

EDMONTON PUBLIC SCHOOLS

June 12, 2007

TO: Board of Trustees

FROM: Trustee G. Gibeault, Chair Board Evaluation Committee  
Trustee B. Esslinger, Board Evaluation Committee  
Trustee G. Nicholson, Board Evaluation Committee

SUBJECT: Board Self-Evaluation Process

RESOURCE

STAFF: Anne Sherwood

RECOMMENDATION

That the timeline for and administration of the 2006-2007 School Board Self-Evaluation Questionnaire (Attachment I) be approved.

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Background to Board Evaluation

The intent of the board self-evaluation process is to enable the board to model its policy of system-wide evaluation as a means of continuous improvement. The board already has many methods of assessing board and district performance through budget and results reviews and the annual district attitude surveys. The purpose of the board self-evaluation has been to provide an opportunity for trustees to reflect on board governance and how they work collectively and as individuals with respect to the board's mandate.

The Board Evaluation Questionnaire and Process

The board uses an evaluation instrument based on a bank of questions related to the Board's Role and Responsibility Statement, Principles of Board Operation, the District Mission, and District Priorities (Attachment II).

The compiled questionnaire results are used as a point of departure for discussion, reflective practice and continuous improvement. The survey captures the opinion of trustees at a particular point in time based on their individual interpretation of each question. The results are reviewed at trustee retreat in the Fall. Variant and disparate responses provide an opportunity for further exploration and discussion. Based on discussion at trustee retreat, a summary statement on the results of the board evaluation is presented at public board.

This being the third and final year of the board's term of office, the board self-evaluation process provides trustees an opportunity to reflect on the board's accomplishments and challenges, and the board an opportunity to report to its public and to provide recommendations and insight with respect to board governance for the consideration of the incoming board.

Process and Timelines

The following is the proposed timelines for the administration of the Board's Self-Evaluation 2006-2007:

- |                    |   |
|--------------------|---|
| June 12, 2007      | The Survey is distributed along with a copy of the following background materials: District Priorities, Mission Statement, Board Role and Responsibilities, and Principles of Board Operation.  |
| June 29, 2007      | All questionnaires completed and submitted to the Board Secretary for compilation.  |
| August 31, 2007    | Board Self-Evaluation Results are distributed to trustees in their Trustee Retreat package. (The board evaluation results for the previous two years will also be provided.)  |
| September 5, 2007  | Trustee Retreat agenda item to provide an opportunity to: <ul style="list-style-type: none"><li>• Discuss these results along with the preliminary achievement results in light of the Board's Legacy Statement and the board's accomplishments over its term of office.</li><li>• Develop a statement with respect to the board evaluation for public board.</li></ul> |
| September 11, 2007 | Board Evaluation Statement for this board's term of office read by the chair of the Board Evaluation Committee at public board  |

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- |               |   |
|---------------|---|
| ATTACHMENT I  | - 2006-2007 Board Self-Evaluation Questionnaire   |
| ATTACHMENT II | - Board Role and Responsibilities, Principles of Board Operation, District Mission, District Priorities |



## **2006-2007 School Board Self-Evaluation Questionnaire**

### **Legacy Statement**

**As leaders and advocates for public education, we have:**

- **Raised academic achievement levels and high school completion rates, and promoted the physical and mental well-being of every student**
- **Actively engaged community partners in support of defining and obtaining superb results from every student**
- **Secured broad community support for sustained investment in public education and provided sound stewardship of district resources**
- **Instilled in every student a strong belief in societal involvement, values and responsibilities**
- **Celebrated excellence in teaching and the work of all district staff**

**Please return completed questionnaire to the Board Secretary by June 29, 2007.**

**NOTE: All questionnaires are destroyed once compiled. Retain a copy of your completed questionnaire for your own reference. The results of the survey will be discussed at the September 5, 2007 trustee retreat.**

## AS LEADERS AND ADVOCATES FOR PUBLIC EDUCATION:

	Low	High
<b>The board has been effective in:</b>		
• establishing major goals, objectives and priorities for the district	1 2 3 4 5 6 7 8 9 10	
• fulfilling the mission statement of the district	1 2 3 4 5 6 7 8 9 10	
• staying informed about major areas of district operation	1 2 3 4 5 6 7 8 9 10	
• ensuring that appropriate procedures are in place for policy development, implementation and evaluation	1 2 3 4 5 6 7 8 9 10	
• actively promoting public support for public education	1 2 3 4 5 6 7 8 9 10	
• serving as an advocate for public education	1 2 3 4 5 6 7 8 9 10	
• ensuring that its priorities and district standards are the focus for planning in schools	1 2 3 4 5 6 7 8 9 10	
• meeting or exceeding reporting requirements of Alberta Education	1 2 3 4 5 6 7 8 9 10	
• having trustees respect the corporate decisions of the board	1 2 3 4 5 6 7 8 9 10	
• ensuring that every trustee is confident in bringing concerns, ideas and perspectives to the table	1 2 3 4 5 6 7 8 9 10	
• ensuring that trustees assist each other and the board chair in preserving the integrity of board process and respecting rules of order	1 2 3 4 5 6 7 8 9 10	
• ensuring that differences of opinions between trustees are dealt with effectively and constructively	1 2 3 4 5 6 7 8 9 10	
• ensuring that trustees respect the principle of confidentiality of information	1 2 3 4 5 6 7 8 9 10	
• ensuring all trustees are aware of their duties and responsibilities as a trustee and member of the board	1 2 3 4 5 6 7 8 9 10	
• ensuring that board committees understand their role in facilitating board decision-making	1 2 3 4 5 6 7 8 9 10	

**Strengths**

**Challenges**

**I. RAISED ACADEMIC ACHIEVEMENT LEVELS AND HIGH SCHOOL COMPLETION RATES, AND PROMOTED THE PHYSICAL AND MENTAL WELL-BEING OF EVERY STUDENT:**

	Low	High
<b>The board has been effective in:</b>		
• encouraging staff professional and personal development	1 2 3 4 5 6 7 8 9 10	
• evaluating the results achieved in the district	1 2 3 4 5 6 7 8 9 10	
• giving the superintendent clear direction	1 2 3 4 5 6 7 8 9 10	
• holding the superintendent responsible for results achieved by the district	1 2 3 4 5 6 7 8 9 10	
• evaluating the superintendent of schools	1 2 3 4 5 6 7 8 9 10	
• improving student achievement in the district	1 2 3 4 5 6 7 8 9 10	
• ensuring board policies contribute to student success	1 2 3 4 5 6 7 8 9 10	
• providing educational programming to meet the needs of all students	1 2 3 4 5 6 7 8 9 10	
• ensuring schools provide students with an environment conducive to learning	1 2 3 4 5 6 7 8 9 10	
• providing equitable access to educational programming for all students	1 2 3 4 5 6 7 8 9 10	
• promoting student safety and physical, mental and emotional well-being	1 2 3 4 5 6 7 8 9 10	
• promoting a broad view of student success	1 2 3 4 5 6 7 8 9 10	
• acknowledging the achievements of students	1 2 3 4 5 6 7 8 9 10	
• reinforcing the responsibilities and commitment of parents, students and community to student success	1 2 3 4 5 6 7 8 9 10	

**Strengths**

**Challenges**

**II. ACTIVELY ENGAGED COMMUNITY PARTNERS IN SUPPORT OF  
DEFINING AND OBTAINING SUPERB RESULTS FROM EVERY STUDENT:**

Low High

**The board has been effective in:**

- seeking advice from stakeholders in establishing major goals, objectives and priorities 1 2 3 4 5 6 7 8 9 10
- communicating the district's major goals, objectives and priorities 1 2 3 4 5 6 7 8 9 10
- limiting the use of in-camera meetings to essential matters as required by legislation or board policy: e.g. to consider confidential matters concerning contracts, personnel, individual students or property 1 2 3 4 5 6 7 8 9 10
- representing the values of the community in decision-making 1 2 3 4 5 6 7 8 9 10
- reporting the results achieved to the public 1 2 3 4 5 6 7 8 9 10
- serving as a communication bridge between the community and the district 1 2 3 4 5 6 7 8 9 10
- maintaining effective communications with:
  - the Minister of Education 1 2 3 4 5 6 7 8 9 10
  - the MLA's 1 2 3 4 5 6 7 8 9 10
  - the media 1 2 3 4 5 6 7 8 9 10
  - parents of students attending the system's schools 1 2 3 4 5 6 7 8 9 10
  - the non-parent community 1 2 3 4 5 6 7 8 9 10
  - other educational institutions 1 2 3 4 5 6 7 8 9 10
  - other educational associations 1 2 3 4 5 6 7 8 9 10
  - civic and community organizations and agencies 1 2 3 4 5 6 7 8 9 10
- dealing effectively with complaints and concerns of community members 1 2 3 4 5 6 7 8 9 10
- initiating and maintaining co-operative relations with a variety of external local, provincial and federal agencies to enhance the goals of the school system 1 2 3 4 5 6 7 8 9 10



**ACTIVELY ENGAGED COMMUNITY PARTNERS IN SUPPORT OF DEFINING AND OBTAINING SUPERB RESULTS FROM EVERY STUDENT:**

**Strengths**

**Challenges**

**III. SECURED BROAD COMMUNITY SUPPORT FOR SUSTAINED INVESTMENT  
IN PUBLIC EDUCATION AND PROVIDED SOUND STEWARDSHIP OF  
DISTRICT RESOURCES:**

	Low	High
<b>The board has been effective in:</b>		
• establishing policies for the appropriate management of the district (including physical assets)	1 2 3 4 5 6 7 8 9 10	
• allocating resources equitably within the district to meet its priorities	1 2 3 4 5 6 7 8 9 10	
• its involvement in the budget process	1 2 3 4 5 6 7 8 9 10	
• requiring appropriate accountability for the expenditure of funds in the district	1 2 3 4 5 6 7 8 9 10	
• ensuring the monitoring of actual and forecast expenditures	1 2 3 4 5 6 7 8 9 10	
• seeking increased funding and support for public education through well-reasoned requests to the provincial government MLAs and Minister of Education	1 2 3 4 5 6 7 8 9 10	
• ensuring opportunities for staff, parents and community involvement in the budget planning and priorities process	1 2 3 4 5 6 7 8 9 10	
• informing the community about the district's budget, revenues, expenditures and financial needs	1 2 3 4 5 6 7 8 9 10	
• maintaining visibility by ensuring board representation at school and community events	1 2 3 4 5 6 7 8 9 10	

**SECURED BROAD COMMUNITY SUPPORT FOR SUSTAINED INVESTMENT IN PUBLIC EDUCATION AND PROVIDED SOUND STEWARDSHIP OF DISTRICT RESOURCES**

<b>Strengths</b>	<b>Challenges</b>

**IV. INSTILLED IN EVERY STUDENT A STRONG BELIEF IN SOCIETAL INVOLVEMENT, VALUES AND RESPONSIBILITIES:**

Low High

**The board has been effective in:**

- ensuring a safe and caring environment in our schools 1 2 3 4 5 6 7 8 9 10
- promoting well-rounded learning experiences for all students 1 2 3 4 5 6 7 8 9 10
- promoting high standards of student conduct 1 2 3 4 5 6 7 8 9 10
- promoting student respect for self, others and property 1 2 3 4 5 6 7 8 9 10
- promoting the development of skills, knowledge and attitudes for students to be successful and responsible citizens 1 2 3 4 5 6 7 8 9 10
- preparing students for lifelong learning 1 2 3 4 5 6 7 8 9 10

Strengths	Challenges

**V. CELEBRATED EXCELLENCE IN TEACHING AND THE WORK OF ALL DISTRICT STAFF**

Low High

**The board has been effective in:**

- working with the superintendent in a climate of mutual respect and professional confidence 1 2 3 4 5 6 7 8 9 10
- keeping the superintendent informed on issues and concerns so that all matters can be addressed in a professional manner 1 2 3 4 5 6 7 8 9 10
- acknowledging achievements of staff 1 2 3 4 5 6 7 8 9 10
- promoting staff safety and wellness 1 2 3 4 5 6 7 8 9 10
- ensuring that the results, measures and indicators for all critical areas of responsibility are defined 1 2 3 4 5 6 7 8 9 10
- establishing a positive relationship between the board and the district's staff 1 2 3 4 5 6 7 8 9 10
- ensuring that trustees channel requests for information, complaints, concerns and potential problems through the superintendent or designate 1 2 3 4 5 6 7 8 9 10
- ensuring that trustees are well-prepared and committed to mutual cooperation in undertaking the work of the board 1 2 3 4 5 6 7 8 9 10
- ensuring that trustees share important information amongst themselves and with the superintendent 1 2 3 4 5 6 7 8 9 10
- ensuring the board takes into consideration the impact of its decisions on staff 1 2 3 4 5 6 7 8 9 10

**Strengths**

**Challenges**

**OVERALL RATING:**

Low High

In consideration of the above, and any other factors, give your overall rating of the board's performance. 1 2 3 4 5 6 7 8 9 10

**Comments:**

# Edmonton Public Schools Board Policies and Regulations

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## Board Role and Responsibilities

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In support of the district's mission statement, the board, in accordance with law and Alberta Education directives, shall be responsible for:

- representing the interests of the community and reflecting the values of the community in its decision making;
- serving as an advocate of public education.
- setting priorities and policies to provide leadership and overall direction for the district;
- allocating resources to the district to fulfill its responsibilities;
- monitoring the implementation of policies;
- evaluating the results achieved in the district;
- reporting the results achieved to its public;
- serving as a communication bridge between the community and the district; and
- hiring and evaluating the superintendent of schools.

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Revised: September 14, 2004

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# Edmonton Public Schools Board Policies and Regulations

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## Principles of Board Operation

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Further to and in keeping with the Alberta School Boards' Trustee Code of Ethics, the board also acknowledges the following precepts and principles for board operation.

Legally, the authority of the Board is derived from the Province which ultimately controls the organization and operation of the school district and which determines the degree of discretionary power left with the board and the people of this community for the exercise of local autonomy. The board of trustees must operate within its mandate under the *School Act*.

A trustee, as defined within the *School Act*, is "a member of the board of trustees".

A trustee sub-committee or trustee who is given corporate authority to act on behalf of the board may carry out duties individually but only as an agent of the board and within the parameters set by the board.

All district communications - that is communications by, on behalf of or through the district -- to stakeholders should be in keeping with board philosophy, policies and or positions. A trustee may seek the advice and assistance of the Superintendent of Schools or designated Executive Director in ensuring trustee communications are in keeping with board philosophy and positions.

A trustee acting individually has only the authority and status of any other citizen.

Channels of communication should be kept as free and open as possible between members of the board and the administration.

Accountability is best when delegation is traceable through a single channel. The board speaks as one voice to the administration through the superintendent of schools and the superintendent of schools is accountable to the board for the administration.

The board as the corporate body may request whatever information it deems necessary for its deliberations. Only the board may request personal information, restricted by law, about an individual student or staff member.

Decisions affecting the school system may only be made at public board meetings by the

board.

The board is responsible for its own attendance, discipline, and governance methods.

The board delegates specific responsibility for board process to the board chair, but this in no way mitigates other board members' responsibility to contribute to the integrity of the process.

Each member of the board has an obligation to:

- make decisions on issues before the board in the best interests of the corporation with an open mind based on all available facts and in consideration of the interests of all students and public school supporters.
- work with fellow trustees in a spirit of co-operation in spite of differences of opinion that arise during vigorous debate on issues brought before the board.
- respect the corporate decisions of the board.
- respect the confidentiality of information.
- work on behalf of the board to communicate to the community the facts about the school system in order that the community can support public education.
- remember at all times that individual trustees have no legal authority outside the meeting of the Board to bind the board, act on behalf of the board or to direct the administration. Therefore, relationships with the school staff, the community and all media of communication should be conducted accordingly.
- never intentionally give the appearance of speaking on behalf of the board on issues that the board has not taken a position.
- resist every temptation and outside pressure to use his or her position as a school board member for personal benefit or the benefit of any other individual or agency apart from the total interest of the school district.
- respect the authority of the superintendent to direct the work of the administration.
- foster positive relationships between the board and its stakeholders.
- encourage active participation by stakeholders with respect to establishing policy on current school operations and proposed future developments.
- seek and receive communication from stakeholders to inform decision making on matters before the board.
- observe the board's rules of order for the conduct of board meetings.

- respect the office of the board chair and the authority delegated to the board chair by the board.

The Board Chair shall have authority, on behalf of the board, to:

- preside at all board meetings, call the meetings to order at the hour appointed, maintain order in the meetings and facilitate full debate and proceed with the business of the board.
- sign all documents required by law or as authorized by the action of the board.
- represent the corporate board as required.
- delegate board representation at a function. The board chair may request a trustee to represent the board at any function which relates to that trustee's ward.
- delegate any of the board chair's other duties, when necessary, to the vice-chair.

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Revised: December 12, 2006

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# Edmonton Public Schools Board Policies and Regulations

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CODE: AE.BP  
TOPIC: District Mission

EFFECTIVE DATE: 22-06-1999  
ISSUE DATE: 25-06-1999  
REVIEW DATE: 06-2004

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The mission of Edmonton Public Schools, as an advocate of choice, is to ensure that all students achieve success in their individual programs of study.

It is the belief of Edmonton Public Schools that parents, students and community members are committed as partners and accept their respective responsibilities in education.

The mission is being accomplished through exemplary staff performance, program diversity, measured student achievement of outcomes and decentralized decision making.

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Reference(s):

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# Edmonton Public Schools Board Policies and Regulations

CODE: AD.BP  
TOPIC: District Priorities

EFFECTIVE DATE: 16-01-2007  
ISSUE DATE: 24-01-2007  
REVIEW DATE: 01-2008

## DISTRICT PRIORITIES 2005-2008

The Board of Trustees is accountable to the public, responsible for determining direction, providing resources, monitoring, evaluating and reporting the results achieved in Edmonton Public Schools. In fulfilling that responsibility, the board is guided by *Alberta Education's Goals for Alberta's Learning System*, Edmonton Public Schools' district standards, indicators and measures, and the District Mission statement.

The success of schooling is dependent on public support, funding to ensure adequate sustainable investment in public education, co-ordinated service delivery for children, and the co-operative efforts of staff, students, parents and the community in providing an appropriate learning experience for each student in an environment that:

- is safe and caring
- promotes a broad view of student success
- develops the potential of each student
- promotes a well-rounded learning experience including the arts, physical education and technology
- respects individual differences and cultural diversity
- strengthens program delivery for Aboriginal students
- responds to the linguistic and cultural needs of English language learners
- nurtures physical well-being, self-worth and dignity
- ensures early literacy cultivates life-long learning
- promotes development of productive global citizens
- promotes collaboration and supports professional development for all staff
- values the contributions of all staff

As recognized leaders in public education and in our continuing commitment to excellence, the board has adopted the following priorities:

- **to improve achievement of all students in core subjects with an emphasis on literacy and numeracy**
- **to ensure high quality teaching and learning**
- **to achieve high standards of citizenship, conduct, safety and well-being of**

## **students and staff**

Our success is measured in many ways:

- student achievement, personal growth, responsibility and satisfaction
- staff effectiveness and satisfaction
- exemplary leadership and service of all staff
- provision and maintenance of functional, safe and well-kept facilities
- effective expenditure of resources
- parent satisfaction, involvement and support
- community support, involvement and partnerships

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Reference(s):

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