

DATE: September 24, 2024

TO: Board of Trustees

FROM: Trustee Marsha Nelson, 2023-2024 Governance and Evaluation Committee
Trustee Sherri O’Keefe, Chair, 2023-2024 Governance and Evaluation Committee
Trustee Saadiq Sumar, 2023-2024 Governance and Evaluation Committee

SUBJECT: 2023-2024 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

The 2023-24 Board of Trustees’ self-evaluation survey was organized into eleven categories relating to the Board’s roles and responsibilities. The data derived from the survey will be used to inform planning and process improvement.

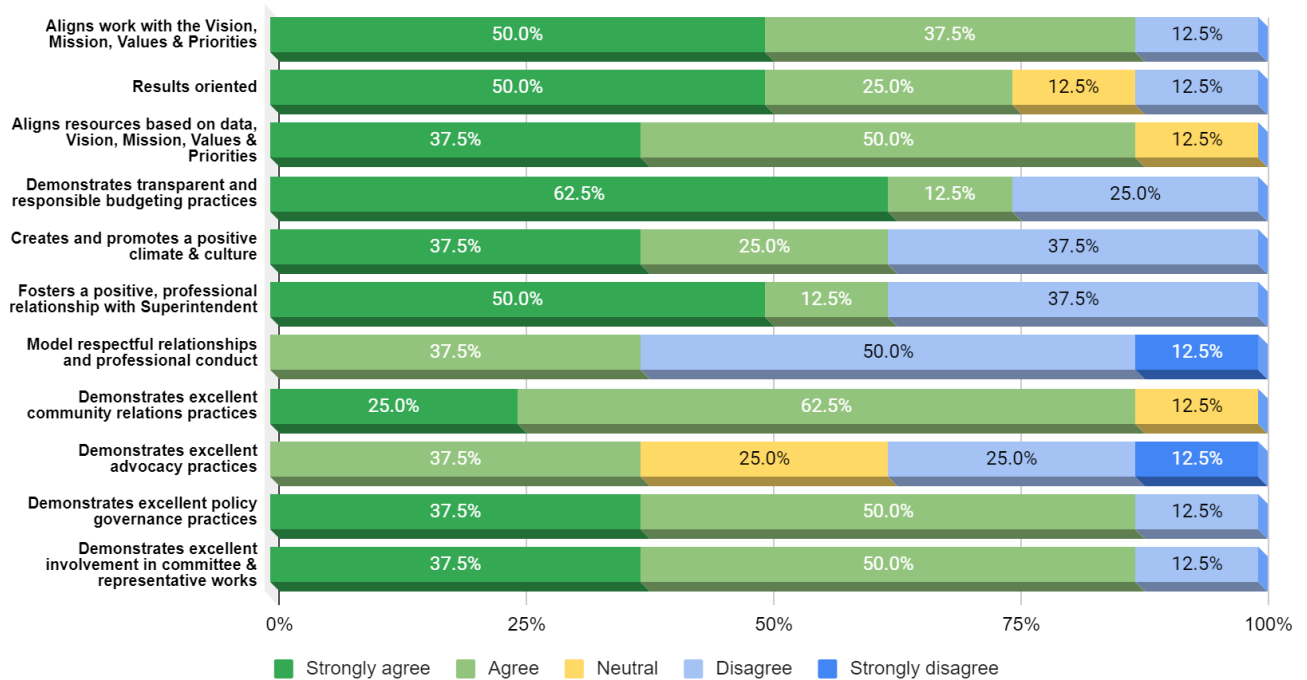
For each section, Trustees were asked to rate the Board’s overall effectiveness in each key area using the following five-point scale:

- 1 - Strongly disagree
- 2 – Disagree
- 3 – Neutral
- 4 - Agree
- 5 - Strongly agree

The survey opened Thursday, May 30 and closed Wednesday, July 4, 2024. All eight Trustees participated in the survey.

CURRENT SITUATION

A copy of the 2023-24 Board of Trustees Self-Evaluation Survey instrument is provided (Attachment I). A summary of responses is provided below and reported to the public as part of the Board’s annual accountability practices.



Aligns its work with the Division Vision, Mission, Values and Priorities

Rating: 87.5 per cent positive (50.0% strongly agreed, 37.5% agreed, 12.5% disagreed)

Comments indicated strong alignment between the Division Vision, Mission, Values and Priorities and the Board’s work.

Results oriented

Rating: 75.0 per cent positive (50.0% strongly agreed, 25.0% agreed, 12.5% neutral, 12.5% disagreed)

Comments indicated Trustees valued staff updates and data-driven decisions, noting a desire to address perceived gaps in supporting diverse students' needs and continued professional learning for better outcomes.

Aligns resources based on data and the Division Vision, Mission, Values and Priorities

Rating: 87.5 per cent positive (37.5% strongly agreed, 50.0% agreed, 12.5% neutral)

Comments indicated satisfaction with resource allocation, noting consideration of staff capacity in decision-making, resource limitations, and appreciate seeing funding for key initiatives and revised infrastructure decisions based on student needs first.

Demonstrates transparent and responsible budgeting practices

Rating: 75 per cent positive (62.5% strongly agreed, 12.5% agreed, 25.0% disagreed)

Comments indicated that communication with stakeholders had improved with the use of the budget and distribution fact sheets. Trustees expressed a desire for more community feedback and consistent consultation at the school level in the budget process.

Creates and promotes a positive climate and culture

Rating: 62.5 per cent positive (37.5% strongly agreed, 25.0% agreed, 37.5% disagreed)

Comments indicated an appreciation for the positive initiatives, staff recognition and community engagement by the Division as a whole. Continued professional development on governance was desired by Trustees.

Fosters a positive, professional relationship with the Superintendent

Rating: 62.5 per cent positive (50.0% strongly agreed, 12.5% agreed, 37.5% disagreed)

Comments indicated great appreciation for the leadership of the Superintendent.

Model respectful relationships and professional conduct

Rating: 37.5 per cent positive (37.5% agreed, 50.0% disagreed, 12.5% strongly disagree)

Comments indicated a lack of communication among Trustees and a desire for improved teamwork.

Demonstrates excellent community relations practices

Rating: 87.5 per cent positive (25.0% strongly agreed, 62.5% agreed, 12.5% neutral)

Comments indicated that communication and engagement with stakeholders are strong. Some Trustees noted that better strategies are needed to engage with diverse or disengaged stakeholders.

Demonstrates excellent advocacy practices

Rating: 37.5 per cent positive (37.5% agreed, 25% neutral, 25.0% disagree, 12.5% strongly disagreed)

Comments indicated that continued work is needed for a long-term advocacy plan that involves both government and stakeholder engagement.

Demonstrates excellent policy governance practices

Rating: 87.5 per cent positive (37.5% strongly agreed, 50.0% agreed, 12.5% disagreed)

Comments indicated appreciation for the work of the Policy Review Committee and an interest in exploring how policies may be made more accessible through the use of plain language and translation.

Demonstrates excellent involvement in committee and representative works

Rating: 87.5 per cent positive (37.5% strongly agreed, 50.0% agreed, 12.5% disagreed)

Comments indicated that there is a general feeling that the Board committees do excellent work, with a note that more regular reporting should be scheduled throughout the year.

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

Comments indicated desire that increased communication with stakeholders was seen as an important part of supporting the Strategic Plan

How could the Board improve how it governs?

Comments indicated focusing on governance accountability and transparency, enhancing communication among Trustees and continued professional learning on governance would improve the Board's governance.

How could the Board improve as a team?

Comments indicated that Trustees felt that the Board should continue to work together to improve communication with one another while remaining focused on governance and what is best for the Division.

KEY POINTS

Overall, Trustees rated the Board's performance over the past year positively.

- Trustees strongly agreed that the Board demonstrated transparent and responsible budgeting practices.
- The majority of Trustees felt that the Board aligned its work with the Division Vision, Mission, Values and Priorities; aligned resources based on data and the Division Vision, Mission, Values and Priorities; demonstrated excellent policy governance practices; had excellent community relations and excellent involvement in committee and representative works; and fostered a positive professional relationship with the Superintendent and created and promoted a positive culture.
- Ratings varied on the matters of the Board and modelling respectful relationships and professional conduct and demonstrating excellent advocacy practices.

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 2024-25 school year.

ATTACHMENTS

ATTACHMENT I 2023-2024 Board Self-Evaluation Survey Instrument

KM:ca



2023-2024 Board Self-Evaluation Survey

For each question, you are encouraged to include comments that illustrate or support your rating.

- Bullet points, short “jot notes” or single words are all fine; they are simply meant to jog your memory when we discuss these survey results in the fall.

Please complete the evaluation by **June 20, 2024**.

Mission, Vision, Values, and Priorities

Vision

Enhancing pathways for student success

Mission

Our commitment to high-quality public education serves the community and empowers each student to live a life of dignity, fulfilment, empathy and possibility.

Values

Supporting the Vision, Mission and Priorities are the Division’s Cornerstone Values of accountability, collaboration, equity and integrity.

Division Priorities 2022-2026

1. Build on outstanding learning opportunities for all students.
2. Advance action towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

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 Division Vision, Mission, Values and Priorities.

| | | | | |
|----------------------|----------|---------|-------|-------------------|
| Strongly Disagree | Disagree | Neutral | 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 Division 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 (e.g., advocacy outcomes, student results, relationship building, policy development).
- We tie the evaluation of the Superintendent to the results of our students.
- Annual reports (e.g., AERR, Four-Year Education Plan), Strategic Plan Update Reports and Results Reviews provide clear evidence of progress towards achieving our priorities and goals.
- Annual reports, Strategic Plan Update 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.

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|-------------------|----------|---------|-------|----------------|
| Strongly Disagree | Disagree | Neutral | 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 Division 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, Division priorities and available resources.
- We consider the strengths, expertise and capacity of Division 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 Division Vision, Mission, Values and Priorities.

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|-------------------|----------|---------|-------|----------------|
| Strongly Disagree | Disagree | Neutral | 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 Division 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 Division.
- Financial statements are thoroughly reviewed and we seek legal and ethical compliance assurances from the Superintendent.
- We report regularly to the public on the Division's financial position and future.
- We advocate for adequate, predictable and sustainable funding.

The Board consistently demonstrates transparent and responsible budgeting practices.

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|----------------------|----------|---------|-------|-------------------|
| Strongly Disagree | Disagree | Neutral | 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 Division'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 Division 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.

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|----------------------|----------|---------|-------|-------------------|
| Strongly Disagree | Disagree | Neutral | 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.

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|-------------------|----------|---------|-------|----------------|
| Strongly Disagree | Disagree | Neutral | 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 (e.g., with parents, Caucus).
- 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.

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|-------------------|----------|---------|-------|----------------|
| Strongly Disagree | Disagree | Neutral | 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 Division priorities to the public.
- We actively seek out student voice and perspective.
- We actively seek out voices and perspectives from diverse communities to inform our decision making.

The Board consistently demonstrates excellent community relations practices.

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|-------------------|----------|---------|-------|----------------|
| Strongly Disagree | Disagree | Neutral | 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 Division.
- 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.
- We balance strong advocacy with maintaining collaborative relationships.

The Board consistently demonstrates excellent advocacy practices.

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|-------------------|----------|---------|-------|----------------|
| Strongly Disagree | Disagree | Neutral | 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 Division.
- 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.

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|----------------------|----------|---------|-------|-------------------|
| Strongly Disagree | Disagree | Neutral | 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 consistently demonstrates excellent involvement in committee and representative works.

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|----------------------|----------|---------|-------|-------------------|
| Strongly Disagree | Disagree | Neutral | 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?

How could the Board improve how it governs?

How could the Board improve as a team?
