



<b>Category</b>	<b>Human Resources</b>		
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**Policy Statement**

The success of Anglophone South School District depends greatly on the quality and innovation of our employees. Through systematic and objective performance review and clearly established objectives, employees will be encouraged to develop towards their full potential.

The ultimate goal of the Growth Process is to provide an environment in which employees will be constantly improving and expanding upon their skillset, making them more effective and productive. The appraisal and evaluation programs focus on coaching, development, continuous goal alignment, and recognition. In cases where employees encounter difficulties, the aim is always to provide employees with the tools to correct and thus improve their performance to acceptable levels. These improvements will lead to positive changes in the overall effectiveness of the organization. More importantly, improving the effectiveness of the organization will enhance student learning.

**Procedures**

The following guideline applies to all Anglophone South School District employees throughout their careers:

Standard Development

- Foundation Phase (Beginning Employees)**
- Growth Phase (Experienced Employees)**

Employees Experiencing Difficulty

- Awareness (Informing Employees)**
- Assistance Phase (Guiding Employees)**
- On-Review (Directing Employees).**

### **Beginning Employees**

It is extremely important that beginning employees start off on the right foot. For the purpose of this process, employees will be considered beginning employees from the time they begin (either in a casual/supply, contract or permanent position), until they have achieved permanent status.

During this beginning phase, the immediate supervisor of an employee will attempt to provide coaching, mentoring and support. Employees may also be provided other resources to support development.

The growth process has an evaluative aspect that applies to beginning employees. It is recognized that beginning employees need a more direct approach to focusing on and improving performance.

### **Experienced Employees**

Once employees are established in their positions, they are categorized as “experienced employees”. For the purpose of this process, employees will be considered experienced after they have completed three years (contract and/or permanent experience).

The focus for experienced employees is growth. An employee is responsible to reflect on his/her current performance, consider feedback from their supervisor and determine areas to which they can improve their performance. Feedback from supervisor is provided less frequently than in the Foundation Phase.

### **Employees Having Difficulty (see Appendix A)**

#### Awareness

If a performance issue arises, the immediate supervisor responsible will make an informal attempt to resolve the issue by making the employee aware of the issue by discussing it with the employee and coming up with a plan for improvement.

#### Assistance

If the concern persists after the employee has been made aware, a more direct approach is taken. At this point, the employee is still considered to be involved in the Growth Process, but should take the supervisor’s concerns into consideration when developing or revising Growth Goals, which will be noted in the employees’ personnel file, and if insufficient improvement is noted, the employee may be placed On Review.

#### On Review

The On Review Process is a formalized approach to dealing with employee performance issues where the supervisor provides a more directive approach to seeking improvements.

### **Reference**



### **Appendices**

- Appendix A – Assistance and On Review – Guidelines for Supervisors
- Appendix B – Evaluators
- Appendix C – Teacher – Evaluation Cycle
- Appendix D – Non-Teaching – Evaluation Cycle



# *Assistance & On-Review Process*

*Guidelines for Supervisors*

# Outline

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## *Purpose*

The *Assistance & On-Review Process Guidelines for Supervisors* serves as a supplement to Anglophone South School District policy *ASD-S – 229 - Growth Process*.

This guide is a resource for supervisors to:

- ✓ Understand the steps to assist employees with issues,
- ✓ Lead and empower each employee to achieve outstanding performance,
- ✓ Enhance communication between all members of a team, and
- ✓ Ensure consistency when addressing employee issues.

## *Overview*

Anglophone South School District is committed to providing a positive working environment for our employees where they are content, motivated and productive. This will in turn help to provide a positive learning environment for our students.

Part of this commitment is identifying issues with employees and assisting them in correcting these issues. Corrective action is an ongoing interactive process of helping employees identify and overcome obstacles that hinder them from excelling at their jobs. This process should also allow the employee a reasonable opportunity to improve overall work performance.

As a Supervisor, dealing with employee issues can be one of the more difficult things we have to face; however, when we fail to identify these issues in their early stages, we are reinforcing unwanted behaviour. This is not only unfair to the organization, but to the employee as well. It is therefore, critical that we engage in these difficult conversations with our staff.

We understand that this can be a very challenging conversation, but we owe it to the employee to intervene.

### *Corrective Action Approach*

Anglophone South School District believes in the utilizing a “corrective action approach” to dealing with employee issues. Employees should be made aware of what the concerns are and provided with tools to make improvements. The responsibility should initially be on the shoulders of the employee, but should improvements not be evident, a more “directive” approach should be utilized with involvement increasing from direct supervisor to more senior management.

### *Culpable v. Non-Culpable Behaviours*

The assumption should be that the behaviors the employee is displaying are “non-culpable” or that they are not doing this intentionally. Based on that assumption, the *progressive discipline approach* is not appropriate and the *corrective action approach* is. It would only be when an employee is displaying negative behaviours intentionally (culpable behaviours), that the progressive discipline approach is appropriate.

### *Normal day-to-day Feedback*

A key role of every supervisor is to coach each member of your team to achieve his or her best job performance. In essence, opportunities for providing feedback will occur daily, both formally and informally. By practicing this approach, you can create an environment of teamwork and collaboration, recognize effort and celebrate success, and enhance your team’s overall performance.

This requires interactive conversations. Respectful interactions are generally conducted in a face-to-face meeting. While there may be some coaching opportunities and communication that can be conducted via email, supervisors should handle any communication of a serious nature in person.

Supervisors need to:

- A. Establish expectations
  - ✓ Set office expectations and develop standard office procedures
- B. Communicate clearly
  - ✓ Purposely take time to meet with each employee
  - ✓ Communicate standards of work performance clearly and frequently
  - ✓ Listen to employees and answer questions and solicit feedback
  - ✓ Identify tools and resources to support employees
- C. Hold employees accountable
  - ✓ Give periodic feedback on quality & quantity of work
  - ✓ Give feedback and conduct evaluations as appropriate

## *Identifying and Addressing the Issue*

In the course of their duties, if a Supervisor notices concerns with an employee, the concerns should be immediately identified to the employee. Set an appropriate time to have a constructive discussion with the employee.

### *Meeting #1*

- An informal discussion with the employee.
- Human Resources are not involved at this stage.
- Union representation is not necessary as this is not a disciplinary discussion, but may be permitted.
- Discussions should only take place in the presence of supervisors, not in front of co-workers. The representative should simply sit in on the meeting in a supportive role.

At the meeting, the supervisor should:

1. Identify the issue
  2. Establish the impact it has
  3. Ensure understanding of the expectations
  4. Provide opportunity for employee to respond
  5. BE SUPPORTIVE
- Supervisor should make a record of the meeting (for example, email to employee confirmation of discussion).
  - A meeting should be set for one month away to review progress (it may need to be sooner depending upon the situation).

### **MONITORING:**

- During the course of this month, a supervisor should monitor the employee. For performance issues, this can be done through inspections or walkthroughs. Notes should be taken regarding what they have seen and when they have seen it, so that it can be discussed at the next meeting.

## *Meeting #2*

- To discuss the progress since the previous meeting
- Human Resources are not involved at this stage.
- Union representation is not necessary as this is not a disciplinary discussion, but may be permitted.

If improvements were noted, the supervisor should:

1. Provide employee with positive feedback regarding the changes that have been implemented
  2. Establish the positive impact it is having
  3. Provide opportunity for employee to respond
- Supervisor should make a record of the meeting (for example, email to employee confirmation of discussion).
  - Further meetings only become necessary if the behaviour reappears.

## *Assistance Phase*

If improvements were not noticed, the supervisor should:

1. Discuss what has been observed during the month since the last meeting.
  2. Establish the impact this behaviour has.
  3. Inform employee they are being placed on the **ASSISTANCE PHASE** of the Growth Process.
  4. Seek an explanation as to why changes have not occurred.
  5. Work with employee to establish a plan for improvement.
  6. BE SUPPORTIVE
- Supervisor communicates in writing to the employee regarding confirmation of discussion and plan for improvement with appropriate timelines.
  - A key component to this stage is the “plan”. This plan should be developed with the employee. The plan should include the area for improvement and strategy for how to make the improvement.



- It is recommended that a hard copy of the “plan” be shared between the employee and Supervisor. This plan is not a disciplinary document and will not be placed in the employee’s personnel file.

#### **MONITORING:**

- Employee focuses on improvement and following the “plan”.
- The employee’s progress or lack thereof is monitored over the next month.
- This monitoring can be done through; inspections of work, informal meetings to discuss progress, input from other supervisors etc.
- The focus is on improving the performance of the employee.
- The Supervisor should keep notes regarding what was witnessed and/or discussed and when this took place.

### *Meeting #3*

After approximately a month, the following should take place:

- If sufficient improvement is evident, the employee is informed that they are being removed from Assistance Phase.
- If there have been some gains, but insufficient improvement, the employee is informed that they are remaining on Assistance Phase. The “plan” should be reviewed to determine if modifications are necessary. Employee is monitored over next month as per the previous month.
- If there is insufficient or minimal improvement, the Supervisor should write a brief to their Supervisor and the Director of Human Resources containing a timeline of events (including the “plan”) and the recommendation that the employee be placed “**On Review**”.

### *On-Review*

- The Director of Human Resources will review the timeline with the Superintendent and decide as to whether or not an “On-Review” recommendation is appropriate.
- If the recommendation is deemed to be appropriate, Human Resources, will work with the Supervisor to develop a “plan” for the employee. The approach has shifted from “guiding” the employee to “directing” the employee.

- The employee will be convened to a meeting, where the timeline of events will be reviewed and the new “plan” will be discussed.
- Human Resources and union representatives should be involved at this stage.
- Following the meeting, the employee will be provided a letter containing the “plan” which will also be placed in the employee’s personnel file.
- Employee focuses on improvement, and following the “plan”.
- The employee’s progress or lack thereof is closely monitored over the next 2-3 months.
- This monitoring can be done through, inspections of work, meetings to discuss progress, input from other supervisors etc.
- The focus is on improving the performance of the employee.
- The Supervisor should keep detailed notes regarding what was witnessed and/or discussed and when this took place.

### *Meeting #4*

- After approximately three months, the following should take place:
  - If sufficient improvement is evident, the employee is informed that they are being removed from On-Review.
  - If there have been some gains, but insufficient improvement, the employee is informed that they are remaining on the Assistance Phase. The “plan” should be reviewed to determine if modifications are necessary.
  - If there is insufficient or minimal improvement, the Director of Human Resources should write a brief to the Superintendent containing a timeline of events.

NOTE: Failure to make progress after ample support may lead to “frustration of contract” and termination of employment


- The goal must always be to improve the performance of the employee so he/she can move back to foundation or growth phases.

Performance Evaluators

Classification	Person(s) Responsible to Evaluate	Feedback may be sought from
School Administrative Assistant	Principal, Vice-Principal	School Staff, District Staff
School Library Worker	Director of Curriculum, Literacy Coordinator	School Principals
DAS Staff	Manager, Director	District Staff, School Staff
Educational Assistant	Principal or designate	Teacher, R&M
Student Attendant	Subject Co-ordinator - Ed. Services, Transportation Manager	School Bus Driver
Rehab. Assistant	Subject Co-ordinator - Ed. Services, Director of Early Childhood Services	School Staff
Social Worker	Subject Co-ordinator - Ed. Services, Director of Early Childhood Services	School Staff
Speech Language Pathologist	Subject Co-ordinator - Ed. Services, Director of Early Childhood Services	School Staff
Psychologist/Psychometrist	Subject Co-ordinator - Ed. Services	School Staff
Casual Custodian	Assistant Facilities Manager	Custodian II, Custodial Foreman
Custodian	Assistant Facilities Manager	Principal, Custodian II, Custodial Foreman
Custodian II	Assistant Facilities Manager	Principal, Custodial Foreman
Maintenance	Assistant Facilities Manager	Facilities Manager, Principals
Casual School Bus Driver	Assistant Transportation Manager	Driver Coaches, School Staff
School Bus Driver	Assistant Transportation Manager	Transportation, Principals
Teachers	Principal, Vice-Principal	SPR's, Subject Co-ordinators
Education Support Teacher (Leads)	Subject Area Co-ordinators	School Staff
Guidance	Principal	Vice-Principal
Vice-Principal	Principal	Director of Schools
Principal	Director of Schools/Superintendent	Staff perception survey, Directors, Managers, PSSC
Subject Coordinators	Director	School Staff, District Staff
Assistant Managers	Manager	School Staff, District Staff
Managers	Director	School Staff, District Staff
Directors	Superintendent	School Staff, District Staff
Superintendent	District Education Council	Administrators, Directors, Managers, Subject Co-ordinators

Note: Itinerant Staff will be evaluated through collaboration of the above

EVALUATION CYCLE - TEACHING STAFF

	<b>Long-Term Substitute (LTS) D Without Recall</b> Long-Term Substitute with consecutive days of experience in the same assignment, as per policy 202. D Teachers who have not attained recall rights	<b>New Contract Teachers D / B / E / C (1-3 years)</b> Contract teachers who have attained recall rights and are under 3 yrs experience. Includes reassignment, movement of schools, or new area of speciality	<b>D / B Probationary (with 3 yrs or more)</b> Contract teacher with three or more years experience.	<b>B</b> Continuing Contract	<b>On-Review</b> Contract Teacher that has had notable concerns in past performance assessments and has been placed on formal review	<b>Principal Vice-Principal</b> 5-year contract
<b>NOTES</b>						
<b>Growth Goals</b>		Yearly (submitted in the first month of assignment)	Yearly (submitted in the first month)	Yearly (submitted in the fall term)	Yearly (submitted in the fall term)	Yearly (submitted in the fall term)
<b>Walkthroughs</b>	Weekly	Monthly	Monthly for a "D" with 3 or more years in the same school. Monthly if new to the school.	Monthly, or as needed	Weekly	Not applicable
<b>Pre &amp; Post Conference</b>	As requested	As requested	As requested	As requested	As requested	As requested
<b>Summative Performance Assessment</b>	Evaluation 1 by the 20th day. Subsequent evaluation before completion of the assignment or by the 3rd month	1 time / year or as required by circumstances	1 time / year or as required by circumstances	Once every five years or as required by circumstances	As required by circumstance.	Meeting during yr 5 with Director of Schools and/or Superintendent to review and reflect on school accomplishments.

EVALUATION CYCLE - NON-TEACHING STAFF



	Casual Employee (1-3 years)	Casual Employee (in long-term assignment)	Employee with less than three years experience.	Employee with more than three years experience.	Assistance Phase	On-Review
<b>NOTES</b>	Casual employee filling for permanent employees on a day-to-day basis	Casual employee filling for permanent employees for a long-term assignment	Employee with less than three years experience.	Employee with more than three years experience.	Employee that has performance issue(s) and is in need of guidance	Employee that has had notable concerns in past performance assessments and has been placed on formal review
<b>Growth Goals</b>	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Employee may choose to use format to establish plan for improvement	Used to establish plan for improvement
<b>Inspections (custodial and drivers)</b>	As required by circumstances	Monthly or as required by circumstances	Minimum once per year or as required by circumstances	Periodically or as required by circumstances	Weekly	Weekly
<b>Performance Checklist</b>	As required by circumstances	Completed by 30th work day or as required by circumstances	Not Applicable	Not Applicable	Not Applicable	Not Applicable
<b>Performance Assessment</b>	Not Applicable	Not Applicable	1 time / year or	Once every five years	Not Applicable	Not Applicable