



AGENDA
Special Meeting of the Board of Trustees of the
Grande Prairie Public School Division
Thursday, June, 26, 2025 9:30AM

1. CALL TO ORDER and INTRODUCTIONS		
a.	National Anthem, Territorial Land Recognition, and Board Universal Guiding Principles	Board Chair Nellis
b.	Adoption of the Agenda	Board Chair Nellis
c.	Trustee Self-Declaration of Conflict of Interest	Trustees
2. NEW BUSINESS		
a.	Appointment of the External Auditor	Associate Superintendent Oladele
b.	Superintendent Evaluation Committee <ul style="list-style-type: none"> Board Policy 19 – Evaluation of Superintendent of Schools – Proposed Update Board Policy 8 – Committees of the Board – Proposed Updates (Appendix J, addition of 4.10 and 4.10.1) 	Board Chair Nellis
c.	Selection of Superintendent/CEO	Board Chair Nellis
d.	In-Camera	Board Chair Nellis
e.	Actions Arising from In-Camera Discussion	Board Chair Nellis
g.	Next Meeting and Adjournment	Board Chair Nellis



**Grande Prairie
Public School
Division**

DATE: June 26, 2025

TO: Board of Trustees

FROM: Ola Oladele, Associate Superintendent, Business Services

SUBJECT: 2025 Auditor RFP Evaluation Report

REFERENCE: Board Policy 2.8.7: Fiscal Accountability

PURPOSE

The purpose of the report is to provide a recommendation to the board on the selection of the Division's Financial Statement Auditors for the next 5 fiscal years beginning with the year ending August 31, 2025.

REQUEST FOR PROPOSAL PROCESS

A Request for Proposal (RFP) was posted on the Alberta Purchasing Connection (APC) website, the official procurement platform for Alberta's public sector. The RFP was issued on May 30, 2025, with a closing date of June 18, 2025.

The Division received one submission, from Fletcher Mudryk LLP, on June 12, 2025. While BDO LLP made preliminary inquiries regarding the RFP, they ultimately chose not to submit a proposal, consistent with their decision during the 2019 process.

EVALUATION CRITERIA

An evaluation document was created based on the information requested in the request for proposal. Each criterion below was weighted for points based on the importance and value to the process.

- Demonstrated experience auditing similar organizations and proposed audit approach
- Audit fees for both the annual financial statements and Local Authorities Pension Plan (LAPP) compliance audit, as well as hourly rates for additional ad hoc work
- Local office presence in Grande Prairie and capacity to conduct on-site fieldwork
- Estimated audit hours, broken down by staff category
- Profile of the audit team, including the engagement partner
- Approach to staff succession planning and maintaining continuity of knowledge over the five-year term
- References from similar educational clients audited in the past five years
- Evidence of professional liability and cybersecurity insurance

EVALUATION TEAM

1. Ola Oladele, Associate Superintendent
2. Riley Greentree, Director of Finance

RECOMMENDATION

The evaluation committee recommends that the Board appoint Fletcher Mudryk LLP as the Division's financial statement auditor for a five-year term. Fletcher Mudryk is a local firm with an established track record, having successfully served as the Division's auditor for the past five years. Their proposal includes maintaining the same audit team, ensuring continuity and familiarity with Division operations.

Although only one submission was received, the evaluation team is confident in Fletcher Mudryk LLP's qualifications, experience, and ability to continue providing reliable and effective audit services. If there had been any concern about capability, the committee was prepared to reissue the RFP.

Recommended Motion:

Trustee _____ move that the Board appoint Fletcher Mudryk LLP as the Division's financial statement auditor for a five-year term, beginning with the fiscal year ending August 31, 2025.

<p><i>Policy Manual</i></p> <p>PAGE: 1 of 1</p>	<p>CODE: Policy 19 TITLE: Evaluation of Superintendent of Schools</p> <p>APPROVED: May 26, 2009 AMENDED/REVIEWED: Dec 13, 2011; January 27, 2015; May 24, 2022</p>
<p>LEGAL REFERENCE: Education Act, S.A. 2021 E-0.3; Sec. 222(1-7); Superintendent Leadership Quality Standard</p>	

Policy

To ensure that the Superintendent is meeting the requirements of Policy 18: Superintendent of Schools Roles and Responsibilities, and the requirements of the Superintendent Leadership Quality Standard, the Grande Prairie Public School Division Board of Trustees will formally evaluate the Superintendent's performance on a regular basis according to the following guidelines.

Guidelines

1. The evaluation of the Superintendent shall be based on all aspects of the Superintendent Leadership Quality Standard and the expectations outlined in Policy 18.
2. The evaluation shall occur on an annual basis, at a regular interval, or as determined by the Board after consultation with the Superintendent. A document summarizing the Superintendent's evaluation shall be completed and placed on the Superintendent's personnel file.
3. Evidence of the Superintendent's performance may be obtained through:
 - 3.1 surveys, interviews of trustees, clients or staff;
 - 3.2 examination of the quality of goal setting, the success of goal completion, and the effectiveness of goal outcomes;
 - 3.3 examination of records reflecting successful completion of responsibilities; and
 - 3.4 other suitable means of data collection authorized by the Board.

<p><i>Policy Manual</i></p> <p>PAGE: 1 of 8</p>	<p>CODE: Policy 19 – Appendix A TITLE: Performance Assessment Guide to Support the Evaluation of Superintendent of Schools APPROVED: May 26, 2009 AMENDED/REVIEWED: Dec 13, 2011; January 27, 2015; May 24, 2022</p>
<p>LEGAL REFERENCE: Education Act 2022; Superintendent Leadership Quality Standard</p>	

Policy

This Performance Assessment Guide shall be used to inform and guide the process and development of the summative performance evaluation for the Superintendent of Schools.

Guidelines

The Superintendent of Schools evaluation process has been developed by the Board of Trustees of the Grande Prairie Public School Division to be consistent with the expectations of the role identified in Board Policy, the *Education Act*, the *Superintendent Quality Leadership Standard*, and the *Superintendent of Schools Regulation*.

The process shall be based on evidence from a variety of sources relating to the specific responsibility areas identified in Board Policy 18 and will assess the Superintendent of Schools performance in the seven competency areas identified in the Superintendent Leadership Quality Standard (SLQS). The process will include discussion of the assessments for each competency area identified by Trustees and a self-evaluation prepared by the Superintendent of Schools, that will lead to the development of the final Performance Evaluation Report.

A summary document will be prepared and signed by the Board Chair and the Superintendent of Schools at the conclusion of the process for each formal performance evaluation. The summative performance evaluation report shall contain a description of the important contextual details that existed during the term of the performance evaluation, a summary of the superintendent's performance in the competency areas identified in the Superintendent Leadership Quality Standard. The summary document will also include the identification of relative strength areas, suggestions for growth and recommendations regarding division priorities identified by the Board of Trustees.

The Performance Assessment Guide to be used in the development of the summative performance evaluation for the Superintendent of Schools is shown in the table that follows. For each indicator of the 7 competencies in the Performance Assessment Guide the performance of the Superintendent of Schools will be assessed in the final report as Unsatisfactory, Satisfactory, Proficient, or Exemplary.

COMPETENCY ONE: Building Effective Relationships

A superintendent establishes a welcoming, caring, respectful and safe learning environment by building positive and productive relationships with members of the school community and the local community.

INDICATORS

Achievement of this competency is demonstrated by indicators such as:

- a) collaborating with community and provincial agencies to address the needs of students and their families;
- b) employing team-building strategies and using solution-focused processes to resolve challenges;
- c) building and sustaining relationships with First Nations, Métis and Inuit parents/guardians, Elders, local leaders and community members;
- d) modeling ethical leadership practices, based on integrity and objectivity;
- e) establishing constructive relationships with students, staff, school councils, parents/guardians, employee organizations, the education ministry and other stakeholder organizations; and
- f) facilitating the meaningful participation of members of the school community and local community in decision-making.

COMPETENCY TWO: Modeling Commitment to Professional Learning

A superintendent engages in career-long professional learning and ongoing critical reflection, identifying and acting on research-informed opportunities for enhancing leadership, teaching, and learning.

INDICATORS

Achievement of this competency is demonstrated by indicators such as:

- a) communicating a philosophy of education that is student-centered and based on sound principles of effective teaching and leadership;
- b) collaborating with teachers, principals, school jurisdiction leaders and other superintendents to build professional capacities and expertise;
- c) actively seeking out feedback and information from a variety of sources to enhance leadership practice;
- d) seeking and critically reviewing educational research and applying it to decisions and practices, as appropriate;
- e) providing leadership to support school authority research initiatives, where appropriate; and
- f) engaging teachers, principals, school jurisdiction leaders, school community and local community members to establish a shared understanding of current trends and priorities in the education system.

COMPETENCY THREE: Visionary Leadership

A superintendent engages with the school community in implementing a vision of a preferred future for student success, based on common values and beliefs.
INDICATORS
Achievement of this competency is demonstrated by indicators such as:
a) ensuring that the vision is informed by research on effective learning, teaching, and leadership;
b) promoting innovation and continuous improvement by building structures and developing strategies to support staff in professional collaboration;
c) promoting in the school community a common understanding of and support for the school authority's goals, priorities, and strategic initiatives; and
d) ensuring that the vision expressed in the school authority's education plan is responsive to the ongoing review of the school authority's achievements, meets all requirements identified in provincial legislation, and incorporates the school community's perspectives.

COMPETENCY FOUR: Leading Learning

A superintendent establishes and sustains a learning culture in the school community that promotes ongoing critical reflection on practice, shared responsibility for student success and continuous improvement.
INDICATORS
Achievement of this competency is demonstrated by indicators such as:
a) fostering in the school community equality and respect with regard to rights as provided for in the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms;
b) providing learning opportunities, based on research-informed principles of effective teaching, learning and leadership, to support building the capacity of all members of the school community to fulfill their educational roles;
c) ensuring that all instruction in the school authority addresses learning outcomes outlined in programs of study;
d) promoting collegial relations, collaboration, critical thinking and innovation in the school community;
e) ensuring that staff have access to resources, programs and expertise to support them in meeting their professional responsibilities and in addressing the learning needs of all students;
f) building principals' and school jurisdiction leaders' capacities and holding them accountable for providing instructional leadership through effective support, supervision and evaluation practices; and
g) ensuring school authority student assessment and evaluation procedures are fair, appropriate, evidence-informed and used to enhance learning, teaching and leadership.

COMPETENCY FIVE: Ensuring First Nations, Metis and Inuit Education for All Students

A superintendent establishes the structures and provides the resources necessary for the school community to acquire and apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.
INDICATORS
Achievement of this competency is demonstrated by indicators such as:
a) supporting staff in accessing the professional learning and capacity-building needed to meet the learning needs of First Nations, Métis, Inuit and all other students;
b) engaging and collaborating with neighbouring First Nations and Métis leaders, organizations and communities to optimize learning success and development of First Nations, Métis, Inuit and all other students;
c) understanding historical, social, economic, and political implications of: <ul style="list-style-type: none"> • treaties and agreements with First Nations; • legislation and agreements negotiated with Métis; and • residential schools and their legacy;
d) aligning school authority resources and building organizational capacity to support First Nations, Métis and Inuit student achievement; and
e) pursuing opportunities and engaging in practices to facilitate reconciliation within the school community.

COMPETENCY SIX: School Authority Operations and Resources

A superintendent directs school authority operations and strategically allocates resources in the interests of all students and in alignment with the school authority's goals and priorities.

INDICATORS

Achievement of this competency is demonstrated by indicators such as:

- a) providing direction on fiscal and resource management in accordance with all statutory, regulatory and school authority requirements;
- b) ensuring effective alignment of the school authority's human resources to achieve the school authority's education plan;
- c) delegating responsibility to staff, where appropriate, to enhance operational efficiency and effectiveness;
- d) providing for the support, ongoing supervision and evaluation of all staff members in relation to their respective professional responsibilities;
- e) establishing data-informed strategic planning and decision-making processes that are responsive to changing contexts;
- f) respecting cultural diversity and appreciating differing perspectives expressed in the school community;
- g) recognizing student and staff accomplishments; and
- h) implementing programs and procedures for the effective management of human resources in support of mentorship, capacity building and succession planning.

COMPETENCY SEVEN: Supporting Effective Governance

<p>A superintendent of schools as referred to in the <i>Education Act</i>, as chief executive officer of the board and chief education officer of the school authority, provides the board with information, advice and support required for the fulfillment of its governance role, and reports to the Minister of Education on all matters required of the superintendent as identified in the <i>Education Act</i> and other provincial legislation.</p>
<p>INDICATORS</p>
<p>Achievement of this competency is demonstrated by indicators such as:</p>
<p>a) establishing and sustaining a productive working relationship with the board, based on mutual trust, respect and integrity;</p>
<p>b) ensuring that all students and staff are provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging;</p>
<p>c) ensuring that all students in the school authority have the opportunity to meet the standards of education set by the Minister of Education;</p>
<p>d) ensuring that the board's plans, resource allocations, strategies and procedures lead to the achievement of its goals and priorities;</p>
<p>e) ensuring that the board's fiscal and resource management is in accordance with all statutory, regulatory and board requirements;</p>
<p>f) supporting the board in the fulfillment of its governance functions in the fiduciary, strategic and generative realms;</p>
<p>g) implementing board policies and supporting the regular review and evaluation of their impact;</p>
<p>h) ensuring the support, ongoing supervision and evaluation of all staff members in relation to their respective professional responsibilities;</p>
<p>i) facilitating collaboration among the board, staff and First Nations, Métis and Inuit leaders, organizations and communities to establish strategic policy directions in support of First Nations, Métis and Inuit student achievement and development;</p>
<p>j) building the capacity of the board and staff to predict, communicate and respond to emergent circumstances, including emergency readiness and crisis management, and to political, social, economic, legal and cultural contexts and trends;</p>
<p>k) supporting the board in its engagement with the school community to develop a vision of a preferred future for student success;</p>
<p>l) facilitating ongoing public communication about the board's operations and the achievement of its goals and priorities; and</p>
<p>m) promoting constructive relations between the board and staff, as well as provincial authorities, post-secondary institutions, and education stakeholder organizations.</p>

<p><i>Policy Manual</i></p> <p>PAGE: 1 of 9</p>	<p>CODE: Policy 19 TITLE: Evaluation of Superintendent of Schools</p> <p>APPROVED: May 26, 2009 AMENDED/REVIEWED: June 26, 2025</p>
<p>LEGAL REFERENCE: Education Act, S.A. 2012 E-0.3; Sec. 222(1-7); Superintendent of Schools Regulation AR 98/2019; Superintendent Leadership Quality Standard</p>	

Purpose

The selection of the Superintendent of Schools and the expectation the Board evaluate the Superintendent for the purpose of holding the Superintendent accountable for the operation of the division is identified in Section 222(5) of the Education Act and Board Policy 2 – the Role of the Board. This policy exists to identify the Board of Trustee’s expectations regarding the fair and transparent process to be used in the evidence-based evaluation of the Superintendent of Schools’ performance.

The performance evaluation process will assess the Superintendent’s performance meeting the requirements of Board Policy 18 – Superintendent of Schools Roles and Responsibilities and the competencies described in the Superintendent Leadership Quality Standard.

The summative performance evaluation provides the opportunity for the Superintendent and the Board to engage in collaborative dialogue about the successful operation of the Division and to also inform and support the continuous professional growth of the Superintendent.

Guidelines

The following items will guide the Superintendent’s performance evaluation process:

1. The evaluation process will be led each year by a standing committee of three trustees appointed at the Board’s annual organizational meeting. The Board reserves the right to not complete an evaluation in any given year should the context merit it.
2. The Terms of Reference for the Superintendent Evaluation Committee are identified in Appendix J of Board Policy 8.
3. The evaluation committee will recommend an external educational consultant familiar with the role of Superintendent of Schools in Alberta to the Board for their approval.

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4. The educational consultant shall work with the Board to identify, and then implement, the process to be used for collecting evidence to inform the development of the final performance evaluation.
5. The evaluation process will be evidence-based, and evidence to inform the Superintendent's performance may include:
 - a. Evidence of school and school division operations presented to trustees at Board Meetings during the school year, related to the responsibility areas identified in Board Policy 18.
 - b. Surveys and interviews of all trustees and representatives from senior leadership, system leadership staff, and school administrators. Surveys and interview questions shall align directly with the roles and responsibilities of the Superintendent identified in Board Policy 18.
 - c. Other relevant sources of evidence related to the Superintendent's role and responsibilities identified in Board Policy 18.
6. The process will provide the Superintendent of Schools an opportunity to self-evaluate their performance and provide other contextual and performance-related information relevant to the evaluation period.
7. The process will adhere to the timelines identified in the Terms of Reference for the Superintendent Evaluation Committee.

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APPENDIX A

Student Welfare	Evidence	Quality Indicators
<p>1.1 Ensure the safety and welfare of students while participating in school programs or while being transported to or from school programs on approved transportation.</p> <p>2.1 Ensure that appropriate procedures are in place for the management of critical events and emergencies.</p> <p>3.1 Act as, or designate, an attendance officer for the District.</p> <p>4.1 Act as or designate a student discipline officer for the District.</p>	<ul style="list-style-type: none"> • Emergency response plan templates. • District survey measures • Provincial survey measures • Student attendance rates 	<ul style="list-style-type: none"> • The Superintendent ensures that emergency response plans follow a common template to ensure that plans are in place for a variety of emergency situations. • Student, staff and parents feel safe in GPPSD schools. • The Superintendent conducts an analysis of indicators where the results are not at the level the District would hope to achieve and suggests strategies to improve results • Transportation services are provided with due consideration for efficiency, safety and length of ride
Leadership	Evidence	Quality Indicators
<p>2.1. Provide leadership in all matters relating to education in the District.</p> <p>2.2. Ensure students in the District have the opportunity to meet the standards of education set by the Minister and the Board. Implement</p>	<ul style="list-style-type: none"> • Annual Education Results Report • Superintendent recommendations to the District Three Year Education Plan, Capital Plan and Annual Budget • District and provincial satisfaction survey results 	<ul style="list-style-type: none"> • The Superintendent conducts an analysis of student success and ensures school principals develop action plans to address concerns • The Superintendent monitors and reviews School Three Year

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<p>education policies established by the Minister and the Board.</p> <p>2.3. Practice leadership in a manner that is viewed positively and has the support of those with whom he/ she works most directly in carrying out the directives of the Minister and the Board.</p> <p>2.4. Develop and maintains positive and effective relations with the staff, the community and with provincial and regional government departments and agencies.</p>	<ul style="list-style-type: none"> • Student Academic Achievement results as report by the schools. • Student Academic Achievement Results as reported by the Province on PAT and Dip exams. • High School Completion Rates • Feedback from Alberta Education regarding the Three Year Education Plan and Annual Results Report. 	<p>Education Plans and School Annual Results Reports</p> <ul style="list-style-type: none"> • The Superintendent identifies trends and issues related to student achievement to inform the Three-Year Planning process, including recommendations for innovative means to improve measurable student achievement • Parents and students are satisfied with levels of achievement • There is measurable improved student achievement over time
Personnel Management	Evidence	Quality Indicators
<p>3.1. Have overall authority and responsibility for all personnel-related issues except those matters precluded by Board policy.</p> <p>3.2. Provide leadership in the supervision and evaluation of administrators, teachers, and other staff.</p> <p>3.3. Staff the organization in a manner that ensures that educational and administrative functions are carried out effectively.</p>	<ul style="list-style-type: none"> • District Staff Satisfaction Surveys • Board observations • Superintendent reports re: personnel-related actions (e.g., staff professional development and leadership development, orientation, discipline, evaluation, recognition and supervision) 	<ul style="list-style-type: none"> • Staff are satisfied with their opportunities to provide input and direction on decisions and programs affecting them. • Staff feel supported by the district. • Develops and effectively implements quality recruitment, orientation, staff development, disciplinary, evaluation and supervisor processes • Models commitment to personal and professional growth

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<p>3.4. Ensure a caring, respectful and safe work environment.</p> <p>3.5. Establish effective staff recruitment and retention plans.</p>		<ul style="list-style-type: none"> • Fosters high standards of instruction and professional improvement (Quality Teacher Standards) • Provides for training of administrators and the development of leadership capacity within the District
Fiscal Management	Evidence	Quality Indicators
<p>4.1. Ensure the fiscal management of the District by the Associate Superintendent of Business Services is in accordance with the terms or conditions of any funding received or allocated by the Board under the <i>School Act</i> or any other <i>Act</i>.</p>	<ul style="list-style-type: none"> • Regular Budget Status Reports. • Audit Review Committee Reports • Auditors Reports • Auditors Management letters. 	<ul style="list-style-type: none"> • Generally accepted accounting practices are being followed • Adequate internal financial controls exist and are being followed • The Board is provided with a Budget Status report on a defined regular basis • An Audit Committee is in place and meets on a defined regular basis • All collective agreements and contracts are being administered and interpreted so staff and contracted personnel are being paid appropriately and appropriate deductions are being made • School budgets are expended as per approvals • The Board is informed annually about incurred liabilities
Policy Leadership	Evidence	Quality Indicators

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<p>5.1. Provide leadership in the development of Board policies and regulations.</p> <p>5.2. Consult with the Board to identify stakeholders and facilitate stakeholder involvement in policy development.</p>	<ul style="list-style-type: none"> • Policy Development and Review Workplan • Board Observation 	<ul style="list-style-type: none"> • The Superintendent appropriately involved individuals and groups in the policy development process • Taking leadership in bringing policies to Board for review • Policy is adhered to - ensures this is happening • Timeliness of policy revision • The Superintendent demonstrates a knowledge of and respect for the role of the Board in policy processes
Superintendent / Board Relations	Evidence	Quality Indicators
<p>6.1. Recognize and respect the Board's role and responsibilities.</p> <p>6.2. Maintain professional working relations with the Board. Keep the Board informed of all school District matters, especially controversial and/or highly sensitive issues, in a timely and appropriate manner.</p> <p>6.3. Provide the Board with information which the Board requires to perform its role.</p>	<ul style="list-style-type: none"> • Board Observation: <ul style="list-style-type: none"> ○ Yearly Workplan ○ Board Agendas ○ Board Meetings ○ Committee Meetings ○ Communication between meetings 	<ul style="list-style-type: none"> • The Superintendent implements Board directions with integrity in a timely fashion. • The Superintendent provides support to the Board re: lobby efforts on behalf of the District. • Board agendas are prepared and distributed to Trustees in sufficient time to allow for appropriate Trustee preparation for the meeting. • The Superintendent keeps the Board informed about District operations. • The Superintendent provides the Board with

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		<p>balanced, sufficient, concise information and clear recommendations in agendas.</p> <ul style="list-style-type: none"> • The Superintendent interacts with the Board in an open, honest, pro-active and professional manner. • Ensures high quality management services are provided to the Board. • The Superintendent provides the Board with correspondence directed to the Board or Trustees.
Planning	Evidence	Quality Indicators
<p>7.1. In conjunction with the Board, develop and implement the planning process including the development of short-term and long-term strategic priorities and key results in relation to the District Education Plan, Capital Plan and Budget.</p> <p>7.2. Report regularly on results achieved with respect to the District's goals and priorities identified in 7.1.</p>	<ul style="list-style-type: none"> • Board and Superintendent Work Plans • Budget Planning Process and Progress Reports • District Strategic Planning Process and development of Three Year Education Plans and Capital Plans • District and Provincial Surveys • Direct Board Observation • Alberta Education Monitoring Report 	<ul style="list-style-type: none"> • The Superintendent meets Alberta Learning's expectations re: Annual Education Results Report (AERR) format and process and content. • The Superintendent meets all timelines with provision for appropriate Board input relative to the three Year Education Plan Capital Plan and AERR. • The 3-year planning process involves appropriate stakeholder input and results in high stakeholder satisfaction. • Facility project budgets and construction schedules are followed or timely variance reports are provided to the Board.

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		<ul style="list-style-type: none"> • Develops short and long-range plans to meet the needs of the District and provide for continuous improvement. • “Key results” identified by the Board are achieved.
Organizational Management	Evidence	Quality Indicators
<p>8.1. Demonstrate effective organizational skills resulting in District compliance with all legal, Ministerial, and Board mandates and timelines. Reports to the Minister with respect to matters identified and required by the <i>School Act</i>.</p> <p>8.2. Develop, maintain, and communicate Administrative Procedures that are consistent with Board and provincial policies, regulations, and procedures.</p>	<ul style="list-style-type: none"> • District and Provincial Satisfaction Surveys • Board and Superintendent Workplans • Three Year Education and Capital Plan • Alberta Education Monitoring Reports 	<ul style="list-style-type: none"> • The Administrative Procedures Manual is comprehensive and up to date. • Ensures District compliance with all Alberta Learning and Board mandates (timelines and quality). • Effectively manages time and resources. • Ensures contracted services (e.g., labour and legal) meet quality expectations of the Board. • Use of technology is effective and efficient. • Identifies trends and issues related to organizational effectiveness and makes recommendations for the implementation of innovative means to improve effectiveness.

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Communications and Community Relations	Evidence	Quality Indicators
<p>9.1. Ensure open, transparent and positive external and internal communications are developed and maintained.</p> <p>9.2. Keep the Board informed through the provision of appropriate monitoring reports.</p> <p>9.3. Ensure parents have a high level of satisfaction of the services provided and the responsiveness of the District.</p>	<ul style="list-style-type: none"> • District and Provincial Satisfaction Survey Data • Direct Board Observation 	<ul style="list-style-type: none"> • The Superintendent ensures the District's Three Year Education Plan, Capital Plan and Academic Results are published and accessible to District staff and Board of Trustees, parents, community and Alberta Education. • Facilitates effective home-school relations. • Manages conflict effectively. • Ensures information is disseminated to inform appropriate publics. • Works cooperatively with the media to represent the Board's views/positions. • Promotes positive public engagement in the District. • Represents the District in a positive, professional manner. • Improves the District's public image.

<p><i>Policy Manual</i></p> <p>PAGE: 1 of 18</p>	<p>CODE: Policy 8 TITLE: Committees of the Board APPROVED: May 26, 2009 AMENDED/REVIEWED: June 10, 2025</p>
<p>LEGAL REFERENCE: Section 33, 34, 51-5353, 64-67, 69, 73, 75, 81, 85-97, 112, 114, 138-139, 222 Education Act; Local Authorities Elections Act; Income Tax Act (Canada); Board Procedures Regulation; Petitions and Public Notices Regulation</p>	

Policy

Standing Committees are established to assist the Board with governance work of an ongoing or recurring nature. Standing committees are usually appointed annually at the Organizational Meeting. The appointed member shall serve on the committee for approximately one (1) year unless s/he is unable to perform the duties assigned or until replaced by a subsequent appointment.

Guidelines and Procedures

1. The Board shall:
 - 1.1 At its annual organizational meeting, establish such Standing Committees, and terms of reference for each, as deemed necessary; and
 - 1.2 At any duly constituted meeting, establish Ad Hoc Committees, and terms of reference for each, as deemed necessary.
2. Trustees serving as members of committees are not bound in their vote when recommendations are presented to the Board by the Committee they are members of.
3. Where more than one Trustee is appointed to a Standing Committee, the number of Trustees serving on the committee shall not constitute a quorum of the Board who do not have a conflict of interest.
4. The Board shall appoint Trustees to the following Standing Committees:
 - 4.1 Negotiations Committee
 - 4.1.1 The Board shall establish a Negotiation Standing Committee if collective bargaining is required for a bargaining group during a school year.
 - 4.1.2 The Negotiations Committee shall be established in accordance with Appendix A of this policy.

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4.2 Audit Committee

4.2.1 The Board shall establish and maintain an Audit Committee to assist with the financial fiduciary responsibilities established in the *Education Act*.

4.2.2 The Standing Audit Committee shall be established in accordance with Appendix B of this policy.

4.3 Teacher Trustee Liaison Committee (TTLIC)

4.3.1 The Board shall establish and maintain a Standing Teacher Trustee Liaison Committee in accordance with Appendix C of this policy.

4.4 Non-Instructional Support Staff and Trustee Liaison Committee

4.4.1 The Board shall establish and maintain a Standing Non-Instructional Support Staff and Trustee Liaison Committee in accordance with Appendix D of this policy.

4.5 Professional Development Fund Committee

4.5.1 The Board shall establish a Professional Development Fund Committee – Instructional Staff in accordance with Appendix E of this policy.

4.6 Board Policy Committee

4.6.1 The Board shall establish a Board Policy Committee in accordance with Appendix F of this policy.

4.7 Advocacy and Engagement Committee

4.7.1 The Board shall establish an Advocacy and Engagement Committee in accordance with Appendix G of this policy.

4.8 Student Advisory Committee

4.8.1 The Board shall establish a Student Advisory Committee in accordance with Appendix H of this policy.

4.9 Board Evaluation Committee

4.9.1 The Board shall establish a Board Evaluation Committee in accordance with Appendix I of this policy.

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5. Committee of the Whole

- 5.1 The Board Committee of the Whole is established as a committee of the Board, with responsibility for work as detailed below. Membership includes all Trustees and the Superintendent and/or designate(s). Meetings will be held monthly or dependent upon agenda items.
- 5.2 The purpose of the Committee of the Whole is to allow the Board to explore matters to much greater depth than can be accomplished in a scheduled regular meeting of the Board and to solicit and receive information from the Superintendent relevant to the development of various operational plans and activities.
- 5.3 Any recommendations arrived at in a Committee of the Whole meeting must be brought to a Regular or Special meeting of the Board for discussion and possible approval.
- 5.4 Minutes of the Committee of the Whole meeting shall be taken by the Secretary to the Board or designate.

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APPENDIX "A"

Grande Prairie Public School Division Negotiations Committee

Purpose

The Negotiations Committee shall engage in discussions with employee groups to reach agreement on a Collective Bargaining Agreement for ratification by the Board of Trustees.

Authority

The Committee shall be delegated the authority to achieve a Memorandum of Agreement within the mandate as established by the Board.

Composition

1. The Board Chair, plus one (1) Board member, unless it forms a quorum of the Board at the negotiations table; and
2. The Deputy Superintendent and Secretary-Treasurer.

Meetings

As required by legislation and agreed to with the employee groups.

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APPENDIX “B”

Grande Prairie Public School Division Audit Committee

Purpose

To assist the Board of Trustees and the Superintendent of Schools in fulfilling their oversight responsibilities for the financial reporting process, the system of internal control over financial reporting, the audit process (including Public Sector Accounting Standards (PSAS) compliance) and monitoring the Division’s compliance with laws and regulations pertaining to the financial operations.

Authority

The Audit Committee has authority to conduct or authorize investigations into any matters within its scope of responsibility. It is empowered to:

1. With the consent of the Board of Trustees, retain outside counsel, accountants or others to advise the Committee or assist the conduct of an investigation;
2. Seek any information it requires from employees – all of whom are directed to cooperate with the committee’s requests or that of associated external parties; and
3. Meet with Division officers, external auditors or outside counsel as necessary.

Composition

The Audit Committee will consist of the following members:

1. Three (3) trustees; the Board Chair, Vice-Chair and one (1) other. One (1) of the three trustees will act as the Chair of the Audit Committee.
2. Two members of the general public, who are independent to the Division, have no relationship to the audit firm and who are financially literate.

Meetings

The Audit Committee will meet at least once a year, with authority to convene additional meetings, as circumstances require. All Audit Committee members

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are expected to attend each meeting in person or via teleconference or videoconference. The Audit Committee will invite members of management, auditors or others to attend meetings and provide pertinent information, as necessary. It may hold private meetings with auditors and executive sessions.

Minutes of meetings will be prepared. Audit Committee reports shall be provided at a Regular Meeting of the Board of Trustees. The Executive Assistant to the Secretary-Treasurer or designate shall act as the recording secretary to the Audit Committee.

Compensation

The Audit Committee members shall be compensated as follows:

Elected School Trustees	as per Board Policy
Public members	\$250 for each full day / \$125 for each half day

Responsibility

The Audit Committee will carry out the following responsibilities:

Financial Statements

1. Review significant accounting and reporting issues, including complex or unusual transactions;
2. Review with management and the auditors the results of the audit, including any difficulties encountered;
3. Review the annual financial statements, and consider whether they are complete, consistent with the approved budget for the school year in question and other information known to committee members, and reflect appropriate accounting principles; and
4. Review with management and the auditors all matters required to be communicated to the School Board.

Internal Control

1. Consider the effectiveness of the Division's internal controls over annual reporting, including information technology security and control; and

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2. Understand the scope of auditor's review of internal control over financial reporting, and obtain reports on significant findings and recommendations, together with management's responses.

Audit

1. Review the auditor's proposed audit scope and approach;
2. Review the performance of the auditors, and provide a recommendation to the School Board concerning the final approval on the appointment or discharge of the auditors;
3. Review and confirm the independence of the auditors by obtaining statements from the auditors on relationships between the auditors and the School Division, including non-audit services, and discussing the relationship with the auditors; and,
4. On a needs basis, meet separately with the auditors to discuss any matters that the Audit Committee or auditors believe should be discussed privately.

Compliance

1. Review the findings of any examinations by regulatory agencies and any audit observations;
2. Obtain regular updates from management and legal counsel regarding compliance matters; and
3. Obtain and review from legal counsel an update on any outstanding legal matters that may have a significant impact upon Board operations.

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APPENDIX “C”

Grande Prairie Public School Division Teacher Trustee Liaison Committee (TTLC)

Purpose

Subject to the provision of the *Education Act* and regulations that may from time to time be established by Alberta Education, the Board shall make every possible provision for the involvement of the Division's teaching staff in a forum for discussion of an instructional and professional nature that are not contained in or in conflict of the Collective Agreement.

In consultation with the teaching staff of the Division, the Board may make provision for the establishment of various Ad Hoc Committees to provide advice and guidance to the Board over matters of an instructional and professional nature raised at the TTLC.

The committee so established shall provide the necessary channels to facilitate full communication between the Board, administration and the teachers.

Composition

1. By September 30 of each school year, the staff of each school shall elect a representative to the Teacher Trustee Liaison Committee. This representative shall not be an administrator.
2. In addition to a teacher representative from each school, the Teacher Trustee Liaison Committee shall consist of:
 - 2.1 Two Board Members;
 - 2.2 The Superintendent or designate, Assistant Superintendent, Curriculum or designate;
 - 2.3 Principal or Vice-Principal as chosen by the Administrator's Council; and
 - 2.4 Guests may be invited from time to time to cover topics of interest.

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Meetings

1. By October 30 of each school year, the Superintendent shall call a meeting of the Teacher Trustee Liaison Committee. The purpose of the first meeting shall be at least:
 - 1.1 To select a Chairperson;
 - 1.2 To review terms of reference;
 - 1.3 To discuss instructional and professional topics of interest to members joining the committee to develop an agenda framework for discussions to be addressed over the course of the year; and
 - 1.4 Members may also request items to be included on the agenda throughout the course of the year.
2. Meetings will be scheduled as required and as frequently as agreed to by the committee members.
3. Minutes shall be taken by the Executive Assistant, Instructional Services or designate and circulated to all members of the committee for distribution in their schools.

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APPENDIX “D”

Grande Prairie Public School Division Non-Instructional Support Staff and Trustee Liaison Committee

Purpose

In consultation with members of the Non-Instructional Employees’ Association of the Division, the Board shall make provision for the establishment of a Liaison Committee to provide advice and guidance over matters concerning support service delivery and professional development.

The Committee shall provide the necessary channels to facilitate full communication between the Board, the administrative staff and the Non-Instructional Employees’ Association.

Composition

1. The Executive Committee of the Non-Instructional Employees’ Association will be members of this liaison committee.
2. In addition to Non-Instructional Employees’ Association representatives, this Liaison Committee shall consist of:
 - 2.1 Two Board members;
 - 2.2 The Superintendent or designate, Secretary-Treasurer or designate and Human Resource member; and
 - 2.3 Guests may be invited from time to time to cover topics of interest.

Meetings

1. By October 30 of each school year, the Superintendent or designate shall call a meeting of the Non-Instructional Support Staff and Trustee Liaison Committee.

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2. The purpose of the first meeting shall be to:
 - 2.1 Select a Chairperson;
 - 2.2 Review terms of reference; and
 - 2.3 Identify any matters of concern.
3. Meetings will be scheduled as required and as frequently as agreed to by the committee members.
4. Minutes of the Non-Instructional Support Staff and Trustee Liaison Committee meetings shall be taken by the Executive Assistant, Business Services or designate and circulated to all Non-Instructional Support Staff and Trustee Liaison Committee members.

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APPENDIX “E”

Grande Prairie Public School Division Professional Development Fund Committee, Instructional Staff

Purpose

The Professional Development Fund Committee, Instructional Staff shall engage in discussions to determine tuition fee reimbursements for professional development, and the number of professional improvement leaves each year for Grande Prairie Public School Division staff under the Alberta Teachers’ Association Collective Agreement.

Composition

1. One Board Member who will sit as Chair of the Committee;
2. Superintendent or Designate; and
3. Teacher representatives selected by the Alberta Teachers’ Association Local Economic Policy Committee as outlined in the Teachers’ Collective Agreement.

Meetings

1. By October 15 of each school year, the Human Resources Department shall call a meeting of the Professional Development Fund Committee, Instructional Staff.

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APPENDIX “F”

Grande Prairie Public School Division Board Policy Committee

Purpose

The Board Policy Committee will develop and implement a schedule for the ongoing and regular review of Board Policies.

Authority

The Board Policy Committee is empowered to create recommendations for additions/changes/deletions to Board Policy and to present those recommendations to the whole of the Board for review.

Composition

1. The Board Vice-Chair, who will act as Chair of the Committee;
2. Two additional Trustees; and
3. Superintendent or Designate.

Meetings

Minutes will be taken by the Executive Assistant to the Board and will be shared with the Committee prior to submission at the next Board meeting.

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APPENDIX “G”

Grande Prairie Public School Division Advocacy and Engagement Committee

Purpose:

To monitor and review the Division and Provincial educational context and make recommendations to the Board of Trustees for the purpose of supporting the work of the Board and the continuous improvement of the Division. Strategies will include:

- the establishment of Board Advocacy Priorities, relative to the local and provincial context, to strategically align the work of the Board each school year;
- coordinating and monitoring the effective implementation of Board advocacy and engagement efforts; and
- responding to emergent needs for Board advocacy.

Authority and Powers:

The Board Advocacy and Engagement Committee is empowered to make recommendations to the Board to inform advocacy and engagement efforts, and to lead the development of background information bulletins, key notes, and messages on advocacy issues to support Trustees.

Committee Powers:

1. To set the agenda for the Committee meetings and provide regular updates to the Board on those meetings as required.
2. To make recommendations to the Board regarding advocacy and engagement priorities and strategies to be undertaken by the Board of Trustees.
3. To make recommendations to the Board regarding the inclusion of advocacy and engagement related to priorities and strategies to the Board’s Work Plan.

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4. To undertake ad hoc Committee work for the purpose of aligning the Board of Trustee priorities and strategies with outside organizations (Alberta School Boards' Association – ASBA, Public School Boards' Association of Alberta – PSBAA) as needed.

Areas of Focus to Include:

1. Political lobbying (related to topics such as the Capital Plan, the Funding Framework and other emergent topics).
2. Political networking (with MLAs, Mayor and Council, Parents, School Councils, Alberta Education and other ministries, ASBA, PSBAA and other Boards) through lunches, meetings, etc.
3. Engaging with staff, students, and parents.
4. Promoting the role of Trustee, the Board, and public education in general.
5. Responding to emergent topics to ensure the Board Chair and Trustees are supported with key speaking notes and messages.
6. Working with administration to tell the story of the Division, to promote the work of the Board and to celebrate via local media, social media, and other appropriate means.

Composition:

Board Chair and 2 Trustees with a quorum of two (2), appointed at the Board Organizational Meeting, with support from the Superintendent of Schools and System Leadership for the Division.

Meetings:

Monthly as needed. A Chairperson will be selected at the first meeting. Minutes will be taken by the Recording Secretary of the Board and will be shared with the Committee prior to submission at the next Board meeting.

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APPENDIX “H”

Grande Prairie Public School Division Student Advisory Committee

Purpose:

The development of a Student Advisory Committee will provide the Board an opportunity to engage with students of the Division for the purpose of sharing information, seeking feedback from students and to support the development of students’ personal leadership skills and strengths.

Composition:

1. The Student Advisory Committee will consist of:
 - 1.1 1 to 3 students selected from each school, in Grades 6 through 12.
 - 1.2 Three Board members
 - 1.3 The Superintendent or designate
 - 1.4 Two School Administrators
 - 1.5 Guests may be invited from time to time to cover topics of interest
2. Interested students must want to make a difference for their peers by participating on the Committee. Students will volunteer by submitting an on-line application.
3. A student will fill a 2-year term on the Committee. Individual vacancies will be filled as they arise.

Meetings:

1. Meetings will be held in person, 3 or 4 times per year. Whenever possible, meetings will be scheduled to avoid students needing to miss class to participate.
2. The Student Advisory Committee will be co-chaired, by 2 students, selected at the first meeting of the Committee each year.

Trustee Member Responsibilities:

1. Attend all meetings and collaborate with Administration and the student co-Chairs in the development of the agenda for each meeting.
2. Participate fully and engage with students at each meeting.

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3. Report back to the Board of Trustees summarizing the minutes of each meeting.

Student Member Responsibilities:

1. Attend all meetings and participate fully and engage with the members of the Committee at each meeting.
2. Report back to the School Principal summarizing the minutes of each meeting.
3. As requested by the School Principal, student members will report to other students, to the School Council, and to others as needed on the work of the Committee.

School and System Leader Responsibilities:

1. Collaborate with the Trustee Members and student Co-Chairs in the development of the agenda for each meeting.
2. Plan for and facilitate the running of each scheduled meeting, including the setting of the agenda and the provision of minutes summarizing each meeting.

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APPENDIX “I”

Grande Prairie Public School Division Board Evaluation Committee

Purpose:

To review, summarize, and modify at the direction of the Board of Trustees, the Annual Board Evaluation and Self-Evaluation Survey tool. Based on discussions during the Board’s review of the annual Board self-evaluation, the Board Evaluation Committee will review and bring to the Board recommendations or changes for improvement to the survey instrument and/or Board Self-Evaluation process. A priority for the Board Evaluation Committee will be to ensure that the Board evaluation process is relevant to the role of the Board, informs Board planning, and is concise.

Authority

1. The Board Evaluation Committee is empowered to create recommendations for the Board Evaluation Survey Tool and Evaluation process, and to present those recommendations to the whole of the Board for approval.

Composition

1. Three Trustees; and
2. Superintendent or designate.

Meetings:

Meetings will be held in person at least twice a year, once after the completion of the Board Self-Evaluation survey and once following the review of the Evaluation survey with the Board. No minutes are required.

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4.10 Superintendent Evaluation Committee

4.10.1 The Board shall establish a Superintendent Evaluation Committee in accordance with Appendix J of this policy.

5. Committee of the Whole

5.1 The Board Committee of the Whole is established as a committee of the Board, with responsibility for work as detailed below. Membership includes all Trustees and the Superintendent and/or designate(s). Meetings will be held monthly or dependent upon agenda items.

5.2 The purpose of the Committee of the Whole is to allow the Board to explore matters to much greater depth than can be accomplished in a scheduled regular meeting of the Board and to solicit and receive information from the Superintendent relevant to the development of various operational plans and activities.

5.3 Any recommendations arrived at in a Committee of the Whole meeting must be brought to a Regular or Special meeting of the Board for discussion and possible approval.

5.4 Minutes of the Committee of the Whole meeting shall be taken by the Secretary to the Board or designate.

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APPENDIX “J”

**Grande Prairie Public School Division
 Superintendent Evaluation Committee**

Purpose

This document describes the role and responsibilities of the Superintendent Evaluation Committee.

Authority

The Superintendent Evaluation Committee is empowered to lead the process and make recommendations to the Board described in Board Policy 19 – Evaluation of Superintendent of Schools. The Committee is primarily responsible for meeting the timelines identified below, receiving direction from the Board as necessary to inform the process, and providing regular updates on the process to the Board.

Composition

Each year, the following committee members will be appointed at the Board’s Annual Organizational Meeting:

1. The Board Chair
2. The Board Vice Chair
3. A Trustee

The Executive Assistant to the Board will provide organizational support to the committee.

Meetings

The first meeting of the committee, to review process and initiate the identification of external educational consultants, shall occur prior to the end of September, each school year. Meeting summaries will be captured by the Executive Assistant for internal Trustee use.

General Timelines

The following general timelines will be followed:

1. The Superintendent Evaluation Committee will recommend an external educational consultant to the Board by the end of October, each school year in which an evaluation is deemed to be required.

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2. The Board will select the educational consultant by the end of November, each school year in which an evaluation is deemed to be required.
3. The external consultant will consult with the Superintendent Evaluation Committee and Superintendent of Schools to finalize the process to be used for the performance evaluation process by January 31, each school year.
4. The consultant will collect evidence to inform the development of the performance evaluation by the end of June, each school year.
5. The consultant will compile a performance evaluation report for review with the Board prior to the end of August, each school year.
6. The consultant and the Superintendent Evaluation Committee will meet to review and finalize the performance evaluation report prior to the end of September, each school year.
7. The finalized performance evaluation report will be submitted to Human Resources for inclusion in the Superintendent's personnel file.

This meeting will also include a review of the terms and conditions included in the Superintendent's employment contract, consistent with the provincial Superintendent of Schools Regulation.