

## Alignment/Articulation Summary

### DRAFT School Authority Leadership Quality Standard

Competency 7 – Supporting Board Governance  
and  
Policy 12 – Sample Role of the Superintendent

|    |  |
|----|--|
| 1. | 7(a) productive working relationship with the Board<br>↕<br>6. Superintendent /Board Relations |
|----|--|

|    |   |
|----|---|
| 2. | 7(b) Welcoming, caring, respectful and safe learning environment for all students and staff<br>↕<br>2. Student Welfare<br>4. Personnel Management |
|----|---|

|    |  |
|----|--|
| 3. | 7(c) Students have the opportunity to meet standards of education outcomes<br>↕<br>1. Student Learning |
|----|--|

|    |  |
|----|--|
| 4. | 7(d) Board’s plans, resource allocations lead to achievement of goals and priorities<br>↕<br>7. Strategic Planning and Reporting |
|----|--|

|    |   |
|----|---|
| 5. | 7(e) Fiscal and resource management is in accordance with requirements<br>↕<br>3. Fiscal Responsibility |
|----|---|

|    |   |
|----|---|
| 6. | 7(f) Supporting Board in fulfillment of fiduciary, strategic and generative modes of governance<br><div style="text-align: center;">↕</div> 6. Superintendent/Board Relations |
|----|---|

|    |  |
|----|--|
| 7. | 7(g) Implementing Board policies and supporting regular review<br><div style="text-align: center;">↕</div> 5. Policy/Administrative Procedures |
|----|--|

|    |   |
|----|---|
| 8. | 7(h) Ongoing support, ongoing supervision and evaluation of all staff<br><div style="text-align: center;">↕</div> 4. Personnel Management |
|----|---|

|    |   |
|----|---|
| 9. | 7(i) Facilitating collaboration between the Board and staff and First Nations, Métis and Inuit leaders in support of First Nations, Métis and Inuit student achievement and development<br><div style="text-align: center;">↕</div> 10. Leadership Practices<br>1. Student Learning |
|----|---|

|     |   |
|-----|---|
| 10. | 7(j) Building the Board's and staff's capacity to respond to emergencies and crisis management and to contexts and trends<br><div style="text-align: center;">↕</div> 6. Superintendent/Board Relations<br>8. Organizational Management |
|-----|---|

|     |   |
|-----|---|
| 11. | 7(k) Reporting to the Minister<br><div style="text-align: center;">↕</div> 8. Organizational Management |
|-----|---|

|     |  |
|-----|--|
| 12. | 7(l) Facilitating ongoing public communication<br>↕<br>9. Communications and Community Relations |
|-----|--|

|     |  |
|-----|--|
| 13. | 7(m) Constructive relations between Board and staff, provincial authorities, post secondary institutions and education stakeholders<br>↕<br>10. Leadership Practices<br>9. Communications and Community Relations<br>6. Superintendent/Board Relations |
|-----|--|

In Addition

**Note 1**

Item 4(c) in the preamble states:

Every school authority leader must

- Meet other applicable requirements for school authority leaders; e.g.:
  - Faith leadership for Catholic Boards
  - Francophone leadership for Francophone Authorities
  - All-inclusive leadership for Public Boards (optional)

**Note 2**

Other Competencies and quality indicators articulate well with the 10 role expectations in Sample Policy 12 and the quality indicators outlined in corresponding performance assessment guides.

**Note 3**

Competency 7(f) also aligns/articulates well with Policy 2 – Sample Role of the Board - Section 6 - Board Development, clause 6.1: “Develop a plan for governance excellence in fiduciary, strategic and generative engagement modes.”

**Note 4**

Competency 7 strongly aligns/articulates with Section 113 of the School Act.

**Note 5**

Alignment means, “An arrangement of groups or forces in relation to one another.”

Articulation means, “The state of being jointed or interrelated.”

## Policy 2 - sample

---

This sample policy is for information purposes only and is not a legal document. This sample policy will not necessarily be appropriate for all Boards or all circumstances. It is important that any Role of the Board policy be customized as appropriate to apply to your individual Board's circumstances and integrated with other related policies and procedures.

ASBA staff are available to provide advice and assistance in drafting policies and procedures related to Role of the Board policies and other policies and procedures. To obtain such advice or assistance or for further information about this sample policy, please contact Jim Gibbons, Senior Education Advisor.

### ROLE OF THE BOARD

As the corporate entity established by provincial legislation and given authority by the Education Act and attendant Regulations and the corporate body elected by the electors that support XYZ Division No. 00, the Board of Trustees shall provide overall direction and leadership to the Division. It is accountable for the provision of appropriate educational programs and services to resident students of the Division to enable their success, in keeping with the requirements of government legislation and the values of the electorate.

The Board is therefore charged with the responsibility of providing an education system that is organized and operated in the best interests of the students it serves. It exercises this responsibility through setting of clear strategic direction and the wise use of resources. The Board has natural person powers in carrying out its role.

#### Specific Areas of Responsibility

##### 1. Accountability for Student Learning

- 1.1 Provide overall direction for the Division by establishing vision, mission and values.
- 1.2 Annually approve the process and timelines for the refinement of the Three-Year Education Plan.
- 1.3 Identify Board priorities at the outset of the annual Three-Year Education planning process.
- 1.4 Initiate school and program reviews as necessary to monitor the achievement of outcomes.
- 1.5 Monitor the effectiveness of the Division in achieving established priorities, desired results and key performance indicators.
- 1.6 Annually approve the "rolling" Three-Year Education Plan/Annual Education Results Report for submission to Alberta Education and for distribution to the public.

##### 2. Community Assurance

- 2.1 Make informed decisions that consider community values and represent the interests of the entire Division.

- 2.2 Inform the community about Division programs, needs and desires.
  - 2.3 Establish processes and provide opportunities for community engagement.
  - 2.4 Report Division outcomes to the community at least annually.
  - 2.5 Meet twice yearly with the Council of School Council Chairs.
  - 2.6 Develop appeal procedures and hold hearings as required by statute and/or Board policy.
  - 2.7 Model a culture of respect and integrity.
  - 2.8 Maintain transparency in all fiduciary aspects.
3. Accountability to Provincial Government
    - 3.1 Act in accordance with all statutory requirements to implement provincial standards and policies.
    - 3.2 Perform Board functions required by governing legislation and existing Board policy.
4. Fiscal Accountability
    - 4.1 Within the context of results-based budgeting, approve budget assumptions/principles and establish priorities at the outset of the budget process.
    - 4.2 Approve the annual budget and allocation of resources to achieve desired results.
    - 4.3 Approve annual fees for instructional resources, transportation and tuition.
    - 4.4 Approve expense reimbursement rates.
    - 4.5 Approve substantive budget adjustments when necessary.
    - 4.6 Monitor the fiscal management of the Division through receipt of at minimum quarterly variance analyses and year-end projections.
    - 4.7 Receive the Audit Report and ensure the management letter recommendations are addressed.
    - 4.8 Approve annually the Three-Year Capital Plan for submission to Alberta Education.
    - 4.9 Approve borrowing for capital expenditures within provincial restrictions.
    - 4.10 Set the parameters for negotiations after soliciting advice from the Superintendent and others.
    - 4.11 At its discretion, ratify Memoranda of Agreement with bargaining units.
    - 4.12 Approve the Superintendent's contract.
    - 4.13 Approve annually signing authorities for the Division.
    - 4.14 Approve transfer of funds to/from reserves.
    - 4.15 Approve investment parameters.
    - 4.16 Ensure all programs are regularly reviewed to test the relevancy, effectiveness and efficiency of the programs against desired outcomes.
5. Board/Superintendent Relations ("First Team")
    - 5.1 Select the Superintendent; provide for succession planning as required.

- 5.2 Provide the Superintendent with clear corporate direction.
  - 5.3 Delegate, in writing, administrative authority and identify responsibility subject to provisions and restrictions in the Education Act.
  - 5.4 Respect the authority of the Superintendent to carry out executive action and support the Superintendent's actions which are exercised within the delegated discretionary powers of the position.
  - 5.5 Demonstrate respect, integrity and support, which is then conveyed to the staff and the community.
  - 5.6 Annually evaluate the Superintendent, in accordance with a pre-established performance appraisal mechanism.
  - 5.7 Annually review compensation of the Superintendent.
6. Board Development
    - 6.1 Develop a plan for governance excellence in fiduciary, strategic and generative engagement modes.
    - 6.2 Annually evaluate Board effectiveness in meeting performance indicators and determine a positive path forward.
7. Policy
    - 7.1 Identify how the Board is to function.
    - 7.2 Develop/revise policies using a generative engagement process.
    - 7.3 Monitor policy currency and relevancy.
8. Political Advocacy
    - 8.1 Act as an advocate for public education and the Division.
    - 8.2 Identify issues for advocacy on an ongoing basis.
    - 8.3 Develop a plan for advocacy including focus, key messages, relationships and mechanisms.
    - 8.4 Promote regular meetings and maintain timely, frank and constructive communication with locally elected officials.
    - 8.5 Arrange meetings with elected provincial and federal government officials to communicate and garner support for education.

### **Selected Responsibilities**

The Board shall:

1. Acquire and dispose of land and buildings; ensure titles to or enforceable long-term interests in land are in place prior to capital project construction.
2. Approve school attendance areas.
3. Name schools and other Division-owned facilities.

4. Approve the Division school-year calendar(s).
5. Provide for recognition of students, staff and community.
6. Make a recommendation to the Minister for dissolution of a School Council.
7. Approve joint-use agreements.
8. Encourage the formation of a Council of School Councils (COSC).
  - 8.1 If a COSC is formed, its primary purpose shall be to enhance communications among the School Councils, the Board, the Superintendent and the community.
  - 8.2 Parents with concerns are encouraged to present their concerns directly to the teacher/principal. School personnel or individual student concerns are not to be discussed at COSC meetings.
9. Approve locally developed courses.
10. Hear unresolved student or staff complaints of discrimination or harassment.
11. Approve all international field trips and out-of-province field trips in excess of three (3) school days.

Legal Reference: Section 45, 45.1, 56, 60, 61, 62, 63, 78, 113, 147 School Act  
Local Authorities Election Act  
Results-Based Budgeting Act  
Disposition of Property Regulation  
Early Childhood Services Regulation

## Policy 12 - sample

---

This sample policy is for information purposes only and is not a legal document. This sample policy will not necessarily be appropriate for all Boards or all circumstances. It is important that any Role of the Superintendent policy be customized as appropriate to apply to your individual Board's circumstances and integrated with other related policies and procedures.

ASBA staff are available to provide advice and assistance in drafting policies and procedures related to Role of the Superintendent policies and other policies and procedures. To obtain such advice or assistance or for further information about this sample policy, please contact Jim Gibbons, Senior Education Advisor.

### **ROLE OF THE SUPERINTENDENT**

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

#### **Specific Areas of Responsibility**

1. Student Learning
  - 1.1 Provides leadership in all matters relating to education in the Division.
  - 1.2 Ensures students in the Division have the opportunity to meet or exceed the standards of education set by the Minister.
  - 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 and the Board.
2. Student Welfare
  - 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 Division.
  - 2.4 Ensures the facilities adequately accommodate Division students.
  - 2.5 Acts as, or designates, the attendance officer for the Division.

### 3. Fiscal Responsibility

- 3.1 Ensures the fiscal management of the Division by the Secretary-Treasurer is in accordance with the terms or conditions of any funding received by the Board under the Education Act or any other Act.
- 3.2 Ensures the Division 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 Division.
- 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 Division 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 Division compliance with all legal, Ministerial and Board mandates and timelines.
  - 8.2 Reports to the Minister 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 Division 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 Division.
  - 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 Division for the media and public in order to keep the Division'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.
  - 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.