



Support Staff Supervision

The Northwest School Division would like to extend its thanks and appreciation to the members of the committee for their leadership and commitment to this project.

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BELIEFS OF SUPPORT STAFF SUPERVISION

Support staff have always made a difference and always will.

Support staff are essential for successful implementation of programming and goals established by the school staff and school division.

Support staff enhance the educational process when partnered with school staff.

Reflection and evaluation are essential in the decision making process for support staff to be efficient and effective paraprofessionals.

Support staff help make a supportive environment where each student grows and gains confidence and respect for others and themselves.

Support staff are lifelong learners with unique needs.

Formal evaluation of support staff is best done collaboratively by administration in consultation with direct supervisors.

New support staff require an orientation about their roles and responsibilities in the school.

INDICATORS FOR SUPPORT STAFF

SHARED PURPOSE

- Present a positive view of the school, the school division and support staff to the community
- Promote the goals and ideas of the school within the community
- Promote an atmosphere of respect for children and adults
- Cooperate with community agencies interested in the welfare of students.
- Promote cultural, racial and gender equity
- Be informed and sensitive to the needs and expectations of the community

CONSULTATION AND IMPLEMENTATION

- Analyze situations, implement and recognize plans and priorities
- Participate cooperatively whenever acting as a member of the school based team
- Share relevant information with other to be used for case conferences and parent/teacher interviews
- Use established communication systems with staff through documentation (e.g. log book) and regular meetings for collaborative monitoring and discussion
- Carry out staff directed activities to reach the student's established goals on an individual basis or within a group
- Assist with preparation of specialized teaching aids and materials as planned by staff
- After appropriate training, carry out the recommendations provided by the consultants
- After appropriate training use appropriate reinforcement strategies such as prompting, modeling and shaping
- Provide modeling and guidance when implementing activities that integrate children with special needs

STUDENT INTERACTION AND RAPPORT

- Show enthusiasm when working with students
- Show patience and understanding towards students
- Demonstrate an understanding of fostering independence within special needs students
- Treat students in a respectful, responsible and fair manner with due consideration to the student's physical, social and psychological development
- Maintain effective and cooperative relationships with students
- Demonstrate appropriate responses to student initiated interactions
- Create a safe climate conducive to student centered learning
- Use proactive management techniques to deal with continuum of behaviours
- Encourage pupils to respect the rights of others
- Redirect inappropriate and detrimental behaviours in a positive manner
- Reinforce and encourage appropriate behavior in a group and among individuals

ASSESSMENT AND MONITORING SKILLS

- Help students with assigned tasks and classwork, reinforcing concepts presented by the teacher
- Monitor independent or small-group work
- Demonstrate a sense of when either the teacher or student needs assistance
- Adapt materials as planned and directed by the teacher
- Assist students in meeting their goals
- Record required information on student activities as directed by the teacher
- Maintain accurate records

COMMUNICATION SKILLS

- Demonstrate effective communication skills with students, teachers, school administrators and other support personnel.
- Communicate clearly and positively with students, colleagues and the community
- Listen attentively to what students, parents, colleagues and others say

PERSONAL ATTRIBUTES

- Demonstrate ethical and confidential behavior
- Be enthusiastic about your work
- Make a positive contribution to the school's functions and activities
- Use a consistent behavior support system when working with students
- Provide students with feedback and reinforcement on the students' performance consistent with the teachers' behavior management plan
- Demonstrate skill in providing group management strategies during classroom instruction and transition periods.
- Work collaboratively with staff to meet diverse needs of school
- Believe in life-long learning and assume responsibility for continuous improvement and personal growth
- Reflect on feedback
- Make a positive contribution to staff morale

SUMMATIVE EVALUATION

Summative evaluation is a process that focuses on assessing growth and competencies and is conducted in collaboration with the support staff. The two outcomes of summative evaluation include the continued development of knowledge and skills, as well as a final written report that provides documentation and accountability. This report is very useful for making decisions regarding transfers, promotion and retention of support staff in accordance with the policies of the Northwest School Division.

GENERAL PRACTICE AND PROCEDURES:

1. Summative evaluations with formal reviews will be completed for all support staff in the Northwest School Division in their first 90 days of employment. If more than one supervisor is involved, there will be collaboration and consultation before the final report is written. Summative evaluations can be done upon request by either the support staff or the administration. A general guideline is that summative will be done after 90 days, 1 year, 2 years, 5 years, 10 years, etc.
2. Copies of the summative evaluation are to be provided to the support staff and the Northwest School Division Office. Administrators will use the form provided. The support staff will be provided adequate time to reflect privately before signing the report. Signing of the report will signify receipt of a copy of the report and not necessarily concurrence with its contents. Support staff will have the right to respond in writing to their evaluations and may attach personal comments to the final summative report.
3. After the probationary period and in the event that the observed performance does not meet acceptable educational standards, the support staff will be provided with assistance and the opportunity through the Support Program to raise his/her level of performance to acceptable standards within a reasonable time frame.



SUMMATIVE EVALUATION FORM

Support Staff _____

Year _____

Present Assignment _____

1. Shared Purpose

2. Consultation and Implementation

3. Student Interaction and Rapport

4. Assessment and Monitoring Skills

5. Communication Skills

6. Personal Attributes

Support Staff's Signature: _____ Date: _____

Administrator's Signature: _____ Date: _____

Signing of the report will signify receipt of a copy of the report and not necessarily concurrence with the contents of the report.

SUPPORT PROGRAM

A support staff member whose performance does not meet acceptable educational standards will be in a Support Program. Throughout the period of support, a helping attitude will be maintained. Assistance will be provided and the opportunity to raise their level of performance to acceptable standards within a reasonable time frame. A team approach will be used to provide support according to the following steps.

Step One

The supervisor will meet with the support staff to identify the areas of concern and the changes that are necessary. At this time, the support staff will receive a copy of the Support Program.

Step Two

The support staff will receive a letter from his/her supervisor outlining the changes needed and the specified time frame.

Step Three

The support staff will be offered support to develop a plan, which addresses the areas of concern. A support staff who has been placed in a program of support may call upon a colleague, principal, director, or any combination of the aforementioned to provide help in the development of the improvement plan. (The plan will be signed and retained by the support staff, the supervisor, and the Northwest School Division.)

Step Four

The plan will be implemented. The support team and the support staff will maintain records of meetings, plans and other pertinent data.

Step Five

An assessment of the progress will be made at the end of the specified time period. Several alternatives may then be considered depending on the degree of progress:

1. If progress is satisfactory and sufficient, the formal process of support may be concluded.
2. If progress has been made but continued effort is required to increase the level of proficiency, the period of support may be extended.
3. If the necessary changes have not been made, the support staff will be in the Review Program.

REVIEW PROGRAM

During this process, the support staff will be given a final opportunity to meet acceptable educational standards.

Step One

The director will officially notify the support staff in writing that he/she has been placed on review and that dismissal will be recommended unless certain improvements are made within a specified time frame.

Step Two

The support staff who has been placed on review may call upon a colleague, principal, director, or any combination of the aforementioned to provide help in the development of the improvement plan. Specific strategies for improvement and indicators of success must be included along with a time line for the plan.

Step Three

The plan will be reviewed with the principal and the director and each will retain a copy. A copy will be placed in the support staff's personnel file. A detailed schedule of increased supervision will be included as part of the plan along with an agreed upon plan of evaluation. No changes to the plan for the schedule will be made unless agreed to in writing by the support staff.

Step Four

The plan will be implemented and progress will be carefully monitored. All support efforts, contacts and objective data will be recorded and kept as part of the evaluation process. A summative report will be signed and retained by the support staff, the supervisor and the Northwest School Division.

Step Five

If progress is satisfactory, the formal process of Review may be concluded and the support staff will work through the Support Program.

Step Six

If progress is unsatisfactory at the conclusion of the specified time period, the support staff will be advised of the recommendation for dismissal under the provisions of *The Education Act*.