



SUPERIOR NORTH CATHOLIC District School Board

ADMINISTRATIVE PROCEDURE

PERFORMANCE APPRAISAL OF NON-UNION BOARD STAFF

1) OBJECTIVES OF A PERFORMANCE APPRAISAL

The objectives of a performance appraisal are the following:

- To discuss and guide employee performance.
- To ensure the employee meets the current requirements of the job.
- To ensure the effective delivery of program and services to students, board and school communities.
- To promote the personal and professional growth of the employee.

2) PERFORMANCE APPRAISAL STEPS

The employee is notified in writing by his/her supervisor that the performance appraisal will occur. To ensure consistency and fairness in practice, the following steps are followed during the performance appraisal process:

- Planning Step (Pre-Observation)
- Evaluating Step (Observation)
- Recording Step and Rating Scale (Post-Observation)

a) Planning Step

The Planning Step for the permanent employee typically occurs by the last working day of December. During the Planning Step, a pre-observation meeting is held between the supervisor and employee to discuss the performance appraisal process. At the pre-observation meeting, the domains and performance competencies on which the appraisal will be based are identified and recorded. Performance indicators may be recorded in the comment section of the pre-observation form (Form A). The form is then completed and signed by the supervisor and the employee. All parties retain copies of this form.

b) Evaluating Step

In the Evaluating Step, the supervisor completes the performance appraisal (Form B) by assessing the employee on the pre-determined performance competencies and performance indicators. A rating is recorded for each performance competency that was identified in the pre-observation meeting and an overall rating scale is provided for each domain.

c) **Recording Step**

The supervisor completes the summative report section and assigns a rating to the employee. The summative and comment section of the performance appraisal are completed with the employee. The supervisor completes the comment section, signs and dates the form. The employee signs the form, and by signing the form the employee indicates that he/she has read and received the performance appraisal. The employee may choose to complete their portion of the comment section and has the option of submitting the self-reflection exercise to be sent to Human Resources with the appraisal.

3) **TIMELINES**

Probationary employees are evaluated as per the employee's Management Staff Agreement, usually within the first six months of employment.

Permanent employees are evaluated once over a five year cycle, or where warranted or at the employee's request. The employee will be notified by the end of December and the completed appraisal is due at the end of March.

4) **PERFORMANCE RATING SCALE AND RUBRIC**

- Satisfactory
- Unsatisfactory

Descriptions of the overall performance rating:

Satisfactory: Indicates that the employee demonstrates effectiveness across all the competencies as it relates to his/her position, shows self-direction, responsibility, is reliable.

Unsatisfactory: Indicates ineffectiveness as it relates to the competencies, needs improvement in the competencies.

If an unsatisfactory rating is warranted, the supervisor will issue a Letter of Concern to the employee at the time of the post-observation meeting. The Letter of Concern will outline the domain(s), performance competencies and performance indicator(s) that require improvement.

For a period of time determined by the supervisor, the employee receives support, guidance and monitoring to improve specific domain(s), performance competencies and performance indicators. After assistance and satisfactory improvement, a Letter of Improved Performance will be issued to the employee and will be placed in the employee's file. The performance appraisal process ends.

After assistance and unsatisfactory improvement, a meeting involving the supervisor and employee is conducted. Following this, a Letter of Unsatisfactory Performance will be issued to the employee with copies to be sent to Human Resources. The employee is now placed on Review Status.

In compliance with the Management Staff Agreement and after a stated time, the supervisor completes the procedure for Review Status. During this phase, the employee, with continued support, guidance and monitoring, works on improving specific performance competencies and performance indicators.

After a pre-determined time, the supervisor completes another performance appraisal. Three possible outcomes exist:

- i) After assistance and satisfactory improvement, a Letter of Improved Performance will be issued to the employee and copies sent to Human Resources. The performance appraisal process ends.
- ii) After assistance and unsatisfactory improvement, the supervisor recommends appropriate action: extend Review Status.
- iii) After assistance and unsatisfactory improvement, the supervisor recommends appropriate action: terminate employment.

The supervisor at any point of a performance appraisal or at any time, can initiate the Review Status if there is/are reason(s) for concern (see Flow Charts A and B).

5) PERFORMANCE COMPETENCIES AND DOMAINS

Performance competencies are the skills, knowledge and attitudes required to a particular job. A non-union employee will be assessed on those performance competencies that correspond to his/her job.

For Communication

- Listens effectively and responds appropriately.
- Conveys written and/or oral information in a complete, clear and concise manner.
- Maintains open lines of communication and is accessible to co-workers and supervisor.
- Communicates effectively with all stakeholders.

For Teamwork

- Demonstrates good working relations with the school administration and co-workers.
- Establishes and maintains effective working relations by displaying tact, adaptability and flexibility when dealing with others.

For Professionalism

- Demonstrates ethical behavior.
- Treats others with dignity and respect.
- Projects a positive attitude and image.
- Demonstrates a respect for the Board's philosophy, aims and objectives.
- Demonstrates dedication and commitment.

- Demonstrates respect for the Board's facilities.
- Maintains confidentiality.
- Demonstrates personal integrity.
- Serves as a role model for others.
- Participates in ongoing personal and professional development and training.
- Demonstrates enthusiasm, energy, concern and confidence.

For Quality of Work

- Completes tasks and meets deadlines.
- Demonstrates good attendance and punctuality habits.
- Demonstrates neatness and accuracy in his/her own work habits.
- Performs all aspects of the job in accordance with their Job Description.
- Recognizes and reports potential safety hazards.
- Demonstrates effective use of technology.
- Demonstrates commitment to duties.

For Leadership and/or Management

- Demonstrates ability to make sound judgments and handle problems within the employee's area of responsibility.
- Demonstrates ability to develop and implement new ideas and methods.
- Fosters a sense of cooperation and coordination among staff members.
- Conducts follow-ups to ensure that work is completed accurately and on schedule.
- Orients new employees by explaining routine work procedures and technical support.
- Acts as a role model and provides guidance to other staff.

For Job Knowledge and Skills

- Handles conflict situations effectively.
- Demonstrates general and technical skills and expertise to perform the job efficiently.
- Demonstrates sound knowledge of policies, procedures, regulations, directives, practices, guidelines and equipment.
- Maximizes the use of time.
- Maximizes the use of available services.
- Makes effective use of available human resources.
- Possesses flexibility to modify schedule in order to meet changing needs and/or priorities.
- Demonstrates good organizational skills.
- Demonstrates adaptability.
- Works independently.

[Performance Indicators (Look Fors): Look Fors are concrete examples of observable behaviours that are characteristic of a particular performance competency. Performance indicators can be added to Form A under the comment section.]

6) SUMMATIVE REPORT

The summative report is the last section the supervisor completes of the performance appraisal (Form C). At this point, the supervisor provides an overall evaluation of the employee's performance. In addition, the supervisor provides a recommendation about the appraisal process and completes the comment section.

7) POST-OBSERVATION MEETING

A post-observation meeting is held between the supervisor and employee. The contents of the performance appraisal are reviewed with the employee. The supervisor then signs and dates the form. The employee receives the evaluation, signs and dates the performance appraisal to acknowledge receipt of it. A copy of the performance appraisal is provided to the employee and the original is sent to Human Resources.

8) EMPLOYEE SELF-REFLECTION EXERCISE

Prior to the Recording Step, the employee is invited to complete a Self-Reflection Exercise on his/her performance. This is an optional, personal exercise that provides the employee with the opportunity to reflect on his/her performance.

The Self-Reflection Exercise may be presented to the supervisor during the post-observation meeting and the employee may request to have it placed in his/her file, along with the appraisal.

OBSERVATIONS (NON-UNION)

Employee: _____ Position: _____

Employee ID: _____ Date: _____

Instructions: After discussion and planning occur between the employee and supervisor, the supervisor completes Form A. Determine the selected performance competencies on which this performance appraisal will be based by checking off the appropriate box(es). Identify specific performance indicators in the Comments section. Sign and date this form. Maintain a copy for your records. Provide a copy to the employee.

Purpose of Appraisal

Probationary Permanent Employee Request Employer Request

Domain – COMMUNICATION

- Performance Competencies:**
- Listens effectively and responds appropriately.
 - Conveys written and/or oral information in a complete, clear and concise manner.
 - Maintains open lines of communication and is accessible to co-workers and supervisor.
 - Communicates effectively with all stakeholders.

Comments:

Domain – TEAMWORK

- Performance Competencies:**
- Demonstrates good working relations with the school administration and co-workers.
 - Establishes and maintains effective working relations by displaying tact, adaptability and flexibility when dealing with others.

Comments:

Form A-2

Domain – PROFESSIONALISM

Performance Competencies:

- | | |
|--|--|
| <input type="checkbox"/> Demonstrates ethical behavior. | <input type="checkbox"/> Maintains confidentiality. |
| <input type="checkbox"/> Treats others with dignity and respect. | <input type="checkbox"/> Demonstrates personal integrity. |
| <input type="checkbox"/> Projects a positive attitude and image. | <input type="checkbox"/> Serves as a role model for others. |
| <input type="checkbox"/> Demonstrates a respect for the Board's philosophy, and aims and objectives. | <input type="checkbox"/> Participates in ongoing personal professional development and training. |
| <input type="checkbox"/> Demonstrates dedication and commitment. | <input type="checkbox"/> Demonstrates enthusiasm, energy, concern, and confidence. |
| <input type="checkbox"/> Demonstrates respect for the Board's facilities. | |

Comments:

Domain – QUALITY OF WORK

Performance Competencies:

- | | |
|--|---|
| <input type="checkbox"/> Completes tasks and meets deadlines. | <input type="checkbox"/> Recognizes and reports potential safety hazards. |
| <input type="checkbox"/> Demonstrates good attendance and punctuality habits. | <input type="checkbox"/> Demonstrates effective use of technology. |
| <input type="checkbox"/> Demonstrates neatness and accuracy in his/her work habits. | <input type="checkbox"/> Demonstrates commitment to duties. |
| <input type="checkbox"/> Performs all aspects of the job in accordance with their Job Description. | |

Comments:

Domain – LEADERSHIP AND/OR MANAGEMENT

Performance Competencies:

- Demonstrates ability to make sound judgements and work is handle problems within the employee's area of schedule. responsibility. explaining routine
- Demonstrates ability to develop and implement new support. Ideas and methods. guidance
- Fosters a sense of cooperation and coordination among staff members.
- Makes and implements decisions in cooperation with team members.
- Conducts follow-ups to ensure that completed accurately and on
- Orients new employees by work procedures and technical
- Acts as a role model and provides to other staff.

Comments:

Domain – JOB KNOWLEDGE AND SKILLS

Performance Competencies:

- Handles conflict situations effectively. schedule in
- Demonstrates general and technical skills and and/or expertise to perform the job effectively and efficiently. approach.
- Demonstrates sound knowledge of policies, procedures, regulations, directives, practices, skills. guidelines and equipment.
- Maximizes the use of time.
- Maximizes the use of available equipment and services.
- Makes effective us of available human resources.
- Possesses flexibility to modify order to meet changing needs priorities.
- Demonstrates a pro-active
- Prioritizes work effectively.
- Demonstrates good organizational
- Works independently.

Comments:

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PERFORMANCE APPRAISAL

Employee: _____ Position: _____

Employee ID: _____ Date: _____

Type of Appraisal

Probationary Permanent Employee Request Employer Request Review Status

Domain – COMMUNICATION

- Performance Competencies:**
- Listens effectively and responds appropriately.
 - Conveys written and/or oral information in a complete, clear and concise manner.
 - Maintains open lines of communication and is accessible to co-workers and supervisor.
 - Communicates effectively with all stakeholders.

Comments/Summary:

Domain – TEAMWORK

- Performance Competencies:**
- Demonstrates good working relations with the school administration and co-workers.
 - Establishes and maintains effective working relations by displaying tact, adaptability and flexibility when dealing with others.

Comments/Summary:

Domain – PROFESSIONALISM

Performance Competencies:

- Demonstrates ethical behavior.
- Treats others with dignity and respect.
- Projects a positive attitude and image.
- Demonstrates a respect for the Board’s philosophy, and aims and objectives.
- Demonstrates dedication and commitment.
- Demonstrates respect for the Board’s facilities.
- Maintains confidentiality.
- Demonstrates personal integrity.
- Serves as a role model for others.
- Participates in ongoing personal professional development and training.
- Demonstrates enthusiasm, energy, concern, confidence.

Comments/Summary:

Domain – QUALITY OF WORK

Performance Competencies:

- Completes tasks and meets deadlines.
- Demonstrates good attendance and punctuality habits.
- Demonstrates neatness and accuracy in his/her work technology.
- Performs all aspects of the job in accordance with their Job Description.
- Recognizes and reports potential safety hazards.
- Demonstrates effective use of technology.
- Demonstrates commitment to duties.

Comments/Summary:

Domain – LEADERSHIP AND/OR MANAGEMENT

Performance Competencies:

- Demonstrates ability to make sound judgements and work is handle problems within the employee's area of schedule. responsibility. explaining routine
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- Orients new employees by work procedures and technical
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Comments/Summary:

Domain – JOB KNOWLEDGE AND SKILLS

Performance Competencies:

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- Demonstrates general and technical skills and and/or expertise to perform the job effectively and efficiently. approach.
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- Maximizes the use of time.
- Maximizes the use of available equipment and services.
- Makes effective us of available human resources.
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- Demonstrates a pro-active
- Prioritizes work effectively.
- Demonstrates good organizational
- Works independently.

Comments/Summary:

Form C

SUMMATIVE REPORT (NON-UNION)

- Manager of Finance
- Payroll/HR Officer
- Manager of Operations
- Executive Secretary/Assistant To The Director

Name of Appraisee:

Name of Appraiser:

Date of Appraisal Meeting:

Overall Level of Performance:	<input type="checkbox"/> SATISFACTORY	<input type="checkbox"/> UNSATISFACTORY
Recommendation(s):		
<input type="checkbox"/> Conclude Performance Appraisal For This Period	<input type="checkbox"/> Place On Review Status	
<input type="checkbox"/> Needs Improvement (Letter For Follow-up)	<input type="checkbox"/> Issue Improved Performance Letter	
<input type="checkbox"/> Issue Letter of Unsatisfactory Performance	<input type="checkbox"/> Recommend Termination of Employment	

Supervisor Comments/Summary:

Supervisor Signature: _____

Date:

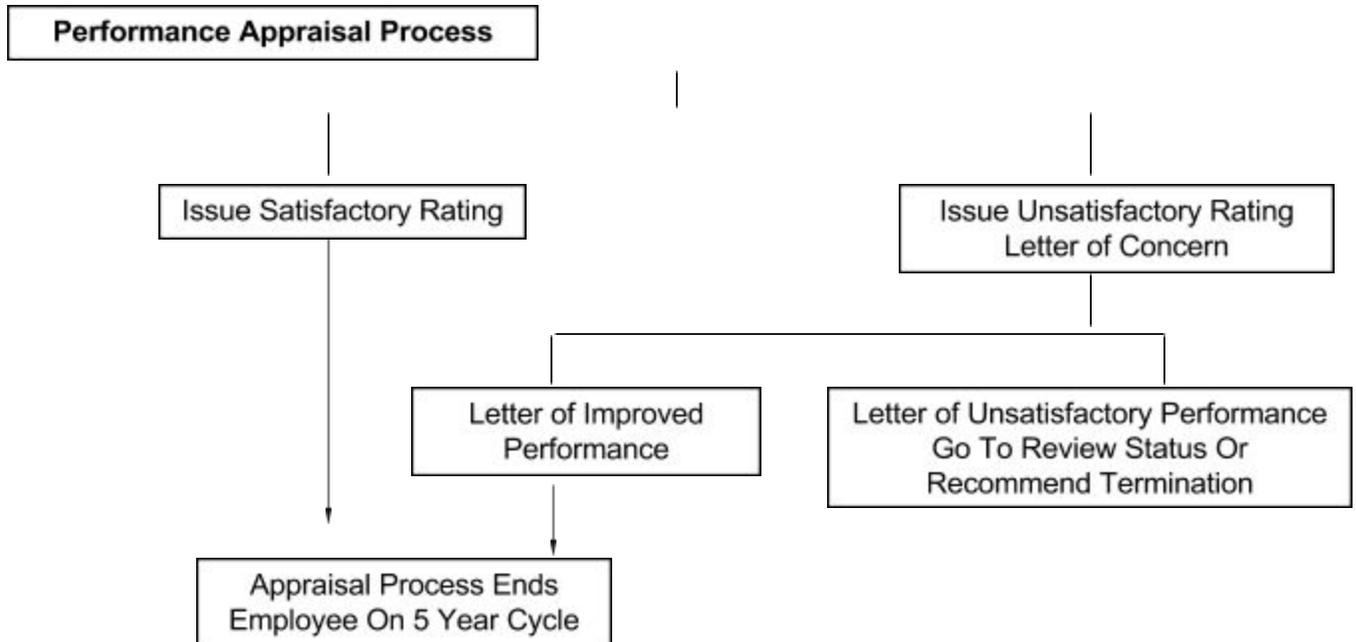
Employee Comments:

Employee Signature: _____

Date:

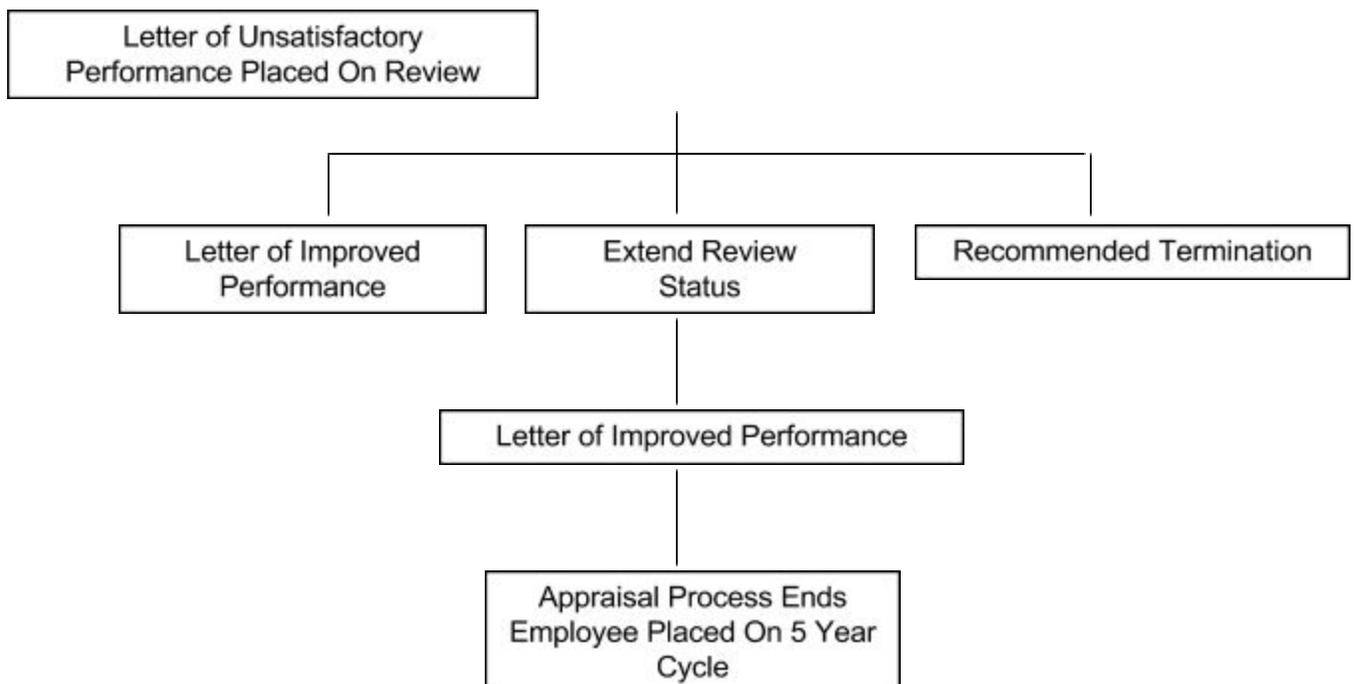
Flow Chart A

Performance Appraisal Flow Chart



Flow Chart B

Review Status Flow Chart





Superior North Catholic District School Board

21 Simcoe Plaza
Box 610
Terrace Bay, ON
P0T 2W0

Ph: (807) 825-3209
Fax: (807) 825-3885
sncdsb.on.ca

Appendix C

Letter of Improved Performance

Superior North Catholic DSB
P. O. Box 610
Terrace Bay, Ontario
P0T 2W0

Date: _____

Dear: _____

The Domains and performance competencies that were identified to be of concern have recently been re-assessed.

The Summative Report from this second performance appraisal identifies your level of performance as _____.

I am glad to see an improved performance. The appraisal process is now complete and you are now placed back on a five year cycle.

Wishing you continued success in your employment.

Sincerely,



Superior North Catholic District School Board

21 Simcoe Plaza
Box 610
Terrace Bay, ON
P0T 2W0

Ph: (807) 825-3209
Fax: (807) 825-3885
snedsb.on.ca

Appendix D

Letter of Unsatisfactory Performance

Superior North Catholic DSB
P. O. Box 610
Terrace Bay, Ontario
P0T 2W0

Date: _____

Dear: _____

The Domains and performance competencies identified in the post-observation meeting of _____ and in the Letter of Concern dated _____ were recently assessed once again.

Despite assistance, guidance and monitoring such as _____, your overall performance as indicated in the Summative Report continues to be unsatisfactory. This letter is to inform you that you are now placed on Review Status.

A copy of this letter will be forwarded to Human Resources. A follow-up meeting to review and discuss a joint action plan and clarify expectations is scheduled for _____. At this meeting, be prepared to clearly outline how you intend to improve your performance.

It is recommended that you refer to the Superior North Catholic DSB policy of Performance Appraisals for Non-Union Board Staff prior to this meeting and bring this document with you to the meeting.

Sincerely,

Geraldton
St. Joseph
Catholic
School

Longlac
Our Lady of
Fatima Catholic
School

Marathon
Holy Saviour
Catholic
School

Manitouwadge
Our Lady of
Lourdes Catholic
School

Nakina
St. Brigid
Catholic
School

Nipigon
St. Edward
Catholic
School

Red Rock
St. Hilary
Catholic
School

Schreiber
Holy Angels
Catholic
School

Terrace Bay
St. Martin
Catholic
School



Appendix E

SUPERIOR NORTH CATHOLIC District School Board

EMPLOYEE SELF-REFLECTION EXERCISE

What I enjoy most about my job is:

What I find most frustrating about my job is:

Overall I feel my performance in the domains and competencies assessed are:

The strengths I possess for this position and what I am most proud to contribute is:

What I would like to improve or work on improving is:

What my overall level of performance is and why I feel this way:

Name: _____

Date: _____

Position: _____

