

Policy 2.01

Category: Governance and Operations

Role of the Charter Board

BACKGROUND

The *Education Act* establishes specific powers, duties and responsibilities for school boards.

POLICY STATEMENT

The Charter Board provides overall policy direction and leadership for the School. The CAPE Charter Board is keenly aware of its fiduciary responsibility to students, parents, staff, and the community. It aims to provide a safe and caring educational environment in which all stakeholders can pursue life-long learning as part of a community of learners.

DEFINITIONS

1. **CAPE Charter Board** - the officials elected through due process as defined by the CAPE bylaws and charged with the operation and management of the CAPE-Centre for Academic and Personal Excellence Institute, a charter school.
2. **Charter** - the document, approved by the Minister of Education, outlining the conditions under which CAPE school may operate, and defining its vision, mission, goals and outcomes of the program it offers to a defined student population.
3. **Vision** - a statement indicating both what the school wants to become and guiding transformational initiatives by setting clear direction for the school's growth.
4. **Mission** - a short statement of the school's purpose, identifying its scope, what kind of program it provides, its target population, and the region it serves.
5. **Majority Rule** - process of decision-making refers to a decision rule that selects alternatives which have a majority, that is, more than half the votes. It is the binary decision rule used most often in influential decision-making bodies.
7. **Micromanage or Micromanagement** - a management style whereby a board (in this context) closely observes and/or controls the work of subordinates or employees. Micromanagement is generally considered to have a negative connotation.
5. **Administrative Team** - employees charged with leadership within a jurisdiction; superintendent, secretary-treasurer, principal, vice-principal, and Director of Student Services, each of which may supervise the work of executive and admin assistants.

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8. **Committee** - a group of people appointed or elected for a specific function, typically consisting of members of a larger group.
9. **Accountability** - the acknowledgment and assumption of responsibility for actions, products, decisions, and policies including the administration, governance, and implementation within the scope of the role; encompasses the obligation to report, explain and be answerable to the Minister of Education, stakeholders, and the tax payer.
10. **Decision-Making** - process of making choices by identifying a decision, gathering information, and assessing alternative resolutions. Using a step-by-step decision-making process can help you make more deliberate, thoughtful decisions by organizing relevant information and defining alternatives.
11. **Transparency** - operating in such a way that it is easy for others to see what actions are performed.
12. **Cooperation** - people working together (co-operate) while working on selfish yet common goals; fuels peer-to-peer systems and distributed networks.
13. **Collaboration** - working or acting together (co-labor) on a single shared goal, for a common purpose or benefit.
14. **Policy** - a deliberate system of principles to guide decisions and achieve rational outcomes; a statement of intent, and is implemented as a procedure or protocol.

GUIDELINES

Alberta legislation defines what Boards must and may do. The CAPE Charter Board has defined its governance role as outlined below. Further, the CAPE Charter Board must fulfill its key role of ensuring adherence to the CAPE charter, vision and mission, and its goals.

General:

15. The CAPE Charter Board provides policy direction and leadership for the School.
16. The CAPE Charter Board charges the Superintendent with the educational and fiscal management of the school, its program and its delivery, the administration and staff.
17. Even though the CAPE Charter Board believes in finding solutions that everyone can actively support, it adheres to a majority rule process of collaborative decision-making.

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18. CAPE Charter Board charges members of its administrative team with:
 - 18.1 reporting to the CAPE Charter Board;
 - 18.2 responding to CAPE Charter Board requests;
 - 18.3 collecting information/data;
 - 18.4 researching topics;
 - 18.5 making recommendations.
19. CAPE Charter Board establishes committees, as required, and defines roles and responsibilities for each committee.
20. The CAPE Charter Board does not micromanage.
21. The CAPE Charter Board supports transparency, cooperation, and collaboration through its governance structure as defined in its bylaws.

Specific Areas:

22. **Accountability to Provincial Government**
 - 22.1 Act in accordance with all statutory requirements to implement provincial education standards and policies;
 - 22.2 Perform Board functions required by government legislation.
23. **Accountability to the CAPE School Community**
 - 23.1 Make evidence-based decisions, which adhere to the CAPE charter and represent the interests of all students served;
 - 23.2 In collaboration with the School Council, encourage and support parental and community involvement with the school and input in decision-making;
 - 23.3 Develop procedures for and hear appeals as required by statutes and/or Charter Board policy;
 - 23.4 Report to all stakeholders at least annually on the school's successes and challenges and on the school's goals and desired outcomes;
 - 23.5 Report to all stakeholders at least annually on the school's fiscal viability;
 - 23.6 Annually develop a communications plan and an engagement plan.
24. **Education, Fiscal, and Strategic Planning**
 - 24.1 Provide overall direction for CAPE by establishing and periodically reviewing mission, vision, goals, and outcomes;
 - 24.2 Annually evaluate the effectiveness of the school in achieving student outcomes and established goals;
 - 24.3 Annually identify long-term strategic priorities.

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- 24.4 Identify board priorities at the outset of the annual education planning process in response to the Annual Education Results Report findings and feedback from stakeholders;
- 24.5 Annually develop a budget that is balanced and that supports the charter goals, and outcomes;
- 24.6 Annually approve the Education Plan and Annual Education Results Report (AERR) for submission to Alberta Education by the respective due dates;
- 24.7 Ensure that the Annual Education Results Report (AERR) and the Education Plan are shared with all stakeholders via the CAPE website and other processes.
- 25. Policy Development
 - 25.1 Establish school goals;
 - 25.2 Develop and periodically review policies respecting the provision of educational services and programs in accordance with the *Education Act*;
 - 25.3 Share all CAPE Charter Board documents such as Policies, Procedures, charter, and byLaws with all CAPE stakeholders;
 - 25.4 Evaluate policy impact on the achievement of charter goals;
 - 25.5 Define the responsibilities of the Superintendent;
 - 25.6 Define the responsibilities of the Secretary-Treasurer;
 - 25.7 Define the responsibilities of the administration.
- 26. Board/Superintendent Relations
 - 26.1 Appoint a Superintendent of Schools who is the Chief Executive Officer (CEO) and Chief Education Officer of the Board for a period not exceeding five (5) years;
 - 26.2 Provide the Superintendent with clear direction;
 - 26.3 Assign, through written charter board policy, administrative authority to the Superintendent and identify responsibilities subject to provisions and restrictions in the *Education Act*;
 - 26.4 Evaluate the Superintendent's performance of duties in accordance with the *Education Act*, the *Superintendent of Schools Regulation* and the Superintendent employment contract.
 - 26.5 Review the Superintendent's consulting contract or appointment/employment.
- 27. Board/Secretary-Treasurer Relations
 - 27.1 Appoint a Secretary-Treasurer;
 - 27.2 Provide the Secretary-Treasurer with clear direction;
 - 27.3 Delegate, through written board policy, administrative authority to

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- the Secretary-Treasurer and identify responsibility subject to provisions and restrictions in the *Education Act*;
- 27.4 Formally evaluate the Secretary-Treasurer's performance of duties in regards to the Secretary-Treasurer's role description and additional Charter Board direction in accordance with the Secretary-Treasurer employment contract.
28. Advocacy
- 28.1 Develop a yearly plan for advocacy that includes focus, key messages, and mechanisms.
29. Board Development
- 29.1 Review annually the Charter Board's effectiveness (self-evaluation);
- 29.2 Develop a yearly plan for Charter Board development including knowledge of the Charter Board's role, processes, and issues to foster board effectiveness as the governance body.
30. Fiscal
- 30.1 Approve budget assumptions at the outset of the budget process;
- 30.2 Determine the basis for annual resource allocations;
- 30.3 Approve annually the school budget for submission to Alberta Education by the due date;
- 30.4 Ensure that resources are allocated to achieve the goals, priorities, and desired outcomes in the school's Education Plan;
- 30.5 Approve annually the Three-Year Capital Plan and Facilities Plan for submission to Alberta Education by the due date;
- 30.6 Receive Audit Report and Management Letter;
- 30.7 Receive fiscal accountability reports to ensure the fiscal management of the school;
- 30.8 Set salary schedules and enter into contractual agreements;
- 30.9 Appoint an Auditor for the school;
- 30.10 Appoint annually signing authorities for the School;
- 30.11 Annually approve fees for all students;
- 30.12 Approve joint use agreements and those partnership agreements that require a financial obligation of the Charter Board;
- 30.13 Make any banking arrangements necessary for the carrying out of its duties and powers.
31. Staffing
- 31.1 The CAPE Charter Board is not involved in decisions about staffing. These are administrative decisions.

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31.2 The CAPE Charter Board does appoint the Principal.

31.3 Hearing of appeals, if an issue cannot be resolved at the administration or Superintendent level.

32. Courses and Programs

32.1 The CAPE charter Board entrusts to the Superintendent or its designate the responsibility of developing, acquiring or offering courses or programs to support professional development of all staff members;

32.4 The CAPE charter Board entrusts to the Superintendent or its designate the responsibility of designing programs to meet the specific needs of particular students or groups of students as part of the school's personalized program.

Other Responsibilities:

- 32. Setting the initial parameters and approving the annual school year calendar, and give notice prior to May 31 of each year to the Minister of opening/closing dates and other data as required.
- 33. Make investment decisions only in investments permitted by the Minister and approve the disposition of interest earned by the investments.
- 34. Opt to become a member of TAAPCS or other provincial organizations, if the opportunity arises and if deemed beneficial to the achievement of the goals, priorities, and desired outcomes in the school's Education Plan.
- 35. The CAPE Charter Board believes in striving for continuous improvement. As such, it engages in a self-evaluation process biennially (every second year).
- 36. The CAPE Charter Board strikes a committee to evaluate the work of the Superintendent and the Secretary-Treasurer as per policy.

References:

Education Act (June 2020)

CAPE charter 2020

CAPE Bylaws

Adopted: April 12, 1999

Revised: November 25, 2002

Revised: March 28, 2007

Revised: September 30, 2008

Motion: #

Motion: #

Motion: #2007-02-28-17

Motion: #2008-09-30-17

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Revised: August 25, 2011

Revised: March 5, 2013

Reviewed: February 28, 2018

Revised: August 25, 2021

Motion: #2011-08-25-5

Motion: #2013-3-5-11

Motion: #2018-02-28-04

Motion: #2021-08-25-07