

**GRANDE PRAIRIE PUBLIC SCHOOL DISTRICT  
BOARD SELF EVALUATION  
PERFORMANCE ASSESSMENT GUIDE**

<b><u>Role Expectation: Accountability for Student Learning</u></b>	<b><u>Evaluation Evidence</u></b>	<b><u>Quality Indicators</u></b>
1.1 Provide overall direction for the District by establishing a vision, mission, universal guiding principles and operational guiding principles in consultation with stakeholders;	<ul style="list-style-type: none"> <li>• Accountability Pillar</li> <li>• Trend analysis – 5 year</li> <li>• FNMI trend results</li> <li>• IB exam results</li> <li>• Fountas and Pinnell results</li> <li>• OCA results</li> <li>• CEU completion rates</li> <li>• School dashboard results</li> </ul>	<ul style="list-style-type: none"> <li>• Foundational statements for the District are established which allow it to move forward to a future that continues to enhance student learning and to achieve the District’s educational goals.</li> </ul>
1.2 Annually approve process and timelines for the refinement of the Three-Year Education Plan;	<ul style="list-style-type: none"> <li>• BOOST data</li> <li>• Reading Recovery data</li> <li>• Fraser Institute results</li> <li>• District survey results</li> <li>• Tell Them From Me</li> </ul>	<ul style="list-style-type: none"> <li>• Planning process and timelines allow for development with appropriate Board and stakeholder input.</li> </ul>
1.3 Identify Board priorities at the outset of the annual Three-Year Education Planning process;	<ul style="list-style-type: none"> <li>• Programs of choice</li> <li>• Offerings, Enrolments                             <ul style="list-style-type: none"> <li>○ Work Experience</li> <li>○ RAP</li> <li>○ Music</li> <li>○ Multiple Languages</li> <li>○ Dual Credits</li> <li>○ Extra-curricular activities</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The Three-Year Education Plan identifies annual educational goals and priorities which move the District forward.</li> </ul>
1.4 Conduct school and program reviews as necessary to monitor the achievement of outcomes;	<ul style="list-style-type: none"> <li>• International students</li> <li>• Gifted programming</li> <li>• Student interventions</li> <li>• ELL results</li> <li>• Peace Collaborative Services</li> <li>• Mentorship yr 1</li> <li>• Coaching Program</li> </ul>	<ul style="list-style-type: none"> <li>• School and program reviews are conducted when achievement of outcomes is less than satisfactory.</li> </ul>
1.5 Annually evaluate the effectiveness of the District in achieving established priorities, desired results and key performance indicators; and	<ul style="list-style-type: none"> <li>• Student absenteeism</li> <li>• Student discipline</li> <li>• Course completion statistics</li> <li>• Early Years Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• The allocation of resources reflects an effort to ensure student achievement.</li> </ul>
1.6 Annually approve the Three-Year Education Plan/Annual Education Results Report for submission to Alberta Education and for distribution to the public.		<ul style="list-style-type: none"> <li>• District performance and achievement is monitored, evaluated and reported.</li> </ul>

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<b><u>Role Expectation:</u> <u>Community Assurance</u></b>	<b><u>Evaluation Evidence</u></b>	<b><u>Quality Indicators</u></b>
<p>2.1 Make informed decisions that consider community values, and represent the interests of the entire District;</p> <p>2.2 Establish processes and provide opportunities for public input;</p> <p>2.3 Report District outcomes annually and make them easily accessible to parents and the general public;</p> <p>2.4 Meet regularly with School Council Chairs, as a group;</p> <p>2.5 Develop procedures for and hear appeals as required by statute and/or Board policy; and</p> <p>2.6 Model a culture of respect, integrity and transparency.</p>	<ul style="list-style-type: none"> <li>• Accountability Pillar</li> <li>• Survey results</li> <li>• Friendship Centre</li> <li>• Head Start</li> <li>• Welcome to School program</li> <li>• Partnerships</li> <li>• Before/after care centres</li> <li>• Market share</li> <li>• Transportation data</li> <li>• Thoughtstream data</li> <li>• PowerSchool statistics</li> <li>• Safety audits</li> <li>• School Councils feedback</li> <li>• Personnel statistics               <ul style="list-style-type: none"> <li>○ Teacher retention</li> </ul> </li> <li>• Offerings               <ul style="list-style-type: none"> <li>○ Early Childhood</li> </ul> </li> <li>• Community Meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Decisions are based on relevant data and are representative of the interests of the entire community.</li> <li>• Mechanisms for community input are readily available.</li> <li>• Processes are established to communicate Board decisions to its constituents.</li> <li>• District outcomes are reported to the community annually, and the information is made readily available.</li> <li>• School Council Chairs are afforded regular opportunities for input to the Board, as a group.</li> <li>• Appeal hearing processes are transparent and cognizant of due process.</li> <li>• The Board and individual trustees model a culture of respect and integrity and operate in an open, transparent fashion.</li> </ul>

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<p style="text-align: center;"><b><u>Role Expectation: Accountability to Provincial Government</u></b></p>	<p style="text-align: center;"><b><u>Evaluation Evidence</u></b></p>	<p style="text-align: center;"><b><u>Quality Indicators</u></b></p>
<p>3.1 Act in accordance with all statutory requirements to implement provincial and educational standards and policies; and</p> <p>3.2 Perform Board functions required by governing legislation and existing Board policy.</p>	<ul style="list-style-type: none"> <li>• Three-Year Education Plan/Results Report</li> <li>• Capital Plan</li> <li>• Budget Report Form</li> <li>• Audited Financial Statements</li> <li>• Accountability Pillar</li> <li>• Published academic results</li> <li>• Superintendent's evaluation</li> <li>• Policy review</li> <li>• Division litigation status</li> <li>• Relevant correspondence</li> <li>• Board self-evaluation questionnaire results               <ul style="list-style-type: none"> <li>○ Board role</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Statutory obligations are fully met in a timely manner.</li> <li>• Legislated functions are performed in an exemplary fashion.</li> <li>• All resident students are provided an education program consistent with the School Act and the statutory regulations.</li> <li>• Non-resident students are provided an education program consistent with the School Act and the statutory regulations, at the sole discretion of the Board.</li> <li>• Board governance policies clearly specify required Board functions.</li> </ul>

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<b><u>Role Expectation: Policy</u></b>	<b><u>Evaluation Evidence</u></b>	<b><u>Quality Indicators</u></b>
<p>4.1 Determine the goals and objectives the District will pursue;</p> <p>4.2 Develop, approve and monitor the implementation of policies to guide the District and the Board; and</p> <p>4.3 Provide direction in those areas over which the Board wishes to retain authority.</p>	<ul style="list-style-type: none"> <li>• Three-Year Education Plan</li> <li>• Board Policy Handbook</li> <li>• Policy development and review               <ul style="list-style-type: none"> <li>○ New policies</li> <li>○ Revised policies</li> </ul> </li> <li>• Board motions summary</li> <li>• Superintendent's evaluation</li> <li>• Board self-evaluation questionnaire results               <ul style="list-style-type: none"> <li>○ Board role</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• District goals and objectives are clearly defined and communicated.</li> <li>• Established policies facilitate smooth, effective provision of quality educational services for the District.</li> <li>• Policy impact is regularly monitored to determine if policy is producing the desired results.</li> <li>• Board governance policies clearly specify required Board functions and implementation standards.</li> </ul>

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<b><u>Role Expectation: Board / Superintendent Relations</u></b>	<b><u>Evaluation Evidence</u></b>	<b><u>Quality Indicators</u></b>
5.1 Provide the Superintendent with clear corporate direction;	<ul style="list-style-type: none"> <li>• Board motions summary</li> </ul>	<ul style="list-style-type: none"> <li>• Clear corporate direction is provided to the Superintendent.</li> </ul>
5.2 Delegate, in policy, administrative duties and identify responsibility subject to the provisions and restrictions in the School Act;	<ul style="list-style-type: none"> <li>• Board Policy Handbook</li> <li>• Superintendent's contract</li> <li>• Board self-evaluation questionnaire results               <ul style="list-style-type: none"> <li>○ Board role</li> <li>○ Board/ Superintendent relations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The Superintendent has been delegated responsibility for all executive functions together with commensurate authority.</li> </ul>
5.3 Respect the authority of the Superintendent to carry out executive action and support the Superintendent's actions which are exercised in good faith and within the delegated discretionary powers of the position;	<ul style="list-style-type: none"> <li>• Superintendent's evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• The Superintendent is supported in actions exercised within the delegated discretionary powers of the position.</li> </ul>
5.4 Hold the Superintendent accountable for management of the District; and		<ul style="list-style-type: none"> <li>• The Chief Executive Officer role of the Superintendent is respected and conveyed to the staff and the community.</li> </ul>
5.5 Annually evaluate the Superintendent in accordance with the Board-adopted evaluation process, criteria and timelines.		<ul style="list-style-type: none"> <li>• The Superintendent is held accountable for the overall management and day-to-day operation of the District.</li> <li>• The Superintendent is evaluated annually, fairly and thoroughly in relation to specific roles and responsibilities and Board direction.</li> </ul>

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<b><u>Role Expectation: Political Advocacy</u></b>	<b><u>Evaluation Evidence</u></b>	<b><u>Quality Indicators</u></b>
<p>6.1 Be an advocate for public education;</p> <p>6.2 Develop a plan for advocacy including focus, key messages and mechanisms, to be reviewed annually;</p> <p>6.3 Participate in provincial and/or national school board associations as deemed appropriate; and</p> <p>6.4 Promote regular meetings and maintain timely, frank and constructive communication with local and provincial elected officials.</p>	<ul style="list-style-type: none"> <li>• Public events/functions</li> <li>• Board Work Plan</li> <li>• Advocacy issues identified</li> <li>• Meetings with MLAs, Ministers, municipal partners, neighbouring educational/public service authorities</li> <li>• Relevant correspondence</li> <li>• Media releases</li> <li>• Active participation in regional, provincial and national organizations</li> <li>• Board self-evaluation questionnaire results               <ul style="list-style-type: none"> <li>○ Board role</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Every effort is made to promote public education at every opportunity.</li> <li>• The plan for advocacy is reviewed on an annual basis.</li> <li>• The Board participates in advocacy processes at the local, provincial and national levels.</li> <li>• The Board conveys key messages regularly to MLAs, municipal partners and the media.</li> <li>• The Board conveys key messages to its MPs when appropriate.</li> </ul>

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<b><u>Role Expectation: Board Development</u></b>	<b><u>Evaluation Evidence</u></b>	<b><u>Quality Indicators</u></b>
<p>7.1 Annually evaluate Board effectiveness;</p> <p>7.2 Develop and implement a Board development plan annually;</p> <p>7.3 Ensure those new to the Board are provided appropriate orientation opportunities at the local and provincial levels; and</p> <p>7.4 Provide opportunities to Trustees for professional development to support their role and to keep abreast of changes in education.</p>	<ul style="list-style-type: none"> <li>• Board self-evaluation questionnaire results               <ul style="list-style-type: none"> <li>○ Board role</li> <li>○ Interpersonal Working Relationships</li> </ul> </li> <li>• Staff survey</li> <li>• Board Three-Year Education planning sessions</li> <li>• Board Work Plan</li> <li>• Board Orientation process</li> <li>• Board workshops</li> <li>• Conference/Activity Reports</li> </ul>	<ul style="list-style-type: none"> <li>• A regular Board self-evaluation, which defines a positive path forward, is completed.</li> <li>• Interactions amongst trustees demonstrate respect, understanding and integrity.</li> <li>• A yearly plan for Board/ trustee development is developed and implemented.</li> <li>• A comprehensive Board Orientation process for new trustees is designed and implemented.</li> <li>• Individual trustees participate in conferences and other activities to further Board and trustee effectiveness.</li> <li>• Planning sessions and workshops are scheduled to enhance Board effectiveness.</li> </ul>

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<b><u>Role Expectation: Fiscal Accountability</u></b>	<b><u>Evaluation Evidence</u></b>	<b><u>Quality Indicators</u></b>
8.1 Establish budget principles, budget priorities, ensure resources are allocated to achieve desired results and adopt an annual budget;	<ul style="list-style-type: none"> <li>• Budgets</li> <li>• IT work order data</li> <li>• Building assessments</li> <li>• IMR Program</li> <li>• Three-Year Capital Plan</li> <li>• Facilities Master Plan</li> <li>• Quarterly Financial Reports</li> </ul>	<ul style="list-style-type: none"> <li>• Budget assumptions are clearly understood by the Board.</li> <li>• Needs are determined and prioritized.</li> <li>• The basis for resource allocations within the District is established by the Board.</li> </ul>
8.2 Adopt annually the Three-Year Capital Plan and Facilities Master Plan for submission to Alberta Infrastructure by the date due;	<ul style="list-style-type: none"> <li>• Quarterly Year-End Projections</li> <li>• External Audit Report</li> <li>• Audited Financial Statements</li> <li>• Management Letter</li> <li>• Annual Education Results Report</li> </ul>	<ul style="list-style-type: none"> <li>• The approved budget clearly reflects the Board's priorities.</li> <li>• Capital and facility plans allow for suitable student and program accommodation.</li> </ul>
8.3 Appoint the Auditor, and the Audit Committee including Public Members;	<ul style="list-style-type: none"> <li>• Negotiations mandates</li> <li>• Collective agreements</li> </ul>	<ul style="list-style-type: none"> <li>• An auditor is appointed; public members are appointed to the Audit Committee.</li> </ul>
8.4 Approve the audited financial statements and ensure approved management letter deficiencies are addressed;	<ul style="list-style-type: none"> <li>• Fees</li> <li>• Board Work Plan</li> <li>• Relevant correspondence</li> <li>• Expense posting</li> </ul>	<ul style="list-style-type: none"> <li>• Quality indicators for financial operations are established by the Board and confirmed by internal and/or external audits.</li> </ul>
8.5 Monitor fiscal management of the District through receipt of quarterly variance analyses and year-end projections;	<ul style="list-style-type: none"> <li>• Superintendent's evaluation</li> <li>• Board self-evaluation questionnaire results               <ul style="list-style-type: none"> <li>○ Board role</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Resources are used efficiently and effectively.</li> </ul>
8.6 Receive listings of the tenders for contracted work and of leases and agreements, as requested;		<ul style="list-style-type: none"> <li>• At minimum, quarterly variance analyses and year-end projections are received.</li> </ul>
- continued on next page -		<ul style="list-style-type: none"> <li>• Tenders are approved as required.</li> </ul>



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<p style="text-align: center;"><b><u>Role Expectation:</u></b> <b><u>Fiscal Accountability</u></b> <b><u>(continued)</u></b></p>	<p style="text-align: center;"><b><u>Evaluation Evidence</u></b></p>	<p style="text-align: center;"><b><u>Quality Indicators</u></b></p>
<p>8.7 Annually appoint signing authorities;</p> <p>8.8 Approve allocations of one time exceptional funding, transfer of funds to/from reserves;</p> <p>8.9 Adopt instructional fees for all students and establish registration fees for kindergarten and pre-school programs; and</p> <p>8.10 Post Trustee, Superintendent and Secretary-Treasurer expenses, as regulated.</p>		<ul style="list-style-type: none"> <li>• Signing authorities are identified in policy; bank documentation is completed.</li> <li>• Fees are established as identified in policy and as deemed necessary.</li> <li>• Expenditures for trustees, the Superintendent and the Secretary Treasurer meet or exceed minimum standards for posting.</li> </ul>

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<b><u>Role Expectation: Human Resources</u></b>	<b><u>Evaluation Evidence</u></b>	<b><u>Quality Indicators</u></b>
9.1 Ratify Memoranda of Agreement with bargaining units;	<ul style="list-style-type: none"> <li>• Memoranda of Agreements</li> </ul>	<ul style="list-style-type: none"> <li>• Negotiation processes and mandates are clearly established, with due consideration for fairness, equity and economic conditions.</li> </ul>
9.2 Select the Superintendent of Schools;	<ul style="list-style-type: none"> <li>• Superintendent hiring and reappointment process</li> </ul>	<ul style="list-style-type: none"> <li>• Successful completion and execution of collective agreement and compensation changes for employee/groups occurs.</li> </ul>
9.3 Participate in the selection and appointment of the Deputy Superintendent and the Associate Superintendent of Business Services;	<ul style="list-style-type: none"> <li>• Deputy Superintendent selection process</li> <li>• Associate Superintendent selection process</li> </ul>	<ul style="list-style-type: none"> <li>• The Board retains authority and responsibility for Superintendent selection, subject to the Minister's statutory authority.</li> </ul>
9.4 Approve, under recommendation of the Superintendent, employment/recruitment incentives on a case-by-case basis;	<ul style="list-style-type: none"> <li>• Employment/ Recruitment incentives</li> <li>• Trustee Honoraria and reimbursement schedule</li> </ul>	<ul style="list-style-type: none"> <li>• Established policy outlines scope of Board involvement in selection of the Deputy Superintendent and the Associate Superintendent, Business Services.</li> </ul>
9.5 Establish Trustee honoraria and reimbursement; and	<ul style="list-style-type: none"> <li>• Health Care Benefits provider</li> </ul>	<ul style="list-style-type: none"> <li>• Employment/recruitment incentives are considered as presented.</li> </ul>
9.6 Approve Health Care Benefits provider.		<ul style="list-style-type: none"> <li>• Trustee honoraria and the schedule for expense reimbursement is approved by the Board.</li> <li>• The Board retains authority for the approval of the Health Care Benefits provider.</li> </ul>