

Role Expectations:

1. Accountability for Student Learning and Wellness

The Board shall:

- 1.1 Provide overall direction for the Division by establishing purpose, mission, motto, beliefs and strategic priorities.
- 1.2 Support the establishment of a welcoming, caring, respectful and safe learning environment.
- 1.3 Annually approve the process and timelines for the refinement of the Three-Year Education Plan.
- 1.4 Identify strategic priorities at the outset of the annual Three-Year Education planning process.
- 1.5 Enable the infusion of cultural perspectives within student learning, as defined by each community.
- 1.6 Enable and support the development of pathways beyond the residential school legacy.
- 1.7 Enable processes to support quality teaching.
- 1.8 Provide for school and program reviews as necessary to monitor the achievement of outcomes.
- 1.9 Monitor the effectiveness of the Division in achieving established priorities, desired results and key performance indicators.
- 1.10 Annually approve the “rolling” Three-Year Education Plan/Annual Education Results Report for submission to Alberta Education and for distribution to the public.
- 1.11 Explore the use of natural person powers to enhance opportunities for student learning.

2. Community Assurance

The Board shall:

- 2.1 Make informed decisions, based on data, that best reflect the Division’s cultural values and represent the interests of the entire community of the Division.
- 2.2 Engage the community in a dialogue about Division programs, needs and requests.
- 2.3 Establish processes and provide opportunities for community engagement.
- 2.4 Establish plans for collaborative work between the Division and First Nations.
- 2.5 Establish opportunities for student voice.
- 2.6 Report Division outcomes to the community annually.
- 2.7 Meet twice yearly with the Council of School Councils.
- 2.8 Develop appeal procedures and hold hearings as required by statute and/or Board policy.
- 2.9 Model a culture of respect and integrity.
- 2.10 Maintain transparency in all fiduciary aspects.
- 2.11 Develop culturally appropriate protocols to guide the Division.

3. Accountability to Provincial Government

The Board shall:

- 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.
- 3.3 Ensure all students, teachers and Division leaders are provided with resources that enable them to learn about First Nations, Métis and Inuit perspectives, experiences and contribution throughout history; treaties, and the history and legacy of residential schools.

4. Fiscal Accountability

The Board shall:

- 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.
 - 4.2.1 Provincial funding is specific for the instruction of students currently attending Division schools. Requests from outside sources for Division funding will be guided by this criteria.
- 4.3 Approve annual fees for instructional resources, transportation and tuition for non-resident students.
- 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 Solicit advice from the Superintendent in setting mandates for collective bargaining and for setting compensation levels for all non-union staff.
- 4.11 At its discretion, ratify Memoranda of Agreement with bargaining units.
- 4.12 Approve the Superintendent's contract.
- 4.13 Approve signing authorities for the Division.
- 4.14 Approve transfer of funds to/from reserves.
- 4.15 Approve investment parameters in alignment with the *Education Act*.

5. Board/Superintendent Relations

The Board shall:

- 5.1 Hire the Superintendent
 - 5.1.1 Identify a hiring process that meets the expectations of the *Education Act* which may include the retaining of a consultant and gathering of feedback from those directly reporting to or working with the Superintendent.
- 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 Review, understand, and/or approve the contents of the Superintendent's contract:
 - When there is a new Board
 - When there are changes to the contract
 - When there is a new contract

- 5.4.1 Where approval is required, the Board may consider delegating the closing of the contract to the Chair and Vice-Chair through Board motion.
- 5.5 Delegate, in writing, administrative authority and identify responsibility subject to provisions and restrictions in the *Education Act*.
- 5.6 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.
- 5.7 Demonstrate respect, integrity, and support, which is then conveyed to the staff and the community.
- 5.8 Annually evaluate the Superintendent, in accordance with a pre-established performance appraisal mechanism.
- 5.9 Annually review compensation of the Superintendent.

6. Board Development

The Board shall:

- 6.1 Develop a plan to foster governance excellence in fiduciary, strategic and generative engagement modes.
- 6.2 Evaluate annually the Board's effectiveness. The Board evaluation process is detailed in Policy 02 Board Evaluation – Appendix A and Policy 02 Board Evaluation – Appendix B.

7. Policy

The Board shall:

- 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

The Board shall:

- 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 elected officials.
- 8.5 Advocate for the priorities of the Division as outlined in the Three Year Education Plan and Three Year Capital Plan.
- 8.6 Participate in activities and make decisions regarding relevant issues of external organizations.

Reference:

[Section 33,51,52,53,54,60,67,139,222 Education Act](#)
[Fiscal Planning and Transparency Act](#)
[Local Authorities Election Act](#)
[Borrowing Regulation](#)
[Disposition of Property Regulation](#)
[Early Childhood Services Regulation](#)
[Investment Regulation](#)
[School Fees Regulation](#)

[Truth and Reconciliation Commission Calls To Action](#)
[Policy 02 Board Evaluation – Appendix A](#)
[Policy 02 Board Evaluation – Appendix B](#)