

**THE PROTESTANT SEPARATE SCHOOL BOARD
OF THE TOWN OF PENETANGUISHENE**

POLICY MANUAL

POLICY TITLE:

Performance Appraisal: Designated Early Childhood Educators (DECE) and Educational Assistants (EA)

SECTION/CODE:

Personnel A-18

APPROVAL DATE:

September 23, 2019

SUPERSEDES:

New

NUMBER OF PAGES:

Page 1 of 11

1.0 RATIONALE

The Protestant Separate School Board of the Town of Penetanguishene (PSSBP) is committed to providing fair, effective, consistent and comprehensive feedback on the employee's work performance. Through dialogue with their Principal/Vice-Principal, employees will be provided with an opportunity to reflect on their accomplishments, receive a comprehensive evaluation of their work performance, and have a forum for reviewing goals and objectives, identifying job expectations, and establishing goals and recommendations for growth for the upcoming years. Performance appraisals also provide an opportunity for identifying and discussing areas for improved performance, professional growth and any support that an employee may require, as well as training and development needs.

2.0 PROCEDURES

- Performance appraisals will be conducted at least once every five (5) years, or more frequently as determined by the Principal/Vice-Principal.
- The performance appraisal period will be from September through June. The performance appraisal will be completed by June 30 of the appraisal year.
- An interim review may be conducted at any time during the appraisal period, as determined by the Principal/Vice-Principal.
- The Principal/Vice-Principal and the employee will jointly set goals using the Annual Performance Plan (APP) as part of the performance appraisal. These goals should be reviewed by both the Principal/Vice-Principal and the employee periodically throughout the appraisal period and may be amended as needed.
- If concerns arise, they should be addressed immediately, as opposed to waiting until the performance appraisal meeting.

3.0 PROBATIONARY EMPLOYEES

- If applicable, approximately halfway to two-thirds through the probationary period, a new employee shall be assessed in a mid-probation evaluation. See the appropriate collective agreement for probationary periods for each group.
- The purpose of the mid to two-thirds probation evaluation is to identify strengths as well as areas requiring further development and to provide a written report that will advise the employee and Supervisory Officer whether the employee is meeting probationary expectations.

**THE PROTESTANT SEPARATE SCHOOL BOARD
OF THE TOWN OF PENETANGUISHENE**

POLICY MANUAL

POLICY TITLE:

Performance Appraisal: Designated Early Childhood Educators (DECE) and Educational Assistants (EA)

SECTION/CODE:

Personnel A-18

APPROVAL DATE:

September 23, 2019

SUPERSEDES:

New

NUMBER OF PAGES:

Page 2 of 11

- Should the mid to two-thirds probation evaluation reflect concerns with the employee's work performance, within fifteen (15) days an Improvement Plan shall be developed and shared with the employee. The Principal/Vice-Principal shall consult with the Supervisory Officer for support and assistance.
- Prior to the end of the probationary period, the Principal/Vice-Principal will complete a final probation evaluation using the appropriate form. The Principal/Vice-Principal will recommend whether or not the employee should pass the probationary period.
- Should the Principal/Vice-Principal recommend that the employee meets the expectations during the probationary period; the employee will be notified in writing.
- Should the Principal/Vice-Principal recommend that the employee does not meet the expectations during the probationary period, the Principal/Vice-Principal shall review the recommendation with the Supervisory Officer prior to the end of the probationary period.

4.0 ANNUAL PERFORMANCE PLAN

- Annually in September, each DECE and EA employee shall complete and submit to their Principal/Vice-Principal their APP outlining goals in addition to training and development requested for the upcoming year.
- In an appraisal year, the Principal/Vice-Principal and employee will be required to engage in a performance discussion prior to October 31.
- The Principal/Vice-Principal and employee will discuss the goals for the upcoming appraisal year and they must be noted on the APP. The goals must be specific and measureable within a defined time frame. They should relate specifically to the employee's area of responsibility, be realistic, yet challenging, and be consistent with the board's policies and practices.
- If necessary, during a non-appraisal year, a meeting may be arranged by the Principal/Vice-Principal to discuss the employee's APP.
- The Principal/Vice-Principal and employee each retain a copy of the APP, using it as a guideline during the year.

**THE PROTESTANT SEPARATE SCHOOL BOARD
OF THE TOWN OF PENETANGUISHENE**

POLICY MANUAL

POLICY TITLE:

Performance Appraisal: Designated Early Childhood Educators (DECE) and Educational Assistants (EA)

SECTION/CODE:

Personnel A-18

APPROVAL DATE:

September 23, 2019

SUPERSEDES:

New

NUMBER OF PAGES:

Page 3 of 11

- In the appraisal year the employee shall come to the performance appraisal meeting with a summary of accomplishments and progress on goals and training resulting from the APP that was created in September.

5.0 PERFORMANCE APPRAISALS

- Prior to the performance appraisal meeting, the Principal/Vice-Principal shall review core competencies for the employee's position.
- The Principal/Vice-Principal shall review any documentation that they have collected during the evaluation period which demonstrates the employee's work performance.

6.0 PERFORMANCE APPRAISAL MEETING

- The Principal/Vice-Principal and employee shall meet to discuss the employee's general work performance over the past year, progress on the established goals, as well as specific areas that require improvement.
- The discussion must include input from both the Principal/Vice-Principal and the employee. It is important to identify impediments to optimal performance, opportunities for growth and to agree on plans to overcome obstacles.
- Evidence must be provided in the performance appraisal that documents the evaluation of each core competency and goal.
- The Principal/Vice-Principal and employee shall set goals and discuss training and development needs for the following evaluation period using the APP form.

7.0 COMPLETING THE PERFORMANCE APPRAISAL FORM

- All EA's and DECE's are evaluated on the core competencies listed on the applicable Performance Appraisal form.
- Any unusual circumstances which prevented the employee from attaining any core competency/goal during the appraisal period should be noted, such as a shortage of staff or higher than expected activity.

**THE PROTESTANT SEPARATE SCHOOL BOARD
OF THE TOWN OF PENETANGUISHENE**

POLICY MANUAL

POLICY TITLE:

Performance Appraisal: Designated Early Childhood Educators (DECE) and Educational Assistants (EA)

SECTION/CODE:

Personnel A-18

APPROVAL DATE:

September 23, 2019

SUPERSEDES:

New

NUMBER OF PAGES:

Page 4 of 11

- The Principal/Vice-Principal must establish a rating of either “Meets Expectations” or “Does Not Meet Expectations” for each factor that is evaluated, as follows:
 1. M - Meets Expectations (employee completes job assignments as expected);
 2. DNM - Does Not Meet Expectations (employee is not meeting expected performance standards and needs to make significant improvement in job performance); or,
 3. if a particular factor is not applicable to the employee being evaluated, a notation of *N/A* may be inserted.
- The performance appraisal meeting will include a review of the APP that identified required training and development. This helps to address areas requiring improvement and to identify individuals who are ready to take on more responsibility.
- If the overall rating is "Does Not Meet Expectations" the Principal/Vice-Principal will review the performance appraisal with the Supervisory Officer
- If the employee receives any "Does Not Meet Expectations" rating, the Principal/Vice-Principal will be required to meet with the employee within fifteen (15) days of the delivery of the appraisal in order to co-develop an Improvement Plan outlining how the employee will improve performance, including specific goals, required training and development, and time frames for completion. These will be noted in the Performance Goals and Learning and Development sections for the upcoming year on the APP.
- If the Principal/Vice-Principal is recommending an overall rating of “Does Not Meet Expectation,” the Principal/Vice-Principal in consultation with the employee will develop a performance Improvement Plan and an appropriate time frame for re-evaluation. In this situation, the performance appraisal must be discussed with the Supervisory Officer prior to being presented to the employee.
- For bargaining unit members, the union shall be invited to the meeting where the employee is going to receive an overall rating of “Does Not Meet Expectations.”
- Any employee who receives an overall rating of “Does Not Meet Expectations” will enter a Performance Management Period. The Performance Management Period will include an Improvement Plan developed in consultation with the employee and the Principal/Vice Principal, with the intent of setting the employee up for success. The employee will be re-evaluated within six (6)

**THE PROTESTANT SEPARATE SCHOOL BOARD
OF THE TOWN OF PENETANGUISHENE**

POLICY MANUAL

POLICY TITLE:

Performance Appraisal: Designated Early Childhood Educators (DECE) and Educational Assistants (EA)

SECTION/CODE:

Personnel A-18

APPROVAL DATE:

September 23, 2019

SUPERSEDES:

New

NUMBER OF PAGES:

Page 5 of 11

months of the overall rating of “Does Not Meet Expectations.” If the employee receives a second overall rating of “Does Not Meet Expectations,” the next steps are to be determined after consultation with the Supervisory Officer.

- The performance appraisal form is signed and dated by the Principal/Vice-Principal who conducted the evaluation meeting.
- The Principal/Vice-Principal schedules a meeting with the employee to present the completed performance appraisal.
- The employee is given an opportunity to review the evaluation and provide written comments within five (5) working days after the performance appraisal is presented to them. The employee signs and dates the form indicating that they have received a copy of the performance appraisal.
- The Principal/Vice-Principal provides a copy of the completed performance appraisal to the employee and forwards the original to the Supervisory Officer for inclusion in the personnel file

**THE PROTESTANT SEPARATE SCHOOL BOARD
OF THE TOWN OF PENETANGUISHENE**

POLICY MANUAL

POLICY TITLE:

Performance Appraisal: Designated Early Childhood Educators (DECE) and Educational Assistants (EA)

SECTION/CODE:

Personnel A-18

APPROVAL DATE:
September 23, 2019

SUPERSEDES:
New

NUMBER OF PAGES:
Page 6 of 11

**ANNUAL PERFORMANCE PLAN
SCHOOL YEAR:**

Performance Goals:	Learning and Development:
Principal/Vice-Principal Comments:	Employee Comments:

Employee Name

Date

Employee Signature

Principal/Vice-Principal Name

Date

Principal/Vice-Principal Signature

Annually in September each DECE/EA completes and submits this form to their Principal/Vice-Principal for monitoring and maintenance. During the formal performance appraisal year, the Principal/Vice-Principal submits a copy of this completed, signed for to the Supervisory Officer.

**THE PROTESTANT SEPARATE SCHOOL BOARD
OF THE TOWN OF PENETANGUISHENE**

POLICY MANUAL

POLICY TITLE:

Performance Appraisal: Designated Early Childhood Educators (DECE) and Educational Assistants (EA)

SECTION/CODE:

Personnel A-18

APPROVAL DATE:
September 23, 2019

SUPERSEDES:
New

NUMBER OF PAGES:
Page 7 of 11

Improvement Plan for Non-Teaching Staff

The Principal/Vice-Principal must prepare an Improvement Plan for an employee whose appraisal has resulted in an overall "Does Not Meet Expectations" rating. This may occur when: any core competency receives a "Does Not Meet Expectations" rating, or an employee who is within their probationary period and there are concerns with the employee's work performance. The Principal/Vice-Principal must take into account the employee's input when preparing the plan. This plan must set out steps and actions that the employee should take to improve their performance.

Employees Name:	Principal/Vice-Principal Name:
Name of School:	

Competencies Requiring Improvement

Expectations

**THE PROTESTANT SEPARATE SCHOOL BOARD
OF THE TOWN OF PENETANGUISHENE**

POLICY MANUAL

POLICY TITLE:

Performance Appraisal: Designated Early Childhood Educators (DECE) and Educational Assistants (EA)

SECTION/CODE:

Personnel A-18

APPROVAL DATE:
September 23, 2019

SUPERSEDES:
New

NUMBER OF PAGES:
Page 8 of 11

Sample Indicators of Success

Date of Next Performance Appraisal
(Only required if overall rating “does not meet expectations”)

Employee Comments on the Improvement Plan

Principal / Vice-Principal Signature

Date

Employees Signature

Date

My signature indicates that I provided input into the Improvement Plan.

**Original – Personnel File
Copy – Principal/Vice-Principal
Copy – Employee**

**THE PROTESTANT SEPARATE SCHOOL BOARD
OF THE TOWN OF PENETANGUISHENE**

POLICY MANUAL

POLICY TITLE:

SECTION/CODE:

**Performance Appraisal: Designated Early Childhood
Educators (DECE) and Educational Assistants (EA)**

Personnel A-18

APPROVAL DATE:
September 23, 2019

SUPERSEDES:
New

NUMBER OF PAGES:
Page 9 of 11

Performance Appraisal for DECEs / EAs

Name:	Classification: <input type="checkbox"/> DECE <input type="checkbox"/> EA
Supervisor:	Title:

Rating Scale: M = Meets Expectations

DNM = Does Not Meet Expectation

N/A = Not Applicable

Core Competencies	Rating Scale	Evidence / Comments
Professional Practice		
Professionalism		
• Adheres to board policies and procedures		
• Demonstrates responsibility for all actions		
• Recognizes own professional learning needs		
• Participates in professional development opportunities to upgrade skills and meet job demands		
• Applies new learning effectively		
• Works effectively in a variety of situations		
• Adjusts when experiencing transitions in work tasks or the environment		
• Is reliable and punctual		

Communication		
• Communicates and demonstrates a positive approach		
• Promotes and demonstrates considerate and respectful interactions with students, parents and staff		
• Maintains strict confidentiality of student and school information		
• Maintains accurate, clear and concise records regarding student(s) in collaboration with teacher		
• Is tactful, approachable and diplomatic		

**THE PROTESTANT SEPARATE SCHOOL BOARD
OF THE TOWN OF PENETANGUISHENE**

POLICY MANUAL

POLICY TITLE:

SECTION/CODE:

Performance Appraisal: Designated Early Childhood Educators (DECE) and Educational Assistants (EA)

Personnel A-18

**APPROVAL DATE:
September 23, 2019**

**SUPERSEDES:
New**

**NUMBER OF PAGES:
Page 10 of 11**

Core Competencies	Rating Scale	Evidence / Comments
Collaboration		
<ul style="list-style-type: none"> Develops professional relationships with teachers and staff to support a collaborative team environment 		
<ul style="list-style-type: none"> Dialogues appropriately and professionally with teachers, system support staff, and community contacts 		
<ul style="list-style-type: none"> Demonstrates flexibility as a team member 		
Problem Solving		
<ul style="list-style-type: none"> Deals with issues/problems in timely manner (reports to Principal/ Vice-Principal as appropriate) 		
<ul style="list-style-type: none"> Applies principles of Behavior Management Systems training for the prevention and management of potentially harmful behavior 		
<ul style="list-style-type: none"> Follows the approach recommended by the team/teacher (i.e. Safety Plan/IEP) and recognizes mitigating factors for students 		
<ul style="list-style-type: none"> Responds professionally and objectively 		
Job Specific		
Knowledge		
<ul style="list-style-type: none"> Demonstrates an awareness and understanding of the student, including IEP goals and the Safety Plan, where applicable 		
<ul style="list-style-type: none"> Demonstrates an awareness and understanding of appropriate documents/regulation/standards 		
Program Support		
<ul style="list-style-type: none"> Builds rapport with students 		
<ul style="list-style-type: none"> Provides appropriate interventions/supports for students with mental health, social, emotional, academic, behavioral or physical needs 		
<ul style="list-style-type: none"> Assists in program activities within the educational environment 		

**THE PROTESTANT SEPARATE SCHOOL BOARD
OF THE TOWN OF PENETANGUISHENE**

POLICY MANUAL

POLICY TITLE:

SECTION/CODE:

Performance Appraisal: Designated Early Childhood Educators (DECE) and Educational Assistants (EA)

Personnel A-18

APPROVAL DATE:
September 23, 2019

SUPERSEDES:
New

NUMBER OF PAGES:
Page 11 of 11

Core Competencies	Rating Scale	Evidence / Comments
Program Support (Continued)		
<ul style="list-style-type: none"> Supports student achievement through the use of assistive technology and/or specialized equipment in accordance with the students IEP 		
Health and Safety		
<ul style="list-style-type: none"> Knows and applies safe learning and working practices 		
<ul style="list-style-type: none"> Assists in active supervision of students 		
<ul style="list-style-type: none"> Knows where to access information/resources to supports a safe learning and working environment 		
<ul style="list-style-type: none"> Understands and complies with the requirements of occupational health and safety 		

Overall Rating:

Rating Scale:

Meets Expectations - Employee completes job assignments as expected.

Does Not Meet Expectations - Employee is not meeting expected performance standards and needs to make significant improvement.

Principal/Vice-Principal Comments:	Employee Comments:

Principal / Vice-Principal Signature

Date

Employee Signature
(Acknowledging receipt of Performance Appraisal)

Date

Original – Personnel File Copy- Principal/Vice-Principal
