

**SIMCOE COUNTY DISTRICT SCHOOL BOARD**

**SPECIAL BOARD MEETING**

**MARCH 24, 2014 – 6:00 P.M.**

**AGENDA**

**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

**PUBLIC SESSION**

**B. RECOMMENDATIONS FOR ACTION**

- (1) **Staff Reports – Items for Decision**
- (a) Corporate Board Role Description Policy
  - (b) Director of Education Performance Evaluation Process

**C. FUTURE BUSINESS AND ADJOURNMENT**

Parent Involvement Committee Meeting – March 25, 2014 at 6:00 p.m. – Georgian Room  
Regular Meeting of the Board – March 26, 2014 at 6:00 p.m., followed immediately by the Committee of the Whole in Closed Session (Georgian Room), Public Session will resume at 7:30 p.m. (Roy Edwards Room).  
First Nations Education Advisory Committee Meeting – March 28, 2014 at 10:00 a.m. – Penetanguishene Secondary School

**SIMCOE COUNTY DISTRICT SCHOOL BOARD**

**SPECIAL BOARD MEETING**

**PUBLIC SESSION**

**RECOMMENDED ACTION – MARCH 24, 2014**

<b>REPORT</b>	<b>FYI</b>	<b>Decision Req.</b>	<b>MOTION</b>
			Call Meeting to order. Roll Call
		√	That the agenda be approved as printed.
			Declaration of Conflicts of Interest
<b>PUBLIC SESSION</b>			
Visitor			Marilyn Gouthro, Governance Consultant, Ontario Education Services Corporation
B-1-a Corporate Board Role Description Policy		√	That the Board approve the adoption of a Corporate Board Role Description Policy, as set out in APPENDIX A of Report No. B-1-a, Corporate Board Role Description Policy, dated March 24, 2014.
B-1-b Director of Education Performance Evaluation Process		√	That the Board approve the Director of Education Appraisal Report template, as set out in APPENDIX C of Report No. B-1-b, Director of Education Performance Evaluation Process, dated March 24, 2014.
Future Business			
Adjournment		√	Motion to Adjourn

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

FROM: Director of Education

SUBJECT: **CORPORATE BOARD ROLE DESCRIPTION POLICY**

## **1. Background**

Effective board governance relies on a clear understanding of roles and responsibilities. The alignment between the role of the Corporate Board of Trustees as a governing policy-making body and the role of the Director of Education as the Chief Executive Officer who implements the policy directions of the Corporate Board is vital. The elected Corporate Board should be clear about what its policies are, why they exist, be able to explain them to the public and hold the Director of Education accountable for implementing them. Beyond this area of accountability, the Education Act (Section 170) also spells out duties for school boards that include such obligations as effective operations of schools, setting the Board's budget, implementing the Ministry's curriculum policies, and ensuring that appropriate staff are hired as required by schools. Boards will also make determinations about such matters as pupil transportation, school libraries, continuing education and childcare facilities on school sites.

Trustees, as individuals do not have authority to make decisions or take action on behalf of the Corporate Board. They are members of the Corporate Board and it is the Corporate Board as a whole that exercises authority and makes decisions and does so in the interests of all students of the Corporate Board. (*Source: Good Governance: A Guide to Trustees: OESC*).

## **2. Current Status**

Staff has developed a Corporate Board Role Description Policy (APPENDIX A) that also includes an addendum that describes the role of the individual trustee. A Trustee Role description is currently contained in the Governance and Administration Manual. Suggested revisions to the Trustee Role description is highlighted in red font and suggested additions highlighted in green font (APPENDIX B). If the Corporate Board Role Description Policy is approved by Board, staff will revise the Trustee Role description within the Governance and Administration Manual, accordingly.

## **RECOMMENDATION**

That the Board approve the adoption of a Corporate Board Role Description Policy, as set out in APPENDIX A of Report No. B-1-a, Corporate Board Role Description Policy, dated March 24, 2014.

### **Approved for submission by:**

Kathryn Wallace  
Director of Education

March 24, 2014



**BOARD ADMINISTRATION 2100**

**CORPORATE BOARD  
ROLE DESCRIPTION 2193**

**1. Rationale**

This governance policy describes the Corporate Board's major areas of responsibility and supports effective board decision-making. This policy clarifies the distinction between the Corporate Board's responsibility to govern and the Director's executive and administrative duties.

**2. Purpose**

An effective role description for the Simcoe County District School Board of trustees will:

- 2.1 Strengthen and support board decision-making.
- 2.2 Provide a common, clear description for the Corporate Board.
- 2.3 Enable the board to more effectively govern and evaluate its own performance based on its established role.
- 2.4 Reflect the governance principles articulated in the Education Act.

**3. Policy**

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

- 3.1 Ensure effective governance and leadership by the Corporate Board in fulfilling its duties and in exercising its powers as articulated in the Education Act as well as in other legislated acts and regulations.
- 3.2 Reflect the authority and responsibility for decision-making given to the Corporate Board as an entity rather than to individual members of the Corporate Board.
- 3.3 Provide clarity in distinguishing the role of the Corporate Board and the role of the Director of Education.

**4. Areas of Corporate Board Responsibility**

4.1 Accountability for Student Achievement and Well-being

- Make decisions that reflect the Corporate Board's focus on student achievement and its philosophy and belief statement that all students can learn.
- Promote a culture of equity to ensure that an appropriate educational program is available for all students in the district.
- Approve measures that promote student well-being.
- Make decisions that support the cultural and individual differences inherent within the children of the First Nations, Métis, and Inuit peoples.

**BOARD ADMINISTRATION 2100**

**CORPORATE BOARD 2193**  
**ROLE DESCRIPTION**

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4.2 Accountability to the Provincial Government

- Act in accordance with the *Education Act*, Regulations, and other statutory requirements to ensure the implementation of provincial and education standards and policy.
- Provide advice to the Ministry of Education and the provincial trustee association regarding regional and local implications of new policy recommendations.

4.3. Accountability to the Community

- Make decisions that reflect Simcoe County District School Board's philosophy, belief statements and strategic plan that represents the interests of the entire district.
- Ensure that all policies, procedures and practices are consistent with the principles of dignity, inclusiveness and equality of opportunity for all.
- Establish processes that provide all Statutory Advisory Committees with opportunities for input appropriate to their role.
- Consult and engage with parents, students and communities of the Board on the Board's multi-year plan.
- Provide reports outlining the Simcoe County District School Board's progress in accordance with Provincial policy.
- Develop procedures to receive and hear appeals in accordance with appropriate statutes and Board's policies.
- Respect and uphold the Board's Code of Conduct approved by the Board.
- Model a culture that reflects the Board's character traits.

4.4. System Leadership

- Provide overall direction for the Board by establishing the purpose (Mission), vision and belief statements.
- Develop and approve a multi-year plan (Strategic Plan) aimed at achieving the Board's goals.
- Annually review and monitor the Board's priorities, strategies and outcomes toward the improvement of student achievement and well-being.
- Communicate annually with communities and employees of the Board about progress made in implementation of Board priorities.

4.5 Policy Development, Implementation and Evaluation

- Develop policies that outline how the Board will successfully function and promote the Board's goals and encourage students to pursue their educational goals.
- Monitor and evaluate the effectiveness of policies developed by the Board in achieving the Board's goals and the efficiency of the implementation of those policies.

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**ROLE DESCRIPTION**

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4.6     Director/Board Relations

- Select the Director of Education.
- Provide the Director with a clear job description and corporate direction.
- Delegate to the Director of Education all administrative authority and responsibility subject to the provisions and restrictions of the *Education Act* and Regulations and approved Board policy.
- Monitor and evaluate the performance of the Director in meeting his/her duties under the *Act* including related policies, guidelines and regulations as well as duties under the multi-year plan and any other duties assigned by the Board.
- Support the professional growth of the Director of Education in continuing to provide quality leadership throughout Simcoe County District School Board.
- Support the Director in his /her job of ensuring ongoing capacity building and succession planning.
- At least once a year at either the Director's or the Corporate Board's request, provide the Director with an opportunity to meet alone with the Corporate Board in closed session.
- Support a positive working relationship with the Director of Education.

4.7     Fiscal Responsibility

- Approve a budget review process to help determine annual resource allocations.
- Based on the Corporate Boards strategic plan and other provincial directions, annually approve the budget to ensure that the financial resources are allocated to achieve the desired results.
- Ensure regular financial reporting to the Board.
- Approve as per legislation all Capital Plans and other planning documents that will drive budget decisions.
- Support an Audit Committee, in accordance with provincial regulations.
- Set parameters for collective bargaining and ratify Memoranda of Agreements with all bargaining units and non-union groups.
- Ensure effective stewardship of the Board's resources.

**BOARD ADMINISTRATION 2100**

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4.8 Board Development

- Formally evaluate the Board's effectiveness and performance on a regular basis.
- Develop an annual action plan in accordance with established budget for both collective and individual professional trustee development.
- Use the expertise of the Director of Education, and other provincial organizations to help develop and support the Board of Trustees' professional development plan.
- Seek opportunities to network with other school boards.

4.9 Political Advocacy and Communication

- Maintain positive and effective relationships with the Minister of Education, members of provincial parliament and counterparts in municipal government.
- Advocate for the interests of the students of the Simcoe County District School Board with provincial and municipal officials as appropriate to the governance role.

4.10 Recognition

- Ensure that the Board recognizes the achievements of students, staff, community members and volunteers.

**5. Administrative Procedures**

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

**REFERENCE DOCUMENTS**

**Legal:** *Education Act, S. 169.1; S. 170 Duties and Powers of Boards*

**Board:** *Board Governance & Administration Manual – Role of Trustee  
The Simcoe Path*

**ADOPTED 2014**

**Governance and II 4  
Administration**

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**Section:** Board Organization  
**Subject:** Role - Trustee  
**Authority:** Education Act  
School Board

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1. The powers and duties of school boards are set out in the Education Act (Part VI, VII). Other legislated acts and regulations also guide the policies and decisions of the corporate board.

The Education Act allocates authority to boards rather than to individual members of boards. Trustees, when sitting as part of a corporate board meeting have very considerable powers and obligations collectively.

Trustees, as individuals do not have authority to make decisions or take action on behalf of the Corporate Board. They are members of the Corporate Board and it is the Corporate Board as whole that exercises authority and makes decisions and does so in the interests of all students of the Corporate Board. (*Source: Good Governance: A Guide to Trustees: OESC*).

2. As a member of the Board, a trustee is entitled:
  - 2.1 to attend every meeting of the Board;
  - 2.2 to attend a meeting of any committee of the Board within procedures established for attendance.  
\*(It is important to note that the composition of joint committees and/or some ad hoc committees held in closed session may limit attendance.)
  - 2.3 to vote on any matter before the Board for which he/she is qualified to vote;
  - 2.4 to receive, in advance of a meeting of the Board or a committee of the Board, when possible, the information required to make an informed decision on a matter before the Board or committee;
  - 2.5 to inquire at a meeting of the Board or a committee of the Board, on any matter that is within the jurisdiction of the Board;
  - 2.6 to advance at a meeting of the Board or a committee of the Board, a motion on any matter which is within the jurisdiction of the Board and for which the member is qualified to vote;
  - 2.7 to receive any allowance or benefit provided by the Board to its members.
3. As a member of the Board a trustee is expected:
  - 3.1 to conduct themselves in a manner consistent with the Trustee Code of Conduct Policy;
  - 3.2 to attend and fully participate in meetings of the Board;



***Governance and Administration***      ***II 4***

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- 3.3 to contact the Director's Office if they're unable to attend Committee and Board meetings.
  - 3.4 to facilitate the work of the Board through active participation on board committees;
  - 3.5 to come to the deliberation of issues well-prepared and open-minded;
  - 3.6 to respect the diversity of people and opinions represented on the Board;
  - 3.7 to focus debate on issues and to avoid comments related to personalities;
  - 3.8 to recognize, respect and support the consensus of the Board once a decision has been reached;
  - 3.9 to promote positive working relationships with the board's administration and staff;
  - 4.0 to promote positive relationships with the board's many communities;
4. Within the local community, a trustee of the Board is expected:
- 4.1 to represent the broad interests of the community when deliberating on board policies;
  - 4.2 to be an effective communicator on behalf of the school board and the school system;
  - 4.3 to develop and promote a collaborate and consultative approach on school board matters;
  - 4.4 to assist individuals or groups deal with the school system by directing concerns to the appropriate professional staff, to a committee or to the Board and by explaining board procedures and decisions.



**Governance and II 4**  
**Administration**  
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**Section:** Board Organization

**Subject:** Role - Trustee

**Authority:** Education Act  
School Board

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The Education Act allocates authority to boards rather than to individual members of boards. Trustees, when sitting as part of a corporate board meeting have very considerable powers and obligations collectively. ~~When the Board is not in session, individual trustees have no special rights or powers other than the right to visit a school operated by the Board.~~  
Trustees, as individuals do not have authority to make decisions or take action on behalf of the Corporate Board. They are members of the Corporate Board and it is the Corporate Board as whole that exercises authority and makes decisions and does so in the interests of all students of the Corporate Board. (Source: *Good Governance: A Guide to Trustees: OESC*).
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  - 2.5 to inquire at a meeting of the Board or a committee of the Board, on any matter that is within the jurisdiction of the Board;
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**Page 2 of 2**

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  - 4.2 to be an effective communicator on behalf of the school board and the school system;
  - 4.3 to develop and promote a collaborate and consultative approach on school board matters;
  - 4.4 to assist individuals or groups deal with the school system by directing concerns to the appropriate professional staff, to a committee or to the Board and by explaining board procedures and decisions.

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

FROM: Director of Education

SUBJECT: **DIRECTOR OF EDUCATION PERFORMANCE EVALUATION PROCESS**

**1. Background**

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

At the November 27, 2013 Board meeting, trustees approved the adoption of a Director of Education Performance Review Policy and Procedure and revisions to Policy No. 2190, Director of Education Job Description (APPENDIX A).

**2. Current Status**

This next step in the development of a Director of Education evaluation process is to discuss and determine how mutually agreed upon areas of evaluation will be decided and then be assessed. Areas to be considered will include the goals of the Board's Multi-Year Strategic Plan and the Board Improvement Plan (APPENDIX B). Criteria described in the system-level Leadership Framework of the Ontario Leadership Framework will also be taken into consideration. Attached as APPENDIX C is a template of the Director of Education Appraisal Report to be used for current and future performance evaluations for the Director of Education.

**RECOMMENDATION**

That the Board approve the Director of Education Appraisal Report template, as set out in APPENDIX C of Report No. B-1-b, Director of Education Performance Evaluation Process, dated March 24, 2014.

**Approved for submission by:**

Kathryn Wallace  
Director of Education

March 24, 2014



BOARD ADMINISTRATION 2100

DIRECTOR OF EDUCATION 2186  
PERFORMANCE REVIEW AND PROCEDURE

1. **Rationale**

Whereas the Simcoe County District School Board believes a mutual understanding of the performance outcomes expected of the Director of Education leads to effective policy and implementation and achievement of Board goals and,

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 of Education 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 from the elected board on his/her performance to be used for his/her personal development in the role.

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**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:

- 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.
- Be based on mutual agreement or as determined by the Board 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**

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**6. Performance Review Process and Timelines**

- 6.1 The Chair of the Board will coordinate the performance review process and develop timelines mutually agreed by the Board and the Director of Education or as determined by the Board.
- 6.2 The Process will include:
  - 6.2.1 A presentation of a work plan which will reflect the mutually agreed-upon key priorities and goals set for the Director of Education. 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.
  - 6.2.2 A presentation by the Director of Education in a Closed Session of the Board will demonstrate the evidence of the specific strategies used to achieve the goals, the indicators of goal implementation and the results achieved.
  - 6.2.3 A discussion by the full Board will provide the results of the performance review report. At the same meeting, the Board will make suggestions regarding the key future priorities and goals for the Director of Education from their perspective as a Board.
  - 6.2.4 The Chair and Vice-chair will prepare a report that summarizes the information from the Board discussion reflecting the consensus of the whole Board.
  - 6.2.5 The report prepared by the Chair and Vice-chair will be presented for approval at the next meeting of the Closed Session of the Board.
  - 6.2.6 A meeting between the Chair, Vice-chair and the Director of Education to discuss the performance review will then occur in a timely manner following the Board meeting.
  - 6.2.7 The performance review report will then be brought forward to the next Closed Session of the Board. Trustees will rise and report on the completion of the performance review.

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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 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**



**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 reports directly to the Corporate Board. The Director 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**

- 1.1 Provides leadership 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.

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**DIRECTOR OF EDUCATION  
JOB DESCRIPTION 2190**

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- 1.4 Ensures that students are provided with a rich variety of programs.
- 1.5 Ensures that staff are provided with the resources and training necessary to improve student achievement.

**2. Safe, Supportive 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.

**3. Leadership Development**

**System leaders supporting professional teachers:**

- 3.1 Use the best available evidence about successful leadership as a key source of the criteria used for recruiting, selecting, developing and appraising professional leaders;
- 3.2 Regularly implement well-developed leadership appraisal processes that serve both formative and summative purposes;
- 3.3 Allow competent school leaders to remain in their schools for significant periods of time;
- 3.4 Provide opportunities within the system for aspiring and existing leaders to improve their leadership capacities;
- 3.5 Develop realistic plans for leadership succession;
- 3.6 Model the practices, dispositions, and work habits that are desired for professional leaders in the system.

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**System leaders supporting elected leaders:**

- 3.7 Communicate the system's vision and goals for students to the wider community;
- 3.8 Keep the learning and well-being of students at the core of the elected board's decision making;
- 3.9 Align the system's policies and financial resources around achieving the system's vision and goals for students;
- 3.10 Encourage elected leaders' respect for the role of director and senior staff in their responsibilities for school system administration;
- 3.11 Establish collegial working relationships;
- 3.12 Ensure access to professional development for the board members.

**4. Fiscal Responsibility**

- 4.1 Ensures that the fiscal management of the system is 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.

**6. Strategic Planning**

- 6.1 Provides leadership for the development of multi-year Strategic Plan aligned with Board goals and the four domains of the System-level Leadership Framework of the Ontario Leadership Framework..
- 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.

BOARD  
ADMINISTRATION 2100

DIRECTOR OF EDUCATION  
JOB DESCRIPTION 2190

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6.3 Develops annually for Board approval a Student Accommodation Plan.

6.4 Reports regularly on the progress of the strategic 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.

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 Encourage and model relationships between the system and school-level leaders that are reciprocal, collaborative, and highly interactive;

9.2 Stimulate high levels of interaction among school leaders driven by a shared sense of responsibility among school leaders for system improvement;

9.3 Provide support for schools' own parent engagement initiatives and use system-level efforts to engage parents to supplement local efforts;

9.4 Work toward relationships between the system and the Ministry of Education that feature a high level of reciprocity, in the interest of achieving both province-wide and system-level goals in the context of circumstances specific to the system.

<b>BOARD ADMINISTRATION</b>	<b>2100</b>
<b>DIRECTOR OF EDUCATION JOB DESCRIPTION</b>	<b>2190</b>

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**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 Parental Involvement Committee have the opportunity to provide appropriate advice and support as required in the regulations and board policy.
- 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. Personal Leadership Resources**

- 12.1 Problem-solving expertise
- 12.2 Knowledge of effective school and classroom practices that directly affect student learning

Social Resources, Including the ability to:

- 12.3 Perceive emotions
- 12.4 Manage emotions
- 12.5 Act in emotionally appropriate ways

Psychological Resources

- 12.6 Optimism
- 12.7 Self-efficacy
- 12.8 Resilience

**13. Administrative Procedures**

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

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

REPORT NO. B-1-a  
APPENDIX B1-B4



## Goal: Relevant, purposeful learning supporting high achievement, well-being and learning for life

### DIRECTION:

Conduct ongoing review and monitoring of the annual Board Improvement Plan with a focus on:

- Demonstrated improvement in the indicators of student success JK – Grade 12 and in continuing education
- Evidence of professional learning communities targeting:
  - differentiated instruction, assessment and evaluation
  - evidence-based, collaborative instructional practice
- Supported integration of technology for teaching and learning
- Design and delivery of effective and appropriate programs which meet individual learner needs
- Engaging parents and community partners in supporting student learning



## Goal: Inclusive, equitable and safe learning and working environments

### DIRECTION:

- Integrate “Commit to Character” attributes in teaching, learning and leading
- Promote and sustain safe, healthy, respectful and welcoming learning and working environments
- Include the voices of our diverse communities
- Understand, identify and remove the barriers in order to achieve student sense of belonging and future prospects
- Lead in global, environmental and socially responsible citizenship
- Promote shared leadership with school and community partners



## Goal: Confidence in public education

### DIRECTION:

- Communicate in order to build relationships, inform and educate
- Promote public education through the work and achievements of students and staff
  - Share the responsibility for inspiring confidence
  - Understand and serve our stakeholders and community
  - Welcome public engagement
  - Seek opportunities for purposeful partnerships
  - Ensure integrated, timely and strategic responses
  - Celebrate our success



## Goal: Responsible stewardship of resources

### DIRECTION:

- Recruit, develop and retain employees dedicated to personal and professional excellence to support student achievement and well-being
- Attract and develop competent and creative system leaders
- Cultivate student voice, leadership and participation in the community
- Align resources intentionally to board priorities
- Optimize the use of resources
- Manage risk
- Ensure accountability and transparency in all practices





# The Simcoe Path



*See reverse page for Goals and Directions*

Approved: September 15, 2010

## Overview of Priorities

The Simcoe Path sets out the Simcoe County District School Board's priorities for the next three to four years. Developed with input from trustees, staff, parents, community members and students, the goals and directions reflect key areas relating to increased student achievement, increased parental/community engagement, and processes and procedures to ensure exceptional services to support learning.

The plan's tagline, *Your Future...Our Priority*, encapsulates the core student-centred purposes of the plan:

- to deliver exceptional public education services to Simcoe County's students;
- to support Simcoe County's students in achieving their highest potential while they prepare for 21st century challenges and opportunities.

## Action Plans

The Board's goals and directions outlined on the reverse side of this brochure are supported through a comprehensive series of action plans led by the SCDSB Senior Administrative team. These plans are categorized under the two main headings: 'Leading Learning' and 'Leading Services for Learning'. **Action plans** supporting *The Simcoe Path: Your Future...Our Priority* include:

### Leading Learning

- Aboriginal Education
- Board Improvement Plan
- Character Education
- Community Partnerships
- Continuing Education
- Early Learning Program
- Equity and Inclusiveness
- Information and Communication Technology
- Parent Engagement
- Safe Schools
- Student Leadership
- Student Success
- Teacher Leadership  
(New Teacher Induction Program, Teacher Performance Appraisal)

### Leading Services for Learning

- Accessibility for Ontarians with Disabilities
- Annual Operating and Capital Budgets
- Capital Plan
- Facility Partnerships
- Governance – Policy
- Healthy Safe Workplaces
- Organizational Design and Leadership
- Risk Management Practices
- Special Education Services
- Support for Learning Environments
- Technology Infrastructure





## Our Beliefs

<b>Reach Every Student:</b>	All students will have access to differentiated instruction and assessment that is responsive to the unique needs of the learner to support high achievement, well-being and learning for life.
<b>Closing the Gap:</b>	All students will benefit from classroom instruction and specific interventions that are informed by provincial, system and classroom assessments, and achievement and learning skills trends for specific student groups including but not limited to First Nation, Métis and Inuit (FNMI), Special Education, English Language Learners (ELL) and gender.
<b>Assessment:</b>	All students will participate in instruction that is informed by assessment for, as and of learning.

## Our Goals

### Community, Culture and Caring

If schools implement a whole school approach related to both equity and inclusion and positive school climate, then students will see themselves in the curriculum, co-curriculum, and the culture of their school.

If a whole school approach is adopted by all schools, then high expectations for all students will be evident in every classroom across the SCDSB.



### Learning and Teaching

If schools implement the SCDSB Essential Practices, then students will demonstrate proficiency in reading, writing, oral communication and media using critical literacy skills in all program areas.

If schools implement the SCDSB Essential Practices, then students will demonstrate conceptual understanding and proficiency in solving problems using a variety of learning tools and processes in all program areas.

### Pathways, Planning and Programming

If schools explicitly teach learning skills and work habits, and implement for every student an individual pathways plan, then students will have an improved understanding of their personal interests, strengths, abilities, and learning styles. Students will also be able to use these skills to plan both educational pathways and future career opportunities.

Dear Colleagues,  
As lifelong learners, I know we all understand and value the need for continuous improvement. Throughout the system our school and department teams, and Professional Learning Communities work together to improve outcomes for students. We're always learning and growing. Our work is guided by the goals and strategies embedded in our Board Improvement Plan for Student Achievement and Well-being (BIPSA-WB) K to 12, and connects directly to our multi-year plan - The Simcoe Path.  
There are so many exciting initiatives underway within the system—all designed with what is best for students at the centre. I am proud of the work that is taking place. I'm inspired by your collaboration and commitment to student success. Thank you for your dedication and continued professional contribution to our learning community.

Sincerely,  
Kathi Wallace  
Director of Education

## Our Priorities

<b>Reach Every Student</b>	<ul style="list-style-type: none"> <li>• Growth Mindsets</li> <li>• Equity and Inclusive Education</li> <li>• Character Education</li> <li>• Safe and Healthy Schools</li> <li>• Student Engagement and Student Voice</li> <li>• Parent Engagement</li> <li>• Partnership Development</li> <li>• Digital Citizenship</li> <li>• Restorative Practices</li> <li>• Positive School Climate</li> <li>• Zones of Regulation</li> </ul>
<b>Closing the Gap</b>	<ul style="list-style-type: none"> <li>• One Caring Adult</li> <li>• Mental Health Strategy</li> <li>• Student Leadership Development</li> <li>• Bridges Out of Poverty</li> <li>• Newcomer Welcome Centre</li> <li>• Collaboration with Community Partners</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Student Voice</li> <li>• School Climate Survey</li> <li>• School Effectiveness Framework Self-Assessment</li> </ul>

<b>Reach Every Student</b>	<ul style="list-style-type: none"> <li>• Fostering Positive Relationships in Schools</li> <li>• Numeracy Instruction Based on Conceptual Understanding</li> <li>• Literacy Rich Environment Across All Subject Areas</li> <li>• Inquiry-based Learning</li> <li>• Technology Enabled Learning Environment</li> <li>• Differentiated Instruction</li> <li>• Plan Based on the Principles of Universal Design for Learning</li> <li>• Use of Virtual, Concrete and Authentic Resources</li> <li>• First Nation Métis Inuit Literacy and Learning Baskets</li> <li>• Board Leadership Development Strategy</li> </ul>
<b>Closing the Gap</b>	<ul style="list-style-type: none"> <li>• Collaborative Inquiry to Address Urgent Student Needs</li> <li>• Implementation and Monitoring of Individual Education Plans (IEP)</li> <li>• Early Success and Activate Early Learning</li> <li>• Gap Closing Junior/Intermediate, Intermediate/Senior</li> <li>• After School Programs</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Focus on Assessment For and As Learning</li> <li>• Concurrent Planning of Instruction and Assessment</li> <li>• Differentiated Assessment</li> <li>• Diagnostic Assessment in Support of Student Learning and Achievement</li> <li>• EQAO (Primary, Junior, Grade 9 Mathematics, OSSLT)</li> </ul>

<b>Reach Every Student</b>	<ul style="list-style-type: none"> <li>• Education and Career Planning</li> <li>• Cross-panel Collaboration</li> <li>• Specialized Programs <ul style="list-style-type: none"> <li>• Ontario Youth Apprenticeship Program (OYAP)</li> <li>• Cooperative Education (CO-OP)</li> <li>• Advanced Placement</li> </ul> </li> <li>• Adult and Continuing Education: Summer School/Night School/Adult Day School</li> <li>• Transition Planning (K - Adult)</li> <li>• Early Identification of Students</li> </ul>
<b>Closing the Gap</b>	<ul style="list-style-type: none"> <li>• Individualized Timetabling for Students Identified as At-risk</li> <li>• Strengths and Needs Based Profiles for Students Identified as At-risk</li> <li>• Specialized Programs <ul style="list-style-type: none"> <li>• Alternative Education</li> <li>• Early French Immersion</li> <li>• Dual Credits</li> <li>• Specialist High Skills Major (SHSM)</li> <li>• Supervised Alternative Learning (SAL)</li> <li>• Pathways to Student Success (PASS - Re-engagement 12 &amp; 12+)</li> </ul> </li> <li>• Credit Recovery/Rescue/Salvage</li> <li>• Applied Behavioural Analysis</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Tracking and Monitoring of Students Identified as At-risk K to 12</li> <li>• Functional Behavioural Analysis</li> </ul>



## SYSTEM-LEVEL LEADERSHIP

**Leadership is the exercise of influence on organizational members and diverse stakeholders.** 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 placemat of system-level leadership practices adds to those common leadership practices in school districts outlined in the *District Effectiveness Framework (DEF)*. The practices and personal leadership resources below capture how system leaders contribute to the development of strong districts.

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

### PERSONAL LEADERSHIP RESOURCES

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

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

**DIRECTOR OF EDUCATION  
DATE:**

**RESOURCES**

SCDSB DIRECTOR OF EDUCATION JOB DESCRIPTION  
ONTARIO LEADERSHIP FRAMEWORK-DISTRICT EFFECTIVENESS  
FRAMEWORK

**KEY DRIVERS**

SCDSB STRATEGIC DIRECTION: THE SIMCOE PATH  
BOARD DIRECTION  
STUDENT ACHIEVEMENT AND WELL-BEING  
MINISTRY OF EDUCATION PRIORITIES AND REQUIREMENTS

**PART ONE: WORK PLAN REFLECTING MUTUALLY AGREED UPON PRIORITIES**

<p><b>DIRECTOR'S PRIORITIES</b>            Identify two or three goals that will support the successful implementation of the SCDSB Strategic Plan; and/or             Identify any other directions provided by the Board which require your attention</p>	<p><b>EVIDENCE OF STRATEGIES</b>            Specify Evidence of approaches and actions that will assist you in achieving your goals.</p>	<p><b>INDICATORS</b>            Identify observable and measurable evidence of progress. Pay attention to the planned reports that will be brought to the board which are indicators of goal implementation.</p>	<p><b>EXPECTED PROGRESS</b></p>
<p>EXAMPLE:  <b>DIRECTOR BOARD RELATIONS</b></p> <ul style="list-style-type: none"> <li>• Ensure effective orientation and professional development for newly elected board.</li> </ul>			
<p>EXAMPLE:  <b>CAPACITY BUILDING</b></p> <ul style="list-style-type: none"> <li>• Ensure the future leadership needs of the organization can be met.</li> </ul> <p>EXAMPLE: FINANCIAL MANAGEMENT</p> <ul style="list-style-type: none"> <li>• Ensure that a long term financial plan protects the fiscal health of the organization</li> </ul>			
<p>EXAMPLE:  <b>STUDENT ACHIEVEMENT AND WELL-BEING</b></p> <ul style="list-style-type: none"> <li>• Demonstrate leadership in ensuring continuous improvement for all students in the district.</li> </ul> <p>EXAMPLE: STRATEGIC PLANNING</p> <ul style="list-style-type: none"> <li>• Provides leadership for the development of multi-year Strategic Plan aligned with Board goals.</li> <li>• Supports the new Board in its strategic planning function.</li> </ul>			

## **PART TWO: DEVELOPMENT ACTIVITIES**

### **KEY DEVELOPMENT ACTIVITIES TO ACHIEVE PERFORMANCE GOALS**

Identify key developmental activities you will undertake to enhance your current capabilities or skills to deliver on your performance goals as the Chief Education Officer and the Chief Executive Officer of the SCDSB responsible for student achievement and well-being.

**PART THREE: PERFORMANCE REVIEW**

<b>DIRECTOR'S PRIORITIES</b> Provide a summary of the two or three mutually agreed upon priorities at the beginning of the process.  Identify any other significant emerging priorities/ directions which have required your attention or which will need further discussion for the coming year.	<b>EVIDENCE OF STRATEGIES</b> Summarize or confirm evidence of approaches and actions that have assisted in the achieving of goals.	<b>INDICATORS</b> Summarize the reports the board has received or used as part of its decision-making that are indicators of goal implementation and that have enabled the board to fulfill its monitoring role.	<b>PROGRESS AND NEXT STEPS</b>

## PART FOUR: SUMMARY OF BOARD COMMENTS

The Board will review and provide feedback on the Director of Education's performance based on the results achieved on the mutually agreed upon priorities. This is also an opportunity for the Board to identify any areas that need future attention.

The comments will reflect the consensus of the discussion of the full board.  
The comments will be summarized in a report prepared by the Chairperson and Vice-Chairperson.

The Chair of the Board will facilitate a discussion following the Director's presentation. The discussion will be comprised of three main components.

**1. Addressing Priorities:**

The following questions can be used to guide the discussions on each of the identified priorities.

As a result of the leadership of the Director with his/her staff.

- What successes and accomplishments in implementing this priority does the Board wish to acknowledge?
- What areas, if any, does the board want to identify for future attention?

**2. Input on Future Director Priorities:**

What does the Board see as the most important priorities for the Director and the Board over the next 3-5 years?

**3. Director of Education leadership in supporting the work of the Board.**

- Comment on the leadership of the Director of Education in ensuring that the Board is fully supported in meeting its responsibilities as a governing body.

DIRECTOR OF EDUCATION COMMENTS (OPTIONAL):

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CHAIR OF SCDSB SIGNATURE:

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DATE:

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DIRECTOR OF EDUCATION SIGNATURE:

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DATE: