

DATE: September 12, 2017

TO: Board of Trustees

FROM: Trustee Ken Gibson, Governance and Evaluation Committee, Chair
Trustee Nathan Ip, Governance and Evaluation Committee
Trustee Bridget Stirling, Board and Superintendent Evaluation Committee

SUBJECT: 2016-2017 Board Self-Evaluation

RESOURCE

STAFF: Karen Mills

REFERENCE: [Trustees' Handbook – Section 6.1.1 \(page 45\) Governance and 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 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 2016-2017 Board of Trustees' self-evaluation survey was organized into sections around 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 Wednesday, June 21 until midnight, July 12, 2017. All 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 2016-2017 Board of Trustees Self-Evaluation Survey instrument is provided (Attachment I). A summary of the 11 areas is provided below and is being reported to the public as part of the Board's annual accountability practices.

Mission, Vision, Values and Priorities: This area received a 100 per cent positive rating (33.33 per cent fully achieved and 66.67 per cent mostly achieved). Qualitative comments indicated that the Superintendent, Board, principals and teachers refer to the Vision, Mission, Values and Priorities as a foundation for their work. The Mission, Vision, Values and Priorities are reaffirmed in District Leadership Meetings, prominently displayed in District schools, and guide decision making in the areas of policy, budget and strategic planning. It was noted that the induction of a new Board will provide an opportunity to reaffirm the District's Mission, Vision, Values and Priorities.

Budget: This area received a 100 per cent positive rating (33.33 per cent fully achieved and 66.67 per cent mostly achieved). Qualitative comments noted that the budgets are grounded in evidence and the budget planning and allocation process is clear, responsible, thoroughly reviewed and trustworthy. Opportunities for growth were noted with respect to ensuring there are clear input processes for stakeholders and that budget decisions are clearly communicated to the public.

Climate and Culture: This area received a 100 per cent positive rating (22.22 per cent fully achieved and 77.78 per cent mostly achieved). Qualitative comments indicated the Board has seen improvement in the handling of student discipline. Trustees also noted that honour, transparency and respect are valued in the District, and this has fostered a positive culture. Opportunities for growth included a desire to continue to increase diversity in the District's workforce, more promotion of continuous learning, and improving survey techniques to ensure accurate and timely feedback.

School Board and Superintendent Relationship: This area received a 100 per cent positive rating (66.67 per cent fully achieved and 33.33 per cent mostly achieved). Qualitative comments indicated that an exceptional relationship exists between the Superintendent and Board of Trustees. The Superintendent evaluation process in place is explicit and well designed. Opportunities for growth comments included a desire to see a greater emphasis on assessing the Superintendent's performance in terms of gains in student achievement.

School Board Relationships and Conduct: This area received a 100 per cent positive rating (33.33 per cent fully achieved and 66.67 per cent mostly achieved). Qualitative comments indicated that the Board is a high functioning team grounded in compromise, collaboration and collegiality. Clarity around media relations protocols was noted as an opportunity for growth.

Alignment of Resources: This area received an 88.89 per cent positive rating (33.33 per cent fully achieved and 55.56 per cent mostly achieved). Qualitative comments cited the Equity Fund as a great example of aligning resources to meet the needs of students and teachers throughout the District. Opportunities for growth included the need to continue learning how to most effectively allocate funds for students with higher needs, and continued advocacy by the Trustees for new schools.

Committee and Representative Work: This area received an 88.89 per cent positive rating (33.33 per cent fully achieved and 55.56 per cent mostly achieved). Qualitative comments indicated that Board committees are doing well at fulfilling their work plans. Opportunities for improvement exist in reporting committee work to the public so that they are informed of the governance work being done. It was also suggested that the committee evaluation process could be strengthened.

Decision Making: This area received an 88.89 per cent positive rating (33.33 per cent fully achieved and 56.56 per cent mostly achieved). Qualitative comments indicated that the Board makes decisions founded on the best available information and grounded in what is best for students. It was noted that

competing community interests and rapid population growth in certain communities often makes decision making more complex.

Results Orientated: This area received an 88.89 per cent positive rating (33.33 per cent fully achieved and 55.56 per cent mostly achieved). Qualitative comments indicated recognition that many of the complexities and challenges faced in the classroom are hard to measure, but initiatives such as the District Results Review and Strategic Plan update reports at Board meetings, along with multiple assessment tool results provide the means by which the Board evaluates and determines success and areas of concern. Opportunities for growth were noted regarding assisting the Trustees to effectively share the Districts' results with the public. The question of how we might measure the success of students in such areas as character, leadership ability, moral intelligence and good relational skills also arose.

Policy Governance: This area received a 77.78 per cent positive rating (22.22 per cent fully achieved and 55.56 per cent mostly achieved). Qualitative comments indicated that the work toward policy consolidation and coherence is resulting in clearer, more concise policy and a higher level of stakeholder participation. More effective monitoring of policy implementation and effectiveness was cited as an opportunity for growth. Suggestions for improving the policy review schedule were also made.

Community Relations: This area received a 66.66 per cent positive rating (22.22 fully achieved and 44.44 per cent mostly achieved). Qualitative comments indicated that communication and consultation with the community and stakeholders has increased and improved considerably. The Board identified a desire to use social media and other electronic means more effectively to communicate with parents and the public.

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?* Responses cited targeted professional learning, development of a streamlined policy development process, the creation of more opportunities for generative discussion, and reaffirming commitment to the Strategic Plan as way the Board can continue to support the achievement of the District's Strategic Plan goals and the successes of students now and in the future.

NEXT STEPS

The information in the report will be used to inform planning, the development of strategic work plans and Board professional development for the 2017-2018 school year.

ATTACHMENTS & APPENDICES

ATTACHMENT I 2016-2017 Board Self-Evaluation Survey instrument

KM:sj



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Board Self-Evaluation 2016-2017 (Open until Wednesday, July 12, 2017 - noon)

About the Board Evaluation Questionnaire

The questionnaire is organized into 11 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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Board Self-Evaluation 2016-2017 (Open until Wednesday, July 12, 2017 - noon)

Completing the Board Evaluation Questionnaire

For each question, please provide a rating on a four-point scale. You are encouraged to describe one or more examples that illustrate or support your rating. This qualitative data will be helpful during the discussion of the evaluation results and may be used to inform action planning.

Please, 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 evaluation by July 12, 2017, so that the results can be compiled and shared at

the Trustee Retreat.



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Board Self-Evaluation 2016-2017 (Open until Wednesday, July 12, 2017 - 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:

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Opportunities for Growth:

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Board Self-Evaluation 2016-2017 (Open until Wednesday, July 12, 2017 - 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.
- 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 2016-2017 (Open until Wednesday, July 12, 2017 - 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:

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Opportunities for Growth:

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Board Self-Evaluation 2016-2017 (Open until Wednesday, July 12, 2017 - noon)

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:

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Opportunities for Growth:

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Board Self-Evaluation 2016-2017 (Open until Wednesday, July 12, 2017 - 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 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.

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 2016-2017 (Open until Wednesday, July 12, 2017 - 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:

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Board Self-Evaluation 2016-2017 (Open until Wednesday, July 12, 2017 - 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.
- 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 2016-2017 (Open until Wednesday, July 12, 2017 - 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:

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Board Self-Evaluation 2016-2017 (Open until Wednesday, July 12, 2017 - 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:

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Opportunities for Growth:

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Board Self-Evaluation 2016-2017 (Open until Wednesday, July 12, 2017 - 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 committees and representatives 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 and 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:

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Opportunities for Growth:

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Board Self-Evaluation 2016-2017 (Open until Wednesday, July 12, 2017 - 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:

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Opportunities for Growth:

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Board Self-Evaluation 2016-2017 (Open until Wednesday, July 12, 2017 - noon)

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