

Policy Statement

The Director of Education has leadership responsibilities for implementing the elected board's Multi-Year Strategic Plan (MYSP) by maintaining an effective organization with the programs and services that operationalize the Keewatin-Patricia District School Board's (KPDSB) policies. The Director of Education provides leadership that promotes student achievement and well-being, as well as the growth/development and success of the organization. It is important to note that the director and senior staff often work closely with trustees as they develop the MYSP. This creates a sense of joint ownership that can lead to better outcomes. The KPDSB believes that a Director of Education Performance Appraisal (DPA) provides a forum for constructive dialogue and exchange of information between the Director and the Board of Trustees.

The DPA outlined in Policy 714, and related Procedure 714, will provide the process that ultimately will:

- benefit all students and the entire school system;
- assist the board in providing quality education programs and services;
- foster a strong on-going relationship between the director and the elected board based upon common goals and expectations;
- model the importance of, and contribute to continuous improvement throughout the KPDSB;
- provide helpful, concrete and objective feedback to the Director to optimize personal development and future performance;
- ensure accountability for the effective leadership and management of the school system and
- recognize and acknowledge the contributions of the Director of Education.

Purpose

The Director of Education is the Chief Executive Officer and Chief Education Officer of the school board and acts as Secretary of the Board. The Director is the sole employee who reports directly to the Board of Trustees. Through the Director of Education, the Board holds all of its schools accountable for improving student achievement and well-being, providing an equitable and inclusive environment and enhancing public confidence in publicly funded education, based on expectations set at the provincial and Board levels.



Policy Section: **Personnel/Employee Matters**

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Policy Name: Performance Appraisal
Director of Education

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Respecting the Vision, Values and Indicators and the strategic priorities outlined in the KPDSB's Multi-Year Strategic Plan (MYSP), the successful performance of the Director of Education is critical to ensuring organizational success and provides demonstrated evidence of progress towards the achievement of KPDSB priorities. On an annual basis, the Board of Trustees shall monitor and evaluate the performance of the Director of Education in successfully achieving their duties under the Education Act or any policy, guideline or regulation made under the Act, and under the Board's Multi-Year Strategic Plan *(MYSP), Board Improvement Plan for Student Achievement and Operational Plan (and/or other documents as required by legislation), specifically including the implementation of policies, procedures and organizational structures aimed at achieving goals.

Responsibilities

- a) Committee Membership-All trustees shall be invited to express interest to sit on the Director's Performance Appraisal Committee. Quorum for this committee will ideally include the Chair and Vice-Chair of the Board, and strive to have trustees representing three different attendance areas of the Board. The Vice-Chair of the Board shall chair the Director's Performance Appraisal Committee in Private Session (in camera) meetings of the Board of Trustees.
- b) Director's Responsibilities-The Director's Performance Appraisal combines both quantitative and qualitative inputs and measures. The Director is responsible for exercising effective leadership in communicating the KPDSB's priorities and ensuring the successful implementation of strategic initiatives as outlined in the KPDSB's Multi-Year Strategic Plan, the BIP and the successful operation of the Board. The Director relies on the Senior Administrative Team and Principals to implement these plans successfully, and is responsible for monitoring key metrics to ensure that the goals are being achieved, as well as providing mitigation when a goal is in danger of not being achieved.

Cross Reference:
Education Act 169.1
Procedure 714, Performance Appraisal, Director of
Education

Date Approved: October 11, 2016
Date Revised: November 13, 2018; Oct. 13/20
Review: Bi-annually

Next Review Date: 2021

The Director of Education will participate in the Performance Appraisal process and:

- i) Provide periodic and timely reports to the Board regarding the status of that year's goals;
- ii) Prepare and disseminate an Annual Report which provides information to the public regarding the Board's achievements with respect to the MYSP, BIP and operational initiatives;
- iii) Report on the execution of the strategic or operational initiatives that were the direct responsibility of the Director;
- iv) Respond to new policies or requests emanating either from the Board or legislation in a timely manner, balancing the needs and expectations of key community partners;
- v) Endeavour to ensure all staff are fully engaged, capable and effective while carrying out their respective duties.
- vi) Is responsible for establishing a clear timeline for the Performance Review of the Senior Administration Team

c) Trustees' Responsibilities -The Board of Trustees will meet with the Director of Education as per the established timelines to collaboratively:

- i) Determine the criteria and methodology of the DPA;
- ii) Review the Director's self-evaluation;
- iii) Prepare constructive feedback;
- iv) Provide next steps; and
- v) Establish measurable goals for the current year

The Board of Trustees shall assess the Director's performance related to:

- Annual goals as established and agreed upon by the Board of Trustees and the Director of Education;
- Legislative requirements;
- System Leadership; and
- Professional development

The Board of Trustees will provide developmental feedback to the Director. The Board of Trustees will engage the Director in collaboratively setting goals for the year. These goals should be aligned with the MYSP, the BIPs and the Operational Plan and/or other documents as required by legislation.

The Board of Trustees, as outlined in section 169.1 of the Education Act, are responsible for student achievement and the effective stewardship of resources. As part of their duties in this section, every Board shall,

“h) Monitor and evaluate the performance of the Board’s Director of Education or the supervisory officer acting as the Board’s Director of Education, in meeting, (i) Their duties under this Act or any policy, guidelines or regulation made under the multi-year plan...required in Section 169.1 (1)(f), and (ii) Any other duties assigned by the Board.”

d) Principles/Specific Directives of the DPA: The guiding principles to be considered throughout the DPA process include:

- accountability and transparency
- open communications
- confidentiality and respect for all parties
- the DPA report content is confidential and to be kept with the KPDSB Human Resources department under the Director of Education’s personnel file
- that the DPA shall be acknowledged as being completed at a public Board Meeting through a public statement of completion.

Guidelines

The Trustees and the Director of Education will jointly develop the performance goals of the Director of Education. The goals established for the year are based on the eight (8) leadership practices (identified below) and the values, vision and goals contained within the KPDSB Strategic Plan. Goal setting should not be overly cumbersome to the Director or the Trustees. There should be two-three major goals and those are the ones the Director is to accomplish that year. The goal setting for the Director should include all Trustees as a whole, not a subcommittee. An annual retreat or COTW meeting of the Board in the Spring or Summer shall review the strategic plan and capital plan so that goals can be set at the June board meeting for the upcoming year.

The Trustees and the Director of Education will jointly develop the content, data collection and review. The DPA is not intended to encompass every aspect of the Director's work, but to focus on the goals determined for the year under review; to affirm success, improvement and appropriate next steps. The content of the review surveys and feedback to the Director's discussions with the trustees and subsequent documentation will be held in confidence.

The surveys shall be based on the Director's areas of responsibility as outlined in the following sources, and in consideration of the Board's characteristics:

- The Education Act
- The Ontario Leadership Framework (OLF) for Supervisory Officers' eight leadership practices (i-viii) and (ix, x):
 - i) Establish broadly shared mission, vision and goals founded on aspirational images of the educated person;
 - ii) Provide coherent instructional guidance;
 - iii) Build district and school staff's capacities and commitments to make informed decisions;
 - iv) Create learning-oriented organizational improvement processes.
 - v) Align budgets, time and personnel/policies/procedures with district mission, vision and goals;
 - vi) Use a comprehensive performance management system for school and district leadership development;
 - vii) Advocate for and support a policy governance approach to Board of Trustee practices;
 - viii) Nurture productive working relationships with staff and community partnerships; and
 - ix) The Keewatin-Patricia District School Board Strategic Plan;
 - x) Regional and demographic realities reflecting the unique complexities (ie; geography) of the Keewatin-Patricia District School Board

The Director will be provided with a written copy of their performance review and will be permitted an opportunity to respond to it. In the event that a significant disagreement concerning the performance review arises between the Director of Education and the Board, the Director will provide the Chair of the Board with a written response outlining the areas of disagreement. Upon receipt of the Director's response, the Chair would present this response to the Trustees in an effort to come to a reasonable resolution.

The Board of Trustees will approve a public motion confirming that the Director's performance review process has been completed in accordance with this policy.

Dispute Resolution Process

Should the above process not resolve the disagreement between the Director of Education and the Board of Trustees of the content of the Performance Appraisal Summary document, the following procedure shall be followed.

A three member panel composed of the following individuals will be established:

- a) One member of the panel will be selected by the Director of Education in consultation with the Council of Ontario Directors of Education (CODE);
- b) The second member of the panel will be selected by the Chair of the Board in consultation with the Ontario Public School Boards Association (OPSBA); and
- c) The third member of the panel, an external consultant, with expertise in mediation, suitable to both CODE and OPSBA will be selected.

This panel will consider all information presented by the Director of Education Performance Appraisal Committee, Director of Education and the external consultant and make recommendation(s) to the Board of Trustees for consideration. The external consultant will facilitate this process.

Performance Improvement Plan

In situations where the Director of Education Performance Appraisal Committee determines the performance of the Director of Education to be unsatisfactory, a plan will be created which identifies:

- a) Criteria for the rating;
- b) Identification and explanation of the area(s) of concern;
- c) Areas requiring attention with links to the specific expectations of the job;
- d) Steps to be taken to correct the action;
- e) Indicators of success, and
- f) Timelines for completion.

The Director of Education Performance Appraisal Committee will monitor progress on the overall area(s) of 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 targets outlined in the Director of Education Performance Appraisal Improvement Plan by the timelines outlined, the Board may take further action, including, but not limited to coaching and dismissal.

Timelines and Process

Annual Timelines

The DPA timelines (except in the first year of the term) are as follows:

- a) The Director's Performance Appraisal Committee shall collaborate with the Director of Education to set goals and objectives by June 30th of each year.
- b) The DPA Committee shall prepare a Performance Appraisal document that sets out the criteria to evaluate the Director of Education's performance in meeting their duties in accordance with legislation and with regard to the implementation of policies and organizational structures to achieve the goals identified the previous June by September 01st of each year.
- c) The Director of Education shall complete the self-evaluation portion of the Performance Appraisal document and submit it to the DPA Committee by May 15th of each year.
- d) The DPA Committee shall meet to discuss the self-evaluation portion of the DPA document and compile feedback by May 30th of each year.
- e) The DPA Committee shall meet with the Director of Education to review the compiled data that forms the DPA document and proposed next steps by June 15th of each year.
- f) The DPA Committee shall submit the final DPA document to the Board for review and approval no later than September 30th each year confirming the DPA process has been completed in accordance with this policy.

Timelines in First Year if the Director does not begin in September

In the first year of the Director’s term, the DPA timelines are as follows:

- a) The DPA Committee shall collaborate with the Director of Education to set goals and objectives for the first six months by the end of the first month of the term.
- b) The DPA Committee shall prepare a shortened Performance Appraisal document that sets out the criteria to evaluate the Director of Education’s performance in their first few months in meeting their duties in accordance with legislation and with regard to the implementation of policies and organizational structures to achieve the goals identified above by the end of the fifth month of the term.
- c) The Director of Education shall complete the self-evaluation portion of the DPA document and submit it to the DPA Committee by the middle of sixth month of the term.
- d) The DPA Committee shall meet to discuss the self-evaluation portion of the DPA and compile feedback by the end of the sixth month of the term.
- e) The DPA Committee will meet with the Director of Education to review the compiled data that forms the DPA document and proposed next steps by the middle of the seventh month of the term.
- f) The DPA Committee shall submit the final DPA to the Board for review and approval no later than the end of the seventh month of the term. This may be modified with the agreement of Board and the Director if the seventh month falls in the summer months.
- g) Subsequent appraisals shall follow the annual process outlined above.

360 Evaluation

In the third year of the Director’s term, or as may be requested or required, and every three years thereafter, the Board of Trustees will engage in a 360 evaluation of the Director of Educations performance based on criteria, goals and indicators mutually agreed to between the Board and the Director. Trustees will select the appropriate tool to survey a variety of education partners, regarding the identified goals of the DPA, including but not limited to:

- a) Senior Administrators;
- b) System Principals;
- c) School Principals, representing both elementary and secondary panels from all attendance areas of the Board;
- d) Union & Federation Leaders;
- e) PIC, SEAC, IEAC and Audit Committee Members; and
- f) Community partners