

PERFORMANCE EVALUATION FOR SUPPORT STAFF EMPLOYEES

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MISSION STATEMENT

The Northwest School Division is committed to excellence in education and endeavors to provide a positive, supportive and collaborative environment where school-based administrators grow professionally.

STATEMENT OF PURPOSE

- To promote, achieve and maintain a high standard of administrative leadership in the Northwest School Division.
- To assist support staff employees in the continuous development of their knowledge, skills and abilities.
- To promote school improvement, enhance student learning and maximize student achievement.
- To recognize the worth and value of the support staff employee.

GUIDELINES

The Director of Education shall ensure that a program of supervision is carried out according to the following guidelines:

1. Supervision shall take into account:
 - The support staff employee's skills and competencies.
 - The support staff employee's professional attributes.
2. The procedure should be guided by the interaction between the Principal/Supervisor or designate and the support staff employee.
3. The practices and procedures of supervision and any directives arising out of the supervision process must be fair, respectful, equitable, timely, and follow the principles of due process and natural justice.
4. Supervision should be differentiated in order to provide principals with choices that will better meet their individual needs.
5. When a Principal has a concern of a support staff employee not meeting the expectations of the Northwest School Division, he/she shall inform and discuss the circumstances of the concern with the employee and, if need be, report it to the appropriate Superintendent in order for the concern to be addressed appropriately.
6. Principals will be provided with appropriate training related to this process. This will provide for consistency of practice, fairness, and effectiveness.
7. Formal reports, filed on a regular basis, will serve to provide on-going records of performance.
8. A review of the administrative procedure shall take place during the 2017-2018 school year. Subsequent reviews shall take place every five years.

Conceptual Framework for Support Staff Supervision and Evaluation

Northwest School Division #203

<i>Experience</i>	<i>Formative</i>	<i>Summative</i>
<p>New 1st and 2nd year in NWSD</p>	<ul style="list-style-type: none"> ▪ Personal and Professional Growth Plan 	<ul style="list-style-type: none"> ▪ Minimum of 2 meetings yearly by the Principal/Supervisor or designate who writes report in 1st and 2nd year
<p>Experienced (new position)</p>	<ul style="list-style-type: none"> ▪ Personal and Professional Growth Plan 	<ul style="list-style-type: none"> ▪ Minimum of 2 meetings by the Principal/Supervisor or designate who writes report in 1st year.
<p>Experienced</p>	<ul style="list-style-type: none"> ▪ Personal and Professional Growth Plan 	<p>Every 5 years or earlier at the request of the Principal/Supervisor or employee</p> <ul style="list-style-type: none"> ▪ Minimum of 2 meetings by the Principal/Supervisor or designate who writes report
<p>Timeline</p>	<ul style="list-style-type: none"> ▪ Oct. 31 – initial meeting ▪ Feb. 15 – mid-year meeting ▪ Apr. 30 – submit year-end reflection ▪ May 31 – final meeting or meet to extend plan another year ▪ June 30 – submit PPGP 	<ul style="list-style-type: none"> ▪ 1st meeting – before Christmas ▪ 2nd meeting – before March 31 ▪ May 31 – Final Report

Formative Supervision Process

1. PERSONAL AND PROFESSIONAL GROWTH PLAN

- 1.1 The purpose of the Personal and Professional Growth Plan is to enable personal and professional growth through goal setting and reflective practice.
- 1.2 The Personal and Professional Growth Plan provides an opportunity for the support staff employee to:
 - Strengthen professional practice
 - Identify individual strengths and achievements
 - Enhance personal attributes, skills
 - Implement innovative practices
 - Improve personal/professional relationships
- 1.3 The support staff employee will assume primary responsibility for planning and implementing the Personal and Professional Growth Plan.
- 1.4 The Personal and Professional Growth Plan shall be completed annually.
- 1.5 The support staff employee will submit their Personal and Professional Growth Plan to their Principal/Supervisor or designate by June 30 of the current school year and meet with the Principal/Supervisor by October 31.
- 1.6 The plan shall identify the specific goals to be accomplished, activities that will be undertaken in support of the goals, and how the outcomes will be measured or evaluated.
- 1.7 Upon receipt of the plan, the Principal/Supervisor and the support staff employee shall review the contents and the Principal/Supervisor or designate may make recommendations and suggestions to enhance the plan.
- 1.8 The Personal and Professional Growth Plan shall be in accordance with the criteria established by the Northwest School Division.
- 1.9 A copy of the Personal and Professional Growth Plan shall be retained by the Principal/Supervisor.
- 1.10 The activities and goals contained within the Personal and Professional Growth Plans shall be differentiated to respect the differences in individual needs and practices.
- 1.11 The Principal/Supervisor or designate and support staff employee shall meet by February 15 to review the progress of the Personal and Professional Growth Plan.
- 1.12 The support staff employee shall submit their year-end reflection by April 30 of the current school year to the Principal/Supervisor or designate so they can meet and discuss by May 15.
- 1.13 The year-end reflection is intended to be brief but shall reflect the Principal's/Supervisor's or designates general perceptions of the plan. The year-end reflection should also identify any implications for future growth plans.

Summative Evaluation Process

The supervision model shall be used for the purposes of observing behaviours and professional practices.

1. NEW SUPPORT STAFF EMPLOYEES

During the first and second year of employment with the Northwest School Division, supervision shall include:

- 1.1 A minimum of two school meetings yearly by the Principal/Supervisor. There shall be at least one meeting before Christmas and at least one between Christmas and March 31.
- 1.2 The Principal/Supervisor or designate will seek perceptions of the support staff employee's behaviours and work practices from pertinent school based personnel.
- 1.3 If a support staff employee's performance has met the expectations of the Northwest School Division, a summative evaluation report shall be completed prior to May 31 indicating the satisfactory level of performance.
- 1.4 The report shall be initialed and signed as required and distributed as follows: *principal and the principal's Northwest School Division personnel file*.
- 1.5 When a support staff employee's performance has not demonstrated sufficient growth and does not reflect the expectations of the Northwest School Division, the Principal/Supervisor or designate shall inform and discuss with the support staff employee and, if need be, report to the Superintendent of Human Resources or designate in order for the concern to be addressed appropriately.

2. EXPERIENCED SUPPORT STAFF EMPLOYEES

Following the second year of employment or the first year in a new position, support staff employees shall be supervised every five years thereafter or earlier at the request of the Principal/Supervisor or employee.

3. SUPPORT STAFF EMPLOYEES SUPPORT PROGRAM

Support staff employees whose performance does not meet acceptable educational and/or professional standards will be in a *Support Staff Employees Support Program*. Throughout the period of support, a helping attitude will be maintained. The support staff employee will be provided with assistance and the opportunity to raise their level of performance to acceptable standards within a reasonable timeframe. A team approach will be used to provide support according to the following steps:

Step One

The Principal/Supervisor or designate will meet with the support staff employee to identify the areas of concerns and changes that are necessary.

Step Two

The support staff employee will receive a letter from the Supervisor/Principal or designate outlining the changes needed and the specific timeframe.

Step Three

The support staff employee will be offered support to develop a plan, which addresses the areas of concern. A support staff employee who has been placed in a program of support may call upon a representative to provide help in the development of the improvement plan.

Step Four

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

Step Five

At the end of the specific time period a meeting will be held to assess the progress of the support staff employee. 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, may result in disciplinary action up to and including termination.



1. Duties and Responsibilities

Domain 1 a) | Bus Driver

Domain 1 b) | Caretaker

Domain 1 c) | Educational Assistant

Domain 1 d) | Library Technician

Domain 1 e) | Pre-Kindergarten

Domain 1 f) | School Based Administrative Assistant

Domain 1 g) | Wellness Coordinator



Bus Driver

The Bus Driver safely and punctually driver students to school, home and or other destinations as required.

	LIMITED	BASIC	PROFICIENT
1.1 Exercising Good Judgment	Rarely exercises good judgment with respect to severe weather conditions, road conditions, etc.	Generally exercises good judgment with respect to severe weather conditions, road conditions, etc.	Consistently exercises good judgment with respect to severe weather conditions, road conditions, etc.
1.2 Job Related Tasks	Rarely completes circle check, evacuation drills, etc.	Generally completes circle check, evacuation drills, etc.	Consistently completes circle check, evacuation drills, etc.
1.3 Safety	Rarely observes and promotes safe work practices and procedures in order to deliver students safely.	Generally observes and promotes safe work practices and procedures in order to deliver students safely.	Consistently observes and promotes safe work practices and procedures in order to deliver students safely.
1.4 Complies with Policies & Legislation	Rarely complies with school division policies and provincial legislation (Highway Traffic Board, etc.).	Generally complies with school division policies and provincial legislation (Highway Traffic Board, etc.).	Consistently complies with school division policies and provincial legislation (Highway Traffic Board, etc.).
1.5 Bus Cleanliness	Rarely keeps the bus interior and exterior clean.	Generally keeps the bus interior and exterior clean.	Consistently keeps the bus interior and exterior clean.
1.6 Persevering the Bus	Rarely operates the bus in a manner that preserves the mechanical and physical condition of the bus.	Generally operates the bus in a manner that preserves the mechanical and physical condition of the bus.	Consistently operates the bus in a manner that preserves the mechanical and physical condition of the bus.
1.7 Timeliness	Rarely on time for morning and/or afternoon routes. Doesn't commit to improving.	Generally on time for both morning and afternoon routes.	Consistently on time for both morning and afternoon routes.
1.8 Communicating with Division and Parents	Rarely informs the school division and parents in a timely manner when the bus isn't running due to severe weather conditions or mechanical problems. Doesn't commit to improving.	Generally informs the school division and parents in a timely manner when the bus isn't running due to severe weather conditions or mechanical problems.	Consistently informs the school division and parents in a timely manner when the bus isn't running due to severe weather conditions or mechanical problems.
1.9 Route Changes	Rarely informs parents of changes such as spare driver and route changes.	Generally informs parents of changes such as spare driver and route changes.	Consistently informs parents of changes such as spare bus driver and route changes.
1.10 Relationships with Students' Family	Rarely seeks to create a co-operative relationship with students' family.	Generally seeks to create a co-operative relationship with students' family.	Consistently seeks to create a co-operative relationship with students' family.
1.11 Student Conduct	Rarely maintains discipline on the bus. Doesn't demonstrate willingness to improve.	Generally maintains good discipline on the bus, for most students.	Consistently maintains good discipline on the bus, for all students.
1.12 Seeking Assistance	Rarely seeks the assistance of the school administration when more serious problems with students arise.	Generally seeks the assistance of the school administration when more serious problems with students arise.	Consistently seeks the assistance of the school administration when more serious problems with students arise.
1.13 Professional Development	Rarely participates in division level professional development.	Generally participates in division level professional development.	Consistently participates in division level professional development.



Caretaker

The primary goal of a Caretaker is to provide a safe, clean environment for students, staff and the public.

	LIMITED	BASIC	PROFICIENT
1.1 Minor Maintenance	Rarely performs minor maintenance and does not communicate maintenance requirements.	Generally performs minor maintenance and generally communicates maintenance requirements.	Consistently performs minor maintenance and consistently communicates maintenance requirements.
1.2 Ground Maintenance	Rarely completes grounds maintenance and inspects facility, playground equipment and surfaces to ensure necessary repairs are reported and carried out.	Generally completes grounds maintenance and inspects facility, playground equipment and surfaces to ensure necessary repairs are reported and carried out.	Consistently completes grounds maintenance and inspects facility, playground equipment and surfaces to ensure necessary repairs are reported and carried out.
1.3 Communication with Staff	Rarely communicates maintenance requirements of the school to the Principal and the facilities staff.	Generally communicates maintenance requirements of the school to the Principal and the facilities staff.	Consistently communicates maintenance requirements of the school to the Principal and the facilities staff.
1.4 Inventory	Rarely maintains inventory of supplies and does not place orders in a timely and efficient manner.	Generally maintains inventory of supplies and places orders in a timely and efficient manner.	Consistently maintains inventory of supplies and places orders in a timely and efficient manner.
1.5 Dusting	Rarely dusts all furniture, fixtures, walls and other areas.	Generally dusts all furniture, fixtures, walls and other areas.	Consistently dusts all furniture, fixtures, walls and other areas.
1.6 School Appearance	Rarely cleans and maintains an attractive entrance through the school.	Generally cleans and maintains an attractive entrance through the school.	Consistently cleans and maintains an attractive entrance through the school.
1.7 Removal of Ice and Snow	Rarely removes snow and ice from entrances and sidewalks before patrons arrive.	Generally removes snow and ice from entrances and sidewalks before patrons arrive.	Consistently removes snow and ice from entrances and sidewalks before patrons arrive.
1.8 Maintaining the Floors	Rarely sweeps, mops, vacuums, strips, waxes and polishes floors.	Generally sweeps, mops, vacuums, strips, waxes and polishes floors.	Consistently sweeps, mops, vacuums, strips, waxes and polishes floors.
1.9 Washrooms	Rarely cleans and disinfects all washrooms. (e.g. vanity, sinks, toilets, urinals, walls, knobs, floors, mirrors)	Generally cleans and disinfects all washrooms. (e.g. vanity, sinks, toilets, urinals, walls, knobs, floors, mirrors)	Consistently cleans and disinfects all washrooms. (e.g. vanity, sinks, toilets, urinals, walls, knobs, floors, mirrors)
1.10 Empty Trash Bins	Rarely empties all trash baskets and replaces liners.	Generally empties all trash baskets and replaces liners.	Consistently empties all trash baskets and replaces liners.
1.11 Windows	Rarely cleans windows as per schedule.	Generally cleans windows as per schedule.	Consistently cleans windows as per schedule.
1.12 Gym	Rarely cleans the gym area.	Generally cleans the gym area.	Consistently cleans the gym area.
1.13 Monitoring Heating & Cooling System	Rarely monitors the heating/cooling system.	Generally monitors the heating/cooling system.	Consistently monitors the heating/cooling system.
1.14 Professional Development	Rarely participates in division-level professional development.	Generally participates in division-level professional development.	Consistently participates in division-level professional development.



Educational Assistant

An Educational Assistant provides assistance to the students who require additional supports. Education planning is done in collaboration with the classroom teacher and the Student Support Services Teacher. This also includes providing assistance to classroom teachers in the preparation of instructional aids, supervision of students, planning and presentation of personal learning programs.

	LIMITED	BASIC	PROFICIENT
1.1 Communication with classroom Teacher/SSST	Rarely establishes positive rapport and communicates effectively with classroom teacher/SSST.	Generally establishes positive rapport and communicates effectively with classroom teacher/SSST.	Consistently establishes positive rapport and communicates effectively with classroom teacher/SSST.
1.2 Communication with students	Rarely establishes positive rapport and communication style with students.	Generally establishes positive rapport and communication style with students.	Consistently establishes positive rapport and communication style with students.
1.3 Student Supervision	Rarely monitors independent or small group work (listening, reading, note taking).	Generally monitors independent or small-group work (listening, reading, note taking).	Consistently monitors independent or small group work (listening, reading, note taking).
1.4 Student Assistance	Rarely recognizes when a student needs assistance.	Generally recognizes when a student needs assistance.	Consistently recognizes when a student needs assistance.
1.5 Preparation of Instructional Materials	Rarely adapts and assists with the preparation of instructional materials as directed by the teacher.	Generally adapts and assists with the preparation of instructional materials as directed by the teacher.	Consistently adapts and assists with the preparation of instructional materials as directed by the teacher.
1.6 Physical, Personal and Behavioural Support	Rarely assists individual students with physical, personal and behavioural needs (e.g. feeding, lifting, mobility, exercising, cleaning, dressing, toileting, supervision or any other documented physical/behavioural requirements).	Generally assists individual students with physical, personal and behavioural needs (e.g. feeding, lifting, mobility, exercising, cleaning, dressing, toileting, supervision or any other documented physical/behavioural requirements).	Consistently assists individual students with physical, personal and behavioural needs (e.g. feeding, lifting, mobility, exercising, cleaning, dressing, toileting, supervision or any other documented physical/behavioural requirements).
1.7 Builds Independence in Students	Rarely supports independence and self-advocacy through lack of awareness of support strategies.	Generally supports independence and self-advocacy through assistance with wait time, occasional prompting, reviewing and reinforcing.	Consistently supports independence and self-advocacy through appropriate wait time, prompting, reviewing, and reinforcing.
1.8 Daily Instruction	Rarely carries out the requests of teachers concerning daily instruction.	Generally carries out most of the requests of teachers concerning daily instruction.	Consistently carries out all requests of teachers concerning daily instruction.
1.9 Program Implementation	Rarely carries out the recommendations provided by consultants (e.g. occupational therapist and speech language pathologist).	Generally carries out most of the recommendations provided by consultants (e.g. occupational therapist and speech language pathologist).	Consistently carries out the recommendations provided by consultants (e.g. occupational therapist and speech language pathologist).
1.10 Professional Development	Rarely participates in division-level professional development.	Generally participates in division-level professional development.	Consistently participates in division-level professional development.



Library Technician

The Library Technician is responsible for cataloging and classification of resource center material, for assisting in the provision of patron services to staff and students and for assisting in the organization and maintenance of the resource center.

	LIMITED	BASIC	PROFICIENT
1.1 Library Tasks	Rarely completes tasks in an accurate and timely manner.	Generally completes tasks in an accurate and timely manner.	Consistently completes tasks in an accurate and timely manner.
1.2 Library Appearance	Rarely ensures the library is appealing and welcoming.	Generally ensures the library is appealing and welcoming.	Consistently ensures the library is appealing and welcoming.
1.3 Inventory of Resources	Rarely maintains the inventory of the library resources.	Generally maintains the inventory of the library resources.	Consistently maintains the inventory of the library resources.
1.4 Preparation of Instructional Resources	Rarely provides assistance with the preparation of instructional resources as requested by the teacher.	Generally provides assistance with the preparation of instructional resources as requested by the teacher.	Consistently provides assistance with the preparation of instructional resources as requested by the teacher.
1.5 User Support	Rarely provides supports to students with instructional resources.	Generally provides supports to students with instructional resources.	Consistently provides supports to students with instructional resources.
1.6 Promoting Reading	Rarely seeks new ways to engage students and to promote reading.	Generally seeks new ways to engage students and to promote reading.	Consistently seeks new ways to engage students and to promote reading.
1.7 Maintenance of Materials	Rarely maintains the library resources (e.g. repairing books, cataloging, etc.)	Generally maintains the library resources (e.g. repairing books, cataloging, etc.).	Consistently maintains the library resources (e.g. repairing books, cataloging, etc.).
1.8 Circulation	Rarely follows the check in/out procedure.	Generally follows the check in/out procedure.	Consistently follows the check in/out procedure.
1.9 Troubleshooting	Rarely provides assistance with computer troubleshooting.	Generally provides assistance with computer troubleshooting.	Consistently provides assistance with computer troubleshooting.
1.10 Communication with IT Helpdesk	Rarely communicates and coordinates with the IT Helpdesk on remote support issues as required.	Generally communicates and coordinates with the IT Helpdesk on remote support issues as required.	Consistently communicates and coordinates with the IT Helpdesk on remote support issues as required.
1.11 Communication with IT personnel	Rarely communicates and coordinates with the Network Support Specialist when onsite as required.	Generally communicates and coordinates with the Network Support Specialist when onsite as required.	Consistently communicates and coordinates with the Network Support Specialist when onsite as required.
1.12 Asset Planner request	Rarely submits and updates Asset Planner requests for technical support and purchasing as required.	Generally submits and updates Asset Planner requests for technical support and purchasing as required.	Consistently submits and updates Asset Planner requests for technical support and purchasing as required.
1.13 Professional Development	Rarely participates in division-level professional development.	Generally participates in division-level professional development.	Consistently participates in division-level professional development.

Pre-Kindergarten Interventionist

Acts as a liaison between the home and the school, they also provide assistance to and collaborate with the classroom teacher in preparation of instructional aid and supervision.



	LIMITED	BASIC	PROFICIENT
1.1 Communication with classroom Teacher/SSST	Rarely establishes positive rapport and communicates effectively with classroom teacher/SSST.	Generally establishes positive rapport and communicates effectively with classroom teacher/SSST.	Consistently establishes positive rapport and communicates effectively with classroom teacher/SSST.
1.2 Communication with Students' Family	Rarely establishes positive rapport and communication style with students' family.	Generally establishes positive rapport and communication style with students' family.	Consistently establishes positive rapport and communication style with students' family.
1.3 Student Supervision	Rarely monitors independent or small group work (listening, reading, note taking).	Generally monitors independent or small-group work (listening, reading, note taking).	Consistently monitors independent or small group work (listening, reading, note taking).
1.4 Student Assistance	Rarely recognizes when a student needs assistance.	Generally recognizes when a student needs assistance.	Consistently recognizes when a student needs assistance.
1.5 Preparation of Instructional Materials	Rarely adapts and assists with the preparation of instructional materials as directed by the teacher.	Generally adapts and assists with the preparation of instructional materials as directed by the teacher.	Consistently adapts and assists with the preparation of instructional materials as directed by the teacher.
1.6 Physical, Personal and Behavioural Support	Rarely assists individual students with physical, personal and behavioural needs (e.g. feeding, lifting, mobility, exercising, cleaning, dressing, toileting, supervision or any other documented physical/behavioural requirements).	Generally assists individual students with physical, personal and behavioural needs (e.g. feeding, lifting, mobility, exercising, cleaning, dressing, toileting, supervision or any other documented physical/behavioural requirements).	Consistently assists individual students with physical, personal and behavioural needs (e.g. feeding, lifting, mobility, exercising, cleaning, dressing, toileting, supervision or any other documented physical/behavioural requirements).
1.7 Builds Independence in Students	Rarely supports independence and self-advocacy through lack of awareness of support strategies.	Generally supports independence and self advocacy through assistance with wait time, occasional prompting, reviewing and reinforcing.	Consistently supports independence and self-advocacy through appropriate wait time, prompting, reviewing, and reinforcing.
1.8 Daily Instruction	Rarely carries out the requests of teachers concerning daily instruction.	Generally carries out most of the requests of teachers concerning daily instruction.	Consistently carries out all requests of teachers concerning daily instruction.
1.9 Program Implementation	Rarely carries out the recommendations provided by consultants (e.g. occupational therapist and speech language pathologist).	Generally carries out most of the recommendations provided by consultants (e.g. occupational therapist and speech language pathologist)	Consistently carries out the recommendations provided by consultants (e.g. occupational therapist and speech language pathologist).
1.10 Professional Development	Rarely participates in division-level professional development.	Generally participates in division-level professional development.	Consistently participates in division-level professional development.
1.11 Liaison	Rarely acts as a liaison between the home and the school.	Generally acts as a liaison between the home and the school.	Consistently acts as a liaison between the home and the school.
1.12 Program Implementation	Rarely designs and implements a plan for home visits.	Generally designs and implements a plan for home visits.	Consistently Rarely designs and implements a plan for home visits.
1.13 Screening Tools	Rarely administers screening tools.	Generally administers screening tools.	Consistently administers screening tools.



School Based Administrative Assistant

This position requires the performance of secretarial/ clerical tasks and related office functions to provide support for the Principal, school staff and students.

	LIMITED	BASIC	PROFICIENT
1.1 Providing Information	Rarely provides relevant information to those when needed. (e.g. student messages, etc.)	Generally provides relevant information to those when needed. (e.g. student messages, etc.)	Consistently provides relevant and accurate information in a timely manner. (e.g. student messages, etc.)
1.2 Communicating with the Public	Rarely uses appropriate communication skills when dealing with members of the general public. (e.g. answering phone, greeting visitors, email etc.)	Generally uses appropriate communication skills when dealing with members of the general public. (e.g. answering phone, greeting visitors, email etc.)	Consistently uses appropriate communication skills when dealing with members of the general public. (e.g. answering phone, greeting visitors, email etc.)
1.3 Communicating with Students & Staff	Rarely establishes positive rapport and communication style with students and staff.	Generally establishes positive rapport and communication style with students and staff.	Consistently establishes positive rapport and communication style with students and staff.
1.4 Record-keeping	Rarely maintains accurate student records. (e.g. Maplewood, registrations forms, attendance management)	Generally maintains accurate student records. (e.g. Maplewood, registrations forms, attendance management)	Consistently maintains accurate student records. (e.g. Maplewood, registrations forms, attendance management)
1.5 Job Related Tasks	Rarely completes tasks in an accurate and timely manner. (e.g. submitting Pcards, month end)	Generally completes tasks in an accurate and timely manner. (e.g. submitting Pcards, month end)	Consistently completes tasks in an accurate and timely manner. (e.g. submitting Pcards, month end)
1.6 Computer Skills	Rarely demonstrates functional level of competence in the use of technology. (e.g. computer, photocopier, etc.)	Generally demonstrates functional level of competence in the use of technology. (e.g. computer, photocopier, etc.)	Consistently demonstrates functional level of competence in the use of technology. (e.g. computer, photocopier, etc.)
1.7 Correspondence	Rarely prepares, receives and distributes mail and other correspondence within the school division and does not ensure that information is forwarded to the appropriate recipients.	Generally prepares, receives and distributes mail and other correspondence within the school division and ensures that information is forwarded to the appropriate recipients.	Consistently prepares, receives and distributes mail and other correspondence within the school division and ensures that information is forwarded to the appropriate recipients.
1.8 Initiative	Rarely learns new skills in order to improve efficiency.	Generally learns new skills in order to improve efficiency.	Consistently takes a initiative to learn new skills in order to improve efficiency.
1.9 Inventory	Rarely maintains inventory of supplies and does not manage the ordering and distribution of supplies.	Generally maintains inventory of supplies and manages the ordering and distribution of supplies.	Consistently maintains inventory of supplies and manages the ordering and distribution of supplies.
1.10 Financial Function	Rarely maintains the financial functions required to maintain the school financial records (e.g. deposits, issue receipts, petty cash, decentralized budget, collection of student fees, etc)	Generally maintains the financial functions required to maintain the school financial records (e.g. deposits, issue receipts, petty cash, decentralized budget, collection of student fees, etc)	Consistently maintains the financial functions required to maintain the school financial records (e.g. deposits, issue receipts, petty cash, decentralized budget, collection of student fees, etc)

1.11 Addressing Concerns	Rarely responds to concerns and questions in an effective, professional and courteous manner.	Generally responds to concerns and questions in an effective, professional and courteous manner.	Consistently responds to concerns and questions in an effective, professional and courteous manner.
1.12 Filing	Rarely maintains the filing system for the school office.	Generally maintains the filing system for the school office.	Consistently maintains the filing system for the school office.
1.13 Professional Development	Rarely participates in division-level professional development.	Generally participates in division-level professional development.	Consistently participates in division-level professional development.



Wellness Coordinator

To proactively promote healthy choices and general wellness for students and to provide support for students who are experience social and emotional difficulties.

	LIMITED	BASIC	PROFICIENT
1.1 Knowledge of Students Development	Rarely displays knowledge of child and adolescent development.	Generally displays knowledge of child and adolescent development.	Consistently displays accurate knowledge of child and adolescent development.
1.2 Goals for School Program	Rarely establishes goals for the school program that are clear and appropriate to the needs of the school.	Generally establishes goals for the school program that are clear and appropriate to the needs of the school.	Consistently establishes goals for the school program that are highly appropriate to the needs of the school.
1.3 Legal Obligations	Rarely displays awareness of legal obligations and division policies.	Generally displays awareness of legal obligations and division policies.	Consistently displays awareness of legal obligations and division policies.
1.4 Assessing Student Needs	Rarely assess students needs, or assessments result in inaccurate conclusions.	Generally assess student needs, knows the range of student needs in the school and assessments result in accurate conclusions.	Consistently assess student needs and conducts detailed and individualized assessment of student needs, resulting in accurate conclusions.
1.5 Supporting Students' Goals	Rarely provides support to students in formulating academic, personal/social and career goals	Generally provides support to students in formulating academic, personal/social and career goals.	Consistently provides support to students in formulating academic, personal/social and career goals.
1.6 Resources	Rarely provides resources for students available through the school, division, and community.	Generally provides resources for students available through the school, division, and community.	Consistently provides resources for students available through the school, the division, and community.
1.7 Program Implementation	Rarely coordinates and implements various programs to raise awareness of issues related to student wellness, at the individual, classroom, and school wide level.	Generally coordinates and implements various programs to raise awareness of issues related to student wellness, at the individual, classroom, and school wide level.	Consistently coordinates and implements various programs to raise awareness of issues related to student wellness, at the individual, classroom, and school wide level.
1.8 Referrals	Rarely refers students and parents to appropriate community and division resources to support student achievement and success.	Generally refers students and parents to appropriate community and division resources to support student achievement and success.	Consistently refers students and parents to appropriate community and division resources to support student achievement and success.
1.9 Liaison	Rarely provides support in acting as an inter-agency liaison.	Generally provides support in acting as an inter-agency liaison.	Consistently provides support in acting as an inter-agency liaison.
1.10 Communicating with Students	Rarely establishes positive rapport and communication style with students.	Generally establishes positive rapport and communication style with students.	Consistently establishes positive rapport and communication style with students.
1.11 Delivery of Student Support Programs	Rarely provides support to classroom teacher in delivery of student support program. (e.g. classroom presentation on anti-bullying, anti-drug, etc.)	Generally provides support to classroom teachers in the delivery of student support program. (e.g. classroom presentation on anti-bullying, anti-drug, etc.)	Consistently provides support to classroom teachers in the delivery of student support program. (e.g. classroom presentation on anti-bullying, anti-drug, etc.)
1.12 Professional Development	Rarely participates in division-level professional development.	Generally participates in division-level professional development.	Consistently participates in division-level professional development.



2. Skills and Abilities

Domain 2 | Skills and Abilities

	LIMITED	BASIC	PROFICIENT
2.1 Flexibility	Rarely adapts to new or unforeseen situations. Has many problems changing.	Generally adapts to new or unforeseen situations.	Consistently adapts to new or unforeseen situations.
2.2 Adaptability	Rarely adapts to a changing schedule as well as job demands.	Generally adapts to a changing schedule as well as job demands.	Consistently adapts to a changing schedule as well as job demands.
2.3 Time Management	Rarely prepared for the job at hand and manages time poorly.	Generally prepared for the job at hand and manages time reasonably well.	Consistently prepared for the job at hand and manages time effectively.



3. Interpersonal Skills

Domain 3 | Interpersonal Skills

	LIMITED	BASIC	PROFICIENT
3.1 Professionalism	Rarely demonstrates respect to the principal, administration, teachers, colleagues, students and parents.	Generally demonstrates respect to the principal, administration, teachers, colleagues, students and parents.	Consistently demonstrates respect to the principal, administration, teachers, colleagues, students and parents.
3.2 Positive Attitude	Rarely demonstrates a positive attitude towards the school division staff, students, parents and the public.	Generally demonstrates a positive attitude towards the school division staff, students, parents and the public.	Consistently demonstrates a positive attitude towards the school division staff, students, parents and the public.
3.3 Relationships with Students	Rarely treats all students in a consistent and caring fashion and does not take into consideration their physical, social, and psychological development.	Generally treats all students in a fair manner and takes into consideration their physical, social, and psychological development.	Consistently treats all students in a respectful, dignified and fair manner with due consideration to their physical, social, and psychological development.
3.4 Teamwork	Rarely demonstrates the ability to work as a member of a team.	Generally demonstrates the ability to work as a member of a team.	Consistently demonstrates the ability to work as a member of a team.
3.5 Problem Solving Skills	Rarely deals with problems or conflicts in a timely and appropriate manner.	Generally deals with problems or conflicts in a timely and appropriate manner.	Consistently deals with problems or conflicts in a timely and appropriate manner.
3.6 Feedback	Rarely open to receptive feedback.	Generally open to receptive feedback and occasionally implements changes.	Consistently open to receptive feedback and actively seeks feedback and implements changes.



4. Other

Domain 4 | Other

	LIMITED	BASIC	PROFICIENT
4.1 Confidentiality	Rarely comprehends that all confidential matters must be kept private and exchange of personal information must be on a "need to know" basis.	Generally understands that all confidential matters must be kept private and exchange of personal information must be on a "need to know" basis.	Consistently demonstrates an understanding that all confidential matters must be kept private and exchange of personal information must be on a "need to know" basis.
4.2 Safety	Rarely follows and promotes safe work practices and procedures at all time.	Generally follows and promotes safe work practices and procedures at all time.	Consistently follows and promotes safe work practices and procedures at all time.
4.3 Appropriate Attire	Rarely dresses appropriately.	Generally dresses appropriately.	Consistently dresses appropriately.
4.4 Punctuality	Rarely on time.	Generally on time.	Consistently on time.
4.5 Documentation	Rarely provides necessary documents in a timely manner. (e.g. leave request, verification of sickness, etc.)	Generally provides necessary documents in a timely manner. (e.g. leave request, verification of sickness, etc.)	Consistently provides necessary documents in a timely manner. (e.g. leave request, verification of sickness, etc.)

APPENDIX I

Personal and Professional Growth Plan



Name _____ Date _____

Present Position _____

School/Site _____

A. I feel my greatest strengths are:

1. _____

2. _____

3. _____

B. In order to achieve personal and professional growth throughout the year, I plan to focus on the following goals:

1. _____

2. _____

3. (Optional)

- At least one goal must relate to a division/departmental goal

C. I will need the following support to achieve my goals:

Goal #1

Action	Timeline	How I will indicate/measure success?

Reflection on Goal (complete by April 30)

Describe the evidence you've collected to support that you've attained your goal. What problems or roadblocks hindered your ability to be successful in achieving your goal?

--

Goal #2

Action	Timeline	How I will indicate/measure success?

Reflection on Goal (complete by April 30)

Describe the evidence you've collected to support that you've attained your goal. What problems or roadblocks hindered your ability to be successful in achieving your goal?

--

Goal #3

Action	Timeline	How I will indicate/measure success?

Reflection on Goal (complete by April 30)
Describe the evidence you've collected to support that you've attained your goal. What problems or roadblocks hindered your ability to be successful in achieving your goal?

Employee's Signature

Date

Principal's/Supervisor's Signature

Date

Summary Statement

Principal's/Supervisor's Signature

Date

DOMAIN 1 A)



SUMMATIVE REPORT

BUS DRIVERS				
L = Limited B = Basic P = Proficient N/A = Not Applicable				
Domain 1: Duties and Responsibilities	L	B	P	N/A
1.1 Exercises good judgment with respect to driving				
1.2 Job related task				
1.3 Safety				
1.4 Complies with policies and legislations				
1.5 Bus cleanliness				
1.6 Preserving the bus				
1.7 Timeliness				
1.8 Establishes and maintains professional communication with the school division and parents				
1.9 Communicates with parents any route changes				
1.10 Works collaboratively with families				
1.11 Manages student behavior and disciplines students fairly				
1.12 Recognizes when to seek assistance from administration when complex issues arise				
1.13 Participates in professional development				
Domain 2: Skills and Abilities	L	B	P	N/A
2.1 Responds well to changing need and procedures				
2.2 Adaptability, accepts new ideas with relative ease				
2.3 Uses time constructively time management				

Domain 3: Interpersonal Skills	L	B	P	N/A
3.1 Professionalism				
3.2 Demonstrates a positive attitude towards other, work, and the school/division				
3.3 Relationships with students				
3.4 Collaborates and cooperates when serving as a member of a team. Demonstrates teamwork				
3.5 Demonstrates problem solving skills				
3.6 Accepts feedback in a positive manner				
Domain 4: Other	L	B	P	N/A
4.1 Maintains strict confidentiality in all matters related to students, families, principals and staff members.				
4.2 Demonstrates the importance of safety guidelines.				
4.3 Wears appropriate attire				
4.4. Maintains regular and punctual attendance				
4.5 Adheres to policies including those related to leave, attendance				

DOMAIN 1 B)



SUMMATIVE REPORT

CARETAKERS				
L = Limited B = Basic P = Proficient N/A = Not Applicable				
Domain 1: Duties and Responsibilities	L	B	P	N/A
1.1 Performs minor maintenance and repairs				
1.2 Inspects and cleans up buildings and grounds				
1.3 Communicates with school Principal and facilities staff				
1.4 Maintains inventory and supplies				
1.5 Performs dusting				
1.6 Monitors school appearance				
1.7 Removes snow and ice from walkways				
1.8 Performs general cleaning of the floors				
1.9 Cleans and disinfects washrooms				
1.10 Removes garbage and recyclables				
1.11 Performs general cleaning of the windows				
1.12 Performs general cleaning of the gym				
1.13 Monitoring heating & cooling system				
1.14 Participates in professional development				
Domain 2: Skills and Abilities	L	B	P	N/A
2.1 Responds well to changing need and procedures				
2.2 Adaptability accepts new ideas with relative ease				
2.3 Uses time constructively time management				
Domain 3: Interpersonal Skills	L	B	P	N/A
3.1 Professionalism				

3.2 Demonstrates a positive attitude towards other, work, and the school/division				
3.3 Relationships with students				
3.4 Collaborates and cooperates when serving as a member of a team. Demonstrates teamwork				
3.5 Demonstrates problem solving skills				
3.6 Accepts feedback in a positive manner				
Domain 4: Other	L	B	P	N/A
4.1 Maintains strict confidentiality in all matters related to students, families, principals and staff members.				
4.2 Demonstrates the importance of safety guidelines.				
4.3 Wears appropriate attire				
4.4. Maintains regular and punctual attendance				
4.5 Adheres to policies including those related to leave, attendance				

DOMAIN 1 C)



SUMMATIVE REPORT

EDUCATIONAL ASSISTANTS				
L = Limited B = Basic P = Proficient N/A = Not Applicable				
Domain 1: Duties and Responsibilities	L	B	P	N/A
1.1 Communicates with classroom teacher and Student Services Support Teacher				
1.2 Communicates with students				
1.3 Student supervision				
1.4 Assist students when in need				
1.5 Preparation of Instructional Materials				
1.6 Attends to need of students (<i>physical, personal and behavioural support</i>)				
1.7 Builds independence in students				
1.8 Assists teachers in daily instruction				
1.9 Assists in program implementation				
1.10 Participates in professional development				
Domain 2: Skills and Abilities	L	B	P	N/A
2.1 Responds well to changing need and procedures				
2.2 Adaptability accepts new ideas with relative ease				
2.3 Uses time constructively time management				
Domain 3: Interpersonal Skills	L	B	P	N/A
3.1 Professionalism				
3.2 Demonstrates a positive attitude towards other, work, and the school/division				
3.3 Relationships with students				

3.4 Collaborates and cooperates when serving as a member of a team. Demonstrates teamwork				
3.5 Demonstrates problem solving skills				
3.6 Accepts feedback in a positive manner				
Domain 4: Other	L	B	P	N/A
4.1 Maintains strict confidentiality in all matters related to students, families, principals and staff members.				
4.2 Demonstrates the importance of safety guidelines.				
4.3 Wears appropriate attire				
4.4. Maintains regular and punctual attendance				
4.5 Adheres to policies including those related to leave, attendance				

DOMAIN 1 D)



SUMMATIVE REPORT

LIBRARY TECHNICIANS				
L = Limited B = Basic P = Proficient N/A = Not Applicable				
Domain 1: Duties and Responsibilities	L	B	P	N/A
1.1 Library Task				
1.2 Library Appearance				
1.3 Inventory of resources				
1.4 Preparation of Instructional resources				
1.5 User support				
1.6 Promote reading				
1.7 Maintenance of materials				
1.8 Circulation				
1.9 Troubleshooting				
1.10 Communicates with IT Helpdesk				
1.11 Communicates with IT personnel				
1.12 Asset Planner				
1.13 Participates in professional development				
Domain 2: Skills and Abilities	L	B	P	N/A
2.1 Responds well to changing need and procedures				
2.2 Adaptability accepts new ideas with relative ease				
2.3 Uses time constructively time management				
Domain 3: Interpersonal Skills	L	B	P	N/A
3.1 Professionalism				
3.2 Demonstrates a positive attitude towards other, work, and the school/division				

3.3 Relationships with students				
3.4 Collaborates and cooperates when serving as a member of a team. Demonstrates teamwork				
3.5 Demonstrates problem solving skills				
3.6 Accepts feedback in a positive manner				
Domain 4: Other	L	B	P	N/A
4.1 Maintains strict confidentiality in all matters related to students, families, principals and staff members.				
4.2 Demonstrates the importance of safety guidelines.				
4.3 Wears appropriate attire				
4.4. Maintains regular and punctual attendance				
4.5 Adheres to policies including those related to leaves, attendance				

DOMAIN 1 E)



SUMMATIVE REPORT

PRE-KINDERGARTEN INTERVENTIONIST				
L = Limited B = Basic P = Proficient N/A = Not Applicable				
Domain 1: Duties and Responsibilities	L	B	P	N/A
1.1 Communicates with classroom teacher and Student Services Support Teacher				
1.2 Communicates with students' family				
1.3 Student supervision				
1.4 Assist students when in need				
1.5 Preparation of Instructional Materials				
1.6 Attends to need of students (<i>physical, personal and behavioural</i> support)				
1.7 Builds independence in students				
1.8 Assists teachers in daily instruction				
1.9 Assists in program implementation				
1.10 Participates in professional development				
1.11 Liaison				
1.12 Program Implementation				
1.13 Screening tools				
Domain 2: Skills and Abilities	L	B	P	N/A
2.1 Responds well to changing need and procedures				
2.2 Adaptability, accepts new ideas with relative ease				
2.3 Uses time constructively time management				
Domain 3: Interpersonal Skills	L	B	P	N/A
3.1 Professionalism				

3.2 Demonstrates a positive attitude towards other, work, and the school/division				
3.3 Relationships with students				
3.4 Collaborates and cooperates when serving as a member of a team. Demonstrates teamwork				
3.5 Demonstrates problem solving skills				
3.6 Accepts feedback in a positive manner				
Domain 4: Other	L	B	P	N/A
4.1 Maintains strict confidentiality in all matters related to students, families, principals and staff members.				
4.2 Demonstrates the importance of safety guidelines.				
4.3 Wears appropriate attire				
4.4. Maintains regular and punctual attendance				
4.5 Adheres to policies including those related to leave, attendance				

DOMAIN 1 F)



SUMMATIVE REPORT

SCHOOL BASED ADMINISTRATIVE ASSISTANTS				
L = Limited B = Basic P = Proficient N/A = Not Applicable				
Domain 1: Duties and Responsibilities	L	B	P	N/A
1.1 Providing Information				
1.2 Communicating with the public				
1.3 Communicating with students and staff				
1.4 Record keeping				
1.5 Job related tasks				
1.6 Computer skills				
1.7 Correspondences				
1.8 Initiative				
1.9 Inventory				
1.10 Financial Function				
1.11 Addressing concerns				
1.12 Filing				
1.13 Participates in professional development				
Domain 2: Skills and Abilities	L	B	P	N/A
2.1 Responds well to changing need and procedures				
2.2 adaptability Accepts new ideas with relative ease				
2.3 Uses time constructively time management				
Domain 3: Interpersonal Skills	L	B	P	N/A
3.1 Professionalism				

3.2 Demonstrates a positive attitude towards other, work, and the school/division				
3.3 relationships with students				
3.4 Collaborates and cooperates when serving as a member of a team. Demonstrates teamwork				
3.5 Demonstrates problem solving skills				
3.6 Accepts feedback in a positive manner				
Domain 4: Other	L	B	P	N/A
4.1 Maintains strict confidentiality in all matters related to students, families, principals and staff members.				
4.2 Demonstrates the importance of safety guidelines.				
4.3 Wears appropriate attire				
4.4. Maintains regular and punctual attendance				
4.5 Adheres to policies including those related to leave, attendance				

DOMAIN 1 G)



SUMMATIVE REPORT

WELLNESS COORDINATOR				
L = Limited B = Basic P = Proficient N/A = Not Applicable				
Domain 1: Duties and Responsibilities	L	B	P	N/A
1.1 Demonstrates knowledge of student development				
1.2 Establishes goals for the school program				
1.3 Adheres to legal obligations and division policies				
1.4 Assess student needs				
1.5 Supports students' goals				
1.6 Provides resources to students				
1.7 Program Implementation				
1.8 Referrals				
1.9 Liaison				
1.10 Communicates with students				
1.11 Delivers student support programs				
1.12 Participates in professional development				
Domain 2: Skills and Abilities	L	B	P	N/A
2.1 Responds well to changing need and procedures				
2.2 Adaptability accepts new ideas with relative ease				
2.3 Uses time constructively time management				
Domain 3: Interpersonal Skills	L	B	P	N/A
3.1 Professionalism				
3.2 Demonstrates a positive attitude towards other, work, and the school/division				
3.3 Relationships with students				

3.4 Collaborates and cooperates when serving as a member of a team. Demonstrates teamwork				
3.5 Demonstrates problem solving skills				
3.6 Accepts feedback in a positive manner				
Domain 4: Other	L	B	P	N/A
4.1 Maintains strict confidentiality in all matters related to students, families, principals and staff members.				
4.2 Demonstrates the importance of safety guidelines.				
4.3 Wears appropriate attire				
4.4. Maintains regular and punctual attendance				
4.5 Adheres to policies including those related to leave, attendance				

