

DATE: June 17, 2014

TO: Board of Trustees

FROM: Trustee Michael Janz, Caucus Committee Chair

SUBJECT: Report #10 of the Caucus Committee (From the Meeting Held June 10, 2014)

ORIGINATOR: Dr. Sandra Stoddard, Executive Director Governance and Strategic Support Services

REFERENCE: [Trustees' Handbook – Caucus Committee](#) Section 5.4
[School Act](#) Section 61

RECOMMENDATION

- 1. That Report #10 of the Caucus Committee from the meeting held June 10, 2014 be received and considered.**
- 2. That, in preparation for the Organizational Board meeting to be held on September 2, 2014, the following be approved:**
 - a) The Policy Review Committee, the District Priorities and Governance Committee, and the Board and Superintendent of Schools Evaluations Committee remain as three standing committees.**
 - b) The Audit committee be converted to a committee of the whole.**
 - c) In advance of the late summer retreat, the Advocacy Committee and Community Relations Committee terminate.**
 - d) The purpose of each standing and ad hoc committee be reviewed on an annual basis to ensure value-added benefits and alignment to the Strategic Plan.**
 - e) The proposed wording changes to the Terms of Reference, as submitted by the Policy Review Committee, the District Priorities and Governance Committee, and the Board and Superintendent of Schools Evaluations Committee (Attachment I).**
 - f) Trustee representation on the Capital Region Services to Children Linkages Committee be terminated.**
 - g) Trustee representation on the Edmonton Public Schools Foundation Committee continue.**
 - h) An August Board retreat, in lieu of the Board's fall retreat, be organized to prioritize possible initiatives in support of the District's Strategic Plan. In advance of the retreat, Trustees will be provided with a package of pre-reading material to provide context for the work and clarify the terms of the retreat.**

BACKGROUND

The purpose of the District Priorities and Governance Committee is to make recommendations to the Board on a range of governance related matters to assist the Board in carrying out its duties and commitments. As per its Terms of Reference, the Committee is responsible for reviewing and updating the School Board Governance and Operations Section of the Policy Manual (Trustees' Handbook) at least once per term or as required.

In order to ensure that the Board is able to meet its roles and responsibilities as governors, and to complete their tasks in an effective and timely manner, it is important to ensure that the current committee structures facilitate and support these goals. The District Priorities and Governance Committee began the process of reviewing the Board Committees section of the Trustees' Handbook in March 2014 by asking each committee to have a focused conversation around their committee's purpose in relationship to supporting the Board.

On May 12, 2014, the District Priorities and Governance Committee reviewed the feedback gathered from each standing and ad hoc committee. In brief, the analysis of the feedback gathered from all committees indicated overwhelming support for the recommendations being brought forward by the District Priorities and Governance Committee to the June 10, 2014 Caucus Committee.

NEXT STEPS

- If the recommendations are approved as outlined above, the Administration will proceed with the next steps to support the revision of the Board Committee section for the Trustees' Handbook to support the work of the District Priorities and Governance Committee. The revision to this section is intended to be completed in advance of the late summer Board retreat and the Organizational Board meeting to be held September 2, 2014. In addition, the Advocacy and Community Relations Committees will need to ensure proper closure of outstanding items.
- The revised terms of reference for the Audit Committee will be reviewed in advance of the late summer Board retreat and the September 2, 2014 Organizational board meeting.
- The revised Trustees' Handbook will be published on the Board's Intranet Site (BIS) in advance of the late summer Board retreat and the Organizational Board meeting held in September 2014.

ATTACHMENTS & APPENDICES

ATTACHMENT I - Proposed wording changes to the Terms of Reference for the Policy Review Committee, the District Priorities and Governance Committee, and the Board and Superintendent of Schools Evaluations Committee

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6.1.3 **Board and Superintendent of Schools Evaluation Committee** (Pages 52 to 58 of the [Trustees' Handbook](#))

Purpose

The Board and Superintendent of Schools Evaluations Committee (BSEC) is responsible for assisting the Board of Trustees to conduct:

- an annual Board self-evaluation for continued Board development and improved Board performance with respect to the Board's role and responsibilities;
- an annual evaluation of the Superintendent of Schools in accordance with Board Policy [FGB.BP - Evaluation of Superintendent of Schools](#) and the review and/or renewal of the Superintendent of Schools Contract in accordance with the [School Act](#).

Composition

The committee will consist of three Trustees from among which a chair will be selected. The chair is responsible for leading the discussion at each meeting and formally reporting back to the Board about the committee's activities.

Additional resources may be involved as requested by the Superintendent of Schools and/or designate.

Terms of Reference

A. Board Self-Evaluation

The Board shall undertake an annual Board evaluation for the purpose of Board development and to model its policy of system-wide evaluation as a means of continuous improvement.

The Board Evaluation process should:

- **measure Board performance with respect to the Mission, Vision, Values, District Priorities, District Strategic Plan, the roles and responsibilities of the Board, and the principles of operation of the Board;**
- assist the Board in identifying Board strengths and areas for improvement, and common beliefs and values amongst Trustees;
- provide an opportunity for Trustees to reflect on how they work collectively and as individuals with respect to the Board's mandate and role and responsibilities;
- provide an opportunity for Trustees to discuss the Board Evaluation results in the context of Board development; and
- provide an opportunity to recognize the Board's accomplishments.

The Committee will:

- recommend a plan to Caucus Committee for the annual evaluation of the Board of Trustees in keeping with the terms of reference for the Board self-evaluation;
- develop and recommend to Caucus Committee a proposed Board result statement based on an analysis of the Board's self-evaluation;
- present the Board evaluation result statement on behalf of the Caucus Committee to public Board for approval; and
- in the last year of a term, assist in the creation of a summary document of the Board's results and work still to be accomplished to aid in the transition for the next Board.

~~—The Board Self-Evaluation Instrument should:~~

- ~~• be brief; it should not take more than one hour for completion by each Trustee;~~
- ~~• be specific to the Board of Trustees of Edmonton Public Schools;~~
- ~~• measure Board performance with respect to the mission statement, the roles and responsibilities of the Board, the principles of operation of the Board, the District Priorities and the Board strategic plan; (moved to Section A. – Board Self-Evaluation)~~
- ~~• measure Board performance in both quantitative and qualitative terms;~~
- ~~• lend itself to ease of aggregating results; and~~
- ~~• provide a basis of comparison of Board performance from year to year over the Board's term.~~

~~The Board Self-Evaluation process will consist of six main activities:~~

- ~~1) All Board members will complete a Comprehensive Self-Evaluation in June.~~
- ~~2) With the exception of an election year, the results will be used to create an *Annual Governance Action Plan* at the Board annual retreat in the fall. The plan will highlight what the Board is doing well and where it needs to improve. The Action Plan will include the following elements:~~
 - ~~• **What do we want to achieve?**—What areas do we want to improve and what results do we want?~~
 - ~~• **Actions**—What concrete actions/activities will we undertake to achieve the results we want?~~
 - ~~• **Lead person(s)**—Which individual or committee will lead/coordinate each activity?~~
 - ~~• **Resources**—What money, equipment, facilities, staff do we need to successfully carry out these activities? (Board Initiative Fund)~~
 - ~~• **Timelines**—How long will specific activities/actions take?~~

- ~~**Review and Measures** – How will we know if we have achieved what we set out to do? The Governance Action Plan is the Board’s plan for improvement – in short, a roadmap to better governance. It will be used to form the basis of a work plan for the Board and the work of its committees and representatives. It will also guide the development of a targeted professional development plan that will focus on building the Board’s capacity in the key improvement areas.~~
- 3) ~~After the Governance Action Plan is created, the Board will share a summary report on results achieved the previous year and the intended actions at a public board meeting.~~
- 4) ~~A review of the status of the Action Plan will occur in January, March and June. The Executive Director Governance and Strategic Support Services will facilitate discussion with an intended length of two hours with a purpose to assess/reflect on progress toward achieving the Board’s goals. This will include a celebration of successes and identification of strategies/next steps for improvement or focusing the Board in the months ahead. The conversation will be captured by the Executive Director Governance and Strategic Support Services.~~
- 5) ~~In addition to the development of a targeted professional development plan for the Board, individuals may wish to develop a Trustee Annual Professional Growth Plan that will assist in developing strategies to improve their own individual Trustee performance. A template for identifying areas for growth and developing a course of action to achieve improvement will be developed and provided. This will assist Trustees in targeting their professional development funds for the year.~~
- 6) ~~To further inform the Board, an external review of board meeting webcasts (twice a year) will be conducted to provide feedback on board meetings as they relate to evidence of indicators of success in the eleven key areas, identified in the Comprehensive Self Evaluation.~~
- 7) ~~In an election year, the process will be modified with the Annual Governance Plan being created in the early winter and only two reviews of the status occurring (March, June) before the new Board completes the summative Comprehensive Board Self-Evaluation in June.~~

B. Evaluation of the Superintendent of Schools

Purpose of the Evaluation

The evaluation of the Superintendent of Schools is a vital process toward creating and maintaining a healthy school district. The Board of Trustees believes that organizational outcomes must be clearly and explicitly stated to:

1. ensure the Superintendent of Schools understands what is being expected and evaluated;
2. ensure the Board understands what to expect of the Superintendent; and
3. ensure the Superintendent of Schools and the Board clearly understand their respective roles and responsibilities.

The evaluation process and supporting information sources serve to:

- Help to continuously improve the functioning of the District;
- Recognize areas and trends that are showing positive change or progress;
- Provide feedback to the Superintendent of Schools regarding his leadership and performance expectations in key areas;
- Provide ground work for establishing future goals;
- Allow the Superintendent of Schools to report on his successes and challenges during the year, and provide feedback relating to continuous improvement efforts and annual goals;
- Enable the Board and Superintendent of Schools to engage in dialogue about results, and discuss any issues or concerns associated with the role and the evaluation process; and
- Strengthen the relationship between the Superintendent of Schools and the Board.

Process

1. The Committee shall be responsible for:
 - a. recommending the evaluation process to be used to Caucus Committee;
 - b. overseeing the approved evaluation process; and
 - c. reporting the evaluation results to the Caucus Committee **and to public Board.**
 - d. **initiating a timely review and/or renewal process for the Superintendent of Schools contract of employment in accordance with the School Act and provisions of the Superintendent's contract.**
2. The evaluation process shall provide the Superintendent of Schools with an opportunity to:
 - a. review all **pertinent** information used in the evaluation;
 - b. discuss the evaluation report with the Trustee subcommittee;
 - c. include a response to the evaluation in the report to Caucus Committee;
 - d. discuss the evaluation report with the Caucus Committee.

3. Notwithstanding 1 and 2 above, if the evaluation process calls for individual Trustee evaluations of the Superintendent of Schools, the individual evaluations shall be compiled and summarized for reporting purposes by the administrator assigned to assist the committee and destroyed once the Superintendent of Schools has an opportunity to review them.
4. The Superintendent of Schools shall be provided a copy of the evaluation report submitted Caucus Committee and the final evaluation report to Board.
5. The Caucus Committee evaluation report and Board evaluation report shall be filed in the Board corporate records. The records shall be accessible to the Superintendent of Schools, a Trustee for that evaluation period, or as directed by motion of the Caucus Committee.
- ~~6. The Chair of the Trustee subcommittee shall report the results of the evaluation to Board at a public board meeting. (Moved to Item 1.c. under Process)~~
- ~~7. The Committee shall be responsible for initiating a review and/or renewal process for the Superintendent of Schools contract of employment no later than September of the school year the contract is due to expire. (Moved to Item 1.d. under Process)~~

~~Process~~ _____

The Superintendent of Schools' evaluation instrument consists of three parts:

- ~~A. Priority Performance Goals~~
- ~~B. District Management~~
- ~~C. Leadership and Professional Conduct~~

_____ ~~Priority Performance Goals are three to five main areas of focus the Superintendent will work toward in addition to carrying out ongoing duties and responsibilities. These goals should be developed in relation to an established district mission or other priorities established by the Board, and may also include personal/professional goals, which would not be included in the District's work plan. In collaboration with the BSEC, the Superintendent sets annual goals and provides updates to the Board on a periodic basis.~~

_____ ~~The assessment of District Management practices is geared to evaluate general management performance of ongoing responsibilities, and to assist the Board and Superintendent in identifying issues and areas they may wish to address with a Priority Performance Goal during the following evaluation year. This is a secondary aspect of the evaluation and should be used primarily to assess ongoing improvements in the District and plan for superintendent priorities in coming years.~~

_____ ~~Leadership and Professional Conduct reviews the Superintendent's performance in leadership through empowering others, visioning, and creating a school culture and climate of engagement. It also stresses the importance of modeling appropriate values, ethical~~

behaviour, and assesses the Superintendent's understanding and sensitivity of competing interests in the District and broader community.

Evaluation Implementation Steps

The steps to carry out a fair and comprehensive evaluation process are outlined below. The Board and Superintendent Evaluation Committee (BSEC) will lead the process, with support from the Executive Director Governance and Strategic Support Services, as per the Committee's terms of reference.

1. The BSEC will review the evaluation instrument to ensure it meets current needs;
2. Customize the indicators in selected areas to meet district expectations;
3. Prior to Board approval, the BSEC will consult with the Superintendent about the process, the instrument and timelines;
4. The Board will approve use of the instrument prior to the evaluation taking place;
5. The Administration will gather supporting documents and reports that will serve to inform the Board and Trustees in the evaluation, including an update or progress report from the Superintendent;
6. Identify who will prepare the documentation, collect and tabulate the input;
7. Train all input providers on how to complete the evaluation instrument;
8. Trustees complete the evaluation instrument individually;
9. Tabulate the data and compile the overall results and comments into one document and will include the range of ratings provided in each category;
10. The chair of the BSEC will present the evaluation to the Superintendent and provide feedback;
11. The Superintendent will provide a response to the Board at an in-camera meeting;
12. The Board and the Superintendent will then engage in dialogue about the results;
13. A statement will be read at a public meeting to inform the community on the broad results of the evaluation and progress on district goals;
14. The results will serve to inform future work including the identifying new priority performance goals for the year. Priority performance goals should not be considered additive work and should not exceed five (5) goals;
15. Begin the evaluation process again in December.

Evaluation Method

The Board acknowledges that individual members' judgment on the indicators may vary from Board member to member and from incident to incident. Significant differences among members of the Board about superintendent performance in this area will be discussed among the Board so that consistent direction and expectations can be provided to the Superintendent.

Providing a particularly low score based on one incident can be perceived as an unfair assessment if the Superintendent performs well or makes sound decisions in most cases. It should be remembered that corrective action on an unmet expectation should not show up on the evaluation as a point of first contact on a matter of concern to the Board.

A Trustee should assess each item based on whether or not the individual feels the Superintendent exercised sound judgment on a generally consistent basis. The Board's overall rating on an item will reflect the assessment of a majority of the Board.

Rating Scale

Trustees will be required to fill out the evaluation individually using the following rating scale.

- 5 - Always / Outstanding**
The Superintendent excels in this category.
- 4 - Almost always / Very competent**
The Superintendent exceeds the expectations of his job description.
- 3 - Usually / Satisfactory**
The Superintendent meets expectations outlined in his job description.
- 2 - Sometimes / Needs Improvement**
The Superintendent needs to concentrate self-improvement efforts in this area.
- 1 - Rarely / Unsatisfactory**
The Superintendent's performance in this category is unacceptable and requires immediate attention.
- N/A - No basis for judgment**

Written Comments

Constructive and detailed written comments always help clarify the evaluation. This provides the Board with the opportunity to deliver specific constructive feedback, including accolades and provides the Superintendent with useful information for continuous performance improvement. The Board should speak with one voice in making written comments on the final summary evaluation form.

Note

Any rating of "2" or "1" should be accompanied by a comment indicating the nature of the deficiency or a statement of what the Board expected to see in the performance that was not evident.

6.1.5 District Priorities and Governance Committee

(Pages 59 to 60 of the [Trustees' Handbook](#))

Purpose

The District Priorities and Governance Committee is responsible for assisting the Board in identifying and developing the priorities that will guide District operations and the budget planning cycle for the Board's four-year term of office. The Committee makes recommendations to the Board on range of governance related matters to assist the Board in carrying out its duties and commitments in relation to the District Priorities.

Terms of Reference

District priorities should be within the Board's mandate and few in number in order that district resources may be effectively concentrated to achieve measurable results.

After an election, following the organizational meeting, the committee will:

- Recommend and facilitate a process for each Board member to contribute to the development of the District Priorities;
- Seek student, staff, parent and community stakeholder input into the District Priorities; and
- Consider all input received and develop and recommend a District priorities statement to Board for approval.

The Committee will also:

- ~~Develop Board Retreat agendas~~ **Develop Board Retreat agendas and chair retreats**
- Review and monitor Board Work Plan progress;
- Review the Trustee Protocols to ensure they are current and relevant;
- Review and update the School Board Governance and Operations Section of the Policy Manual (Trustees' Handbook) at least once per term or as required;
- Review the Trustee remuneration package once per term; and
- ~~Develop an orientation plan for the next Board~~ **Review the post-election orientation process and develop an orientation plan for the next Board**
- **Seek input from other Board Committees in performance of the responsibilities of this committee**

Composition

The committee will consist of three Trustees from among which a chair will be selected. The chair is responsible for leading the discussion at each meeting and formally reporting back to the Board about the committee's activities.

A representative from the Superintendent's office will be assigned as a staff resource. Additional resources may be involved as requested by the Superintendent and/or designate.

6.1.7 Policy Review Committee (Pages 60 to 61 of the [Trustees' Handbook](#))

Purpose

The Policy Review Committee is responsible for assisting the Board in reviewing Board policy by ensuring that Board policies submitted for Board approval are developed and reviewed in accordance with the Board's policy on Policy Development and Review.

Composition

The committee will consist of three Trustees from among which a chair will be selected. The chair is responsible for leading the discussion at each meeting and formally reporting back to the Board about the committee's activities.

A representative from the Superintendent's office will be assigned as a staff resource. Additional resources may be involved as requested by the Superintendent and/or designate.

Terms of Reference

The committee will:

- ~~— recommend an annual plan for policy reviews to Board; and~~
- ~~— review and recommend to Board for approval those policies recommended by the Superintendent of Schools that meet the Board's criteria for policy development and review.~~
- **recommend an annual plan for policy reviews to Board that will address the complete review of all board policy over the Board's term and accommodate the need for any emergent reviews;**
- **fulfill the annual plan for policy reviews by working with the support of the Superintendent of Schools/designate and Administration subject matter experts to review, consolidate and develop policy using the standard framework for process, content development, structure and format outlined in board policy [CH.BP - Framework for Policy Development and Review](#)**
- **recommend to Board for approval those policies that meet the Board's policy criteria as outlined in board policy [CH.BP - Framework for Policy Development and Review](#)**

NOTE: On January 31, 2012 the Board approved the following motion: *That the Board undertake a full review of all its policies and update them using a standard framework for process, content development, structure and format. That the review process and standard framework be developed by the Policy Review Committee and recommended to the Board for approval.*