

PRINCIPAL EVALUATION POLICY

Freedom Thinkers Education PBL Society

POLICY STATEMENT

A properly conducted evaluation of the Principal benefits the individual in that role, enhances the relationship between the Principal and the Freedom Thinkers Education PBL Society Board (“The board”), ensures accountability, fosters opportunities for strengthening the quality of the educational experience provided within Freedom Thinkers Education, and models the importance of systematic assessment throughout the school.

POLICY RATIONALE

A vibrant and effective school is dependent upon the quality of the leadership provided by its Principal. Appropriate evaluation processes provide meaningful feedback and contribute to the improvement of school leaders and, thereby, the effectiveness of the school.

POLICY

I. Purpose

The evaluation of the Principal has the following purposes:

- To promote the professional growth and development of educators,
- To recognize and encourage the use of effective administrative behaviours,
- To assist the Principal in assessing her/his own performance,
- To ensure the duties and responsibilities of the position are being carried out.

II. Evaluation Values

The evaluation process will:

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

III. Process and Timelines

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

A committee of the Board (“the Evaluation Committee”) will be delegated with responsibility for ensuring the evaluation process is reasonable, fair and based on a valid and reliable evaluation instrument.

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

- Students
- Teachers
- Parents
- support staff.

A minimum of ten surveys must be distributed.

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

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

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

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

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

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

IV. Evaluation Criteria

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

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

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

- legal, Ministerial and Board mandates and timelines;
- reports to the Ministry with respect to matters identified in and required by the *Independent School Act* and Regulations

7. Communications

- ensures that open, transparent and positive internal communications are in place.

8. Leadership Practices

- practices leadership in a manner that is viewed positively and has the support of those with whom s/he works most directly in carrying out the directives of the Board and the Ministry of Education

9. Student Welfare

- ensures that each student is provided with a safe and caring environment that fosters and maintains respectful and responsible behaviour

V. Appeals

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

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

VI. Remediation and Probation

The process for a Principal whose evaluation report indicates areas requiring remediation is as follows:

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

- A Principal on remediation is required to compile documentation of progress and improvement in the specific goal areas.

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

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

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

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

VII. Evaluation Process Evaluation

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