CATHOLIC DISTRICT SCHOOL BOARD OF EASTERN ONTARIO
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BOARD ADMINISTRATIVE PROCEDURE

ADMINISTRATIVE PROCEDURE

606 – Performance Appraisal of Employees

DIRECTIONAL POLICY

600 Nurturing and Developing Human Resources

Title of Administrative Procedure:

Performance Appraisal of Employees

Date Approved:

December 2025

Projected Review Date:

December 2030

Directional Policy Alignment:

This Administrative Procedure aligns with the *Nurturing and Developing Human Resources* Directional Policy which focuses on creating a supportive and growth-oriented workplace that nurtures employees' professional and personal development and ensuring their well-being and engagement. The success and well-being of CDSBEO students is intrinsically linked to the dedication and performance of the staff. By fostering a culture of continuous improvement and recognizing the pivotal role each staff member plays, the Board aims to create an environment where both students and employees thrive.

Alignment with Multi-Year Strategic Plan:

This Administrative Procedure aligns with the Multi-Year Strategic Plan tenant of "Nurturing" as we support the God-given worth of every person and promote resiliency, achievement, and success within all CDSBEO employee groups.

CDSBEO Strategic Plan 2025-2030

Purpose

The *Performance Appraisal of Employees* Administrative Procedure outlines how CDSBEO strives to support and encourage employees and to foster excellence in the workplace. Recognizing that individual employee performance directly contributes to student achievement and well-being and the overall performance of the Board, the purpose of this Administrative Procedure is to:

- Foster, support and recognize excellence in employee performance;
- Promote the professional growth of employees;
- Identify the professional strengths and areas of potential growth for employees;
- Provide a measure of accountability; and
- Provide guidance on the performance management continuum.

Scope

Performance appraisal is an evaluation process based on established criteria and performance standards. The process is grounded on mutual trust and respect, and achieved in a professional manner, resulting in increased accountability, performance effectiveness and individual growth.

Performance appraisals will be governed by the procedures outlined in this Administrative Procedure to ensure all employees are treated fairly and objectively and provided with feedback on their performance on a regular basis.

Nothing in this Administrative Procedure is intended to supersede or contradict any legislation or any current CDSBEO *Collective Agreement* or *Terms and Conditions of Employment* between the Board and their employee groups.

Existing job descriptions and standards outlined by any governing bodies, which are aligned with the Board's Strategic Priorities, are the fundamental parameters in determining performance levels. The performance appraisal of employees is based on the procedures and guidelines indicated within the performance appraisal system as legislated by the Education Act and Regulations or mandated by the Board for each employee group of CDSBEO in this procedure.

Overview of Performance Appraisals for Various Employee Groups:

The table below provides an overview of the CDSBEO employee groups and a brief description of how their performance appraisal will be conducted.

Employee Group	Description
Teaching Staff OECTA	Performance appraisals will be conducted in accordance with the Education Act and Regulations, as outlined in the *Teacher Performance Appraisal: Technical Requirements Manual 2010 and/or the New Teacher Induction Program Manual.*
Long-Term Occasional (LTO) Teaching Staff	Performance appraisals will be conducted for any teacher in a placement of four (4) months or longer. A successful LTO Performance Appraisal is required for consideration for permanent employment.
Education Workers CUPE	Performance appraisals for all permanent CUPE staff will be conducted on a five (5) year cycle. Each newly hired permanent CUPE staff will have a performance appraisal conducted prior to the end of their probationary period. Supply or Casual CUPE staff in long-term assignments of four (4) months or greater, will have a performance appraisal conducted prior to the end of their assignment.
Non-Union Staff	Performance appraisals will be conducted every five (5) years. Each newly hired permanent employee will have a performance appraisal conducted prior to the end of their probationary period.
Managers and System Leaders	Performance appraisals will be conducted every five (5) years. Competencies for Managers and System Leaders will be in alignment with the *Ontario Leadership Framework 2013*. Each newly hired permanent Manager and Assistant Manager will have a performance appraisal conducted prior to the end of their probationary period.
Principals and Vice-Principals	Performance appraisals will be conducted in accordance with the Education Act and Regulations as outlined in the *Principal/Vice-Principal Performance Appraisal: Technical Requirements Manual*. The basis for the appraisal process is the *Ontario Leadership Framework 2013*.

Supervisory Officers	Performance appraisals will be conducted in accordance with the *Education Act and Regulations*, and the Supervisory Officers Performance Appraisal process which includes the *Ontario Leadership Framework 2013*.
Director of Education	An annual performance appraisal will be completed by the Board of Trustees as per Ontario Reg. 83/24.

Action Required

1. Ensure that all CDSBEO employees participate in a fair and transparent performance appraisal process which will provide specific feedback to recognize excellence, to support professional growth, to identify strengths and areas for improvement.

2. The Human Resources Department will maintain a schedule for all required performance appraisals. At the beginning of each school year, all immediate supervisors will be informed of the employees that are due for a performance appraisal, and a notice will be given to supervisors throughout the year for the probationary employees requiring an appraisal.

3. Performance appraisals will be carried out by the immediate supervisor according to the appropriate appraisal framework, using the appropriate schedule for the type of employee (ie. probationary or permanent), their employee group (ie. CUPE, OECTA, non-union).

4. Each newly employed non-teaching staff member will be involved in a performance appraisal during their probationary period.

5. The results of the Performance Appraisal will be shared with the employee, the appropriate supervisor, and will then become part of the employee's personnel file.

6. While it is expected that the performance effectiveness of employees will generally be validated by the appraisal process, where necessary, documented unsatisfactory performance will result in an employee consulting with their immediate supervisor to complete a Professional Improvement or Growth Plan with specific goals for improvement in workplace performance.

7. Performance Appraisal timelines for teaching and non-teaching employee groups will comply with the current Ministry of Education legislation, regulations and policies which may be amended from time to time. Supervisors may elect to conduct additional appraisals out of the regular cycle at the discretion of the supervisor or request of the employee.

8. When performance appraisal procedures are reviewed and amended, that process will include involvement of the appropriate group representation, unless changes are mandated by the Ministry of Education.

9. The Board will report to the Ministry of Education the results of employee performance appraisals as required by legislation.

Responsibilities

The Board of Trustees is responsible for:

- Reviewing this Administrative Procedure to ensure its alignment with *Nurturing and Developing Human Resources Directional Policy*.
- Reviewing this Administrative Procedure as part of its regular policy and procedures review cycle.
- Completing the Director of Education's annual performance appraisal.

The Director of Education is responsible for:

- Designating resources for ensuring the implementation of and compliance with this Administrative Procedure.
- Establishing annual performance goals, aligned with Board, school, division or departmental goals and the Board's strategic priorities.
- Completing Supervisory Officer's performance appraisals and others as required.

The Superintendent of Human Resources is responsible for:

- Ensuring that relevant performance appraisal processes are implemented for all staff.
- Developing and revising relevant administrative procedures to ensure a fair and transparent Performance Appraisal process is in place for employees.
- Implementing and operationalizing the Performance Appraisal process

The Manager of Human Resources is responsible for:

- Ensuring the development and/or implementation of performance appraisal processes and standards in consultation with the appropriate stakeholders.
- Maintaining a schedule for all required performance appraisals.
- Providing training to managers and supervisors with respect to conducting fair and transparent performance appraisals.

Superintendents of School Effectiveness and the Superintendent of Business are responsible for:

- Supporting implementation of this Administrative Procedure.
- Establishing performance goals, aligned with Board, school, division or departmental goals and the Board's strategic priorities.
- Completing performance appraisals for any necessary departmental staff.

Principals and Vice-Principals are responsible for:

- Establishing annual performance goals, aligned with Board, school, division or departmental goals and the Board's strategic priorities.
- Completing Vice-Principal (Principals to complete), Teacher, Education Worker and Chaplaincy Leader performance appraisals in accordance with the Board's timelines.

Managers and Supervisors are responsible for:

- Establishing performance goals, aligned with Board, school, division or departmental goals and the Board's strategic priorities.
- Completing performance appraisals for departmental staff.

Employees are responsible for:

- Establishing performance goals aligned with Board, school, division or departmental goals and the Board's strategic priorities.
- Participating in the performance appraisal process in order to improve professional knowledge, skills and attributes.

Progress Indicators

- Performance appraisals are completed in accordance with the cycles outlined in the Education Act and/or this Administrative Procedure.

Definitions

- **Annual Learning Plan:** a tool used by teachers to identify individual performance goals and develop a plan of achieving these goals.
- **Annual Growth Plan:** a tool used by principals and vice-principals to identify individual performance goals and develop a plan of achieving these goals.
- **Professional Growth Plan:** a tool used by non-affiliated employees and Education workers to identify individual performance goals and develop a plan of achieving these goals.
- **Immediate Supervisor:** The person to whom an employee reports as delineated on the organizational chart, or the person who is responsible for the performance appraisal of the employee.
- **Improvement Plan:** A plan developed by the supervisor following a performance appraisal resulting in an overall rating of Needs Development or Does Not Meet Expectations. The improvement plan identifies specific areas in which the employee must improve in order to move forward successfully in their role with the organization.
- **Non-Union Staff:** staff who do not belong to any collective agreement.
- **Performance Appraisal:** A method by which the job performance of an employee is evaluated with the intent to determine if the core competencies and expectations of their position, as stated in the employee's job description, are met to seek out and celebrate areas of strength and to identify any areas where improvement could be made.
- **Probationary Employee:** Refers to an employee who has yet to complete their probationary period as outlined in the terms and conditions of their employment.

References

- Education Act
- Teacher Performance Appraisal: Technical Requirements Manual 2010 - Ministry of Education
- New Teacher Induction Program

- Manual Principal/Vice-principal Performance Appraisal: Technical Requirements Manual - Ministry of Education
- The Ontario Leadership Framework, 2013
- OECTA Collective Agreement
- CUPE Collective Agreement