



Procedure n° 2014-HR-09:	Procedure for the Evaluation of the Director General	
Approved:	Resolution n°	CC-140129-HR-0073
Revised:	Resolution n°	CC-150225-HR-0130
Origin:	Secretary General	

NOTE: The masculine gender, when used in this document, refers to both women and men. No discrimination is intended.

## 1.0 JOB DESCRIPTION:

### 1.1 Education Act (R.S.Q., Chapter I-13.3), section 201:

The Director General shall assist the Council of Commissioners and the Executive Committee in the exercise of their functions and powers.

He is responsible for the day-to-day management of the activities and resources of the school board. He shall see that the decisions of the Council of Commissioners and of the Executive Committee are carried out and shall perform the duties that they assign to him.

### 1.2 Regulation Respecting the Conditions of Employment of Management Staff of School Boards (September 23, 1998), p. 87:

The position of Director General entails total responsibility for the management of all the activities, programs and resources of the agency for all the administrative units, establishments and fields of activity as well as the follow-up of the implementation of the decisions made by the Council of Commissioners and the Executive Committee in accordance with the legal and statutory provisions in force.

- This position includes in particular the following responsibilities:
- Supervise the personnel required for the operations of the board;
- Take part without voting rights in meetings of the Council of Commissioners and of the Executive Committee;
- Oversee the Advisory Committee on Management;
- Participate in the advisory committee on services for handicapped students and students with learning or emotional problems, if he has not designated a representative.

### 1.3 Without limiting any of the above:

- The Director General is the Chief Executive Officer of the school board.
- The Director General is the chief consultant and advisor to the board on all matters concerning the board.

- The Director General shall act in accordance with the policies, rules and regulations as established by the Council of Commissioners and the Executive Committee and the laws and administrative regulations of the Province of Québec.
- The Director General is the educational leader of the community who is responsible for promoting student achievement and success.
- The Director General ensures the implementation of policies that are in the best interests of the students of the school board.
- The Director General ensures the general supervision and the management of all aspects of school board operations. He may delegate duties and authority for administering various segments of school board operations, but he shall be responsible to the board for the results produced.
- The Director General is responsible for the formal evaluation of the Assistant Director General.

## 2.0 EVALUATION OF THE DIRECTOR GENERAL:

- 2.1 The board shall formally evaluate the Director General on an annual basis, normally in June.

A mid-year presentation will be made by the Director General verbally to the Council of Commissioners in camera to report on the results of the school board.

In the case of a new Director General being hired after the start of the school calendar year, the evaluation will take place at a mutually agreed upon time, within the probationary period.

- 2.2 The Chair of the board will lead Council in the evaluation of the Director General.

- 2.3 The goals of the evaluation of the Director General are to:

- Serve as a guide for the Director General as he reflects upon and improves his effectiveness as school board leader;
- Guide professional development for the Director General
- Clarify board expectations;
- Review progress towards achieving goals in line with the board Strategic Plan;
- Acknowledge accomplishments

- 2.4 Process of Evaluating the Director General

The evaluation of the Director General will result in an overall appraisal based on the following assessments:

- Self-Assessment by the Director General
- Formative Assessment: Dialogue and Discussion Reflection, reflective feedback by commissioners and directors at the end of meeting
- Summative Assessment: Common rubric scale with identified standards and written feedback:
  - **Distinguished** - Director General consistently and significantly exceeded basic competence on standard(s) of performance.
  - **Accomplished** - Director General exceeded basic competence on standard(s) of performance most of the time.
  - **Proficient** - Director General demonstrated basic competence on standard(s) of performance.

- **Developing** - Director General demonstrated adequate growth toward achieving standard(s) during the period of performance, but did not demonstrate competence on standard(s) of performance.
  - **Not demonstrated** (comment required) - Director General did not demonstrate competence on or adequate growth toward achieving standard(s) of performance. (Note: If the “Not Demonstrated” rating is used, the evaluator must comment about why it was used.).
- Formal appraisal with the Evaluation Committee - meeting that summarizes the evaluation process.

The Evaluation Committee is composed of the Chair of Council of Commissioners, Vice-Chair of Council of Commissioners, Chair and the Chair of the Corporate Committee.

- 2.5 The performance appraisal will be based on an ongoing dialogue process and will not be based on one incident.
- 2.6 The Director General will participate in his evaluation through a self-evaluation process by identifying his level of achievement and by outlining his professional goals.

### 3.0 PROCESS:

- 3.1 The Chair will request a self-assessment from the Director General allowing a 30 day notice period to the caucus.

In May, the Chair will convene a caucus of the Council for the specific purpose of receiving input from Commissioners on their evaluation of the Director General.

In the case of the exception as defined in section 2.1, the Chair will convene a caucus of the Council for the specific purpose of receiving input from Commissioners on their evaluation of the Director General one month prior to the evaluation date mutually agreed upon.

The Director General’s self-evaluation is to be presented to the Council.

The Chair will seek particular input as well from the Chairs of Committees of the board in order to complete a comprehensive evaluation.

- 3.2 The Chair, assisted by the Vice-Chair, Chair and the Chair of the Corporate Committee, will prepare the preliminary evaluation of the Director General based on the consensus among the Commissioners.
- 3.3 The Chair, in the company of the Vice-Chair, Chair and the Chair of the Corporate Committee\*, will meet with the Director General to discuss this preliminary evaluation and to receive the Director General’s comments. The Director General will participate in his evaluation by identifying his level of achievement and by outlining his particular progress and future directions for growth
- 3.4 In the case that the Council & Director General do not agree on an element of the evaluation, the Director General’s self-evaluation & written comments will be included in the final communication to Council.
- 3.5 Following the meeting with the Director General, the Evaluation Committee will prepare a final written evaluation of the Director General, using the mutually agreed upon rubric, in which the overall assessment of his performance will be stated.

- 3.6 The evaluation will specify the accomplishments of the Director General, the areas requiring improvement or attention, and any recommendations designed to support his professional development.

\*In the absence of a committee member, there must be a minimum of two members to proceed with the meeting.

- 3.7 The written evaluation will be placed in the personnel file of the Director General and a verbal summary will be made to the Council by the Chair, in camera by the end of June<sup>1</sup>.
- 3.8 Adjustments to the procedure occur yearly through Executive and are passed by resolution at Council.

#### **4.0 EVALUATION CRITERIA:**

NOTES: Items in italics may not be feasible by Council to evaluate but are to be considered in the Director General's self-evaluation.

Examples of items which could be considered during the evaluation are listed under each main heading and are not meant to be exhaustive nor to be addressed individually.

##### **4.1 LEADERSHIP:**

- Provides leadership and direction in advising and making recommendations to the board;
- Provides leadership to ensure the implementation of board policies;
- Is effective in working with communities (school community), commissioners, others;
- Provides support to Commissioners;
- Communicates effectively;
- Unites people towards common goals.

##### **4.2 EDUCATIONAL LEADERSHIP:**

- Exhibits a clear educational philosophy;
- Is knowledgeable about curriculum and instructional trends;
- Provides resource information and advice as required to guide the board on new educational programs;
- Monitors the effectiveness of the curriculum offered in the schools and centres of the board;
- Encourages professional growth.

##### **4.3 MANAGEMENT:**

- *Provides for effective and efficient day-to-day operations;*
- Ensures efficient management and allocation of financial resources;
- *Promotes and maintains a positive climate in the work place and with educational partners, various associations and unions;*
- Demonstrates effective communication skills;
- Demonstrates effective problem-solving and decision-making skills;
- Demonstrates effective organizational skills;
- *Delegates to his staff the appropriate levels of responsibility and authority;*
- Implements board policies and procedures.

#### **4.4 PLANNING:**

- Advises the Council on policies to meet board obligations and responsibilities and to provide direction for schools and centres;
- Helps establish a Strategic Plan and Partnership Agreement;
- Establishes and maintains an organizational system with clearly-defined lines of authority and responsibility for members of the directorate;
- Makes recommendations regarding the staffing plan of the board and schools;
- *Plans the use of all school facilities and is responsible for the control and supervision of all school buildings, grounds and equipment, subject to the policies and regulations adopted by the board.*

#### **4.5 COMMUNICATION:**

- Establishes and maintains a positive relationship with the media;
- Communicates effectively, orally and in writing;
- Reflects the board's position on issues;
- Communicates effectively with the public;
- Communicates openly, systematically and in a timely manner with the Council and staff.

#### **4.6 BOARD RELATIONS AND RESPONSIBILITIES:**

- Establishes and maintains a strong working relationship with the Council;
- Provides accurate information to enable Council members to make decisions;
- Accepts direction from the Council and responds promptly to requests from the Council;
- Prepares for meetings of the Council, the Executive and other committees;
- Keeps the Council informed;
- Prepares clear and concise reports;
- Treats Council members with respect.

#### **4.7 PROFESSIONAL AND PERSONAL DEVELOPMENT:**

- *Is effective in working with committees and other personnel;*
- Maintains an effective working relationship with the Chair and other Commissioners;
- Engages in activities to promote professional growth and development;
- Is dedicated and committed to the board;
- Is respected by colleagues, Commissioners and community.

#### **4.8 INTERPERSONAL RELATIONSHIPS:**

- Exhibits a sense of justice and fair play;
- Works at establishing good working relationships with personnel;
- Exhibits strong interpersonal skills;
- Involves staff in decision making.