



## POLICY

Title: **DIRECTOR OF EDUCATION PERFORMANCE REVIEW** Policy No.: **2031**  
Effective Date:

Department: Office of the Chair

Reference(s): [The Institute for Education Leadership – The Ontario Leadership Framework: A School and System Leader’s Guide to Putting Leadership Framework Into Action - 2013](#)

It is the policy of the Board of Trustees to conduct an annual performance review of the Director of Education in meeting the duties under the Education Act and Regulations, Ministry Directives, Board of Trustees Policy, the Board of Trustees’ Multi-Year Strategic Plan (MYSP), and any other duties assigned by the Board of Trustees. The Ontario Leadership Framework shall support the criteria for the performance review. This process is intended to strengthen the organization, making it more cohesive, viable, accountable, and proactive in serving the needs of students and the broader Board of Trustees community.

It is expected that this process will promote respectful, positive, and collaborative dialogue between the Board of Trustees and the Director of Education. It is to be mutual learning opportunity to affirm successful practices and to improve areas of identified need, recognizing the overarching goal of benefiting students based on the shared responsibility of the Director of Education and the Trustees for improving student achievement.

The performance review process provides an opportunity for feedback and discussion about:

- professional growth;
- clarification of job expectations and priorities;
- evidence of performance; and
- identification of areas where performance may be improved.

The Chair of the Board and the Director of Education shall be responsible for the implementation of this policy. The Chair shall lead the annual review process, and all Trustees shall be invited to participate. The process is confidential and will be conducted in private in accordance with the Education Act, Section 207(2)(b).

### 1.0 Director of Education's Responsibilities

The Director of Education's Performance Review combines both quantitative and qualitative inputs and measures. The Director of Education will:

- identify annual goals in collaboration with the Board of Trustees, based on the Multi-Year Strategic Plan, Board of Trustees Improvement and

Administered By: **Office of the Chair**

Amendment Date(s):

Equity Plan, and the Operational Plan

- provide a report to the Board of Trustees of the previous year's accomplishments from the Annual Operational Plan ideally in October of each year (and if faced with extenuating circumstances, no later than February with the approval of the Board of Trustees)
- present the Board of Trustees with the Annual Operating Plan for the current school year
- provide periodic and timely reports to the Board of Trustees regarding the status of the annual goals
- respond to new policies or requests emanating either from the Board of Trustees through legislation in a timely manner, balancing the needs and expectations of key stakeholders
- prepare and disseminate an Annual Report to the public according to Ministry of Education and Board of Trustees requirements; and
- ensure that staff are effective and capable of fulfilling their respective duties and responsibilities, and/or areas of concern are addressed

## **2.0 Trustees' Responsibilities**

The Board of Trustees will meet with the Director of Education according to the established timelines to:

- determine the criteria, methodology and format for the review;
- collaboratively establish annual goals and outcomes;
- review the Director of Education's self-evaluation, and other reports and evidence requested;
- discuss constructive feedback; and
- provide concrete next steps.

The Board of Trustees will provide written feedback to the Director of Education at the end of the annual performance period. This feedback will include evidence of overall performance and accomplishments in relationship to the mutually established goals and identify areas where performance may be improved. The report will be filed in the Director of Education's Human Resources file located in the Office of the Chair of the Board.

## **3.0 Performance Review Cycle**

The annual review cycle is as follows:

March

- The Board of Trustees shall collaborate with the Director of Education to establish the criteria for the review process.
- The Chair of the Board will lead the process which may include a third-party assessment tool or contract with an external organization.
- In year 3 of the role of the Director, and every three years thereafter, a 360-performance review will be conducted.

## April

- The Director shall complete a self-evaluation based on the previous year's review process
- The Director will make a presentation to the Board of Trustees based on the criteria established in the Review Meeting
- The Board of Trustees will meet to discuss the Director's self-evaluation

## May

- The Chair and Vice-Chair will meet with the Director to discuss the feedback prepared by the Board. A written report will be shared with Trustees and provided to the Director, a copy of which will be filed in the Director's Human Resources file located within the Office of the Chair of the Board.

During the school year a meeting can be called by either the Board of Trustees and/or the Director of Education for an opportunity to provide and/or receive informal feedback as it relates to the Performance Review.

### **4.0 Performance Improvement Plan**

In situations where the Director Performance Review determines the performance to be unsatisfactory, an improvement plan will be created which identifies:

- criteria for the rating;
- identification and explanation of the area(s) of concern;
- area(s) requiring attention with links to the specific expectations of the role;
- steps to be taken to correct the action, with timelines for completion;
- resources/supports to be provided to the Director to assist them in meeting the identified expectations; and
- indicators of success.

The Chair and Vice-Chair, in collaboration with Chair's Committee, will monitor progress on the overall area(s) of identified concern and ensure that they are addressed in accordance with the agreed upon criteria and timelines.

If the Director of Education fails to meet the expectations outlined in the Director of Education Improvement Plan by the timelines identified, the Board may take further action, including, but not limited to coaching and dismissal.