



Title: PERFORMANCE APPRAISAL: DIRECTOR OF EDUCATION
Adopted: February 2017
Reviewed:
Revised: June 2025
Authority: Education Act, 1990, S. 169.1 (1); Regulation 83/24

POLICY

It is the policy of the Bloorview School Authority (the “Authority”) that the performance appraisal of the Director of Education shall be consistent with Ministry of Education expectations and will be characterized throughout by transparency and open communication, balanced by professional confidentiality and respect for all parties.

Note: For the purposes of performance appraisal, the procedure used to assess the performance of the Supervisory Officer shall be consistent with the mandated process for a Director of Education.

DEFINITION

1. **Community partners and stakeholders** means persons or entities that interact with a Authority, including advocacy groups, First Nations, Métis and Inuit partners, business and labour organizations, municipal and childcare partners, the hospital and social service agencies.

GUIDING PRINCIPLES

2. An effective performance appraisal of the Authority’s Director of Education will:
 - Reflect the goals of the Authority’s Strategic Plan and other goals as mutually agreed upon by both the Authority and the Director of Education.
 - Monitor the contribution of the Director and ensure accountability for the effective leadership and management of the Authority and the effective implementation of its Strategic Plan

- Assist the Authority and Director in identifying the Director's areas of strength and areas for improvement in performance and the overall leadership of the Bloorview School.
 - Reflect a continuous results-oriented and improvement focus for both the Director of Education and the school Authority.
 - Provide a structured opportunity for the Director of Education to receive feedback and concerns in a timely and supportive way to facilitate resolution.
 - Model the importance of continuous improvement throughout the Authority.
3. The Authority's Performance of Appraisal of the Director of Education:
- Recognizes that the Director is the Chief Education Officer for the Authority and, as such, is held accountable for work performed by other staff.
 - Involves the participation of all trustees

PROCEDURES

4. The performance appraisal of the Director shall be aligned with and based on duties as assigned in provincial statutes, regulations, policies, guidelines, identified goals of the Authority's Strategic Plan, and other goals as mutually agreed upon by both the Authority and the Director of Education.
5. The comprehensive evaluation shall include input from the Authority and Director. Both parties will also agree on the tools or strategies that will be used to gather information regarding the achievement of identified goals by the Director of Education.
6. The Authority will identify members of a Performance Review Committee that will include the Chair of the Authority, the Vice-Chair and at least one other trustee. The committee will coordinate the performance review process outlined in the chart in Procedure #10.
7. (a) No later than May 15 in each year, The Authority shall establish a committee responsible for conducting a performance appraisal of the Director of Education, composed of the Chair of the Board, the Vice-Chair of the Board and one other trustee.

(b) If a vacancy occurs on the committee the Chair shall appoint a member.

(c) The committee is responsible for conducting any performance appraisal required under the Regulation in respect of the Director of Education's evaluation cycles that occur with the Authority during any portion of the period beginning on July 1 in the year that the committee is established and ending on June 30 in the following year.

8. If the start date of the Director of Education, in that role, is on or after March 1 in a year, an interim evaluation cycle shall be used (see Regulation 83/24).
9. After a Director of Education's first full evaluation cycle with the Authority, a full evaluation cycle shall be conducted annually..
10. During a Director of Education's full evaluation cycle, the person or entity set out in Column 2 of the Table to this section shall take the actions set out opposite the person or entity in Column 3 of the Table on or before the date set out in Columns 4, 5 or 6..

1	2	3	4	5	6
Step	Responsibility	Activity	DUE 2025	DUE 2026	DUE 2027
1.	Committee chair and at least one other member of the committee	Meet with the Director of Education to develop and finalize a performance plan.	April 4	July 31	July 31
2.	Committee chair	Provide a copy of the Director of Education's performance plan to every member of the Authority Board..	April 4	Aug 15	Aug 15
3.	Chair of the Board	<p>1. Provide written notice to the Minister that includes the following information,</p> <ul style="list-style-type: none"> - the date that the person began their role as Director of Education for the Authority, - if the steps set out in Procedure #11 (a) are required to be taken during the current full evaluation cycle, and - 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 Authority's website.</p>	April 4	Aug 15	Aug 15

4.	Minister	If it is a full evaluation cycle in which the steps set out in Procedure #11 (a) are required to be taken, provide written notice to the Authority and the Director of Education indicating whether the Minister intends to provide such feedback.	TBD	Dec 1	Dec 1
5.	Committee chair	Request feedback from every member of the Authority Board in respect of the Director of Education's progress toward implementing the actions and achieving the goals contained in the performance plan.	April 4	Jan 11	Jan 11
6.	Each member of the Authority Board.	Provide any feedback requested in item 5 to the chair of the committee.	April 17	Jan 21	Jan 21
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.	April 28	Jan 31	Jan 31
8.	Entity described in Procedure #11 (a)	If it is a full evaluation cycle in which the steps set out in Procedure #11 (a) are required to be taken, perform the step described in Procedure #11(a) .	N/A	April 30	N/A

		These actions shall not be taken before February 1 in the full evaluation cycle.			
9.	Entity described in Procedure #11(a)	If it is a full evaluation cycle in which an assessment is required to be performed in Procedure #11 (a) provide the report described in Procedure #11(b) to the committee and the Director of Education.	N/A	May 15	N/A
10.	Director of Education	Update the performance plan in accordance with Procedure #15 .	May 23	June 10	June 10
11a.	Committee Chair	Prepare Draft of Performance Appraisal Report	June 20	June 20	June 20
11b.	Committee chair	Provide a copy of the draft performance appraisal report, prepared in accordance with Procedures 17 – 19 in respect of the Director of Education to every member of the Authority.	June 20	June 20	June 20
12.	Each member of the Authority Board		June 30	June 30	June 30

		Provide any feedback on the draft performance appraisal report to the committee.			
13.	Committee chair	Provide the draft performance appraisal report to the Director of Education	July 7	July 7	
14.	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"> - 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, - review and update the Director of Education's performance plan for the following evaluation cycle, if necessary, - review and discuss the committee's draft performance appraisal report, and - 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 step 1 of this Table.</p>	July 31	July 31	July 31

15.	Committee	<p>1. Finalize the performance appraisal report, taking into consideration, among other things,</p> <ul style="list-style-type: none"> - the feedback from the members of the Authority and the Director of Education - the feedback set out in the report required in Procedure 11(b) if applicable, and - the survey information mentioned in Procedure 19 (c -iii). <p>2. Provide the final performance appraisal report to the Authority and the Director of Education.</p>	Aug 10	Aug 10	Aug 10
16	Authority	Provide written confirmation to the Minister that the performance appraisal for the evaluation cycle, has been conducted and that the final performance appraisal report has been adopted by Authority resolution.	Aug 15	Aug 15	Aug 15
17	Authority	If it is a full evaluation cycle in which the steps set out in Procedure 11(a) are required to be taken, provide to the Minister a list of the community partners and stakeholders identified by the committee from whom feedback was requested.	N/A	Aug 15	N/A
18	Authority	Post a copy of the confirmation and, if applicable, the list of community partners and stakeholders on the Authority's website.	Aug 15	Aug 15	Aug 15

11. In a Director of Education's first full evaluation cycle, and every second full evaluation cycle after that, the Authority shall ensure that an entity that has at least five years of experience conducting multi-source executive performance assessments takes the following steps:

- a. Request feedback from the persons listed as follows in respect of the Director of Education's performance;

- each member of the Authority Board;
 - each member of every statutory, ad hoc, or other committee of the Authority;
 - each staff member of the Authority who reports directly to the Director of Education;
 - each parent member of the school council;
 - a representative nominated by each local employee association representing employees of the Authority;
 - a representative sample of community partners and stakeholders, as identified by the committee with input from the Director of Education.
 - the Minister (if notice has been provided in accordance with step 4 of the Table in Procedure #10)
- b. Prepare a written report summarizing and analyzing the feedback. In preparing such report the entity shall remove any words or names that would identify a parent or student, if a request is made to do so by the parent or student.

12. A performance plan required to be developed and finalized in Step 1 of the table in Procedure #10 in respect of an evaluation cycle shall include the following elements:

- a) A list of the actions that the Director of Education will implement during the evaluation cycle to achieve each of the following goals:
- Advance the provincial priorities in education in the area of student achievement set out in Ontario Regulation 224/23 (Provincial Priorities in Education - Student Achievement) see Note # 23
 - Manage human, capital and fiscal resources to achieve the goals identified in the Authority's multi-year plan developed under clause 169.1 (1) (f) of the Act See Note #24
 - Promote a healthy and inclusive workplace with effective systems for staff selection and oversight.
 - Create and maintain respectful and collaborative relationships with students, parents, staff, school Authority communities, community partners and stakeholders, Ministry staff and the Minister.

- Demonstrate leadership that maintains or improves the reputation of and public confidence in the Authority;
 - Ensure compliance with applicable laws, Ministry policies and guidelines, and Authority mandates.
- b) Identification of leadership competencies and practices needed to achieve the goals set out in paragraph 1 and actions that the Director of Education shall implement during the evaluation cycle to improve at least one of those competencies or practices.
- c) One or more methods of
- determining whether the Director of Education successfully implemented the actions set out in the performance plan during the evaluation cycle, and
 - measuring, qualitatively or quantitatively, the degree to which the actions achieved the goals set out in Procedure 12(a).
- d) Any additional appraisal elements determined by the committee with input from the Director of Education and if the additional appraisal elements include additional goals, a list of the actions that the Director of Education will implement during the evaluation cycle to achieve those goals.
13. The actions listed in Procedure 12(a) shall include professional development activities that the Director of Education will undertake during the evaluation cycle.
14. The leadership competencies and practices identified under paragraph 2 of subsection (1) shall be described in accordance with any guideline issued by the Minister under subsection 287.6 (1) of the Act See Note #25
15. A performance plan update required under Step #1 of the table in Procedure #10 include;
- a confirmation of which of the actions listed in Procedure #12, have been implemented by the Director of Education during the evaluation cycle;
 - a description of how each action that was implemented assisted in achieving the goals set out and
 - for each action that was not implemented by the Director of Education, a rationale for why the action was not implemented.
16. The Director of Education 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.

17. Based on the results of the performance appraisal, the committee shall assign one of the following performance ratings to the Director of Education:
- meets all expectations.
 - meets most expectations.
 - meets some expectations.
 - does not meet expectations.
18. When determining which performance rating to assign to the Director of Education for the Authority, the committee shall consider the following factors:
- a) the extent to which the Director of Education worked diligently and consistently toward the implementation of the actions identified in the performance plan.
 - b) the efforts made by the Director of Education to engage Authority staff, community partners and stakeholders, and others in the development of the goals and implementation of the actions identified in the performance plan;
 - c) the degree of success the Director of Education had in achieving the goals set out in the performance plan, as informed by data available to the Authority including,
 - i. the feedback set out in the report required by section 8, if applicable, and
 - ii. the information collected by the surveys required by subsection 169.1 (2.1) of the Act in respect of the evaluation cycle, if applicable. (see Note #26)
 - iii. the rationale provided by the Director of Education for the actions that were not implemented and the goals that were not achieved.
 - iv. the effectiveness of efforts made to overcome challenges faced by the Director of Education in implementing the actions identified in the performance plan.
 - v. the demonstrated ability and willingness of the Director of Education to address, in the future, the actions that were not implemented and goals that were not achieved.
19. The committee shall prepare a draft performance appraisal report summarizing the committee's evaluation, setting out the performance rating and providing an explanation for the rating.

NOTES

20. When determining whether to provide feedback in response to a request made under subsection (1), the Minister shall consider the Director of Education's leadership and progress in respect of,

(a) achieving the goals set out in the multi-year plan developed in accordance with section 169.2 of the Act that relate to the provincial priorities in education in the area of student achievement set out in Ontario Regulation 224/23 (Provincial Priorities in Education - Student Achievement); and

(b) maintaining or improving the reputation of and public confidence in the Authority in relation to advancing the provincial priorities in education in the area of student achievement set out in Ontario Regulation 224/23.

21. The performance of a Director of Education shall not be evaluated in respect of a period when the Director of education is on leave or on secondment to another position.

22. Every document that is required to be prepared by the Authority or provided to the Authority under this policy, shall be kept for a period of at least six years from the date of the draft performance appraisal report to which the document relates.

23. [ONTARIO REGULATION 224/23](#)

PROVINCIAL PRIORITIES IN EDUCATION — STUDENT ACHIEVEMENT

For the purposes of subsection 11.2 (1) of the Act, the following are the provincial priorities in education in the area of student achievement:

- Achievement of learning outcomes in core academic skills.
- Preparation of students for future success.
- Student engagement and well-being.

24. **Education Act Section 169.1** (1) Every board shall,

- (a) promote student achievement and well-being;
- (b) promote a positive school climate that is inclusive and accepting of all pupils, including pupils of any race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability;
- (c) promote the prevention of bullying;
- (d) ensure effective stewardship of the board's resources;
- (e) deliver effective and appropriate education programs to its pupils;
- (f) develop and maintain policies and organizational structures that,
- (g) promote the goals referred to in clauses (a) to (c),
- (h) encourage pupils to pursue their educational goals;
- (i) monitor and evaluate the effectiveness of policies developed by the board under clause (d) in achieving the board's goals and the efficiency of the implementation of those policies;
- (j) develop a multi-year plan aimed at achieving the goals referred to in clauses (a) to (c);

- (k) annually review the plan referred to in clause (f) with the board's director of education or the supervisory officer acting as the board's director of education; and
- (l) 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,
- (m) his or her duties under this Act or any policy, guideline or regulation made under this Act, including duties under the plan referred to in clause (f), and
- (n) any other duties assigned by the board. 2009, c. 25, s. 15; 2012, c. 5, s. 3 (1).

25. **Education Act, Section 287.6 (1)** The Minister may issue guidelines describing knowledge and practices that a person conducting a performance appraisal under this Part shall look for in order to assist in evaluating the competencies of and in determining the rating to be given to the director of education, supervisory officer, principal, vice-principal or system principal, as the case may be. 2001, c. 24, s. 5; 2023, c. 11, Sched. 2, s. 31; 2024, c. 28, Sched. 5, s. 12.

26. **Education Act, Section 169.1 (2.1)** _ School Climate Surveys - In fulfilling its duties under clause (1) (e) with respect to the effectiveness of policies developed by the board to promote the goals referred to in clauses (1) (a.1) and (a.2), every board shall use surveys to collect information from its pupils and staff, and parents and guardians of its pupils at least once every two years in accordance with any policies and guidelines made under paragraph 31 of subsection 8 (1). 2012, c. 5, s. 3 (2).