



TITLE: EVALUATION OF DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

Date Issued: September 2004
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1.0 OBJECTIVE

To establish the parameters and process for the evaluation of the Director of Education and Secretary of the Board.

2.0 POLICY

- 2.1 The Director of Education shall be formally evaluated annually by the Board with all Board Members participating in the evaluation process. The annual evaluation process shall be supported by a comprehensive evaluation undertaken at least once in every contractual term of employment.
- 2.2 The purpose of the evaluation is to:
- a) ensure the accountability of the Director in undertaking his or her responsibilities as the Chief Executive Officer of the school district;
 - b) monitor the contribution of the Director to the achievement of the strategic plan; and
 - c) to assist the Board and Director in identifying areas where the Director can improve his or her performance and the overall leadership of the school district.

To this end, the evaluation shall focus on affirmations, and, where appropriate, redirection.

- 2.3 The evaluation of the Director shall be aligned with and based on duties as assigned in provincial statutes, regulations, policies and guidelines and on a current job description for the position of Director of Education and Secretary to the Board.
- 2.4 The evaluation of the Director shall use a performance-based assessment system-and shall emphasize the need for and require the presentation of evidence.

- 2.5 The observable evidence shall be in a manageable form and limited to the amount sufficient to provide a fair, clear and accurate representation of the performance of the Director.
- 2.6 The role expectations, evidence and quality indicators used to assess performance shall be identified in the Director's Performance Assessment Guide. The Performance Assessment Guide is intended to clarify for the Director the performance expectations that are held by the Board. The Board shall use this guide to evaluate the performance of the Director in relation to job expectations.
- 2.7 The Performance Assessment Guide shall include role expectations, evidence and quality indicators based on the Director's responsibilities as outlined in the job description:
 - a) Educational Leadership
 - b) Strategic Focus and Policy Implementation
 - c) Communications and Community Relations
 - d) Human Resources and Professional Development
 - e) Fiscal Accountability
 - f) Strong Relationship with Provincial Officials, including Advocacy for the OCDSB's needs

3.0 SPECIFIC DIRECTIVES

Comprehensive Evaluation

- 3.1 A comprehensive performance evaluation of the Director shall be undertaken at least once in every contractual term of employment. The comprehensive evaluation of the Director may be undertaken at the same time and in conjunction with the comprehensive board evaluation or at a separate time. At the start of each evaluation cycle, the Board shall decide whether or not a comprehensive evaluation will be undertaken for that year.
- 3.2 The comprehensive evaluation shall seek input from the Board, the Director and other stakeholders. The input shall be obtained through a questionnaire, which will ask participants to evaluate the Director based on the framework of the Performance Assessment Guide.
- 3.3 The information collected through the questionnaire shall be compiled by an external resource and submitted to the Board and Director for review and discussion. The purpose of collecting the input is to assist the Board in evaluating the performance of the Director in accordance with section 2.2 of this policy.

- 3.4 The questionnaire shall be established by the Board in consultation with the Director and shall be reviewed during the employment contract unless otherwise directed by the Board.

Annual Evaluation

- 3.5 The annual evaluation will include the submission of a report to the Board from the Director based on the Performance Assessment Guide.
- 3.6 The objective of the report is to provide evidence of the Director's performance based on the expectations, evidence and quality indicators identified in the Performance Assessment Guide.
- 3.7 The Director and the Board will meet with a facilitator to discuss the Director's accomplishments and opportunities for professional growth and/or areas of focus using the report as the basis for the discussion. At the mutual agreement of the Board and the Director, this discussion may take place without a facilitator.
- 3.8 The Board will provide to the Director, a written summary of the facilitated discussion and any professional growth and/or areas of focus identified for the pending academic year.

Mid-Year Evaluation

- 3.9 A mid year discussion (formal report not required) on progress towards areas of focus for attention will be held at a time mutually agreed upon by the Board and the Director;

Evaluation Process and Timelines

- 3.10 The evaluation cycle shall include the following:
- a) A meeting of the Ad Hoc Committee on Board and Director Evaluation Processes will be convened in May each year to:
 - (i) discuss the Director evaluation process and timelines for that evaluation cycle, and determine whether a comprehensive evaluation is required;
 - (ii) review the Director's Job Description and the Performance Assessment Guide to determine whether any revisions are required;
 - (iii) to establish the selection process for a facilitator; and
 - (iv) where a comprehensive evaluation is required, to discuss the stakeholders to be included in the consultation, the process, including the questionnaire, and timelines to be followed.

Any changes to the job description or Performance Assessment Guide shall be completed prior to the end of June.

- b) The Director will prepare a report to the Board outlining the evidence in support of his or her work for the academic year just completed and will identify opportunities for growth for the pending academic year. The report will be submitted to the Board by 30 September. The Board will review the indicated evidence and will determine whether, or to what extent, the quality indicators have been achieved.

- c) A facilitated meeting between the Director and the Board will be held no later than mid-October to discuss the Director's accomplishments and opportunities for professional growth and/or areas of focus using the report as the basis for the discussion. At the mutual agreement of the Board and the Director, this discussion may take place without a facilitator.
- d) By October 31, the Board will provide to the Director, a written summary of the facilitated discussion and any areas of growth identified, as well as establish any clear measures and objectives for the year.
- e) By November 15, the Director will provide a written response to the Board on the summary and growth areas provided which will include further information and/or any clarification previously requested by the Board, if applicable.
- f) Upon approval of the final evaluation report by the Director and the Board, the evaluation report will be signed by the Director and the Board Chair no later than November 30.

Other

3.11 Support for the above-noted process, inclusive of the preparation of the Director's report and facilitation of the Board evaluation discussions, will be carried out by an external facilitator / consultant mutually approved by the Board and Director.

3.12 The timelines outlined in this policy are subject to change at the mutual agreement of the Board and the Director.

4.0 APPENDICES

Appendix A Job Description, Director of Education and Secretary of the Board

Appendix B Performance Assessment Guide

5.0 REFERENCE DOCUMENTS

Education Act, 1998, § 283

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 ensuring 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.



OTTAWA-CARLETON DISTRICT SCHOOL BOARD

PERFORMANCE ASSESSMENT GUIDE

**FOR THE EVALUATION OF THE DIRECTOR OF EDUCATION /
SECRETARY OF THE BOARD**

FOR THE YEAR: SAMPLE

(Dated: _____)

Areas of Growth for (year)

On _____ the Board approved the following areas of growth for the Director of Education for the _____ year:

Educational Leadership

Strategic Focus and Policy Implementation

Communications and Community Relations

Human Resources and Professional Development

Fiscal Accountability

Advocacy

Responsibility #1:

Provide educational leadership to the District.

Role Expectations:

- o 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.
- o 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.
- o Create a culture of respect and dignity by supporting the OCDSB’s character attributes.
- o Centre Indigenous and human rights, anti-oppression and equity in OCDSB’s governance and leadership structures, policies and practices and decision-making.
- o 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.
- o 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.
- o Enhance curriculum development and implement effective evidence-based policies that benefit all students and all learning abilities to achieve equitable education outcomes.

Director Reflection:

Evidence and Indicators of Accomplishments:

Responsibility #2:

Maintain a strategic focus and manage policy implementation.

Role Expectations:

- Support the Board’s vision and mission and participate in the development of the OCDSB’s strategic plan.
- Implement the Board’s strategic plan and mobilize the OCDSB’s resources to ensure timely action to realize the goals of the strategic plan.
- 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.
- Report OCDSB goals and outcomes achieved on an ongoing basis, summarized annually.
- Ensure timely and effective implementation of Board policies, and develop and implement supporting procedures.
- Support effective governance and strong relationships with the Trustees for a productive and accountable navigation of the strategic plan.
- Perform the responsibilities of Secretary of the Board as outlined in the legislation.
- Ensure the Board is made aware of, and understands the implications of new Ministry initiatives.

Director Reflection:

Evidence and Indicators of Accomplishments:

Responsibility #3:

Enhance communications and community relations.

Role Expectations:

- Build and maintain a deep understanding of Ottawa and its communities, educational structures, political landscapes, and the challenges and opportunities of the region.
- Ensure the development and implementation of a comprehensive communications plan aligned with, and supportive of, the strategic and annual operating plans.
- 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.
- Engage and inspire confidence in the community in support of OCDSB’s mission and the evolving needs of students.
- Be a visible ambassador, champion of, and spokesperson for the OCDSB, internally and externally, with reference to Board policy and provincial legislation.
- 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.
- Recognize and accommodate the diversity of languages spoken across the District.
- Remain informed on current and ongoing challenges and pedagogical best practices.

Director Reflection:

Evidence and Indicators of Accomplishments:

Responsibility #4:

Manage human resources and professional development.

Role Expectations:

- Work collaboratively with staff, community partners, and stakeholders to promote equity and inclusion, while fostering a culture of innovation and growth.
- Foster a culture of resiliency by implementing strategies that support the mental health and well-being of staff, students, and their families.
- Continue to advance diversity, equity, and inclusion goals and ensuring schools are a safe and inclusive place for all (notably Black, Indigenous, and LGBTQ2S+ children and youth).
- Promote safe and respectful working and learning environments through strategies that address inappropriate or aggressive behaviours, hate speech, bullying, disruptive and/or disrespectful behaviour.
- Responsibly exercise the administrative authority delegated by the Board as Chief Executive Officer, subject to provisions and restrictions in provincial legislation.
- Has overall authority and responsibility for all personnel-related issues, save and except those personnel matters precluded by board policy, legislation or collective agreements.
- Ensure effective systems are in place for the selection, supervision, and development and performance review of all staff.
- Lead succession planning and recruitment strategies, while addressing staff retention and wellness.
- 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.
- 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.

Director Reflection:**Evidence and Indicators of Accomplishments:****Responsibility #5:****Demonstrate fiscal accountability.****Role Expectations:**

- 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.
- Understand and address the needs of the OCDSB including the many challenges in the current school environment, through appropriate allocation of resources.
- 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.
- Inform the Board about risks annually and about pending litigation as soon as possible or as circumstances warrant.
- Provide requested information to the audit committee in a timely manner.

Director Reflection:**Evidence and Indicators of Accomplishments:****Responsibility #6:****Demonstrate a strong relationship with provincial officials, including advocacy for the OCDSBs needs.**

Role Expectations:

- Represent the Board's position on student needs and educational priorities to provincial government officials.
- Utilize appropriate mechanisms to support the Board's advocacy efforts.
- Develop and present recommended courses of action and alternatives with regard to provincial relations, directives and initiatives to the Board for its consideration.
- Provide information to the Board on long-term impacts of issues, decisions and activities.

Director Reflection:**Evidence and Indicators of Accomplishments:**