

POLICY

SCHOOL DISTRICT NO. 53
(Okanagan Similkameen)

PRINCIPALS/VICE-PRINCIPALS

Reference: D-4
Revised: June 25, 2008

PRINCIPALS/VICE-PRINCIPALS

The Board of Education believes students, staff and parents are served best by Principals/Vice-Principals who provide quality leadership. This type of leadership is supported and monitored by three district components in addition to the duties outlined in the *School Act*. They are the:

1. Roles, Responsibilities and Expectations for Principals/Vice-Principals
2. Self Assessment and Professional Growth Plan
3. Evaluation Process

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1. ROLES, RESPONSIBILITIES AND EXPECTATIONS

It is expected that a Principal/Vice Principal in School District No. 53 (Okanagan Similkameen) will:

- make the well-being of students a fundamental value in all decision-making and actions;
- respect the rights of all students, staff, parents and others;
- meet professional responsibilities with honesty, integrity, dignity and respect for others;
- utilize due process when dealing with individuals in problem solving situations;
- respect all confidential information;
- strive for excellence as a Principal/Vice-Principal; and
- promote quality leadership in the school district.

The Principal is responsible for the total operation of the school and in an absence, the vice principal accepts this responsibility as mandated under the provisions of the *School Act* and in accordance with School District No. 53 policy. The Principal is responsible to the Board of Education and reports to the Superintendent of Schools.

The main task of the Principal is to direct the operation of the school in a manner which will promote optimum student learning. The Principal develops and maintains the school as a purposeful organization in a manner consistent with local policies and provincial guidelines and with principles of sound management, communication and interpersonal relations. Further, the Principal oversees the implementation of the district priorities and development of the School Plan and ensures that these are addressed as part of the school improvement process.

The Principal carries out many specific tasks including statutory requirements and such other duties as may be assigned by the Superintendent of Schools and the Board. Some of these duties are identified within the following domains:

Moral Stewardship of the School

- Guide the development and implementation of shared values, vision, mission and goals to support student learning and achievement for all students

Instructional Leadership

- Foster quality teaching and learning opportunities to support student learning and achievement
- Create a system and structures for effective supervision focused on instructional and assessment practices that maximized student learning and achievement
- Are knowledgeable about and guide current curricula, instructional and assessment practices which impact student learning and achievement

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Organizational Capacity

Develop and sustain a culture and climate to support student and adult learning.
Build positive and effective interdependencies between the school, families and larger community.
Incorporate systems thinking to strategically plan and manage for student learning and achievement.

Relationships

Demonstrates self knowledge and personal qualities that support positive relationships and build cultures of integrity.
Build and support positive and effective working relationships within the school and community.

2 SELF ASSESSMENT AND PROFESSIONAL GROWTH PLAN

The Board of Education believes quality leadership is promoted and enhanced through self assessment and professional growth and recognizes its shared responsibility to enable and to promote this.

Professional Growth is based on the Principal/Vice-Principal's desire to become a more effective educational leader. As part of the development of the growth plan, an annual self assessment, utilizing the BC Principals/Vice-Principals Leadership Standards, will be completed in consultation with the Superintendent or designate.

A professional growth plan will include:

- a copy of the self assessment;
- a statement of goal(s);
- a description of the process to achieve the plan;
- a portfolio for data collection;
- measures of goal achievement;
- a written self-evaluation; and
- a summary statement.

3. EVALUATION OF ADMINISTRATORS

The Board of Education believes that in addition to ongoing self assessment and professional growth plans, Principals and Vice-Principals may be evaluated at the discretion of the Board or upon written request by the Principal/Vice-Principal. The evaluation process will normally follow the format below:

Formal Notification

Principals/Vice-Principals who are to be evaluated will be notified in advance in writing.

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Process

An initial conference will be held where an evaluation cycle and timeline will be established. This policy, its regulations, the BC Principals/Vice-Principals Leadership Standards and the professional growth portfolio shall form the basis for the evaluation.

After each observation, a meeting will occur between the Principal/Vice-Principal and the Superintendent to share the findings.

After the evaluation cycle has been completed a draft of the report will be shared with the Principal/Vice-Principal. This will provide the opportunity to review the accuracy of the information, to request consideration for including other pertinent information, and to discuss any items arising from the process.

The final report will generally be completed within the school year of the evaluation cycle after any changes have been instituted and discussed with the Principal/Vice-Principal.