



PROCEDURE

Title: **PRINCIPAL INPUT ON SYSTEM
SUPPORT STAFF**

Procedure No.: **3001f**
Effective Date: **2005 May 24**

Department: Organizational Support Services – Human Resources

Reference(s): - Policy – Supervision of Employees

School based system support staff including Psychologists, Psychometrists, Psychological Associates, Social Workers/Attendance Counsellors School Support Counsellors, First Nations Metis Inuit Counsellors, Technical Support Analysts, Speech-Language Pathologists, Behavioural Analysts, and system-based Educational Assistants are all assigned on a regular basis to elementary and/or secondary schools throughout the Thames Valley District School Board.

Each of these individuals is guided by a Collective Agreement which usually makes reference to the Performance Appraisal process. Supervision of these staff members is the responsibility of the Coordinator/Learning Supervisors/Supervisor/Group Leader/Manager of the individual employee. School Principals should provide input to the Coordinator/Supervisor/Group Leader/Manager as part of the Performance Appraisal process.

1.0 **Purpose**

To provide a means for Principals to provide input to Coordinators/Learning Supervisors/Supervisors/Group Leaders/Managers about the following school based system staff: Social Workers/Attendance Counsellors, Psychologists, Psychometrists, Psychological Associates, School Support Counsellors, First Nations Metis Inuit Counsellors, Speech-Language Pathologists, Behavioural Analysts, system-based Educational Assistants and Technical Support Analysts.

2.0 **Rationale**

In accordance with the Thames Valley District School Board Policy on “Supervision of Employees” and “Procedures for the Supervision of Support Staff” members, the Performance Appraisal of these staff members is the responsibility of a Coordinator/Learning Supervisor/Supervisor/Group Leader/Manager.

A number of system support staff spend a significant proportion of their time in schools. It is important that each staff member and the respective school administration establish a communication protocol that supports the service delivery model and job responsibilities. Principals, using the respective position descriptions, will be invited to provide input on an ongoing basis to the Coordinator/ Supervisor/Group

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Leader/Manager on staff members with whom they interact.

3.0 Procedure

- 3.1 Each year Coordinators/Learning Supervisors/Supervisors/Group Leaders/Managers will identify the list of staff for whom a Performance Appraisal is to occur during that school year. OSSTF-PSSP staff members will be advised in writing during the first twenty school days of a school year that they will undergo a Performance Appraisal.
- 3.2 Principals will be identified for each staff member undergoing Performance Appraisal. The employee shall have the opportunity to identify Principals for this process. The Principals will be asked to submit their input to the appropriate Coordinator/Learning Supervisor/Supervisor/ Group Leader/Manager in a timely manner.
- 3.3 The Principal and the support staff member should have the opportunity to meet to discuss the input being considered for submission. A meeting can be initiated by either party.
- 3.4 Principals will submit their input on the Principal Input to the Performance Appraisal Process for School Based System Support Staff form (available in Electronic Forms on the Employee Portal) and provide it to the appropriate Coordinator/ Learning Supervisor/Supervisor/Group Leader/ Manager. A copy of the Principal's input will be provided to the staff member during the performance appraisal process.
- 3.5 The input from the Principal(s) will be used by the Coordinator/Learning Supervisor/Supervisor/Group Leader/Manager in the preparation of the Performance Appraisal.
- 3.6 The Performance Appraisal will acknowledge the input of the Principal(s) when it is used in the preparation of the Performance Appraisal.
- 3.7 Nothing in this procedure should prevent on-going communication between the Principal and Employee/Coordinator/Learning Supervisor/Supervisor/Group Leader/Manager with respect to matters pertaining to the role and performance of the school-based system support staff within the school. Principals are encouraged to discuss matters of concern and acknowledge positive outcomes directly with the employee and with the Coordinator/Learning Supervisor/Supervisor/Group Leader/Manager.

PRINCIPAL INPUT ON SYSTEM SUPPORT STAFF

CATEGORIES FOR CONSIDERATION WHEN PROVIDING INPUT

System support staff are expected to demonstrate the Board's Commitments in their daily activities. During the performance appraisal process the employee behaviours listed below should be considered when providing input to the staff member and their Coordinator/Learning Supervisor/Supervisor/Group Leader/Manager. All staff should be expected to have a positive impact on improving student learning.



OUR MISSION

We build each student's tomorrow, every day.

OUR VISION

The Thames Valley learning community inspires innovation, embraces diversity, and celebrates achievement - a strong foundation for all students.

OUR COMMITMENTS

As leaders in public education, we commit to putting the needs of the students first by:

- Keeping the needs of all students at the forefront during the decision making process.
- Advancing collaborative practices among staff that stimulate critical and creative thinking.
- Seeking input and communicating effectively with parents in a transparent and timely fashion.
- Engaging our community to share expertise in supporting the needs of students.

As leaders in public education, we commit to recognizing and encouraging leadership in all its forms by:

- Providing students with opportunities that develop leadership skills and innovation.
- Providing professional learning opportunities for staff that foster leadership and continuous improvement.
- Encouraging and supporting parent learning and leadership.
- Supporting student leadership development opportunities in the community.

As leaders in public education, we commit to ensuring safe, positive learning and working environments by:

- Supporting student learning by setting high standards and clear expectations.
- Providing parents with an educational environment that is welcoming, inviting, and accepting.
- Creating healthy workplaces and addressing the wellness needs of staff.
- Recognizing the rights of all to feel safe and respected.

As leaders in public education, we commit to inspiring new ideas and promoting innovation by:

- Providing students with inquiry-based learning and higher level thinking experiences.
- Encouraging and supporting risk-taking and innovation by staff.
- Engaging the community to provide real world experiences for students.

As leaders in public education, we commit to taking responsibility for the students and resources entrusted to our care by:

- Providing access to resources, technology and experiences that meet students' strengths and needs.
- Allocating appropriate resources to staff and students.
- Establishing, maintaining and nurturing partnerships with parents.

As leaders in public education, we commit to actively engaging our students, staff, families and communities by:

- Promoting students' voice and advocacy for self and others.
- Communicating effectively to staff and seeking feedback from all employee groups.
- Encouraging and supporting parent involvement and participation.
- Gathering input and feedback from the community around planning and program implementation.

As leaders in public education, we commit to being inclusive, fair and equitable by:

- Empowering students to become caring community members and responsible global citizens.
- Recognizing and celebrating the contributions and diversity of students, staff and volunteers.
- Recognizing and promoting our diversity and achievements.