



SUPERIOR NORTH CATHOLIC District School Board

ADMINISTRATIVE REGULATION

PERFORMANCE APPRAISAL OF SUPPORT STAFF PERSONNEL

- 1) This performance appraisal administrative regulation applies to members of the SEIU bargaining unit.
- 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.
- 3) Support workers continuously employed by the Board will be placed on a five-year cycle for evaluation.
- 4) Requirements of this administrative regulation are not intended to interfere with the Principal's or Manager's discretionary right to conduct additional appraisals.
- 5) The following will not be counted in the five-year cycle for evaluation:
 - A school year in which the support worker is not employed at any time.
 - A school year in which the support worker is on an extended leave approved by the Board.
 - A year when the support worker is on a secondment to another Board or a position outside the Ontario public educational system.
- 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.

- 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.

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.

- 8) 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.
- 9) Principals and Managers are accountable to the Director of Education for adherence to this policy and plan.
- 10) A support worker who is employed on a part-time basis shall be subject to the full requirements of this policy.
- 11) 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.
- 12) 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.
- 13) 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.
- 14) 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.

- 15) Following a second unsatisfactory rating, the employment of the support worker shall be terminated.
- 16) 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.
- 17) The performance appraisal process does not interfere with the management right to dismiss an employee for just cause.

ANNUAL GROWTH PLAN

PURPOSE:

The purpose of an Annual Growth Plan process includes the following:

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

ROLE OF THE STAFF MEMBER:

The staff member is responsible to:

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

ROLE OF THE SUPERVISOR:

The role of the supervisor is to:

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

DEVELOPING A GROWTH PLAN:

The support staff member and the supervisor discuss and mutually agree on goals, strategies and timelines.

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.

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.

SUMMATION OF RESULTS:

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.

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.



SUPERIOR NORTH CATHOLIC District School Board

**PERFORMANCE EVALUATION
FOR PERMANENT/PROBATIONARY SUPPORT STAFF**

“Provide superior Catholic Education in which students and staff reach their full potential through devotion to gospel values, active partnerships and the celebration of excellence.”

Employee Name: _____ Permanent
 Probationary

School/Location: _____

Position Title: _____

Position Start Date: _____ Evaluation Date: _____

Supervisor: _____ Last Review Date: _____

EVALUATION OF KEY SKILL AREAS (Rating Codes):		
î	Unsatisfactory Performance ‘Improvement Plan’ required.	➔ Performance does not meet expectations.
ï	Satisfactory	➔ Performance meets expectations.

DOMAINS AND COMPETENCIES (STANDARDS OF PERFORMANCE)	
Job Knowledge And Skills:	RATING
Demonstrates an understanding of job duties and responsibilities as stated in the job description.	
Understands the job=s relationship with and impact on other functions within the organization.	
Possesses the knowledge required to perform the job effectively.	
Maintains current and accurate records, and paperwork related to all aspects of the job.	
Possesses the technical skills required to perform the job effectively.	

Demonstrates an understanding of policies, procedures, statutes and regulations necessary to perform the job.	
Formulates solutions effectively within the scope of the job.	
Quantity/Quality of Work:	
Demonstrates ability to perform job tasks accurately, effectively and efficiently.	
Manages a variety of assignments, tasks or activities at the same time.	
Uses their workday effectively to produce the expected volume of work that meets job requirements.	
Demonstrates effective application of both technical and non-technical skills as required in the job description.	
Uses technology/resources available to achieve quality, service and productivity.	

DOMAINS AND COMPETENCIES (STANDARDS OF PERFORMANCE)

Interpersonal Skills:	RATING
Demonstrates the ability to work effectively with people at all levels in the organization, including community partners (eg. shows respect, understanding, sensitivity, courtesy, tact and flexibility).	
Presents ideas and information clearly and concisely.	
Communicates effectively at various levels within the organization in both oral and written form.	
Understands the role of listening in the communication process and clarifies through questioning.	
Provides and receives feedback effectively at all levels of the organization; responds positively to constructive criticism.	
Maintains confidentiality at all levels of the organization.	
Planning and Organization:	
Demonstrates the ability to organize workload efficiently and effectively.	
Demonstrates the ability to establish and meet deadlines.	
Demonstrates the ability to establish and meet short-term and long-term goals.	

Possesses the flexibility to modify plans in order to meet changing needs and/or priorities.	
Decision Making:	
Recognizes when a decision is needed and demonstrates the ability to make a sound decision.	
Evaluates known facts, develops a thoughtful plan of action and follows through.	
Recognizes when a higher authority should be consulted with respect to decision making.	
Initiative:	
Is a self-starter in seeking responsibilities, work, and new learning experiences.	
Seeks training and feedback for self-improvement.	
Demonstrates interest and enthusiasm towards current and new responsibilities.	
Demonstrates the ability to be self-motivated in successfully completing work and tasks as required with minimal supervision.	
Recognizes and acts on opportunities.	
Innovation and Change:	
Identifies, shares and is receptive to new ideas.	
Adapts to new situations.	
Helps others adapt to change.	
Suggests new procedures to increase efficiency within the position/department.	
Contributes new ideas and methods of dealing with problems.	

DOMAINS AND COMPETENCIES (STANDARDS OF PERFORMANCE)

Innovation and Change (Cont=d):	RATING
Demonstrates tolerance and an ability to cope with stress related to their job and responsibilities.	
Conforms to acceptable standards of attendance and punctuality.	
Health and Safety:	
Demonstrates appropriate knowledge of health and safety practices/procedures in the workplace.	
Follows all safety rules, practices, and procedures.	
Uses and maintains equipment properly.	
Supports safety by keeping the workplace clean and safe.	
Teamwork:	
Promotes and demonstrates trust, mutual respect, and a cooperative work environment.	
Balances the needs of the organization and team with one=s own needs and desires.	
Supports teamwork through open and honest communication.	
Encourages and recognizes the contributions of others.	
Offers assistance to others.	
Demonstrates the ability to resolve conflicts within the team.	
Demonstrates reliability/dependability.	

Recommendation of Growth Strategies That Should Be Included In The Employee's Growth Plan:

Supervisor's Comments (Optional):

Employee's Comments (Optional):

OVERALL EVALUATION:

Satisfactory

Unsatisfactory

Performance Evaluation

**Appendix A
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SIGNATURES:

Employee=s Signature

Date

Supervisor=s Signature

Date

cc: Employee
Supervisor
Human Resources File



SUPERIOR NORTH CATHOLIC District School Board

ANNUAL GROWTH PLAN

On this form, in consultation with your supervisor, the staff member lists the goals they aim to achieve. The staff members should consider ways in which they can fulfill the responsibilities of their position, help themselves to meet personal and job-related goals, list skills and knowledge they need to develop, and indicate timelines in meeting the goals they identify.

Expectations (Goals of the Position)	Strategies (Actions To Be Taken To Achieve Your Goals)	Timeline
1) Job Related Goal		
2) Assigned Goal		
3) Personal Goal		

Signature of Staff Member

Signature of Supervisor

Date

Date



Appendix C

SUPERIOR NORTH CATHOLIC District School Board

IMPROVEMENT PLAN

An unsatisfactory performance is a result of an employee not meeting the terms and conditions of their employment for a particular position within the Board as outlined in their job description or not following verbal and/or written suggestions or recommendations for improvement. Within 20 working days of an unsatisfactory rating, the supervisor will give the employee an Improvement Plan notification. This notification will:

- a) Outline to the employee what is lacking in his/her performance by explaining the reasons for the unsatisfactory rating and/or listing the competencies needing improvement/development.
- b) Explain and outline what is expected of the employee in the areas in which his or her performance is lacking and recommend steps and actions that the employee should take to improve his or her performance.
- c) A timeline indicating when performance will be re-evaluated, not to exceed 60 days.

Purposes

- a) When an employee receives an unsatisfactory performance appraisal rating, additional support and requirements ensure that the employee receives the necessary support, guidance and monitoring necessary to enable them to improve his/her performance within a given period of time. The process begins after the principal determines that the appraisal has resulted in an Unsatisfactory rating.
- b) To ensure that the procedures and practices are consistent and fair with employees receiving an unsatisfactory rating and that the employee has been given every reasonable opportunity and support to improve performance.

Process

Within 20 school days of determining that the appraisal of an employee has resulted in an Unsatisfactory rating, the principal will:

- a) Give the employee written notice of the unsatisfactory rating, explain the reasons for the

rating to the employee, place the employee on review status, and advise the employee in writing of that fact.

- b) Explain and identify competencies and areas requiring improvement to the employee.
- c) Explain what the expectations are or the steps and actions for improvement that the employee needs to focus on to improve their performance.
- d) Seek input from the employee as to what steps or actions would help the employee improve his or her performance.
- e) The employee will have up to and including 60 school days to demonstrate improvement in their performance.
- f) For a second subsequent performance evaluation, procedures followed will be those contained in the usual appraisal process.
- g) While on review, the employee will be notified in advance, in writing, of the date and time of the next performance evaluation meeting.
- h) The end of the review period will occur at the time the performance evaluation meeting takes place. The staff member concerned and his or her immediate supervisor will meet. If at this time, the performance appraisal overall rating is deemed to be satisfactory, the employee's on review status will be withdrawn and the staff member is placed on the five year cycle for evaluation.



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Appendix D

IMPROVEMENT NOTIFICATION

Date:

Dear: _____

As you are aware from our conversation of _____, it has become necessary to point out to you that there are several concerns about your performance as it relates to your responsibilities as an employee.

Your performance at this time is not satisfactory in the following areas:

- A.
- B.
- C.
- D.

Changes in performance must be demonstrated by _____.

Specifically, you should:

- A.
- B.
- C.
- D.

To provide the necessary support, guidance and monitoring required to enable you to improve your some immediate discussion is required. You and I will meet on _____ at _____ to discuss the improvement process and to respond to any questions you may have around this process.

You should seek assistance as you are required to make the necessary improvements in your performance. As well, contact by you with your bargaining agent locally or provincially is advised. This will not be considered as action prejudicial to the outcome of this process.

This letter then formally notifies you that you are 'on review.

Employee's Signature

Supervisor's Signature

(Acknowledges Receipt of Letter Only)

cc: Director of Education

