

<b>Administrative Application</b>	
<b>Personnel and Employee Relations</b> <b>7700</b> <hr/> Performance Management	<b>Last Reviewed /Approved on:</b> August 14, 2024
	<b>References:</b> The Education Act, 1995, Sec. 85(c), 109(2)(c) 87, 109, 175, 231, 233, and 370 STF Statement of Policy and Bylaws, Sec. 5.2.6 CUPE 1125 CBA ESP Conditions of Employment, Compensation and Benefits OOS Conditions of Employment, Compensation and Benefits SLP Conditions of Employment, Compensation and Benefits RCSD Performance Management (Goal setting and Performance Growth) Policy 2 – Role of the Board Policy 12 – Role of the Director
	<b>Status:</b> Operational

### Preamble

The Regina Catholic School Division (RCSD) believes that an on-going process of continuous growth, coaching, supervision, and evaluation for improved staff performance is essential in achieving the mission of the school division.

Our mission is to provide a faith-filled, student centred and results oriented educational experience for students. We are committed to life-long learning for staff.

Therefore, the Board requires that a systematic supervision program be established in the school division for the following purposes:

1. To confirm the paramount importance of the professional Catholic educator.
2. To assist staff in helping students develop the skills and knowledge they need to live and compete in the twenty-first century.
3. To maintain high standards of learning and teaching performance.
4. To provide staff with frequent, high-quality feedback of their professional practice.
5. To provide judgements about professional performance level and job status.
6. To ensure staff understand the performance expectations.

## Application

1. In accordance with *the Education Act*, the Director is responsible for the overall supervision of schools within the school division, the work of principals, teachers, and other personnel employed by the school division.
2. The Director has primary responsibility for the supervision of superintendents.
3. The Director shall designate superintendents to have primary responsibility for the supervision of principals, vice-principals, teachers, and other certified staff.
4. Supervision of certified professional personnel shall involve a system of observation allowing for frequent, quality feedback of professional practice and coaching. It is to validate professional effectiveness in a believable and strength-building way, stimulating and facilitating professional growth.

**Employee Goal setting** and **Performance Growth** is the supervisory process used for all staff. Each year, all staff will be coached, supervised and/or evaluated as follows:

1. **Employee Goal Setting** - All staff and respective supervisors complete Yearly Goal Setting annually. The school division priorities and School Improvement Plans are used to guide teachers and administrators in creating relevant and meaningful goals.
2. **Growth Plan** - Each year, staff will complete a growth plan in *CLEVR* that aligns with the priorities of the ministry, school division and individual worksite. These plans will be shared at the beginning of each school year.

## Performance Growth Plan

1. To promote self-reflection, celebrate strengths and plan for future growth with the support of a supervisor, all staff will participate in individual Performance Growth, on a five (5)-year rotation.
2. From initial hire onward, staff will be placed on a continuous growth cycle to:
  - a. Encourage personal reflection and professional dialogue.
  - b. Enhance overall performance and organizational effectiveness.
  - c. Celebrate success and plan for growth with the support of a supervisor.
3. Three supervision tracks will be followed:
  - a. Track One: Employees on a short-term contract more than three (3) months.
  - b. Track Two: Employees in Year 5 of the supervision cycle.

- c. Track Three: Employees requiring more intensive supports for performance improvement.
4. Throughout each school year:  
The staff member will meet with a school-based leader or supervisor two (2) times, once at the beginning of school year) and once in spring (i.e. end of the school year) to collaboratively review Goal Setting and discuss progress in achieving goals. All staff are expected to share and/or demonstrate required goals through *CLEVR*.
5. Ongoing and/or mid-year opportunities for staff to collaboratively review their Goals with a school-based leader and/or supervisor will be provided.
6. All staff will maintain their Goal setting and Performance Growth Plan as applicable in *CLEVR*.
7. At the end of each year staff will update and share their ongoing goal progress and Performance Growth Plan progress as applicable, demonstrating evidence of professional goal/growth achievement.
8. At the end of each school year the Supervisor or principal will complete and submit a confirmation of completion through *CLEVR*.