



Policy 3.03

Category: Charter School Operations

Accountability and Assurance

BACKGROUND

In Alberta's K-12 education system, the provincial government delegates responsibility to school authorities. This delegation comes with an obligation to answer for, and publicly report on, the spending of public funds and results achieved by the accountable organization, school authorities, through the discharge of responsibilities. This requirement facilitates the transparency of the accountable organization.

The Department of Education allocates funds to school authorities so they may fulfill their delegated responsibilities of providing education programs for Alberta's K-12 students. This practice creates an accountability relationship between the department and school authorities. This accountability relationship is established in legislation and regulation.

School authorities are also responsible for providing assurance to the Department, local stakeholders and the public that they are fulfilling their responsibilities and students are successful.

To foundational pieces to Accountability and Assurance are planning and reporting.

Government's *Plan for Education* requires the education system to be open and accountable. Effective measurement and reporting of results are basic to effective planning. These processes support the maintenance and improvement of the quality of education for Alberta students. School authority accountability and assurance framework will help to ensure that overall directions for change and improvements throughout the education system are focused, efficient and effective and are aligned with provincial directions for education. Government's *Business Plan* provides direction for the future of education in Alberta. The plan describes the education system Albertans want for their children, and the improvements and changes that need to be made at a cost Albertans can afford. The plan has a clear focus on improving student learning and achievement. It will ensure a solid education system and access to a quality education for all Alberta students.

Good planning enables the school system to set priorities, develop plans to achieve the goals set out in the charter, and address issue. Good planning gives focus to the school's "raison d'être" and unity of purpose to the stakeholders. Regular reviews of the school's plans, not only from the point of view of the achieved results but also, and most importantly, of the not achieved results, keep everyone on course towards the charter school's goals and maximizes the achievement of those goals. More importantly, regular

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reviews of the school's plans support the sustained achievement of those goals, the end result of which is the achievement of an environment within which the student can pursue personal and academic goals.

Planning in education is an essential part of ensuring that future growth and improvement takes place in a manner that is responsible and accountable to the community. Planning ensures that resources are used in the best possible ways to meet the educational needs of the students. Thus, planning also guides budget development.

Alberta Education

POLICY STATEMENT

1. The CAPE Charter Board is mindful of its obligation to answer for, and publicly report on, the spending of public funds and results achieved.
2. The CAPE Charter Board is accountable to the department and to all stakeholders for the prudent allocation of funds to ensure quality programming as described in the CAPE charter, and student achievement and success.
3. The CAPE Charter Board accepts responsibility for providing assurance to the Department, local stakeholders and the public that CAPE is fulfilling its responsibilities and students are successful.
4. The CAPE Charter Board recognizes that this assurance arises from the combination of policies, procedures, actions, and evidence that help build public confidence in the CAPE Program and that this assurance is achieved through relationship building, engagement with education partners, and by creating and sustaining a culture of continuous improvement and collective responsibility.
5. Assessment is an integral part of accountability and assurance as it is an indicator of the effectiveness of the CAPE Program, of student achievement and success. Therefore, the CAPE Charter Board supports provincial student assessments as part of overall student assessment at CAPE.
6. The CAPE Charter Board is committed to stakeholder engagement in collaborative decision-making as a means of continuous improvement, student engagement, student achievement, and student success.
7. The CAPE Charter Board respects Section 12 of the *School Councils Regulation* which requires school boards to give school councils the opportunity to provide advice on the development of school education plans and results reports.

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8. The CAPE Charter Board engages all stakeholders in the development of the Education Plan and the Education Report through various means as described in CAPE's Engagement Plan. The CAPE Charter Board also informs all stakeholders of the accomplishments of the school through publishing and distributing the Education Plan and Annual Education Results Report.

DEFINITIONS

9. **Stakeholder** - a party that has an interest in a company and can either affect or be affected by the organization.
10. **Educational program** - a program written by the institution which determines the learning progress of each subject in all the stages of formal education.
11. **Input** - advice or opinions that help someone make a decision.
12. **Community** - the people with common interests living in a particular area.
13. **School community** - a set of partnerships between the school and other community resources focusing on academics, health and social services, youth and community development and community engagement and leading to improved student learning, stronger families and healthier communities.
14. **Assessment** - the wide variety of methods or tools that educators use to evaluate, measure, and document the performance and progress of a student.
15. **Personalization** - a diverse variety of programs, learning experiences, instructional approaches, and academic-support strategies that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students.
16. **Cognitive developmental** - information processing, conceptual resources, perceptual skill, language learning, and other aspects of the developed adult brain.
17. **Emotional developmental** - learning what feelings and emotions are, understanding how and why they happen, recognizing one's own feelings and those of others, and developing effective ways of managing them.
18. **Social developmental** - learning the values, knowledge and skills that enable children to relate to others effectively and to contribute in positive ways to family, school and the community.
19. **Performance measure** - regular measurement of outcomes and results, which generates reliable data on the effectiveness and efficiency of programs.
20. **Assurance** - full confidence or trust; demonstrating to stakeholders and the public that the education system is meeting the needs of students.

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- 21. **Records retention** - the continued possession, use, or control of electronic and/or hard copy records.
- 22. **Records disposition** - transferring or relinquishing of electronic and/or hard copy records.

GUIDELINES

- 23. The CAPE Charter Board shall develop a reporting and accountability/assurance system on any matter and in whatever form the Minister prescribes.
- 24. The Secretary-Treasurer will ensure that sound accounting practices, audit processes, and reporting practices are in place to ensure transparency and accountability to the Ministry and all stakeholders, and submit budgets and Audited Financial Statements and other financial information to the ministry by stated deadlines.
- 25. The Superintendent will ensure that provincial student assessments, standardized assessments, school-based formative and summative assessments, and data gathered through stakeholder engagement processes are part of the CAPE's Planning and Reporting and as a vehicle for continuous improvement, student achievement and success. Stakeholders include but are not limited to School Council, staff, students, parents, school community, and the community at large.
- 26. CAPE will adhere to the Guide to Education relative to the Use and Reporting of Results on Provincial Assessments.
- 27. The CAPE Charter Board reviews, approves, and submits to Alberta Education an annual 3-year Education Plan and Education Results Report. These documents must meet the policy and requirements for charter school planning and results reporting. These annual documents describes the progress and challenges encountered in CAPE school in its pursuit of its charter goals and focus on student learning, personal growth, and the achievement of student goals.
- 28. The Superintendent shall:
 - 28.1 submit the Three-Year Education Plan and Three-Year Education Report to the CAPE Charter Board for review and approval in a timely manner, generally at a regular meeting;
 - 28.2 ensure that the school's Three-Year Education Plan and Three-Year Education Report are submitted to Alberta Education in a form and at a time that meet requirements;
 - 28.3 ensure that highlights of the school's Three-Year Education Plan and Three-Year Education Report are shared with all stakeholders;

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- 28.4 make provisions for distribution of the Three-Year Education Plan and Three-Year Education Report are and their placement on the school's website.
29. The Secretary-Treasurer is responsible for maintaining all financial records pertaining to CAPE's operation, ensuring that these records, electronic or hard copy, are secure, and released only to authorized individuals or organizations.

References:

Education Act

CAPE charter

Guide to Education

Alberta Education Framework 2019

Funding Manual, Section B, K, N

School Councils Regulation

Adopted: June 18, 2007	Motion: #2007-06-18-14
Revised: September 30, 2008	Motion: #2008-09-30-20
Revised: August 25, 2011	Motion: #2011-08-25-5
Revised: August 27, 2013	Motion: #2013-8-27-12
Reviewed: August 2018	
Revised: February 28, 2022	Motion: #2022-02-28-08