

Category	Human Resources		
Subject	Growth Process		
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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).**

GROWTH PROCESS

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.

GROWTH PROCESS

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
- Appendix E - Performance Appraisal Report - SLP-SW-PSYCH
- Appendix F - Performance Appraisal Report - Bus Driver
- Appendix G - Performance Appraisal Report - Clerical-Library Assistant
- Appendix H - Performance Appraisal Report - Custodian-Maintenance
- Appendix I - Performance Appraisal Report - EA, SIW, Rehab Asst, SA
- Appendix J - Performance Appraisal Report – Managerial



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 utilizing a “corrective action approach” in dealing with employee issues. Employees should be made aware of what the concerns are and be 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 the management team.

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 with a follow up written communication.

Supervisors need to:

A. Establish expectations

- ✓ Set work 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 shall make a dated record of the meeting (and confirm with an email to the employee).
 - 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.
- A copy of ASD-S Policy 229 shall be shared with the employee.

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 shall make a dated record of the meeting (and follow up in writing with the employee; for example with an email).
 - Further meetings only become necessary if the behaviour reappears.

Assistance Phase

If improvements **were not** noticed, the supervisor shall:

1. Inform the appropriate District Director.
2. Meet with the employee to discuss what has been observed during the month since the last meeting.
3. Establish the impact this behaviour has.
4. Inform employee they are being placed on the **ASSISTANCE PHASE** of the Growth Process. This must be confirmed in writing and copied to the appropriate Director. The Director will respond, acknowledging the employee's placement on the "Assistance Phase", and copy to the personnel file.
5. Seek an explanation as to why changes have not occurred.
6. Work with employee to establish a plan for improvement.
7. BE SUPPORTIVE

Assistance Phase, continued

- The 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. It is very important that the supervisor does not write the plan. The plan should include the area for improvement and strategies for how to make the improvement.
- It is recommended that a hard copy of the “plan” be shared between the employee and Supervisor.

Monitoring

- The employee focuses on improvement and following the “plan”.
- The employee’s progress, or lack thereof, is monitored over the next month. If the employee requires direct support the employer will facilitate this.
- 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 shall keep notes regarding what was witnessed and/or discussed, and when this took place.

Future Meetings

- Regular meetings should take place to monitor the plan.
- If sufficient improvement is evident, the employee is informed that they are being removed from the Assistance Phase.
- 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 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 Process

- 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 with the Superintendent or designate, 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 then closely monitored for a reasonable period of time.
- 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 shall keep detailed notes regarding what was witnessed and/or discussed and when this took place.
- After a reasonable period of time, the following shall 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	Literacy Coordinator	School Principals
DAS Staff	Manager, Director	District Staff
Educational Assistant	Principal or Designate	Teacher, R&M
Student Attendant	Principal or Designate	School Bus Driver
Speech Therapy Assistant	Subject Co-ordinator - Ed. Services	Speech Language Pathologist
Social Worker	Subject Co-ordinator - Ed. Services, Principal or Direct Supervisor	School Staff or District Staff
Speech Language Pathologist	Subject Co-ordinator - Ed. Services, Child & Youth Clinical Co-ordinator	School Staff
Psychologist/Psychometrist	Subject Co-ordinator - Ed. Services, Child & Youth Clinical Co-ordinator	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/Coaches)	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



	Long-Term Substitute (LTS) D Without Recall	New Contract Teachers D / B / E / C (1-3 years)	D Probationary (with 3 yrs or more)	B	On-Review	Principal Vice-Principal
NOTES	Long-Term Substitute with consecutive days of experience in the same assignment, as per policy 202. D Teachers who have not attained recall rights	Contract teachers who have attained recall rights and are under 3 yrs experience. Includes reassignment, movement of schools, or new area of specialty	D Contract teacher with three or more years experience	Continuing Contract	Contract Teacher that has had notable concerns in past performance assessments and has been placed on formal review	5-year contract
Growth Goals		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 to the Director of Schools)
Walkthroughs	Weekly or as required	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
Pre & Post Conference	As requested	As requested	As requested	As requested	As scheduled	As requested
Summative Performance Assessment	Evaluation at under 2 months, under 4 month, and at end of contract	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 3 with Director of Schools and at yr 5 with Superintendent & Director of Schools to review and reflect on accomplishments

EVALUATION CYCLE – NON-TEACHING STAFF



	Casual Employee (1-3 years)	Casual Employee (in long-term assignment)	Employee (1-3 years)	Employee (4 yrs or more)	Assistance Phase	On-Review
NOTES	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 3 years experience.	Employee with more than 3 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
Growth Goals	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
Inspections (custodial and drivers)	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
Performance Assessment	Not Applicable	Completed by 30th work day or as required by circumstances	1 time / year or	Once every five years	EAs – Process led by Principal and HR Drivers – Process led by Driver Coach, Assistant Manager, and HR Custodian – Process led by Custodial Foreman, Assistant Manager and HR	EAs – Process led by Director of HR and Director of Education Support Services Driver and Custodians - Process led by Director of HR, Director of Finance and Administration and Manager