

**Role of the Director**

Policy References	Policy Development Tracking
<p><b>External:</b> Education Act: Section 159 Local Authority Freedom of Information and Protection of Privacy Act</p> <p><b>Internal:</b></p>	<p><b>Adopted: June 28, 2011</b></p> <p><b>Amended: June 26, 2018</b></p>

The Director is the Chief Executive Officer of the Board and of the Division. 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.

Specific Areas of Responsibility are:

1. Student Welfare

- 1.1 Ensures that each student is provided with a safe and caring environment that fosters and maintains respectful and responsible behaviours.
- 1.2 Ensures that Division facilities adequately accommodate students.
- 1.3 Ensures 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.
- 1.4 Acts as, or designates the local attendance counsellor(s) for the Division.

2. Educational Leadership

- 2.1 Provides leadership in all matters relating to education in the Division.
- 2.2 Ensures students in the Division have the opportunity to meet standards of education set by the Ministry of Education.
- 2.3 Implements education policies established by the Board and the Ministry of Education.
- 2.4 Informs the Board of schools which meet the requirement for review under The Education Act or Board policy.

3. Fiscal Responsibility

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

4. Personnel Management

- 4.1 Has overall authority and responsibility for all personnel-related issues except the development of mandates for collective bargaining and those personnel matters precluded by legislation, collective agreements or Board policy.

- 4.2 Ensures sound personnel management practices are in place to recruit, retain, advance and manage personnel in accordance with legislation or Board policy.
- 4.3 Monitors and improves the performance of all staff.
5. Policy/Administrative Procedures
  - 5.1 Provides leadership in the planning, development, implementation and evaluation of Board policies and administrative procedures.
  - 5.2 Implements Board policy with integrity.
  - 5.3 Provides leadership to ensure Administrative Procedures align with Board policy and are reviewed and/or renewed on a scheduled basis.
  - 5.4 Provides leadership with evaluation of Board policies on a scheduled basis.
6. Director/Board Relations
  - 6.1 Establishes and maintains positive professional working relations with the Board.
  - 6.2 Honours and facilitates the implementation of the Board's roles and responsibilities as defined in Board policy.
  - 6.3 Provides the information which the Board requires to perform its role.
  - 6.4 Ensures Board feedback is provided regularly. Such feedback will be timely, supported by specific examples and will focus on areas over which the Director has authority.
7. Education Sector Strategic Plan (ESSP) Planning and Reporting
  - 7.1 Leads the ESSP planning process including the development of Division goals, budget and facilities.
  - 7.2 Implements plans as approved.
  - 7.3 Involves the Board appropriately (Board identification of priorities and outcomes, opportunity for Board input early in the process, final Board approval).
  - 7.4 Reports regularly on results achieved.
8. Organizational Management
  - 8.1 Demonstrates effective organization skills resulting in Division compliance with all legal, Ministry of Education and Board mandates and timelines.
  - 8.2 Reports to the Minister with respect to matters identified in and required by The Education Act.
9. Communications and Community Relations
  - 9.1 Takes appropriate actions to ensure positive internal and external communications are developed and maintained.
  - 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.
10. Leadership Practices
  - 10.1 Practices leadership in a manner that is viewed positively and has the support of those with whom the Director works most directly in carrying out the directives of the Board and the Minister.

- 10.2 Develops and maintains positive and effective relations with provincial and regional government departments and agencies.



**Appendix A – Director Evaluation Process, Criteria and Timelines**

Policy References	Policy Development Tracking
<b>External:</b> Education Act: Section 159 Local Authority Freedom of Information and Protection of Privacy Act  <b>Internal:</b>	<b>Adopted: June 28, 2011</b>  <b>Amended: June 26, 2018</b>

**Evaluation Process**

1. Provides for both accountability and growth, and the strengthening of the relationship between the Board and the Director. The written report will affirm specific accomplishments and will identify growth areas. Some growth goals may address areas of weakness while others will identify areas where greater emphasis is required due to changes in the environment.
2. Provides for a written evaluation of the Director’s performance.
3. Highlights the key role of the Director as the Chief Executive Officer for the Division to enhance student achievement and success for all children.
4. Recognizes that the Director is the Chief Executive Officer. The Director is held accountable for work performed primarily by other senior administrators, e.g., fiscal management.
5. Emphasizes the need for and requires the use of evidence for evaluation purposes. Evaluations are most helpful when the evaluator provides concrete evidence of strengths and/or weaknesses. The Performance Assessment Guide identifies the source of the evidence in advance, while the quality indicators describe expectations in regard to that evidence.
6. Is aligned with and based upon the Director’s roles and responsibilities. The Board policy is consistent with this evaluation document.
7. Is linked to the Division’s goals. The Education Sector Strategic Plan (ESSP) directly links the Director’s performance to the ESSP planning process, which includes the Division’s goals.
8. Sets out standards of performance. The quality indicators in the Performance Assessment Guide set out initial standards. When growth goals are identified, additional standards will need to be set to provide clarity of expectations and a means of assessing performance.
9. Is also a performance-based assessment system. Such an evaluation focuses on improvement over time. The second and subsequent evaluations take into consideration the previous evaluation, and an assessment of the Director’s success in addressing identified growth areas.
10. Uses multiple data sources. Objective data such as audit reports, monitoring reports, and student achievement data are augmented with subjective data provided in surveys.
11. Elicits evidence to support subjective assessments. This must be the case when the Board provides feedback regarding Board agendas, committee and Board meetings, etc.

## **Evaluation Criteria**

The criteria for the first evaluation will be those set out in Appendix B: the Performance Assessment Guide. In subsequent evaluations, the criteria will be those defined by the Performance Assessment Guide as listed or revised after each evaluation, plus any growth goals provided by the Board in previous written evaluation report(s). Such growth goals may be areas requiring remediation or actions which must be taken to address trends, issues, or external realities. The Role Expectation “Leadership Practices”, will be included in the second and fourth evaluations and/or as mutually agreed. An external consultant from time to time, will collect data relative to leadership practices by interviewing one half of the principals and all “direct reports”. “Direct reports” are defined to be those individuals who report directly to the Director on the Division’s organizational chart.

Appendix B is the Performance Assessment Guide, which is intended to clarify for the Director, performance expectations held by the corporate Board. This guide is also intended to be used by the Board to evaluate the performance of the Director in regard to each job expectation. The Board will review the indicated evidence and will determine whether, or to what extent, the quality indicators have been achieved.

The Director will maintain an evidence binder for the first two evaluations which will be provided to the Board approximately one (1) week prior to the evaluation workshop. The purpose of the evidence binder is to provide proof that the quality indicators identified in Appendix B have been achieved. Therefore evidence will be organized under each quality indicator. The Board and the Director will be present during the facilitated evaluation session. The Director will be invited to ensure the Board has full information and may choose to enter into discussion to ensure the evidence provided has been understood.

The Board may request the Director to leave the room when the Board develops the growth goals/areas for emphasis and the conclusion section. The evaluation report will reflect the corporate Board position.

## **Timelines for Evaluations**

During the first two years of employment with the Board, there will be an annual evaluation as described in the Evaluation Criteria. Subsequent to successful employment during the initial 2-year period of time, evaluations will be conducted every two years. The Board of Education will decide whether, and when, an external consultant will be hired to conduct the Director’s evaluation. Rule of thumb will be that an external examiner can be brought in every four years. However, the Board reserves the right to have an external evaluation conducted at any time. Process and timelines for evaluations will be reviewed on an annual basis with the Director subsequent to his annual report to the Board on the status of the Division’s Strategic Plan.



**Appendix B – Director Performance Assessment Guide**

<b>Policy References</b>	<b>Policy Development Tracking</b>
<b>External:</b> Education Act: Section 159 Education Regulations Local Authority Freedom of Information and Protection of Privacy Act  <b>Internal:</b>	<b>Adopted: June 28, 2011</b>  <b>Amended: June 26, 2018</b>

**Director Performance Assessment Guide**

<b><u>Role Expectation:</u></b> <b><u>Student Welfare</u></b>	<b><u>Director Evaluation</u></b> <b><u>Evidence</u></b>	<b><u>Quality Indicators</u></b>
1.1 Ensures that each student is provided with a safe and caring environment that fosters and maintains respectful and responsible behaviors.  1.2 Ensures that Division facilities adequately accommodate students.  1.3 Ensures 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.  1.4 Acts as, or designates, the local attendance councillor(s) for the Division.	<ul style="list-style-type: none"> <li>• Administrative procedures</li> <li>• Department reports               <ul style="list-style-type: none"> <li>○ Facilities</li> <li>○ Student transportation</li> </ul> </li> <li>• Incident reports</li> </ul>	<ul style="list-style-type: none"> <li>• Develops measurements and monitors progress relative to providing a safe and caring environment.</li> <li>• Provides analysis of incident reports.</li> <li>• Implements the requirements of Occupational Health and Safety legislation, including required staff professional development.</li> <li>• Complies with legislative requirements to appoint attendance counsellor(s) for the Division.</li> <li>• Department reports are comprehensive and timely.</li> </ul>

## Director Performance Assessment Guide

<b><u>Role Expectation: Educational Leadership</u></b>	<b><u>Director Evaluation Evidence</u></b>	<b><u>Quality Indicators</u></b>
2.1 Provides leadership in all matters relating to education in the Division.	<ul style="list-style-type: none"> <li>• Student achievement data</li> <li>• Education Sector Strategic Planning</li> </ul>	<ul style="list-style-type: none"> <li>• Conducts an analysis of student success and ensures development of action plans to address concerns.</li> </ul>
2.2 Ensures students in the Division have the opportunity to meet standards of education set by the Ministry of Education.	<ul style="list-style-type: none"> <li>• Education Sector Strategic Reporting</li> <li>• Monitoring reports</li> <li>• Annual report</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies trends and issues related to student achievement to inform the setting of yearly priorities and outcomes.</li> </ul>
2.3 Implements education policies established by the Board and the Ministry of Education.	<ul style="list-style-type: none"> <li>• Enrolment projections</li> <li>• School review reports</li> </ul>	<ul style="list-style-type: none"> <li>• Meets all timelines with provision for appropriate Board input relative to the annual review of priorities and outcomes.</li> </ul>
2.4 Informs the Board of schools which meet the requirement for review under The Education Act or Board policy.		<ul style="list-style-type: none"> <li>• Ensures the Division's key results are published.</li> <li>• Achieves the key results approved by the Board.</li> <li>• Provides timely enrolment projection reports.</li> <li>• Provides school review reports as required.</li> </ul>

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<u>Role Expectation:</u> <u>Fiscal Responsibility</u>	<u>Director Evaluation</u> <u>Evidence</u>	<u>Quality Indicators</u>
<p>3.1 Ensures the fiscal management of the Division is in accordance with the terms or conditions of any funding received by the Board.</p> <p>3.2 Ensures the Division operates in a fiscally responsible manner, including adherence to recognized accounting procedures.</p> <p>3.3 Ensures insurance coverage is in place to adequately protect assets, indemnify liabilities and provide for reasonable risk management.</p>	<ul style="list-style-type: none"> <li>• Auditor's Report</li> <li>• Auditor's Management Letter</li> <li>• Audit Committee notes</li> <li>• Departmental reports</li> <li>• Quarterly financial reports</li> </ul>	<ul style="list-style-type: none"> <li>• Ensures accounting practices which are in accordance with The Education Act are being followed, using accounting principles generally accepted for school divisions as prescribed by the Ministry of Education.</li> <li>• Ensures adequate internal financial controls exist and are being followed.</li> <li>• Ensures 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.</li> <li>• Ensures school-based funds are expended as per approved budgets.</li> <li>• Informs the Board annually about incurred liabilities.</li> <li>• Informs the Board immediately regarding litigation initiated by or against the Board.</li> <li>• Conducts internal audits of school accounts and takes remedial actions when deemed warranted.</li> <li>• Ensures limits on emergency expenditures and change orders are followed.</li> <li>• Ensures insurance coverage reasonably mitigates risk.</li> </ul>



## Director Performance Assessment Guide

<b><u>Role Expectation: Personnel Management</u></b>	<b><u>Director Evaluation Evidence</u></b>	<b><u>Quality Indicators</u></b>
<p>4.1 Has overall authority and responsibility for all personnel-related issues except the development of mandates for collective bargaining and those personnel matters precluded by legislation, collective agreements or Board policy.</p> <p>4.2 Ensures sound personnel management practices are in place to recruit, retain, advance and manage personnel in accordance with legislation or Board policy.</p> <p>4.3 Monitors and improves the performance of all staff.</p>	<ul style="list-style-type: none"> <li>• Director’s reports               <ul style="list-style-type: none"> <li>○ Orientation</li> <li>○ Professional development</li> <li>○ Leadership development</li> <li>○ Recognition</li> </ul> </li> <li>• Organizational chart</li> <li>• Job descriptions</li> <li>• Administrative procedures</li> <li>• Director’s communication on potential litigation</li> <li>• Appointment updates</li> </ul>	<ul style="list-style-type: none"> <li>• Develops and effectively implements high-quality recruitment, orientation, staff development, disciplinary, supervisory and evaluation processes.</li> <li>• Follows Board personnel policies.</li> <li>• Models a commitment to personal and professional growth.</li> <li>• Fosters high standards of instruction and professional improvement.</li> <li>• Provides for training of administrators and the development of leadership capacity within the Division.</li> <li>• Models high ethical standards of conduct.</li> </ul>

## Director Performance Assessment Guide

<b><u>Role Expectation: Policy/Procedures</u></b>	<b><u>Director Evaluation Evidence</u></b>	<b><u>Quality Indicators</u></b>
<p>5.1 Provides leadership in the planning, development, implementation and evaluation of Board policies and administrative procedures.</p> <p>5.2 Implements Board policy with integrity.</p> <p>5.3 Ensure administrative procedures align with Board policy and are regularly reviewed.</p> <p>5.4 Provides leadership with evaluation of Board policies.</p>	<ul style="list-style-type: none"> <li>• Policies on website</li> <li>• Policy revisions</li> <li>• Updates on administrative procedures</li> <li>• Departmental reports</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriately involves individuals and groups in the policy development process.</li> <li>• Ensures policy and administrative procedure adherence.</li> <li>• Ensures timeliness of policy revision.</li> <li>• Takes leadership in bringing policies to the Board for review.</li> <li>• Demonstrates a knowledge of and respect for the role of the Board in policy processes.</li> </ul>

## Director Performance Assessment Guide

<u>Role Expectation: Director/Board Relations</u>	<u>Director Evaluation Evidence</u>	<u>Quality Indicators</u>
6.1 Establishes and maintains positive professional working relations with the Board.	<ul style="list-style-type: none"> <li>• Engagement in Board meetings</li> <li>• Oral reports</li> </ul>	<ul style="list-style-type: none"> <li>• Prepares and distributes Board agendas to trustees in sufficient time to allow for appropriate trustee preparation for the meeting.</li> </ul>
6.2 Honours and facilitates the implementation of the Board's roles and responsibilities as defined in Board policy.	<ul style="list-style-type: none"> <li>• Board agendas</li> <li>• Board meetings</li> <li>• Listing of issues and background information</li> </ul>	<ul style="list-style-type: none"> <li>• Keeps the Board informed about Division operations.</li> </ul>
6.3 Provides the information which the Board requires to perform its role.	<ul style="list-style-type: none"> <li>• Director's communications with the Board</li> </ul>	<ul style="list-style-type: none"> <li>• Provides the Board with balanced, sufficient, concise information and clear recommendations when requested.</li> </ul>
6.4 Ensures the Board provides feedback to the Director on a regular basis.	<ul style="list-style-type: none"> <li>• Director's emails and phone calls to trustees</li> </ul>	<ul style="list-style-type: none"> <li>• Interacts with the Board in an open, honest, pro-active and professional manner.</li> <li>• Provides support to the Board re: advocacy efforts on behalf of the Division.</li> <li>• Ensures high-quality management services are provided to the Board.</li> <li>• Provides the Board with correspondence directed to the Board or trustees.</li> </ul>

## Director Performance Assessment Guide

<p style="text-align: center;"><b><u>Role Expectation:</u></b>  <b><u>Education Sector Strategic Plan (ESSP) Planning and Reporting</u></b></p>	<p style="text-align: center;"><b><u>Director Evaluation Evidence</u></b></p>	<p style="text-align: center;"><b><u>Quality Indicators</u></b></p>
<p>7.1 Leads the ESSP planning process including the development of Division goals, budget and facilities.</p> <p>7.2 Implements plans as approved.</p> <p>7.3 Involves the Board appropriately (Board identification of priorities and outcomes, opportunity for Board input early in the process, final Board approval).</p> <p>7.4 Reports regularly on results achieved.</p>	<ul style="list-style-type: none"> <li>• ESSP Plan</li> <li>• ESSP Report</li> <li>• Annual Report</li> <li>• Departmental reports</li> <li>• Transportation reports</li> <li>• Facilities reports</li> </ul>	<ul style="list-style-type: none"> <li>• Develops budget and priorities and key results according to a timeline which ensures the Board’s ability to provide direction and revise priorities.</li> <li>• Develops short and long-range plans to meet the needs of the Division and provide for continuous improvement.</li> <li>• Ensures facility project budgets and construction schedules are followed or timely variance reports are provided to the Board.</li> <li>• Ensures transportation services are provided with due consideration for efficiency, safety and length of ride.</li> <li>• Provides departmental reports as directed by the Board.</li> </ul>

## Director Performance Assessment Guide

<b><u>Role Expectation: Organizational Management</u></b>	<b><u>Director Evaluation Evidence</u></b>	<b><u>Quality Indicators</u></b>
<p>8.1 Demonstrates effective organization skills resulting in Division compliance with all legal, Ministry of Education and Board mandates and timelines.</p> <p>8.2 Reports to the Minister with respect to matters identified in and required by The Education Act.</p>	<ul style="list-style-type: none"> <li>• Organizational charts</li> <li>• Technology plan</li> <li>• Emergency plan</li> <li>• Departmental reports</li> </ul>	<ul style="list-style-type: none"> <li>• Ensures Division compliance with all Ministry of Education and Board mandates (timelines and quality).</li> <li>• Effectively manages time and resources.</li> <li>• Ensures use of technology is efficient and effective.</li> <li>• Ensures that appropriate procedures are in place for the management of critical events and emergencies.</li> </ul>

## Director Performance Assessment Guide

<u>Role Expectation: Communications and Community Relations</u>	<u>Director Evaluation Evidence</u>	<u>Quality Indicators</u>
<p>9.1 Takes appropriate actions to ensure positive internal and external communications are developed and maintained.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>• Community engagement plan</li> <li>• Website</li> <li>• Division publications</li> </ul>	<ul style="list-style-type: none"> <li>• Represents the Division in a positive, professional manner.</li> <li>• Manages conflict effectively.</li> <li>• Ensures information is disseminated to inform appropriate publics.</li> <li>• Works cooperatively with the media to represent the Board's view/positions.</li> </ul>

## Director Performance Assessment Guide

<b><u>Role Expectation: Leadership Practices</u></b>	<b><u>Director Evaluation Evidence</u></b>	<b><u>Quality Indicators</u></b>
<p>10.1 Practices leadership in a manner that is viewed positively and has the support of those with whom the Director works most directly in carrying out the directives of the Board and the Minister.</p> <p>10.2 Develops and maintains positive and effective relations with provincial and regional government departments and agencies.</p>	<ul style="list-style-type: none"> <li>• External Report</li> <li>• Report of interviews with one-half of principals</li> <li>• Report of interviews with Director’s “direct reports”</li> </ul> <p>Note: The Director will divide the principals into two groups, and the consultant will select the group to be interviewed. The interviews will be individual phone interviews with verbatim comments, and a summary report and full verbatim report will be provided to the Board.</p>	<ul style="list-style-type: none"> <li>• Provides clear direction.</li> <li>• Provides effective educational leadership.</li> <li>• Establishes and maintains positive, professional working relationships with staff.</li> <li>• Unites people toward common goals.</li> <li>• Demonstrates a high commitment to the needs of students.</li> <li>• Has a well-established value system based on integrity.</li> <li>• Empowers others.</li> <li>• Effectively solves problems.</li> </ul>



**Appendix C – Interview Guide: Director Leadership Practices**

Policy References	Policy Development Tracking
<b>External:</b> Education Act: Section 159 Local Authority Freedom of Information and Protection of Privacy Act  <b>Internal:</b>	<b>Adopted: June 28, 2011</b>  <b>Amended: June 26, 2018</b>

**Perceptions of Principals and Director “Direct Reports”**

The following questions provide a framework around the leadership practices utilized by the Director.

1. What evidence can you cite to support or refute the following:
  - a) the Director provides clear expectations and direction?
  - b) the Director provides effective educational leadership?
  - c) the Director establishes and maintains positive, professional working relationships with staff?
  - d) the Director unites people toward common goals?
  - e) the Director demonstrates a high commitment to the needs of students?
  - f) the Director has a well-established value system based on integrity?
  - g) the Director empowers others?
  - h) the Director effectively solves problems?
2. What does the Director do, if anything, that helps you do your job?
3. What does the Director do, if anything, that makes doing your job more difficult?