



**TITLE: DIRECTOR OF EDUCATION PERFORMANCE APPRAISAL
PROCESS**
Date Authorized: September 2004
Last Revised: 24 June 2024
Last Reviewed: 24 June 2024

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 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 the Director of Education (the Director)'s performance appraisal review process:

- a) is evidence-based;
- b) is fair, transparent, and accountable to both the District and the Director; 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 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 the evaluation process is dependent on the start date of the Director (Appendix B: Timing of Evaluation Cycles).
- 4.3 The Interim Evaluation cycle begins on the Director's start date and ends on the first following June 30 of a school year.
- a) In the case where a Director starts between March 1 and June 30, an Interim Evaluation Cycle shall be undertaken beginning on the Director's start date and ending on June 30 of the following 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 a third party facilitator which invites feedback from Community Partners and Stakeholders, including the Minister of Education, on the performance of the Director.
- 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 has been approved by the Board; or
 - b) a period when the Director is on secondment to a position other than that of the Director.

The Performance Plan

- 4.7 An annual Performance Plan shall be developed collaboratively by the Director and the Committee to support the performance appraisal of the Director, using the template attached as Appendix C.
- 4.8 The Performance Plan shall include the following elements:
- a) a list of the planned actions, including professional development activities, that the Director will implement during the Evaluation Cycle to achieve each of the following goals:
 - i. Student Achievement - Advance the provincial priorities in education in the area of student achievement set out in *Ontario Regulation 224/23*;
 - ii. Resource Management - Manage human, capital, and fiscal resources to achieve the Board's multi-year strategic plan;

- iii. Healthy Workplace - Promote a healthy and inclusive workplace with effective systems for staff selection and oversight;
 - iv. Community Engagement - Establish and maintain respectful and collaborative relationships with students, parents, staff, District communities, community partners and stakeholders, Ministry staff, and the Minister;
 - v. Leadership - Demonstrate leadership to improve or maintain the reputation of and public confidence in the Board; and
 - vi. Policy and Legislative Compliance - Ensure compliance with applicable laws, Ministry policies and guidelines, and Board direction.
- b) leadership competencies and actions for implementation 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) methods for determining whether the Director successfully implemented the actions set out in the performance plan during the evaluation cycle;
 - d) supporting evidence and indicators to measure, either qualitatively or quantitatively, the degree to which the actions have achieved the specified goals; and
 - e) 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.

4.9 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.

Performance Review and Ratings

4.10 The annual performance review includes the assignment of the following performance ratings by the Committee, for each goal identified in the Performance Plan, based on the feedback of the Board:

- a) meets all expectations;
- b) meets most expectations;
- c) meets some expectations; or
- d) does not meet expectations.

4.11 When determining which performance rating to assign to the Director, the Committee shall consider the following factors:

- a) the extent to which the Director worked diligently and consistently toward implementing the actions identified in the performance plan;
- b) the efforts made to engage board staff, community partners and stakeholders, and others in developing the goals and implementing the actions identified in the performance plan; and

- c) the degree of success the Director had in achieving the goals set out in the Performance Plan.
- 4.12 The final appraisal report shall include the Committee's evaluation, the performance rating, and a rationale for the rating.

The Director and Board Performance Appraisal Committee

- 4.13 The Director and Board Performance Appraisal Committee (the Committee) shall be responsible for the Evaluation of the Director and shall be composed of five Board members. Annually, the Committee shall elect a Chair and wherever possible, the chair of the Board shall be elected as Chair of the Committee;
- 4.14 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) determine whether a third party facilitator will be engaged for the purpose of supporting the Full Evaluation Cycle
 - e) review and evaluate the Director's performance; and
 - f) finalize the Director's performance appraisal report for presentation to the Board and the Director, in camera.

Full Evaluation Cycle - Steps and Timelines

- 4.15 The Full Evaluation Cycle begins with the setting of the Director's Performance Plan. The Committee shall meet by May 15 to initiate the development of the Performance Plan for the upcoming year and shall identify, what role, if any, a third party facilitator will play.
- 4.16 The Committee chair and at least one other member of the Committee shall meet with the Director by July 31 to develop and finalize the performance plan.
- 4.17 Notice shall be posted on the District's website confirming that the Director's Performance Plan has been finalized and shared with members of the Board by August 15.
- 4.18 By August 15, the Chair of the Board shall provide written notice to the Minister that includes the following information:
- 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) confirmation that the Director's performance plan has been finalized for the upcoming Full Evaluation Cycle.
- 4.19 By January 11, the Committee Chair must invite all members of the Board to provide feedback on the Director's progress to date in achieving the goals set out in the performance plan. Feedback must be submitted to the Committee Chair by January 21.
 - 4.20 By January 31, the Committee Chair and the Vice Chair shall meet with the Director to provide feedback on progress to date.
 - 4.21 By June 10, the Director shall complete the Performance Plan, including actions taken, supporting evidence and indicators, professional learning completed, and a rationale for any actions not implemented and/or goals not achieved and provide the completed draft to the Committee Chair.
 - 4.22 By June 20, a copy of the completed draft Performance Plan shall be provided to all members of the Board, with instruction about how to provide feedback.
 - 4.23 Each member of the Board has until June 30 to provide feedback on the draft Performance Plan to the Committee.
 - 4.24 By July 7, the Committee shall meet for the purpose of reviewing the feedback, conducting the evaluation, and generating the draft performance appraisal report. In conducting the evaluation, the Committee shall have regard for the provisions of section 4.10 of this policy.
 - 4.25 By July 7, the Committee chair shall provide the draft performance appraisal report to the Director.
 - 4.26 By July 31, the Committee Chair and the Vice Chair shall meet with the Director. The purpose of the meeting shall be to:
 - a) 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 and the date by which the feedback is required.
 - 4.27 By August 10, the Committee Chair shall finalize the performance appraisal report and provide the final performance appraisal report to the Board and the Director.
 - 4.28 By August 15, 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 shall be posted on the Board's website.

Comprehensive Evaluation

- 4.29 A comprehensive performance evaluation of the Director shall be undertaken in the first Full Evaluation Cycle and every second full Evaluation Cycle thereafter.
- 4.30 The Board shall retain a facilitator with experience in executive performance assessment to support the Comprehensive Evaluation.
- 4.31 The facilitator shall invite feedback from Board members, members of committees of the Board, staff who report directly to the Director, parent members of all school councils, federation representatives, and a representative sample of Community Partners and Stakeholders, as identified by the Committee with input from the Director.
- 4.32 The facilitator shall develop a questionnaire for the purposes of collecting feedback. The questionnaire shall be based on the Performance Plan.
- 4.33 The facilitator 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 facilitator shall perform the tasks required by April 30 and submit the required report to the Committee and the Director by May 15.
- 4.35 The steps taken up are the same as for a Full Evaluation Cycle, plus the following:
 - a) By December 1, the Minister of Education shall provide a written notice to the Board and the Director indicating their intent to provide feedback on the comprehensive evaluation.
- 4.36 By April 30, the facilitator shall invite feedback from Board members, members of committees of the Board, staff who report directly to the Director, parent members of all school councils, federation representatives, and a representative sample of Community Partners and Stakeholders, as identified by the Committee with input from the Director.
- 4.37 By May 15, the facilitator shall submit the required report to the Committee and the Director.
- 4.38 By August 15, the list of community partners and stakeholders from whom feedback was requested shall be provided to the Minister and posted on the board's website as part of the confirmation documentation.

Interim Evaluation Cycle - Steps and Timelines

- 4.39 Appendix D summarizes the steps and timelines for the Interim Evaluation Cycle.

Retention of Documentation

- 4.40 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

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 (facilitator), with at least five years of experience conducting multi-source executive performance assessments, 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

Start Date of role as Director of Education	End Date for Interim Evaluation Cycle	Start Date of First Full Evaluation Cycle
Before March 1, 2024.	none	July 1, 2024
On or after March 1, 2024 and on or before June 30, 2024.	June 30, 2025	July 1, 2025
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.
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.



OTTAWA-CARLETON DISTRICT SCHOOL BOARD

PERFORMANCE PLAN

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

FOR THE YEAR:

Dated:



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD



Director of Education:
School Year:

GOAL: STUDENT ACHIEVEMENT

Advance the provincial priorities in education in the area of student achievement set out in Ontario Regulation 224/23

Leadership competencies and practices needed to achieve the goals:	Planned Actions:	Actions taken to improve competencies or practices:	Supporting Evidence/Indicators: <i>Qualitative and/or quantitative measures</i>	Rating:
<p>Educational Leadership - 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.</p> <p>Integrated Instructional Leadership - Guide instructional practice through curriculum alignment and evidence based intervention strategies, and professional learning opportunities that enhance educators skills and knowledge fostering a collaborative and supportive environment for continuous growth and improvement.</p>				<ul style="list-style-type: none"> ● Meets all ● Meets most ● Meets some ● Does not meet

<p>Student Well-Being - Foster a culture that prioritizes the physical, emotional and psychological well being of students and staff to address bullying, discrimination and other harmful behaviors.</p> <p>Data-Informed Decision Making - Utilize various data sources, such as student assessments and performance metrics, to inform instructional strategies, resource allocation, and intervention programs aimed at improving student achievement.</p> <p>Continuous Improvement - Establish a culture of continuous improvement by implementing processes for ongoing evaluation, reflection, and adjustment of instructional practices and educational programs to maximize student achievement outcomes.</p>				
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OTTAWA-CARLETON
DISTRICT SCHOOL BOARD



Director of Education:
School Year:

GOAL: RESOURCE MANAGEMENT

Manage human, capital and fiscal resources to achieve the goals identified in the board’s multi-year plan developed under clause 169.1 (1) (f) of the Act.

Leadership competencies and practices needed to achieve the goals:	Planned Actions:	Actions taken to improve competencies or practices:	Supporting Evidence/Indicators: <i>Qualitative and/or quantitative measures</i>	Rating:
<p>Strategic Planning - Develop and implement strategic plans that align organizational resources, priorities, and actions to realize the vision and mission of the district, and adaptively respond to internal and external challenges and opportunities.</p> <p>Budget - Develop comprehensive budget plans aligned with organizational goals and priorities, and strategically allocate resources to support the multi-year strategic plan.</p> <p>Resource Optimization - Maximize the efficient use of existing resources, including personnel, facilities, and technology, through effective planning,</p>				<ul style="list-style-type: none"> ● Meets all ● Meets most ● Meets some ● Does not meet

<p>collaboration, and innovation to enhance student learning experiences.</p> <p>Monitoring and Evaluation - Establish systems for monitoring resource utilization, evaluate program effectiveness, and conduct regular audits to ensure compliance with financial policies, regulations, and best practices.</p> <p>Staff Training and Development - Provide ongoing training, professional development, and support to staff members to enhance their awareness, understanding, and adherence to legislative requirements, ethical standards, and district policies and procedures.</p>				
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OTTAWA-CARLETON
DISTRICT SCHOOL BOARD



Learning

Well-being

Social
Responsibility

Director of Education:
School Year:

GOAL: HEALTHY WORKPLACE

Promote a healthy and inclusive workplace with effective systems for staff selection and oversight.

Leadership competencies and practices needed to achieve the goals:	Planned Actions:	Actions taken to improve competencies or practices:	Supporting Evidence/Indicators: <i>Qualitative and/or quantitative measures</i>	Rating:
<p>Communication and Transparency - Cultivate a culture of open communication, trust, and transparency by fostering dialogue, sharing information, and actively listening to the concerns and feedback of staff members.</p> <p>Conflict Resolution - Implement effective conflict resolution strategies and mediation techniques to address interpersonal conflicts, promote constructive dialogue, and foster positive relationships among staff members.</p> <p>Work-Life Balance - Support staff well-being and morale by promoting work-life balance initiatives, flexible scheduling options, and wellness</p>				<ul style="list-style-type: none"> ● Meets all ● Meets most ● Meets some ● Does not meet

<p>programs that prioritize physical and mental health.</p> <p>Professional Development Opportunities - Provide opportunities for staff to enhance their skills, knowledge, and professional growth through ongoing training, mentorship, career advancement programs, and recognition of achievements.</p> <p>Recognition and Appreciation - Recognize and appreciate the contributions and achievements of staff members through formal and informal recognition programs, celebrations, and expressions of gratitude to promote a culture of appreciation and motivation.</p>				
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OTTAWA-CARLETON
DISTRICT SCHOOL BOARD



Learning



Well-being



Social
Responsibility

Director of Education:
School Year:

GOAL: COMMUNITY ENGAGEMENT

Create and maintain respectful and collaborative relationships with students, parents, staff, school board communities, community partners and stakeholders, Ministry staff and the Minister.

Leadership competencies and practices needed to achieve the goals:	Planned Actions:	Actions taken to improve competencies or practices:	Supporting Evidence/Indicators: <i>Qualitative and/or quantitative measures</i>	Rating:
<p>Cultural Competence - Demonstrate cultural competence by respecting and valuing the diverse perspectives, backgrounds, and experiences of community members, and incorporate culturally responsive practices into educational programs and decision-making processes.</p> <p>Stakeholder Collaboration - Build and nurture positive relationships with parents, community members, local organizations, and educational partners to foster collaborative partnerships that support student success and community engagement initiatives.</p>				<ul style="list-style-type: none"> ● Meets all ● Meets most ● Meets some ● Does not meet

<p>Community Outreach - Develop and implement outreach strategies to engage stakeholders in educational initiatives, gather input, and build support for district goals, programs, and initiatives.</p>				
<p>Partnership Development - Identify and cultivate strategic partnerships with external organizations, agencies, and community stakeholders to expand access to resources, expertise, and opportunities that enhance educational outcomes and student experiences.</p>				



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD



Director of Education:
School Year:

GOAL: LEADERSHIP

Demonstrate leadership that maintains or improves the reputation of and public confidence in the board.

Leadership competencies and practices needed to achieve the goals:	Planned Actions	Actions taken to improve competencies or practices:	Supporting Evidence/Indicators: <i>Qualitative and/or quantitative measures</i>	Rating:
<p>Visionary Leadership - Articulate a compelling vision for educational excellence and equity, inspiring public confidence to share in the vision, and mobilizing resources and support to achieve strategic goals and objectives.</p> <p>Team Building and Empowerment - Build high-performing teams by fostering a culture of collaboration, trust, and accountability, empowering staff to take ownership of their work, and providing opportunities for professional growth and leadership development.</p>				<ul style="list-style-type: none"> ● Meets all ● Meets most ● Meets some ● Does not meet

<p>Ethical Leadership - Demonstrate integrity, honesty, and ethical decision-making in all aspects of leadership, adhering to professional standards and legal requirements, and fostering a culture of ethics, equity, and social responsibility.</p> <p>Change Management - Lead change initiatives by effectively communicating the need for change, engaging stakeholders in the change process, and providing support, resources, and guidance to navigate transitions and build organizational resilience.</p>				
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OTTAWA-CARLETON
DISTRICT SCHOOL BOARD



Director of Education:
School Year:

GOAL: POLICY AND LEGISLATIVE COMPLIANCE

Ensure compliance with applicable laws, Ministry policies and guidelines, and board mandates.

Leadership competencies and practices needed to achieve the goals:	Planned Actions:	Actions taken to improve competencies or practices:	Supporting Evidence/Indicators: <i>Qualitative and/or quantitative measures</i>	Rating:
<p>Policy Development and Implementation - Develop, implement and monitor policies and procedures to ensure compliance with federal and provincial legislation, ministry regulations and guidelines, as well as board policy and directives</p> <p>Monitoring and Reporting - Establish systems for monitoring and reporting on compliance with legislative requirements, regulatory mandates, and district policies, and address any non-compliance issues promptly and effectively.</p> <p>Risk Management - Identify potential legal, financial, and operational risks</p>				<ul style="list-style-type: none"> ● Meets all ● Meets most ● Meets some ● Does not meet

<p>related to legislative and policy compliance, and implement proactive measures to mitigate risks and ensure the integrity and sustainability of district operations.</p> <p>Knowledge Mobilization - Stay informed of legislative changes, legal trends, and emerging issues. Collaborate with external stakeholders and advocate for policies and practices that advance the district's mission and priorities.</p>				
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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 director's first day in the role
2	Committee Chair	Provide a copy of the director's performance plan to every member of the board.	The date that is 45 days after the director's first day.
3	Chair of the Board	<ol style="list-style-type: none"> 1. Provide written notice to the Minister containing the following information, <ol style="list-style-type: none"> i. the date that the person began their role as director for the board, and ii. confirmation that the director's performance plan has been put in place for the current full Evaluation Cycle. 2. Post a copy of the confirmation on the board's website. 	The date that is 45 days after the director's first day in the role.
4	Committee Chair	Request feedback from every member of the board in respect of the director's 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 date that is 20 days before the date determined for item 6.
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 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	June 20

		education to every member of the board.	
9	Each member of the Board	Provide any feedback on the draft performance appraisal report to the committee.	June 30