

EDMONTON PUBLIC SCHOOLS

September 11, 2007

TO: Board of Trustees

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

SUBJECT: Board Evaluation

RESOURCE

STAFF: Anne Sherwood

INFORMATION

A verbal report will be provided by the Board Evaluation Committee at the September 11, 2007 board meeting with respect to the results of the board's self-evaluation.

AS:mmf

BOARD EVALUATION STATEMENT

Presentation to Public Board Meeting #15 September 11, 2007

Madam Chair, I am pleased to provide a verbal report on the results of this year's board self-evaluation. The board conducts an annual self-evaluation for a number of reasons:

- to facilitate communication and teamwork among board members
- to enable the board to model its policy of system wide evaluation
- to assist the board in clarifying its direction to plan effectively and provide for the learning opportunities of children in the district

As this is the last scheduled public board meeting of the current board, it is an opportune time to reflect on the board's achievements.

In October 2004, this board came together as a new working team. We developed a legacy statement to guide us in our work. The statement contained five areas of emphasis:

- to promote excellence in teaching and learning to develop every student's full potential
- to achieve adequate and sustainable financial resources
- to demonstrate respect and recognition for the contribution district staff makes to society
- to foster character and citizenship values in students, and
- to engage our communities as active partners in support of public education

Our "legacy statement" guided the board in the establishment and implementation of district priorities and in monitoring progress through the three years.

In reviewing the board's evaluation results for each of the three years, there has been consistent and steady growth in all areas. During a dynamic period in the district's evolution that was marked by changes in key personnel, the board provided consistent leadership and continued to be an advocate for public education on all fronts.

In evaluating our success as a board, some of the following achievements have been identified:

In terms of our first objective of raising academic achievement levels, high school completion rates and well-being:

- the board established district priorities that determined student achievement as its primary focus
- support for the establishment and input of an Aboriginal Task Force
- work with English Language Learners (ELL), recognizing that support has to be provided in the classroom and beyond
- implementing revised and enhanced programming for special needs students, specifically for gifted and talented education
- increased recognition and emphasis has been placed on the importance of high school completion and how success at every grade contributes
- an emphasis on good nutrition and physical and mental well-being initiatives in schools
- a focus on student and staff safety through OHS training, the establishment of the Respectful Learning and Working Environments policy and the Health and Wellness of Staff and Students policy

In terms of actively engaging community partners in support of students:

- the establishment of the Aboriginal Task Force was a major step
- extension of the Registered Apprenticeship Program (RAP) and support for Career and Technologies Programs and apprenticeship affiliations
- receiving national and international recognition and accreditation for second language programs
- enhancing the positive working relations with other metro boards
- created productive community and public engagement processes such as the joint use agreement review and sustainability reviews

In terms of securing broad community support for sustained investment in public education and providing sound stewardship of district resources:

- support for regional partnerships; pooling resources to serve the needs of students (such as Linkages, Joint Action Children's Committee [JACC], community mapping)

- initiation of a planning process for determining a long term, sustainable student space inventory
- successful advocacy for additional funding for EPS and metro concerns such as transportation, capital projects, modernization and maintenance
- progress in reducing class sizes within the context of a balanced budget
- advocating for flexibility in how funding may be used

In terms of instilling in every student a strong belief in societal involvement, values and responsibilities:

- the value of these involvements has been reinforced through trustees at school and central planning reviews and results review processes
- character education programs in schools are encouraged and supported
- student involvement in board activities is encouraged, such as moderators at trustee forums and presentations at board meetings
- emphasis on good nutrition, healthy lifestyle, fitness and well-being encourage concerns for each other

In terms of celebrating excellence in teaching and the work of all district staff:

- there is an emphasis on the value and contributions of all staff groups in achieving district goals
- support for district staff and student recognition programs
- support for district professional development activities and professional improvement leaves
- staff contributions are recognized at planning and results review processes

Overall, in reviewing the board's self-evaluation, the board can take pride in staying on course and making considerable progress in achieving the goals it laid out for itself. Although, we are pleased with both our effort and with the results of our advocacy work, we acknowledge that sustainability and sufficiency of funding and engaging our communities in support of public education will continue to be a challenge for the next board of trustees.

We encourage the 2007 – 2010 board to continue to focus their efforts on student learning and the expectation of excellent results from all students whatever their ability and to continue to promote a broad view of student success.

We encourage the next board to maintain advocacy for public education and work with government to ensure that adequate resources are available.

We encourage the next board to develop strategies for reaching out and engaging the non-parent community and post secondary institutions in the cause of a strong public education system and to encourage life-long learning through a variety of delivery methods.

The realization of the board's legacy statement and the transforming of the board's priorities and objectives into reality has been facilitated by of the dedication and skill of our Superintendent of Schools – Edgar Schmidt and the cumulative efforts and commitment of all our staff groups.

In the board's estimation, there is no finer district and we, the 2004 - 2007 board of trustees, are proud to have served in this capacity.