

School x School

Principal's Evaluation Process

1. The Principal's evaluation falls under the purview of the Board Chair who works with the Vice-Chair and Secretary-Treasurer in its preparation.
2. During the latter part of the school year or the summer months, the Chair and Principal collaborate on goal setting for the coming academic year.
3. The Principal, in consultation with the Board Chair, sets specific goals and measures of achievement for the approaching year.
4. The Board Chair establishes, in consultation with Board Committee Chairs, a set of Board goals and timelines.
5. The Principal's goals and Board goals are approved at the September Board meeting.
6. The Principal reports on progress towards achieving his/her goals regularly through the Principal's operating report to Board.
7. The Board self-evaluates its progress towards achieving Board goals mid-way through the school year and again at the June meeting.
8. The Board Chair prepares a mid-term evaluation report for the Principal and presents it to Board in January. The Board Chair discusses the results of the mid-term evaluation with the Principal.
9. In May, the Principal prepares a self-evaluation based on yearly goals and the accountabilities in the Principal's Position Description. This self-evaluation is reviewed by the Chair and shared with Board.
10. In May, or early June, the Chair prepares the Principal's evaluation letter, after consultation with Board.

Attachments:

- a. Principal's Position description.
- b. Principal's Goals 2002-2003.

Our Mission

School x School is a well-established independent day and boarding school, educating university-bound young women in a small school environment that supports and challenges each individual to achieve her full potential in all aspects of her life.

a. Principal's Position Summary:

The Principal is the chief executive officer and leader of the school, responsible for realization of its mission and its continuation as a vital institution for both current and future students.

The Principal is accountable to the Board of Governors ("the Board") for:

- 1) Positioning the school as one of the best of its kind in Canada.
- 2) Realizing the school's commitment to provide an excellent education that is well rounded.
- 3) The safety and well being of students.
- 4) Employing high quality staff who are focussed on continuous learning consistent with the school's commitment to excellence.
- 5) Preserving and enhancing the school's image as an institution of excellence, positioning it within defined communities.
- 6) Compliance with Board policies and legislative requirements throughout the school.
- 7) Maintaining an equitable workplace.
- 8) The sound financial position of the school.
- 9) Achieving the level of enrollment consistent with Board established targets.
- 10) Maintaining the school's traditions.
- 11) Providing high quality leadership and management to the school.
- 12) Effectiveness of relationships with the student body, parents and alumnae.

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Specific Responsibilities:

The Principal is responsible for:

1. Positioning of the School

- Developing and maintaining a long range plan which will ensure the continuation of the school as a leading institution.
- Achieving results as periodically directed by the Board of Governors.

2. Commitment to excellence

- Assessing/reviewing the “best practices” of independent schools and directing their implementation within the school to ensure it continues to be on the leading edge of educational thought and practice.
- Ensuring that a high quality education is provided to students consistent with the school’s mission statement encouraging students to reach their potential.
- Ensuring a high quality school life program is provided which is consistent with the mission and value statements of the school.

3. Safety and well being of students

- Providing a safe and secure environment.
- Promoting healthy, balanced lifestyles.

4. High quality staff

- Advising the Board as to the ‘right’ number and mix of staff to effectively operate the school.
- Maintaining staff who are continuously well qualified for their positions and supported in maintaining/improving their knowledge through professional development initiatives.

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5. Image

- Maintaining the image of the school as a leading educational institution.
- Ensuring that actions and directions within the school are consistent with the image, mission and place of the school in the various communities to which the school is linked.

6. Compliance with policies/regulations

- Ensuring that all aspects of the school's operation comply with the policies established by the Board.
- Advising the Board of any failure to comply with Board policies.
- Ensuring that the Board is well informed, advised of educational trends and provided with relevant timely information and data.
- Compliance with legislative requirements governing the school's functioning.

7. Equitable workplace

- Ensuring the fair and dignified treatment of students, staff and volunteers consistent with human rights legislation and practices.
- Maintaining good working relations with and among the staff.
- Maintaining a work environment which fosters open communication and care for students.

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8. Financial position

- The sound and prudent fiscal functioning of the school, encompassing financial performance, financial planning and financial controls within Board defined parameters.
- Prudent financial planning, both annually and for the ensuing five fiscal years.
- The complete and accurate implementation of Board approved compensation plans.
- The effective maintenance and protection of school assets consistent with the historical significance and functional requirements of the building(s).
- Ensuring functioning of internal controls which ensure the completeness, accuracy and validity of financial reporting.

9. Enrollment

- The functioning of effective marketing/development programs which ensure the achievement of student enrollment targets.

10. Traditions

- The observation of the school's traditions.

11. Leadership and management

- Maintaining an organizational structure which encompasses defined accountabilities and authorities of staff.
- Maintaining complete and documented operational policies for the functioning of the school and the management of risks to which the school may be exposed.
- The judicious use of authority and the quality of decisions made in the school.

12. Effective relationships

- Good working relationships with the student body, alumnae and Parents' Guild.
- Good relations with parents/guardians welcoming them as participants in the education of their daughters/wards.

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Specialized skills and education:

- University degree.
- Principal's qualification as specified in the Province of Ontario or equivalent.
- 10 + years of senior experience in an educational institution.
- Demonstrated ability to lead/manage.
- Depth and breadth of understanding of independent schools issues/operations.
- Capability in curriculum development, general management, marketing and technology disciplines.

Additional competencies:

i) Contribute to long term success of the school:

- Ability to see “the big picture”, anticipating trends and assessing the potential impact on stakeholders, particularly students and staff, and to spread new ideas and knowledge;
- Seek for opportunities to provide enhanced values to students/parents/guardians within the school.

ii) Understand underlying organizational issues:

- Understand organizational behaviour and the underlying problems, opportunities or forces affecting the school.

iii) Undertake complex plans and analysis:

- Can breakdown multidimensional problems/issues into component; identifies inter-relationships and impacts and provide work resources, with supported recommendations.

iv) Take calculated risks:

- Having thought through issues/problems and their consequences tries new things while taking action to mitigate the risks involved.

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v) Acts on the long term:

- Thinks and acts recognizing the long term needs and implications of actions.

vi) Takes difficult positions:

- Acts based upon values and principles in complex situations.

vii) Models a learning environment:

- Criticizes own performance and invites same from others. Admits and learns from “mistakes”.

viii) Sets a tone that encourages creativity:

- Models desired behaviour. Communicates vision and involves staff to generate “buy-in”. Establishes an environment where staff actively contribute ideas/suggestions.

ix) Achievement oriented:

- Can set goals and develop the implementation plans.

x) Integrity:

- Demonstrates integrity in dealing with stakeholders and in the conduct of the school’s operations.

Residential Requirements:

The Principal will reside on a full-time basis on school grounds.

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b. Principal's Goals and Objectives 2002-2003

In addition to working to meet the criteria established in the Principal's Position Description, addressing the feedback received from the Principal's Evaluation process and implementing policies established by the Board of Governors I have established the following major goals for the 2002-2003 school year:

1. Improved relations between the School and the Alumnae Association

Measure of achievement:

- Implementation of action plan presented to Board June 2002.
- Increased number of Alumnae at School functions.
- Increased number of Alumnae donors to AGP.

2. Develop tactical plans for implementation of Strategic Plan

Measure of achievement:

- Tactical plans in place to support Strategic Initiatives.

Standard:

- Plans produced and reviewed by Board.

Goal:

- Implementation of key plans.

3. Complete CESI review.

Measure of achievement:

- Successful CESI review.

4. Improve communication, support and mentoring to excellence for all faculty and staff.

Measure of achievement:

- Employee Value Index developed and administered.
- Report from Senior Faculty Member.

Standard:

- Index developed and implemented.

Goal:

- Positive results from Employee Value Index and Senior Faculty Member.

5. Finalize 5-year Business Plan

Measure of achievement:

- 5-year Business Plan completed and approved by Board.