

PRINCIPAL EDUCATOR APPRAISAL POLICY
Pacific School of Innovation and Inquiry
November 12, 2013

POLICY STATEMENT

A properly conducted appraisal of the Principal Educator¹ benefits the individual in that role, enhances the relationship between the Principal Educator and the Board of the Learningstorm Education Society (“the Board”), ensures accountability, fosters opportunities for strengthening the quality of the educational experience provided within the PSII community, and models the importance of systematic assessment throughout the school.

POLICY RATIONALE

A vibrant and effective high school is dependent upon the quality of the leadership provided by its Principal Educator. Appropriate appraisal processes provide meaningful feedback and contribute to the improvement of school leaders and, thereby, the effectiveness of the school. The Principal Educator is accountable for her/his performance and a comprehensive appraisal process is one of the vehicles used to validate performance.

POLICY

I. Purpose

The appraisal of the Principal Educator has the following purposes:

- To promote the professional growth and development of educators.
- To recognize and encourage the use of effective administrative behaviours.
- To assist the Principal Educator in assessing her/his own performance
- To ensure the duties and responsibilities of the position are being carried out as outlined in the job description.
- To provide a basis for decisions affecting salary and employment.

II. Appraisal Values

The appraisal process will:

- respect the dignity, confidentiality and anonymity of all participants,
- be inclusive by involving a cross-section of the school community,
- provide constructive feedback,
- affirm the partnership between the Board and the Principal Educator by utilizing a collaborative approach, whenever appropriate and/or possible, and
- be fair, equitable, non-discriminatory, consistent and predictable.

¹ The term “Principal Educator” in this document is equivalent to the term “principal” in the *Independent School Act*, which refers to “the teacher responsible for administering and supervising an independent school.”

III. Process and Timelines

As the legal entity responsible for the Learningstorm Education Society, the Board has the duty and authority to conduct a performance appraisal of the Principal Educator. This will occur on a periodic basis, as deemed necessary, but no less than every three years, for a Principal Educator who has successfully completed her/his probationary period upon hiring, and one year after the date of hire, for a new Principal Educator.

A committee of the Board (“the Appraisal Committee”) will be delegated with responsibility for ensuring the appraisal process is reasonable, fair and based on a valid and reliable appraisal instrument. The Board may, at its discretion, hire an outside party to manage the appraisal process.

A 360° survey will form part of the appraisal instrument. Although the list of survey recipients will be determined in consultation with the Principal Educator, the following groups/individuals should be represented:

- students,
- teachers,
- parents, and
- support staff.
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A minimum of ten surveys must be distributed.

The Principal Educator will participate actively in the appraisal process by completing a self- evaluation, using an instrument approved by the Board. The self-evaluation elements shall be related to the goals set by the Principal Educator.

A meeting between the Principal Educator and the Appraisal Committee will occur at least 15 working days before the appraisal is to begin to review the appraisal process and timelines.

Upon completion of the appraisal, a written report will be prepared by the Appraisal Committee and submitted to the Board for approval within 10 working days. The report will be reviewed by the Board during an *in camera* session at its next regularly scheduled meeting after receipt of the report. Once approved, the report will be forwarded to the Principal Educator. A meeting to review the appraisal results will take place between the Board and the Principal Educator within 20 working days following receipt of the report by the Principal Educator.

During this appraisal review meeting, professional development goals and activities may be identified to assist a Principal Educator whose appraisal results indicate areas requiring remediation, as determined by the Board. A timeline for demonstrating acceptable levels of improvement will be established and appended to the report.

The report and appendices, if any, will be signed by both the Principal Educator and the Chair of the Board. The Principal Educator’s signature indicates receipt of the report but does not necessarily signify agreement with its contents. A section for the Principal Educator’s comments will form part of the report. The Chair’s signature signifies the Board’s majority agreement with its contents; minority opinions by individual members

of the Board may be attached as appendices.

Copies of the report and appendices, if any, will be given to the Principal Educator, and will be included in the Board's confidential files. The original(s) will be placed in the Principal Educator's personnel file, to be stored offsite.

IV. *Appraisal Criteria*

The criteria for an initial appraisal of the Principal Educator will be based on the responsibilities defined in the Principal Educator's job description, and per the numbered criteria listed below.

The criteria for subsequent appraisals will be those defined by the Principal Educator's job description plus any growth goals identified by the Board in the previous written appraisal report(s). Such growth goals may be areas requiring remediation or actions which must be taken to address trends, issues or external realities.

1. Educational Leadership
 - provides leadership in all matters relating to education in the school;
 - ensures that students in the school have the opportunity to meet the standards of education mandated by the Ministry of Education.
2. Human Resources Management
 - has overall authority and responsibility for all academic personnel-related issues, except the development of mandates for collective bargaining and those personnel matters precluded by Board policy, legislation or collective agreements;
 - monitors and improves the performance of all teaching staff.
3. Administrative Procedures
 - has overall authority and responsibility for development, implementation and evaluation of administrative procedures as required to ensure effective administration of the school.
4. Principal Educator/Board Relations
 - establishes and maintains positive working relations with the Board;
 - respects and honours the Board's roles and responsibilities and facilitates the implementation of its role as outlined in policy.
5. Planning and Reporting
 - provides leadership for the development of an annual plan;
 - ensures appropriate involvement of the Board (approval of process and timelines, strategic directions, key results and an annual review of school success in achieving the key results);
 - reports annually on results achieved.
6. Organizational Management
 - demonstrates effective organizational skills that result in compliance with all

- legal, Ministerial and Board mandates and timelines;
 - reports to the Ministry with respect to matters identified in and required by the *Independent School Act* and Regulations.
7. Communications
- ensures that open, transparent and positive internal communications are in place.
8. Leadership Practices
- practices leadership in a manner that is viewed positively and has the support of those with whom s/he works most directly in carrying out the directives of the Board and the Ministry of Education.
9. Student Welfare
- ensures that each student is provided with a safe and caring environment that fosters and maintains respectful and responsible behaviour.

V. Appeals

If the Principal Educator does not agree with any portion of the report or professional development activities as outlined, the Principal Educator has the right to attach an appendix containing her/his views. This appendix must be submitted to the Board within 30 calendar days of the appraisal review meeting.

The Principal Educator has 30 calendar days following the receipt of the appraisal report to request a review of the appraisal findings.

VI. Remediation and Probation

The process for an Principal Educator whose appraisal report indicates areas requiring remediation is as follows:

- A Professional Development Contract, which includes an action plan, must be signed within 60 days.
- The Professional Development Contract must identify the indicators and/or areas requiring remediation.
- The action plan to correct these areas will be developed by the Appraisal Committee and approved by the Board and will include specific resources to be provided to the Principal Educator, a schedule for periodic review of progress, and the types of evidence required to demonstrate satisfactory progress.
- The length of a remediation period cannot exceed 6 calendar months, excluding July and August.
- The Appraisal Committee must meet with the Principal Educator at least monthly to assess progress and to provide assistance and support.
- A Principal Educator on remediation is required to compile documentation of progress and improvement in the specific goal areas.

At the conclusion of the remediation period, a meeting will be held between the Board and the Principal Educator to review the Principal Educator's documentation, determine the degree of progress made and decide on the action to be taken:

- Remediation Completed—If the Principal Educator has demonstrated satisfactory progress, including successful completion of all goals, s/he is confirmed in the position of Principal Educator.
- Remediation Extended—If the Principal Educator has shown progress and has met some of the goals, the Professional Development Contract is revised and the remediation process is repeated.
- Probation—If the Principal Educator has not shown at least moderate improvement and has not met the majority of her/his goals, the Principal Educator is placed on probation.

Where a Principal Educator is placed on probation, the following process is implemented:

- The remediation process is repeated and a new Professional Development Contract is negotiated and implemented.
- Near the end of the probationary period, a second appraisal will be completed.
- The status of an Principal Educator on probation means that the continued employment of the Principal Educator is in question and that termination may result if performance appraisal results do not indicate improvement to the satisfaction of the Board.
- At the conclusion of the appraisal, a Professional Development meeting is held where the Board reviews the Principal Educator's documentation, the results of the appraisal and determines the degree of progress made.
- The Board will then determine the action to be taken. Possible actions include:
 - Probation Completed: If the Principal Educator has demonstrated satisfactory progress, including successful completion of all goals, s/he is confirmed in the position of Principal Educator.
 - Termination: The termination of the Principal Educator will be reported to the Teacher Regulation Branch, per the requirements of the *Independent School Act*.

VII. Appraisal Process Evaluation

The Board may review and evaluate the appraisal process upon completion of each appraisal and make changes to its process or instruments, as it deems necessary.