

DIRECTOR/CEO ROLE EXPECTATIONS AND PERFORMANCE ASSESSMENT GUIDE

The Director is the Chief Executive Officer of the Board and of the Division following 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 Learning & Well-being

Role Expectations for the Director relative to Student Learning & Well-being includes:

- **RE 1.1** Providing safe, positive learning environments by ensuring high-quality teaching and learning that includes learning about oneself, others, and the world.
- **RE 1.2** Providing healthy and sustainable physical and social environments that protect, respect, and include all students.
- **RE 1.3** Providing for the safety and well-being of students while participating in school-sanctioned programs.
- **RE 1.4** Ensuring student transportation is provided with due regard for safety, reasonable access to educational opportunities, fiscal responsibility, and efficiencies of time.
- **RE 1.5** Ensuring that student attendance and engagement are tracked and developing mitigation strategies as required.

Quality Indicators relative to Student Learning & Well-being includes:

- **QI 1.1** Facilitating environments where students feel a sense of belonging and have high levels of intellectual engagement.
- **QI 1.2** Ensuring regular actions are taken to ensure busses and facilities are safe and healthy.
- **QI 1.3** Providing an analysis of incident reports related to student conduct (i.e., suspensions, expulsions, division threat-risk assessments).
- **QI 1.4** Developing and adhering to policy and procedures related to student suspension hearings while emphasizing student learning continuity.
- **QI 1.5** Analyzing incident reports related to student injuries resulting in insurance claims.
- **QI 1.6** Utilizing performance metrics to monitor and evaluate operational performance relative to student learning and well-being.

2. Educational Leadership

Role Expectations for the Director relative to Educational Leadership includes:

- **RE 2.1** Providing leadership in all matters relating to education in the Division.
- **RE 2.2** Ensuring students in the Division can meet the standards and outcomes of education set by the Ministry of Education.
- **RE 2.3** Implementing education policies established by the Ministry of Education and the Board.
- **RE 2.4** Ensuring accurate assessment and evaluation of student achievement.
- **RE 2.5** Ensuring ongoing learning supports are provided to students in vulnerable circumstances and with identifiable need(s).
- **RE 2.6** Actualizing the Division's vision, mission, values through progressive actions to ensure currency for all learners.
- **RE 2.7** Demonstrating an authentic commitment and actions towards reconciliation as outlined in the *Truth and Reconciliation Commission of Canada: Calls to Action Report*.

Quality Indicators for the Director relative to Educational Leadership includes:

- **QI 2.1** Analyzing student achievement and ensuring the development of action plans to address concerns and gaps.
- **QI 2.2** Identifying trends and issues related to student achievement, informing yearly priorities and outcomes.
- **QI 2.3** Meeting all timelines with provision for appropriate Board input relative to the annual review of priorities and outcomes.
- **QI 2.4** Ensuring the Division's achievement results are published.
- **QI 2.5** Compliance with all regulatory requirements with Ministry of Education and community expectations (i.e., annual report and community reports).
- **QI 2.6** Championing the Calls to Action by promoting reconciliation events and initiatives.

3. Governance

Role Expectations for the Director relative to Governance includes:

- **RE 3.1** Ensuring that one's understanding, training, and professional development of governance practices is current and relevant and is embedded in the operations of the school division.
- **RE 3.2** Ensuring the facilitation of governance training and professional development for all school division leadership team members.
- **RE 3.3** Working cooperatively with Board Members in enhancing governance practices.

Quality Indicators relative to Governance includes:

- **QI 3.1** Facilitating professional learning for in-school administrators and division office leadership staff, as required.
- **QI 3.2** Engaging in ongoing professional learning related to board governance.

- **QI 3.3** Providing recommendations and supports the Board in accessing governance training.

4. Fiscal Responsibility

Role Expectations for the Director relative to Fiscal Responsibility includes:

- **RE 4.1** Ensuring the fiscal management of the Division is following the terms or conditions of any funding received by the Board.
- **RE 4.2** Ensuring the Division operates in a fiscally responsible manner, including adherence to recognized accounting procedures.
- **RE 4.3** Ensuring that insurance coverage is in place to adequately protect assets, indemnify liabilities, and provide for proper risk management.
- **RE 4.4** Ensuring that current service agreements are in place and honored with First Nation authorities.

Quality Indicators relative to Fiscal Responsibility includes:

- **QI 4.1** Developing budgets following the Board's budget framework and aligned with the Division's Strategic Plan.
- **QI 4.2** Compliance with generally accepted accounting practices.
- **QI 4.3** Establishing and following adequate internal financial controls.
- **QI 4.4** Administering all collective agreements and contracts, so staff and contracted personnel are paid appropriately, and appropriate deductions are made.
- **QI 4.5** Ensuring that all accounts adhere to policy and funds are used for the intended purpose.
- **QI 4.6** Informing the Board annually about incurred liabilities and immediately regarding pending litigation.
- **QI 4.7** Reviewing expenditures to ensure continuous improvement in value for money.
- **QI 4.8** Implementing the external Auditors' recommendations promptly.
- **QI 4.9** Developing long-term financial plans to ensure division sustainability in areas such as Preventative Maintenance and Renewal and capital plans.

5. Human Resource Management

Role Expectations for the Director relative to Human Resource Management includes:

- **RE 5.1** Providing overall authority and responsibility for all human resource-related processes and actions (i.e., the development of mandates for collective bargaining and those human resource matters precluded by legislation, collective agreements, or Board policy).
- **RE 5.2** Ensuring that the Division attracts, retains, motivates, and develops a highly qualified workforce to ensure student learning and well-being.
- **RE 5.3** Ensuring that effective evaluation and supervisory processes are developed and implemented for growth and accountability.
- **RE 5.4** Ensuring that diversity and equity policies and practices are in place which respects all employees.

Quality Indicators for the Director relative to Human Resource Management includes:

- **QI 5.1** Quality recruitment, orientation, onboarding, staff development, disciplinary, evaluation, and supervision processes are developed and effectively implemented.
- **QI 5.2** Modeling a commitment to personal and professional growth.
- **QI 5.3** Fostering high-quality teaching and professional improvement.
- **QI 5.4** Creating a highly effective leadership team to ensure the Division's objectives and outcomes are met.
- **QI 5.5** Modeling high ethical standards of conduct.
- **QI 5.6** Modeling behaviours that promote a safe and open work environment and high employee morale.
- **QI 5.7** Establishing and maintaining a system for managing staff performance and growth and holding supervisors accountable for achieving performance goals.

6. Policy and Administrative Procedures

Role Expectations for the Director relative to Policy and Administrative Procedures includes:

- **RE 6.1** Implementing Board policy and direction with integrity in a timely fashion.
- **RE 6.2** Developing, implementing, and updating Division administrative procedures to ensure alignment with Board policy.
- **RE 6.3** Demonstrating governance knowledge & tools while providing advisement to the Board.

Quality Indicators for the Director relative to Policy and Procedures includes:

- **QI 6.1** Ensuring that Board policy is adhered to.
- **QI 6.2** Demonstrating knowledge of and respect for the role of the Board in policy processes.
- **QI 6.3** Providing administrative services, including policy research services required by the Board.
- **QI 6.4** Ensuring that administrative procedures are kept current while following the Board's intent.

7. Director / Board Relations & Governance Support

Role Expectations for the Director relative to Director/Board Relations includes:

- **RE 7.1** Establishing and maintaining a positive, professional working relationship with the Board.
- **RE 7.2** Honoring and facilitating the implementation of the Board's roles and responsibilities as defined in Board policy.
- **RE 7.3** Providing the information the Board requires to perform its role.

Quality Indicators for the Director relative to Director/Board Relations includes:

- **QI 7.1** Preparing and distributing Board agendas and the Director's reports to trustees to allow for appropriate trustee preparation for the meeting.
- **QI 7.2** Keeping the Board informed about Division operations, challenges, and celebrations.
- **QI 7.3** Providing the Board with open, balanced, sufficient, concise information and clear recommendations for action items in agendas.
- **QI 7.4** Engaging with the Board in an open, honest, pro-active, and professional manner.
- **QI 7.5** Providing support to the Board regarding advocacy and lobby efforts on behalf of the Division.
- **QI 7.6** Ensuring high-quality management services are provided to the Board.
- **QI 7.7** Providing the Board with correspondence directed to the Board or trustees.
- **QI 7.8** Implementing Board directions through Board motion with integrity in a timely fashion.
- **QI 7.9** Providing recommendations regarding potential value-added Board involvement.

8. Strategic Planning & Reporting

Role Expectations for the Director relative to Strategic Planning & Reporting includes:

- **RE 8.1** Facilitating the strategic planning process.
- **RE 8.2** Implementing strategic actions as approved.
- **RE 8.3** Involving the Board throughout the planning, implementation, and reporting process, allowing for appropriate Board oversight.
- **RE 8.4** Providing accountability reports at least annually on results achieved.
- **RE 8.5** Facilitating the identification and development of mitigation strategies for areas of risk to the organization.
- **RE 8.6** Supporting the Board to engage the public to ensure broader community involvement.

Quality Indicators for the Director relative to Strategic Planning & Reporting includes:

- **QI 8.1** Developing the Strategic Plan, budget, and operational actions according to timeline ensures the Board's ability to provide direction and oversight.
- **QI 8.2** Demonstrating the achievement of key results identified in the Division's Strategic Plan and the Provincial Education Plan.
- **QI 8.3** Reporting at least annually on results achieved.
- **QI 8.4** Reporting on identified risk factors to the Division.
- **QI 8.5** Working collaboratively with the Board to mitigate high-impact risk areas.

9. Organizational Management

Role Expectations for the Director relative to Organizational Management includes:

- **RE 9.1** Demonstrating compliance with all legislative, legal, Ministerial, and Board mandates and timelines.
- **RE 9.2** Reporting to the Minister of Education concerning matters identified in and required by the Education Regulations and Education Act.
- **RE 9.3** Ensuring the efficient functioning of the Division through continuity planning.
- **RE 9.4** Building an organizational culture that is conducive to high performance.
- **RE 9.5** Ensuring risks are identified, assessed, analyzed, addressed, reported, and monitored.

Quality Indicators for the Director relative to Organizational Management includes:

- **QI 9.1** Ensuring divisional compliance with all Ministry of Education and Board mandates (timelines and quality).
- **QI 9.2** Reporting on and following facility project budgets and construction schedules and providing timely variance reports to the Board.
- **QI 9.3** Preparing for effective crisis management through the development and implementation of business continuity plans and procedures.
- **QI 9.4** Utilizing formal and informal staff & board feedback to continuously assess, monitor, and reinforce high performance culture.
- **QI 9.5** Mitigating risks by identifying and analyzing potential issues that could negatively impact school division initiatives or projects and ensures the steps are taken to control and eliminate the risk.
- **QI 9.6** Ensuring the Board is aware of potential risks and plans to mitigate such risks.

10. Communications and Community Relations

Role Expectations of the Director relative to Communication & Community Relations includes:

- **RE 10.1** Taking appropriate actions to ensure positive and open external and internal communications are developed and maintained.
- **RE 10.2** Acting as the Head of the organization for the Local Authority Freedom of Information and Protection of Privacy (LA FOIP) Act.
- **RE 10.3** Demonstrating visibility within the Division and sector that is productive and purposeful.
- **RE 10.4** Demonstrating a commitment to interagency collaboration and partnership building.

Quality Indicators for the Director relative to Communications & Community Relations includes:

- **QI 10.1** Representing the Division in a positive, professional manner.
- **QI 10.2** Managing and resolving conflict effectively through the development and implementation of procedures and processes.

- **QI 10.3** Ensuring that Board initiatives and priorities are disseminated to inform the community.
- **QI 10.4** Working cooperatively with the media to represent the Board's views/positions.

11. Leadership Practices

Role Expectations for the Director relative to Leadership Practices includes:

- **RE 11.1** Practicing leadership in a manner that is viewed positively and has the support of those with whom they work most directly in carrying out the directives of the Board and the Minister of Education.

Quality Indicators for the Director relative to Leadership Practices includes:

- **QI 11.1** Providing a clear, attainable vision and direction for the Division.
- **QI 11.2** Providing effective educational leadership.
- **QI 11.3** Establishing and maintaining positive, professional working relationships with staff and community.
- **QI 11.4** Uniting people toward achieving the Board's goals.
- **QI 11.5** Demonstrating a high commitment to the needs of students.
- **QI 11.6** Acting in a trustworthy manner through transparency and honesty.
- **QI 11.7** Delegating tasks appropriately while empowering others.
- **QI 11.8** Effectively solving problems.
- **QI 11.9** Acting as the primary advisor and resource for all.

Note: Interviews will be conducted using the questions outlined in Appendix C. 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.

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