

**MEDICINE HAT PUBLIC BOARD OF EDUCATION OPERATES AS MEDICINE HAT PUBLIC SCHOOL DIVISION,  
AND FOR THE PURPOSE OF THIS DOCUMENT WILL BE REFERRED TO AS "MHPSD" AND/OR "DIVISION"**

SECTION 100 – Division Philosophy and Commitment

## **ADMINISTRATIVE PROCEDURE: JURISDICTIONAL, SCHOOL, AND PROGRAM REVIEW**

<b>PROCEDURE CODE:</b>	<b>104 AP 001</b>
Policy Reference: 104 - Jurisdictional, School and Program Review	

### BACKGROUND

The Board desires that the Jurisdiction, its schools, and all programs be part of timely, collaborative, and impactful formative appraisals of effectiveness. The Superintendent is responsible to ensure that processes place optimal learning for students at the core of the work, and that the outcome is a plan co created by staff and that can be implemented in a timely manner.

### PROCEDURE

#### 1. Monitoring Process

- 1.1. Schools shall monitor their programs and services as part of their School Education Plan. This process shall at a minimum include:
  - 1.1.1. an annual review of the Alberta Education Assurance Survey, Annual Education Results Report and other areas identified by the Executive and Directors;
  - 1.1.2. the development of strategies for maintaining and improving performance.
  - 1.1.3. regular supervision and appraisal meetings with Superintendent and/or Executive Officers where Administrative teams are prepared to discuss their findings and plans as per 1.1.1 and 1.1.2.

- 1.2. The Executive shall monitor all programs and services within the Jurisdiction. This process shall at a minimum include:
  - 1.2.1. an annual review of provincial assessment data;
  - 1.2.2. the use of Local Assurance survey data;
  - 1.2.3. engagement with site administration and teacher leaders;
  - 1.2.4. the development of strategies for maintaining and improving performance.

## 2. Process Initiation

- 2.1. All schools will engage in the formative appraisal process when any of the following criteria are met.
  - 2.1.1. at the transition of a principal, where the outgoing principal has been in the school for 5 years or longer;
  - 2.1.2. at the request of a school's administration.
  - 2.1.3. when the Superintendent deems it beneficial to triangulate evidence through further stakeholder feedback, identifies concerns based on data, or through the process of supervision notes challenges not related to the competence or conduct of the principal that may be best addressed through this process.

## 3. Review Process

- 3.1. At the initiation of the formative appraisal process, the Superintendent or designate, will collaborate as part of a committee composed of non-administration professional staff to:
  - 3.1.1. identify which "quality indicators", taken from the School Formative Appraisal Process Guide, will be the focus of the formative appraisal;
  - 3.1.1.1. monitor the progress of the appraisal and, if warranted based on initial discussions, add or alter the indicators being considered.
- 3.2. The formative Appraisal committee will engage the following process, supported by the School Formative Appraisal Process Guide;
  - 3.2.1. develop process timelines;
  - 3.2.2. establish sub-committees or most responsible persons to develop/modify instruments;
  - 3.2.3. engage instruments including, but not limited to, surveys, interviews, and panel discussions with representative samples of all stakeholder groups, as defined in the School Formative Appraisal Process Guide;
  - 3.2.4. collaborate to develop a report on the findings of the review, including recommendations focused on improving outcomes for students and working conditions for staff;
  - 3.2.5. immediately following the completion of the process, present a report to the Superintendent and executive for review and for discussion regarding supports the system may be able to provide;
  - 3.2.6. share with all staff the above-mentioned report, complete with all recommendations;
  - 3.2.7. one year following the implementation of the recommendations emerging from the appraisal, present to the Board of Trustees and Superintendent the outcome(s) of the recommendations.



#### 4. Planning and Implementation

- 4.1. The Principal will, with the Formative Appraisal Committee, develop a plan to implement, where practical, the committee's recommendations.
- 4.2. The Principal will facilitate the committee's sharing of the plan.

#### REFERENCES

Alberta's Assurance Framework

Education Plan

[Guide for School Review Process](#)

**Approved:** January 18, 2005

**Revised:** June 24, 2025

