



Ontario Association of School Business Officials

# ***PROFESSIONAL STANDARDS FOR SCHOOL BUSINESS OFFICIALS***

*Financial Resource Management*

*Human Resource Management*

*Disability Management*

*FOI/Records Management*

*Payroll & Benefits*

*Risk Management*

*Facility Management*

*Health & Safety*

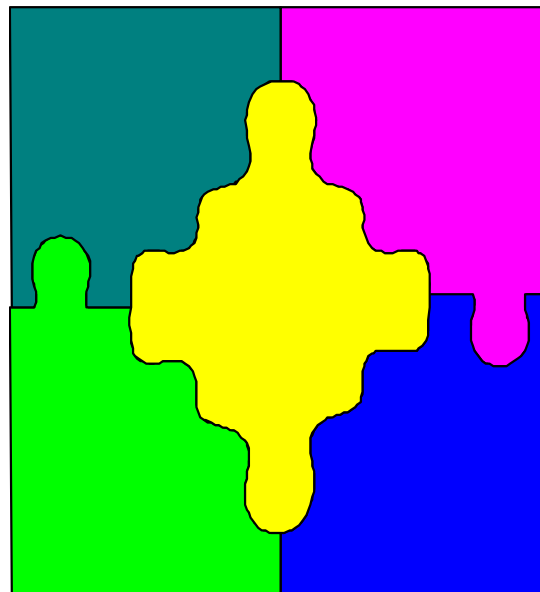
*Transportation*

*Payroll & Benefits*

*Planning*

*Goods & Services Acquisition and Management*

*Information Management*



*May 2003*

**OASBO PROFESSIONAL STANDARDS  
FOR SCHOOL BUSINESS OFFICIALS**

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# I Introduction

Public education is a multibillion-dollar enterprise that is charged with the daunting responsibility of preparing youth for the complex world of the 21<sup>st</sup> century. The expectations of parents, communities, policy-makers, business leaders and the taxpayer are myriad. The task of administering this vastly complex business of education requires professional leadership that is highly skilled and knowledgeable. One of the most vital members of the educational leadership team is the school business official. This person often is at the heart of the administration and management of one of the largest corporate endeavours in the community.

Without a doubt, a successful school business official must have certain knowledge and skills, whether gained through experience, formal education, and/or professional development. What these should be, however, has not remained static. The position, responsibilities, and qualifications for the school business official have been evolving over many years and are still developing. The concept of school business administration itself is constantly forming and reforming in much the same manner as the concept of public education. In that sense, providing a set of professional standards is a never-ending task; one that requires constant monitoring of the changing environments of both the field of education and society itself.

The standards presented in this document reflect the Association's longstanding and continuing commitment to ensuring the role of the school business official is clearly defined and understood.

In the 21<sup>st</sup> century, the school business official will be an increasingly vital member of the management team charged with delivering quality education. The standards presented in this document are intended to provide school business officials, as well as those who hire them, a framework that may be used to understand and structure the complex job of a school business official.

### *Acknowledgement:*

The Association of School Business Officials International ® provided the basic resource document from which this publication was prepared. Changes were made to the original document to reflect the unique situation for Ontario education administration.

# **T**he Educational Enterprise

The public has given more attention to the relationships between a school's sound business practices and the quality education of students in recent years. School business officials have been recognized as being central to the successful operation of the education enterprise. School business practices permeate the entire school district. The local education enterprise often maintains the largest budget in the community. Therefore, due to the public's increased demand for accountability, the expanding complexity of our society, the challenge to do more with less, and the needed expertise to manage the financial resources of the school, the school business official must endorse certain standards in organization and administration, public policy and intergovernmental relations, and the legal framework of our school districts.

## **A. Organization and Administration**

The school business official understands and demonstrates the ability to:

- Identify and apply various organizational leadership models
- Identify techniques for motivating others, delegating authority, decision-making, information processing, planning and allocating resources
- Examine methods of assigning personnel and resources to accomplish specific goals and objectives and to utilize scheduling techniques for the coordination of tasks to maximize personnel and resource utilization
- Develop skills in identifying problems, securing relevant information, and recognizing possible causes of conflict
- Develop skills in questioning techniques, fact-finding, categorizing information, and retention of relevant data
- Apply concepts of change, group dynamics, interpersonal relationships, and effective problem solving
- Delegate and assign responsibilities to subordinates; collect, analyze, and evaluate information to generate contingency plans; and apply basic concepts of organizational development

## **B. Public Policy and Intergovernmental Relations**

The school business official understands and demonstrates the ability to:

- Develop and apply the policies and roles of local school boards, provincial educational authorities, and provincial legislatures
- Identify the role of special interest groups (public and private) within a school district and their ability to influence those who approve district policy
- Analyze the political and legislative process as it relates to local board elections, municipal governments, provincial legislatures, and other local governmental jurisdictions
- Use the skills necessary to interpret and evaluate local school board policies and administrative procedures to ensure consistent application in the daily operation of the school district

## **C. Legal Issues**

The school business official understands and demonstrates the ability to:

- Identify the provincial and federal constitutional rights that apply to individuals within the publicly funded education system
- Review and analyze appropriate statutory and constitutional authority regarding the administration of public schools
- Review and analyze significant statutory and case law relative to financial resource management, human resource management, facility management, property management acquisition, information management including freedom of information and protection of privacy, and management of ancillary services
- Apply personal “values clarification” and “ethical performance” as it relates to the entire profession of school business administration

# **F**inancial Resource Management

School business officials, in addition to the education requirements specified in the Education Act and Regulations, must be able to demonstrate, understand, and comprehend the principles associated with school finance, budgeting, financial planning, accounting, auditing, financial reporting, cash management, investments, debt management, and technology for school business operations.

## **A. Principles of School Finance**

The school business official understands and demonstrates the ability to:

- Apply economic and financial markets/theories
- Recognize and forecast the major sources of revenue available to school boards from provincial, municipal and other sources.
- Interpret, analyze and apply the provincial education funding model
- Analyze the impact of shifts in municipal and provincial sources of funding and the effect on expenditure plans
- Apply multiple techniques for identifying expenditures across cost centres and/or programs
- Explore alternative and innovative revenue sources
- Recognize and analyze significant social, demographic, and economic changes that may impact the financial plan of the school board.

## **B. Budgeting and Financial Planning**

The school business official understands and demonstrates the ability to:

- Prepare a budget calendar to meet the time constraints of budget preparation
- Use multiple approaches to determine reliable enrollment and personnel projections
- Forecast anticipated expenditures by program
- Work with non-financial staff to develop expenditure forecasts
- Identify various methods of budget analysis, monitoring and management
- Apply statistical process control techniques for budgetary analysis
- Apply the legal requirements for budget adoption
- Prepare revenue projections and estimates of expenditures for school sites and board-wide budgets
- Design, review and implement an appropriate Capital plan for the school board.

- Recognize and explain internal and external influences on the budget
- Identify and maximize grants from all sources for the school board.
- Communicate the relationship between programs and revenue/expenditure allocations to the various economic classifications/envelopes to stakeholders
- Develop a financial model to monitor a school board's financial health

### **C. Accounting, Auditing, and Financial Reporting**

The school business official understands and demonstrates the ability to:

- Establish and verify compliance with finance-related legal and contractual provisions
- Communicate the relationship between programs and revenues/expenditure allocations to the various economic classifications/envelopes to stakeholders
- Prepare, analyze, and report financial statements and support documents to the board on a timely basis
- Use information conveyed by the external auditor in the annual audit report to improve financial tracking, reporting and establish effective internal controls utilizing the services of an Internal Auditor as necessary.
- Apply concepts and standards of accounting and generally accepted accounting principles (GAAP), along with other standards applicable to school boards
- Report on the financial status of the board as required in the Education Act

### **D. Cash Management, Investments, and Debt Management**

The school business official understands and demonstrates the ability to:

- Select professional advisors/contractors such as bond counsel, rating agencies, financial advisors, and underwriters
- Use lease purchasing and partner with other jurisdictions such as: other school boards, municipalities, Child Care providers and other like agencies
- Develop specifications for the selection of banking, auditing and other financial services
- Apply the concept of compensating balances
- Comprehend procedures and legal constraints for cash collection and disbursement
- Calculate the yields and understand the risks on various investment options available to a school board.
- Apply various methods of cash forecasting

- Apply appropriate types of short-term debt financing instruments available to school boards
- Analyze monthly internal transfers and loans
- Analyze the legal constraints of financing capital
- Prepare a cash flow analysis, including a fund balance report, for the board

#### **E. Technology for School Finance Operations**

The school business official understands and demonstrated the ability to:

- Keep current with technology applications and programs
- Assess the board's needs related to available budget dollars for technology
- Ensure that the board's technology plan is designed to meet its goals
- Develop an operational plan to meet the board's financial goals and objectives

# **H**uman Resource Management

In the education sector, the critical importance of human resource management can be demonstrated by considering the proportion of a school district's total budget that is allocated to salaries, wages and employee benefits.

Human resource management, while involving many day-to-day practical considerations, also requires an understanding of both theory and practice, recognizing that theory often determines practice. School business officials must be aware of relevant management concepts and theories as well as applicable leadership styles and governing legislation in order to effectively and efficiently fulfill their human resource management role.

## **A. Human Relations**

The school business official understands and demonstrates the ability to:

- Develop and administer policies and processes related to the recruitment, selection, orientation, assignment, evaluation, discipline and termination of school district personnel
- Develop policies and procedures for the management of school district personnel
- Assist in improving organizational health/morale, including the development of employee wellness, health and safety, and employee assistance programs
- Identify and implement procedures for conflict resolution and team building to enhance morale and productivity
- Recognize and promote compliance with standards of ethical behaviour and standards for professional conduct applicable to all school district staff
- Stay current with management theory and leadership styles including concepts of behavioural science, organizational structure theory, developing and maintaining organizational culture, and managing organizational change

## **B. Labour Relations and Employment Agreements**

The school business official understands and demonstrates the ability to:

- Analyze jurisdictional, provincial and federal laws and regulations with respect to employment agreements
- Develop and analyze models for assessing the cost of current salary and employee benefit packages and proposals

- Analyze current employment agreements and develop comparative reports with local and provincial agreements
- Identify and monitor compliance with the grievance procedures as set out in employment agreements and provincial law
- Review legislation and regulations with respect to impasse procedures such as mediation, voluntary arbitration and binding arbitration

### **C. Personnel and Benefits Administration**

The school business official understands and demonstrates the ability to:

- Coordinate the development and management of an appropriate personnel information management database providing seamless integration with payroll and other school district functions
- Administer employment agreements including interpreting contract language; considering the concept of “past practice”, “just cause” provisions, and grievance procedures
- Research, administer and explain various compensation arrangements including salaries and wages, employee health care benefit programs and retirement options
- Provide information, support and counseling for employees regarding all aspects of their employment with the school district
- Coordinate the procedures for termination of employment including the concept of “due process” and the awareness of procedures, usually governed by collective agreements and legislation, with respect to reduction in work force

### **D. Professional Development**

The school business official understands and demonstrates the ability to:

- Identify areas and needs for professional development
- Build a professional development, supervision and evaluation system, based primarily on adult motivation research, to improve the performance of staff members and to assist staff in meeting the educational objectives of the school district
- Identify appropriate procedures for the management and evaluation of professional development programs
- Involve school district staff in determining their professional development needs which can significantly enhance the effectiveness of employee training and development programs

## **E. Disability Management**

The school business official understands and demonstrates the ability to:

- Develop a disability management program, documented in a procedure manual, which outlines the roles and responsibilities of all parties
- Liaise with employer, labour representatives, workers and community health providers to develop a transitional work plan
- Promote and support the practice of early intervention and safe return to work
- Participate in and support an interdisciplinary team approach to managing disability in the workplace
- Provide education and training sessions for employees and managers regarding disability management practices in their workplace
- Evaluate the impact that policies from other areas of the organization, such as benefit plans and health and safety, have on the ability to execute a successful return to work and maintenance of the employee at work within medically supported limitations
- Uphold the confidentiality of all employees' medical information and records, no matter how the information is collected or obtained

# **F**acility Management

Research on learning conducted over the last 25 years has validated the effect of environmental stimuli on the learner. Factors such as sound, light, temperature, and the design of space affect the ability of individuals to learn and work. Hence, effective and efficient facility management contributes to the educational process by providing the environment in which instructional programs are delivered. Planning and managing the facility services function requires expertise and competency in areas such as physical plant planning, accountability for capital resources, and administration of the substantial public investment through maintenance and operations.

## **A. Maintenance and Operations**

The school business official understands and demonstrates the ability to:

- Oversee acquisition, installation, operation, maintenance and disposition of building systems
- Manage maintenance of building structures and permanent interiors
- Manage the financial component of the facility function
- Develop & implement practices that promote and protect health, safety, security and the quality of work life, the environment and organizational effectiveness
- Develop and manage emergency preparedness procedures
- Manage contracted services and the quality of services
- Manage the auditing and benchmarking process
- Manage developmental efforts of facility services to make innovative improvements in facilities
- Manage human resource needs within facility services including evaluations, professional development needs and supervision of large diverse staff

## **B. Planning**

The school business official understands and demonstrates the ability to:

- Develop a long-range facility plan that includes demographic data and serve as an integral member of the planning team
- Select school sites based on curriculum requirements, physical site constraints, provincial regulations and co-ordination with co-terminous boards
- Communicate with the public the goals and direction regarding existing and future school buildings
- Co-ordinate with other government agencies zoning and land use issues related to existing and future school sites
- Interact and liaise with Ministry of Education officials

### **C. Construction and Capital Asset Management**

The school business official understands and demonstrates the ability to:

- Manage and implement the Capital Asset Management planning process
- Understand and analyze the implications of Ministry funding sources and issues related to school construction
- Develop appropriate procedures for selecting architects, engineers, construction managers, and other professionals
- Review the legal and administrative responsibilities for advertising, awarding and managing construction and school renewal contracts
- Recognize the impact of energy and environmental factors on the learning process
- Meet the requirements of federal and provincial agencies regarding construction and renovation of school facilities

### **D. Real Estate Management**

The school business official understands and demonstrates the ability to:

- Develop procedures for the acquisition and disposal of land and buildings
- Coordinate with other governmental agencies regarding zoning, land use, and other real estate issues
- Develop real estate management policies and procedures

# **H**Health and Safety

The education sector has a moral and legal obligation to provide a healthy and safe environment for its students and staff. Health and Safety Management while involving many day-to-day practical considerations, also requires the health and safety professionals to be able understand, demonstrate and comprehend the principals associated with:

- Education Safety
- Occupational Health
- Legislation, Regulations and Standards
- Industrial Hygiene
- Ergonomics
- Wellness
- Investigations
- Codes of Ethics

## **Educational Safety and Occupational Health**

The school business official understands and demonstrates the ability to:

- Co-ordinate the development and management of a Health and Safety program documented in a safety procedures manual
- Continually evaluate the effectiveness of the Health and Safety program
- Apply generally accepted and best practices and procedures
- Keep informed of the OHS trends and new practices
- Provide up-to-date and professional advice to Board staff
- Develop long range plans
- Fulfil professional responsibilities with honesty and integrity

# **G**oods and Services Acquisition and Management

Effective acquisition of goods and services requires a systematic purchasing system operated by established policies and procedures in accordance with public purchasing principles. Acquiring the right products and services needed for the educational enterprise is an integral part of the instructional program. The school business official coordinates the processes for the efficiency and cost effectiveness of goods and services acquisition and management.

## **A. Purchasing**

The school business official understands and demonstrates the ability to:

- Continuously seek and upgrade Professional Development of purchasing skills through membership and educational opportunities provided by various purchasing organizations
- Participate with administrative and employee teams in the identification of purchasing requirements for the system
- Assist in the implementation, monitoring, evaluation, reporting and revision of a strategic plan
- Apply generally accepted practices and procedures of the public purchasing process
- Implement and apply the purchasing policies and procedures established by their educational institution in accordance with public purchasing principles
- Administer an integrated electronic management system to maintain the purchasing process and accountability
- Formulate bid requirements for specifications, advertisements and selection
- Analyze and implement, as appropriate, current purchasing concepts such as e-procurement, p-cards, etc. for benefits to the system

## **B. Supply and Fixed Asset Management**

The school business official understands and demonstrates the ability to:

- Determine and implement a system to manage and track inventories and distribution
- Determine and implement a program for the acquisition, maintenance, repair and disposal of equipment
- Determine and implement a system for the financial analysis of life cycle costs and quality control
- Determine and implement a system to track capital assets

# **I**nformation Management

The school business official is required to process, manage, and communicate vast amounts of organizational information. In today's technological environment where information flows to and from school organizations in megabytes per second, the prerequisite competencies to direct, protect, analyze, and update this information has become a primary focus for the school business official. Ultimately, information management is more than simply overseeing technical data. It also involves the presentation and articulate communication of information to key decision making individuals and groups in the school environment.

## **A. Strategic Planning**

The school business official understands and demonstrates the ability to:

- Participate in administrative and employee teams in the identification of short-and long-term goals in all aspects of school district activities
- Assist with the development and communication of a vision of the preferred future of the school district drawing from current research and best practice
- Assist in the development of a strategic plan that will move the district toward the achievement of its mission and goals
- Assist in providing "data-sets" required to facilitate the strategic planning process
- Assist in the implementation, monitoring, evaluation, reporting and revision of a strategic plan
- Analyze the impact of shifts in municipal and provincial sources of funding and the effect on information technology

## **B. Instructional Support Program Evaluation**

The school business official understands and demonstrates the ability to:

- Apply a practical and research based knowledge of the components and skills to evaluate programs and business services
- Identify various economic and cost factors inherent in program operation and evaluation
- Develop and apply procedures for the systematic evaluation of instructional support programs
- Analyze, develop, and apply various methods of measuring program outcomes and effectiveness
- Effectively manage a change process when evaluation determines that instructional support programs must be improved

### **C. Communications**

The school business official understands and demonstrates the ability to:

- Comprehend effective communication strategies and techniques related to mass and interactive communications (oral, aural, written, and non-verbal)
- Identify the primary components of public information management and public relations
- Develop a clear understanding of the major constituencies within the school district
- Present financial data to various school and community groups both in written, oral and multi-media formats
- Assist in the development of a plan for a positive school-community relations program for the business office and the school district
- Assist in the development of procedures for the management of public information programs and departments that relate to school-community relations

### **D. Management Information Systems**

The school business official understands and demonstrates the ability to:

- Determine the process which could be made more effective by implementing technology
- Determine the appropriate technology for a particular application
- Maintain an awareness of application solutions in the marketplace
- Maintain awareness of overall technology trends particularly as they might apply to the business of education
- Manage the implementation of technology change within the school board
- Set direction for management information systems
- Ensure that appropriate data and infrastructure security is maintained
- Direct, develop and monitor appropriate policies /procedures related to the ethical, legal and acceptable use of electronic data

### **E. Records and Information Management Systems**

The school business official understands and demonstrates the ability to:

- Coordinate all records and information management activities
- Apply the most current technology to the storage, analysis and communication of data (fax, electronic mail, administrative and educational computer systems, etc.)
- Evaluate the cost benefits of producing information in relation to organizational value
- Develop a records management system using appropriate technology that complies with all legal requirements

- Manage a records information management program using appropriate technology that complies with all legal requirement and industry standards
- Develop an accurate database to facilitate management decisions using current data processing techniques
- Administer a computerized records and information management program and ensure that appropriate data security and reliability is maintained
- Assist in the integration and gathering of information for public relations purposes
- Assist and coordinate the gathering and reporting of information for required provincial and federal reports
- Support the principle of the free flow of information and support/encourage routine disclosure and active dissemination of public records
- Maintain the historical records archive of the district school board
- Assist in the development and implementation of technology in the business office and the classroom environment
- Maintain a working knowledge of the technology and software that is available for school and business office use
- Direct or develop specific plans for secure student and employee access to the Internet
- Evaluate the cost of Internet access options for the school district
- Evaluate and apply various technology tools for use in the school and business office
- Assist in the development of long-range technology planning for the school district
- promote and assist in the development of staff training in technology
- Allocate appropriate resources toward the purchase and installation of technology and technology infrastructures in the business office, the school office, and the classroom
- Develop appropriate specifications for technology purchasing and technology infrastructure contracting for the school district

**F. Freedom of Information/Protection of Privacy**

The school business official understands and demonstrates the ability to:

- Implement policy, procedures, and practices that ensure system-wide compliance with the Municipal Freedom of Information and protection of Privacy Act and guidelines set out by the Information Privacy commissioner of Ontario
- Respond to requests for information and provide advice for active dissemination, routine disclosure, and protection of privacy practices
- Develop and maintain a public directory that includes descriptions and responsibilities of the school board, listings of general and accessible records, descriptions of personal information holdings and information to assist the public in making access requests

# Risk Management

The consequences of catastrophic risk are of major concern. Risk management needs to play a role in standards of benchmarking, best practices, and performance measurement. Financial standards such as claim statistics and cost-of-risk analysis are important measures of efficiency but are not true measures of risk management effectiveness when used alone. Other areas that need to be measured include strategies to contain costs of workers' compensation, litigation management, employee relations, loss control, and costs containment.

The school business official understands and demonstrates the ability to:

- Ensure that a comprehensive risk management program is in place
- Identify and apply models for the evaluation of potential risk management programs
- Adhere to legal requirements for insurance requirements
- Identify and evaluate alternative methods of funding and managing risk
- Assess risk management programs and recommend changes consistent with district needs
- Direct the process of selecting/employing an insurance consultant or risk manager
- Ensure the risk management program addresses safety and security
- Communicate the risk management program to all stakeholders

# T ransportation

School transportation is one of the largest mass transportation systems. Each day, approximately 800,000 students are transported to school in Ontario. For some school districts there is no mandate to provide students with transportation to or from school. Accordingly, school transportation funding does not always receive as high a priority in budget decisions as mandated education program. As a result, transportation budgets are often reduced, transportation dollars being directed to classroom programs to support facility or other budgetary shortfalls. Pending a review of the way transportation is funded in Ontario, funding deficits in recent years have created problems in maintaining an adequate school transportation system.

The school business official understands and demonstrates the ability to:

- Continue to provide a safe, secure, on time transportation system with declining dollars.
- Maintain a student transportation program that adheres to all legal requirements.
- Ensure that the school bus maintenance and replacement program is established and maintained
- Ensure a comprehensive training plan is in place to insure safety as well as retaining bus drivers.
- Implement and maintain a computerized mapping system.
- Daily monitoring of the student transportation program making adjustments as needed.
- Investigate and analyze alternative methods available for providing transportation.
- Ensure an efficient and comprehensive routing system is developed and maintained.
- Communicate transportation needs to the public, administration, and provincial agencies
- Ensure that all safety standards are in place that pertain to student transportation vehicles, and student well being

# **P**ayroll & Benefits Management

In the education sector, the critical importance of payroll and benefits management can be demonstrated by considering the proportion of a school board's total budget that is allocated to salaries, wages and employee benefits.

The wide-ranging methods of pay and the variety of pension plans distinguish payroll and benefits management in the education sector. To manage the payroll and benefits function for a school board, the school business official must coordinate the implementation of detailed changes to systems and procedures while understanding the significance of the payroll function within the organization.

## **A. Payroll Systems and Procedures**

The school business official understands and demonstrates the ability to:

- Identify payroll system requirements to ensure that the current system meets the needs of the organization
- Keep current with technology applications and programs, initiate changes, and test new systems
- Ensure that the board's technology plan incorporates the goals of the payroll & benefits function
- Ensure confidentiality and security of employee data is maintained and respected in all aspects of payroll systems and procedures
- Develop new formulas/procedures to implement changes to pay, deduction and benefit formulas arising from legislative and collective bargaining agreement changes

## **B. Legislative Requirements, Collective Agreements**

The school business official understands and demonstrates the ability to:

- Ensure that all payroll and benefits staff are aware of and understand current legislative requirements
- Coordinate accurate testing and implementation of required system changes
- Effectively communicate with management and employees regarding significant legislative changes that have payroll related implications

- Interpret and respond to the requests of unions and outside organizations as they pertain to information regarding earnings, benefits and deductions and/or as authorized by school board management
- Analyze, develop and apply procedures to ensure accuracy of information being presented and to ensure efficiency of the work being performed

**C. Salary and Benefits Budgets**

The school business official understands and demonstrates the ability to:

- Prepare draft salary and benefit budgets
- Revise salary and benefit budgets based on unforeseen changes to identify budget variances
- Apply percentage factors for production of numerous budgeting scenarios
- Identify and report significant budget variances to management staff

**D. Payroll Accounting, Auditing**

The school business official understands and demonstrates the ability to:

- Assimilate payroll and benefit entries for posting to the general ledger and reconciled back to the payroll records and also with outside agencies
- Ensure an audit trail of all payroll and benefits records and changes
- Apply concepts and standards of accounting, generally accepted accounting principles (GAAP), along with other standards applicable to a school board
- Work with both internal and external auditors

## C onclusion

Why is OASBO presenting new standards at this point in time? Because the world is changing dramatically. The population is aging and, as a result, there are more and more adults without children in school. The school population is becoming more diverse, with minorities in many communities becoming the majority. Finding middle or common ground about the purpose of education and where to place limited resources is becoming increasingly difficult. Further, a growing number of people are championing alternatives to public education, which exacerbates the problem of securing sufficient resources for public schools. Finally, technology is developing so rapidly that many are not sure what form schools will take as we march through the 21<sup>st</sup> century. Many are reluctant to embrace new ideas or provide the added resources that new ideas and technology require because they lack the vision of schooling for the new millennium.

Because of all these dramatic changes, and many others, it is important that school districts have access to highly knowledgeable, skilled administrators, including the school business official. The school business official is one of the most important members of the educational leadership team. The expertise of this person often is the critical ingredient in the success of school districts as they struggle to achieve excellence with limited public resources.

Since the job is so vital, ensuring school districts have access to professionals with the prerequisite skills and knowledge to effectively administer the business function of a school system is a very important task. Consideration must be given to appropriate initial preparation, as well as adequate continuing professional development. School districts need criteria to determine the skills and knowledge they desire in a school business official, as they recruit, hire, evaluate and compensate persons for the position.

Using the new standards, the educational community and policy makers should be able to:

**a)** enhance the effectiveness of the school business official **b)** help school boards and policy makers monitor the quality of school business officials being trained **c)** provide school boards with measures to assess the productivity of their own business administrators, and **d)** build public confidence that public schools are effective and efficient.

The quality of schooling and, ultimately the quality of life of our children depends on an educational team that includes a highly skilled and knowledgeable school business official in every school district. Developing and presenting the new standards for the position of school business official described in this document is one effort on the part of the Ontario Association of School Business Officials.

Ontario Association of School Business Officials  
**CODE OF ETHICS**



The *Ontario Association of School Business Officials* (OASBO) acknowledges that school systems belong to the public they serve for the purpose of providing educational opportunities for all. OASBO's actions will be viewed and appraised by the community, professional associates and students.

Therefore, the *Ontario Association of School Business Officials* shall maintain standards of exemplary conduct. To these ends, OASBO subscribes to the followings statements of standards/code of ethics:

The Ontario School Business Official:

- ▶ Makes the well-being of students the fundamental value in all decision-making and actions.
- ▶ Supports the principle of due process and protects the civil and human rights of all individuals.
- ▶ Obeys local, provincial and national laws.
- ▶ Exhibits commitment to implementing the policies, rules and regulations of the governing Board.
- ▶ Pursues stewardship of the district school board's resources and full disclosure of relevant information.
- ▶ Pursues appropriate measures to ensure proper use of school funds, property and authority.
- ▶ Fulfills professional responsibilities with honesty and integrity.