

ROLE OF THE BOARD

Updated: September 2, 2024

Approved by: Board of Directors

Applies to: All Board Members

In keeping with the teachings of the Montessori Philosophy and the authorities and responsibilities set out in the Education Act, Board governance policies, and all other legislation that may be applicable. The Board must fulfill its key role of ensuring quality education for each student in the School Authority.

Specific Areas of Responsibility:

1. Accountability to the Provincial Government

The Board shall:

1.1 Act in accordance with all statutory requirements to implement provincial and educational standards and policies

1.2 Perform Board functions as required by governing legislation

1.3 Appoint a Returning Officer in an election year

1.4 Set the Board calendar annually

1.5 Deliver appropriate education programming to meet the needs of all students enrolled in a school operated by the board to enable their success.

1.6 Ensure all students, teachers and school leaders are provided with resources that enable them to learn about First Nations, Métis and Inuit perspectives, experiences and contribution throughout history.

1.7 Develop and implement a code of conduct that applies to members of the board

2. Accountability to the Community:

The Board shall:

2.1 Live our mission statement;

2.2 Model a culture of caring, respect and integrity;

2.3 Approve Board participation in community events and programs on an individual basis which reflect MCC values and represent the best interests of the entire School Authority.

2.4 Consult formally and informally with community stakeholders

2.5 Report School Authority results annually

2.6 Develop procedures for and hear appeals as required by Board policy.

2.7 Meet annually with school committees

2.8 Review school committee annual reports and financial statements if applicable

2.9 Recognize staff, students and community.

2.10 Ensure that each student enrolled in a school operated by the Board and each staff member employed by the Board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging

2.11 Establish appropriate dispute resolution processes.

3. Political Advocacy

The Board shall:

- 3.1 Develop a plan for political advocacy including focus, strategies, and key messages;
- 3.2 Monitor legislative changes and advocate, advise and inform the appropriate government ministries and stakeholders about issues pertinent to education;
- 3.3 Monitor legislative changes and advocate, advise and inform the appropriate government ministries and stakeholders about issues pertinent to education;
- 3.4 Liaise with other school Boards regarding common interests and concerns
- 3.5 Support community events and organizations at the discretion of the Board

4. Strategic Planning

The Board shall:

- 4.1 Provide overall direction for the School Authority by establishing a mission, vision, beliefs, strategic priorities and key results
- 4.2 Monitor progress toward the achievement of student outcomes and other desired results
- 4.3 Evaluate annually the effectiveness of the School Authority in achieving established goals and desired results
- 4.4 Approve annually the Budget
- 4.5 Approve alternative instructional programs;
- 4.6 Approve School Authority school year calendars; and make available for each school year the days, dates and number of days of school operation.
- 4.7 Approve field trips and off site excursions

The Board shall:

5. Select the President;

- 5.1 Approve the President job description, qualifications and remuneration
- 5.2 Provide the President with clear corporate direction, through Board motions.
- 5.3 Delegate administrative authority and identify responsibility subject to the provisions and restrictions in the Education Act and regulations
- 5.4 Evaluate annually the President as outlined in the Presidents job description; the President Evaluation Process Criteria and Timelines document and review compensation
- 5.5 Provide for President succession planning as required.

6. Policy Development

The Board shall:

- 6.1 Develop policies in keeping with the mission, vision, beliefs, core values and strategic and operational priorities of the School Authority
- 6.2 Review policies annually
- 6.3 Approve policies
- 6.4 Monitor and evaluate the effectiveness of the established policies and procedures on a regular basis

7. Fiscal Accountability

The Board shall:

- 7.1 Monitor fiscal management of the School Authority with timely monitoring reports
- 7.2 Make necessary banking arrangements
- 7.3 Determine the basis for annual resource allocations
- 7.4 Approve the budget annually and ensure resources are allocated to achieve desired results
- 7.5 Make budget adjustments when necessary
- 7.6 Receive annual financial audit report and ensure quality indicators are met
- 7.7 Approve contracts and agreements of financial auditors and any other auditors required by the Board
- 7.8 Appoint annually signing authorities
- 7.9 Approve allocations of one-time exceptional funding
- 7.10 Approve annually the schedule of fees, including curricular, transportation fees, international student tuition and non-resident fees
- 7.11 Approve annually the capital and facility plans for submission to Alberta Education by the due date
- 7.12 Advise the President regarding the hiring of a Secretary-Treasurer
- 7.13 Review annually honoraria and reimbursement
- 7.14 Ensure the School Authority has adequate insurance coverage
- 7.15 Approve all contracts
 1. Approve the acquisition and disposal of land and buildings (Capital Assets);
 2. Approve 'initial' leases and changes in rental fees and be made aware of other significant agreements

8. Board Development

The Board shall:

- 8.1 Evaluate annually Board effectiveness
- 8.2 Develop a plan for Board development including increased knowledge of role, processes and issues to be reviewed on an annual basis
- 8.4 Develop and implement the Board Annual Work Plan
- 8.5 Ensure new members of the Board are provided appropriate orientation opportunities for support and mentoring

ROLE OF THE PRESIDENT

Updated: August 31st, 2023

Approved by: Board of Directors

Applies to: President of the School Authority/ Board

The President is the Chief Executive Officer of the Board and Education Officer of the School Authority. The President reports directly to the Board and is accountable to the Board for the conduct and operation of the School Authority. All Board authority delegated to staff is delegated through the President. The President is designated as the FOIP head under the Freedom of Information and Protection of Privacy Act.

Specific Areas of Responsibility:

1. Leadership

1.1 Ensures children and staff are provided opportunities for educational development within the School Authority.

2. Building Effective Relationships

The President 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. Achievement of this competency is demonstrated by indicators such as:

2.1 collaborating with community and provincial agencies to address the needs of students and their families

2.2 employing team-building strategies and using solution-focused processes to resolve challenges

2.3 building and sustaining relationships with First Nations, Métis and Inuit parents/guardians, Elders, local leaders and community members.

2.4 modeling ethical leadership practices, based on integrity and objectivity.

2.5 establishing constructive relationships with children, staff, school councils, parents/guardians, employees, the education ministry and other stakeholders.

2.6 facilitating the meaningful participation of members of the school community and local community in decision-making.

3. Modeling Commitment to Professional Learning

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

Achievement of this competency is demonstrated by indicators such as:

3.1 communicating a philosophy of education that is child-centered and based on sound principles of effective teaching and leadership.

3.2 collaborating with teachers and school leaders to build professional capacities and expertise

3.3 actively seeking out feedback and information from a variety of sources to enhance leadership practice

3.4 seeking and critically-reviewing educational research and applying it to decisions and practices

3.5 providing leadership to support school authority research initiatives

3.6 engaging teachers, school leaders, school community and local community members to establish a shared understanding of current trends and priorities in the education system.

4. Visionary Leadership

The President engages with the school community in implementing a vision of a preferred future for learner success, based on common values and beliefs.

Achievement of this competency is demonstrated by indicators such as:

4.1 ensuring that the vision is informed by research on effective learning, teaching and leadership;

4.2 promoting innovation and continuous improvement by developing strategies to support staff in professional collaboration

4.3 promoting in the school community a common understanding of and support for the school authority's goals, priorities, and strategic initiatives

4.4 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.

5. Leading Learning

The President 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.

Achievement of this competency is demonstrated by indicators such as:

5.1 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

5.2 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

5.3 ensuring that all instruction in the school authority addresses learning outcomes outlined in the programs of study

5.4 promoting friendly relations, collaboration, critical thinking and innovation in the school community

5.5 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

5.6 building school leaders' capacities and holding them accountable for providing instructional leadership through effective support, supervision and evaluation practices

5.7 ensuring school authority learner assessment and evaluation procedures are fair, appropriate, evidence-informed and used to enhance learning, teaching and leadership

6. Ensuring First Nations, Métis and Inuit Education for All Students

The president 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.

Achievement of this competency is demonstrated by indicators such as:

6.1 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

7. School Authority Operations and Resources

The President 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.

Achievement of this competency is demonstrated by indicators such as:

7.1 providing direction on fiscal and resource management in accordance with all statutory, regulatory and school authority requirements

7.2 ensuring effective alignment of the school authority's human resources to achieve the school authority's education plan

7.3 delegating responsibility to staff, where appropriate, to enhance operational efficiency and effectiveness

7.4 providing for the support, ongoing supervision and evaluation of all staff members in relation to their respective professional responsibilities

7.5 establishing data-informed strategic planning and decision-making processes that are responsive to changing contexts

7.6 respecting cultural diversity and appreciating differing perspectives expressed in the school community

7.7 recognizing student and staff accomplishments

7.8 implementing programs and procedures for the effective management of human resources in support of mentorship, capacity-building and succession planning

8. Supporting Effective Governance

The President provides the Board with information, advice and support required for the fulfillment of its governance role, and reports to the Minister on all matters required as identified in the Education Act and other provincial legislation.

Achievement of this competency is demonstrated by indicators such as:

8.1 establishing and sustaining a productive working relationship with the Board, based on mutual trust, respect and integrity

8.2 ensuring that all children and staff are provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging

8.3 ensuring that all children in the school authority have the opportunity to meet the standards of education set by the Minister of Education

8.4 ensuring that the Board's plans, resource allocations, strategies and procedures lead to the achievement of its goals and priorities

8.5 ensuring that the Board's fiscal and resource management is in accordance with all statutory, regulatory and Board requirements

8.6 supporting the Board in the fulfilment of its governance functions in the fiduciary and strategic responsibility

8.7 implementing Board policies and supporting the regular review and evaluation of their impacts

8.8 ensuring the support, ongoing supervision and evaluation of all staff members in relation to their respective professional responsibilities

8.9 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

8.10 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

8.11 supporting the Board in its engagement with the school community to develop a vision of a preferred future for student success

8.12 facilitating ongoing communication about the Board's operations and the achievement of its goals and priorities

8.13 promoting constructive relations between the Board and staff, as well as provincial authorities and education stakeholder organizations.

ROLE OF THE BOARD CHAIR

Updated: September 2, 2024 Approved
by: Board of Directors Applies to:
Board Chair and Vice Chair

The Board, at the Organizational Meeting and thereafter at any time as determined by the Board, shall elect one of its members to serve as Board Chair, to hold office at the pleasure of the Board. The Board entrusts to its Chair primary responsibility for providing leadership and guidance.

The Board delegates to the Chair the following duties:

1. Preside over all Board meetings and ensure that such meetings are conducted in accordance with the Education Act and the policies and procedures as established by the Board.

2. Prior to each Board meeting, the Board Chair will meet with the Vice-Chair if applicable and President and/or designate to review items to be included on the agenda, the order of these items, and become familiar with them.

3. Perform the following duties during Board meetings:

3.1 Maintain the order and proper conduct of the meeting so that motions may be formally debated.

3.2 Ensure that all issues before the Board are well-stated and clearly expressed

3.3 Display firmness, courtesy, tact, impartiality, and willingness to give everyone an opportunity to speak on the subject under consideration.

3.4 Ensure that debate is relevant. The Chair, in keeping with his/her responsibility to ensure that debate must be relevant to the question. When she/he is of the opinion that the discussion is not relevant to the question, remind members that they must speak to the question.

3.5 Decide questions of order and procedure, subject to an appeal to the rest of the Board. The Chair may speak to points of order in preference to other members, and will decide questions of order, subject to an appeal to the Board by any members

3.6 Submit motions or other proposals to the final decision of the meeting in a manner consistent with the Required Votes.

3.7 Ensure that each board member present votes on all issues before the Board in a manner consistent with the Required Votes.

3.8 Extend hospitality to trustees, officials of the Board, and members of the committees or public.

4. Keep informed of significant developments within the School Authority.

5. Keep the President and the Board informed in a timely manner of all matters coming to his/her attention that might affect the School Authority.

6. Be in regular contact with the President to maintain a working knowledge of current issues and events.

7. Convey directly to the President such concerns as are related to him/her by trustees, committees, parents, students or employees which may affect the administration of the School Authority.
8. Provide counsel to the President, when requested to do so.
9. Bring to the Board all matters requiring a corporate decision of the Board.
10. Act as the chief spokesperson for the Board except for those instances where the Board has delegated this role to another individual or group.
11. Act as ex-officio member, with all rights and privileges, to all committees appointed by the Board.
12. Act as a signing officer for the School Authority
13. Represent the Board, or arrange alternative representation, at official meetings or other public functions.
14. Address inappropriate behaviour
15. Ensure that the Board engages in regular assessments of its effectiveness as a Board
16. The Chair, in conjunction with the Vice-Chair, will review remuneration and expense claims
17. The Chair, in conjunction with the Vice-Chair, will review President expense claims

ROLE OF THE VICE-CHAIR

The Vice-Chair shall be elected by the Board at its Organizational Meeting, and thereafter at any time determined by the Board, to hold office during the pleasure of the Board.

Specific Responsibilities:

1. The Vice-Chair will act on behalf of the Board Chair, in the absence of the Chair and will have all the duties and responsibilities of the Board Chair.
2. The Vice-Chair will assume all the duties and responsibilities of the Board Chair if the Board Chair resigns or is unable to fulfill the role.
3. At the Board's discretion, elections for a new vice-chair may be implemented in the absence of the Chair
4. Prior to each Board meeting, the Vice-Chair will participate with the Board Chair and the President and/or designate on items to be included on the agenda, the order of those items and become thoroughly familiar with them.
5. The Vice-Chair in conjunction with the Chair will review trustees' remuneration and expense claims and President expense claims.
6. The Vice-Chair will assist the Board Chair in ensuring that the Board operates in accordance with its own policies and procedures and in providing leadership and guidance to the Board.
7. The Vice-Chair may be assigned other duties and responsibilities held by the Board Chair.
8. The Vice-Chair shall be an alternate signing authority for the School Authority

SECRETARY-TREASURER

Updated: September 2, 2024

Approved by: Board of Directors

Applies to: All Board Members

1. The primary Function of the Secretary Treasurer is guided by the School Authority's foundational statements. The Secretary-Treasurer assists in fulfilling the general and specific aspects of the position description as defined in provincial statute, Alberta Education Policy and Regulations, and Board Policy. The Secretary-Treasurer also assists to effectively implement the Board policies and administrative procedures of Montessori Education Preschool & ECS Institute Schools. The School Act requires Boards to appoint a Secretary and a Treasurer, or one person to serve as Secretary-Treasurer. The Secretary-Treasurer is responsible for the management and monitoring of all business services. In particular, the Secretary-Treasurer assumes responsibility as the Executive Officer of the Board and provides leadership in all matters related to Finance, Administration, Transportation and Facilities.

2. Qualifications: Accounting background and experience is preferred along with related managerial experience. Having a related business degree is considered an asset.

3. Reporting and Supervisory Relationships

3.1 Reports directly to the School Authority President of Schools.

3.2 Supervises the following staff:

3.2.1 All staff overseeing Facilities, Finance, Business and Transportation

4. Performance Responsibilities - The Secretary-Treasurer has specific responsibilities for:

4.1 Business Operations Management

4.1.1 Works with the school authority president to ensure the financial management is in accordance with the terms or conditions of funding received under the School Act or any other applicable act or regulation.

4.1.2 Acts as a bonded agent of the school authority, with signing authority in all legal and financial matters relating to the school authority

4.1.3 Directs the development and implementation of the Annual Education Budget of the school authority in a manner that is consistent with standard accounting procedures and legal and ethical requirements.

4.1.4 Establishes and administers budget control procedures.

4.1.5 Provides leadership and direction to other staff overseeing Finance and Business

4.1.6 Invests funds so as to ensure an efficient and economical cash flow

4.1.7 Ensures that Board-approved fee procedures are implemented

4.1.8 Directs procedures respecting all education grants

4.1.9 Finalizes all insurance policies.

4.1.10 Submits to Alberta Education all required financial documents in compliance with all Ministerial mandates and timelines.

4.1.11 Provides reports to the President as required regarding the financial operations of the school authority.

- 4.1.12 Assists in the negotiation, preparation and administration of agreements and leases entered into by the school authority.
- 4.1.13 Assists with the negotiation of employee contracts.
- 4.1.14 Allocates duties to, and undertakes performance appraisals of staff they are responsible for.
- 4.1.15 Reviews and audits annual and quarterly financial status reports
- 4.1.16 Finalizes and submits all required annual reports (PUF, Transportation etc.)
- 4.1.17 Performs random audits of accounting activities including payroll, accounts payable, purchasing, accounts receivable and journal entries.
- 4.1.18 Assists school sites with the preparation of annual budgets and the management of their financial affairs, including school-generated funds.
- 4.1.19 Ensures school visits and special audits are conducted to evaluate the effectiveness and efficiency of the financial and business operations in the schools.
- 4.1.20 Develops Financial Reports and make recommendations for the auditors.
- 4.1.21 Ensures adequate internal financial control procedures and audits.
- 4.1.22 Approves the disposal and destruction of school authority records.
- 4.1.23 Reviews and reports on consolidated student enrolment data and school population as it relates to student enrolment funding.
- 4.1.24 Provides leadership and/or assistance in the development and revision of Board policies and administrative procedures.
- 4.1.25 Acts as FOIP Coordinator of the School Authority.
- 4.1.26 Prepares school and demographic population trends as it relates to the development of school attendance projections.
- 4.2 Facilities Management
 - 4.2.1 Provides leadership and direction to staff in charge of Facilities to ensure the effective management of facilities and maintenance requirements for schools.
 - 4.2.2 Assists in the planning and development of long-range facility plans.
 - 4.2.3 Assists in the coordination of major capital projects undertaken within the School Authority.
 - 4.2.4 Provides for appraisals and inventories of School Authority property.
- 4.3 Transportation Management
 - 4.3.1 Ensures the provision of safe, efficient and economical transportation services within the School Authority.
 - 4.3.2 Negotiates and administers transportation agreements with transportation companies as required.
 - 4.3.3 Ensures that all eligible transportation grants are received by the School Authority.
- 4.4 Executive Secretary of the Board

- 4.4.1 Attends Board, Committee or Public meetings as required.
- 4.4.2 Reviews and approves the recording minutes of all meetings of the Board.
- 4.4.3 Prepares responses for the Board as required. (Letters, memos, etc.)
- 4.4.4 Ensures the preparation and execution of service contracts, leases and agreements.
- 4.4.5 Oversees and ensures the safekeeping of all official records and documents.
- 4.4.6 Provides accurate administrative and financial reports as required.
- 4.4.7 Obtains for the President and the Board, opinions or interpretations of the School Act, Regulation and other legislation.
- 4.4.8 Arranges for the election of Board member and trustees and acts as the Returning Officer.
- 4.4.9 Acts as the Parliamentarian by drafting and providing interpretation of bylaws and rules.
- 4.4.10 Oversees and administers appeals to the Board.
- 4.4.11 Assists the President with Board and Trustee orientation.
- 4.4.13 Supervises and ensures efficient filing and record keeping systems to effectively carry out the business of the School Authority.
- 4.4.14 Ensures the maintenance of the Board Policy manual in collaboration with the president.

4.5 Other Responsibilities

- 4.5.1 Provides leadership into the School Authorities strategic planning process including the development of education plans and results reports.
- 4.5.2 Acts as a liaison with other government bodies, agencies and organizations involved in education.
- 4.5.3 Performs daily duties in a manner conducive to a safe workplace.
- 4.5.4 Complies with School Authority policies and procedures.
- 4.5.5 Demonstrates effective organizational skills that support the President in ensuring the School Authorities compliance with all legal, Ministerial and Board mandates and timelines.
- 4.5.6 Works with the President to ensure that positive external and internal communications are developed and maintained.
- 4.5.8 Practices 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 performance responsibilities assigned by the President.
- 4.5.9 Supports the Mission, Vision, and Values of the School Authority.
- 4.5.10 Attends and participates in appropriate seminars and conferences.
- 4.5.11 Attends other conferences, seminars and conventions to foster and facilitate professional growth and development.
- 4.5.12 Performs other responsibilities as assigned by the President.

5. Conditions of Employment

- 5.1 The appointment of the Secretary-Treasurer is secured through a written contract of employment.

5.2 Conditions of employment are specified in the contract of employment.

6. Performance Appraisal

6.1 The President of the School Authority will evaluate and assess the performance of the Secretary-Treasurer. In carrying out this responsibility, it is recognized that the Secretary-Treasurer is entitled to such a review in an objective, fair, and straightforward manner so that his/her performance may be as effective as possible for the School Authority.

6.2 The evaluation and assessment process shall be an improvement-oriented process, including a self-reflection component that is primarily based on the performance responsibilities outlined in Section 4 above.