



# Northeastern Catholic District School Board

## PERFORMANCE APPRAISALS

### Non-Teaching Staff

Administrative Procedure Number: APP011

## POLICY STATEMENT

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The Northeastern Catholic District School Board (NCDSB) is committed to engaging its employees in meaningful discussions about professional growth and development. The purpose of the appraisal process is to facilitate feedback between a supervisor and employee, identify areas of success, and next steps for consideration to enhance and improve professional performance.

## REFERENCES

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NCDSB Policy P-7 *Performance Appraisals*

## DEFINITIONS

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### Non-Teaching Staff

All employees of the NCDSB who do not have legislated regulations within the *Education Act* relating to performance appraisals, including but not limited to: Educational Assistants, Child & Youth Workers, Secretaries, Clerks, Custodians, Technicians, Non-Union Employees, Supervisors, Leads, and Managers.

## PROCEDURES

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### 1.0 GENERAL PROVISIONS

- 1.1 During the probationary period, employees will engage in a performance review process with the immediate supervisor.
- 1.2 All employee groups will engage in a performance appraisal process that is based on the annual establishment of self-development and organizational goals, once the probationary period is complete.
- 1.3 Current job descriptions for each position will be used as a basis for performance indicators.
- 1.4 Employees will engage in a formal performance appraisal cycle every three years.
- 1.5 The performance appraisal process will rely on active and ongoing professional dialogue throughout the course of the appraisal year. The process includes, but is not limited to the following:

- i) The employee and supervisor meet to review the performance goals based on the job description and/or will address an area for growth and development based on the NCDSB's organizational values:
  - ii) The employee and supervisor meet to review the process, timelines, strategies, and areas requiring support;
  - iii) The employee and supervisor must engage in at least one conversation/meeting whereby the employee shares artifacts to demonstrate growth and progress towards the achievement of the stated goals and next steps for action are identified;
  - iv) A summative report is completed and shared with the employee.
- 1.6 Core competencies will be evaluated as part of the performance appraisal process. Those competencies include, but are not limited to:
- i) Interpersonal Skills;
  - ii) Communication;
  - iii) Time Management;
  - iv) Quality of Work;
  - v) Problem Solving;
  - vi) Understanding and Use of Board Policies, Procedures, and Guidelines.
- 1.7 The Human Resources Department will be responsible for maintaining an appraisal cycle for all non-teaching staff. Notification will be provided to all supervisors by September 30 of every school year.
- 1.8 Employees who are scheduled to participate in a performance appraisal will be notified by the immediate supervisor at the beginning of each school year, and no later than October 15 of every school year.
- 1.9 Employees who participate in a performance appraisal will consult in the determination of appropriate timelines with their immediate supervisor.
- 1.10 The employee and the supervisor will review the job description, summative report template, and any other NCDSB related resources at the onset of the performance appraisal process.
- 1.11 All summative reports shall be completed by June 30 of every school year.
- 1.12 Copies of summative reports will be filed in the employee's file within the Human Resources Department.

## **2.0 MANAGERS**

- 2.1 The Superintendent of Business will be responsible to facilitate all aspects of the performance appraisal process for Managers.

- 2.2 Managers will establish goals for self-development and organizational outcomes at least one time annually.
- 2.3 Managers and the Superintendent of Business will engage in at least three conversations during an appraisal year to identify goals, review progress, and identify next steps:
  - i) At the beginning of every school year;
  - ii) Mid-year;
  - iii) End of every school year.
- 2.4 Core competencies will be evaluated as part of the performance appraisal process. Those competencies include, but are not limited to:
  - vii) Problem solving;
  - viii) Communication;
  - ix) Time management;
  - x) Organization;
  - xi) Leadership to department/system.

### **3.0 SUPERVISORS / LEADS**

- 3.1 A Supervisory Officer will be responsible to facilitate all aspects of the performance appraisal process for the Program Leads and Payroll Supervisor.
- 3.2 Supervisors/Leads will establish goals for self-development and organizational outcomes at least one time annually.
- 3.3 Supervisors/Leads and a Supervisory Officer will engage in a least three conversations during a performance appraisal year to identify goals, review progress, and identify next steps:
  - i) At the beginning of every school year;
  - ii) Mid-year;
  - iii) End of every school year.
- 3.4 Core competencies will be evaluated as part of the performance appraisal process. Those competencies include, but are not limited to:
  - i) Problem solving;
  - ii) Communication;
  - iii) Time management;
  - iv) Plan development and monitoring;
  - v) Leadership to system.

### **4.0 IMPLEMENTATION OF AN IMPROVEMENT PLAN**

- 4.1 Any employee who receives a rating of “needs improvement” in any area of the performance appraisal will be required to engage in the development of an improvement plan.

- 4.2 The improvement plan will detail specific goals and/or performance targets with the identification of supports and training needed as well as appropriate timelines. The improvement plan will be jointly completed by the supervisor and the employee.
- 4.3 The employee and the supervisor will establish appropriate timelines for purposes of monitoring improvement and measuring outcomes.

## **5.0 FORMS AND RELATED APPENDICES**

Templates: Performance Appraisal Summative Report

Template: Improvement Plan

Template: Professional Growth Goals Managers

Appendix A: Descriptions of Core Competencies

Appendix B: Descriptions of Core Competencies (Managers, Supervisors, Leads)

**Director of Education:**

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**Date:**

**February 2022**