

TITLE:	DIRECTOR OF EDUCATION PERFORMANCE APPRAISAL PROCESS
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COMMITMENT TO INDIGENOUS RIGHTS, HUMAN RIGHTS, AND EQUITY

The Board recognizes its responsibility to ensure that this policy and associated procedures promote and protect Indigenous rights, human rights, and equity. The Board will strive to address and eliminate racism and structural and systemic barriers for students, staff, and the community.

1.0 RATIONALE

To establish the process for the Director of Education Performance Appraisal process and:

- a) ensure the accountability of the Director in undertaking their responsibilities as the Chief Executive Officer of the District;
- b) monitor the contribution of the Director to the achievement of the strategic plan and provincial priorities; and
- c) assist the Board and Director in identifying areas where the Director can improve their performance and the overall leadership of the District.

2.0 DEFINITIONS

Please refer to Appendix A for a list of definitions of terms used in this policy.

3.0 GUIDING PRINCIPLES

3.1 The Board is committed to ensuring that Director of Education's performance appraisal review process:

- a) is evidence- based;
- b) is fair, transparent and accountable to both the District and the Director of Education; and
- c) provides helpful, concrete, and objective feedback to the Director and recognizes their contributions based on pre-set goals.

4.0 SPECIFIC DIRECTIVES

General

- 4.1 The Director of Education shall have an annual performance evaluation in accordance with this policy and Ontario Regulation 83/24. The annual performance evaluation process is cyclical and shall include either:
- a) an interim evaluation;
 - b) a full evaluation; or
 - c) a comprehensive evaluation.
- 4.2 The cycle and method of evaluation process is dependent on the start date of the Director of Education in this position.
- 4.3 The Interim Evaluation cycle begins on the start date of the Director of Education and ends on the first following June 30 of a school year.
- 4.4 The full Evaluation Cycle commences on July 01 in a year and ends on June 30 of the following year.
- 4.5 The Comprehensive Evaluation is conducted bi-annually, and includes a report prepared by an authorized third party which includes feedback from Community Partners and Stakeholders, including the Minister of Education, on the performance of the Director of Education.
- 4.6 Notwithstanding 4.1 and 4.2, the performance of the Director shall not be evaluated in respect of the following periods:
- a) a period when the Director is on an extended leave that the Board has approved; or
 - b) a period when the Director is on secondment to a position other than that of the Director of Education.

The Committee

- 4.7 The Board shall establish a Director and Board Performance Appraisal Committee (the Committee) to conduct a performance appraisal of the Director of Education (the Director) every Full and Interim Evaluation Cycle, as applicable.
- 4.8 The Committee shall be composed of five Board members who shall annually elect a member to act as a chair. Wherever possible, the Chair of the Board will serve as the chair of the Committee.
- 4.9 A meeting of the Committee shall be convened no later than May 15 of each year.
- 4.10 The Committee shall:
- a) conduct performance appraisals of the Director based on predetermined criteria and objectives;

- b) ensure compliance with the regulatory requirements outlined in *Ontario Regulation 83/24* and this policy;
- c) ensure compliance with the established evaluation cycle and timelines;
- d) review and evaluate the Director's performance; and
- e) finalize the Director's performance appraisal report for presentation to the Board and the Director.

The Performance Plan

- 4.11 A Performance Plan (Appendix C) shall be developed collaboratively by the Director of Education and the Director and Board Performance Appraisal Committee to support the performance appraisal of the Director of Education.
- 4.12 The Performance Plan shall include the following elements:
- a) a list of the actions, including professional development activities, that the Director will implement during the Evaluation Cycle to achieve each of the following goals:
 - i. student achievement;
 - ii. resource management;
 - iii. healthy workplace;
 - iv. community engagement;
 - v. leadership; and
 - vi. policy and legislative compliance;
 - b) leadership competencies and practices implemented during the Evaluation Cycle to achieve the goals set out in the Evaluation Plan in accordance with guidelines issued by the Minister under *subsection 287.6 (1) of the Education Act*
 - c) one or more methods for,
 - i. determining whether the Director successfully implemented the actions set out in the performance plan during the Evaluation Cycle, and
 - ii. measuring, qualitatively or quantitatively, the degree to which the actions achieved the goals set out above; and
 - d) any additional appraisal elements determined by the Committee with input from the Director and if the additional appraisal elements include additional goals, a list of the actions that will be implemented during the Evaluation Cycle to achieve those goals.
- 4.13 The Director and the chair of the Committee shall each sign the performance plan and each of them shall retain a copy for at least six years.

Interim Evaluation Cycle - Steps and Timelines

- 4.14 In the case where a Director of Education starts between March 1 and June 30, the Interim Evaluation Cycle shall begin on the start date and end on June 30 of the following year.
- 4.15 Appendix D summarizes the steps and timelines for the Interim Evaluation Cycle.

Full Evaluation Cycle - Steps and Timelines

- 4.16 The Director's Performance Plan shall be finalized and shared with members of the Board, and posted to the website by August 15. The Director may, in collaboration with the Committee, request changes to the Performance Plan and will submit the rationale and explanation of the changes by June 10.
- 4.17 The Chair of the Board shall inform the Minister of:
- a) the date that the person began their role as the Director;
 - b) whether a Comprehensive Evaluation is required to be taken during the current full Evaluation Cycle; and
 - c) the readiness of the Director's performance plan for the upcoming full Evaluation Cycle.
- 4.18 If a Comprehensive Evaluation is required, the Minister shall provide a written notice to the Board and the Director indicating whether the Minister intends to provide feedback.
- 4.19 Feedback on the Director's performance will be received until January 21 and shared with the Director of Education by January 31.
- 4.20 A copy of the draft performance appraisal report shall be provided to the Board members who have until June 30 to submit any feedback to the Committee.
- 4.21 Based on the results of the performance appraisal, the Committee shall assign a performance rating. to the Director's performance to clarify the extent of which they met the requirements of the Performance Plan and their willingness to address unmet goals in the future.
- 4.22 The final appraisal report shall include the Committee's evaluation, the performance rating, and a rationale for the rating.
- 4.23 Appendix E summarizes the steps and timelines for the Full Evaluation Cycle.

Actions to be Taken following Every Evaluation Cycle

- 4.24 The Committee chair shall provide the draft performance appraisal report for the interim or full Evaluation Cycle to the Director by July 7.
- 4.25 The Committee chair and at least one other member of the Committee shall meet with the Director by July 31. The purpose of the meeting shall be to:
- a) to review the actions implemented by the Director to achieve the goals of the performance plan, review and update the performance plan for the following Evaluation Cycle, if necessary;
 - b) review and discuss the Committee's draft performance appraisal report; and
 - c) provide the Director an opportunity to respond to the committee's evaluation, performance rating and explanation for the rating.

- 4.26 The Committee shall finalize the performance appraisal report and provide the final performance appraisal report to the Board and the Director by August 10.
- 4.27 The Board shall provide written confirmation to the Minister that the performance appraisal has been conducted and that the final performance appraisal report has been adopted by Board resolution by August 15. A copy of the confirmation and, if applicable, the list of community partners and stakeholders on the board's website.

Comprehensive Evaluation

- 4.28 A comprehensive performance evaluation of the Director shall be undertaken in the first full Evaluation Cycle and every second full Evaluation Cycle thereafter by an individual or a firm with experience in executive performance assessment.
- 4.29 The appointed individual or firm shall prepare a written report summarizing and analyzing feedback from Board members, members of committees of the Board, staff who report directly to the Director, parents of the District, federations representatives, and a representative sample of Community Partners and Stakeholders, as identified by the Committee with input from the Director.
- 4.30 The Minister of Education may provide feedback for the Comprehensive Evaluation and shall provide a written notice to the Board and the Director indicating their intent.
- 4.31 When determining whether to provide feedback, the Minister shall consider the Director's leadership and progress in achieving the provincial priorities and their role in improving the public confidence in the Board in the area of student achievement.
- 4.32 The feedback shall be obtained through a questionnaire asking participants to evaluate the Director based on the Performance Plan.
- 4.33 The entity shall remove any words or names that would identify a parent/guardian or student if a request is made to do so by the parent/guardian or student.
- 4.34 The appointed entity shall perform the tasks required by April 30 and submit the required report to the Committee and the Director by May 15.

Retention of Documentation

- 4.35 All required documents under this policy shall be retained for a period of at least six years from the date of the draft performance appraisal report to which the document relates.

5.0 APPENDICES

Appendix A: Policy Definitions

Appendix B: Timing of Evaluation Cycles

Appendix C: [Performance Plan For The Evaluation Of The Director Of Education/Secretary Of The Board](#)

Appendix D: Interim Evaluation Cycle - Actions and Timelines

Appendix E: Full Evaluation Cycle - Actions and Timelines

Appendix F: Actions to be Taken after the Evaluation Cycle

6.0 REFERENCE DOCUMENTS

Education Act, 1998, § 283

[Ontario Regulation 83/24](#)

APPENDIX A: POLICY DEFINITIONS

In this policy,

Board means the Board of Trustees.

Community Partners and Stakeholders means persons or entities that interact with the Board, including advocacy groups, First Nations, Metis and Inuit partners, business and labour organizations, municipal and childcare partners and social services agencies.

Comprehensive Evaluation means the evaluation that is required bi-annually where an entity appointed by the Board seeks feedback from Community Partners and Stakeholders, including the Minister of Education, to provide feedback on the performance appraisal of the Director of Education.

District means the Ottawa-Carleton District School Board.

Evaluation Cycle means the period of time during which the performance of a director of education is appraised.

Full Evaluation Cycle means an Evaluation Cycle that commences July 01 in a year and ends June 30 of the following year.

Interim Evaluation Cycle means an Evaluation Cycle that starts with the start date of the Director of Education in this role and ends on the first following June 30 of a school year.

APPENDIX B: TIMING OF EVALUATION CYCLES

Item	Start date of role as director of education	End date for interim Evaluation Cycle	Start date of first full Evaluation Cycle
1.	Before March 1, 2024.	None	July 1, 2024
2.	On or after March 1, 2024 and on or before June 30, 2024.	June 30, 2025	July 1, 2025
3.	On or after July 1 in a year and on or before the last day of February in the following year.	The first June 30 following their start date.	The first July 1 following their start date.
4.	On or after March 1 in a year and on or before June 30 in that same year.	June 30 in the following calendar year.	July 1 in the following calendar year.

APPENDIX D - INTERIM EVALUATION CYCLE - ACTIONS AND TIMELINES

Item	Person or entity	Action	Date
1.	Committee chair and at least one other member of the committee	Meet with the director of education to develop and finalize their performance plan.	The date that is 30 days after the person's first day in the role of the director of education for the board.
2.	Committee chair	Provide a copy of the director of education's performance plan to every member of the board.	The date that is 45 days after the person's first day in the role of the director of education for the board.
3.	Chair of the board	<p>1. Provide written notice to the Minister containing the following information,</p> <ul style="list-style-type: none"> i. the date that the person began their role as director of education for the board, and ii. confirmation that the director of education's performance plan has been put in place for the current full Evaluation Cycle. <p>2. Post a copy of the confirmation on the board's website.</p>	The date that is 45 days after the person's first day in the role of the director of education for the board.
4.	Committee chair	Request feedback from every member of the board in respect of the director of education's progress toward implementing the actions and achieving the goals	The date that is 20 days before the date determined for item 6.

		contained in the performance plan and to discuss other matters relevant to the performance plan.	
5.	Each member of the board	Provide any feedback requested in item 4 to the chair of the committee.	The date that is 10 days before the date determined for item 6.
6.	Committee chair and at least one other member of the committee,	Meet with the director of education to review their progress toward implementing the actions and achieving the goals contained in the performance plan and to discuss other matters relevant to the performance plan.	The closest weekday to a date that is midway between the date on which the action in item 3 is taken and final day of the interim evaluation period.
7.	Director of education	Update the performance plan in accordance with subsection 9 (4).	June 10
8.	Committee chair	Provide a copy of the draft performance appraisal report, prepared in accordance with section 10, in respect of the director of education to every member of the board.	June 20
9.	Each member of the board	Provide any feedback on the draft performance appraisal report to the committee.	June 30

APPENDIX E - FULL EVALUATION CYCLE - ACTIONS AND TIMELINES

Item	Person or entity	Action	Date
1.	Committee chair and at least one other member of the committee	Meet with the director of education to develop and finalize their performance plan.	July 31
2.	Committee chair	Provide a copy of the director of education's performance plan to every member of the board.	August 15
3.	Chair of the board	<p>1. Provide written notice to the Minister that includes the following information,</p> <p>i. the date that the person began their role as director of education for the board,</p> <p>ii. whether the steps set out in subsection 8 (1) are required to be taken during the current full Evaluation Cycle, and</p> <p>iii. confirmation that the director of education's performance plan has been put in place for the current full Evaluation Cycle.</p> <p>2. Post a copy of the confirmation on the board's website.</p>	August 15
4.	Minister	If it is a full Evaluation Cycle in which the steps set out in subsection 8 (1) are required to be taken, provide written notice to the board and the director of education indicating whether the Minister intends to provide feedback under section 8.	December 1
5.	Committee chair	Request feedback from every member of the board in respect of the director of education's progress toward implementing the actions and achieving the goals contained in the performance plan.	January 11
6.	Each member of the	Provide any feedback requested in item 5 to the chair of	January 21

	board	the committee.	
7.	Committee chair and at least one other member of the committee	Meet with the director of education to review their progress toward implementing the actions and achieving the goals contained in the performance plan and to discuss other matters relevant to the performance plan.	January 31
8.	Entity described in subsection 8 (1)	If it is a full Evaluation Cycle in which the steps set out in section 8 are required to be taken, perform the step described in paragraph 1 of subsection 8 (1).	April 30
9.	Entity described in subsection 8 (1)	If it is a full Evaluation Cycle in which an assessment is required to be performed under section 8, provide the report described in paragraph 2 of subsection 8 (1) to the committee and the director of education.	May 15
10.	Director of education	Update the performance plan in accordance with subsection 9 (4).	June 10
11.	Committee chair	Provide a copy of the draft performance appraisal report, prepared in accordance with section 10, in respect of the director of education to every member of the board.	June 20
12.	Each member of the board	Provide any feedback on the draft performance appraisal report to the committee.	June 30

APPENDIX F - ACTIONS TO BE TAKEN AFTER THE EVALUATION CYCLE

	Person or entity	Action	Date
1.	Committee chair	Provide the draft performance appraisal report for the interim or full Evaluation Cycle to the director of education	July 7
2.	Committee chair and at least one other member of the committee	<p>*Meet with the director of education to:</p> <ul style="list-style-type: none"> i. review the actions implemented by the director of education to achieve the goals contained in the performance plan and discuss other matters relevant to the performance plan, ii. review and update the director of education's performance plan for the following Evaluation Cycle, if necessary, iii. review and discuss the committee's draft performance appraisal report, and iv. provide the director of education an opportunity to respond to the committee's evaluation, performance rating and explanation for the rating. <p>*This meeting shall not take place during the seven-day period that commences on the day that the Director of Education is provided with the draft performance appraisal report under the previous item of the table.</p>	July 31
3.	Committee	<ul style="list-style-type: none"> 1. Finalize the performance appraisal report, taking into consideration, among other things, <ul style="list-style-type: none"> i. the feedback from the members of the board and the director of education ii. the feedback set out in the report required by section 8, if applicable, and iii. the survey information mentioned in subparagraph 3 ii of subsection 10 (5). 	August 10

		2. Provide the final performance appraisal report to the board and the director of education.	
4.	Board	<p>1. Provide written confirmation to the Minister that the performance appraisal for the interim or full Evaluation Cycle, as applicable, has been conducted and that the final performance appraisal report has been adopted by board resolution.</p> <p>2. If it is a full Evaluation Cycle in which the steps set out in section 8 are required to be taken, provide to the Minister a list of the community partners and stakeholders identified by the committee under paragraph 7 of subsection 8 (2) from whom feedback was requested.</p> <p>3. Post a copy of the confirmation and, if applicable, the list of community partners and stakeholders on the board's website.</p>	August 15

APPENDIX G: JOB DESCRIPTION OF THE DIRECTOR OF EDUCATION

OVERVIEW:

The Director of Education / Secretary of the Board is both the Chief Education Officer and the Chief Executive Officer of the Ottawa-Carleton District School Board (OCDSB). The Director reports directly to the Board of Trustees and is accountable to the Board of Trustees for the organization and operation of the district. All district school board authority delegated to staff is delegated through the Director of Education.

In describing the duties and responsibilities of the Director of the OCDSB, this document reflects the OCDSB's commitment to excellence and to the value of public education.

RESPONSIBILITIES:

The Director of Education of the OCDSB is responsible to:

1. PROVIDE EDUCATIONAL LEADERSHIP TO THE DISTRICT

- 1.1. Provide educational leadership to ensure a student-centered approach in OCDSB schools and central departments that supports student achievement and learning in accordance with legislation and the OCDSB's strategic plan.
- 1.2. Ensure that each student is provided with a safe and caring environment that fosters and maintains respectful and responsible behavior, well-being and supports for students.
- 1.3. Create a culture of respect and dignity by supporting the OCDSB's character attributes.
- 1.4. Centre Indigenous and human rights, anti-oppression and equity in OCDSB's governance and leadership structures, policies and practices and decision-making.
- 1.5. Practice leadership in a manner that is viewed positively and has the support of those with whom they work most directly in carrying out the directives of the Board and the Ministry of Education.
- 1.6. Act in accordance with all statutory requirements to implement provincial education standards and policies, and perform administrative functions required by governing legislation and Board policy.
- 1.7. Enhance curriculum development and implement effective evidence-based policies that benefit all students and all learning abilities to achieve equitable education outcomes.

2. MAINTAIN A STRATEGIC FOCUS AND MANAGE POLICY IMPLEMENTATION

- 2.1. Support the Board's vision and mission and participate in the development of the OCDSB's strategic plan.
- 2.2. Implement the Board's strategic plan and mobilize the OCDSB's resources to ensure timely action to realize the goals of the strategic plan.
- 2.3. Build and strengthen collaborative relationships with Indigenous, Black and minoritized students, parents and staff to create a community of belonging, promote excellence and inform actions to eliminate disparities and disproportionalities in service delivery.
- 2.4. Report OCDSB goals and outcomes achieved on an ongoing basis, summarized annually.
- 2.5. Ensure timely and effective implementation of Board policies, and develop and implement supporting procedures.
- 2.6. Support effective governance and strong relationships with the Trustees for a productive and accountable navigation of the strategic plan.
- 2.7. Perform the responsibilities of Secretary of the Board as outlined in the legislation.
- 2.8. Ensure the Board is made aware of, and understands the implications of new Ministry initiatives.

3. ENHANCE COMMUNICATIONS AND COMMUNITY RELATIONS

- 3.1 Build and maintain a deep understanding of Ottawa and its communities, educational structures, political landscapes, and the challenges and opportunities of the region.
- 3.2 Ensure the development and implementation of a comprehensive communications plan aligned with, and supportive of, the strategic and annual operating plans.
- 3.3 Develop effective communication mechanisms to support the OCDSB and ensure that procedures and protocols are in place to enhance open and positive internal and external communications.
- 3.4 Engage and inspire confidence in the community in support of OCDSB's mission and the evolving needs of students.
- 3.5 Be a visible ambassador, champion of, and spokesperson for the OCDSB, internally and externally, with reference to Board policy and provincial legislation.
- 3.6 Be an effective advisor and partner to the Board of Trustees; ensuring accurate, timely and effective reporting to the Board and communication of Board decisions.
- 3.7 Recognize and accommodate the diversity of languages spoken across the District.
- 3.8 Remain informed on current and ongoing challenges and pedagogical best practices.

4. MANAGE HUMAN RESOURCES AND PROFESSIONAL DEVELOPMENT

- 4.1. Work collaboratively with staff, community partners, and stakeholders to promote equity and inclusion, while fostering a culture of innovation and growth.
- 4.2. Foster a culture of resiliency by implementing strategies that support the mental health and well-being of staff, students, and their families.
- 4.3. Continue to advance diversity, equity, and inclusion goals and ensure schools are a safe and inclusive place for all (notably Black, Indigenous, and LGBTQ2S+ children and youth).
- 4.4. Promote safe and respectful working and learning environments through strategies that address inappropriate or aggressive behaviours, hate speech, bullying, disruptive and/or disrespectful behaviour.
- 4.5. Responsibly exercise the administrative authority delegated by the Board as Chief Executive Officer, subject to provisions and restrictions in provincial legislation.
- 4.6. Has overall authority and responsibility for all personnel-related issues, save and except those personnel matters precluded by board policy, legislation or collective agreements.
- 4.7. Ensure effective systems are in place for the selection, supervision, and development and performance review of all staff.
- 4.8. Lead succession planning and recruitment strategies, while addressing staff retention and wellness.
- 4.9. Effectively organize and manage the senior administration, including all supervisory officers, exercise responsibility for the performance assessment and evaluation of that group of system leaders, and support on-going development of direct reports.
- 4.10. Participate collaboratively in the annual evaluation processes for the Board of Trustees and for the Director of Education/Secretary of the Board, as outlined in policy.

5. DEMONSTRATE FISCAL ACCOUNTABILITY

- 5.1. Ensure that the fiscal management of the OCDSB is in accordance with the Ministry's funding model, other applicable grant regulations, and in accordance with the provisions of the Education Act and regulations.
- 5.2. Understand and address the needs of the OCDSB including the many challenges in the current school environment, through appropriate allocation of resources.
- 5.3. Oversee the development of an annual budget and expenditure of funds as per Board-approved budget. Manage emergency expenditures in accordance with best practice and in the best interests of the OCDSB.
- 5.4. Inform the Board about risks annually and about pending litigation as soon as possible or as circumstances warrant.

5.5. Provide requested information to the audit committee in a timely manner.

6. DEMONSTRATE A STRONG RELATIONSHIP WITH PROVINCIAL OFFICIALS, INCLUDING ADVOCACY FOR THE OCDSB'S NEEDS

6.1. Represent the Board's position on student needs and educational priorities to provincial government officials.

6.2. Utilize appropriate mechanisms to support the Board's advocacy efforts.

6.3. Develop and present recommended courses of action and alternatives with regard to provincial relations, directives and initiatives to the Board for its consideration.

6.4. Provide information to the Board on long-term impacts of issues, decisions and activities.