

Administrative Procedure Number APP07-4

REFERENCES

Education Act

Part XI.1 Performance Appraisal of Principals, Principals, and Supervisory Officers

Regulation 234/10 Principal and Vice Principal Performance Appraisal

1.3 A standard process will be applied as consistently as possible across the district school board.

1.4 Principals and Vice Principals must be appraised once every five years

1.5 The performance appraisal process for principals and vice principals is intended to support and promote professional growth and development.

1.6 Supervisory Officers will conduct all performance appraisals for

2.3 Boards

2.3.1 The following identifies key responsibilities of a board:

- i) Ensure that each principal/viceprincipal receives at least one performance appraisal during each of his/her evaluation years
- ii) Ensure that once a principal/viceprincipal employed by a board has been placed in the evaluation cycle, each subsequent evaluation year for the principal/viceprincipal is preceded by four years that are not evaluation years for the principal/viceprincipals
- iii) Establish and communicate policies for the implementation of a system wide principal/viceprincipal performance appraisal process
- iv) Provide information regarding the principal/viceprincipal performance appraisal process for stakeholder under 25 - 1.22 i(E)-4 (r)10 (nde)13.1 (r256 04

- Updates the principal's/viceprincipal's Annual Growth Plan for the current year, if necessary, taking into account the results of the review;
- ix) Ensure that all timelines provided for in the regular and in the present document, and policies regarding principal/viceprincipal performance appraisal, are complied with, and ensure accountability in the event of non compliance
- x) Ensure that if a step or process is not completed within the timeline provided for, the step or process is completed by the appropriate person as soon as possible thereafter.

3.0 SCHEDULING REQUIREMENTS

- 3.1 Principals must adhere to the scheduling guidelines in accordance with legislative and regulatory requirements.
- 3.2 A board must ensure that every principals/viceprincipalsit employs is placed on a five year cycle for performance appraisal. The Office of the Superintendents of Education will be responsible for the development and monitoring of this schedule.
- 3.3 Within 20 school days after the appraisee commences the evaluation year, the appraiser must notify the appraisee that it is an evaluation year.
- 3.4 Specific or extenuating circumstances shall be dealt with on an individual basis and in accordance with the legislative or regulatory requirements
- 3.5 Either the appraisee or appraiser may request an additional performance appraisal. This would restart the evaluation cycle. In the case where the principal/viceprincipal makes such a request, the appraiser may use to conduct a performance appraisal where they reasonably believe that the performance appraisal will not lead to improvement in the appraisee's performance.
- 3.6 The requirements of this appraisal model are not intended to interfere with the supervisor's discretionary right to observe the principal's/viceprincipal's practice, meet with the principal/viceprincipal to discuss performance, provide feedback to the principal/viceprincipal, or support the principal's/viceprincipal's growth and development at any time.
- 3.7 No formal appraisal will occur for new principals/viceprincipals in their first year. However, supervisors are encouraged to provide feedback throughout the first year in the role to assist with their ongoing professional growth and development.
- 3.8 In a principal's/viceprincipal's second year of employment they must be appraised and is place in the five year evaluation cycle for experienced principals/viceprincipals.
- 3.9 Experienced principals/vice

3.10 Provisions for principal/vice principal secondment and/or leaves on the evaluation cycle shall be in accordance with the technical manual.

4.0 THE PERFORMANCE PLAN

4.1 The Performance Plan is developed by principals/vice principals in each evaluation year in order to demonstrate how they intend to achieve identified goals. The elements in the Performance Plan must be considered by the appraiser when conducting an appraisal of the appraisee's performance.

4.2 The principal/vice principal Performance Plan must include:

- i) One or more goals focused on improving student achievement and well-being, taking into account the school's improvement plan, the board's improvement plan, and provincial educational priorities;
- ii) Actions that they will take during the evaluation year to attain the identified goals;
- iii) The leadership practices and competencies that will assist in attaining the goals;
- iv) The methods by which success in attaining the goals are to be measured;
- v) A description of the results of the actions taken during the school year to attain the goals, added before the appraisal meeting.

4.3 Both parties must sign the Performance Plan and each retain a copy.

5.0 THE ANNUAL GROWTH PLAN

5.5 In a nonevaluation year, either party may request to meet to discuss the appraisee's progress and to update activities and supports for the following year.

5.6 Both parties must sign the Annual Growth Plan each year and both must retain a copy for their records.

6.0 APPRAISAL MEETINGS

6.1 Appraisal meetings are an essential component of the appraisal process, and at a minimum the appraiser and appraisee must meet three times during the appraisal year, as outlined below:

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- 8.1 The appraiser determines the rating of Satisfactory or Unsatisfactory by reviewing the implementation of the Performance Plan as well as the achievement of the performance goals and by considering the factors below:
- i) The extent to which the appraisee worked diligently and consistently towards the implementation of the actions identified in the Performance Plan.
 - ii) The effectiveness of efforts made to overcome challenges faced by the appraisee in carrying out the actions identified in the Performance Plan.
 - iii) The efforts made by the appraisee to engage teachers and others in the development and goals and implementation of the actions identified in the Performance Plan.
 - iv) The actual goals achieved, or not achieved by the appraisee.
 - v) The rationale provided by the appraisee for goals not achieved.
 - vi) The demonstrated ability and willingness of the appraisee to implement actions to address the goals not achieved.

9.0 PROCEDURAL REQUIREMENTS FOLLOWING AN UNSATISFACTORY RATING

9.1 First Unsatisfactory appraisal rating

When an appraisee receives an Unsatisfactory performance rating, additional requirements ensure that the appraisee receives support, guidance, and monitoring to assist the appraisee in improving their performance within a given period.

9.2 Within 15 school days of the appraisee receiving a summative report stating that he/she received an Unsatisfactory rating on the appraisal, the appraiser must:

- i) explain the reasons for the Unsatisfactory rating to the appraisee;
- ii) explain what is lacking in their performance;
- iii) explain what is expected of the appraisee in areas in which performance is lacking;
- iv)

9.4 Timing of a second appraisal following the first Unsatisfactory appraisal rating

9.4.1 The interval between the first and second performance appraisals will be at the discretion of the supervisory officer conducting the second performance appraisal.

9.4.2

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11.2 A copy of the principal/vice principal Summative Report Form, the Performance Plan, and Annual Growth Plan for the evaluation year and all other documents relied on in conducting the performance appraisal must be included in the documentation kept on record by the board.

11.3 Filing Requirements

- i) The supervisory officer will forward a copy of all required documentation to the Human Resources Department.
- ii) The signed summative report will be placed in the personnel file of the teacher, within the Human Resources Department of the board.
- iii) The Education Program Officer will update files accordingly and ensure the schedule is maintained for the five year TPA cycle.

11.4 Exchange of Information Among Schools and Board

11.4.1 A board that is considering employing a principal/vice principal must contact the last board that employed the principal/vice principal, if any, to request the following documents

- i) Copies of all documents relating to the last performance appraisal of the person that are in the possession of the board if that appraisal resulted in an Unsatisfactory rating;
- ii) Copies of any documents relating to the termination of the employment of the person that are in the possession of the board and that, in the opinion of the board, may be relevant to the decision of the requesting board;
- iii) Copies of any documents relating to the resignation of the person while on review status that are in the possession of the board and that, in the opinion of the board, may be relevant to the decision of the requesting board.

11.4.2 A board that receives a request from another board for documents relating to a principal's/vice principal's employment must promptly inform the requesting board whether there are any of the above documents to provide in response to the request and, if so, must promptly provide the documents.

11.4.3 It is not the intent of Ontario Regulation 234/10 to limit rights otherwise available to a board to obtain or give information relating to prospective or past employees.

12.0 RELATED FORMS AND DOCUMENTS

In accordance with the Principal/Vice Principal Performance Appraisal Technical Requirements Manual (2013)

Director of Education: Tricia Stefanic Weltz
Date: March 2021

