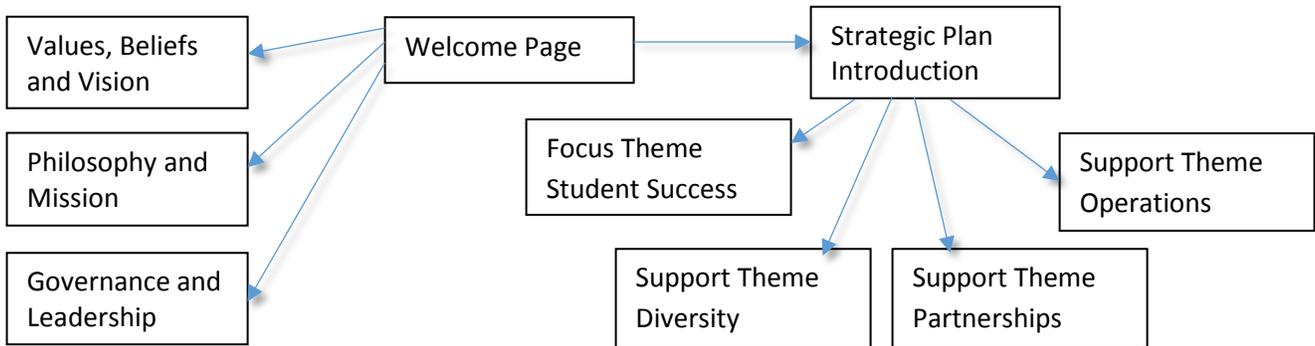


Saanich School District

Strategic Plan 2020 – A Focus on Learning

This strategic plan, as finalized and adopted by the Board of Education on November 23, 2016, will be converted to a web design that will start with a welcoming page that links to four separate areas. Those will be: (1) values, beliefs and vision; (2) philosophy and mission; (3) governance and leadership; and, (4) featured most prominently, the strategic plan.



The reader who clicks on the link to the strategic plan will see a brief graphic introduction that links to the focus theme and the three support themes. Going to each of those areas will allow the reader to navigate to goals, objectives and performance indicators inside that theme. After performance indicators are baselined in the spring of 2017, targets for improvement will be established, with tracking of success in relation to objectives being made public through 2021.

Values, Beliefs and Vision

The Board of Education has worked in partnership with the community to develop and declare the following values, beliefs and vision that form the foundation of this strategic plan.

Core Values

The Saanich School District has five interrelated core values that provide the foundation for our actions and decisions:

- Compassion: Being empathetic and helpful
- Fairness: Being just and equitable
- Honesty: Being truthful, open and sincere
- Responsibility: Being transparent, answerable and accountable
- Respect: Being considerate and receptive

Beliefs

The Board of Education, on behalf of and based on consultation with the broader community, is committed to acting on the following beliefs:

- Public education is fundamental to our democratic society and provides equity and equality of opportunity for all children
- Public schools have the responsibility to prepare young people to be active, participatory members of the community who contribute to a healthy, diverse, socially responsible and environmentally sustainable society
- Public education is the responsibility of the whole community. Policy decisions made locally by elected boards of education and provincially by government must reflect the values and aspirations of a democratic society
- Healthy relationships are the foundation of a successful public education system

Vision

1. A society that is inclusive, honouring and respectful
2. A public education system that is responsive, relevant and resourced
3. Education and society that operate in a pervasive partnership
4. Learning experiences that create success for each child and constant learning for all
5. Learning environments that are innovative, and that are built from strength

Philosophy and Mission

As stated in Board Policy 1010 – Education Philosophy, the philosophy and mission of the Saanich Board of Education are as follows:

Philosophy

Public education is fundamental to our democratic society and is a key institution which provides for the equality of opportunity for all citizens. Public education shares responsibility with parents for preparing our young people as citizens contributing to a cohesive, socially responsible society.

Mission

We are committed to:

- Preparing of our young people to realize their potential as educated, responsible citizens prepared to make quality choices and positive contributions in a democratic society;
- Helping students develop skill at learning, confidence in their ability to learn and attitudes that encourage life-long learning; and,
- Supporting the achievements of all students.

Governance and Leadership

Key to the success of any plan for success in K-12 education, and the success of children and adults alike, is a combination of good governance and good leadership. Each of those, as described below, serve as a support for the strategic plan. The degree to which the Board and its leadership team are abiding by these ideals will be reviewed and reported on as part of the monitoring of the strategic plan.

Governance

The Canadian School Boards Association stated the following in its report *School Boards Matter*. Effective school boards matter a great deal in the delivery of effective public schooling across Canada. They claim their rights and responsibilities as valid and legitimate elected governing bodies in their own right, and seek to find a reasonable balance between their role as agents of the state and advocates for children and communities. Further,

- They are akin to ombudspersons.
- They are stewards of local interests, mediators between government and the local community and advocates for their respective regions.
- They lobby to acquire educational services and resources that constituents feel are needed.
- They have first-hand experience with community priorities and values and ensure that their governance of public education reflects those local values and priorities.
- They focus on developing their credibility and trust among constituents and are cautious not to extend their role into district management.
- They adapt successfully to a constantly evolving political landscape.
- They strive constantly to ensure high-quality communication networks.
- They value and engage in professional development that is focused on their trustee role.
- They are focused on:
 - data-driven decision-making;
 - improving student achievement across the district;
 - the provision of responsible financial management; and,
 - establishing programs and engaging in initiatives related to improving teaching and learning.
- They are concerned about:
 - the provision of safe and caring schools;
 - improving the quality of teaching; and,
 - closing the achievement gap among various subgroups.

According to research commissioned and published by the US National School Boards Association Center for Public Education, “effective boards focus on setting overall direction for their districts, obtaining and aligning resources to accomplish goals, building relationships with communities and staff, holding the local system accountable, and learning continuously as a governance team.” The publication went on to describe eight characteristics of effective Boards:

1. Committed to a vision of high expectations for student achievement and quality instruction, and defines clear goals toward that vision.

2. Strong shared beliefs and values about what is possible for students and their ability to learn, and of the system and its ability to teach all children at high levels.
3. Driven by accountability, spending less time on operational issues and more time focused on policies to improve student achievement.
4. Fosters a collaborative relationship with staff and the community, and establishes a strong communications structure to inform and engage both internal and external stakeholders in setting and achieving district goals.
5. Data-savvy; embraces and monitors data, even when the information is negative, and uses it to drive continuous improvement.
6. Aligns and sustains resources, such as professional development, to meet district goals.
7. Leads as a united team together with the superintendent, all members from their respective roles, with strong collaboration and mutual trust.
8. Takes part in team development and training, sometimes with the superintendents, to build shared knowledge, values and commitments for its improvement efforts.

In School District 63 Saanich, the Board of Education is committed to the notion that public education is fundamental to a democratic society and is key to providing equality of opportunity for all children. Educational decision-making in School District 63 (Saanich) is guided by the principles of active learning and the values of compassion, fairness, honesty, responsibility and respect. The Board's declared governance goals are as follows:

- To build broad community support for public education and to advocate for adequate funding and sound decision-making by elected public representatives.
- To prepare learners to be active citizens in building a society that is cohesive, socially responsible and environmentally sustainable.
- To recognize the importance of learners' achievements in a wide range of intellectual, aesthetic and physical domains, and to support their growth in emotional and physical well-being, and social responsibility.
- To support flexible and relevant learning experiences.
- To improve opportunities for early learners and to improve adult literacy.
- To demonstrate and foster strong, positive relationships among adults and with learners and to ensure that learners' voices are heard and respected.
- To ensure that the school district's capital assets are used to support educational needs and/or for public community uses.

Leadership

Leadership is well understood to make a positive difference in the life of an organization. In the Saanich School District, leadership occurs at every level and is demonstrated by teachers, support staff, administrators, students, parents and trustees. Strong leadership can be characterized in many ways, including as described in the research of Kouzes and Posner.

- Model the way
- Inspire a shared vision
- Challenge the process (status quo)

- Enable others to act
- Encourage the heart.

These aspects of leadership throughout the district are key to the successful activation of the Board's strategic plan. For those in official positions of leadership, the following standards, as defined by the BC Principals and Vice-Principal Association but transferable to all leadership, will be evident.

Domain 1: Moral Stewardship

Standard 1: Values, Vision and Mission

Standard 2: Ethical Decision-making

Domain 2: Instructional Leadership

Standard 3: Leading for Learning

Standard 4: Curriculum, Instruction and Assessment

Domain 3: Relational Leadership

Standard 5: Intrapersonal Capacity

Standard 6: Interpersonal Capacity

Standard 7: Cultural Leadership

Domain 4: Organizational Leadership

Standard 8: Management and Administration

Standard 9: Community Building

Strategic Plan Overview and Themes

This strategic plan is intended to guide the Board and its employees and partners through the period 2016/17 to 2020/21. The plan is organized around themes that emerged from hundreds of hours of community consultation, dialogue and feedback which both affirmed the positive culture and many successes of School District 63 and provided critical commentary on areas that need improvement.

Through that work, four themes emerged. Within each theme, a number of goals were developed, each of which contains specific and measurable objectives for growth and improvement, much of which is building from strength. Click on the links below to journey into the plan through themes and then to goals and objectives. Or, if you have a particular interest, put a search term in [HERE](#) and be taken straight to those objectives.

Theme 1 (Focus): Student Success

Theme 2 (Support): Diversity and Inclusion

Theme 3 (Support): Relationships and Partnerships

Theme 4 (Support): Operational Excellence

Strategic Plan Theme 1 (Focus): Student Success

Our key work is ensuring that every student experiences every possible success, with “success” having individual meaning valuing whatever accomplishments that make the most sense for each student and his or her family at that time. For some that means excelling in academics, service, athletics, performing arts, practical skills or leadership. For others success means simply getting to school and managing through challenging social, emotional or health issues. And for some students success includes meeting the goals of an individual or personalized learning plan. All students will graduate with the necessary academic and social skills needed to pursue their goals. Learning in Saanich should be engaging, relevant, meaningful and life-enhancing.

Note: Within the following 16 goal statements are 59 embedded objectives, each of which is written to be assessable through collection of data either directly or through survey results. Each objective includes a “performance indicator” that speaks to the kind of data that will be collected on an annual basis, beginning with collection of baseline data in the spring of 2017 (after which targets will be established for the remaining years of the strategic plan). The types of data collection as listed below are summarized at the end of this document.

Goal 1.1: Academic Achievement and Social Responsibility

All students will graduate with the necessary academic and social skills needed to pursue their passions and goals.

Objectives

- 1.1.1: Students will continuously improve their literacy skills as they develop skills necessary for future success.
Performance Indicator: Provincial and local data. Literacy data collection is under review and will be consistent with the new Framework for Enhancing Student Learning.
- 1.1.2: Students will continuously improve their numeracy skills as they develop skills necessary for future success.
Performance Indicator: Provincial and local data. Numeracy data collection is under review and will be consistent with the new Framework for Enhancing Student Learning.
- 1.1.3: Students will be positive contributors and citizens in our local and global communities.
Performance Indicator: Staff, student and parent survey results.
- 1.1.4: Students will graduate with a growth mindset that will inspire them for future learning
Performance Indicator: Staff, student and parent survey results.

Goal 1.2: Engagement and Personalization

Students will be active and engaged learners, evidenced by self-regulated commitment and genuine interest.

Objectives

- 1.2.1: Students will report high degrees of engagement in their learning activities.
Performance Indicator: "Tell them from me" student survey results.
- 1.2.2: Students will personalize their learning in ways that meet their unique needs and interests.
Performance Indicator: Student survey results
- 1.2.3: Students will see the connection, relevance and real life applications of literacy and numeracy.
Performance Indicator: Student survey results
- 1.2.4: All students will demonstrate age appropriate skills and confidence in speaking for themselves and making their own decisions.
Performance Indicator: Staff and student survey results.

Goal 1.3: Modern Practices, Ingenuity and Innovation

Students will experience learning in a wide variety of ways including those that are envisioned by the BC curriculum. Current research will inform and influence our decisions and practice, including the use of modern technologies in ways that are safe and appropriate.

Objectives

- 1.3.1: Teachers will be supported in implementing new curriculum with a blend of proven long-standing practices as well as innovative practices including personalized learning, inquiry-based approaches and aboriginal ways of knowing.
Performance Indicator: Staff survey results.
- 1.3.2: The district will use data and research in order to guide decisions on district initiatives.
Performance Indicator: Management staff report.
- 1.3.3: The district will review and refine its district technology plan annually to ensure that it is current and supports innovative practices.
Performance Indicator: Management staff report.

Goal 1.4: Equity for Students

As stated in the definition of student success, students achieve personal success in a variety of ways, at different times, and with differing levels of supports. To ensure that all students will achieve success, students will have equitable access to resources and opportunities to help them meet their personal goals and achieve success.

Objectives

- 1.4.1: The district will develop and implement programs, courses and structures that provide equitable opportunities for access and success for all students.
Performance Indicator: Management staff report.
- 1.4.2: The district will maintain existing and establish new partnerships with institutions, organizations or agencies that provide valuable, meaningful, and relevant services or opportunities to all students.
Performance Indicator: Management staff report.

1.4.3: The district will develop, maintain, and refine policies that support the equitable treatment of students.

Performance Indicator: Management staff report.

Strategic Plan Theme 2 (Support): Diversity and Inclusion

Key to the success of students is ensuring that we respect diversity and create climates of genuine inclusion for students and staff alike, where equity arises from opportunity irrespective of each individual's life or personal circumstances. In a diverse and inclusive society, or school district, differences are respected and unique needs are both understood and supported whether for a type of vulnerability or challenge or in service to unique gifts and talents. We recognize that all students have needs, and all students have gifts. It is our job to ensure that our schools mirror the diversity that exists in our classrooms by nurturing cultures where all are respected, their challenges are supported and their gifts are activated.

Goal 2.1: Support for Indigenous Learners

Students of Indigenous ancestry will be respected and supported in their school experiences consistent with the goals and aspirations of the WSANEC, Other First Nations, Metis and Inuit Enhancement Agreement. That support will extend to non-Indigenous students as described throughout the agreement, particularly as it relates to increased understanding and respect for Indigenous cultures and history.

Objectives

2.1.1: The district will meet the outcomes described in the Local Education Agreement.

Performance Indicator: Management staff report on LEA goal attainment.

2.1.2: The district will meet the goals outlined in the WSANEC, Other First Nations, Metis and Inuit Education Enhancement Agreement.

Performance Indicator: Management staff report on Enhancement Agreement goal attainment.

2.1.3: The district will attain parity between the number of Indigenous and non-Indigenous learners graduating from Saanich Schools.

Performance Indicator: Provincial and local data.

Goal 2.2: Support for Vulnerable or Unique Learners

Students with challenges, ranging from mental health concerns to learning disabilities to social-emotional needs to physical or medical needs, and students with gifts and talents, will be supported in fully inclusive classrooms that attend to their needs.

Objectives

2.2.1: The district will develop and maintain a streamlined and comprehensive support process for student and staff mental wellness.

Performance Indicator: Management staff report.

- 2.2.2: The district, in collaboration with educators, parents and students, will explore ways to reduce the amount of documentation currently required in order to increase the direct support to students with unique needs.
Performance Indicator: Management staff report.
- 2.2.3: The district will ensure that supports for students with unique needs are available and properly utilized within the school and district.
Performance Indicator: Management staff report and parent survey results.
- 2.2.4: The district will build capacity and understanding of all staff in order to better support students with challenging behaviours.
Performance Indicator: Staff, student and parent survey results.

Goal 2.3: Culture of Diversity and Inclusion

School communities and classrooms will reflect the diversity that exists within the student population and society at large. While embracing the strengths and challenges of all learners, Saanich Schools, in partnership with parents, will enhance an existing culture of caring and belonging. Students will be engaged in meaningful and supported learning environments that build on their strengths, support areas of challenge and treat each student with dignity and respect.

Objectives

- 2.3.1: The district will ensure that educators are familiar with, and use, the principles and practice of universal design for learning to support the range of student diversity.
Performance Indicator: Staff survey results.
- 2.3.2: The district will ensure that students' diverse experiences, perspectives and knowledge are respected and honoured by staff in Saanich Schools.
Performance Indicator: Staff, parent and student survey results.
- 2.3.3: The district will ensure a sense of belonging for every member of the school community.
Performance Indicator: Staff, parent and student survey results.
- 2.3.4: Students with exceptionalities will demonstrate age appropriate skills and confidence in speaking for themselves and making their own decisions.
Performance Indicator: Staff survey results.

Strategic Plan Theme 3 (Support): Relationships and Partnerships

Our school district has a long-standing reputation, and rightfully so, of being a place where relationships matter, partnerships are essential, and community connections are extensive and honoured. In service to our focus theme of student success, we are committed to a system infused with positive relationships that reflect our core values. At the district level we are also committed to ongoing and meaningful engagement with partner groups including organizations representing teachers, support staff, parents and the WSANEC community, and all management staff. And we realize that we can only thrive if we are connected to the community at large, both formally through liaison work and shared processes, and informally through day to day interactions.

Goal 3.1: Parent Involvement

Parents in Saanich will have meaningful involvement with schools and the school district, beginning with parents being engaged at the school level both in support of their own children and in support of the operation of the school. School Parent Advisory Councils (PACs) will be strong partners in school-based decision-making and effective advocates for the children and families they serve. The Confederation of Parent Advisory Councils of Saanich (COPACS) will be an effective voice at the district level for parents and PACs including through involvement in Board decision-making processes.

Objectives

- 3.1.1: Parents will report that they feel welcome and supported in their schools.
Performance Indicator: Parent survey results.
- 3.1.2: Parent Advisory Councils will have full and effective involvement in schools both in their contributions to school-based decision-making and their support of and advocacy for parents.
Performance Indicator: Parent survey results.
- 3.1.3: COPACS will report feeling invited into district processes in support of parents, and that they are supported by the district in being strong advocates for the rights and wishes of parents.
Performance Indicator: COPACS report.

Goal 3.2: Partnerships

The Board's partner organizations, namely the Saanich Teachers' Association, CUPE 441 and COPACS, will be routinely and meaningfully connected to the work of the school district. As well, district partnerships with the W'SANEC School Board will be evident and effective.

Objectives

- 3.2.1: Representatives of the Saanich Teachers' Association will report that they are routinely and meaningfully connected to the work of the school district.
Performance Indicator: STA report.
- 3.2.2: Representatives of CUPE 441 will report that they are routinely and meaningfully connected to the work of the school district.
Performance Indicator: CUPE 441 report.
- 3.2.3: Representatives of the W'SANEC School Board will report that they are respectfully invited into and meaningfully connected to the work of the school district.
Performance Indicator: W'SANEC feedback as reported by management staff.
- 3.2.4: Representatives of COPACS will report that they are routinely and meaningfully connected to the work of the school district.
Performance Indicator: COPACS report.

Goal 3.3: Community Engagement

The Board, and school and district leaders, will continue to engage community members, agencies and educational partners in ways that support connection, dialogue and effective decision-making in support of students and school programs.

Objectives

- 3.3.1: Community representatives will report that they view the Board as well as district and school leaders as reaching out with information and invitations to be involved in the life of schools and the school district.
Performance Indicator: Community survey results.
- 3.3.2: Community forums will be held at times when the Board and community should be connected in meaningful processes, and these forums will be viewed by participants as being effective and worthwhile.
Performance Indicator: Management staff report.
- 3.3.3: Input and feedback will be solicited from the broader community in ways that support effective decision-making by the Board and district leadership team.
Performance Indicator: Management staff report.
- 3.3.4: Partner agencies will report that their involvement with the school district is meaningful and supportive of student success.
Performance Indicator: Community survey results
- 3.3.5: Educational partner agencies, including early learning and post-secondary, will report that their involvement with the school district is meaningful and supportive of student success.
Performance Indicator: Community survey results.

Goal 3.4: Relationships and Culture

In keeping with the overwhelming commentary from the Board's 2016 visioning process, relationships and culture will continue to be central to the success of the school district.

Objectives

- 3.4.1: Members of the school district community will report that relationships are the key to the success of the school district.
Performance Indicator: Staff, student and parent survey results.
- 3.4.2: Members of the school district community will report that their involvement makes a difference and that their input to decisions has been heard and respected.
Performance Indicator: Staff, student and parent survey results.

Strategic Plan Theme 4 (Support): Operational Excellence

In support of student success being evident every day, the district will ensure that the organization is functioning at a high level. The means having finances in order, facilities being at their best, modern technologies being deployed effectively throughout the system, environmental sustainability being front and centre, and human resources working in service to employees.

Goal 4.1: Human Resources

The district will be seen to be an equal opportunity employer of choice within the BC public education sector and the South Island through a focus on employee health and wellness and productive and professional relationships with our unions and individual employees.

Objectives

- 4.1.1: The district will demonstrate continuous improvement of our staffing and employment practices in terms of their effectiveness, efficiency, fairness, transparency and client friendliness.
Performance Indicator: Staff survey results (including exit interviews).
- 4.1.2: The district will demonstrate an increased range of supports for employees to facilitate high levels of engagement, work-life balance and resolution of their personal and professional issues.
Performance Indicator: Management staff report and staff survey results.
- 4.1.3: The district will demonstrate a strong organizational culture focused on leadership, accountability and continuous learning and improvement.
Performance Indicator: Staff survey results (including exit interviews).
- 4.1.4: The district will operate in ways that are consistent with the Board's adopted employment equity definition.
Performance Indicator: Staff survey results and management report.

Goal 4.2: Facilities

The facilities department will demonstrate strong fiscal responsibility and continuous improvement in facilities management, all within an overall operation that sustains district direction while providing a positive learning environment for student successes.

Objectives

- 4.2.1: Facilities leadership staff will demonstrate an understanding of the district strategic plan and continuous improvement processes.
Performance Indicator: Management staff report.
- 4.2.2: Facilities leadership staff will demonstrate principled leadership, integrity and ownership of actions.
Performance Indicator: Staff survey results
- 4.2.3: Employees will be empowered to make improvements within an overall focus on enhancing student success.
Performance Indicator: Staff survey results.

- 4.2.4: Staff will be trained and supported to offer exceptional service and to continually improve service delivery by using a combination of new and proven approaches.

Performance Indicator: Staff survey results.

Goal 4.3: Finance

The finance department will serve as stewards of the school district's financial resources in an effective and sustainable way in support of school district operations and student success, and with senior staff will support the Board's advocacy for adequate funding for public education.

Objectives

- 4.3.1: Decision makers, including trustees and staff, will be provided the financial management support they need to make informed decisions and identify key risks.

Performance Indicator: Staff and partner group survey results.

- 4.3.2: Budgeting and planning will be based on accurate and timely information, will invite and respect the involvement of stakeholders, and will be aligned with the strategic plan, facilities plans and other important operational plans.

Performance Indicator: Management staff report and staff and partner feedback.

- 4.3.3: Financial systems will operate effectively including ensuring that transactions are appropriate, financial performance and risks are monitored, assets are safeguarded and accurate financial information is produced.

Performance Indicator: Management staff report.

- 4.3.4: The operational effectiveness and efficiency of financial processes will be improved continuously.

Performance Indicator: Management staff report.

Goal 4.4: Technology

The information technology (IT) department will ensure the effective use of information technology in support of the school district and student success.

Objectives

- 4.4.1: The IT department will deliver information technology products and services that meet the needs of staff and students.

Performance Indicator: Staff, student and parent survey results.

- 4.4.2: The IT department will provide strong leadership in planning for effective uses of technology.

Performance Indicator: Staff survey results.

- 4.4.3: The IT department will provide a robust, reliable and secure information technology infrastructure that is continuously improving.

Performance Indicator: Management staff report.

- 4.4.4: The IT department will develop and retain quality information technology professionals and enable communications and collaboration among information technology professionals and users of information technology in the district.

Performance Indicator: Management staff report.

Goal 4.5: Board of Education

The introduction to this strategic plan includes an overview of Board level priorities including values, beliefs, vision, philosophy, mission, governance and leadership. Each of these overviews is worthy of ongoing review. Stated as a goal, the Board and senior leadership will be answerable to employees, students and partners in adhering to these ideals.

Objectives

- 4.5.1: The Board will demonstrate consistency with its declared values and beliefs in its actions and its decision-making processes.
Performance Indicator: Staff (including trustees) and parent survey results.
- 4.5.2: The Board will demonstrate consistency with its declared vision, philosophy and mission in its actions and its decision-making processes.
Performance Indicator: Staff (including trustees) and parent survey results.
- 4.5.3: The school district will demonstrate leadership practices consistent with the leadership definitions published in the Board’s strategic plan.
Performance Indicator: Staff (including trustees) and parent survey results.
- 4.5.4: The Board, supported by senior staff, will be effective advocates for adequate levels of provincial funding for public education.
Performance Indicator: Staff (including trustees) and parent survey results.

Summary of Data Collection Methods

Objective	Data	Staff Survey	Student Survey	Parent Survey	Community Survey	Mgt Staff Report	STA/CUPE Report	COPACS Report
1.1.1	X							
1.1.2	X							
1.1.3		X	X	X				
1.1.4		X	X	X				
1.2.1			X					
1.2.2			X					
1.2.3			X					
1.2.4		X	X					
1.3.1		X						
1.3.2						X		
1.3.3						X		
1.4.1						X		
1.4.2						X		
1.4.3						X		

2.1.1						X		
2.1.2						X		
2.1.3	X							
2.2.1						X		
2.2.2						X		
2.2.3				X		X		
2.2.4		X	X	X				
2.3.1		X						
2.3.2		X	X	X				
2.3.3		X	X	X				
2.3.4		X						
3.1.1				X				
3.1.2				X				
3.1.3								X
3.2.1							X	
3.2.2							X	
3.2.3						X		
3.2.4								X
3.3.1					X			
3.3.2						X		
3.3.3						X		
Objective	Data	Staff Survey	Student Survey	Parent Survey	Community Survey	Mgt Staff Report	STA/CUPE Report	COPACS Report
3.3.4					X			
3.3.5					X			
3.4.1		X	X	X				
3.4.2		X	X	X				
4.1.1		X						
4.1.2		X				X		
4.1.3		X						
4.1.4		X				X		
4.2.1						X		
4.2.2		X						
4.2.3		X						
4.2.4		X						
4.3.1		X					X	X
4.3.2		X		X		X	X	
4.3.3						X		
4.3.4						X		
4.4.1		X	X	X				
4.4.2		X						
4.4.3						X		

4.4.4						X		
4.5.1		X*	X					
4.5.2		X*		X				
4.5.3		X*		X				
4.5.4		X*		X				
Number	3	26	13	15	3	21	4	3

Survey respondents will be chosen randomly, asked for identifiers where it is relevant (for example, for staff their employment types) and given an opportunity to provide anecdotal comments. Surveys will include a forced choice Likert response question of the type: “To what extent do you agree that the following objective is being met?”

1 – Strongly Disagree 2 – Disagree 3 – No opinion 4 – Agree 5 – Strongly Agree

** Indicates where trustees will be surveyed and their responses analyzed as a sub-group.*