

Policy 13

ROLE OF THE DIRECTOR OF EDUCATION

The Director is the Chief Executive Officer of the Board and of the Division in accordance with Section 45 of *School Division Administration Regulations*. 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 *School Division Administration Regulations* and related statutes the following specific areas of responsibility are assigned by the Board:

1. Student Learning and Well-being

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

2. Educational Leadership and Leadership Practices

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

3. Governance

- 3.1 Ensuring that the Director's understanding, training, and professional development of governance practices is current and relevant and is embedded in the operations of the school division.
- 3.2 Ensuring the facilitation of governance training and professional development for all school division leadership team members.

- 3.3 Working cooperatively with Board Members in enhancing governance practices, including the development of effective governance tools and templates.

4. Fiscal Responsibility

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

5. Human Resource Management

- 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).
- 5.2 Ensuring that effective evaluation and supervisory processes are developed and implemented for growth and accountability.
- 5.3 Ensuring that the Division attracts, retains, motivates, and develops a highly qualified workforce to ensure student learning and well-being.
- 5.4 Ensuring that diversity and equity policies and practices are in place which respect all employees.

6. Policy and Administrative Procedures

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

7. Director/Board Relations and Governance Support

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

8. Strategic Planning and Reporting

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

9. Organizational Management

- 9.1 Demonstrating compliance with all legislative, legal, Ministerial, and Board mandates and timelines.
- 9.2 Reporting to the Minister of Education concerning matters identified in and required by the Education Regulations and Education Act, 1995.
- 9.3 Ensuring the efficient functioning of the Division through continuity planning.
- 9.4 Building an organizational culture that is conducive to high performance.
- 9.5 Ensuring risks are identified, assessed, analyzed, addressed, reported, and monitored.

10. Communications and Community Relations

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

11. Leadership Practices

- 11.1 Practicing 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.

Reference: Sections 159, *The Education Act, 1995*

Approved: May 5, 2014

Revised: November 26, 2018; January 9, 2023

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 45 of *School Division Administration Regulations*. 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 45 of *School Division Administration Regulations* and related statutes the following specific areas of responsibility are assigned by the Board:

1. Student Learning and Well-being

Role Expectations

- RE 1.1 Providing safe, positive learning environments by ensuring high-quality teaching and learning.
- 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 that appropriate mitigation strategies are developed.

Quality Indicators

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

2. Educational Leadership and Leadership Practices

Role Expectations

- 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

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

3. Governance

Role Expectations

- RE 3.1 Ensuring that the Director'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, including the development of effective governance tools and templates.

Quality Indicators

- QE 3.1 Facilitating professional learning for in-school administrators and division office leadership staff, as required.
- QE 3.2 Engaging in ongoing professional learning related to board governance.
- QE 3.3 Providing recommendations and supports the Board in accessing governance training.

4. Fiscal Responsibility

Role Expectations

- 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

- QE 4.1 Developing budgets following the Board's budget framework and aligned with the Division's Strategic Plan.
- QE 4.2 Compliance with generally accepted accounting practices.
- QE 4.3 Establishing and following adequate internal financial controls.
- QE 4.4 Administering all collective agreements and contracts, so staff and contracted personnel are paid appropriately, and appropriate deductions are made.
- QE 4.5 Ensuring that all accounts adhere to policy and funds are used for the intended purpose.
- QE 4.6 Informing the Board annually about incurred liabilities and immediately regarding pending litigation.
- QE 4.7 Implementing the external Auditors' recommendations promptly.
- QE 4.8 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

- 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 effective evaluation and supervisory processes are developed and implemented for growth and accountability.
- RE 5.3 Ensuring that the Division attracts, retains, motivates, and develops a highly qualified workforce to ensure student learning and well-being.
- RE 5.4 Ensuring that diversity and equity policies and practices are in place which respect all employees.

Quality Indicators

- QE 5.1 Quality recruitment, orientation, onboarding, staff development, disciplinary, complaint/conflict management, evaluation, and supervision processes are developed and effectively implemented.
- QE 5.2 Modeling a commitment to personal and professional growth.
- QE 5.3 Fostering high-quality teaching and professional improvement.
- QE 5.4 Creating a highly effective leadership team to ensure the Division's objectives and outcomes are met.
- QE 5.5 Modeling high ethical standards of conduct.
- QE 5.6 Modeling behaviours that promote a safe and open work environment and high employee morale and reporting safety and morale metrics to the Board.
- QE 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

- 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

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

7. Director/Board Relations and Governance Support

Role Expectations

- 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 that the Board requires to perform its role.

Quality Indicators

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

8. Strategic Planning and Reporting

Role Expectations

- 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, providing for appropriate Board oversight.
- RE 8.4 Providing accountability reports at least annually on results achieved.

- RE 8.5 Facilitating the Enterprise Risk Management process to ensure 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

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

9. Organizational Management

Role Expectations

- 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, 1995.
- 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

- QE 9.1 Ensuring divisional compliance with all Ministry of Education and Board mandates (timelines and quality).
- QE 9.2 Reporting on and following facility project budgets and construction schedules and providing timely variance reports to the Board.
- QE 9.3 Preparing for effective crisis management through the development and implementation of business continuity plans and procedures.
- QE 9.4 Utilizing formal and informal staff & board feedback to continuously assess, monitor, and reinforce high performance culture.
- QE 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.
- QE 9.6 Ensuring the Board is aware of potential risks and plans to mitigate such risks.

10. Communications and Community Relations

Role Expectations

- RE 10.1 Taking appropriate actions to ensure positive 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 (LAFOIP) Act and ensuring the appointment of LAFOIP Officer with appropriate duties.
- 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

- QE 10.1 Representing the Division in a positive, professional manner.
- QE 10.2 Managing and resolving conflict effectively through the development and implementation of procedures and processes.
- QE 10.3 Ensuring that Board initiatives and priorities are disseminated to inform the community.
- QE 10.4 Working cooperatively with the media to represent the Board's views/positions.
- QE 10.5 Facilitating an open system in which information is shared and feedback considered.
- QE 10.6 Actively engaging with the Ministry of Education, educational partner organizations, parents, SCCs, and the broader community to enhance student learning & well-being.

11. Leadership Practices

Role Expectations

RE 11.1 Practicing 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.

Quality Indicators

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

- 3.5 The Director shall appoint principals from this Final Pool of candidates as appropriate vacancies become available.
 - 3.6 The Director is delegated authority to recruit and select all division-based and school-based personnel except those outlined in Guidelines 2, 3 and 4.
 - 3.7 All recruitment and selection processes will respect current collective bargaining agreements, applicable Board policies and relevant legislation and regulations.
4. The Director is delegated responsibility for the recruitment of vice-principals. The Board and Director share responsibility for the selection of vice-principals.
 - 4.1 Vice-principal selection committees shall be comprised of Board-appointed trustee(s), the Director and senior administration determined by the Director.
 - 4.2 Positions will be open to external candidates as well as internal and positions will be advertised at a minimum on the Division website and filled through an open competition unless Board approval is granted to the contrary.
 - 4.3 The Director shall establish an Initial Pool of potential candidates.
 - 4.4 The Selection Committee shall interview those candidates they deem appropriate in order to establish a suitable Final Pool of potential vice-principals.
 - 4.5 The Director shall appoint vice-principals from this Final Pool of candidates as appropriate vacancies become available.
 - 4.6 The Director is delegated authority to recruit and select all division-based and school-based personnel except those outlined in Guidelines 2 & 3 above.
 - 4.7 All recruitment and selection processes will respect current collective bargaining agreements, applicable Board policies and relevant legislation and regulations.
 5. The Board reserves authority relative to the following:
 - 5.1 Approval of all template contracts and any changes to such template contracts for non-unionized employees.
 - 5.2 Board approval is required for all out of scope employee terminations.
 - 5.3 The Board delegates to the Director authority to approve in exceptional circumstances short term contracts of employment (less than a full school year) for retired staff. For contracts of one full year or longer, Board approval is required. In no instance may such an individual be offered a continuous contract. All such contracts whether short or long term must be term contracts.
 - 5.4 The creation or elimination of any central office positions requires the prior approval of the Board.
 6. All offers of employment shall be conditional on the successful applicant providing a criminal record check and vulnerable sector check that are acceptable to the Director. Additionally, the Director may require documentation certifying that the candidate is medically fit for the position.

Reference: Sections 85, 87, *The Education Act, 1995*

Approved: May 5, 2014

Revised: November 26, 2018; June 21, 2021