

SIMCOE COUNTY DISTRICT SCHOOL BOARD

COMMITTEE OF THE WHOLE

PUBLIC SESSION

WEDNESDAY, NOVEMBER 20, 2013 – 6:00 P.M.

A G E N D A

GEORGIAN ROOM

- A.**
- (1) Roll Call
 - (2) Approval of Agenda
 - (3) Declaration of Conflicts of Interest
 - (4) Visitor
Marilyn Gouthro, Governance Consultant, Ontario Education Services Corporation
- B. RECOMMENDATIONS FOR ACTION**
- (1) Staff Reports – Item for Decision
 - (a) Director of Education Performance Review Policy and Procedure and Revised Policy No. 2190, Director of Education Job Description
- C. FUTURE BUSINESS AND ADJOURNMENT**

SIMCOE COUNTY DISTRICT SCHOOL BOARD

COMMITTEE OF THE WHOLE

PUBLIC SESSION

RECOMMENDED ACTION – WEDNESDAY, NOVEMBER 20, 2013

REPORT	FYI	Decision Req.	MOTION
			Call Meeting to order. Roll Call
		√	That the agenda be approved as printed.
			Declaration of Conflicts of Interest
Visitor			Marilyn Gouthro, Governance Consultant, Ontario Education Services Corporation
B-1-a Director of Education Performance Review Policy and Procedure and Revised Policy No. 2190, Director of Education Job Description		√	(1) That the Committee of the Whole Board approve the adoption of a Director of Education Performance Review Policy and Procedure, as set out in APPENDIX A of Report No. B-1-a, Director of Education Performance Review Policy and Procedure and Revised Policy No. 2190, Director of Education Job Description, dated November 20, 2013.
		√	(2) That the Committee of the Whole Board approve the revisions to Policy No. 2190, Director of Education Job Description, as set out in APPENDIX B of Report No. B-1-a, Director of Education Performance Review Policy and Procedure and Revised Policy No. 2190, Director of Education Job Description, dated November 20, 2013.
Future Business			
Adjournment		√	Motion to Adjourn

TO: The Chairperson and Members of the
Simcoe County District School Board

FROM: Director of Education

SUBJECT: **DIRECTOR OF EDUCATION PERFORMANCE REVIEW POLICY
AND PROCEDURE AND REVISED POLICY NO. 2190, DIRECTOR OF
EDUCATION JOB DESCRIPTION**

1. Background

It is the policy of the Simcoe County District School Board to:

- (1) Ensure accountability for the effective leadership and management of the school system and the effective implementation of its Multi-Year Strategic Plan and Board Improvement Plan.
- (2) Provide the Director of Education with concrete feedback from the elected board on his/her performance to be used as a basis for his/her personal development in the role.

An effective performance review provides a mutual learning opportunity to provide feedback to the Director of Education in a process which strengthens the organization and benefits students.

2. Current Status

The board currently does not have a policy and procedure to help guide trustees during the performance review process. Staff has developed a draft Director of Education Performance Review Policy (APPENDIX A) which contains information from Education Act, and The Ontario Leadership Framework 2013 (APPENDIX B). Further, due to the development of this policy, revisions to Policy No. 2190, Director of Education Job Description has been revised accordingly. The proposed revisions are included in APPENDIX C and the final version of the policy with the revisions is attached as APPENDIX D.

RECOMMENDATIONS

1. That the Committee of the Whole Board approve the adoption of a Director of Education Performance Review Policy and Procedure, as set out in APPENDIX A of Report No. B-1-a, Director of Education Performance Review Policy and Procedure and Revised Policy No. 2190, Director of Education Job Description, dated November 20, 2013.
2. That the Committee of the Whole Board approve the revisions to Policy No. 2190, Director of Education Job Description, as set out in APPENDIX C of Report No. B-1-a, Director of Education Performance Review Policy and Procedure and Revised Policy No. 2190, Director of Education Job Description, dated November 20, 2013.

Approved for submission by:

Kathryn Wallace, Director of Education

November 20, 2013

BOARD ADMINISTRATION 2100**DIRECTOR OF EDUCATION 2186**
PERFORMANCE REVIEW AND PROCEDURE**1. Rationale**

A trusting, mutually respectful and cooperative relationship between the Board of Trustees and its Director of Education with their mutual understanding of the performance outcomes expected of the director and their distinctive roles, lead to effective policy implementation and achievement of the Board's goals.

The Ministry of Education has directed that school boards conduct an evaluation of the performance of the Director of Education (*Education Act 169.1(1)*).

2. Purpose

An effective performance review of the Board's Director of Education will:

- Strengthen the organization, making it more cohesive, viable, accountable and proactive in serving the needs of students and the broader school board community;
- Provide a mutual learning opportunity to affirm successful practices and to improve areas of identified needs;
- Reflect a continuous results-oriented and improvement focus for both the Director of Education and the school board;
- Provide a structured opportunity for the director to receive feedback and concerns in a timely and supportive way to facilitate resolution.

3. Policy

It is the policy of the Simcoe County District School Board to:

- Ensure accountability for the effective leadership and management of the school system and the effective implementation of its Multi-Year Strategic Plan and Board Improvement Plan.
- Reflect the goals of the Board's Multi-Year Strategic Plan, and the leadership practices described in the System-level Leadership Framework of the Ontario Leadership Framework and other goals as mutually agreed by both the Board and the Director of Education.
- Provide the Director of Education with concrete feedback on an annual basis from the elected board on his/her performance to be used for his/her personal development in the role.

BOARD ADMINISTRATION 2100

DIRECTOR OF EDUCATION 2186
PERFORMANCE REVIEW AND PROCEDURE

Page 2

4. Guiding Principles

The Simcoe County District School Board supports the following guiding principles for the Performance Review process for the Director of Education:

- Characterized throughout by transparency and open communication, balanced by professional confidentiality and respect for all parties;
- Highlights the key role of the Director as the Chief Education Officer for the District to enhance student achievement and success for all children.
- Recognizes that the Director is the Chief Executive Officer. The Director is held accountable for work performed primarily by other staff.
- Emphasizes the need for and requires the use of qualitative and quantitative evidence for evaluation purposes.
- Aligned with the leadership practices described in the System-level Leadership Framework of the Ontario Leadership Framework, the Director of Education's job description as well as the board's Multi-Year Strategic Plan and Board Improvement Plan.
- Provides a mutual learning opportunity to affirm successful practices and to improve areas of identified need.

5. Key Process Elements

The Simcoe County District School Board Performance Review Process will:

- Be completed annually.
- Comply with Ministry of Education requirements.
- Will conclude with a written report, approved by the Board and based on the agreed evidence (data) gathered and includes area(s) for focus and/or improvement in the next year.
- Be based on mutual agreement on the following:
 - The areas to be assessed based on the goals of the board's Multi-Year Strategic Plan, the Board Improvement Plan, and the leadership practices described in the System-level Leadership Framework of the Ontario Leadership Framework and other goals as mutually agreed by both the Board and the Director of Education.
 - The specific evidence of strategies to achieve goals and indicators of goal implementation.
 - An effective process for discussing and resolving any disagreement between the Board of Trustees and the Director of Education on the process or the written report.
 - Respect the need for professional confidentiality.

BOARD ADMINISTRATION 2100

DIRECTOR OF EDUCATION 2186
PERFORMANCE REVIEW AND PROCEDURE

Page 3

6. Performance Review Process and Timelines

- 6.1 The Chair of the Board will annually coordinate the performance review process.
- 6.2 At the August Closed Session of the Board, the Director of Education will present his/her work plan which will reflect the mutually agreed-upon key priorities and goals set for the Director of Education as a result of the last performance review process. The evidence and indicators that will be used will align with the Board's Strategic Plan and Board Improvement Plan and reflect leadership practices described in the System-level Leadership of the Ontario Leadership Framework, as well as the Director of Education's Job Description. Trustees will be given the opportunity to ask questions of clarification at the Closed Session meeting in August.
- 6.3 In May of the same school year, in Closed Session of the Board, the Director of Education will present evidence of the specific strategies used to achieve the goals, the indicators of goal implementation and the results achieved. Trustees will be given the opportunity for questions of clarification.
- 6.4 Following the presentation at the May Closed Session of the Board, the Board will discuss the presentation and provide the contents for a performance review report. At the same meeting, the Board will make suggestions regarding the key future priorities and goals for the Director of Education for the next school year from their perspective as a board.
- 6.5 The Chair and Vice-chair will compile and summarize the information and prepare a report.
- 6.6 The board comments found within the report will reflect the consensus of the whole board of trustees.
- 6.7 The Chair and Vice-chair will meet and discuss the performance review with the Director of Education within 2 weeks of the meeting in (6.4).
- 6.8 The Chair will share the written report with the Director prior to the June Closed Session of the Board.
- 6.9 At the June Closed Session of the Board, the Chair's written report will be shared with trustees.
- 6.10 Approval of the performance review report by the Board will occur at the June closed session meeting of the Board.

BOARD ADMINISTRATION 2100

DIRECTOR OF EDUCATION 2186
PERFORMANCE REVIEW AND PROCEDURE

Page 4

7. Confidentiality

To ensure that the process is governed by mutual trust and a genuine concern for improvement in one's work, the data used and the annual review will remain highly confidential. Copies of the performance appraisal report will be restricted to the Director of Education and their personnel file.

References:

Education Act

The Ontario Leadership Framework 2013

ADOPTED NOVEMBER 27, 2013

Leadership is the exercise of influence on organizational members and diverse stakeholders toward the identification and achievement of the organization's vision and goals. Leadership practices described in the School-Level Leadership section of the Ontario Leadership Framework (OLF) are equally useful for both school- and system-level leaders, but those practices are enacted in qualitatively different ways. This placement of system-level leadership practices adds to those common leadership practices demanded of system-level leaders organized by the nine characteristics of strong districts outlined in the *District Effectiveness Framework* (DEF). The practices and personal leaders hip resources below capture how system leaders contribute to the development of strong districts.

<p>Establish broadly shared mission, vision and goals founded on aspirational images of the educated person</p>	<p>Provide coherent instructional guidance</p>	<p>Build district and school staff's capacities and commitments to make informed decisions</p>	<p>Create learning-oriented organizational improvement processes</p>	<p>Provide job-embedded professional learning</p>	<p>Align budgets, time and personnel/policies/procedures with district mission, vision and goals</p>	<p>Use a comprehensive performance management system for school and district leadership development</p>	<p>Advocate for and support a policy-governance approach to Board of Trustee practices</p>	<p>Nurture productive working relationships with staff and stakeholders</p>
<ul style="list-style-type: none"> Ensure that a transparent visioning/direction-setting process is carried out Consult extensively about district directions as part of the process Spend sufficient time to ensure that the mission, vision and goals (directional) of the system are widely known, understood and shared by all members of the organization Articulate, demonstrate and model the system's goals, priorities, and values to staffs when visiting schools Embed district directions in improvement plans, principal meetings and other leader-initiated interactions 	<ul style="list-style-type: none"> Align curricular goals, assessment instruments, instructional practices and teaching resources Insist on ambitious goals for teaching and learning Advocate for attention to the best available evidence to inform instructional improvement decisions Expect schools to focus on needs of individual as well as groups of students Encourage staff to be innovative within the boundaries created by the district's instructional guidance system 	<ul style="list-style-type: none"> Use data from all available sources to assist decision making in the central office Insist on the use of the best available research and other systematically collected evidence to inform decisions wherever possible Encourage collaboration in the interpretation and uses of data Build system's capacity and disposition for using systemically-collected data to inform as many decisions as possible Provide training for principals and staff on the use of data and research literature to sustain decision-making Model evidence-informed decision making to school staffs Ground interactions with and advice to trustees in sound evidence 	<ul style="list-style-type: none"> Require improvement processes to be evidence-informed Set a manageable number of precise targets for district school improvement Include school-level leaders in decisions about district-wide improvement decisions Create structures and norms within the district to encourage regular, reciprocal and extended deliberations about improvement progress within and across schools, as well as across the system as a whole Develop and implement board and school improvement plans interactively and collaboratively with school leaders Create structures to facilitate regular monitoring and refining of improvement processes Acknowledge provincial goals and priorities in district and school improvement efforts 	<ul style="list-style-type: none"> Provide extensive professional learning opportunities for both teachers and school-level leaders, most of it through some form of learning community or on-the-job context Use internal system networks as the central mechanism for the professional development of school-level leaders Align the content of professional training with the capacities needed for district and school improvement Require individual staff growth plans to be aligned with district and school improvement priorities Hold staff accountable for applying new capacities by monitoring the implementation of school improvement plans 	<ul style="list-style-type: none"> Align the allocation of resources with district and school improvement goals Align personnel policies and procedures with the district's improvement goals Align organizational structures with the district's improvement goals Provide principals with considerable autonomy in the hiring of teaching staff Expect and assist schools to allocate instructional resources equitably 	<ul style="list-style-type: none"> Use the best available evidence about successful leadership (e.g. DLF) as a key source of criteria used for recruiting, selecting, developing and appraising school and district leaders Match the capacities of leaders with the needs of schools Provide prospective and existing leaders with extended opportunities to further develop their leadership capacities Develop realistic plans for leadership succession Promote co-ordinated forms of leadership distribution in schools 	<ul style="list-style-type: none"> Encourage trustees to focus on district policy and the achievement of the district's goals and priorities (policy-governance model of trustee practice) Encourage participation of the elected board in setting broad goals for its use in fulfilling its policy-setting and policy-monitoring responsibilities Regularly report to the board progress in achieving these broad goals 	<p>Internal district and school staffs</p> <ul style="list-style-type: none"> Adopt a service orientation toward schools Develop communication systems and processes throughout the district to keep all members informed Develop open, accessible and collaborative relationships with principals Encourage reciprocal forms of communication with and among schools Promote high levels of interaction among school leaders. These interactions should include all school leaders and be driven by a shared sense of responsibility among school leaders for system improvement Create structures to facilitate reciprocal forms of communication. These structures and norms should result in deeply interconnected networks of school and system leaders working together on achieving the system's directions Buffer schools from external distractions to the district's and schools' priorities and goals <p>Local Community Groups</p> <ul style="list-style-type: none"> Routinely consult with community groups on decisions affecting the community Encourage staff to participate directly in community groups Demonstrate the importance the district attaches to its community connections <p>Parents</p> <ul style="list-style-type: none"> Hold schools accountable for developing productive working relationships with parents Influence the work of schools toward fostering improved educational cultures in the home environments of their students <p>Ministry of Education</p> <ul style="list-style-type: none"> Develop/maintain high levels of engagement with the provincial ministry of education Engage frequently with the ministry proactively rather than only responsively Make flexible, adaptive use of provincial initiatives and frameworks, ensuring that they contribute to, rather than detract from, accomplishing system goals and priorities

PERSONAL LEADERSHIP RESOURCES

Leaders draw upon the personal leadership resources to effectively enact leadership practices

<p>Cognitive Resources</p> <ul style="list-style-type: none"> Problem-solving expertise Knowledge of effective school and classroom practices that directly affect student learning Systems Thinking* <p>*Especially important for system leaders</p>	<p>Social Resources</p> <ul style="list-style-type: none"> Perceiving emotions Managing emotions Acting in emotionally appropriate ways 	<p>Psychological Resources</p> <ul style="list-style-type: none"> Optimism Self-efficacy Resilience Proactivity* <p>*Especially important for system leaders</p>
---	---	---



**BOARD
ADMINISTRATION 2100**

**DIRECTOR OF EDUCATION 2190
JOB DESCRIPTION**

1. Rationale

The Director of Education is both the Chief Education Officer and the Chief Executive Officer of the Simcoe County District School Board. The Director of Education reports directly to the Corporate Board. The Director of Education is accountable to the Board of Trustees and, through Statute, to the Minister of Education for the effective organization and operation of the system in support of student achievement. All Board authority delegated to staff is delegated through the Director of Education.

2. Policy

It is the policy of the Simcoe County District School Board that the Director of Education has the right to do any act or thing or exercise any power that the board may be required to do or exercise except those matters, which in accordance with Ontario legislation, cannot be delegated.

The board also reserves to itself the authority to make decisions on specific matters requiring board approval in accordance with board policies. Further, the board requires that any new provincial legislation or major initiatives must be initially brought to the board for discussion and determination of decision-making authority.

The Simcoe County District School Board delegates to the Director of Education the authority to develop administrative procedures and plans to address the following areas of responsibility:

Areas of Responsibility

1. Student Achievement and Well-Being

- 1.1 Provides **advice and leadership to the board** to promote clear, consistent, expectations that focus on successful outcomes for students.
- 1.2 Establishes a focus on continuous improvement that is supported by data.
- 1.3 Ensures that students are provided with the appropriate programs and support to meet or exceed the standards of education mandated by the Ministry of Education.

**BOARD
ADMINISTRATION**

2100

**DIRECTOR OF EDUCATION
JOB DESCRIPTION**

2190

Page 2

1.4 Ensures that students are provided with a rich variety of programs.

1.5 Takes the necessary steps to provide facilities to accommodate students.

2. Safe, Supportive Inclusive and Accepting Learning Environment

2.1 Ensures a safe and caring environment for students, staff and community.

2.2 Provides for the safety of students while being transported to or from school programs by the Simcoe County District School Board.

2.3 Ensures collaboration with all community partners (eg. Police, Fire, Children's Aid and Public Health units) with a role in the health and safety of students.

2.4 Promotes a culture that reflects the Board's Commit to Character traits and promotes a positive school climate that is inclusive and accepting of all students.

2.5 Maintains the conditions that foster respectful and responsible behaviour for each student.

3. Educational Leadership

3.1 Provides leadership in all matters relating to education in the system.

3.2 Develops and maintains positive and effective relations with staff in schools and board departments.

3.3 Develops and maintains positive and effective relations with the federal, provincial and local governments.

4. Fiscal Responsibility

4.1 Ensures that the fiscal management of the system is effective stewardship of board resources 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. Organizational Management

5.1 Ensures system compliance with all relevant legislation, Board mandates and timelines.

5.2 Reports to the Minister with respect to matters required by the Education Act and Regulations.

**BOARD
ADMINISTRATION**

2100

**DIRECTOR OF EDUCATION
JOB DESCRIPTION**

2190

Page 3

6. Strategic Planning

- 6.1 Provides leadership for the development of Multi-Year Strategic Plan aligned with Board goals.
- 6.2 Assists the board in the strategic planning process including: establishment of board goals/priorities; key result areas; strategic plan outcomes; approval of process and timelines.
- 6.3 **Align the system's policies and financial resources around achieving the system's vision and goals for students.**
- 6.4 Develops annually for Board approval of a ~~Student Accommodation Plan.~~ **Capital Plan.**
- 6.5 Reports ~~regularly~~ **annually** on the progress of the Multi-Year Strategic Plan **and the Board Improvement Plan.**

7. Personnel Management

- 7.1 Has overall authority and responsibility for all personnel-related issues, save and except those personnel matters precluded by board policy, legislation or collective agreements.
- 7.2 Ensures effective systems are in place for the selection, supervision, and development and performance review of all staff.
- 7.3 **Ensures that processes related to leadership placements support the learning and well-being needs of students.**

8. Policy/Procedures

- 8.1 Facilitates the planning, development, implementation, review and evaluation of board policies.
- 8.2 Provides leadership in the planning, development, implementation, review and evaluation of administrative procedures.

9. Director/Board Relations

- 9.1 Establishes and maintains positive working relations with the Board.
- 9.2 Supports the Board in performing its role and facilitates the implementation of its role as outlined in board policy.
- 9.3 **Ensure that the learning and well-being of students are at the core of the elected board's decision making.**
- 9.4 Communicates effectively with the Board.

**BOARD
ADMINISTRATION 2100**

**DIRECTOR OF EDUCATION
JOB DESCRIPTION 2190**

Page 4

10. Communications and Community Relations

- 10.1 Establishes effective communication strategies to ensure open, transparent and positive internal and external communications.
- 10.2 Ensures ~~that School Councils and the Parent Involvement Committee~~ **mandated board committees** have the opportunity to provide appropriate advice and support as required in the regulations and board ~~policy~~ **policies**.
- 10.3 Promotes public education through participation in community events.

11. Recognition

- 11.1 Establishes effective recognition programs and strategies to ensure that internal and external audiences are aware of student, volunteer, staff and system successes.

12. Capacity Building

- 12.1 **Provide opportunities within the system for aspiring and existing leaders to improve their leadership capacities.**
- 12.2 **Develop realistic plans for leadership succession.**
- 12.3 **Model the practices, dispositions and work habits that are desired for professional leaders in the system.**
- 12.4 **Communicate the system's vision and goals for students to the wider community.**
- 12.5 **Develop and sustain high levels of commitment among all leaders in the Simcoe County District School Board driven by a shared sense of responsibility for the continued achievement and well-being of students.**

3. Administrative Procedures

The Director of Education is authorized to provide the administrative procedures necessary to implement this policy.

References:
Education Act
The Ontario Leadership Framework 2013

**ADOPTED DECEMBER 19, 2007
REVISED NOVEMBER 27, 2013**



**BOARD
ADMINISTRATION 2100**

**DIRECTOR OF EDUCATION 2190
JOB DESCRIPTION**

1. Rationale

The Director of Education is both the Chief Education Officer and the Chief Executive Officer of the Simcoe County District School Board. The Director of Education reports directly to the Corporate Board. The Director of Education is accountable to the Board of Trustees and, through Statute, to the Minister of Education for the effective organization and operation of the system in support of student achievement. All Board authority delegated to staff is delegated through the Director of Education.

2. Policy

It is the policy of the Simcoe County District School Board that the Director of Education has the right to do any act or thing or exercise any power that the board may be required to do or exercise except those matters, which in accordance with Ontario legislation, cannot be delegated.

The board also reserves to itself the authority to make decisions on specific matters requiring board approval in accordance with board policies. Further, the board requires that any new provincial legislation or major initiatives must be initially brought to the board for discussion and determination of decision-making authority.

The Simcoe County District School Board delegates to the Director of Education the authority to develop administrative procedures and plans to address the following areas of responsibility:

Areas of Responsibility

1. Student Achievement and Well-Being

- 1.1 Provides advice and leadership to the board to promote clear, consistent, expectations that focus on successful outcomes for students.
- 1.2 Establishes a focus on continuous improvement that is supported by data.
- 1.3 Ensures that students are provided with the appropriate programs and support to meet or exceed the standards of education mandated by the Ministry of Education.

**BOARD
ADMINISTRATION 2100**

**DIRECTOR OF EDUCATION
JOB DESCRIPTION 2190**

Page 2

- 1.4 Ensures that students are provided with a rich variety of programs.
- 1.5 Takes the necessary steps to provide facilities to accommodate students.

2. Safe, Inclusive and Accepting Learning Environment

- 2.1 Ensures a safe and caring environment for students, staff and community.
- 2.2 Provides for the safety of students while being transported to or from school programs by the Simcoe County District School Board.
- 2.3 Ensures collaboration with all community partners (eg. Police, Fire, Children's Aid and Public Health units) with a role in the health and safety of students.
- 2.4 Promotes a culture that reflects the Board's Commit to Character traits and promotes a positive school climate that is inclusive and accepting of all students.
- 2.5 Maintains the conditions that foster respectful and responsible behaviour for each student.

3. Educational Leadership

- 3.1 Provides leadership in all matters relating to education in the system.
- 3.2 Develops and maintains positive and effective relations with staff in schools and board departments.
- 3.3 Develops and maintains positive and effective relations with the federal, provincial and local governments.

4. Fiscal Responsibility

- 4.1 Ensures effective stewardship of board resources 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. Organizational Management

- 5.1 Ensures system compliance with all relevant legislation, Board mandates and timelines.
- 5.2 Reports to the Minister with respect to matters required by the Education Act and Regulations.

**BOARD
ADMINISTRATION**

2100

**DIRECTOR OF EDUCATION
JOB DESCRIPTION**

2190

Page 3

6. Strategic Planning

- 6.1 Provides leadership for the development of Multi-Year Strategic Plan aligned with Board goals.
- 6.2 Assists the board in the strategic planning process including: establishment of board goals/priorities; key result areas; strategic plan outcomes; approval of process and timelines.
- 6.3 Align the system's policies and financial resources around achieving the system's vision and goals for students.
- 6.4 Develops annually for Board approval of a Capital Plan.
- 6.5 Reports annually on the progress of the Multi-Year Strategic Plan and the Board Improvement Plan.

7. Personnel Management

- 7.1 Has overall authority and responsibility for all personnel-related issues, save and except those personnel matters precluded by board policy, legislation or collective agreements.
- 7.2 Ensures effective systems are in place for the selection, supervision, and development and performance review of all staff.
- 7.3 Ensures that processes related to leadership placements support the learning and well-being needs of students.

8. Policy/Procedures

- 8.1 Facilitates the planning, development, implementation, review and evaluation of board policies.
- 8.2 Provides leadership in the planning, development, implementation, review and evaluation of administrative procedures.

9. Director/Board Relations

- 9.1 Establishes and maintains positive working relations with the Board.
- 9.2 Supports the Board in performing its role and facilitates the implementation of its role as outlined in board policy.
- 9.3 Ensure that the learning and well-being of students are at the core of the elected board's decision making.
- 9.4 Communicates effectively with the Board.

**BOARD
ADMINISTRATION 2100**

**DIRECTOR OF EDUCATION
JOB DESCRIPTION 2190**

Page 4

10. Communications and Community Relations

- 10.1 Establishes effective communication strategies to ensure open, transparent and positive internal and external communications.
- 10.2 Ensures mandated board committees have the opportunity to provide appropriate advice and support as required in the regulations and board policies.
- 10.3 Promotes public education through participation in community events.

11. Recognition

- 11.1 Establishes effective recognition programs and strategies to ensure that internal and external audiences are aware of student, volunteer, staff and system successes.

12. Capacity Building

- 12.1 Provide opportunities within the system for aspiring and existing leaders to improve their leadership capacities.
- 12.2 Develop realistic plans for leadership succession.
- 12.3 Model the practices, dispositions and work habits that are desired for professional leaders in the system.
- 12.4 Communicate the system's vision and goals for students to the wider community.
- 12.5 Develop and sustain high levels of commitment among all leaders in the Simcoe County District School Board driven by a shared sense of responsibility for the continued achievement and well-being of students.

3. Administrative Procedures

The Director of Education is authorized to provide the administrative procedures necessary to implement this policy.

*References:
Education Act
The Ontario Leadership Framework 2013*

**ADOPTED DECEMBER 19, 2007
REVISED NOVEMBER 27, 2013**