



Administrative Procedure: Performance Appraisal of Support Staff

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1.0 Purpose

- 1.1 This performance appraisal administrative regulation applies to members of the SEIU bargaining unit.
- 1.2 Support workers new to the Board will be evaluated at least once during their probationary period of employment with the Board, after which their five-year cycle of evaluation will begin.
- 1.3 Support workers continuously employed by the Board will be placed on a five-year cycle for evaluation.
- 1.4 Requirements of this administrative regulation are not intended to interfere with the Principal's or Manager's discretionary right to conduct additional appraisals.

- 1.5 The following will not be counted in the five-year cycle for evaluation:
 - 1.5.1 A school year in which the support worker is not employed at any time.
 - 1.5.2 A school year in which the support worker is on an extended leave approved by the Board.
 - 1.5.3 A year when the support worker is on a secondment to another Board or a position outside the Ontario public educational system.
- 1.6 The Principal or Manager shall conduct support worker performance appraisals. Where a Principal is unable to do so, a Supervisory Officer may conduct the support worker performance appraisals.
- 1.7 Where a support worker is assigned to more than one school, the school in which the support worker spends most working time will be the school in which the support worker performance appraisal is conducted. If there is no differentiation, the decision with respect to the location of the appraisal will be determined in consultation between the support worker and the Principals of the schools involved.
- 1.8 It is expected that, in this instance, a mutually agreeable location (school) would be selected. Where the support worker and the Principal cannot agree, a decision will be made by the Supervisory Officer and/or Manager, after consultation with the parties involved.
- 1.9 A plan listing those support workers eligible for performance appraisal shall be developed by Principals and Managers and submitted to the Director of Education by September 30th of each school year. Support workers being evaluated will be notified 20 working days prior to the commencement of the evaluation process.
- 1.20 Principals and Managers are accountable to the Director of Education for adherence to this policy and plan.
- 1.21 A support worker who is employed on a part-time basis shall be subject to the full requirements of this policy.

- 1.22 Copies of performance evaluations will be filed with the Director of Education, by June 30th. These will be kept on file at the board office for six (6) years from the date of each report.
- 1.23 Where an appraisal is unsatisfactory, the Principal and/or Manager shall inform the Director of Education, provide all required documentation, and consult with the Director as required. Should a support worker receive an unsatisfactory performance appraisal, the Board will advise the support worker and the SEIU Unit Representative, in writing. Failure to do so will not invalidate the appraisal.
- 1.24 Where the performance of a support worker has resulted in an unsatisfactory rating, the Principal or Manager shall consult with the support worker to prepare an improvement plan directed to difficulties identified during the appraisal process.
- 1.25 The Principal or Manager shall conduct a second performance appraisal within 60 school days of giving notice to the support worker of an unsatisfactory rating and the expected areas for improvement. In exercising his or her discretion, the Principal or Manager shall balance the desirability of giving the support worker a reasonable opportunity to improve his or her performance against the interests of the school, the Board and other stakeholders.
- 1.26 Following a second unsatisfactory rating, the employment of the support worker shall be terminated.
- 1.27 The Board will work with the support worker union to deal with the differences that may arise between the Board and its support workers, with respect to the implementation of the performance appraisal system.
- 1.28 The performance appraisal process does not interfere with the management right to dismiss an employee for just cause.

2.0 Annual Growth Plan

- 2.1 The purpose of an Annual Growth Plan process includes the following:
 - 2.1.1 to promote quality and excellence

- 2.1.2 to complete the requirements of the position by acknowledging its priorities, timelines and expectations
- 2.1.3 to provide adequate feedback to substantiate need and areas for growth
- 2.1.4 to provide the opportunity to discuss strengths and skill development with the supervisor
- 2.1.5 to jointly identify training needs
- 2.1.6 to help individuals plan for change
- 2.1.7 to identify and strive to reduce barriers affecting work outcomes and job satisfaction

3.0 The Role of the Staff Member

3.1 The staff member is responsible to:

- 3.1.1 Learn and understand the responsibilities of their individual position and the contribution to the collective responsibilities of the school level support staff team
- 3.1.2 recognize and implement opportunities for personal growth within the position and develop an individual Growth Plan
- 3.1.3 identify and remove, where possible, barriers which impede the achievement of the individual Growth Plan
- 3.1.4 include strategies and timelines to achieve the successful completion of the goals and account for all tasks
- 3.1.5 implement the individual Growth Plan and ensure that tasks are completed in an effective and timely manner
- 3.1.6 be self-motivated and self-directed and request assistance when required
- 3.1.7 contribute to a positive work environment.

4.0 The Role of the Supervisor

- 4.1 The role of the supervisor is to:
- 4.1.1 review the Growth Plan with each support staff worker
 - 4.1.2 promote positive on-going two-way communication between the supervisor and the staff member
 - 4.1.3 discuss the plan with each member before its completion
 - 4.1.4 encourage individual initiative, self-management and personal responsibility of achievement
 - 4.1.5 provide coaching, training, feedback and direction
 - 4.1.6 help focus and align efforts and resources to support the achievement
 - 4.1.7 assist in creating a positive work environment which will support each individual
 - 4.1.8 maintain this as an ongoing process which is intended to enhance skills and growth
 - 4.1.9 focus on desired outcomes and the strategies to be used
 - 4.1.10 recognize and acknowledge achievement and leadership

5.0 Developing a Growth Plan

- 5.1 The support staff member and the supervisor discuss and mutually agree on goals, strategies and timelines.
- 5.2 The support staff member and the supervisor decide on the goals. Timelines, discussion frequency, supports and resources required to achieve the continuous growth and skill enhancement of the support staff member are left to the discretion of the support staff member in consultation with the supervisor.

- 5.3 The support staff member completes the form (Appendix B). The individual support staff member shall retain a copy of their individual Growth Plan and the supervisor will retain a copy.

6.0 Summation of Results

- 6.1 Throughout the school year the support staff member and the supervisor meet to discuss the support staff member's progress toward achievement of goals outlined in the Growth Plan.
- 6.2 Near the end of the school year the support staff member and the supervisor discuss the accomplishments of the Growth Plan and the future areas of growth and enhancement which may be included in the following year's Growth Plan.