

Administrative Procedure 484

Human Resources

SUPPORT STAFF GROWTH, SUPERVISION AND EVALUATION

BACKGROUND

Supervision and evaluation of support staff are important components for providing high-quality learning experiences to students and support services within the school.

The supervision and evaluation of staff shall be conducted in a manner that is ethical, respectful, transparent, procedurally fair, and focused on professional growth and continuous improvement.

Casual support staff are exempt from the specific evaluation provisions of this Administrative Procedure.

Professional practices used to implement this Administrative Procedure shall respect procedural fairness and confidentiality and provide employees with opportunities for feedback and appeal.

If a conflict of interest exists between two members at the administrative and direct supervisory level, concerns arising under this Administrative Procedure are addressed at the next level beyond the supervisor.

This Administrative Procedure shall be implemented in accordance with the Alberta Human Rights Act and other applicable legislation.

The Superintendent and Principal are jointly responsible for implementing this Administrative Procedure.

DEFINITIONS

In this Administrative Procedure:

Administrator - Means the Principal or Assistant Principal of Westmount Charter School (WCS).

Evaluation - Means the formal process of gathering and recording information or evidence over time, and the application of reasoned professional judgment by an Administrator to determine whether one or more aspects of a support staff member's performance exceed, meet, or do not meet the distinctive requirements of WCS.

Principal - Means the Principal of Westmount Charter School.

Professional Growth – Means the career-long learning process through which a support staff member reflects on practice and identifies goals that enhance professional knowledge, skills, and effectiveness in supporting student learning and school operations.

Superintendent - Means the Superintendent of Westmount Charter School and any alternate Superintendent appointed by the Charter Board.

Supervision - Refers to the ongoing process through which an Administrator supports, observes, coaches, and provides feedback to support staff to promote effective performance, professional growth, and quality service to students and the school community.

GUIDELINES

1. PURPOSE

- 1.1 The processes of supervision and evaluation and any related decisions are intended to meet these aims:

- 1.1.1 To improve the delivery of service to enhance the teaching-learning environment;
- 1.1.2 To assist in making staffing decisions;
- 1.1.3 To recognize the worth and value of individual employees;
- 1.1.4 To communicate performance objectives to employees;
- 1.1.5 To motivate employees to attain their potential more closely and to improve their job performance; and
- 1.1.6 To support a culture of continuous learning, collaboration, accountability, and excellence in service to students.

2. SUPERVISION

- 2.1 Supervision is the process of becoming familiar with the way employees meet their employment responsibilities. It is formative in intent and functions to support, guide and, where necessary, redirect job performance.
- 2.2 Supervision occurs through regular observations, conversations, workplace interactions, and ongoing feedback.

3. EVALUATION

- 3.1 Evaluation is the process of formalizing the supervision of an employee through documentation. The process is interactive and therefore presumes active employee involvement. The process results in a written report from an Administrator. The report is used as a basis for planning ongoing supervision and for decision-making regarding these guidelines.
- 3.2 Evaluation focuses on the quality of an employee's job performance, fulfillment of assigned responsibilities, professionalism, collaboration, and contribution to a positive learning and working environment. While the process will feature frequent oral and written communication, reports should be:
 - 3.2.1 Growth-focused or formative for employees after the end of their probationary period;
 - 3.2.2 Comprehensive or summative for employees before the end of their probationary period and
 - 3.2.3 For employees who request an evaluation; or
 - 3.2.4 For employees whose job performance is of concern to the Principal or Superintendent.

PROCEDURES

1. SUPERVISION

- 1.1 Administrators are expected to observe employees in their work environment regularly and maintain ongoing communication regarding job performance and professional growth.
- 1.2 Administrators are expected to meet with employees individually and in groups for the purpose of meeting the school's responsibilities to students and the school community.
- 1.3 Administrators are expected to facilitate communication and promote growth in employees' professional practice and job performance while continuing to develop their own leadership knowledge and practice through the process of supervision.

2. EVALUATION

- 2.1 Evaluation Criteria
 - 2.1.1 Evaluations shall be based on applicable Administrative Procedures (AP-400 General Employment, AP-402 Support Staff Code of Conduct, and AP-407 Employee Code of Conduct), the employee's assigned job description, performance expectations communicated by the supervisor, and the employee's contribution to supporting student learning and the effective operation of WCS.
- 2.2 Timelines for Evaluations
 - 2.2.1 Employees new to the school shall receive a summative evaluation report from the Principal (or designate) before the end of their probationary period. The Principal shall inform an employee in writing of any concerns regarding the employee's performance within three (3) months of the employee's hire date.
 - 2.2.2 Employees will be evaluated after three (3) months, six (6) months and one (1) year in the position.
- 2.3 Responsibility for Evaluations
 - 2.3.1 The Principal is primarily responsible for evaluating employees. The Principal may delegate this responsibility to an Assistant Principal.
 - 2.3.2 The Superintendent may evaluate employees.

3. EVALUATION PRACTICES

The Administrator's evaluation practices should include, but not be limited to, the following:

- 3.1 Creating an evaluation plan before a formal evaluation through a meeting between the Administrator and the employee. The plan may include:
 - 3.1.1 Discussion, clarification and, where appropriate, adaptation of the employee's role description;
 - 3.1.2 Determination of the evaluation practices to be used; and
 - 3.1.3 Establishment of the proposed timeline for the evaluation.
- 3.2 The evaluation plan may be communicated in writing to the employee.
- 3.3 Copies of notes and documentation must be shared with the employee.
- 3.4 Observations, professional conversations, review of work practices, documentation and other appropriate sources of evidence shall be followed by timely feedback.
- 3.5 The follow-up to an evaluation and the process of ongoing supervision require the following:
 - 3.5.1 The Administrator and employee shall meet periodically, and at least annually, to discuss professional growth goals and learning opportunities. Professional growth goals should, where appropriate, align with the employee's role, school priorities, and opportunities for continuous learning; and

- 3.5.2 Where an employee has received a report containing recommendations for growth, a follow-up plan for formative supervision must be developed.

4. EVALUATION REPORTS

- 4.1 Evaluation documentation shall be treated as confidential and maintained in accordance with applicable legislation and Westmount Charter School Administrative Procedures.
- 4.2 Reports are to reflect the quality of the employee's professional practice and job performance as it relates to the expectations for the position. Reports are expected to:
- 4.2.1 Reflect the objectives of continuous improvement, feedback, and quality assurance;
 - 4.2.2 Reflect the form of evaluation undertaken;
 - 4.2.3 Contain recognition of strengths and recommendations for continued professional growth and, in those cases where it occurs, clearly identify areas where performance does not meet expectations and make recommendations related thereto;
 - 4.2.4 Describe the context of the environment within which the employee works; and
 - 4.2.5 Provide evidence to support the conclusions drawn throughout the report. Evidence used during evaluation may include observations, professional conversations, documentation, work products, collaboration with colleagues, and other information relevant to the employee's assigned responsibilities.
- 4.3 The contents of reports must include, as a minimum:
- 4.3.1 A summary of the supervision process;
 - 4.3.2 For growth-oriented supervision reports, descriptive and qualitative comments on the elements of professional practice and job performance observed for purposes of growth, the outcomes of the growth process, and ideas pertinent to future growth within these elements; or
 - 4.3.3 For comprehensive reports, description, and qualitative comment on the major elements of professional practice and job performance as identified in Administrative Procedures AP-400 General Employment, AP-402 Support Staff Code of Conduct, AP-407 Employee Code of Conduct, and the individual employee's role description; and
 - 4.3.4 A summary section which contains:
 - Identification of the employee's significant strengths;
 - Recommendations for improvement if significant improvement is required (suggestions for improvement should be contained in the body of the report);
 - Recommendations for continued professional growth; and

- A statement verifying that the report has been discussed with the employee and that the employee has been allowed to provide comments and sign the report.
- 4.4 Copies of evaluation reports, together with the employee's comments, if any, are to be provided to the employee, the Principal and the employee's Human Resources personnel file.

5. EVALUATION DECISIONS

- 5.1 Any decisions taken as a consequence of a written evaluation shall be clearly communicated to the employee. If further evaluation is to occur as a result of writing a report, the employee shall be notified in writing.
- 5.2 For employees on probation:
- 5.2.1 The Administrator may recommend the removal of the probationary designation;
 - 5.2.2 The Administrator may recommend an extension to the probationary period with a subsequent evaluation to be performed; or
 - 5.2.3 The Administrator may recommend termination of employment.
 - 5.2.4 The Principal must authorize decisions in respect of employment status. To remove a probationary designation, the report's concluding statements must state whether the employee's job performance meets or exceeds the position's expectations.
- 5.3 For employees after their probationary period:
- 5.3.1 The Administrator will follow up on evaluations with ongoing supervision.
- 5.4 For employees whose performance does not meet expectations:
- 5.4.1 Such findings may result in further supervisory or employment actions, up to and including termination of employment.
- 5.5 Where an individual's employment with Westmount Charter School is at risk, the following practices will usually apply:
- 5.5.1 Shortcomings in the employee's job performance will be identified;
 - 5.5.2 Recommendations for improvement in job performance will be identified;
 - 5.5.3 The Administrator will be responsible for writing a subsequent evaluative report;
 - 5.5.4 The employee may be assigned another employee to assist with formative supervision only;
 - 5.5.5 In the process of evaluation or formative supervision, assistance will be offered and ideas shared with the employee. The employee will be given sufficient time to implement suggestions and recommendations and will

also be responsible for additional learning, which may be required to implement suggestions and recommendations;

- 5.5.6 If a second report also identifies that the employee's job performance does not meet expectations, a recommendation will be made to the Charter Board to terminate the individual's employment; and
 - 5.5.7 If an evaluation indicating that the performance did not meet expectations is followed by an evaluation indicating that expectations have been met, ongoing formative supervision shall continue. The Administrator may conduct a subsequent formal evaluation within one (1) year where appropriate.
- 5.6 The procedures to be followed in the termination of employment will be consistent with those identified in the *Employment Standards Code*.

6. APPEAL PROCEDURE

Employees have the right to appeal any report written on their performance.

- 6.1 The appeal should be directed first to the author of the report.
- 6.2 If the concern of the employee remains after meeting with the author of the report (where the author of the report is not the Principal), the employee may forward the appeal to the Principal.
- 6.3 If the concern of the employee remains after meeting with the Principal, the employee may forward the appeal to the Superintendent.
- 6.4 The Superintendent will review the process of evaluation to ensure that it is consistent with Board Policies, Administrative Procedures, and applicable legislation.
- 6.5 If the professional judgement of the evaluator is called into question, this is addressed through subsequent evaluation.
- 6.6 Upon receipt of an appeal, the Superintendent will acknowledge the appeal, investigate the circumstances, and respond to those involved in the original report.
- 6.7 The Superintendent will normally render a decision to uphold, modify or reject a report within six (6) weeks from receipt of the appeal.

Legal Reference:	<i>Employment Standards Code</i>
Cross Reference:	AP-405 Supervision and Evaluation AP-400 General Employment AP-402 Support Staff Code of Conduct AP-407 Employee Code of Conduct AP-481 Instructional Support Staff
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