

DIRECTOR/CEO ROLE EXPECTATIONS AND PERFORMANCE ASSESSMENT GUIDE

The Director is the Chief Executive Officer of the Board and of the Division in accordance with Section 108 of the Education Act 1995. The Director reports directly to the corporate Board, and is accountable to the Board for the conduct and operation of the Division. All Board authority delegated to the staff of the Division is delegated through the Director.

While recognizing the provisions of Section 109 of The Education Act 1995 and the Regulations under The Education Act 1995, and related statutes the following specific areas of responsibility are assigned by the Board:

1. Student Welfare

Role Expectations:

- RE 1.1 Provide safe, positive learning environments for students.
- RE 1.2 Provide facilities that safely and adequately accommodate Division students.
- RE 1.3 Provide for the safety and welfare of students while participating in school programs or while being transported to or from school programs on transportation provided by the Division. Ensure student transportation is provided with due regard for Safety, Reasonable Access to Educational Opportunities, Fiscal Responsibility, Efficiencies of Time.
- RE 1.4 Acts as, or designates the local attendance counsellor(s) for the Division.

Quality Indicators relative to student well-being:

- QI 1.1 Facilitate environments where students feel safe, and have high levels of intellectual engagement.
- QI 1.2 Regular actions are taken to ensure busses and facilities are safe and healthy.
- QI 1.3 Provides an analysis of incident reports related to student conduct (suspensions, expulsions, division threat assessments).
- QI 1.4 Provides an analysis of incident reports related to student injuries resulting in insurance claims.
- QI 1.5 Utilizes performance metrics for the purpose of monitoring and evaluating operational performance relative to student wellness.

2. Educational Leadership

Role Expectations:

- RE 2.1 Provides leadership in all matters relating to education in the Division.
- RE 2.2 Ensures students in the Division have the opportunity to meet the standards of education set by the Minister.
- RE 2.3 Implements education policies established by the Minister and the Board.
- RE 2.4 Ensures accurate, regular and effective evaluation of students.
- RE 2.5 Ensure Good Spirit schools provide early learning supports to students with identifiable need(s).

Quality Indicators relative to educational leadership:

- QI 2.1 The Director conducts an analysis of student success and ensures development of action plans to address concerns.
- QI 2.2 The Director identifies trends and issues related to student achievement to inform the setting of yearly priorities and outcomes.
- QI 2.3 The Director meets all timelines with provision for appropriate Board input relative to the annual review of priorities and outcomes.
- QI 2.4 The Director ensures the Division's academic results are published.

3. Fiscal Responsibility

Role Expectations:

- RE 3.1 Ensures the fiscal management of the Division is in accordance with the terms or conditions of any funding received by the Board.
- RE 3.2 Ensures the Division operates in a fiscally responsible manner, including adherence to recognized accounting procedures.
- RE 3.3 Ensures insurance coverage is in place to adequately protect assets, indemnify liabilities and provide for reasonable risk management.

Quality Indicators relative to fiscal responsibility:

- QI 3.1 Generally accepted accounting practices are being followed.
- QI 3.2 Adequate internal financial controls exist and are being followed.
- QI 3.3 All collective agreements and contracts are being administered and interpreted so staff and contracted personnel are being paid appropriately and appropriate deductions are being made.
- QI 3.4 Internal audits of school based funds are conducted in a timely manner.

- QI 3.5 The Board is informed annually about incurred liabilities and immediately regarding pending litigation.
- QI 3.6 Reviews expenditures to ensure continuous improvement in terms of value for money.

4. Personnel Management

Role Expectations:

- RE 4.1 Has overall authority and responsibility for all personnel-related issues, save and except: the development of mandates for collective bargaining and those personnel matters precluded by legislation, collective agreements, or Board policy.
- RE 4.2 Staff the Division with the best personnel available to ensure the greatest possible success for every student.
- RE 4.3 Ensures effective evaluation and supervisory processes are developed and implemented to provide for growth and accountability

Quality Indicators relative to personnel management:

- QI 4.1 Quality recruitment, orientation, staff development, disciplinary, evaluation and supervisor processes are developed and effectively implemented.
- QI 4.2 The Director models a commitment to personal and professional growth.
- QI 4.3 High standards of instruction and professional improvement are fostered.
- QI 4.4 Training of administrators is provided.
- QI 4.5 The Director models high ethical standards of conduct.
- QI 4.6 Board personnel policies are followed.

5. Policy and Administrative Procedures

Role Expectations:

- RE 5.1 Implements Board policy and Board direction with integrity in a timely fashion.

Quality Indicators relative to policy role:

- QI 5.1 The Director ensures policy is adhered to as per Policy 10 Section 3 implementation.
- QI 5.2 The Director demonstrates a knowledge of and respect for the role of the Board in policy processes.

- QI 5.3 The Director provides administrative services including policy research services required by the Board.
- QI 5.4 The Director ensures administrative procedures are in compliance with the intent of Board Policy and are kept current.

6. Director / Board Relations

Role Expectations:

- RE 6.1 Establishes and maintains positive, professional working relations with the Board.
- RE 6.2 Honours and facilitates the implementation of the Board's roles and responsibilities as defined in Board policy.
- RE 6.3 Provides the information which the Board requires to perform its role.

Quality Indicators relative to Director/Board relations:

- QI 6.1 Board agendas and the Director's reports are prepared and distributed to trustees in sufficient time to allow for appropriate trustee preparation for the meeting.
- QI 6.2 The Director keeps the Board informed about Division operations.
- QI 6.3 The Director provides the Board with balanced, sufficient, concise information and clear recommendations for action items in agendas.
- QI 6.4 The Director interacts with the Board in an open, honest, pro-active and professional manner.
- QI 6.5 The Director provides support to the Board re: lobby efforts on behalf of the school division.
- QI 6.6 The Director ensures high quality management services are provided to the Board.
- QI 6.7 The Director provides the Board with correspondence directed to the Board or trustees.
- QI 6.8 The Director implements Board directions via Board motion with integrity in a timely fashion.
- QI 6.9 Makes recommendations regarding potential value added Board involvement.

7. Strategic Planning & Reporting

Role Expectations:

- RE 7.1 Leads the strategic planning process.
- RE 7.2 Implements plans as approved.
- RE 7.3 Involves the Board appropriately (Board identification of priorities, opportunity for Board input early in the process, final Board approval).
- RE 7.4 Reports at least annually on results achieved.

Quality Indicators relative to strategic planning and reporting:

- QI 7.1 The budget and priorities are developed according to a timeline which ensures the Board's ability to provide direction and revise priorities.
- QI 7.2 Achieves the key results identified in the Strategic Plan.
- QI 7.3 Reports at least annually on results achieved.

8. Organizational Management

Role Expectations:

- RE 8.1 Demonstrates effective organizational skills resulting in Division compliance with all legal, Ministerial and Board mandates and timelines.
- RE 8.2 Reports to the Minister with respect to matters identified in and required by the Education Act.

Quality Indicators relative to organizational management:

- QI 8.1 Ensures Divisional compliance with all Ministry of Education and Board mandates (timelines and quality).
- QI 8.2 Facility project budgets and construction schedules are followed or timely variance reports are provided to the Board.

9. Communications and Community Relations

Role Expectations:

- RE 9.1 Takes appropriate actions to ensure positive external and internal communications are developed and maintained.
- RE 9.2 Acts as, or designates, the Head of the organization for the purposes of the Local Authority Freedom of Information and Protection of Privacy (LAFOIP) Act.

Quality Indicators relative to communications and community relations:

- QI 9.1 Represents the Division in a positive, professional manner.
- QI 9.2 Manages conflict effectively.
- QI 9.3 Ensures information regarding Board initiatives and priorities are disseminated to inform the electorate.
- QI 9.4 Works cooperatively with the media to represent the Board's views/positions.

10. Leadership Practices

Role Expectations:

- RE 10.1 Practices leadership in a manner that is viewed positively and has the support of those with whom he works most directly in carrying out the directives of the Board and the Minister.

Quality Indicators relative to leadership practices:

- QI 10.1 Provides clear direction.
- QI 10.2 Provides effective educational leadership.
- QI 10.3 Establishes and maintains positive, professional working relationships with staff.
- QI 10.4 Unites people toward achieving the Board's goals.
- QI 10.5 Demonstrates a high commitment to the needs of students.
- QI 10.6 I trust the Director.
- QI 10.7 Empowers others.
- QI 10.8 Effectively solves problems.

Note: Interviews will be conducted using the questions outlined in Appendix B. The roles of the interviewees are included in Appendix C. The interviews will be individual phone interviews with verbatim comments and a summary report provided to the Board and Director.

Reviewed: April 2, 2020, May 6, 2021