



YORK REGION DISTRICT SCHOOL BOARD

Policy and Procedures #536.0 Performance Appraisal Process

The Performance Appraisal Process policy outlines the Board's commitment to providing an environment where staff members are supported in achieving the performance expectations of their position in order to contribute to the achievement and well-being of staff and students.

Detailed instructions associated with the completion of specific performance appraisal processes, where applicable, are outlined in the appropriate documentation.

- [Educational Assistants](#)
- [Long-Term Occasional Teachers](#)
- [Managers](#)
- [Principals and Vice-Principals](#)
- [Teachers](#)
- [Support Staff](#)
- [Supervisory Officers](#)

Who has responsibilities?

- Board of Trustees
- Director of Education
- Associate Directors of Education
- Human Resource Services
- Leadership Development
- Superintendents, Principals, Managers and Supervisors
- Staff members

How is this policy and/or procedure related to Board priorities?

Regular and cyclical performance appraisals support the Board's commitment to staff and student achievement and well-being, a high level of service delivery, and confidence in public education.

Legislative Context

[Education Act](#)

Related Documents

[Director of Education Performance Review](#)

Department

Human Resource Services

It is the expectation of the York Region District School Board that all employees, students and persons invited to or visiting Board property; or partaking/volunteering in Board or school-sponsored events and activities will respect the policies and procedures of the Board. The term "parents" refers to both biological/adoptive parents and guardians in all Board policies and procedures.



Board Policy #536.0 Performance Appraisal Process

Policy Statement

The Board provides an environment where staff members are supported in achieving the performance expectations of their position in order to contribute to the achievement and well-being of students and staff members. Regular and cyclical performance appraisals as required by legislation and Board processes support this commitment while ensuring a high level of service delivery, accountability and confidence in public education.

Application

The formal performance appraisal process is one part of an ongoing reflective process between a staff member and supervisor to assess skill development, support continuous high-quality performance, complement ongoing individual performance, engage in learning and training dialogues, and act as a catalyst for professional growth. Performance appraisals are a key factor in supporting the Board's planning processes, including but not limited to the [Multi-Year Plan](#) and the [Board Improvement Plan for Student Achievement and Well-Being](#), as well as its [Mission, Vision and Values](#).

Performance appraisals processes are cyclical and conducted and documented in accordance with applicable Board processes and/or legislation. They provide an opportunity for feedback and discussion about:

- professional growth;
- job expectations;
- embedding and reflecting principles of equity, inclusivity and human rights into professional practice;
- identification of areas where performance management would be beneficial; and
- evidence of level of performance in comparison to established standards.

The Board of Trustees is responsible for conducting performance appraisals for the Director of Education in accordance with the [Director of Education Performance Review](#) policy and procedure.

Definition

Performance Standards

Performance standards provide the staff member with specific performance expectations for the position and are observable behaviours and actions that are indicative of successful performance.

Responsibilities

The Board of Trustees is responsible for:

- conducting the performance appraisal for the Director of Education in accordance with the [Director of Education Performance Review](#) policy and procedure; and
- reviewing the Performance Appraisal Process policy in accordance with the priorities in the [Multi-Year Plan](#) and the approved policy review cycle; and
- understanding and communicating with members of the community about the Performance Appraisal Process policy, as required.

The Director of Education is responsible for:

- implementing and operationalizing the Performance Appraisal Process policy.

The Associate Directors of Education are responsible for:

- ensuring that every staff member has the required skills, training and professional learning; and
- ensuring that relevant performance appraisal processes are implemented for all staff.

Human Resource Services is responsible for:

- ensuring the development and/or implementation of performance appraisal processes and standards in consultation with system partners; and
- collaborating with Leadership Development to identify training criteria for performance appraisal processes.

Leadership Development is responsible for:

- ensuring that supervisors are trained in performance appraisal processes; and
- ensuring that training and learning needs arising from performance appraisals are identified in order to develop and communicate available supports.

The Director, Associate Directors, Superintendents, Principals, Managers and Supervisors are responsible for:

- conducting performance appraisals in accordance with the processes and timelines set out in the applicable performance appraisal system; and
- ensuring performance appraisals assess performance of and establish goals related to equity and human rights, where applicable.

Staff members are responsible for:

- participating in the performance appraisal process; and
- ensuring that they have and maintain the required skills and knowledge for their specific roles by engaging in available learning and training opportunities.

History

Approved 2011

Working Document March 2014, February 2018

Revised December 2014, February 2019