

**INSTRUCTIONS**

This attestation form should only be completed when the Assistant Deputy Minister of the Instruction and Leadership Development Division (as the delegate of the Minister of Education) is being asked to consider post-secondary education and experience relevant to the role of a business supervisory officer and equivalent to the program in school board management under s.1(4)(b) of Ontario Regulation 309 under the *Education Act*.

The managing supervisory officer or the director of education must sign and date the form and indicate if, in his/her opinion, the applicant (herein referred to as "candidate") has relevant experience and education which is equivalent to the school board management program.

Upon completion, this attestation form must be submitted along with appropriate documentation to the Supervisory Officer Qualification Program (SOQP) provider. The SOQP provider will submit a request on behalf of the candidate to the Ministry of Education for review of the relevant education and experience to be deemed equivalent to having completed the program in school board management under s.1(4)(b) of Ontario Regulation 309 under the *Education Act*.

**Section 1: Candidate Information**

State the candidate's full legal name and current business experience in school board administration.

First Name

Middle Name

Last Name

Job Title

School Board

Years of experience in school board administration relevant to the role of a business supervisory officer

**Section 2: Declaration**

Indicate whether, in the opinion of the signatory, the candidate has post-secondary education and experience that is relevant to the role of a business supervisory officer and equivalent to the program in school board management.

You are asked to confirm that in your opinion:

- The candidate has a minimum of seven years of school board administration experience relevant to the role of a business supervisory officer.
- The candidate's combination of post-secondary education and experience is equivalent to the compulsory graduate courses in school board administration and/or school board finance.

**NOTES:**

1. Please refer to Appendix A for the definition of the program in school board management and descriptions of the elements of the compulsory graduate courses in school board administration and school board finance.
2. You must be able to provide the documentation or evidence on which you base this opinion, if asked to do so by the ministry.

In my opinion the candidate named above has (check all that apply):

A minimum of seven years of school board administration experience relevant to the role of a business supervisory officer; **and**

A combination of post-secondary education and experience equivalent to the school board management graduate courses (described in Appendix A) in,

School Board Administration; and/or

School Board Finance

Managing Supervisory Officer **OR** Director of Education

Name

Signature

Date

**FOR MINISTRY USE ONLY**

The candidate is hereby deemed equivalent to having completed the following courses that comprise the program in school board management under s.1(4)(b) of Ontario Regulation 309 under the *Education Act*.

School Board Administration; and/or

School Board Finance

Signature of Minister of Education or Delegate

Date

**Appendix A: Definition and Mandatory Courses Descriptors**

The program in school board management is defined in Ontario Regulation 309 under the *Education Act* as:  
*“two compulsory graduate courses approved by the Minister that are offered by an institution that grants acceptable post-secondary degrees, one of which is a course in school board finance and the other in school board administration, and four optional graduate courses approved by the Minister that are offered by an institution that grants acceptable post-secondary degrees in education, public administration or political science.”*

**SCHOOL BOARD ADMINISTRATION**

- **Educational Politics and Policy:** Strong understanding of the role of government and bureaucratic controls in education, and the intended and unintended impact of policies.
- **Educational Leadership:** Experience in leadership roles within the educational context. Has understanding of interpersonal relationships and behaviour in educational settings, including staff development, team building and motivation.
- **Social Context:** Knowledge of social impacts and roles within school setting and larger community. Demonstrated experience with diversity of schools including differing objectives, philosophies, and values; multiculturalism and social justice, equity, race, class, gender and language; parental influence, stakeholder management, school reform, etc.
- **Organizational and Change Theory:** Strong understanding of the organizational components within the Ontario education system. Specifically management of school board human resources, structure, culture, roles and outcomes, change issues related to school reform and building capacity for personal and organizational change.
- **Personnel Management:** Experience with evaluation and supervision of personnel and implications for policy and practice in educational organizations. Includes performance evaluation policies and procedures, legal context, political dimensions, and recruitment, selection and retention of personnel.

**SCHOOL BOARD FINANCE**

- **Finance Theory:** Demonstrated knowledge of the implications of educational finance for elementary and secondary schools. Understanding of critical issues may include equity, accountability, efficiency, and adequacy of educational revenues and expenditures.
- **Education Funding:** Strong understanding of the provincial grant systems within context of political governance and economics of education. Has experience dealing with how resources are raised, allocated, budgeted for, economically justified and accounted for.