

SECTION 200

POLICY 204

MEDICINE HAT SCHOOL DISTRICT NO. 76

BOARD COMMITTEES

BACKGROUND

The key to effective governance of the ~~d~~District is that the Board of Trustees authorizes or adopts policies and practices ~~and that~~ the executive officers are delegated responsibility to execute ~~these~~. Although the Board of Trustees will make most of its major decisions as a corporate body, there ~~is may be~~ a need ~~for certain committees to be established~~ to establish standing and ad hoc committees. ~~Some of the tasks assigned to these committees are continuous, while some arise where circumstances warrant.~~

POLICY

In order to facilitate the ~~that the~~ work of the Board ~~of Trustees may be facilitated~~, ~~certain~~ committees, ~~composed~~ comprised primarily of ~~t~~Trustees and ~~e~~Executive ~~o~~Officers, are established annually.

GUIDELINES

1. The functions of Board committees includes:
 - 1.1. ~~To be~~ a problem-solving or issue-exploring ~~tool~~body;
 - 1.2. ~~To provide~~ing a means whereby a collective responsibility replaces that of an individual so that decisions are less vulnerable to bias;
 - 1.3. ~~To divide the labour in the Board organization.~~
2. Standing ~~e~~Committees will be established to perform the work of the Board.
- ~~3.~~ Ad Hoc Committees may be established by the Board as needed. An ad hoc committee will from time to time.
- ~~4.3.~~ The ad hoc committee will:
 - 3.1. have membership determined by the Board;
 - ~~4.1,3.2.~~ have clearly defined roles and responsibilities as outlined by the Board;
 - ~~4.2,3.3.~~ be time specific;
 - ~~4.3,3.4.~~ be established by Board resolution.
- ~~5.4.~~ Trustees will be ~~named~~ appointed to Standing Committees by ~~the~~ Board Chair ~~resolution~~ on an annual basis.
- ~~6.5.~~ A trustee Chair, if required, a Trustee will be appointed Chair for each committee. will be appointed by Board resolution.
- ~~7.6.~~ The Chair of the committee Committee Chairs will serve as a contact person for the appropriate Board officials, should they find it necessary to seek specific advice between regular Board meetings.

~~8.7.~~ ~~After appointments,~~ Each Committee will identify tasks to be carried out for the next year.

~~8.~~ Executive ~~o~~Officers, in consultation with the Committee Chair, will prepare an agenda, in advance, of topics requiring discussion at ~~C~~committee level.

~~9.~~ Committee meetings shall not be public meetings.

9.1. A committee may agree to meet in public session or hold a public meeting.

9.2. Trustees, except where excluded by motion of the Board, may attend all meetings of Committees of the Board.

~~9.10.~~

~~10.~~ ~~Trustees or executive officers shall identify additional topics for consideration.~~

11. The Superintendent of Schools will make provision for committee meeting minutes to be taken and shared with the Board. ~~the recording and distribution of a record of Committee discussion and decisions.~~

COMMITTEES

1. Standing committees of the Board include:

1.1. Labour Relations

1.1.1. A.T.A.

1.1.2. C.U.P.E.

1.1.3. Non-unionized Staff

1.1.3.1. Composition: Two Trustees appointed by the Chair of the Board, of which one shall assume Chair of the Committee, along with the Superintendent and Secretary Treasurer, in an advisory role.

1.1.3.2. Frequency: Meetings shall be established at the call of the Committee's chair

1.1.3.3. Staffing Groups: This committee shall be responsible to oversee the working conditions of non-unionized staff, which includes the Centralized and Facilities Group and the Executive Officers (Superintendent, Secretary Treasurer, Deputy Superintendent and the Associate Superintendent).

1.1.3.4. Responsibilities:

1.1.3.4.1. Centralized and Facilities Group: The Committee shall vet changes recommended by the Executive Officers to the "Conditions of Employment Program" document for the Centralized and Facilities Group. The Committee Chair shall take those changes to the Board of Trustees for approval.

The Committee shall also vet changes to the salary grids for the Centralized and Facilities Group.

However, as per Article 6 of the working conditions document, District Administration shall determine appropriate salary levels for each job category. This includes determining salary levels mid-year if a new position is created.

After the Committee has vetted any annual changes or recommendations in regards to general salary increases the Committee Chair shall take those changes to the Board of Trustees for approval.

1.1.3.4.2 Executive Officers: The Committee shall perform a 360° review of Executive Officer salaries every four years or sooner if directed by the Board to do so. This review will normally take place in the spring before a municipal/trustee election. The review will include reviewing what salaries are paid by other school boards in the province for the same positions (ASBA report). The review may also include what other similar entities are paying for similar positions within the City and surrounding area.

The Committee Chair shall take the findings and recommendation for any changes to the Board of Trustees for approval.

The Committee shall also vet changes to the working conditions for the Executive Officers.

1.2. Other standing committees may be identified at the direction of the Board.

~~2. District committees of the Board that require Board representation include:~~

~~2.1. Coordinating Committee;~~

~~2.2. District Council of School Councils;~~

~~2.3. Other district committees of the Board may require representation from time to time.~~

2. Ad Hoc Committees of the Board

2.1. Student Expulsion:

~~3.1.1.2.1.1.~~ In cases of student expulsion, the Board shall strike a committee of not less than three trustees. The process will be carried out as per Policy ~~205~~631.

2.2. Naming of a School:

2.2.1. When naming a new school/facility, or renaming an existing school, or part of a school, the Board may follow one of two processes. The Board may name the new school themselves, or engage in a process that involves public participation. In cases where the Board seeks outside input, the Board Chair will appoint three (3) Trustees to serve on this committee. In consultation with the Superintendent, representatives from key stakeholders will be sought to provide input for the Trustees serving on the committee. Guidelines for this process will be carried out as per Policy 205.

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~~2.2.~~

~~When naming a new school or renaming an existing school, the Board may follow one of two processes. The Board may name the new school themselves, or engage in a process that involves public participation. When engaging in a public process, the following guidelines will be observed:~~

~~The process will be designed to allow as wide a cross-section of interested persons as possible to submit names.~~

~~The names selected should:~~

~~have significance for the students, parents and the community of the district.~~

~~3.1.2. be easily identifiable with the facility.~~

~~not be in conflict with the names of other facilities in the District or surrounding Districts.~~

~~Where possible, new facilities should be assigned names before construction begins.~~

~~3.2. Concurrent notification will occur as follows:~~

~~3.2.1. Ads in the local media~~

~~3.2.2. Each school will advertise in their school newsletter~~

~~3.2.3. Community announcements will occur on radio and on television~~

~~The website will carry an interactive ad and details~~

~~3.2.4. Notify Retired Teachers' Association~~

~~3.2.5. The form Name the School Form will be available at Central Office, at each school, and on the website for submission of a name. The form will request the name of the person submitting, a phone number where the person can be reached and a short reason or rationale for the suggested name.~~

~~3.2.6. Forms will be collected at Central Office and the timelines for selection will be outlined by the Committee based on the items below.~~

~~3.2.7. Information for school newsletters and forms to schools~~

~~3.2.8. School Newsletters carry information~~

~~3.2.9. Forms at Central Office~~

~~3.2.10. Website information available~~

~~3.2.11. Advertisements in various media~~

~~3.2.12. Deadline for submission of names~~

~~3.2.13. Recommendation completed~~

~~3.2.14. Decision on Name~~

~~3.2.15. The Superintendent will strike an ad hoc committee consisting of the Board Chair or a board appointed trustee who will act as chair of the~~

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~~committee, and may have representation from the community, the school administration, the local teaching staff, the school council and the students.~~

~~3.2.16. The Superintendent will serve in an advisory capacity and provide support to the committee in terms of maintaining records of meetings and information.~~

~~3.2.17. The Committee shall make a recommendation to the Board.~~

~~3.2.18. A prize, to be determined by the Board, may be given to the person who suggested the chosen name. In the case there are multiple submissions of the same name, a winner will be drawn from those who submitted the name.~~

~~3.2.19.~~

~~3.2.20.~~

~~3.2.21. Naming of Area of School or Grounds—Recommendation by School Community~~

~~3.2.22. The school community may propose an area of the school or grounds be named as per the form, Name of Area of School or Grounds—Recommendation by School Community. The school community should indicate support of the submitted name for the superintendent, principal, staff, students and school council.~~

~~3.2.23. The names selected should:~~

~~3.2.24. have significance for the students, parents and the community of the particular facility.~~

~~3.2.25. be easily identifiable with the facility.~~

~~3.2.26. not be in conflict with the names of other facilities in the District or surrounding Districts.~~

~~3.2.27. The Board will then determine if further requests for names should be considered or the Board can accept the submission of the school community directly.~~

~~3.2.28.~~

~~3.2.29.~~

~~3.2.30. Naming of Area of School or Grounds—In recognition of financial, in-kind or philanthropic donations and sponsorships~~

~~3.2.31. The name being considered should:~~

~~3.2.32. be consistent with the values and beliefs of the district;~~

~~3.2.33. not be in conflict with the names of other facilities in the district or surrounding districts.~~

- ~~3.2.34. The school fundraising committee will submit a list of potential names to the Board for approval, in principle, on the form **Name of Area of School or Grounds—In recognition of financial, in-kind or philanthropic donations and sponsorships.**~~
- ~~3.2.35. The Board will then determine the name(s) that can be accepted, in principle.~~
- ~~3.2.36. The fundraising committee will bring forward any names approved, in principle, should the conditions of donation be met, for final approval at a public board meeting.~~
- ~~3.2.37. The Principal, in consultation with the Superintendent, could recognize financial, in-kind or philanthropic donation and sponsorship with a plaque or other method of appreciation.~~

Approved & Adopted:
January 20, 2004

Revised:
August 31, 2016

Reviewed:
September 20, 2016

REFERENCES

School Act: [Sections 60, 61, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75](#)

RELATED FORMS

[Name of School Form](#)

[Naming of Area of School or Grounds—Recommendation by School Community Form](#)

[Name of Area of School or Grounds—In recognition of financial, in-kind or philanthropic donations and sponsorships Form](#)

MEDICINE HAT SCHOOL DISTRICT NO. 76**SCHOOL AND FACILITY NAMING****BACKGROUND**

As the District grows, new schools and facilities are added in order to serve the students and families of Medicine Hat. In addition, there are times where it may be appropriate to rename a part or the whole of an existing school or facility.

POLICY

The Board of Trustees recognizes its responsibility in approving the naming of a District school or facility. When naming a new school/facility, naming a portion of a school/facility, or renaming an existing school/facility, the Board may follow one of two process: (1) the Board may name the school/facility themselves; or (2) the Board may engage in a process that involves public participation.

GUIDELINES

When engaging in a public process, the following will be observed:

Naming or Renaming of a School/Facility

1. As per Policy 204, the Board Chair will appoint at minimum three (3) Trustees to serve on the naming committee.
2. The Committee, in consultation with the Superintendent, will determine how many representatives from key stakeholder groups will be sought.
3. Where possible, new facilities should be assigned names before the construction begins.
4. The Committee may bring forward names to be considered, that would meet the criteria described in 6.1 and 6.2, below.
5. The Committee will establish a process and timeline designed to allow as wide a cross section of interested persons as possible to submit names.
6. Names that are submitted should:
 - 6.1 have significance for the students, parents, and the community of the District and/or identified School.
 - 6.2 not be in conflict with the names of other facilities in the District, City of Medicine Hat, and/or surrounding Districts.
7. Concurrent advertising of name submissions may occur as follows:
 - 7.1 Ads in the local media (newspaper, radio, tv);
 - 7.2 Posting on District and School(s) website;
 - 7.3 Ads in school newsletter(s);
 - 7.4 Use of social media.

8. Exhibit 205 E 001: Name the School Form will be available at Central Office, at each school, and on the website for submission of a name. The form requests:
 - 8.1 the name of the person submitting;
 - 8.2 a phone number where the person can be reached;
 - 8.3 a short reason or rationale for the suggested name.
9. The Committee shall make a recommendation to the Board.

Naming of an Area of School or Grounds

1. As with the naming of District Schools and Facilities, the Board reserves the right to naming properties and areas within the property owned by the Board.
2. Requests to the Board to name an area of a school/facility or grounds, by school communities can be made for two reasons:
 - 2.1 The school community may propose a name for an area of the school or grounds.
 - 2.1.1 Exhibit 205 E 002: Naming of Area of School or Grounds – Recommendation by School Community shall be used to submit request to the Board.
 - 2.1.2 Submission should demonstrate how support of the naming was achieved from the Superintendent, Principal, staff, students and School Council.
 - 2.1.3 The name selected should:
 - 2.1.3.1 have significance for the students, parents and the community of the particular facility;
 - 2.1.3.2 not be in conflict with the names of other facilities in the District or surrounding Districts.
 - 2.1.4 The Board will then determine if further request for names should be considered. If so, the Board may determine to follow a process similar to the Naming/Renaming of a School. The Board can accept the submission of the school community directly.
 - 2.2 The School Principal, as representative of the School Fundraising Committee, will submit a potential name to the Board for approval, in principle.
 - 2.2.1 Exhibit 205 E 003: Naming of Area of School or Grounds – In recognition of financial, in-kind or philanthropic donations and sponsorships, shall be used to submit request to the Board.
 - 2.2.2 The name being considered should:
 - 2.2.2.1 be consistent with the values and beliefs of the District;
 - 2.2.2.2 not be in conflict with the names of other facilities in the District, City of Medicine Hat, or surrounding Districts.
 - 2.2.3 The Board will determine, in principle, if the name(s) can be accepted.
 - 2.2.4 The School Principal, as representative of the School Fundraising Committee, will bring forward the name(s) approved, in principle, for

final approval at a public Board meeting, should the conditions of donation be met.

- 2.2.5 The School Principal, in consultation with the Superintendent, could recognize financial, in-kind or philanthropic donation and sponsorship with a plaque or other method of appreciation.

**Approved and Adopted:
January 20, 2004**

**Revised:
August 31, 2016**

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September 20, 2016**

REFERENCES

[School Act](#) ? – does it reference the Boards authority to name schools.

205 E 001: Naming of a School Form

205 E 002: Naming of Area of School or Grounds – Recommendation by School Community

205 E 003: Naming of Area of School or Grounds – In recognition of financial, in-kind or philanthropic donations and sponsorships

MEDICINE HAT SCHOOL DISTRICT NO. 76**SUPERINTENDENT OF SCHOOLS - ROLES AND RESPONSIBILITIES****BACKGROUND**

The Superintendent is the Chief Executive Officer of the Board of Trustees and the Chief Education Officer of the District. The Superintendent reports directly to the corporate Board and is accountable to the Board of Trustees for the conduct and operation of the District. All Board authority delegated to the staff of the District is delegated through the Superintendent.

POLICY

The Superintendent, as the Chief Executive Officer of the District, is accountable for the overall performance the District.

GUIDELINES

1. Student Learning
 - 1.1 Provides leadership in all matters relating to education in the District.
 - 1.2 Ensures students in the District have the opportunity to meet or exceed the standards of education set by the Minister of Education.
 - 1.3 Ensures that learning environments contribute to the development of skills and habits necessary for the world of work, post-secondary studies, life-long learning and citizenship.
 - 1.4 Provides leadership in fostering conditions which promote the improvement of educational opportunities for all students.
 - 1.5 Provides leadership in implementing education policies established by the Minister of Education and the Board.
2. Student Wellbeing
 - 2.1 Ensures that each student is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.
 - 2.2 Ensures that the social, physical, intellectual, cultural, spiritual and emotional growth needs of students are met in the overall school environment.
 - 2.3 Ensures the safety and well-being of students while participating in school programs or while being transported on transportation provided by the District.
 - 2.4 Ensures the facilities adequately accommodate District students.
 - 2.5 Acts as, or designates, the attendance officer for the District.

3. Fiscal Responsibility

- 3.1 Ensures the fiscal management of the District by the Secretary Treasurer is in accordance with the terms or conditions of any funding received by the Board under the School Act or any other Act.
- 3.2 Ensures the District operates in a fiscally responsible manner, including adherence to recognized accounting procedures.
- 3.3 Directs the preparation and the presentation of the budget.
- 3.4 Ensures the Board has current and relevant financial information.
- 3.5 Directs the preparation of the Three-Year Capital Plan for submission to the Board.

4. Personnel Management

- 4.1 Has overall authority and responsibility for all personnel-related matters, except the mandates for collective bargaining and those personnel matters precluded by legislation, collective agreements or Board policy.
- 4.2 Monitors the performance of all staff and ensures appropriate evaluation processes are in place.
- 4.3 Facilitates professional development and training sessions for staff.
- 4.4 Ensures the coordination and integration of human resources within the District.
- 4.5 Ensures that each staff member is provided with a welcoming, caring, respectful and safe working environment that respects diversity and fosters a sense of belonging.

5. Policy/Administrative Procedures

- 5.1 Provides leadership in the planning, development, implementation and evaluation of Board policies.
- 5.2 Develops and keeps current an Administrative Procedures Manual that is consistent with Board policy and provincial policies, regulations and procedures.

6. Superintendent/Board Relations (“The First Team”)

- 6.1 Engages in and maintains positive, professional working relations with the Board.
- 6.2 Respects and honours the Board’s role and responsibilities and facilitates the implementation of that role as defined in Board policy.
- 6.3 Attends all Board meetings and makes recommendations on matters requiring Board action by providing accurate information and reports as are needed to ensure the making of informed decisions.
- 6.4 Provides the information and counsel which the Board requires to perform its role.
- 6.5 Keeps the Board informed on sensitive issues in a timely manner.

- 6.6 Attends, and/or designates, administrative attendance at all committee meetings.
- 6.7 Demonstrates respect, integrity and support, which is conveyed to the staff and community.
- 7. Strategic Planning and Reporting
 - 7.1 Leads a generative Strategic Planning engagement process.
 - 7.2 Assists the Board in determining the present and future educational needs of the District through the development of short- and long-range plans.
 - 7.3 Involves the Board appropriately (Board approval of process and timelines; opportunity for Board establishment of strategic priorities and key results early in the process; final Board approval).
 - 7.4 Implements plans as approved.
 - 7.5 Reports regularly on results achieved.
 - 7.6 Develops the Annual Education Results Report for Board approval.
- 8. Organizational Management
 - 8.1 Demonstrates effective organization skills resulting in District compliance with all legal, Ministerial and Board mandates and timelines.
 - 8.2 Reports to the Minister of Education with respect to matters identified in and required by the School Act and provincial legislation.
 - 8.3 Reviews, modifies and maintains an organizational chart which accurately delineates lines of authority and responsibility.
 - 8.4 Builds an organizational structure and promotes a District culture which facilitates positive results, effectively handles emergencies and deals with crisis situations in a team-oriented, collaborative and cohesive fashion.
- 9. Communications and Community Relations
 - 9.1 Takes appropriate actions to ensure open, transparent, positive internal and external communications are developed and maintained.
 - 9.2 Ensures parents have a high level of satisfaction with the services provided and the responsiveness of the District.
 - 9.3 Maintains effective relationships within the system and the community served by the system.
 - 9.4 Acts as the head of the organization for the purposes of the Freedom of Information and Protection of Privacy (FOIP) Act.
 - 9.5 In consultation with the Board Chair, serves as a spokesperson for the District for the media and public in order to keep the District's messages consistent and accurate.

10. Leadership Practices

- 10.1 Practices leadership in manner that is viewed positively and has the support of those with whom the Superintendent works most directly in carrying out the directives of the Board and the Minister of Education.
- 10.2 Develops and maintains positive and effective relations with provincial and regional government departments and agencies.
- 10.3 Ensures that meaningful collaboration arises from relationships built on trust, honesty and respect.

EVALUATION OF SUPERINTENDENT

The evaluation process will:

- 1. follow a four-year cycle that takes into account the electoral cycle of the Board and the contract length of the Superintendent. The intent is for the Superintendent's contract to be such that the fourth year of the contract occurs the year prior to the Board being elected.
- 2. focus on formative assessments the first three years of the four-year cycle and a summative assessment in the fourth year.
 - 2.1 Throughout the three years of formative assessments, the Board may choose to focus on specific roles and responsibilities or give feedback on all of the roles and responsibilities.
- 3. recognize that the Superintendent is the Chief Executive Officer. The Superintendent is held accountable for work performed primarily by other senior administrators, e.g. fiscal management.
- 4. highlight the key role of the Superintendent as the Chief Executive Officer for the District to enhance student achievement and success for all children.
- 5. provide for both accountability and growth, and the strengthening of the relationship between the Board and the Superintendent.
- 6. use the roles and responsibilities of the Superintendent, listed in 1-10 of the guidelines above, as the basis for the evaluation. The written report will:
 - 6.1 affirm specific accomplishments and identify growth areas. Some growth goals may address areas of weakness while others will identify areas where greater emphasis is required due to changes in the environment.
 - 6.2 require the use of evidence for feedback purposes. Evaluations are most helpful when the evaluator provides concrete evidence of strengths and/or weaknesses.
 - 6.3 align with the District's goals and Four-Year Education Plan.
 - 6.4 set out standards of performance.
 - 6.5 use multiple data sources. Objective data such as audit reports, accountability reports, and student achievement data are augmented with subjective data provided in surveys.

6.6 elicit evidence to support subjective assessments. This must be the case when the Board provides feedback regarding Board agendas, committee and Board meetings, etc.

Approved and Adopted:
January 20, 2004

Revised:
September 20, 2016

REFERENCES

[School Act](#): Section 14, 45, 45.1, 60, 61, 113, 114, 115
[Freedom of Information and Protection of Privacy Act](#)

MEDICINE HAT SCHOOL DISTRICT NO. 76**QUALITY LEADERSHIP****ADMINISTRATOR GROWTH, SUPERVISION, AND EVALUATION****BACKGROUND**

School and District Administrators play a key leadership role in ensuring student learning and establishing a culture that reflects the vision, mission, beliefs and values of the District. Administrators therefore have the responsibility and authority to analyze and respond to the context in which they lead.

POLICY

The Board of Trustees expects its administrators to maintain and enhance their competency by engaging in professional growth, supervision, and evaluation activities. The Board understands that this process:

- is a dynamic and ongoing process;
- enhances and improves student learning;
- supports, nurtures, encourages and improves administrative performance;
- facilitates professional growth and development among administrators;
- ensures that highly effective administration practices are employed in the District;
- ensures the appropriateness of administrative appointments.

GUIDELINES**ADMINISTRATOR GROWTH**

1. Every District administrator shall be responsible for developing, implementing, and completing a Professional Growth Plan by October 31 of each school year.
2. The Growth Plan shall be submitted to and reviewed with:
 - 2.1. the Superintendent or designate in the case of School Principals, Directors, Co-ordinators, and Consultants;
 - 2.2. the School Principal in the case of Vice Principals
3. The Growth Plan shall:
 - 3.1. reflect goals and objectives based on an assessment of leadership skills of the individual administrator;
 - 3.2. show a demonstrable relationship to the Principal Quality Practice Guideline;
 - 3.3. take into consideration the educational plans of the school or department, the District and Alberta Education.

4. Prior to the end of the school year, each administrator shall meet with his/her supervisor to review the extent to which the goals of the plan have been met.

ADMINISTRATOR SUPERVISION AND EVALUATION

5. The Board shall be responsible for the evaluation of the Superintendent.
6. The Superintendent shall be responsible for the supervision and evaluation of the Deputy and Associate Superintendents.
7. The Superintendent or designate shall be responsible for the supervision and evaluation of:
 - 7.1. School Principals;
 - 7.2. Directors;
 - 7.3. Co-ordinators;
 - 7.4. Consultants
 - 7.5. other District administrative employees not covered by policies relating to teachers or support staff.
8. The School Principal shall be responsible for the supervision and evaluation of:
 - 8.1. Vice Principals
9. Supervision shall be an on-going process which includes:
 - 9.1. providing support and guidance to the administrator;
 - 9.2. providing feedback to the administrator on his/her performance;
 - 9.3. observing and receiving information from any source about the quality of leadership that an administrator is providing;
 - 9.4. providing feedback to the administrator around information received from various sources;
 - 9.5. assisting the administrator in developing goals for growth;
 - 9.6. identifying behaviour or practices of an administrator that for any reason may require an evaluation.
10. An evaluation of an administrator may be conducted:
 - 10.1. for the purpose of making contractual decisions, or;
 - 10.2. when, on the basis of information received through supervision, the person designated as the evaluator, has reason to believe that the administrator is not meeting the Principal Quality Practice Guidelines, or;
 - 10.3. upon the written request of the administrator.
11. On initiating an evaluation, the Superintendent, Designate, or Principal, must communicate explicitly to the administrator in writing the:
 - 11.1. reasons for and the purposes of the evaluation;
 - 11.2. process, and the criteria to be used;
 - 11.3. timelines to be applied; and
 - 11.4. possible outcomes of the evaluation.

12. Supervision and evaluation of school-based administrators shall be based on the Principal Quality Practice Guideline. Supervision and evaluation of administrators will be based on the ability of the individual to fulfill the position according to the job description.
13. Upon completion of an evaluation, the Superintendent, Designate, or Principal, must write a report that is addressed and discussed with the administrator. The report must be signed by the Superintendent or Principal and the administrator indicating receipt of the report. However, this does not necessarily indicate concurrence with the contents of the report. A copy of this report will be placed in the administrator's personnel file.
14. Where evidence is obtained through evaluation(s) that substantiates that an administrator's performance does not meet the Principal Quality Practice Guideline, in the case of a school-based administrator or does not meet the requirements of the job description, the Superintendent will deem the individual's performance as an administrator to be unacceptable. In keeping with the principles of fundamental justice and due process, the Superintendent shall provide an opportunity for the administrator to remediate any deficiencies before a further evaluation is undertaken. If it is established that the administrator has been unsuccessful in improving his or her practice, the Superintendent may then move to terminate the individual's contract as an administrator.
15. If, for any reason, a school administrator wishes to dispute or take action against the statements written in an evaluation report, the following options are available:
 - 15.1. Administrators are encouraged to have completed 15.1.1 and 15.1.2 within 10 teaching days of the receipt of the report:
 - 15.1.1. discuss the offending statement(s) with the Superintendent, Designate or Principal responsible for writing the report;
 - 15.1.2. submit a written statement of objections and reasons for same to Superintendent of Schools. The statement will be appended to the evaluation report in the school administrator's personnel file;
 - 15.2. Upon receiving a request for a review of a Principal's evaluation, the Superintendent must conduct the review and issue a written decision within 15 operational days.
16. Notice of Remediation:
 - 16.1. A Notice of Remediation is the written statement issued to an Administrator by a supervisor where she/he has determined that the Administrator's leadership does not meet the Principal Quality Practice Guidelines. A Notice of Remediation describes:
 - 16.1.1. the behaviors or practices that do not meet the *PQP* and the changes required;
 - 16.1.2. the remediation strategies the Administrator is advised to pursue;
 - 16.1.3. a reasonable time schedule to address the remediation strategies;
 - 16.1.4. how the determination will be made that the required changes have taken place;
 - 16.1.5. the consequences of not achieving the required changes including, but not limited to, termination of the Administrator's contract of employment or administrative designation.

16.2. The Supervisor will remind the Administrator that they can seek support from ATA: Member Services.

17. For each administrator appointed:

17.1. in an “acting” capacity for a period of greater than six months, an evaluation shall be completed sixty days prior to the expiry of the appointment, or by the end of April.

17.2. with a probationary contract, an evaluation shall be completed by the end of April.

18. ~~Premises and Assumptions Underlying Quality Leadership:~~

~~-The Teachers’ Code of Professional Conduct will be adhered to in all professional growth, supervision, and evaluation activities.~~

~~-Administrators in the school district are expected to remain current and knowledgeable on educational issues.~~

~~-Quality leadership will result in improved learning opportunities for students.~~

~~-Administrators will receive feedback concerning their administrative performance on a regular basis.~~

~~-Leadership style will be viewed within the school’s and the district’s cultures.~~

~~-The criteria used in conjunction with this policy will be clear and directly related to the duties and responsibilities of the position.~~

**Approved and Adopted:
June 1, 2004**

**Reviewed:
September 21, 2010**

**Reviewed:
November, 2016**

REFERENCES

[School Act: Sections 20, 96](#)

[Alberta Labour Relations Code](#)

[Employment Standards Act](#)

[Alberta Principal Quality Practice Guideline](#)

[Policy 520 Teacher Growth, Supervision and Evaluation](#)

[Exhibit 301 E 001 – Administrator Growth, Supervision and Evaluation](#)

[Administrator Growth, Supervision and Evaluation Handbook](#)

SECTION 300

POLICY 303

MEDICINE HAT SCHOOL DISTRICT NO. 76

ADMINISTRATIVE APPOINTMENTS

BACKGROUND

The Board [of Trustees](#) believes school administrators are educational leaders in the school. The school administrators must maintain a district perspective and fulfill obligations to the Board [of Trustees](#). School administrators, in cooperation with all stakeholders, make decisions in the best interest of students. School administrators must make decisions, rules and regulations that are consistent with [the School Act](#), Alberta Education Regulations and School Board policy.

POLICY

The selection and appointment of administrators rests with the [Superintendent of Schools](#).

GUIDELINES

1. The selection of individuals to fill administrative positions shall include appropriate consultation with representatives of the School Council, school staff and district staff.
2. ~~Transfers will be given consideration.~~
3. Any vacancies shall be through open competition.
4. The [Superintendent of schools](#) will be responsible to make the final decision in all administrative appointments.
5. School administrators are appointed to the district and may be assigned to positions at both the school and district level.

**Approved & Adopted:
June 1, 2004**

**Revised:
October 2, 2007**

**Revised:
December 21, 2010**

REFERENCES

~~Alberta~~ School Act: [Sections](#) 19, 61, 92, 93, 96, 113, 116, 117
[Procedure 303 P001 – Filling Administrative Appointments](#)
[Procedure 303 P002 – Selection and Appointment of Administrative Personnel](#)

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District Policies:

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MEDICINE HAT SCHOOL DISTRICT NO. 76**JURISDICTIONAL, SCHOOL AND PROGRAM REVIEW****BACKGROUND**

A critical aspect of the ~~district~~ *Jurisdictional* improvement process is to ensure that *the jurisdiction, its schools, and all of its programs* are of the highest quality and serving the needs of the ~~District's~~ *Jurisdiction's* students in the most effective manner. *The Board of Trustees recognizes its legal obligations under the statutes of Alberta and its responsibility for improvement and accountability.* A systematic review of how each *school and program* is achieving the goals and objectives of the curriculum and the ~~school—district~~ *jurisdiction* is necessary in order to ensure that the ~~district~~ *Jurisdiction* is exercising due diligence in its responsibility to its students and to its stakeholders.

POLICY

All *Jurisdiction Schools and programs* ~~in the district~~ will be evaluated on a systematic basis in order to ensure that appropriate management, instructional and program standards are in place. *The purposes of the evaluation are to:*

- *determine the extent to which the goals are being accomplished;*
- *determine how effectively and efficiently processes and practices are carried out;*
- *determine schools' effectiveness in meeting the educational needs of students;*
- *suggest directions for growth and improvement to ensure the best possible educational experiences.*

GUIDELINES

1. *An evaluation of the Jurisdiction shall be conducted each year using the Alberta's Accountability Pillar, District Three Year Education Plan and Annual Education Results Report and Superintendent and Executive direct observation. Where possible, the results of the evaluation will be presented within a month of the release of Accountability Pillar data to boards*
 - 1.1. *may be conducted in greater depth at the direction of the Board;*
2. *Every five years, a comprehensive review of the jurisdiction will be completed by an outside contractor in accordance with critical questions identified by the Board and Superintendent.*
 - 2.1.1. *The evaluation report will be made public at the earliest possible opportunity following the completion of the evaluation process.*
3. *An evaluation of Jurisdiction Schools and Programs:*
 - 3.1. *will be carried out through on-going supervision by the Superintendent and/or the Executive Officers. The Superintendent and Executive Officers shall engage in*

regular meetings with School Based Administration Teams. Data collected from the District Three Year Education Plan and Annual Education Results Report will be used as part of the on-going supervision and evaluation process.

- 3.2. *may be conducted in greater depth at the direction of the Board or Superintendent.*
4. *A formal evaluation of a specific program, department, school, or the Jurisdiction as a whole may be conducted as required at the direction of the Board or the Superintendent.*
5. *Opportunities will be provided for stakeholder feedback at the Jurisdiction and school level at regular intervals as directed by the Board or Superintendent.*
1. ~~The purposes of the program review process may include:~~
 - a) ~~Examination of the program's philosophy and goals in light of the district's philosophy and goals.~~
 - b) ~~Evaluation of the program's goals and objectives.~~
 - c) ~~Evaluation of the delivery of the programs in the district.~~
 - d) ~~Evaluation of the staff and resource allocations to the program.~~
 - e) ~~Evaluation of assessment strategies and student achievement in the program.~~
 - f) ~~Determination of the continuing viability of the program for the district.~~
2. ~~A follow up structure will be in place to ensure that the outcomes of a program review are acted upon.~~

**Approved & Adopted:
June 1, 2004**

**Reviewed:
October 19, 2010**

REFERENCE

Procedure 102 P 001 Jurisdictional, School and Program Review

MEDICINE HAT SCHOOL DISTRICT NO. 76**APPEALS AND HEARINGS REGARDING STUDENT MATTERS****BACKGROUND**

The Board of Trustees understands that there are situations where individuals may wish to appeal decisions made by site or system administration.

POLICY

The Board of Trustees will only hear appeals that relate to student matters identified specifically in the School Act as those that may be appealed to the Minister of Education.

Under the relevant section(s) of the School Act, the only matters on which the Minister of Education will consider appeals:

- Special education placement;
- Language of instruction;
- Home education programs;
- Student expulsion;
- Amount of fees payable by a Board to another Board; or
- Board responsibility for a specific student.

GUIDELINES

In the event that a decision of a teacher is appealed, the appeal will be heard by the site based Administrator.

1. School Administrator will convene a formal meeting that includes all of the parties to the decision. The purpose of the meeting is to examine and clarify all of the aspects of the decision, and attempt, through dialogue, to reach a conclusion that is satisfactory to the parties involved.
2. If the issue is not resolved, either party may refer the issue to the designated District level Administrator, who will attempt to reach a resolution through a mediation process.
3. If the issue remains unsolved, it will then be referred to the Superintendent, who will conduct a formal meeting and determine the most appropriate response.
4. The Superintendent's decision is final, except in cases that deal with student matters that are identified specifically in the School Act as those that may be appealed to the Minister of Educational. For these same matters, an appeal can be made to the Board of Trustees.

All Matters Other Than Expulsion of a Student

The Board of Trustees will hear appeals on administrative decisions on all matters other than expulsion of students, which are submitted in accordance with relevant section(s) of the School Act and that significantly affect the education of a student.

1. Prior to a decision being appealed to the Board, it must be appealed to the Superintendent.
2. Parents of students, and students sixteen (16) years of age or over, have the right to appeal to the Board, a decision of the Superintendent that significantly affects the education of a student. The Superintendent must advise parents and students of this right of appeal.
3. The appeal to the Board must be made within five (5) days from the date that the individual was informed of the Superintendent's decision. The appeal must be filed in writing and must contain the name of the party filing the appeal, the date, the matter at hand and the reason for the appeal.
4. Parents or students, as above, when appealing a decision to the Board, have the right to be assisted by a resource person(s) of their choosing. The responsibility for engaging and paying for such assistance rests with the parents or students.
5. The hearing of the appeal must be scheduled so as to ensure that the person making the appeal and the Superintendent or designate, whose decision is being appealed, have sufficient notice and time to prepare for the presentation.
6. The appeal will be heard in-camera, with specified individuals in attendance.
7. The appeal hearing will be conducted in accordance with the following guidelines:
 - 7.1. The Board Chair will outline the purpose of the hearing, which is to provide:
 - 7.1.1. An opportunity for the parties to make representation in support of their respective position to the Board. This information may include expert medical, psychological and educational data and may be presented by witnesses. The information presented may include both written and verbal communications;
 - 7.1.2. The Board with the means to receive information and to review the facts of the dispute;
 - 7.1.3. A process through which the Board can reach a fair and impartial decision.
 - 7.2. Notes of the proceedings will be recorded for the purpose of the Board's records.
 - 7.3. The Superintendent and/or staff will explain the decision and give reasons for the decision.
 - 7.4. The appellant will present the appeal and the reasons for the appeal and will have an opportunity to respond to information provided by the Superintendent and/or staff.
 - 7.5. The Superintendent and/or staff will have the opportunity to respond to information presented by the appellant.

- 7.6. The members of the Board will have the opportunity to ask questions or clarification from both parties.
- 7.7. No cross-examination of the parties shall be allowed though questions may be directed to the other party through the Board Chair with the permission of the Board Chair.
- 7.8. The Board will meet, without the respective parties to the appeal in attendance, to arrive at a decision regarding the appeal. The Board may have legal counsel in attendance.
- 7.9. If the Board requires additional information or clarification in order to make its decision, both parties to the appeal will be requested to return to the hearing for the required additional information.
- 7.10. The Board decision and the reasons for that decision will be communicated to the appellant once a decision has been reached and confirmed in writing following the hearing. Included in the communication to the appellant shall be information that the appellant has the right to seek a review by the Minister of Education if the appellant is dissatisfied with the decision of the Board, if the matter under appeal is a matter described in section 124 of the School Act.

Expulsion of a Student

The Board of Trustees will strike a committee of not less than three trustees, naming one of these Trustees as chair.

It is expected that all students will comply with the relevant section(s) of the School Act, Board policy, Administrative Procedures and school rules.

The Board Committee will hear representations with respect to a recommendation for a student expulsion in accordance with the relevant sections of the School Act.

If a student is not to be reinstated within five (5) school days of the date of suspension, the Principal shall immediately report in writing all the circumstances of the suspension and provide a recommendation to the Board through the Office of the Superintendent.

The Board Committee will convene in an in-camera session upon the call of the Superintendent, but in no event shall the meeting occur later than ten (10) school days from the first day of suspension.

Parents of students, or students sixteen (16) years of age or over, have the right to be assisted by a resource person(s) of their choosing. The responsibility for engaging and paying for such assistance rests with the parents or students.

The Board Committee may have legal counsel in attendance.

Notes of the proceedings will be recorded for the purpose of the Board's records.

The expulsion hearing will be conducted in accordance with the following guidelines:

1. The Chair of the Board Committee will outline the purpose of the hearing, which is to:
 - 1.1. Provide an opportunity to hear representations relative to the recommendation from the Principal;

- 1.2. Provide an opportunity for the student and/or the student's parents to make representations;
 - 1.3. Reinstate or expel the student.
2. The Chair of the Board Committee will outline the procedure to be followed, which will be as follows:
 - 2.1. The Principal will present the report documenting the details of the case and the recommendation to expel the student;
 - 2.2. The student and the student's parents will be given an opportunity to respond to the information presented and to add any additional relevant information;
 - 2.3. The members of the Board Committee will have the opportunity to ask questions of clarification from both the Principal and the student and the student's parents;
 - 2.4. The Board Committee will meet, without either the administration or the student and the student's parents present, to discuss the case and the recommendation. The recording secretary may remain in attendance. Legal counsel may also remain in attendance;
 - 2.5. Should the Board Committee require additional information, both parties will be requested to return in order to provide the requested information;
 - 2.6. The Board Committee will then make a decision to either reinstate or expel the student; and
 - 2.7. The Board Committee's decision shall be communicated in writing to the student and the student's parents within five (5) days of the hearing, with copies being provided to the Principal and the Superintendent. The Superintendent's office will attempt to inform the parent(s) and the student of the decision by telephone or personal communication as soon as possible after a decision has been reached.
3. If the Board Committee's decision is to expel the student, the following information must be included in the letter to the student and the student's parents:
 - 3.1. The length of the expulsion which must be greater than ten (10) school days;
 - 3.2. The educational program to be provided to the student and the name of the individual to be contacted in order to make the necessary arrangements; and
 - 3.3. The right of the student and the student's parents to request a review of the decision by the Minister of Education.

**Approved:
April 4, 2006**

**Revised:
October 24, 2016**

Reviewed:

REFERENCE

[School Act](#): Sections 8, 10, 12, 24, 25, 45, 45.1, 47, 48, 60, 61, 113, 123, 124, 125