

ROLES POLICY

Definition of Terms:

- **Business Operator** – means the Administrator.
- **Principal** – means a teacher designated as a principal by the operator, who must hold a valid teaching certificate and may not be the operator or a voting member of the board of directors.

References:

This policy references the Education Act Division 3 Private Schools sections 29, 30 as well as, the Private Schools Regulation, the Home Education Regulation and the Early Childhood Services Regulation.

Background:

In accordance to the required changes set out in the Evaluation Document dated November 2006, page 32 point #3, “The Board of Directors needs to develop a policy on the roles and responsibilities of the operator, the principal and board members so there is a clear division of authority. . .”

Policy:

Role of the Board

The Board of the Phoenix Home Education Foundation is a governance board and will provide effective leadership to the school authority. It is responsible for providing the conditions for excellence in teaching and learning.

The Board shall govern with an emphasis on strategic leadership:

1. Aligning decisions with mission, vision, values;
2. Focusing on the future;
3. Being proactive rather than reactive;
4. Encouraging diversity in viewpoints;
5. Monitoring, reporting and publicly discussing the school's performance.

The Board shall direct, control, and inspire the district through the careful establishment of written policies. The Board's major policy focus shall be on the intended long-term benefits for students, not on the administrative or programmatic means of attaining those benefits.

Board development shall include orientation of potential candidates and new members of the Board about the governance process, discussion and evaluation of its process to assure continued improvement.

The Phoenix Board shall define, guide and evaluate the following:

VISION	To reflect the founding vision, mission and purpose of the school.
STANDARDS	To set expectations for quality standards for the school district.
ASSESSMENT	To determine how well students are meeting the standards.
ACCOUNTABILITY	To assume responsibility for student results using explicit criteria and regular monitoring. To assume responsibility for financial health of the organization.
ALIGNMENT	To ensure support and resources for district priorities to improve student learning.
CLIMATE	To understanding the school environment, its influences, behavior and performance as well as community perceptions.
COLLABORATION	To enable networks of individuals to solve problems and achieve common goals for student learning.
CONTINUOUS IMPROVEMENT	To reflect an attitude of questioning, reflecting, monitoring and evaluating to achieve excellence.

The Phoenix Board shall define, guide and evaluate the following:

- a. Promote positive attitudes in students and staff toward self, others, school, education, and the school community.
- b. Advise the operator of new policies and conditions which affect the operation of the school or the instructional program.
- c. Complete and submit required reports.
- d. Attend meetings as required.

Role of the Operator (Business Administrator)

The primary role of the Operator (Business Administrator) is to function as the Community Learning Director for the school.

1. Reporting to the Board, the Operator (Business Administrator) shall:

- a. Promote positive attitudes in students and staff toward self, others, school, education, and the school community.
- b. Develop the school philosophy and goals according to the direction in accordance to the vision, mission and purpose of the school.

- c. To work with the Principal to plan, develop, and evaluate the educational program according to system and Alberta Education expectations, and the school philosophy.
- d. Identify the individual knowledge and ability of school-based staff members and utilize their skills to maximize the effectiveness of the school.
- e. Deploy school-based staff to make effective use of their particular knowledge and abilities in providing programs and services for students, subject to duties and responsibilities as defined in Board regulations.
- f. Create an ongoing program of staff development for school-based personnel.
- g. Be responsible for inviting supervisory and consultative staff to provide assistance to staff members as required.
- h. Actively promote two-way communication with the school community regarding the philosophy and programs of the school.

2. In attending to the organization of human and material resources in the school, the Operator (Business Administrator) shall:

- a. Identify the general and special needs of the school population.
- b. Determine an organizational structure which utilizes effectively the capabilities of the staff and meets the needs of students.
- c. Provide an opportunity for input of those affected when planning significant organizational changes.
- d. Familiarize the administrative team in all aspects of the school organization and administration, and develop with them job descriptions which provide for appropriate delegation of administrative and supervisory responsibilities.

3. In performing the management function in the school, the Operator (Business Administrator) shall:

- a. Be responsible for safety, welfare, and conduct of students while participating in school programs.
- b. Be responsible for formal assessment of instructional and support staff.
- c. Be responsible for preparation and administration of the school's budget, Audited Financial Statements and Annual Education Results Report.
- d. Delegate appropriate responsibilities and tasks to the staff members in accordance with Board policy and regulation and relative collective agreements.
- e. Provide input into community use of the school facilities in accordance with Board direction.

4. As the Community Learning Director in the school, the Operator (Business Administrator) shall:

- a. Implement the policies, regulations, and procedures on behalf of the Board; the provisions of the School Act; and other appropriate statutes.
- b. Be knowledgeable about regulations, procedures, directives, notices and bulletins, and make them available to the appropriate staff.
- c. Have a knowledge of the organizational structure of the Phoenix Board and its various programs and services.
- d. Interpret Visions, Mission and Goals of the Foundation to the staff, the students, and the community.
- e. Advise the Board of any circumstances which may adversely affect the operation of the school or the instructional program.
- f. Complete and submit required reports.
- g. Attend meetings as required.

Role of the Principal

1. Reporting to the Operator (Business Administrator), the primary role of the Principal is to provide instructional leadership.

- a. Accept the instructional program of the school as the primary responsibility.
- b. Promote positive attitudes in students and staff toward self, others, school, education, and the school community.
- c. To work with operator, plan, develop, and evaluate the educational program according to system and Alberta Education expectations, and the school philosophy.
- d. Identify the individual knowledge and ability of certificated staff and utilize their skills to maximize the effectiveness of the program.
- e. Support an ongoing program of staff development for certificate personnel.

2. In attending to the organization of human and material resources in the school, the principal shall:

- a. Advise the Operator as to the suitability of the placement of teachers and support staff.
- b. Familiarize the administrative team in all aspects of the school's educational programs and administration.

3. In performing the management function in the school, the principal shall:

- a. Be responsible for formal assessment of certificated teaching staff and participate in the assessment of the centre staff.
 - b. Provide input into community use of the school and its enhancement of the school's educational program.
4. As the Instructional Leader in the school, the principal shall:
- a. Comply with the policies, regulations, and procedures of the Board; the provisions of the School Act; and other appropriate statutes.
 - b. Be knowledgeable about system regulations, procedures, directives, notices and bulletins, and make them available to the appropriate staff.
 - c. Have a general knowledge of the organizational structure of the school, board and community - its various programs and services.
 - d. Interpret AB Education policy to the Board, staff, the students, and the community as required.
 - e. Advise the Operator of the existence of conditions which adversely affect the operation of the school or the instructional program.
 - f. Complete and submit required reports.
 - g. Attend meetings as required.

Date Reviewed: Feb. 19, 2015

Board Chair: _____

Board Secretary: _____

** Added definition of terms, the references to the new Education Act, Private Schools Regulation, Early Childhood Services and the Home Education Regulation. Updated the formatting.*