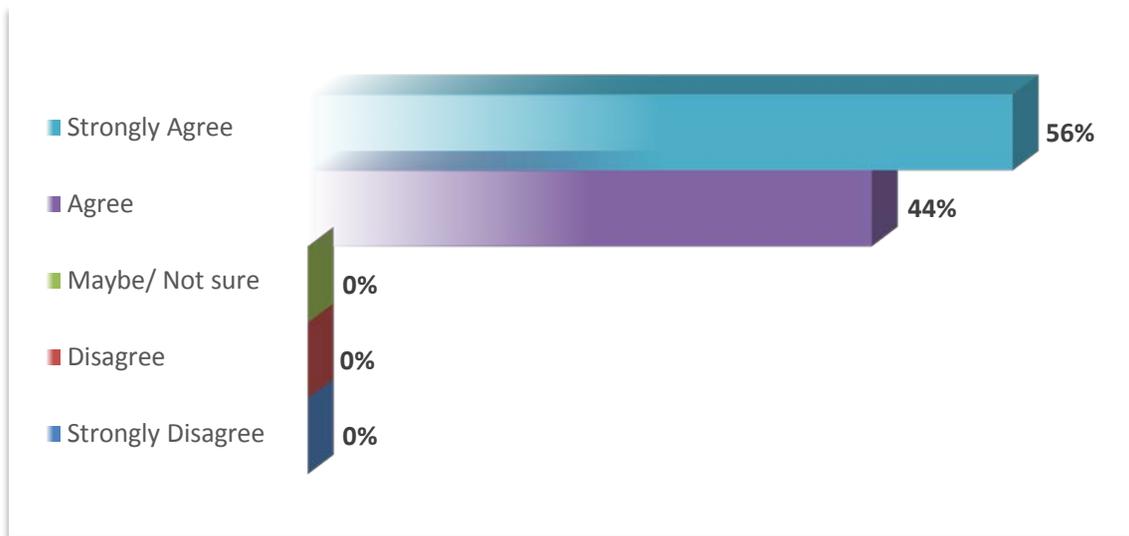
Community Relations

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.

Answered: 9 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly Disagree	0%	0
Disagree	0%	0
Maybe/Not Sure	0%	0
Agree	44%	4
Strongly Agree	56%	5
TOTAL		9

Strengths/Opportunities for growth/General comments:

1. I believe we are doing excellent work in this area, and it shows in the positive response we get from our communities and stakeholders.
2. Lots of engagement opportunities. The Policy Committee has done a great job of engagement. The Mental Health did some good advocacy work pre-election. Appreciate our Student Senate - appreciate our dinners and opportunities to interact.
3. I see Community Relations as both a strength and a weakness. The attempts to engage the community, ie, surveys, stakeholder engagements for policy making, growth accommodation, school closures, etc. are commendable. Student voice is reflected in the Senate and their work is admirable! Community response and input has increased, however, parent/community engagement is still an area for growth!
4. I think we have worked hard as a board to increase community and stakeholder input on our policies and work as Trustees. As a board we are often in the media, which is great profile for us and a chance to highlight the work we are doing. Our media presence is often positive and I attribute this to our strong communications team as well as the strong unified voice that the board chair communicates through the media to our public.
5. I believe we are doing a good job of encouraging feedback into board decisions and priorities and would love to see continued improvement in parental involvement in school councils and advocacy for education. I would also love to see student engagement continue to improve and believe it may be helpful to increase involvement of interested student senators in engagement on policies.

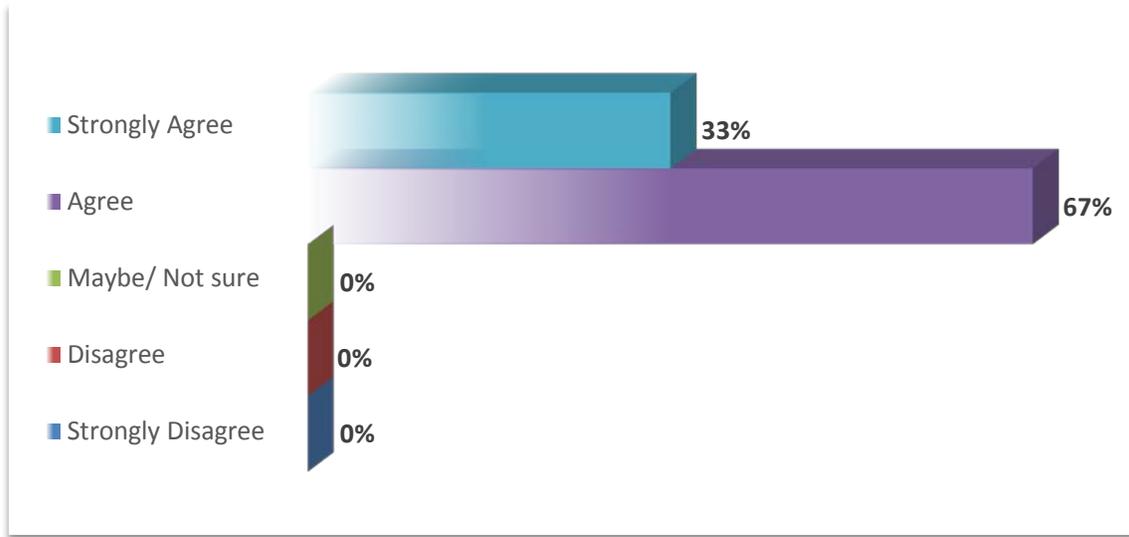
Advocacy Practices

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.

Answered: 9 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly Disagree	0%	0
Disagree	0%	0
Maybe/Not Sure	0%	0
Agree	33%	6
Strongly Agree	67%	3
TOTAL		9

Strengths/Opportunities for growth/General comments:

1. I was pleased with the way we pulled together on advocacy for the provincial election and believe we need a similarly strategic approach as we move forward with a new government. I am concerned that our worries will get in the way of effective advocacy.
2. Did good work pre-election and there is longevity to the material and messages. Not always clear about who serves as official spokesperson for the organization. I think each Trustee takes it upon themselves to meet with their counterpart elected officials.
3. Area of strength!
4. We have done lots of work in this area this past year and I would like to see it continue. I support the tracking of who we are meeting with and I think the way in which we developed our advocacy messages was collaborative and fair. Both the mental health and infrastructure committees are to be commended for the way in which they sparked a conversation about key issues in our district.
5. I'm proud of our board's work on advocacy this year and would love to see us continue to identify advocacy priorities as part of a fall retreat, regardless of whether it is an election year.

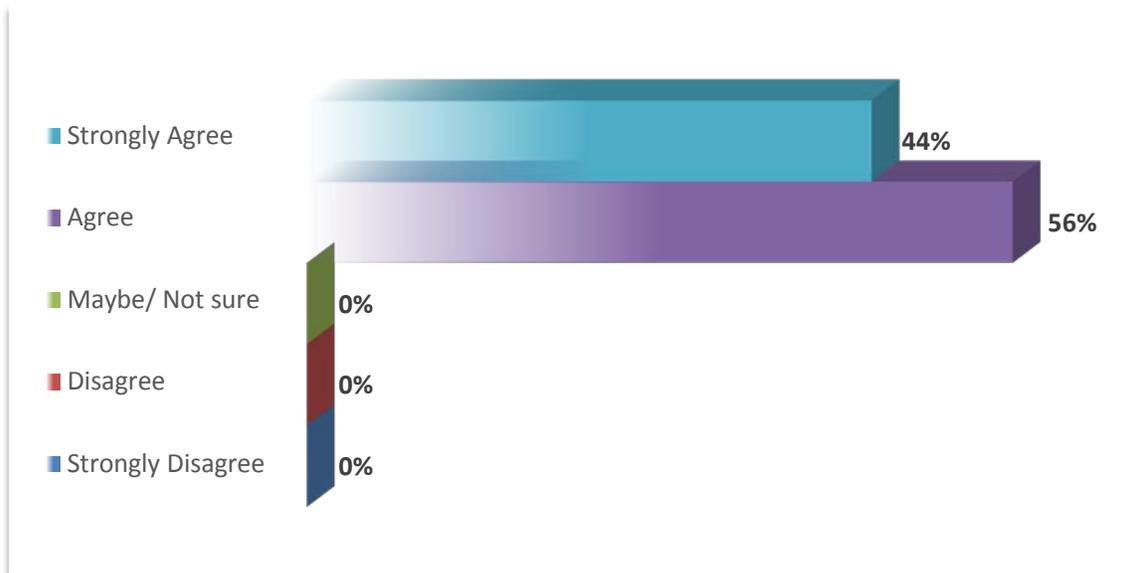
Policy Governance

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.

Answered: 9 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly Disagree	0%	0
Disagree	0%	0
Maybe/Not Sure	0%	0
Agree	56%	5
Strongly Agree	44%	4
TOTAL		9

Strengths/Opportunities for growth/General comments:

1. Our policy engagement is strong, and I believe the new First Nations, Metis, and Inuit policy represents an example of this new approach that walks alongside community. I look forward to continued engagement in our work on the Multiculturalism and Early Years policies.
2. Congratulations to the policy committee on their consultation process around our First Nations, Metis, and Inuit policies.
3. Great work happening. Would like to see more on evaluation of policies - Did the policy contribute to a change in the outcomes and impacts of interest? Were there any unintended consequences of the policy?
4. I believe how we draft policies, how we consult on those policies and how we communicate about the change in policies is well defined.

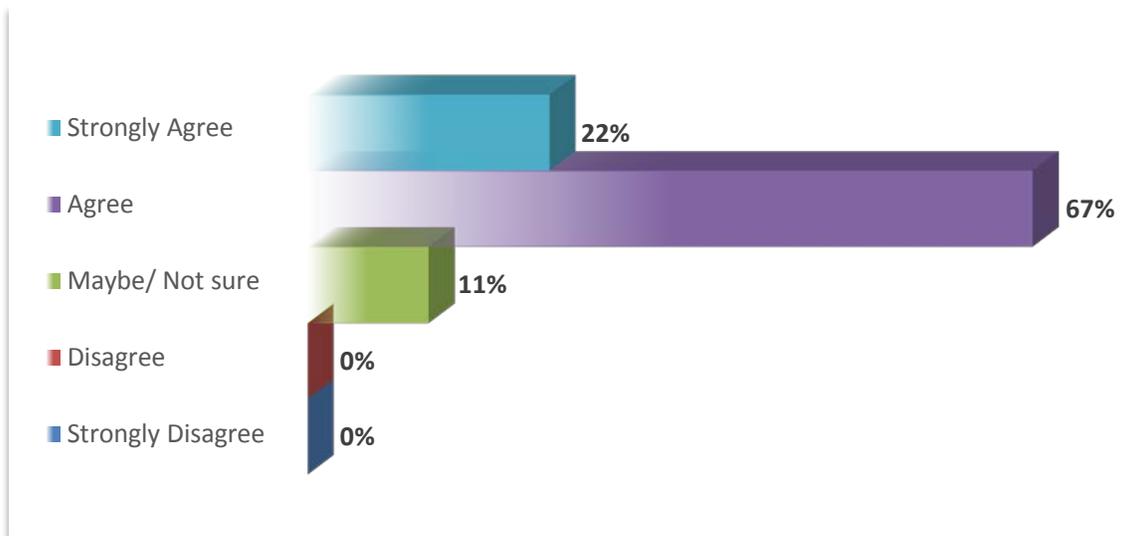
Committee and Representative Work

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 consistently demonstrates excellent involvement in committee and representative works.

Answered: 9 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly Disagree	0%	0
Disagree	0%	0
Maybe/Not Sure	11%	1
Agree	67%	6
Strongly Agree	22%	2
TOTAL		9

Strengths/Opportunities for growth/General comments:

1. We have had some serious hiccups in committee work this year. While our committees have done some good work, in some cases, it has felt like staff, rather than trustees, are managing the agenda of trustee committees, which is not how these structures are intended to function. I hope that improved transparency processes will help address this issue.
2. Like the way we are moving to more accountability by committees - interim updates, pre-approval of budgets
3. Trustees are committed to the work done in the committees and the support by staff is exceptional!
4. I think the updates provided at caucus or public board from committee chairs has been helpful in informing all Trustees about the work of different committees. I would like to see this practice continue as I think it helps bolster transparency and accountability of the work of Trustees. I think committee chairs have done an excellent job of making all Trustees feel welcome at committee meetings. I appreciated having a budget discussion for each committee's work with the entire board and would also like to see this practice continue.
5. I believe that committees are critical to advancing the work of our board and have been impressed by the amount of work that has progressed at a committee level this year. I think it is possible to strengthen the scope of work and responsibilities of committees and representatives on committees, both internal and external.

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

1. More effective communication with each other and an understanding that disagreement is not personal attack will help us be a more cohesive team. We also need to remember that we are elected - we are politicians - and that we are not always going to be completely in agreement because we are elected on platforms and have to represent our communities. We are an elected body, not a corporate board, and we need to understand this and work with respect while also making space for disagreements.
2. What can be done to further the results for our FNMI students?
3. Focus on the students, recognize we need to work with whoever is in power provincially.
4. This is such a broad question. Priority one, goal one - excellent start to learning. I think we need to continue to advocate for more full day kindergarten programs to help achieve this goal, if this means spending surplus dollars to establish more full day K programs, perhaps this is something we should consider. Quality infrastructure for all - I strongly support the move towards block funding and appreciate all the efforts by the infrastructure committee to raise awareness about this tangible solution for our infrastructure challenges. Work on all of these goals are ongoing. These goals aren't just achieved but they are something we should be striving for each year.
5. I think sometimes as trustees it is hard to feel like we are meaningfully contributing to the work of the district and are able to action our goals, values, vision, etc as individuals. Sometimes it just kind of feels like we are prime movers -- ""there shall be..." but then after that we are expected just to show up and vote yes at meetings, maybe asking a few tough questions here or there. I don't think the answer is increased delegation, but as we can tell by our community surveys, half of our parents or staff don't know what we do, and partially, that's because apart from the budget and the strat plan and occasional passion project motions, what do we do? I think for a big district, city councillors are much more able to be involved in a purposeful way in the city. I wonder what lessons we can learn from public process at the city. We really have no bearing on the strategic plan. It's done and it's lived in the central budget and then out in the schools by the teachers and the principals. Really the only path to classroom achievement is the classroom teacher themselves and we are very disconnected from that work. Maybe doubling the amount and frequency of results reviews are the answer. Maybe attending more regular catchment meetings. I get the feeling that some of my colleagues crave more hands-on leadership than others. I'm not sure what the right balance is. Maybe it's moving our board meetings around to each high school in the city with more of a catchment area insight/pulse check.
6. By and large, the Board is effectively pursuing achievement of goals in the Strategic Plan. Consistent adherence to and evaluation of established policy, process, work plans, Board learning takes us incrementally closer to achievement.
7. I believe the Board could improve achievement of goals by being more specific about the goals we wish to achieve and incorporating goals which are more easily measurable.