

Health and Safety Program

Policy 4005

February 7, 2006

Revision:

An Occupational Health and Safety Committee shall be established in accordance with Part 3 of the Occupational Health & Safety Regulation, Workers' Compensation Board of BC. . The Committee shall be composed of a representative from each of the in-town schools/facilities, a Toad River School representative, and at least one person appointed by the F.N.D.T.A., and at least one person appointed by the BCGEU.

The Health and Safety Committee shall assist in creating a safe and healthful place of work and learning.

It shall be a function of the committee members to select 2 Co-Chairs and 1 Secretary to serve annually.

Guidelines

1. The Health and Safety Committee shall ensure that the education requirements for members and regular inspections of the place of employment are carried out as required in the of the Occupational Health and Safety Regulations, Workers' Compensation Board of British Columbia. The Committee shall also recommend that measures required to attain compliance with the School Act and the Workers' Compensation Board of B.C. and the correction of hazardous conditions are addressed.
2. The Committee shall ensure any unresolved concerns regarding the Health and Safety of students are addressed.
3. The Health and Safety Committee shall hold regular meetings for the review of:
 - 3.1 WCB reports
 - 3.2 Threat and Violence reports
 - 3.3 Unsafe or Harmful Condition reports
 - 3.4 remedial action taken or required by the reports of investigations and inspections, which are kept on file at the Board Office;
 - 3.5 any other matters pertinent to health and safety.
4. Minutes of the Committee Meetings shall be forwarded to all members, the Board and the Workers' Compensation Board representative; and to all staff by first class bulletin.
5. Regular inspections will be made of all workplaces including buildings, structures, grounds, tools, equipment and machinery and work methods and practices, at intervals that will prevent the development of unsafe working conditions.

Personnel Policy Goals

Policy 4010

April 18, 2006

Revision:

It is the intention of the Board to provide the best possible educational opportunities for all students. To do so, the Board is committed to providing high quality staff who possess appropriate professional qualifications, high ethical standards, and who are capable of designing, implementing and evaluating programs in their assigned areas of responsibility.

In order to maintain the high quality education programs, the Board shall continue to develop and implement personnel practices that will result in the effective recruitment, selection, development and evaluation of employees.

Blood Borne Pathogens

Policy 4022

April 18, 2006

Revision:

The Board acknowledges its obligation under WCB (Part 6, 6:33 – 6.41) and The School Act (Sections 91 & 92) to provide a safe environment for children and employees and to ensure the health and safety of the public it serves. Therefore every precaution will be taken to ensure that an individual's condition does not present a health and safety risk to school children and employees.

The Board recognizes that a student infected with an infectious blood borne disease (ie. HIV, AIDS and Hepatitis B or C virus) is entitled to an educational program in accordance with the School Act and an employee infected with an infectious blood borne disease has certain rights to work.

Tobacco Free Environments

Policy 4030

April 18, 2006

Revision:

The Board of School Trustees believes that it is the right of its employees and all children in its care to have a tobacco free environment. The Board recognizes the rights of individuals to use tobacco products provided they do not infringe on the rights of others, and supports the Ministry of Health's initiatives to eliminate smoking and the use of tobacco products.

This policy applies to all employees, students, and contractors of School District #81 and the general public.

The District administration and school administrative officers are responsible for implementing this policy and ensuring that all users of District buildings and facilities are aware of the intent of, and comply with, the guidelines of this policy.

Guidelines

1. All school buildings, associated facilities, and grounds are designated "no tobacco use areas" at all times.
2. Anti-tobacco products education, including prevention programs, should form a part of the late intermediate and secondary schools' program offerings.
3. Ministry of Health and local Health Authority publications and other relevant materials regarding tobacco products should be prominently displayed and readily available in all District schools.
4. The Board will continue to use various strategies to support their commitment to a smoke free environment.

Violence in the Workplace

Policy 4040

April 18, 2006

Revision:

The Board recognizes that employees must be assured of a safe working environment which places the needs and safety of students at a high priority. It is the responsibility of all personnel to identify situations or potential situations of risk so that appropriate planning for prevention, intervention and follow-up can be put in place. No employee shall be required to jeopardize his/her own health or safety in the exercise of their duties.

Violence is defined as the attempted or actual exercise by a person, other than a worker, of any physical force so as to cause injury to a worker and includes any threatening statement of behavior which gives a worker reasonable cause to believe that the worker is at risk of injury. (W.C.B. Regulations 4.27 -4.31)

Guidelines

1. Should an employee find him/herself in a threatening situation involving a student, parent, or any other person, he/she should first attempt to remove students from that danger after which he/she must next remove him/herself from the threatening situation.
2. Appropriate training shall be provided at the district and / or work site level to enable each employee to recognize potential risks of violence in order that they may take appropriate preventive measures.
3. Once removed from the situation, the employee must report the incident, using the School District #81 (Fort Nelson) Threat/Violence Report form.

Harassment / Sexual Harassment In the Workplace

Policy 4050

June 20, 2006

Revision:

The Board recognizes the right of all employees and students to work and learn in an environment free from harassment / sexual harassment. Members of the school community (Trustees, employees, students and parents) shall respect the rights of all to work/learn in an environment free from harassment and discrimination.

For purposes of this policy, "harassment /sexual harassment" means any improper behavior that is directed at or offensive to any person; objectionable conduct, comment, material or display that demeans, belittles, intimidates, or humiliates another person; the exercise of power or authority which serves no legitimate work purpose; and the misuse of power or authority as intimidation, threat, coercion or blackmail.

Guidelines

This policy must be reviewed annually with staff at a staff meeting in September and referred to in the September edition of the school newsletter. This policy should be reviewed with staff throughout the school year.

The promotion of an environment free from harassment / sexual harassment will be promoted through the development, integration and implementation of educational programs, activities, and learning resources for both staff and students.

All members of the school community, in the carrying out of their duties, shall treat others with respect, dignity and consideration.

Members of the school community shall ensure that their verbal and written communication with other members is respectful and supportive of a productive and safe environment.

All members of the school community are encouraged to resolve issues of harassment at the lowest level. If individuals are unable to resolve an issue at the lowest level an informal resolution can be achieved through discussions between the parties with possible assistance from colleagues. More formal outlines for resolution processes can be referenced in the Collective Agreements, or through the Human Rights Commission.

Sexual Orientation (LGBTQ)

Policy 4055

October 6, 2009

The Board of Education believes that all public schools in this district shall be safe for everyone. The Board of Education recognizes and values the diversity found within its school communities and believes that each individual contributes to the strength of the district's culture. The Board also recognizes that students and other school community members, with alternate sexual preferences face a unique set of challenges within our schools and communities. In accordance with this policy, and all relevant laws of more senior governing bodies, School District 81 (Fort Nelson):

1. Prohibits any form of discrimination, intimidation or harassment against any person based on gender/gender identity or sexual orientation/perceived sexual orientation.
2. Encourages members of the school community to welcome, include and support all regardless of their gender or sexual orientation.
3. Instructs that all schools in the district put in place protocols that support this policy. The School District will provide an environment for all members of the school community to work and learn, free from fear, discrimination, and harassment, while being pro-active to ensure that sexual minority students, employees, and families are welcomed and included in all aspects of education and school life, and are treated with respect and dignity.

The purpose of this policy is to define appropriate behaviours and actions in order to prevent discrimination and harassment through greater awareness of and responsiveness to their harmful effects. This policy is also to ensure that all complaints are taken seriously and dealt with expeditiously and effectively. The policy will also raise awareness and improve understanding of the lives of people who identify themselves on the basis of sexual orientation or gender identity. By valuing diversity and respecting differences, students and staff act in accordance with Ministry of Education established principles related to diversity.

In this policy, all references to "sexual minority" persons will include lesbian, gay, bisexual, transgender, transsexual, two-spirit, and questioning persons (LGBTQ); persons who are labeled as such, whether they are or not; and persons with immediate family members who are of a sexual minority.

Social responsibility, including information, issues and attitudes related to the sexual minority population, is not assigned to a particular grade or subject area; instead, it is a responsibility shared among all staff. Within each school, staff will take concrete actions to ensure that the school is more welcoming and safe for sexual minority students.

Therefore, School Code of Conduct will include language that prohibits fear promoting, harassing or discriminatory language and behaviour toward students, employees or others based on their real or perceived sexual orientation or gender identification.

**Travel Allowance
Policy 4060
November 1, 2005**

Revision:

Mileage shall be paid at \$0.45/km. Toad River School to Fort Nelson Administration Office is 203.7 km.

Travel within the district will be rated in the approved allocation outlined below.

# OF LOCATIONS	# OF DAYS PER WEEK				
	1	2	3	4	5
2	\$21.29	\$26.79	\$32.29	\$37.79	\$43.29
3	\$26.79	\$37.79	\$48.79	\$59.79	\$70.79
4	\$32.29	\$48.79	\$65.29	\$81.79	\$98.29
5	\$37.79	\$59.79	\$81.79	\$103.79	\$125.79
6	\$43.23	\$70.79	\$98.29	\$125.79	\$153.29
7	\$48.79	\$81.79	\$114.79	\$147.79	\$180.79

Non Certified Teacher On-Call Compensation

Policy 4070

April 18, 2006

Revision:

The Board shall endeavour to hire, whenever possible, certificated substitute teachers.

Rates of compensation and terms of employment for uncertified teachers-on-call shall be set by the Board of School Trustees.

Support Staff Evaluation Policy

Policy 4080

26/03/96

Revision:

The Board believes that a competent support staff is essential to the success of the school system. An evaluation program for support staff should be of benefit to both the employee and the school system. Support staff evaluation should foster development in support staff functions, establish a standard of performance for all support staff and provide for recognition of exceptional service.

The Superintendent of Schools is responsible for the implementation of the Support Staff Evaluation Policy. To the greatest extent possible, the evaluation of an employee's performance shall be conducted in an atmosphere of trust, confidence and support.

For purposes of this policy, support staff includes all members of the B.C.G.E.U, district office and school based excluded staff and maintenance staff.

Guidelines:

1. Each employee shall be provided with a copy of the job description for her/his position.
 - 1.1. A supervisor shall clarify and delineate specific tasks or assignments as they arise.
 - 1.2. A supervisor shall clarify expectations on an ongoing basis, as required or requested.
2. Every support staff member shall be evaluated.
 - 2.1 Probationary employees shall receive an evaluation of their performance prior to completion of their probationary period.
 - 2.2. Tenured employees shall be evaluated every 4 years.
 - 2.3 Tenured employees may request, in writing, an evaluation of their performance.
 - 2.4 Notwithstanding the above, the Superintendent of Schools may initiate an evaluation of any support staff member's performance at any time.
3. Prior to commencing an evaluation an employee shall be notified in writing.
 - 3.1 Notification of evaluation will include the personnel assigned as evaluators.
 - 3.2. Each evaluator shall review and discuss the evaluation process, timelines, criteria with the employee.

4. Criteria to be considered in the evaluation process of a support staff employee's performance are:
 - 4.1 Job Performance
 - 4.1.1 Knowledge of work (understands tasks and procedures)
 - 4.1.2 Productivity (meets deadlines/uses time wisely/minimal errors)
 - 4.1.3 Maintains confidentiality
 - 4.1.4 Organizational skill (ability to plan and prioritize)
 - 4.1.5 Initiative (enthusiastic, self starting)
 - 4.1.6 Resourcefulness (investigates alternate solutions)
 - 4.2 Work Habits
 - 4.2.1 Attendance/Punctuality
 - 4.2.2 Perseverance (thoroughness)
 - 4.3 Work Relationships
 - 4.3.1 Ability to take direction
 - 4.3.2 Effectiveness in directing others (colleagues, students)
 - 4.3.3 Ability to work with others (colleagues, parents)
 - 4.4 General
 - 4.4.1 Decisiveness (uses judgment wisely)
 - 4.4.2 Communication skills (written and oral)
 - 4.4.3 Attitude (contribution to morale)
 5. The evaluation process for support staff shall include:
 - 5.1 A review with the employee of the job description and specific tasks in which the employee is engaged.
 - 5.2 An assessment by the supervisor(s) of the employee's performance.
 - 5.2.1 The assessment shall indicate:
 - 5.2.1.1 Comments in respect of each of the criteria established.
 - 5.2.1.2 Any recommendations for improvement along with specific timelines.
 - 5.2.1.3 Any commendations indicative of exceptional service.
 - 5.2.1.4 A statement indicative of the Supervisor's opinion on the employee's overall performance; either satisfactory or less than satisfactory.
 - 5.2.2 A draft assessment shall be discussed by the evaluator with the employee.
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- 5.2.2.1. Employees shall be given 48 hours after the meeting to read and review the report prior to it being finalized.
 - 5.2.3 The employee shall sign the final report indicating receipt and agreement or non agreement.
 - 5.2.3.1 A copy of this report shall be placed on the employee's personnel file.
- 6. An employee who wishes to appeal an evaluation must do so in writing to the Superintendent of Schools.
 - 6.1 The letter of appeal must be received within fifteen (15) days after receipt of the final evaluation report.
 - 6.2 The letter of appeal must state specific reason(s) consideration should be given to the appeal.
 - 6.3 The Superintendent of Schools will review the evaluation report.
 - 6.3.1 The Superintendent of Schools shall advise the employee of any subsequent actions as a result of the appeal within fifteen (15) days after receipt of the request.
 - 6.3.1.1 The Superintendent of Schools may rule the evaluation will stand or designate an alternate evaluator to reassess the employee's performance.
 - 6.3.2 An employee may appeal the Superintendent's decision to the Board of Trustees, in writing, within fifteen (15) working days upon receipt of the decision.
 - 6.3.2.1 The letter shall be addressed to the Superintendent.
 - 6.3.2.2 The Board shall grant a hearing with the employee.
 - 6.3.2.3 The Board shall, in consideration of the appeal, ensure fair and just treatment has been received through application of this policy.
- 7. When the results of an evaluation program conclude a tenured employee's performance is less than satisfactory, the Superintendent may recommend remedial action or termination of the employee's employment to the Board.

Freedom of Information Policy

Policy 4085

June 20, 2006

Revision:

Whereas Section 76(1) of the Freedom of Information and Protection of Privacy Act, S.B.C. 1992, c61 (unproclaimed amendment as of October 3,1993), (hereinafter called the "Act") states:

"A local public body, by bylaw or other legal instruments by which the local public body acts,

- a) must designate a person or group of persons as head of the local public body for the purposes of this Act,
- b) may authorize any persons to perform any duty or exercise any function under this Act of the person or group of persons designated as the head of the local public body, and
- c) may set any fees the local public body requires to be paid under Section 75.

Now therefore, the Board enacts as follows:

1. As required under Section 76.1(a) of the Act, the Board of Trustees designates the Secretary Treasurer as the official head of the school district for the purposes of the Act.
2. As permitted under Section 76.1(b) of the Act, the Board of Trustees authorizes the Secretary Treasurer, to be responsible for the administration of the Act and to make operational decisions. The Secretary Treasurer is authorized to issue procedures required to support the district's administration of the Act.
3. As permitted under Section 76.1(c) of the Act, the Board of Trustees adopts the schedule of fees as set in Freedom of Information and Protection of Privacy Regulation, B.C. Reg 323/93 dated September 22,1993.

Access to Personal Information Policy

Policy 4090

June 20, 2006

Revision:

Policy

In accordance with the Freedom of Information and the Protection of Privacy Act, hereafter referred to as the “Act”, employees of the Board responsible for collecting personal information on private individuals, will do so in accordance with the Act and the best of their abilities and knowledge, ensure the accuracy of that information.

Guidelines

1. The Board shall safeguard the confidentiality of personal information pertaining to private individuals.
 2. Personal information may only be obtained as authorized in the Act and used for the specific purposes for which it is gathered. The management and safekeeping of such information is the responsibility of each designated employee. Confidentiality must be protected by each employee who is authorized to have access to this information for the purposes for which it was collected.
 3. Access to an individual’s personal information can be gained during normal business hours, upon appointment, and is available to:
 - the individual in the presence of the appropriate manager or designate;
 - other parties (eg. Legal counsel for the individual) with specific written consent of the individual.
 4. Copies of any personal information will only be provided to the individual or his/her agent with the specific written consent of the individual. A record of all such transactions must be kept in the file where the information resides.
 5. Each file shall be maintained in a comprehensible manner and shall contain a record of those employees who have had access to it, that would usually not have access.
 6. Any personal information of a private individual that is no longer required for either administrative, financial, legal or historical purposes and its retention is not regulated by any statute, may be destroyed in a confidential manner (shredding).
 7. The Superintendent of Schools is authorized to issue any procedures required to support this policy.
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Regulations

These regulations are to provide a procedure for managing formal applications for access to personal information of private individuals made under the Freedom of Information and Protection of Privacy Act, hereafter referred to as the “Act”, and fulfill the District’s obligation under the Act.

1. All written applications for access to personal information of a private individual made under the Act will be passed in the first instance to the Freedom of Information Coordinator’s office for registration. The request will then be directed to the appropriate department for action.
2. The decision for granting the complete or partial access, or refusing the request will be made by the Superintendent of Schools or designate, in consultation with the Freedom of Information Coordinator and guided by the relevant clauses of the Act.
3. All responses to an application for access to information, whether granted or denied, shall be directed to the Freedom of Information Coordinator for review and final documentation and then forwarded to the individual making the request within thirty days after receipt of the application.
4. In the event that a response to an application for access cannot be completed within the thirty day limit, the Freedom of Information Coordinator must be notified and, under the limited circumstances specified in Section 10 of the Act, the Coordinator will provide the individual making the request written notice of the extension setting out:
 - the length of the extension;
 - the reasons for the delay; and
 - the person’s right of appeal to the Freedom and Privacy Commissioner to review the extension.
5. Disputes between the Freedom of Information Coordinator and the responding department will be forwarded to the Superintendent of Schools for resolution.

Expectations of Teachers

Policy 4120

28/05/84

Revision:

The Board believes a teacher's interaction with students forms the essential core of the educational system. A teacher is expected to:

1. respect the feelings of each student and provide a learning environment which will help students achieve feelings of self-worth and pride in achievement;
2. provide a challenging and productive educational environment adapted to the needs and interests of students;
3. promote, by example and instruction, positive attitudes of accomplishment and behavior;
4. provide for the health and safety of students in his/her charge;
5. allow students to participate in decision-making processes whenever possible;
6. promote and maintain liaison and communication with parent(s) and appropriate school personnel, in matters relating to the welfare of students;
7. be responsible for the observance by students of the provisions of the school code behavior;
8. ensure that students are given access to due process;
9. exemplify attitudes of recognition and respect for the person, and for the ethnic, cultural, and linguistic heritage of others;
10. participate in the development and/or revision of the code of behavior and philosophy of the school;
11. become knowledgeable about the District expectations for behavior, and the school's code of behavior.

Teacher Evaluation Policy

Policy 4121

2/13/89

Revision:

The Board recognizes that the critical element in a sound educational program is the individual teacher. It is also the belief of the Board that teacher evaluation will assist teachers in the realization of their full potential, thereby resulting in the improvement of instruction throughout the School District.

The Board is responsible for maintaining a Teacher Evaluation Policy for the purpose of establishing standards of performance for teachers and the determination of teacher performance in respect of these standards. A comprehensive evaluation process will enhance professional growth and confidence which will mutually benefit both the teachers and the students within the School District.

The Board believes in an evaluation process which evaluates the performance of every teacher in a fair and just manner. The evaluation of a teacher's performance shall be conducted in an atmosphere of trust, confidence, and support to the greatest extent possible.

The Superintendent of Schools is responsible for the implementation of the Teacher Evaluation Policy. Each teacher participating in an evaluation program shall be made aware of the process and criteria prior to the commencement of the evaluation.

The classroom performance of teachers provides the basis for making decisions regarding tenure, transfer or termination.

Guidelines

In evaluating teacher performance, the following procedures will apply:

1. All teachers will participate in an evaluation of their performance as the need is identified.
 - 1.1 Teachers on a temporary contract exceeding six month's duration will receive an evaluation prior to the expiration of their contract.
 - 1.2 Teachers newly appointed to the District will receive an evaluation in their first nine months of employment which will determine eligibility for continued employment.
 - 1.3 Teachers may request, in writing, an evaluation of their performance if the request is made by February 1.

- 1.3.1 In the event that the teacher does not request an evaluation by February 1, the decision to undertake the evaluation shall be at the discretion of the administrator.
 - 1.3.2 When a request is received from a teacher, the evaluation shall commence within one month on receipt of the request.
 - 1.4 Notwithstanding the above, the Superintendent of Schools may initiate an evaluation of any teacher's performance at any time.
 - 1.4.1 A teacher identified by the Superintendent of Schools will be notified in writing prior to the commencement of the evaluation.
 - 1.5 Each teacher inclusive of any evaluations conducted as per 1.1 - 1.4 above shall be evaluated once every five years.
2. Each teacher who is participating in an evaluation of their performance shall be apprised of the process and criteria prior to the commencement of the evaluation.
 - 2.1 Teachers new to the district shall receive a teacher evaluation guidebook which will summarize the process, criteria and forms used within the district.
 - 2.2 Each evaluator shall hold an introductory meeting with either small groups of teachers or individual teachers to recap the evaluation policy and clarify each teacher's understanding of the expectations for their performance.
 - 2.3 Each evaluator and teacher shall endeavor to establish a climate of trust and respect.
 - 2.3.1 A teacher may request, in writing, that the Superintendent assign an alternate evaluator to conduct the evaluation.
 - 2.3.1.1 The Superintendent shall respond to the teacher's request.
 - 2.4 Teachers who are being evaluated shall strive to make improvements to their performance and clarify their understanding of suggestions on an ongoing basis.
3. An evaluation of a teacher's performance will include:
 - 3.1 a minimum of three classroom observations and post-conferences by an Administrative Officer designated by the Superintendent of Schools.
 - 3.1.1 Wherever possible, periods chosen for observation should not occur during the week prior to Christmas break.

- 3.1.2 The teacher shall be advised of the first visitation schedule in advance and the teacher may be advised in advance of the remaining visits.
- 3.1.3 The evaluator will observe the teacher through a minimum of one complete lesson during each visit unless the teacher is otherwise notified.
- 3.1.4 The evaluator shall complete an Observation Report to be discussed promptly at a post conference. This report shall:
 - 3.1.4.1 summarize the observations made in respect of criteria;
 - 3.1.4.2 contain suggestions and/or comments;
 - 3.1.4.3 detail any recommendations for improvement;
 - 3.1.4.4 provide specific timelines for improvement.
- 3.1.5 The teacher shall sign the Observation Report, indicating receipt.
- 3.2 Prior to April 30, the evaluator shall complete a Final Report of the teacher's performance. The report will identify:
 - 3.2.1 the teacher's assignment, professional experience and training; and any discrepancies among them;
 - 3.2.2 all observation dates;
 - 3.2.3 a summary of performance as outlined in the Observation Reports;
 - 3.2.4 the evaluator's opinion of the teacher's overall performance with a statement indicating that the teacher's performance is either less than satisfactory or meets District expectations.
 - 3.2.5 this report shall be presented as a draft, 48 hours in advance, to the teacher and
 - 3.2.5.1 the teacher and Administrative Officer shall discuss the draft report in the company of a third person, if the teacher chooses;
 - 3.2.6 a Final Report shall be signed by the teacher indicating both receipt and acknowledgement of placement on her/his personnel file.
 - 3.2.6.1 the teacher shall have the right to submit to the evaluator a written commentary on the report which shall be filed with all copies of the report;
 - 3.2.7 a confidential copy of the report shall be presented to the Superintendent of Schools for the information of the Board and the College of Teachers.

4. Supervisory support shall be provided to a teacher who is experiencing difficulties.
 - 4.1 This support could be in the form of a supervisory visit with a pre-conference followed by a classroom observation and a post conference.
 - 4.1.1 The teacher shall be consulted as to her/his views on whether a district teacher, administrator or consultant would conduct the supervisory visit.
 - 4.1.2 The teacher shall be advised of the visitation schedule in advance.
 - 4.1.3 The visit shall result in specific recommendations that are designed to improve the instructional expertise of the teacher.
 - 4.1.4 A written summary of each visit shall be prepared by the Supervisor.
 - 4.1.4.1 This summary will describe the pre-conference focus, classroom observation and post conference recommendations. Further support, if necessary, will be indicated.
 - 4.1.4.2 A copy will be placed on the teacher's Personnel File with a second copy being retained by the Supervisor.
 - 4.2 This support could also be in the form of a directed interschool and/or interclass visit by the teacher.
 - 4.2.1 The teacher shall be advised of the opportunity to observe another teacher in advance.
 - 4.2.2 The visit shall be designed to assist the teacher to make the appropriate modifications to her/his teaching.
 - 4.3 This support could also be in the form of a directed inservice opportunity.
5. Notwithstanding the above, a teacher who wishes to appeal an evaluation must do so in writing to the Superintendent of Schools.
 - 5.1 The letter of appeal must be received within fifteen (15) days after receipt of the final report.
 - 5.2 The letter of appeal must state specific reason(s) consideration should be given.
 - 5.3 The Superintendent of Schools will review the evaluation.
 - 5.3.1 The Superintendent of Schools may rule the evaluation will stand or grant another evaluation to begin within three months of completion of the first.

- 5.3.1.1 The Superintendent of Schools shall designate an alternate evaluator to conduct the evaluation.
 - 5.3.1.2 The evaluation shall be conducted as per Section 3 of these procedures.
 - 5.3.2 The Superintendent of Schools shall advise the teacher of any subsequent actions as a result of the appeal within fifteen (15) days after receipt of the request.
 - 5.3.3 A teacher may appeal the Superintendent's decision to the Board of Trustees, in writing, within 15 days upon receipt of the decision.
 - 5.3.3.1 The letter shall be addressed to the Superintendent.
 - 5.3.3.2 The Board shall grant a hearing with the teacher.
 - 5.3.3.3 The Board shall, in consideration of the appeal, ensure fair and just treatment has been received through application of this policy.
6. Criteria to be considered in an evaluation of a teacher's performance are:
- 6.1 Preparation For Teaching
 - 6.1.1 Adequate knowledge of the subject matter is evident.
 - 6.1.1.1 The teacher facilitates the accurate acquisition of information.
 - 6.1.1.2 The teacher can respond informatively to student questions regarding the subject matter.
 - 6.1.2 Individual differences are taken into account.
 - 6.1.2.1 The teacher is aware of exceptional students.
 - 6.1.2.2 Consideration is given to exceptional students' needs.
 - 6.1.3 Program goals are consistent with the provincially and locally developed curriculum.
 - 6.1.3.1 Program overviews make reference to the curriculum.
 - 6.1.3.2 Lessons reflect the curriculum objectives.
 - 6.1.4 Units are adequately developed.
 - 6.1.4.1 Units follow a logical sequence.
 - 6.1.5 Lesson objectives are organized and are at varying levels of learning.
 - 6.1.5.1 Lessons are focussed around what students are expected to learn.
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6.1.5.2 Over the course of a unit lesson objectives address a variety of levels of complexity from knowledge through evaluation.

6.1.6 Materials are prepared and available when needed.

6.1.6.1 Resources are used in a timely fashion.

6.2 Classroom Organization/Climate

6.2.1 Classroom is physically organized for instruction.

6.2.1.1 Furniture and material placement enhance instruction.

6.2.2 Classroom climate promotes or enhances learning.

6.2.2.1 The teacher shows interest in and concern for the student.

6.2.2.2 Preventative classroom management techniques are used.

6.2.2.3 The teacher strives to build positive relationships with students.

6.2.2.4 Displays of student work, where appropriate, are evident.

6.3 Classroom Management

6.3.1 Expectations for student behavior are delineated.

6.3.1.1 Students are aware of classroom rules.

6.3.1.2 Efficient classroom routines are established and students handle routine tasks or procedures smoothly.

6.3.2 Misbehavior is addressed appropriately.

6.3.2.1 Logical consequences are used.

6.3.2.2 The teacher uses appropriate judgement when dealing with disruptions.

6.3.3 Consistency and fairness are exhibited.

6.3.3.1 Expectations are consistent.

6.3.4 Mutual respect is developed and maintained.

6.3.4.1 The teacher models and encourages politeness.

6.3.4.2 The teacher reacts constructively to students' feelings and attitudes.

6.4 Instructional Techniques

6.4.1 Effective use is made of instructional time.

6.4.1.1 Lesson objectives are accomplished.

6.4.1.2 Lesson pace is appropriate for the learners.

6.4.1.3 The teacher handles transitions smoothly.

6.4.1.4 Activities are available for students who complete work early.

6.4.2 Instructional strategies or techniques are varied when suitable.

6.4.3 Learning expectations are communicated to students when appropriate.

6.4.3.1 The teacher shares the objective and the purpose of the lesson.

6.4.4 Students are focussed on the lesson.

6.4.4.1 High on task behavior is evident.

6.4.4.2 Motivational techniques are incorporated.

6.4.4.3 Student interests are taken into account.

6.4.5 Concepts are developed appropriately.

6.4.5.1 Analogies, models, manipulatives, etc. are used.

6.4.5.2 Critical attributes of concepts are taught.

6.4.5.3 Provision for transfer of previous content to new content is made.

6.4.6 Effective questioning strategies are used.

- 6.4.6.1 Questions are formulated and distributed to enhance learning.
- 6.4.6.2 The teacher responds to student answers effectively.
- 6.4.7 Students are engaged in relevant activities.
 - 6.4.7.1 Activities which are relevant to the objective are utilized.
- 6.4.8 Opportunities for practice are provided.
 - 6.4.8.1 Guided practice is employed before independent practice is assigned.
- 6.3.9 Opportunities for review are provided.
- 6.4.10 Student performance is monitored as students engage in learning activities.
 - 6.4.10.1 The teacher supervises learning activities and provides feedback.
 - 6.4.10.2 The teacher makes adjustments to enhance lessons.
- 6.4.11 Instruction is closed appropriately.
 - 6.4.11.1 Reviews, summaries or closures are utilized.
- 6.5 Assessment of Learning
 - 6.5.1 Expectations for student performance are communicated clearly.
 - 6.5.1.1 Evaluation criteria are defined to students, parents and colleagues.
 - 6.5.2 Student progress is assessed on a regular and frequent basis.
 - 6.5.2.1 Prompt feedback is provided to students on notebooks, assignments.
 - 6.5.2.2 The results of assessment are used to diagnose learner abilities and needs.
 - 6.5.3 Accurate student records are maintained.

6.5.4 Student grades are based on a large variety of student work.

6.5.4.1 A variety of methods are used.

6.5.4.2 Assessment instruments are relevant.

6.5.5 Student progress is communicated effectively to parents.

6.5.5.1 Parents are apprised of student progress in a timely matter.

6.5.5.2 The teacher reports factual, well documented information to parents.

6.6 Professional Qualities

6.6.1 The teacher establishes and maintains effective, respectful and ethical working relationships with pupils, parents, colleagues, and others in the educational community.

6.6.2 The teacher demonstrates a professional attitude towards constructive criticism.

6.6.3 The teacher demonstrates an awareness of current developments in education.

Teacher On Call Evaluation

Policy 4122

06/22/92

Revision:

The Board of Trustees recognizes that teachers on call play a valuable role in a sound educational program for students. It is the belief of the Board that performance evaluation will assist teachers on call in the realization of their full potential, thereby resulting in the improvement of instruction throughout the district.

The Board is responsible for maintaining an evaluation policy for the purpose of establishing standards of performance for teachers on call and the determination of performance in respect of these standards. A comprehensive evaluation process should enhance professional growth and confidence which will mutually benefit both teachers and students within the school system.

The Board believes that the evaluation process shall evaluate the performance of teachers on call in a fair and just manner. To the greatest extent possible evaluation shall be conducted in an atmosphere of trust, confidence and support.

The Superintendent of Schools is responsible for the implementation of this policy in accordance with the attached guidelines.

Guidelines

In evaluating the performance of teachers on call, the following procedures will apply:

1. All teachers on call will participate in an evaluation of their performance as the need is identified.
 - 1.1 Newly accepted teachers on call will receive an evaluation of their performance in their first fifteen calendar months of which will determine their eligibility for continued engagement as a Teacher-on-Call.
 - 1.2 A teacher on call may request, in writing, an evaluation of their performance.
 - 1.2.1 When a request is received from a teacher on call, the evaluation shall commence within three months upon receipt of the request.
 - 1.3 Notwithstanding the above, the Superintendent of Schools may institute an evaluation of any teacher on call's performance at any time.
 - 1.3.1 A teacher on call identified for evaluation by the Superintendent of Schools will be notified, in writing, prior to the commencement of the evaluation.

- 1.4 Each teacher on call, inclusive of any evaluations conducted as per 1.1 to 1.3 above, shall be evaluated once every five years.
2. Each teacher on call, who is participating in an evaluation of her/his performance, shall be apprised of the process and criteria prior to the commencement of the evaluation.
 - 2.1 Teachers on call shall receive a guide book which will summarize the expectations, process, criteria and forms to be used.
 - 2.2 Each evaluator shall hold an introductory meeting with the teacher on call to recap the evaluation policy and clarify the teacher on call's understanding of the expectations for their performance.
 - 2.3 Each evaluator and teacher on call shall endeavor to establish a climate of trust and respect.
 - 2.3.1 A teacher on call may request, in writing, that the Superintendent assign an alternate evaluator to conduct the evaluation. The Superintendent shall respond to the request.
 - 2.4 Teachers on call who are being evaluated shall undertake to make improvements to their performance and clarify their understanding of any suggestions made on an ongoing basis.
3. An evaluation of a teacher on call's performance shall include:
 - 3.1 A minimum of six (6) observations and post conferences by an administrative officer designated by the Superintendent of Schools.
 - 3.1.1 These observations shall be completed at any grade level which the teacher on call is designated on the teacher on call listing.
 - 3.1.2 The teacher on call shall be advised of the first visitation in advance and may be advised in advance of remaining visits.
 - 3.1.3 The evaluator will observe the teacher on call through a minimum of one (1) complete lesson during each visit unless the teacher on call is otherwise notified or agrees.
 - 3.1.4 One (1) observation shall be conducted in an assignment which is at least a three day duration if a recommendation for permanent certification is involved.
 - 3.1.5 Upon completion of an observation the evaluator shall complete an observation report. This report shall be discussed at a post conference

- time scheduled at the earliest possible, mutually agreed upon, time. The report shall:
 - 3.1.5.1 summarize the observations made in respect of criteria,
 - 3.1.5.2 contain suggestions and/or comments,
 - 3.1.5.3 detail any recommendations for improvement, and
 - 3.1.5.4 provide specific timelines for improvement.
 - 3.1.6 The teacher on call shall sign each observation report indicating receipt.
 - 3.2 Within ten (10) months of the commencement of the evaluation the evaluator shall complete a final report of the teacher on call's performance. The final report shall identify:
 - 3.2.1 the teacher on call's assignments, professional experience and training and any discrepancies among them,
 - 3.2.2 all observation dates,
 - 3.2.3 an anecdotal summary of performance as outlined in observation reports, and
 - 3.2.4 the evaluator's opinion of the teacher on call's overall performance with a statement indicating that the teacher on call's performance meets district expectations or is less than satisfactory.
 - 3.3 The final report shall be presented as a draft to the teacher on call ninety six (96) hours in advance. The teacher on call and the administrative officer shall meet to discuss the draft report.
 - 3.3.1 If the teacher on call chooses, the report shall be discussed in the company of a third person.
 - 3.4 The final report shall be signed by the teacher, indicating both receipt and acknowledgement of its placement on her/his personnel file. The teacher on call shall have the right to submit a written commentary on the report which shall be filed with all copies of the report.
 - 3.5 A confidential copy of the report shall be presented to the Superintendent of the Schools.
4. Notwithstanding the above, a teacher on call who wishes to appeal an evaluation must do so in writing to the Superintendent of Schools.
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- 4.1 A letter of appeal must be received within fifteen school (15) days after receipt of the final report.
- 4.2 The letter of appeal must state specific reason(s) consideration should be given.
- 4.3 The Superintendent of Schools shall advise the teacher on call of any subsequent actions as a result of the appeal within fifteen school (15) days after receipt of the request.
- 4.4 The Superintendent of Schools may rule that the evaluation will stand or grant another evaluation to begin within three (3) months of completion of the first.
 - 4.4.1 The Superintendent of Schools shall designate an alternate evaluator to conduct the second evaluation.
 - 4.4.2 The evaluation shall be conducted as per section 3 of these regulations.
- 4.5 The teacher on call may appeal the Superintendent's decision to the Board of School Trustees in writing within fifteen school (15) days upon receipt of the decision.
 - 4.5.1 The letter shall be addressed to the Superintendent.
 - 4.5.2 The Board shall grant a hearing with the teacher on call.
 - 4.5.3 The Board shall, in consideration of the appeal, ensure fair and just treatment has been received upon application of this policy.
- 5. The criteria to be considered in an evaluation of a teacher on call performance are:
 - 5.1 Professional Qualities
 - 5.1.1 Punctual
 - 5.1.1.1 Arrives one-half hour prior to the start of the assignment.
 - 5.1.2 Responsible
 - 5.1.2.1 Has made sure that materials are available as needed.
 - 5.1.2.2 Leaves a clear report for the classroom teacher.
 - 5.1.2.3 Outlines a skeleton daybook after a three (3) day absence, when requested.

5.1.3 Adaptable

5.1.3.1 Copes with unscheduled changes to a planned routine.

5.1.4 Resourceful

5.1.4.1 Solves problems that arise.

5.1.4.2 Seeks advice from the administrator, teachers, teacher-librarian, student services coordinator, secretary and/or other appropriate staff.

5.1.5 Develops positive relationships with school staff and students

5.1.5.1 Demonstrates a cooperative work attitude.

5.1.5.2 Exhibits a positive attitude toward the profession.

5.1.5.3 Displays an interest in students and their work.

5.1.6 Exhibits professional speech and conduct.

5.2 Classroom Administration

5.2.1 Follows school and classroom routines.

5.2.1.1 Demonstrates awareness of school routines regarding time periods, student movement in the halls, supervision, fire drills, announcements, parent notes, use of school equipment, etc.

5.2.1.2 Understands expectations regarding behavior, homework, student materials, student seating and movement, non-instructional activities, special needs of identified students, etc.

5.2.1.3 Attends to all administrative tasks such as attendance and record maintenance.

5.2.2 Checks homework when requested

5.2.3 Marks student work

5.2.3.1. Previously assigned daily student work is corrected.

5.2.3.2 In-class student work is monitored.

5.2.3.3 Daily assignments are corrected when answer keys or work samples are provided.

5.2.4 The classroom is left in good order

5.2.4.1 The classroom/classrooms resemble their original state.

5.2.4.2 Unsafe situations are reported, in writing, to the principal.

5.3 Student Management

5.3.1 Maintains classroom control.

5.3.1.1 Identifies students by name.

5.3.1.2 Expectations for student conduct are communicated.

5.3.1.3 Students are on task.

5.3.1.4 Misbehavior is addressed.

5.3.2 Facilitates a smooth transition from one activity to another, with attention to appropriate pace.

5.3.3 Is consistent in dealings with students.

5.3.4 Uses positive reinforcement.

5.3.5 Incorporates preventative management strategies.

5.3.5.1 Uses eye contact and non-verbal cues.

5.3.5.2 Models and promotes positive interactions.

5.3.6 Problems are dealt with.

5.3.6.1 A report of any behavior incident is left.

5.3.6.2 The administrator is notified to assist with follow up if necessary.

5.4 Instructional Processes

5.4.1 Undertakes activities as outlined in the planned daybook.

5.4.2 Reviews previous lesson where appropriate.

- 5.4.3 Identifies, and teaches to the stated objective of the lesson.
- 5.4.4 Defines the stated purpose of the lesson.
- 5.4.5 Gives clear instructions and explanations.
- 5.4.6 Displays knowledge of lesson content in core areas.
- 5.4.7 Monitors learning.
 - 5.4.7.1 Checks for student understanding frequently.
- 5.4.8 Summarizes the lesson in some form.
- 5.4.9 Assigns homework where appropriate.

Teacher Protection

Policy 4130

11/06/84

Revision:

Any employee who is threatened with bodily harm by an individual or group while carrying out his assigned duties shall be offered the fullest possible protection by the School District. He/she shall immediately notify his/her school principal or supervisor. The principal or supervisor shall then immediately notify the Superintendent's office. Together they shall take immediate steps, in co-operation with the employee, to provide every reasonable precaution for her/his safety. Precautionary steps including any advisable legal action shall be reported to the Superintendent's office at the earliest possible time.

Tutoring
Policy 4140
11/06/84

Revision:

It is expected that every effort will be made by the Administrative Officer and teacher to help the child with his difficulties at school before recommending that parents engage a tutor. The Board believes that by maintaining a high quality instructional staff and providing for a rich, varied curriculum the need for individual tutoring is minimized.

However, should individual tutoring be recommended in exceptional cases, the Superintendent of schools is directed to establish such rules as will protect both the school district and the teachers from charges of conflict of interest.

Guidelines

Consistent with Board policy, the following rules relating to tutoring have been established:

1. A teacher may not arrange to tutor any child enrolled in their class for pay.
2. No tutoring for which a teacher receives a fee will be carried on in a school building.
3. Teachers who accept outside tutoring engagements make their own arrangements with the parents for the fees to be assessed.

Administrative Officer Evaluation

Policy 4210

24/05/94

Revision:

Leadership is a significant factor in developing and sustaining an effective and positive learning environment in schools. Each school is unique with its own set of circumstances and dynamics. The challenge of leadership is to facilitate development of the talents and potential of the students and teachers in conjunction with the other partners: parents, the public, trustees, district staff and support staff.

The Board of Trustees expects administrative officers to exercise the leadership necessary to provide quality education through appropriate administrative practice congruent with the School Act, Ministry and District goals, policies and regulations.

It is the intent of the Board of Trustees that supervision and evaluation of administrative officers should support their professional growth and clarify their performance expectations. Underlining this policy is a fundamental philosophy of positive growth, encouragement and support.

PROCESS

1. Administrators to be evaluated will be determined at the request of either the Administrator or the school district. Administrators can expect to be evaluated on a three or four year cycle.
 - 1.1 Evaluations will normally commence in September and be completed within that school year.
 - 1.2 Administrators who are to be evaluated shall be notified in writing.
2. Prior to commencing the evaluation, an initial meeting will establish:
 - * a review of the Administrative Evaluation Policy
 - * the time lines and data gathering processes
 - * tentative dates for observations and school visits
 - * evaluators (administrative officers may wish to include other professionals as a part of an evaluation team)
 - * discussion of evidence for each criteria
 - * discussion of the annual goals for the school and those of the administrator.
3. Data gathering will be conducted using a variety of methods including observations, surveys, questionnaires, interviews, examination of documents, and discussions with the principal. The evaluator shall determine, through consultation with the administrator, the data collection methods to be used.
 - 3.1 Confidentiality of source will be maintained for those completing questionnaires. Information gained through the use of questionnaires must be checked for accuracy and verified by examining any substantive data or examples to support such views. All data collection instruments used will be reviewed by the evaluator and the administrator prior to distribution.

- 3.2 An opportunity will be given for a joint review of data-gathering prior to the inclusion of such data in the final report.
4. It will be necessary for the evaluator to make at least six (6) formal visits including visits to classrooms, school activities, staff meetings, parent advisory committee meetings, etc.
5. Following each formal visit, a conference will be held with the principal.
 - 5.1 A summary report will be provided for each conference.
6. A final written report shall include details related to:
 - * Assignment - describing the administrator's assigned role and work setting.
 - * Data Collection - describing the process used to compile information for the evaluation.
 - * Criteria and Indicators- describing performance in respect of the following criteria:
 - * Establishing Direction
 - * Curriculum and Programs
 - * Instructional Leadership
 - * Interpersonal Relations
 - * Parent and Community Communications and Relations
 - * Professional and Staff Development
 - * School Operations
 - * Commendations - specifying areas of excellence.
 - * Recommendations - specifying areas for growth and timelines for accomplishment.
 - * Summary Comments - including clear statements about the administrator's strengths and recommendations for improvement.
 - * Evaluative Statement - The evaluative statement on all performance appraisals shall indicate that the Administrator meets district expectations or that her/his performance is less than satisfactory.

CRITERIA AND INDICATORS
OF
EXEMPLARY LEADERSHIP AND ADMINISTRATIVE PRACTICE

1. ESTABLISHING DIRECTION:

- a. Develops and implements a school vision and school goals and objectives
 - i. can articulate provincial and district vision, goals and objectives*
 - ii. develops school goals and objectives which reflects input from all stakeholders*
 - iii. establishes a climate which facilitates the implementation of the goals and objectives*

- b. Evaluates the school vision, goals, and objectives
 - i. ensures that the operation and organization of the school is consistent with the stated vision*
 - ii. identifies progress toward school and district goals and provides for the regular review and revision of these goals*

- c. Demonstrates effective leadership
 - i. encourages a commitment to excellence*
 - ii. involves staff in the overall life of the school, including decisions which affect them*
 - iii. employs strategies to motivate staff, build morale, and increase staff job satisfaction*
 - iv. delegates wisely*
 - v. is visible, accessible and approachable*
 - vi. displays good judgement in the timing of decisions and in the methods of communicating decisions*
 - vii. identifies problems and employs appropriate solution strategies*
 - viii. shows respect for and acceptance of others*
 - ix. uses opportunities to build on the successes of the school*

2. CURRICULUM AND PROGRAMS

- a. Monitors curriculum and instructional practice
 - i. is knowledgeable about school programs*
 - ii. ensures that the approved curriculum is taught*
 - iii. protects learning time*
 - iv. demonstrates leadership in curriculum development, implementation and evaluation consistent with district priorities and initiatives*
 - v. sets up mechanisms to ensure effective communication and transition between programs, grades and schools*
 - vi. acquaints staff with available Ministry and District material and support personnel*

- b. Encourages optimal student learning and growth
 - i. maintains high expectations for student learning and growth*
 - ii. encourages student leadership and responsibility*
 - iii. is available for students and shows a concern for their welfare*
 - iv. encourages student participation in all school programs (library, music, computer, extra-curricular, etc.)*
 - vi. ensures programs are in place for special needs students*

3. INSTRUCTIONAL LEADERSHIP

- a. Conducts instructional evaluation based on the district teacher evaluation policy
- b. Implements a process of supervision of instruction
 - i. includes staff input, where appropriate*
 - ii. performs regular classroom observations and data collection*
 - iii. has as its main purpose support and improvement, and is growth-oriented*

4. INTERPERSONAL RELATIONS

- a. Reflects concern for people
 - i. deals with people with courtesy and respect*
 - ii. stimulates and maintains a positive working and learning environment within the school*
 - iii. demonstrates personal and professional concern for the school community*
 - iv. demonstrates a caring and patient attitude*
 - b. Uses effective communication skills
 - i. listens actively*
 - ii. expresses ideas clearly in oral and written communication*
 - iii. checks to see that communications are received and understood by maintaining procedures for regular feedback*
 - iv. selects communication methods which are appropriate to the situation and the audience*
 - c. Develops and maintains group process skills
 - i. fosters an atmosphere which encourages open participation*
 - ii. demonstrates sensitivity and effectiveness in problem solving or mediating student, staff, parent and community concerns*
 - iii. provides recognition to members of staff, students, parents and the community for noteworthy contributions to the school*
 - iv. establishes clear expectations and understanding of the decision-making process*
-

- vi. *implements, and communicates decisions in a timely manner to ensure closure*

5. PARENT AND COMMUNITY COMMUNICATIONS AND RELATIONS

- a. Promotes effective parent and community communication and relations
 - i. *fosters community understanding of and solicits community support for school goals, objectives, and programs*
 - ii. *replies to enquiries from community members promptly and courteously*
 - iii. *publishes a school newsletter and handbook*
 - iv. *encourages frequent communication between parents and staff*
 - v. *uses special occasions to stimulate community interest in school activities and projects*
 - vi. *helps to interpret community concerns and interests to the Board and district administrator*
 - vii. *actively participates with the parent advisory council*
 - viii. *initiates opportunities for members of the public to see evidence of student learning*
- b. Monitors community satisfaction with the school and education
 - i. *utilizes formal and informal procedures for receiving and responding to community input and concern*
 - ii. *utilizes information regarding community perceptions to assist in educational planning*

6. PROFESSIONAL AND STAFF DEVELOPMENT

- a. Facilitates staff development
 - i. *acquaints staff with available professional resources*
 - ii. *focuses staff on common professional objectives*
 - iii. *formulates with staff clear, measurable, written goals and objectives for staff development*
 - iv. *articulates staff development with the overall school improvement plan*
 - v. *encourages each staff member to develop a personal professional growth plan*
 - vi. *utilizes in-district expertise when appropriate*
 - vii. *evaluates staff development in terms of its effects on staff behaviors and student learning outcomes*
 - b. Participates in a continuous program of personal professional development
 - i. *regularly assess her/his professional performance through exchange of ideas with colleagues, keeping abreast of professional reading and soliciting perceptions of staff, students, colleagues, supervisors, and the community*
 - ii. *designs a personal professional development plan (see attached)*
 - iii. *participates in in-service activities to meet the goals of her/his professional development plan*
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- iv. serves as a resource person for professional development activities*

7. SCHOOL OPERATIONS

a. Assigns personnel effectively

- i. organizes the administrative team to make the best use of individual administrative strengths and interests*
- ii. develops and communicates administrative job targets*
- iii. considers individual teacher's qualifications, experience, and suitability when assigning staff*

b. Administers personnel practices effectively

- i. deals effectively with personnel matters*
- ii. liaises with the appropriate District staff regarding interpretation and application of collective agreements, personnel policies and procedures, labour statutes, and the School Act*
- iii. adheres to collective agreements, personnel policies and procedures, labour statutes, and the School Act*
- iv. assigns, supervises and evaluates the work of office and other support staff*
- v. provides adequate staff orientation*
- vi. sets clear expectations where appropriate*

c. Administers school operations and routines smoothly

- i. monitors the ongoing maintenance of the buildings, grounds, and equipment*
- ii. establishes and monitors appropriate procedures and rules for the use of buildings and grounds*
- iii. establishes school rules and procedures pertaining to attendance, discipline and student conduct*
- iv. develops a master time table for classes, students, and staff*
- v. ensures that adequate health and safety provisions are in place with regard to accidents, first aid, illness, fire drill and earthquakes*
- vi. maintains accurate records and files*
- vii. understands and uses effective time management theories and practices*

d. Develops and manages the school budget

- i. consults with staff to identify school budgetary needs*
- ii. considers the school improvement plan in developing the budget*
- iii. adheres to time lines for school budget preparation and expenditure*
- iv. disseminates, when appropriate, district budget information that is of interest to the school*
- v. ensures that school funds are expended within established guidelines*
- vi. ensures that school based fund-raising methods are appropriate*

Administrative Officer Evaluation - Vice Principals

Policy 4211

24/10/95

Revision:

Leadership is a significant factor in developing and sustaining an effective and positive educational system. The challenge of leadership is to facilitate development of the talents and potential of students and teachers in conjunction with other school administrators, parents, the public, trustees, district staff and support staff.

The Board of Trustees expects administrative officers to exercise the leadership necessary to provide quality service through appropriate administrative practices congruent with the School Act, Ministry and District goals, policies and regulations.

It is the intent of the Board of Trustees that supervision and evaluation of vice-principals should support their professional growth and clarify their performance expectations. Underlying this policy is a fundamental philosophy of positive growth, encouragement and support.

PROCESS

1. Vice Principals to be evaluated will be determined at the request of either the Vice-Principal or Superintendent. Vice-Principals can expect to be evaluated on a three or four year cycle.
 - 1.1 Evaluations will normally commence in September and be completed that school year.
 - 1.2 Vice-Principals who are to be evaluated shall be notified in writing.
2. Prior to commencing the evaluation an initial meeting will establish:
 - * a review of the Administrative Officers-Vice-Principals Evaluation Policy;
 - * tentative time lines and data gathering processes;
 - * tentative dates for observations and school visits;
 - * evaluators - including the Superintendent or designate and the school principal for the school based vice-principals;
 - * discussion of the criteria to be considered;
 - * discussion of the job tasks to be evaluated;
 - * discussion of personal goals of the vice-principal.
3. Data gathering will be conducted using a variety of methods including observations, surveys, questionnaires, interviews, examination of documents, discussions with the

principals and discussions with the vice-principals. The evaluator(s) shall determine, through consultation with the vice-principal, the data collection methods to be used.

- 3.1 Confidentiality of source will be maintained for those completing questionnaires. Information gained through the use of questionnaires must be checked for accuracy and verified by examining any substantive data or examples to support such views. All data collection instruments used will be reviewed by the evaluator and the administrator prior to distribution.
 - 3.2 An opportunity will be given for a joint review of data-gathering prior to the inclusion of such data in the final report.
 4. It will be necessary for the evaluator(s) to make at least six(6) formal visits, including visits to classrooms, school activities, staff meetings, parent advisory committee meetings, etc.
 5. An assessment of teaching performance (where appropriate) will be conducted in accordance with Board Policy 4121-Teacher Evaluation.
 6. Following each formal visit a conference will be held with the vice-principal.
 - 6.1 A summary report will be provided for each conference.
 7. A final written report shall include details related to:
 - * Assignment - describing the administrator's assigned role and work setting
 - * Data Collection - describing the process used to compile information for the evaluation.
 - * Criteria and Indicators - describing performance in respect of the following criteria:
 - * Establish Direction
 - * Curriculum and Programs
 - * Instructional Leadership
 - * Interpersonal Relations
 - * Parent and Community Communications and Relations
 - * Professional and Staff Development
 - * School Operation
 - * Commendations - specifying areas of excellence.
 - * Recommendations - specifying areas for growth and timelines for accomplishment.
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- * Evaluative Statement - The evaluative statement on all performance appraisals shall indicate that the Administrator meets district expectations or that her/his performance is less than satisfactory.

CRITERIA AND INDICATORS OF
EXEMPLARY LEADERSHIP AND ADMINISTRATIVE PRACTICE

1. ESTABLISHING DIRECTION

- a. Develops and implements a school vision and school goals and objectives
 - i. can articulate provincial and district vision, goals and objectives*
 - ii. develops school goals and objectives which reflect input from all stakeholders*
 - iii. establishes a climate which facilitates the implementation of the goals and objectives*

- b. Evaluates the school vision, goals and objectives
 - i. ensures that the operation and organization of the school is consistent with the stated vision*
 - ii. identifies progress toward school and district goals and provides for the regular review and revision of these goals*

- c. Demonstrates effective leadership
 - i. encourages a commitment to excellence*
 - ii. involves staff in the overall life of the school, including decisions which affect them*
 - iii. employs strategies to motivate staff, build morale and increase staff job satisfaction*
 - iv. delegates wisely*
 - v. is visible, accessible, and approachable*
 - vi. displays good judgment in the timing of decisions and in the methods of communicating decisions*
 - vii. identifies problems and employs appropriate solution strategies*
 - viii. shows respect for and acceptance of others*
 - ix. uses opportunities to build on the successes of the school.*

2. CURRICULUM AND PROGRAMS

- a. Monitors curriculum and instructional practice
 - i. is knowledgeable about school programs*
 - ii. ensures that the approved curriculum is taught*
 - iii. protects learning time*

- i. fosters an atmosphere which encourages open participation*
- ii. demonstrates sensitivity and effectiveness in problem solving or mediating student, staff, parent and community concerns*
- iii. provides recognition to members of staff, students, parents and the community for noteworthy contributions to the school*
- iv. establishes clear expectations and understanding of the decision-making process*
- v. implements, and communicates decisions in a timely manner to ensure closure*

5. PARENT AND COMMUNITY COMMUNICATIONS AND RELATIONS

- a. Promotes effective parent and community communication and relations
 - i. fosters community understanding of and solicits community support for school goals, objectives and programs*
 - ii. replies to inquiries from community members promptly and courteously*
 - iii. publishes a school newsletter and handbook*
 - iv. encourages frequent communication between parents and staff*
 - v. uses special occasions to stimulate community interest in school activities and projects*
 - vi. helps to interpret community concerns and interests to the Board and district administrator*
 - vii. actively participates with the parent advisory council*
 - viii. initiates opportunities for members of the public to see evidence of student learning*
- b. Monitors community satisfaction with the school and education
 - i. utilizes formal and informal procedures for receiving and responding to community input and concern*
 - ii. utilizes information regarding community perceptions to assist in educational planning*

6. PROFESSIONAL AND STAFF DEVELOPMENT

- a. Facilitates staff development
 - i. acquaints staff with available professional resources*
 - ii. focuses staff on common professional objectives*
 - iii. formulates with staff clear, measurable, written goals and objectives for staff development*
 - iv. articulates staff development with the overall school improvement plan*
-

- v. *encourages each staff member to develop a personal professional growth plan*
 - vi. *utilizes in-district expertise when appropriate*
 - vii. *evaluates staff development in terms of its effect on staff behaviours and student learning outcomes*
- b. Participates in a continuous program of personal professional development
- i. *regularly assess her/his professional performance through exchange of ideas with colleagues, keeping abreast of professional reading and soliciting perceptions of staff, student, colleagues, supervisors, and the community*
 - ii. *designs a personal professional development plan (see attached)*
 - iii. *participates in in-service activities to meet the goals of her/his professional development plan*
 - iv. *serves as a resource person for professional development activities*

7. SCHOOL OPERATIONS

- a. Assigns personnel effectively
- i. *organizes the administrative team to make the best use of individual administrative strengths and interests*
 - ii. *develops and communicates administrative job targets*
 - iii. *considers individual teacher's qualifications, experience and suitability when assigning staff*
- b. Administers personnel practices effectively
- i. *deals effectively with personnel matters*
 - ii. *liaises with the appropriate District staff regarding interpretation and application of collective agreements, personnel policies and procedures, labour statutes and the School Act*
 - iii. *adheres to collective agreements, personnel policies and procedures, labour statutes, and the School Act*
 - iv. *assigns, supervises and evaluates the work of office and other support staff*
 - v. *provides adequate staff orientation*
 - vi. *sets clear expectations where appropriate*
- c. Administers school operations and routines smoothly
- i. *monitors the ongoing maintenance of the buildings, grounds and equipment*

Evaluation of the Superintendent of Schools

Policy #4220

January 22, 2002

Revision:

The Superintendent is accountable to the Board of School Trustees for the general management of the affairs of the District, for providing educational leadership, and for implementing approved policies and programs to ensure the attainment of the objectives established by the Ministry of Education and the Board. In addition, the Superintendent advises and recommends actions to the Board to address current and emerging issues.

Recognition must be given to the inherent value in individual styles of leadership of a Superintendent as well as the need for diversity in the execution of their leadership role.

The Board recognizes its responsibility for advising the Superintendent of its expectations and for evaluating the performance of the Superintendent in respect of assigned duties.

Guidelines

1. Purpose of the Evaluation

The Board believes that the evaluation of the Superintendent of Schools provides a mechanism to:

- 1.1 assess the degree to which the Superintendent is meeting the expectations outlined in the job description, the annual district goals, and directives given by the Board;
- 1.2 commend the Superintendent for her/his accomplishments;
- 1.3 assist in the development of harmonious relations between the Board and the Superintendent by clarifying the Board's expectations;
- 1.4 build the confidence of the Board and public in the Superintendent and in the school district leadership;
- 1.5 foster growth and development of the Superintendent;
- 1.6 provide information, which would assist the Board as it considers contract renewal at appropriate times;
- 1.7 prepare an evaluation document, which the Superintendent may use, at her/his discretion.

2. Performance Evaluation Timetable

- 2.1 Early in the tenure of the Superintendent the Board shall, by motion, determine timelines for an evaluation of the Superintendent.
- 2.2 Nothing in this policy is intended to preclude the Board and the Superintendent from discussing matters relating to the performance of the Superintendent as such matters may arise.

3. Evaluation Criteria

The Superintendent's performance will be assessed in the following areas:

- a. Board Relations and Executive Officer Responsibilities
- b. Leadership and Establishing Direction
 - c. Community Public Relations and Communications
 - d. Personnel Management
 - e. Professional and Personal Development
- f. Administration of Curriculum and Instructional Management
 - g. Administration of Student Services
 - h. Business and Fiscal Management
 - i. Facilities Management

4. Data Collection

Unless otherwise agreed to by the Superintendent, the following information shall be used for an evaluation:

4.1 Questionnaires and/or Surveys

- 4.1.1 Consultation will take place with the Superintendent to identify those that will complete questionnaires and/or surveys. The participants may include District Office Staff, Administrative Officers, Parent Advisory Executive members, and parents that have interacted with the Superintendent.
- 4.1.2 All questionnaires and/or surveys will be developed in consultation with the Superintendent prior to distribution.
- 4.1.3 Only questionnaires and/or surveys that are signed will be considered for input.
- 4.1.4 The Secretary-Treasurer shall collate the responses of surveys and will be available to assist the Trustees with development and production of all associated questionnaires, surveys and reports.
- 4.1.5 Due to the nature of the data collected under this section, it is considered to be perception data. Trustees will review this data and determine any common perceptions that are evident. Every attempt will be made to keep the source of the information confidential, however, the Freedom of Information and Protection of Privacy Act allows the Superintendent access to the data, if requested.
- 4.1.6 The Secretary-Treasurer shall keep in safe custody, for one year, individual responses and then destroy them.

4.2 Trustee Questionnaire

- 4.2.1 A Trustee Questionnaire will be developed to gather concrete data on the Trustees' working relationship with the Superintendent. ie. Board Meetings, reports, etc.

4.3 Superintendent's Report

- 4.3.1 A written report will be submitted by the Superintendent, highlighting activities related to her/his position; a summary of initiatives since the previous evaluation; reports on the annual district goals; and any additional information the Board may request in respect of the evaluation.

4.4 Superintendent's Response

- 4.4.1 The Superintendent may, at his or her discretion, provide a response to any information received by the Board, during the data collection.

5. Compiling the Evaluation

- 5.1 A committee of Trustees, or a Committee of the Whole, shall summarize the compiled data.
- 5.2 Special Board meetings shall be held to consider the information.

6. Written Evaluation Report

- 6.1 The results of the evaluation will be in a written format.
- 6.2 The commendable achievements will be identified.
- 6.3 Recommendations for improvement or growth, with appropriate timelines for accomplishment, will be identified.
- 6.4 The performance of the Superintendent will be determined as Satisfactory or Less than Satisfactory.

7. Growth Plan

- 7.1 The Superintendent shall draft a growth plan and present it to the Board for approval.
- 7.2 The growth plan shall have timelines attached to certain activities to establish their relevance to the next performance review.

8. *Criteria and Indicators of Performance*

8.1 *Board Relations and Executive Officer Responsibilities*

- 8.1.1 *implements and interprets Board policy*
- 8.1.2 *advises of the need for new or revised policy*
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- 8.1.3 *provides sufficient information to assist Board members, staff, parents and students in making decisions*
- 8.1.4 *identifies the need to follow-up on actions of the Board*
- 8.1.5 *keeps Trustees informed of district and school operations*
- 8.1.6 *is responsive to Trustee concerns and answers Trustees' inquiries in a timely manner*
- 8.1.7 *demonstrates consideration for the well being and the development of Board members, staff, parents and students*
- 8.1.8 *exhibits creative problem solving*

8.2 *Leadership and Establishing Direction*

- 8.2.1 *provides a sense of direction to the district*
- 8.2.2 *assists in development and implementation of a district vision, goals and objectives with input from all stakeholders*
- 8.2.3 *establishes a climate which facilitates the implementation of the district vision, goals and objectives*
- 8.2.4 *articulates provincial and district vision, goals and objectives*
- 8.2.5 *ensures the operation of the district is consistent with the vision*
- 8.2.6 *identifies progress toward district goals and provides for a regular review and revision of the goals*
- 8.2.7 *presents a suitable role model for the district*
- 8.2.8 *motivates employees to achieve district and personal goals*
- 8.2.9 *promotes high standards of achievement and excellence for staff and students*
- 8.2.10 *facilitates and encourages leadership development throughout the organization*

8.3 *Community Public Relations and Communications*

- 8.3.1 *articulates District vision, mission and priorities to the community*
- 8.3.2 *deals with the media skillfully*
- 8.3.3 *maintains good relations with local government leaders*
- 8.3.4 *responds to concerns in the community*
- 8.3.5 *deals quickly and effectively with parental concerns*
- 8.3.6 *anticipates problems and is prepared for conflict resolution*
- 8.3.7 *deals positively with problems in a decisive but flexible manner*
- 8.3.8 *writes and speaks clearly*
- 8.3.9 *understands consensus building and practices these skills*
- 8.3.10 *ensures development and initiation of programs that enhance school/community relations, school business partnerships and related public service activities*

8.4 *Personnel Management*

- 8.4.1 *sets standards for staff performance and expectations*
 - 8.4.2 *empowers others to reach high levels of performance*
 - 8.4.3 *delegates responsibilities and authority to others*
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- 8.4.4 *establishes effective and fair procedures for recruitment, selection and transfer of staff*
- 8.4.5 *administers a comprehensive staff evaluation program*
- 8.4.6 *demonstrates strong interpersonal skills*
- 8.4.7 *understands and works effectively in a unionized environment*
- 8.4.8 *builds self-esteem in staff and students*
- 8.4.9 *demonstrates consideration for the well being and development of employees*
- 8.4.10 *encourages and supports the staff to participate in professional development*
- 8.4.11 *evaluates the performance of administrative officers and senior district office staff.*

8.5 *Professional and Personal Development*

- 8.5.1 *is perceived as effective in working with provincial leaders and the Ministry of Education*
- 8.5.2 *engages in activities to promote own professional growth and development*
- 8.5.3 *participates in provincial and national organizations*
- 8.5.4 *exhibits self-confidence and recognizes the accomplishments of others*
- 8.5.5 *is able to successfully cope with the stress and demands of the position*
- 8.5.6 *treats all individuals with respect*
- 8.5.7 *sets short and long term goals for her/himself*
- 8.5.8 *demonstrates ethical practices and personal integrity*

The responsibilities associated with the remainder of the criteria and indicators of performance are jointly shared with other senior district personnel. Evaluation of the Superintendent in these areas will vary, depending on the Superintendent's duties/areas of expertise. Therefore, the focus of the evaluation will be on the Superintendent's role – whether or not they are directly responsible for the task or whether the evaluation will be on the Superintendent's ability to delegate, communicate, empower and monitor the outcome of the work of other senior management personnel, in specified areas.

8.6 *Administration of Curriculum and Instructional Management*

- 8.6.1 *is knowledgeable and up-to-date in curriculum and instructional programs*
- 8.6.2 *ensures effectiveness in all curriculum planning and instructional matters*
- 8.6.3 *oversees the initiation of new programs, modification of existing programs and discontinuation of programs not suited to the district*
- 8.6.4 *monitors the overall effectiveness of instructional programs*
- 8.6.5 *implements and ensures provincial policies are met*
- 8.6.6 *ensures that appropriate testing/assessment results are interpreted and used to improve education*
- 8.6.7 *ensures that the Ministry School accreditation processes are conducted to high standard*

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8.7 *Administration of Student Services*

- 8.7.1 ensures student behavior and discipline is handled effectively*
- 8.7.2 provides for the health and safety of students*
- 8.7.3 ensures liaison with community agencies concerned with student services*
- 8.7.4 ensures students with special needs have appropriate programs*
- 8.7.5 demonstrates a high commitment to education and the needs of students*

8.8 Business and Fiscal Management

- 8.8.1 assists in determining the educational financial needs of the District*
- 8.8.2 ensures that the District's financial status is clearly communicated and ensures that current financial information is provided, as required*
- 8.8.3 ensures the District budget is prepared*
- 8.8.4 ensures budget allocations and expenditures are appropriate*
- 8.8.5 ensures effective procedures are in place for the procurement of equipment etc.*
- 8.8.6 ensures that the requirements of the Financial Auditor's recommendations are met*

8.9 Facilities Management

- 8.9.1 ensures that modifications, renovations, expansions and discontinuation of facilities are planned and managed well*
- 8.9.2 ensures that the maintenance of buildings and grounds is managed appropriately*
- 8.9.3 provides for security and safety of personnel and property*
- 8.9.4 ensures all facilities are clean and in good appearance*