

Policy 12 – Role of the Director

Initial Approval:	September 4, 2018		
References:	The School Division Administration Regulations, 2017, Part 8; The Local Authority Freedom of Information and Protection of Privacy Act; The Education Regulations, 2015		
Date Revised:		Motion:	13381

The Director is the Chief Executive Officer of the Regina Catholic School Division. The Director reports directly to the Board, and is accountable to the Board for the overall conduct and operation of the Division. All Board authority delegated to the staff is delegated through the Director.

Specific Areas of Responsibility

1. Faith Leadership

The Director models involvement in a Catholic faith community and:

- 1.1. Ensures students and staff are provided opportunities for spiritual development within the Division.
- 1.2. Encourages staff to participate in and support Catholic functions in the parish where they reside.
- 1.3. Promotes collaboration and communication between the schools, the parish and the Archdiocese.
- 1.4. Seeks to strengthen the Division's Catholic identity in the community and province.

2. Student Well-Being

The Director will:

- 2.1. Ensure that each student is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.
- 2.2. Ensure that 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.
- 2.3. Ensure that facilities safely and adequately accommodate students.

3. Student Learning

The Director will:

- 3.1. Provide leadership in all matters relating to education in the Division.
- 3.2. Ensure students in the Division have the opportunity to achieve the goals of education set by the Ministry of Education and the Board.
- 3.3. Ensure that learning environments contribute to the development of skills and habits necessary for the world of work, post-secondary studies, life-long learning and citizenship.
- 3.4. Implement education policies established by the Ministry of Education and the Board.

4. Fiscal Responsibility

The Director will:

- 4.1. Ensure fiscal management of the Division is in accordance with the terms or conditions of any funding received by the Board.
- 4.2. Ensure the Division operates in a fiscally responsible manner, including adherence to generally accepted accounting procedures.

5. Risk Management

The Director is responsible for Enterprise Risk Management and will:

- 5.1. Ensure processes are followed to mitigate risks to the school division.
- 5.2. Review risks with the Board and actions taken to address risks in a timely and efficient manner.
- 5.3. Inform the Board of any and all emergent issues and risks.

6. Human Resources Management

The Director has overall authority and responsibility for all human resources matters, save and except; the development of mandates for collective bargaining and those human resources matters precluded by Board policy, legislation or collective agreements.

The Director shall:

- 6.1. Ensure a system is in place to monitor and improve the overall performance of all staff. Ensures the coordination and integration of human resources within the Division.
- 6.2. Ensure staffing and supervises in a manner that preserves a distinctly Catholic environment in the Division.
- 6.3. Accurately interprets and administers collective agreements and contracts.
- 6.4. Annually report to the Board adherence to the Board annual mandate regarding changes to out-of-scope contracts.
- 6.5. Ensure the Division has sufficient organizational capacity, including familiarity with the Board and Director issues and processes to enable an internal interim successor to continue competent operation of the school division in the event of absence or a sudden loss.

7. Policy/Administrative Applications

The Director shall:

- 7.1. Provide leadership in the planning, development, implementation and evaluation of Board policies.
- 7.2. Develop and keeps current an Administrative Applications Manual that is consistent with Board policy and provincial/federal legislation and policies.

8. Director / Board Relations

The Director shall:

- 8.1. Establish and maintain positive, professional working relations with the Board.
- 8.2. Honor and facilitate the implementation of the Board's roles and responsibilities as defined in Board policy.
- 8.3. Provide the information which the Board requires to perform its role.

9. Strategic Planning and Reporting

The Director shall:

- 9.1. Lead the Strategic Planning process including the development of Division goals, budget, facilities and transportation plans and implements plans as approved.
- 9.2. Involve the Board appropriately with identification of priorities and outcomes.
- 9.3. Provide opportunity for Board input early in the strategic planning process.
- 9.4. Gain Board approval of the Strategic Plan.
- 9.5. Reports regularly on results achieved.

10. Organizational Management

The Director shall:

- 10.1. Demonstrate effective organizational skills resulting in Division compliance with all legal, Ministerial and Board mandates and timelines.
- 10.2. Report to the Minister of Education with respect to matters identified in and required by *The Education Act*.
- 10.3. Build an organizational structure and promotes a Division culture which facilitates positive results, effectively handles emergencies and deals with crisis situations in a team-orientated, collaborative and cohesive fashion.

11. Communication and Community Relations

The Director shall:

- 11.1. Take appropriate actions to ensure positive external and internal communications are developed and maintained.
- 11.2. Participate actively in community affairs in order to enhance and support the Division's vision, mission and goals.
- 11.3. Act as, or designates, the head of the organization for the purposes of the *Freedom of Information and Protection of Privacy (FOIP) Act*.
- 11.4. Provide a Board Activity Schedule using the Board Annual Work Plan which outlines a communication and advocacy plan.

12. Leadership Practices

The Director shall:

- 12.1. Practice 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 Ministry of Education
- 12.2. Develop and maintains positive and effective relations with provincial and regional government departments and agencies and non-government organizations.

Appendix A
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DIRECTOR EVALUATION PROCESS, CRITERIA AND TIMELINES

Background

The evaluation process, criteria and timelines:

1. 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, educational services and human resources).
2. Provides for both growth and accountability, and the strengthening of the relationship between the Board and the Director. The written evaluation report will affirm specific accomplishments and will identify strengths and growth areas. Some growth goals will address areas of weakness while others will identify areas where greater emphasis is required due to changes in the environment.
3. Concrete evidence of strengths and/or weaknesses are presented. The quality indicators describe expectations relative to each role expectation. The evidence provided is to prove the quality indicators have been met.
4. Is aligned with and based upon the Director's roles and responsibilities. The Roles and Responsibilities document is aligned with this evaluation document.
5. Is focused on ensuring continuous improvement and accountability within the Division.
6. 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.
7. Provides 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.
8. Uses multiple data sources. Objective data such as audit reports, Saskatchewan Education and Ministry of Education reports, and student achievement data are augmented with subjective data.
9. Elicits evidence to support subjective assessments. This must be the case when the Board provides feedback regarding Board agendas, committees and Board meetings, policy reviews, etc.
10. 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.
 - 10.1. The Board and the Director will be present during the facilitated evaluation session.
 - 10.2. 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.
 - 10.3. The Director will only be absent from the room for the period when the Board constructs the conclusion section.

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- 10.4. The evidence provided by the Director will be in the form of an internal report or external report.
 - 10.5. Internal reports are reports that have been prepared or approved by the Director.
 - 10.6. External reports are those which have been accessed from an external source such as an external auditor, the Deputy Minister or a consultant.
 - 10.7. The Board will review the indicated evidence and will determine whether, or to what extent, the quality indicators have been achieved.
 - 10.8. In addition, the Board will supplement the evidence contained in the evidence portfolio with agreed-upon direct Board observations. For example, this would be most evident in the section Board/Director Relations.
11. During the evaluation workshop, a written evaluation report will be created which will document:
- 11.1. The evaluation process;
 - 11.2. Evaluation context;
 - 11.3. Assessments relative to each of the criteria in the Director evaluation;
 - 11.4. An examination of progress made relative to any growth goals or redirections identified in the previous year's evaluation;
 - 11.5. Identification of any growth goals if deemed appropriate; and
 - 11.6. A conclusion section followed by appropriate signatures and dates.
12. The assessments contained in the evaluation report will reflect the Board position. A Board motion will approve this report. A signed copy will be provided to the Director and a second signed copy will be placed in the Director's personnel file held by the Division.

Timelines for Evaluations

Evaluations will be conducted annually beginning in 2018, with a mid-year discussion.

Criteria for Evaluations

The criteria for the first evaluation will be those set out in the Performance Assessment Guide Director Evaluation and Leadership Practices Interview Guide. In subsequent evaluations, the criteria will be those defined by the Performance Assessment Guide as listed or revised after the first evaluation, plus any growth goals provided by the Board in its 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 such as an increased emphasis on capital construction due to an increased number of approvals.

The Performance Assessment Guide Director Evaluation and Leadership Practises Interview Guide is intended to clarify for the Director performance expectations that are held by the Board. This guide is also intended to be used by the Board to evaluate the performance of the Director in regards to each role expectations.