

## Administrative Procedure 402

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### SUPPORT STAFF GROWTH; SUPERVISION AND EVALUATION

#### **Background**

Support Staff Growth, Supervision and Evaluation processes are designed to promote feedback and open communication so as to support staff in striving for excellence in performance. This procedure is designed to provide a history of employee growth, to identify training and development needs, to promote competency, and to recognize employee achievements. The procedure provides a framework for administrators/supervisors and support staff members to work together to ensure that all support staff members meet the Division's expectations throughout their employment with the Division.

This administrative procedure applies to the following staff:

**School-Based Staff** – Education Program Assistant, Signing Assistant, Secretary and Caretaker

**Central Office Staff** – Administrative Services, Technology, Maintenance & Dorm Staff

Recognizing our responsibility to provide the best possible education services to its students, Golden Hills holds the following statements of belief:

1. Support staff have a vital role to play in the creation of a healthy productive learning environment.
2. Golden Hills believes that a fair and consistent process for staff growth, supervision and evaluation contributes to a positive learning environment in schools.
3. Golden Hills has a responsibility to ensure that support staff are given the opportunity to grow.
4. Support staff has a right to receive meaningful feedback on their performance so that their efforts to grow are better facilitated and recognized.

#### **Definitions:**

In this Administrative Procedure:

Supervisor means a Principal, Associate Principal, Teacher, or Division-Level Supervisory Staff Member.

Administrator means Principal, Associate Principal, or the Division-Level Supervisory Staff member.

Evaluation means the formal process of gathering and recording information or evidence over a period of time and the application of reasoned professional judgment by a supervisor in determining whether one (1) or more aspects of the performance of a support staff member exceeds, meets or does not meet Division employment expectations.

Supervision means the ongoing process by which a supervisor supports and guides staff growth and performance.

Professional Growth Plan means the career-long learning process whereby a staff member annually develops and implements a plan to achieve learning objectives or goals that are consistent with Division employment expectations.

**Procedures:**

1. Professional Growth Plans

1.1. The Professional Growth Plan (Appendix A) is designed to complement the Supervision process.

1.1.1. Each support staff member shall annually establish a Professional Growth Plan to assist in meeting the expectations of their position. (Appendix A)

1.1.2. Prior to October 30<sup>th</sup> of each year, each support staff member shall submit their annual Professional Growth Plan to their supervisor for review. The supervisor will meet with the staff member to discuss their Growth Plan.

1.1.3. Prior to June 15<sup>th</sup> of each school year, each support staff member will meet with their supervisor to review the implementation of the growth plan and to consider growth possibilities for the upcoming year. The results of the review are to be recorded on the Year End Reflection Document. (Appendix A)

1.1.4. The Professional Growth Plan and the Year End Reflection are to be retained by the support staff member with a copy provided to the respective administrator/supervisor.

2. Supervision

2.1. Supervision involves a range of leadership processes designed to promote staff growth and performance. Supervision includes such leadership activities as:

2.1.1. Providing support and guidance to support staff members including assisting staff members in becoming familiar with the professional responsibilities as outlined in the job description and relevant administrative procedures.

2.1.2. Observing and receiving information from any source about the performance of a staff member.

2.1.3. Recognizing staff members for exemplary work.

2.1.4. Identifying the behaviors or practices of a staff member that may result in the initiation of an evaluation.

3. Evaluation
  - 3.1. The Evaluation Report Form (Appendix C) as part of this Procedure will be used for all support staff evaluations.
    - 3.1.1. Staff evaluations are distinct and separate from the supervision and professional growth planning process in that the primary purpose of employee evaluations is to assess the success of each employee in meeting the performance expectations of the Division.
    - 3.1.2. The Support Staff Evaluation Rubric (Appendix B) was designed to help standardize the expectations of the District for the evaluation of support staff.
    - 3.1.3. A copy of the written description of the general and specific duties for the employee is in the *Position Description Manual*.
4. Support Staff Evaluations will be carried out as follows:
  - 4.1. Toward the end, but prior to, the expiration of the first year of employment and/or the probationary period for new employees;
  - 4.2. On a four-year rotation for employees with either on-going contracts or anticipated contract renewals to be completed by May 31<sup>st</sup>;
  - 4.3. More frequently for employees who do not meet expectations;
  - 4.4. At any time, at either party's request
5. Copies of the completed Evaluation Report (Appendix C) will be distributed as follows:
  - 5.1. The original signed copy to the employee;
  - 5.2. One copy to be retained by the immediate supervisor;
  - 5.3. One signed copy of the Evaluation Report to be forwarded to the Human Resources Department to be placed in the employee's personnel file
6. Where areas of concern have been identified, as per #3 and #4 above, the Supervisor will complete the Intensive Assistance Form (Appendix D) identifying the areas of concern.
  - 6.1. A meeting will follow with the employee, In-School Administrator, and/or appropriate central office staff to discuss the goals and timelines for improvement.
  - 6.2. The employee may choose to have representation at this meeting.
  - 6.3. The Intensive Assistance form and follow-up summaries, once completed, will be placed in the employee's personnel file.

7. An employee who disagrees with the information documented in their Evaluation Report shall have the right to state their disagreements in writing and have it attached to the Evaluation Report and placed in their personnel file. The rebuttal must be made no later than fourteen (14) days following the date the review was received.
  
8. All documents shall be treated in a confidential and professional manner. The rules of natural justice (Appendix E) shall be adhered to when any disciplinary action is anticipated.



**APPENDIX A**

**PROFESSIONAL GROWTH PLAN  
SUPPORT STAFF  
(To be completed by October 30<sup>th</sup>)**

**NAME:** \_\_\_\_\_

**YEAR:** \_\_\_\_\_

**TITLE:** \_\_\_\_\_

**SCHOOL/LOCATION:** \_\_\_\_\_

*Clear, concise goal statements support and facilitate authentic professional growth. Please identify 1 or 2 Professional Goals.*

<b>Goal #1</b>	<b>Strategy</b>	<b>Supports</b>	<b>Indicator of Success</b>
<b>Goal # 2</b>	<b>Strategy</b>	<b>Supports</b>	<b>Indicator of Success</b>
<b>Support Staff Signature:</b>			<b>Date:</b>
<b>Supervisor(s) Signature:</b>			<b>Date:</b>



**APPENDIX A**  
**PROFESSIONAL GROWTH PLAN**  
**SUPPORT STAFF**  
**YEAR END REFLECTION**

NAME: \_\_\_\_\_

SCHOOL: \_\_\_\_\_

Summarize the progress of your goals this past year.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What are your goals for the future?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Supervisor's Comments:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature

\_\_\_\_\_

Date

\_\_\_\_\_

Supervisor's Signature

\_\_\_\_\_

Date

\_\_\_\_\_

In-school Administrator's Signature

\_\_\_\_\_

Date

\_\_\_\_\_



## APPENDIX B

### Support Staff Evaluation Rubric

<b>FACTOR</b>	<b>EXCEEDS EXPECTATIONS</b>	<b>MEETS EXPECTATIONS</b>	<b>NEEDS IMPROVEMENT</b>	<b>UNACCEPTABLE</b>
<b>Quality of Work</b>	Demonstrates commitment and initiative and clearly excels in position. Judgment is reliable, practical, and decisive	Work is consistently complete & accurate Can be relied upon to use good judgment in routine problems, both simple and complex	Occasionally does not meet the required level of performance. Frequently unable to use good judgment	Consistently falls below the accepted standards of the job
<b>Organization of Work</b>	Plans work in advance and frequently completes tasks ahead of schedule Facilitates organization beyond daily expectations	Completes assignments within expected time frame Organizes day well	Has some problems completing assignments in expected time frame Requires assistance to plan & organize work	Fails to complete work assigned within expected time frame Requires excessive assistance to plan & organize workload
<b>Adaptability/Flexibility</b>	Learns new tasks easily Responds well to changing needs/procedures	Welcomes new challenges and/or initiatives Willing/able to change	With support and direction learns new tasks Reluctant to change	Unwilling/unable to learn new tasks Resists change
<b>Job Knowledge</b>	Searches for additional knowledge & keeps abreast of advancements in techniques/knowledge	Has sufficient skills to do the required job Is helpful and cooperative with staff in the school & division	Training required Lacks skills in required areas Lacks understanding of how his/her job relates to smooth functioning of the school & division	Does not display an understanding of the requirements of the job Has insufficient skills Does not keep current on job requirements
<b>Communication Skills</b>	Conveys detailed information (oral & written) with a high level of professionalism	Shares knowledge & ideas Reports to supervisor are clear, concise & complete Clarifies instructions and follows protocol	Does not always seek clarification Oral/written reporting is not always clear or complete	Does not follow verbal/written instructions Uses loud, abusive or inappropriate language Oral/written reporting is not complete



## APPENDIX B Support Staff Evaluation Rubric

<b>FACTOR</b>	<b>EXCEEDS EXPECTATIONS</b>	<b>MEETS EXPECTATIONS</b>	<b>NEEDS IMPROVEMENT</b>	<b>UNACCEPTABLE</b>
<b>Rapport with Students</b>	Demonstrates outstanding care and respect for students	Demonstrates caring and respect for students	At times does not demonstrate caring and respect for students	Does not demonstrate caring and respect for students
<b>Safety Conscientious</b>	Promotes safety in the workplace	Practices good safety habits	Not always safety conscious	Disrespect for safety
<b>Attendance/Use of Time</b>	Well prepared in advance of the school day Establishes work priorities and uses time productively	Efficient use of time Punctual Regular in attendance	Insufficient use of time Occasionally late Irregular attendance	Does not spend adequate time on tasks Frequently late/absent
<b>Attitude/Public Relations</b>	Promotes a positive attitude towards students, staff, work, school & division	Demonstrates a positive attitude towards students, staff, work, school and division	Cooperative, but not supportive	Projects a negative attitude about the school & division to the public
<b>Confidentiality</b>		Demonstrates ethical & confidential behavior		Has not met expectations of confidentiality
<b>Interpersonal Skills</b>	Enthusiastic & cooperative Excels in establishing goodwill/teamwork Eager to be helpful	Cooperative and pleasant to work with Works well as part of a team. Quick to offer assistance & support Open to direction/suggestions	At times uncooperative and argumentative Has difficulty working with others At times, does not follow direction/suggestions	Uncooperative and argumentative Unwilling to work or assist others Resistant to direction, suggestions





**APPENDIX C**

**EVALUATION REPORT  
SUPPORT STAFF**

<b>Name:</b>	<b>Job Title:</b>
<b>Location/School:</b>	<b>Department:</b>
<b>Commencement Date with Division:</b>	<b>Commencement Date of Present Job:</b>
<b>Type of Evaluation:</b> <input type="checkbox"/> New Hire / Probationary Period <input type="checkbox"/> Four Year Schedule <input type="checkbox"/> Other	<b>Date of Review:</b>

<b>PERFORMANCE CHECKLIST:</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Needs Improvement</b>	<b>Unacceptable</b>	<b>Comments</b>
With a check mark, indicate performance in each specific area. This area is designed to bring out major strengths and identify required growth areas. The evaluation should either cover the first year of employment; the probationary period or the period since the last evaluation report.					
<b>FACTORS:</b> 1. Quality of Work: <ul style="list-style-type: none"> <li>• Work is thorough and accurate</li> <li>• Judgment is reliable and practical</li> </ul>					
2. Organization of Work: <ul style="list-style-type: none"> <li>• Plans work in advance and frequently completes work ahead of schedule</li> <li>• Facilitates organization beyond daily expectations.</li> </ul>					
3. Adaptability/Flexibility: <ul style="list-style-type: none"> <li>• Quickly learns new tasks and responds well to change</li> </ul>					
4. Job Knowledge: <ul style="list-style-type: none"> <li>• Searches for additional knowledge and keeps abreast of advancements in techniques/strategies</li> </ul>					

<b>PERFORMANCE CHECKLIST:</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Needs Improvement</b>	<b>Unacceptable</b>	<b>Comments</b>
5. Communication Skills: <ul style="list-style-type: none"> <li>• Oral communication is clear and concise</li> <li>• Written communication is clear and concise</li> </ul>					
6. Rapport with Students: <ul style="list-style-type: none"> <li>• Demonstrates outstanding care and respect for students</li> <li>• Motivates students with enthusiasm</li> </ul>					
7. Safety Conscientious: <ul style="list-style-type: none"> <li>• Promotes safety in the workplace</li> </ul>					
8. Attendance/Use of Time <ul style="list-style-type: none"> <li>• Regular, punctual attendance</li> <li>• Establishes work priorities and uses time productively</li> </ul>					
9. Attitude/Public Relations <ul style="list-style-type: none"> <li>• Promotes a positive attitude towards students, staff, work, school and division</li> </ul>					
10. Confidentiality: <ul style="list-style-type: none"> <li>• Adheres to confidentiality and ethical guidelines</li> </ul>					
11. Interpersonal Skills: <ul style="list-style-type: none"> <li>• Enthusiastic and cooperative</li> <li>• Excels in establishing good will/teamwork</li> </ul>					

**Strengths:**

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**Areas of Growth:**

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**Supervisor's Comments:**

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**Support Staff Comments:**

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**Overall Assessment**

- Exceeds Expectations   
  Meets Expectations   
  Needs Improvement   
  Unacceptable

**Employee Signature**

(Acknowledges the employee has read and understands the appraisal; does not necessarily indicate agreement with contents)

**Date**

**Supervisor's Signature**

**Job Title**

**Date**

**New Hire or Probationary Review**

- Suitable                     
  Unsuitable                     
  Recommended Contract or Probationary Period Be Extended until: \_\_\_\_\_

**In-School Administrator Signature**

**Date**



**APPENDIX D**

**INTENSIVE ASSISTANCE  
SUPPORT STAFF**

**NAME:** \_\_\_\_\_

**JOB TITLE:** \_\_\_\_\_

**LOCATION:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**A. Areas of concern:**

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_

**B. What support is needed from the Supervisor/In-School Administrator?**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**C. Identify goals and time lines for improving the concerns outlined above:**

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_

**D. Date of next meeting to review progress:** \_\_\_\_\_

**Employee Signature**

(Acknowledges the employee has read and understands the appraisal; does not necessarily indicate agreement with contents)

**Supervisor's Signature**

**APPENDIX E**  
**NATURAL JUSTICE**

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The rules of natural justice are to be adhered to when any disciplinary action is anticipated. The following questions shall be answered in the affirmative in the administration of natural justice.

1. Was the rule, conduct, procedure or order known to the staff member and was it one that would be considered reasonable and related to efficient, orderly operation?
  
2. Was the staff member notified relative to her/his expected behavior in this regard and was there prior knowledge and indication of probable disciplinary consequences for failure to comply on the part of the staff member?
  
3. Was there a fair and objective investigation of the circumstances and the fact prior to discipline and, in fact, was there a clear violation or disobedient action?
  
4. Is there specific data, documentation and other information that exists to substantiate and verify the situation?
  
5. Does the disciplinary action taken reflect a degree that is consistent with the seriousness and nature of the offense? Is it reasonable?
  
6. Has the staff member's previous record been considered and has he/she received treatment that is consistent with others who have been disciplined for similar circumstances?