

Policy 13 – Appendix B

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:

1.0 Educational Leadership

Role Expectations:

- RE 1.1 Provides leadership in all matters relating to education in the Division.
- RE 1.2 Ensures students in the Division have the opportunity to meet the standards of education set by the Minister.
- RE 1.3 Implements education policies established by the Minister and the Board.

Quality Indicators relative to educational leadership:

- QI 1.1 The Director conducts an analysis of student success and ensures development of action plans to address concerns.
- QI 1.2 The Director identifies trends and issues related to student achievement to inform the setting of yearly priorities and outcomes.
- QI 1.3 The Director meets all timelines with provision for appropriate Board input relative to the annual review of priorities and outcomes.
- QI 1.4 The Director ensures the Division's academic results are published.

2.0 Fiscal Responsibility

Role Expectations:

- RE 2.1 Ensures the fiscal management of the Division is in accordance with the terms or conditions of any funding received by the Board.
- RE 2.2 Ensures the Division operates in a fiscally responsible manner, including adherence to recognized accounting procedures.

Quality Indicators relative to fiscal responsibility:

- QI 2.1 Generally accepted accounting practices are being followed.
- QI 2.2 Adequate internal financial controls exist and are being followed.
- QI 2.3 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 2.4 School based funds are expended as per approved budgets.
- QI 2.5 The Board is informed annually about incurred liabilities and immediately regarding pending litigation.

QI 2.6 The deficiencies identified in the previous year's Management Letter and Auditor's Report have been appropriately addressed.

3.0 Personnel Management

Role Expectations:

RE 3.1 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 Board policy, legislation or collective agreements.

RE 3.2 Monitors and improves the performance of all staff.

Quality Indicators relative to personnel management:

QI 3.1 Quality recruitment, orientation, staff development, disciplinary, evaluation and supervisor processes are developed and effectively implemented.

QI 3.2 The Director models a commitment to personal and professional growth.

QI 3.3 High standards of instruction and professional improvement are fostered.

QI 3.4 Training of administrators is provided.

QI 3.5 The Director models high ethical standards of conduct.

QI 3.6 Board personnel policies are followed.

4.0 Policy

Role Expectations:

RE 4.1 Provides leadership in the planning, implementation and evaluation of Board policies.

Quality Indicators relative to policy role:

QI 4.1 The Director appropriately involved individuals and groups in the administrative procedures process.

QI 4.2 The Director ensures policy is adhered to.

QI 4.3 Administrative procedures are revised in a timely fashion.

QI 4.4 The Director takes leadership in bringing policies to the Board for review and revision.

QI 4.5 The Director demonstrates a knowledge of and respect for the role of the Board.

QI 4.6 The Director provides administrative services including policy research services required by the Board.

QI 4.7 The Director ensures administrative procedures are in compliance with the intent of Board Policy.

5.0 Director/Board Relations

Role Expectations:

RE 5.1 Establishes and maintains positive professional working relations with the Board.

RE 5.2 Honours and facilitates the implementation of the Board's roles and responsibilities as defined in Board policy.

Quality Indicators relative to Director/Board relations:

- QI 5.1 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 5.2 The Director keeps the Board informed about Division operations.
- QI 5.3 The Director provides the Board with balanced, sufficient, concise information and clear recommendations for action items in agendas.
- QI 5.4 The Director interacts with the Board in an open, honest, pro-active and professional manner.
- QI 5.5 The Director provides support to the Board regarding lobby efforts on behalf of the school division.
- QI 5.6 The Director ensures high quality management services are provided to the Board.
- QI 5.7 The Director provides the Board with correspondence directed to the Board or trustees.
- QI 5.8 The Director implements Board directions with integrity in a timely fashion.

6.0 Continuous Improvement Planning and Reporting

Role Expectations:

- RE 6.1 Leads the strategic planning process including the development of Division goals, budget, student learning, facilities and transportation plans and implements plans as approved. Involves the Board appropriately (Board identification of priorities and outcomes, opportunity for Board input early in the process, final Board approval).
- RE 6.2 Reports regularly on results achieved through accountability reports.

Quality Indicators relative to continuous improvement planning and reporting:

- QI 6.1 The budget and priorities and outcomes are developed according to a timeline which ensures the Board's ability to provide direction and revise priorities.
- QI 6.2 Achieves the key results identified in the strategic plan.

7.0 Organizational Management

Role Expectations:

- RE 7.1 Demonstrates effective organizational skills resulting in Division compliance with all legal, Ministerial and Board mandates and timelines.
- RE 7.2 Reports to the Minister with respect to matters identified in and required by the School Act.

Quality Indicators relative to organizational management:

- QI 7.1 Ensures Divisional compliance with all Ministry of Education and Board mandates (timelines and quality).
- QI 7.2 Facility project budgets and construction schedules are followed or timely variance reports are provided to the Board.

8.0 Communications and Community Relations

Role Expectations:

- RE 8.1 Takes appropriate actions to ensure positive external and internal communications are developed and maintained.

Quality Indicators relative to communications and community relations:

- QI 8.1 Represents the Division in a positive, professional manner.
- QI 8.2 Manages conflict effectively.
- QI 8.3 Ensures information regarding Board initiatives and priorities are disseminated to inform the electorate.
- QI 8.4 Works cooperatively with the media to represent the Board's views/positions.

9.0 Leadership Practices

Role Expectations:

- RE 9.1 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 9.1 Provides clear direction.
- QI 9.2 Provides effective educational leadership.
- QI 9.3 Establishes and maintains positive, professional working relationships with staff.
- QI 9.4 Unites people toward achieving the Board's goals.
- QI 9.5 Demonstrates a high commitment to the needs of students.
- QI 9.6 I trust the Director.
- QI 9.7 Empowers others.
- QI 9.8 Effectively solves problems.

Note: Direct reports and one third of the principals will be interviewed for the 2012 evaluation. The Director will divide the principals into three groups and the Board will select by lot the group to be interviewed.

Interviews will be conducted using the questions outlined in Appendix B. The interviews will be individual phone interviews with verbatim comments and a summary report (recommended insertion) provided to the Board and Director.

Leadership practices interviews will be conducted by an external consultant as follows in subsequent years:

2013 – none

2014 – all direct reports

2015 – one third of principals selected in the manner noted above for 2012.

2016 – none

The pattern would continue to be followed in future years.