



Role Expectation: 1. Accountability for Student Learning and Wellness	Quality Indicators	Evaluation Evidence
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.	<ul style="list-style-type: none"> • Foundational statements for the Division are established which allow it to move forward to a future that continues to enhance student learning and to achieve the Division’s educational goals. • Policy statements are approved which direct the establishment of a welcoming, caring and safe learning environment. • Planning process and timelines allow for development with appropriate Board and stakeholder input. • The Three-Year Education Plan identifies annual educational goals and priorities which move the Division forward. • Students, staff and communities demonstrate their capacities to move beyond the residential school legacy. • Quality teaching is supported through intentional governance processes. • PAT & PDE analysis provide significant data for improvement/modification. • The allocation of resources reflects an 	<ul style="list-style-type: none"> • Board Policies Manual. • Annual goals and priorities. • Three-Year Education Plan/Results Report. • Budget Report Form. • Three-Year Capital Plan. • Facilities Master Plan. • Three-Year Education Plan progress reports. • Department Assurance reports and Information updates received at regular board meetings throughout the year. • Provincial Achievement Test (PAT’s) and Provincial Diploma Examination (PDE) analysis. • Division satisfaction survey results. • Provincial accountability pillar results. • Principal reports during regular board meetings at schools. • Superintendent’s evaluation. • Relevant correspondence. • Board evaluation. • Reporting on meetings and outcomes of the Indigenous Education Advisory Committee (IEAC).
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<p>1.9 Monitor the effectiveness of the Division in achieving established priorities, desired results and key performance indicators.</p> <p>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.</p> <p>1.11 Explore the use of natural person powers to enhance opportunities for student learning.</p>	<p>effort to ensure student achievement.</p> <ul style="list-style-type: none"> • Division performance and achievement is monitored, evaluated and reported. • The Three-Year Education Plan/Annual Education Results Report is approved by the Board and submitted to Alberta Education in a timely fashion. • Initiatives supported by natural person powers have been implemented to enhance student learning opportunities. 	
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Role Expectation: 2. Community Assurance	Quality Indicators	Evaluation Evidence
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.	<ul style="list-style-type: none"> • Decisions are based on relevant data and are representative of the interests of the entire community. • Processes are established to engage the community in generative dialogue. 	<ul style="list-style-type: none"> • Public meetings/focus groups/surveys. • Participation in Principals' Planning Meetings. • Three-Year Education Plan/Results Report. • Department Assurance reports and Information updates received at regular board meetings throughout the year.
2.2 Engage the community in a dialogue about Division programs, needs and desires.	<ul style="list-style-type: none"> • Processes for further community engagement are readily available and well understood. 	<ul style="list-style-type: none"> • Provincial Achievement Test (PAT's) and Provincial Diploma Examination (PDE) analysis. • Division satisfaction survey results. • Provincial accountability pillar results. • Trustee attendance at School Council meetings.
2.3 Establish processes and provide opportunities for community engagement.	<ul style="list-style-type: none"> • Collaborative work naturally occurs between the Division and First Nations, Métis and Inuit populations. 	<ul style="list-style-type: none"> • Participation on committees. • Audited Financial Statements. • Division publications, website, social media. • Council of School Council meetings. • Appeal processes in place. • Local newspaper articles. • Board news. • Board meeting minutes. • Superintendent's evaluation. • Relevant correspondence. • Board evaluation.
2.4 Establish plans for collaborative work between the Division and First Nations.	<ul style="list-style-type: none"> • Opportunities for dialogue with students occur. • Information is disseminated to appropriate publics. 	
2.5 Establish opportunities for student voice.	<ul style="list-style-type: none"> • Opportunities for formal dialogue with School Council representatives occur twice yearly. 	
2.6 Report Division outcomes to the community annually.	<ul style="list-style-type: none"> • Appeal hearing processes are transparent and cognizant of due process. 	
2.7 Meet twice yearly with the Council of School Councils	<ul style="list-style-type: none"> • The Board and individual trustees model a culture of respect and integrity and operate in an open, transparent fashion. 	
2.8 Develop appeal procedures and hold hearings as required by statute and/or Board policy	<ul style="list-style-type: none"> • Fiduciary duties are handled in a transparent fashion by the Board. 	
2.9 Model a culture of respect and integrity.	<ul style="list-style-type: none"> • Decisions that affect communities are communicated those to key stakeholders who are impacted. 	
2.10 Maintain transparency in all fiduciary aspects.	<ul style="list-style-type: none"> • Respectful cultural protocols are collaboratively developed. 	
2.11 Develop culturally appropriate protocols to guide the Division.		

Role Expectation: 3. Accountability to Provincial Government	Quality Indicators	Evaluation Evidence
The Board shall:		
<p>3.1 Act in accordance with all statutory requirements to implement provincial standards and policies.</p> <p>3.2 Perform Board functions required by governing legislation and existing Board policy.</p> <p>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.</p>	<ul style="list-style-type: none"> • Statutory obligations are fully met in a timely manner. • Legislated functions are performed in an exemplary fashion. • All resident students are provided an education program consistent with the <i>Education Act</i> and the statutory regulations. • Non-resident students are provided an education program consistent with the <i>Education Act</i> and the statutory regulations, at the sole discretion of the Board. • Board governance policies clearly specify required Board functions. • Relevant First Nations, Métis and Inuit resources and staff development sessions are provided. 	<ul style="list-style-type: none"> • Three-Year Education Plan/Results Report. • Budget Report Form. • Audited Financial Statements. • Accountability Pillar. • Published results. • Superintendent's evaluation. • Policy review. • Board Policy Handbook. • Division litigation status. • Relevant correspondence. • Staff development resources. • Board evaluation.

Role Expectation: 4. Fiscal Accountability	Quality Indicators	Evaluation Evidence
The Board shall:		
<p>4.1 Within the context of results-based budgeting, approve budget assumptions/principles and establish priorities at the outset of the budget process.</p> <p>4.2 Approve the annual budget and allocation of resources to achieve desired results.</p> <p>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.</p> <p>4.3 Approve annual fees for instructional resources, transportation and tuition for non-resident students.</p> <p>4.4 Approve expense reimbursement rates.</p> <p>4.5 Approve substantive budget adjustments when necessary.</p> <p>4.6 Monitor the fiscal management of the Division through receipt of at minimum quarterly variance analyses and year-end projections.</p> <p>4.7 Receive the Audit Report and ensure the management letter recommendations are addressed.</p> <p>(continued on next page)</p>	<ul style="list-style-type: none"> • Borrowing resolutions comply with provincial requirements. • Negotiation processes and mandates are clearly established, with due consideration for fairness, equity and economic conditions. • Successful completion and execution of collective agreements / non-union staff terms and conditions for employment and compensation changes for employee/groups occurs. • The Superintendent's contract is approved as necessary. • Signing authorities are approved annually. • Reserve transactions are approved by the Board. • Investment parameters are determined. 	<ul style="list-style-type: none"> • Memorandums of agreements are in place. • Superintendent contract. • Board minutes.

<p>4.8 Approve annually the Three-Year Capital Plan for submission to Alberta Education.</p> <p>4.9 Approve borrowing for capital expenditures within provincial restrictions.</p> <p>4.10 Solicit advice from the Superintendent in setting mandates for collective bargaining and for setting compensation levels for all non-union staff.</p> <p>4.11 At its discretion, ratify Memoranda of Agreement with bargaining units.</p> <p>4.12 Approve the Superintendent's contract.</p> <p>4.13 Approve signing authorities for the Division.</p> <p>4.14 Approve transfer of funds to/from reserves.</p> <p>4.15 Approve investment parameters in alignment with the <i>Education Act</i>.</p>		
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Role Expectation: 5. Board/Superintendent Relations	Quality Indicators	Evaluation Evidence
The Board shall:		
5.1 Hire the Superintendent 5.1.1 Identify a hiring process that meets the expectations of the <i>Education Act</i> 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 <i>Education Act</i> . 5.4 Review, understand, and/or approve the contents of the Superintendent's contract: <ul style="list-style-type: none"> • When there is a new Board • When there are changes to the contract • When there is a new contract (continued on next page)	<ul style="list-style-type: none"> • The Board has a responsibility for Superintendent selection, subject to Minister's statutory authority. • Clear corporate direction is provided to the Superintendent in Board motions. • The Superintendent has been delegated responsibility for all executive functions together with commensurate authority. • The Superintendent is supported in actions exercised within the delegated discretionary powers of the position. • The Chief Executive Officer role of the Superintendent is respected and conveyed to the staff and the community. • The Superintendent is evaluated annually, fairly and thoroughly in relation to specific roles and responsibilities and Board direction. • The Superintendent's compensation package is reviewed annually with due consideration for fairness, equity and economic conditions, given the restrictions of the Superintendent of Schools Regulation. 	<ul style="list-style-type: none"> • Hiring and re-appointment process. • Board Motions. • Provide Background and Recommendations for all action items on Board meeting agendas. • Policy Manual. • School events. • Board evaluation. • Superintendent's evaluation.

<p>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.</p> <p>5.5 Select the Superintendent</p> <p>5.6 Provide the Superintendent with clear corporate direction.</p> <p>5.7 Delegate, in writing, administrative authority and identify responsibility subject to provisions and restrictions in the <i>Education Act</i>.</p> <p>5.8 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.</p> <p>5.9 Demonstrate respect, integrity, and support, which is then conveyed to the staff and the community.</p> <p>5.10 Annually evaluate the Superintendent, in accordance with a pre-established performance appraisal mechanism.</p> <p>5.11 Annually review compensation of the Superintendent.</p>		
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Role Expectation: 6. Board Development	Quality Indicators	Evaluation Evidence
The Board shall:		
<p>6.1 Develop a plan to foster governance excellence in fiduciary, strategic and generative engagement modes</p> <p>6.2 Evaluate annually the Board's effectiveness. The Board evaluation process is detailed in Policy 02 Board Evaluation – Appendix A.</p>	<ul style="list-style-type: none"> • Annual Board workplan is reviewed and updated. • Individual trustees participate in conferences and other activities to further Board and trustee effectiveness. • Board Planning Committee Meetings and workshops are scheduled to enhance Board effectiveness. • Interactions amongst trustees demonstrate respect, understanding and integrity. • An annual Board evaluation is completed. • In their role, trustees are held to and abide by the standards outlined in board policy. 	<ul style="list-style-type: none"> • Board workshops. • Conference / Committee Reports. • Board Planning Committee Meetings. • Board self-evaluation. • Board workplan. • Trustee Handbook.

Role Expectation: 7. Policy	Quality Indicators	Evaluation Evidence
The Board shall:		
<p>7.1 Identify how the Board is to function.</p> <p>7.2 Develop/revise policies using a generative engagement process.</p> <p>7.3 Monitor policy currency and relevancy.</p>	<ul style="list-style-type: none"> • Strategic directions for the Division are clearly outlined. • Board governance policies clearly specify required Board functions and implementation standards. • Policies are developed or revised to facilitate an effective provision of quality educational services for the Division. • Policies are regularly monitored to determine their relevancy. 	<ul style="list-style-type: none"> • Board Policies. • Policy development and review. • Board Motions. • Superintendent's evaluation. • Board evaluation.

Role Expectation: 8. Political Advocacy	Quality Indicators	Evaluation Evidence
The Board shall:		
<p>8.1 Act as an advocate for public education and the Division.</p> <p>8.2 Identify issues for advocacy on an ongoing basis.</p> <p>8.3 Develop a plan for advocacy including focus, key messages, relationships and mechanisms.</p> <p>8.4 Promote regular meetings and maintain timely, frank and constructive communication with elected officials.</p> <p>8.5 Advocate for the priorities of the Division as outlined in the Three Year Education Plan and Three Year Capital Plan.</p> <p>8.6 Participate in activities and make decisions regarding relevant issues for external organizations.</p>	<ul style="list-style-type: none"> • The Board participates in advocacy processes at the local, provincial and national levels. • Issues for the Division are clearly identified. • Strategies for advocacy are developed. • The Board conveys key messages to elected officials and the media as needed. • The Board arranges meetings with provincial government officials to advance education concerns. 	<ul style="list-style-type: none"> • Board Work Plan. • Advocacy issues. • Meetings with elected officials, educational/public service authorities. • Relevant correspondence. • Media releases, website, social media. • Active participation in regional, provincial and national organizations. • Board evaluation.

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 Role of the Board](#)
- [Policy 02 Board Evaluation – Appendix B](#)