

## **PRINCIPAL AND VICE-PRINCIPAL APPRAISAL**

### **POLICY**

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#### **1.0 PRINCIPLES**

- 1.1 The Board recognizes that an effective school is dependent upon the role of school-based administrators and the quality of the leadership they provide.
- 1.2 The Board believes that school leadership is a contributing factor linked to improving student achievement.
- 1.3 The Board recognizes the essential role of a school-based administrator to implement the Public School Program (PSP), and to create and maintain a safe, orderly, positive and effective learning environment.
- 1.4 The Board is committed to ensuring an annual appraisal process for principals and vice-principals, including *Professional Growth Plan, Evaluation* and *Performance Review*, each focussed on professional growth.
- 1.5 The Board recognizes the appraisal process contributes to the growth and improvement of school leaders and thereby the effectiveness of schools.
- 1.6 The Board believes that individuals new to leadership roles need opportunities and experiences to develop the skills and competencies needed to be successful.
- 1.7 The Board recognizes the essential role of a school-based administrator to maintain and support an inclusive and diverse learning and work environment.

**2.0 POLICY FRAMEWORK**

2.1 The Board will ensure that this policy complies with the Education Act.

**3.0 POLICY REVIEW**

3.1 This policy will be reviewed every three years.

**4.0 AUTHORIZATION**

4.1 The Superintendent is authorized to develop and issue procedures to support the policy.

# PRINCIPAL AND VICE-PRINCIPAL APPRAISAL POLICY

## PROCEDURES

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- 1.0 RESPONSIBILITIES**
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### 1.0 RESPONSIBILITIES

- 1.1 The Director of School Administration or designate will be responsible for principal and vice-principal appraisals.
- 1.2 The School Administration Supervisor will determine which process the principal will follow for their annual appraisal.
  - 1.2.1 Generally, this will include a three-year cycle of evaluation for each principal.
- 1.3 The Principal, in consultation with the School Administration Supervisor, will determine which process the vice-principal will follow for their annual appraisal.
  - 1.3.1 Generally, this will include a three-year cycle of evaluation for each vice-principal.

### 2.0 APPRAISAL PROCESS FOR PRINCIPALS

#### 2.1 Professional Growth Plan

- 2.1.1 In selecting goals, the principal will:
  - review past *Professional Growth Plans* and *Evaluation* reports
  - reflect on strengths and areas for growth
  - reflect on career goals
  - consider the school improvement plan and particular school needs to support improved student achievement

- confer with the School Administration Supervisor
- 2.1.2 The School Administration Supervisor and the principal will meet to agree on the goals as the focus of the *Professional Growth Plan*. They will collaborate on the strategies, evidence and timelines that will best support success with each goal.
- 2.1.3 A timeline will be established for the *Professional Growth Plan*.
- 2.1.3.1 This will include an initial meeting by October 15 and at least one other meeting mid-year to discuss progress towards the goals.
- 2.1.3.2 The *Professional Growth Plan* will be submitted to the School Administration Supervisor no later than October 31.
- 2.1.3.3 The School Administration Supervisor and the principal will finalize the *Professional Growth Plan* as the principal's appraisal for the year by the end of June.
- 2.1.4 At the end of the process, the appraisal report will be signed and filed in the principal's personal file at Human Resource Services, becoming part of the principal's permanent employee file.

## 2.2 **Evaluation Process**

- 2.2.1 The principal will complete a self-assessment which will contribute to the overall conversation with the School Administration Supervisor and the development of the plan.
- 2.2.2 The principal will review the *Leadership Competencies and Indicators*.
- 2.2.3 In preparation for an *Evaluation*, a timeline will be established.
- 2.2.3.1 This will include an initial meeting by October 15 to discuss performance goals and areas for growth or development.
- 2.2.3.2 The School Administration Supervisor will have several meetings with the principal throughout the year to provide feedback on performance.

2.2.3.3 The School Administration Supervisor and the principal will have a final meeting in June to complete the *Evaluation* process as the principal's appraisal for the year.

2.2.4 At the end of the process, the appraisal report will be signed and filed in the principal's personal file at Human Resource Services, becoming part of the principal's permanent employee file.

### 2.3 **Performance Review Process**

2.3.1 A *Performance Review* may be initiated at any time when, in the opinion of the School Administration Supervisor and the Director of School Administration, circumstances warrant.

2.3.2 When a *Performance Review* is begun and throughout the process, the School Administration Supervisor will advise the principal in writing of:

- the performance concerns
- clear expectations of job performance
- a timeline for improvement
- resources available to support improvement
- possible outcomes where performance does not improve within the prescribed period of time

2.3.3 *The Leadership and Performance Criteria for School-Based Administrators* shall be the framework for the *Performance Review*. Consideration will also be given to leadership and management responsibilities of the principal which are outlined in other sources including:

- Education Act
- Halifax Regional School Board policies and procedures
- Halifax Regional School Board guidelines and protocols

2.3.4 The Director of Human Resources shall be involved when an employee is placed on *Performance Review*.

2.3.5 A timeline will be established for the *Performance Review* process.

2.3.5.1 This will include a final meeting to complete the *Performance Review* report as the principal's appraisal for the year, and will be placed in the principal's personal file.

2.3.6 The results of a *Performance Review* may lead to improved performance, demotion or discharge.

### **3.0 APPRAISAL PROCESS FOR VICE-PRINCIPALS**

#### **3.1 Professional Growth Plan**

3.1.1 In selecting goals, the vice-principal will:

- review past *Professional Growth Plans* and *Evaluation* reports
- reflect on strengths and areas for growth
- reflect on career goals
- consider the school improvement plan and particular school needs to support improved student achievement
- confer with the principal

3.1.2 The principal and vice-principal will meet to agree on the goals as the focus of the *Professional Growth Plan*. They will collaborate on the strategies, evidence and timelines that will best support success with each goal.

3.1.3 A timeline will be established for the *Professional Growth Plan*.

3.1.3.1 This will include an initial meeting by October 15 and at least one other meeting mid-year to discuss progress towards the goals.

3.1.3.2 The *Professional Growth Plan* will be submitted to the principal no later than October 31.

3.1.3.3 The principal and the vice-principal will finalize the *Professional Growth Plan* as the vice-principal's appraisal for the year by the end of June.

3.1.4 At the end of the process, the appraisal report will be signed and filed in the vice-principal's personal file at Human Resource Services, becoming part of the vice-principal's permanent employee file.

### 3.2 **Evaluation Process**

- 3.2.1 The vice-principal will complete a self-assessment which will contribute to the overall conversation with the principal and the development of the plan.
- 3.2.2 The vice-principal will review the *Leadership Competencies and Indicators*.
- 3.2.3 In preparation for an *Evaluation*, a timeline will be established.
  - 3.2.3.1 This will include an initial meeting by October 15 to discuss performance goals and areas for growth or development.
  - 3.2.3.2 The principal will have several meetings with the vice-principal throughout the year to provide feedback on performance.
  - 3.2.3.3 The principal and the vice-principal will have a final meeting in June to complete the *Evaluation* process as the vice-principal's appraisal for the year.
- 3.2.4 At the end of the process, the appraisal report will be signed and filed in the vice-principal's personal file at Human Resource Services, becoming part of the vice-principal's permanent employee file.

### 3.3 **Performance Review Process**

- 3.3.1 A *Performance Review* may be initiated at any time when, in the opinion of the principal and the School Administration Supervisor, circumstances warrant.
- 3.3.2 When a *Performance Review* is begun and throughout the process, the principal will advise the vice-principal in writing of:
  - the performance concerns
  - clear expectations of job performance
  - a timeline for improvement
  - resources available to support improvement
  - possible outcomes where performance does not improve within the prescribed period of time

- 3.3.3 *The Leadership and Performance Criteria for School-Based Administrators* shall be the framework for the *Performance Review*. Consideration will also be given to leadership and management responsibilities of the principal which are outlined in other sources including:
- Education Act
  - Halifax Regional School Board policies and procedures
  - Halifax Regional School Board guidelines and protocols
- 3.3.4 The Director of Human Resources shall be involved when a vice-principal is placed on *Performance Review*.
- 3.3.5 A timeline will be established for the *Performance Review* process.
- 3.3.5.1 This will include a final meeting to complete the *Performance Review* report as the vice-principal's appraisal for the year, and will be placed in the vice-principal's personal file.
- 3.3.6 The results of a *Performance Review* may lead to improved performance, demotion or discharge.