

## GROWTH PROCESS

|                 |                        |                |             |
|-----------------|------------------------|----------------|-------------|
| <b>Category</b> | <b>Human Resources</b> |                |             |
| <b>Subject</b>  | <b>Growth Process</b>  |                |             |
| <b>Adopted</b>  | May 2015               | <b>Revised</b> | August 2026 |

The success of Anglophone South School District depends on the quality, innovation, reliability, and professional contribution of its employees. Through systematic and objective performance review, clearly established expectations, and appropriate support, employees will be encouraged to develop toward their full potential.

The Growth Process is intended to support employees in achieving and maintaining acceptable standards of performance, conduct, attendance, and professional responsibility. The process promotes continuous improvement through coaching, mentoring, professional learning, constructive feedback, recognition, and appropriate support. When concerns arise regarding an employee's performance, conduct, or attendance, supervisors are responsible for identifying the concerns in a timely manner and working collaboratively with the employee to establish clear expectations, provide support, and encourage improvement. The objective of the Growth Process is corrective and developmental in nature. It is intended to assist employees in meeting established workplace expectations and contributing effectively to the goals, operations, and student success outcomes of Anglophone South School District.

### **Workplace Expectations**

All employees are expected to:

- Perform the duties of their position competently and professionally.
- Demonstrate professional conduct consistent with district values and expectations.
- Meet established performance standards.
- Comply with district policies, procedures, and directives.
- Attend work regularly and reliably.
- Follow established absence reporting procedures.
- Participate in improvement plans and support measures when concerns are identified.

Attendance is a fundamental workplace expectation. Regular and reliable attendance is essential to operational effectiveness, service delivery, continuity of learning, and organizational success. Employees are expected to make reasonable efforts to maintain satisfactory attendance and to communicate absences in accordance with established procedures.

## **GROWTH PROCESS**

### **Procedures**

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

#### Standard Development

|                         |                                |
|-------------------------|--------------------------------|
| <b>Foundation Phase</b> | <b>(Beginning Employees)</b>   |
| <b>Growth Phase</b>     | <b>(Experienced Employees)</b> |

#### Employees Experiencing Difficulty

|                         |                              |
|-------------------------|------------------------------|
| <b>Awareness</b>        | <b>(Informing Employees)</b> |
| <b>Assistance Phase</b> | <b>(Guiding Employees)</b>   |
| <b>On-Review</b>        | <b>(Directing Employees)</b> |

#### **Beginning Employees**

It is extremely important that employees start off on the right foot. For 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 will provide coaching, mentoring, orientation, feedback, professional guidance, and appropriate support. Employees may also be provided with other resources to support development. The Foundation Phase is designed to promote employee success through early support and engagement.

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**

The On-Review Process is a formalized approach to unresolved performance, conduct, or attendance concerns. The supervisor provides a directive approach by identifying the concerns, establishing specific and measurable expectations, defining timelines for improvement, and monitoring and documenting progress. Where attendance concerns are the basis for On-Review, consideration will be given to attendance history and patterns, previous interventions, support provided, operational impacts, the employees' efforts to improve, and any applicable accommodation or human rights obligations. Failure to demonstrate satisfactory improvement may result in further action consistent with applicable legislation, collective agreements, employment agreements, and district policies.

## **GROWTH PROCESS**

### **Attendance, Accommodation, and Human Rights Considerations**

Attendance concerns may be addressed through the Growth Process; however, supervisors must recognize and comply with the district's obligations regarding human rights legislation, disability-related absences, medical accommodation, protected grounds, and the duty to accommodate.

Where a supervisor becomes aware that attendance concerns may involve a medical condition, disability, family status obligation, or another protected ground, Human Resources must be consulted promptly. The Growth Process does not replace accommodation obligations or disability management processes.

Nothing in this policy limits the district's obligation to engage in accommodation processes in accordance with applicable legislation and collective agreements.

### **Guiding Principle**

Attendance is a fundamental workplace expectation and may be addressed through the Growth Process when attendance patterns, reliability concerns, or failure to follow attendance procedures affect an employee's ability to fulfill the responsibilities of their position. The district's approach will remain supportive, corrective, fair, and consistent while respecting accommodation and human rights obligations.

## **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
- Appendix H - Performance Appraisal Report - Custodian-Maintenance
- Appendix I - Performance Appraisal Report - EA, Rehab Asst, SA
- Appendix J - Performance Appraisal Report – Managerial



*Assistance  
&  
On-Review  
Process*

*Guidelines for Supervisors*

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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 and applies to performance, conduct, and attendance concerns.

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 maintaining a positive work environment where employees feel supported, engaged, and able to be productive. This commitment also supports a positive learning environment for students.

This includes identifying concerns related to performance, conduct, or attendance and supporting employees in correcting or improving those concerns. Corrective action is an ongoing, interactive process that helps employees identify and address barriers to meeting workplace expectations. Employees must be given a reasonable opportunity to improve their performance, conduct, or attendance, while respecting applicable accommodation and human rights obligations.

Addressing employee concerns can be difficult for supervisors; however, failing to identify concerns early may allow the issue to continue. Early intervention is fair to both the organization and the employee. Supervisors are therefore expected to have these conversations when concerns arise.

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 supports a corrective action approach when addressing employee concerns. Employees should be clearly advised of the concerns and provided with appropriate tools and support to improve. The responsibility for improvement initially rests with the employee; however, if improvement is not evident, a more directive approach should be taken, with involvement increasing from the direct supervisor to the management team as required.

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

The starting assumption should be that the employee's behaviour is non-culpable, meaning the employee is not acting intentionally. On that basis, progressive discipline is not appropriate; the corrective action approach should be used. Progressive discipline is only appropriate when the employee's negative behaviour is intentional and therefore culpable.

### *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. 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 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 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, 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's performance, conduct, or attendance, the concerns should be identified to the employee promptly. The supervisor should set an appropriate time to have a constructive discussion with the employee. If the concern may be connected to a medical condition, disability, family status obligation, or another protected ground, the supervisor must consult Human Resources before establishing attendance-improvement requirements.

### *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 at the meeting in a supportive role.

At the meeting, the supervisor should:

1. Identify the specific performance, conduct, or attendance concern
  2. Establish the impact on operations, service delivery, student learning, workplace efficiency, or team functioning.
  3. Ensure the employee understands the performance, conduct, or attendance expectations.
  4. Provide the employee with an opportunity to respond and identify any need for support or accommodation.
  5. BE SUPPORTIVE
- Supervisor shall make a dated record of the meeting (and follow-up 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 monitoring period, the supervisor should monitor the employee's progress. For performance concerns, this may include inspections or walkthroughs. For attendance concerns, monitoring should be based on accurate attendance records, reporting compliance, identified patterns, and the expectations communicated to the employee. The supervisor should keep dated objective notes so that progress can be discussed at the next meeting. Medical diagnoses or unnecessary medical details must not be recorded in supervisory notes.

## *Meeting #2*

- Discussing 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 **are** 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 opportunities 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 **are 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 the 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 the employee to establish a plan for improvement.

7. BE SUPPORTIVE

- The supervisor will confirm the discussion and plan for improvement in writing, including appropriate and measurable timelines. For attendance concerns, the communication will identify the attendance expectation, the concern or pattern being addressed, the required improvement, the review period, the reporting procedures that must be followed, and the support available. Any accommodation-related information will be managed confidentially in consultation with Human Resources.
- A key component of this stage is the plan. The plan should normally be developed with the employee and should identify the area for improvement, measurable expectations, strategies and support, timelines, monitoring methods, and review dates. When attendance is a concern, the plan should focus on attendance expectations and workplace impact rather than diagnosis. The supervisor is responsible for ensuring that the plan is clear, complete, and consistent with Human Resources guidance and any applicable accommodation requirements.
- It is recommended that a hard copy of the “plan” be shared between the employee and supervisor.

## *Monitoring*

The employee is responsible for focusing on improvement and following the established plan.

- The employees’ progress, including any lack of improvement, will be monitored over the next month. If direct support is required, the employer will facilitate it.
- Monitoring may include work inspections, informal progress meetings, and input from other supervisors, as appropriate.
- The focus remains on supporting the employees’ improvement.
- The supervisor must keep dated notes documenting what was observed, what was discussed, and when it occurred.

## *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 improvement is minimal or insufficient, the Supervisor should prepare a brief for their Supervisor and the Director of Human Resources. The brief should include a timeline of events, including the plan, and recommend that the employee be placed **On Review**.

## *On-Review Process*

- The Director of Human Resources will review the timeline with the Superintendent or Designate and decide as to whether 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 copied to their employees’ personnel file.

Where attendance is the basis for On-Review, the plan will establish specific and measurable attendance expectations, reporting requirements, monitoring and review dates, available support, and the consequences of insufficient improvement. Human Resources will confirm that accommodation and human rights considerations have been addressed before the plan is finalized.

- Employee focuses on improvement and following the “plan.”
- The employee’s progress, or lack thereof, is then closely monitored for a reasonable period.
- 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, 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**

| <b>Classification</b>                     | <b>Person(s) Responsible to Evaluate</b>                               | <b>Feedback May Be Sought From</b>                        |
|-------------------------------------------|------------------------------------------------------------------------|-----------------------------------------------------------|
| 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 Coordinator - Ed. Services                                     | Speech Language Pathologist                               |
| Social Worker                             | Subject Coordinator - Ed. Services                                     | School Staff                                              |
| Speech Language Pathologist               | Subject Coordinator - Ed. Services, Child & Youth Clinical Coordinator | School Staff                                              |
| Psychologist/Psychometrist                | Subject Coordinator - Ed. Services, Child & Youth Clinical Coordinator | 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 Coordinators                               |
| Education Support Teacher (Leads/Coaches) | Subject Area Coordinators                                              | 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 Coordinators |

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

# EVALUATION CYCLE – TEACHING STAFF



|                                         | Long-Term Substitute (LTS)<br>D Without Recall                                                                                                        | New Contract Teachers<br>D / B / E / C<br>(1-3 years)                                                                                                  | D<br>Probationary<br>(with 3 yrs or more)                                                | B                                                     | On-Review                                                                                                           | Principal<br>Vice-Principal                                                                                                                 |
|-----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|-------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| <b>NOTES</b>                            | Long-Term Substitute with consecutive days of experience in the same assignment, as per policy 202.<br>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                                                                                                                             |
| <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 to the Director of Schools)                                                                              |
| <b>Walkthroughs</b>                     | 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                                                                                                                              |
| <b>Pre &amp; Post Conference</b>        | As requested                                                                                                                                          | As requested                                                                                                                                           | As requested                                                                             | As requested                                          | As scheduled                                                                                                        | As requested                                                                                                                                |
| <b>Summative Performance Assessment</b> | 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<br>( 1-3 years )                                      | Casual Employee<br>(in long-term assignment)                               | Employee<br>( 1-3 years )                             | Employee<br>(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 needs 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<br>(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                        | <b>EAs</b> – Process led by Principal and HR<br><b>Drivers</b> – Process led by Driver Coach, Assistant Manager, and HR<br><b>Custodian</b> – Process led by Custodial Foreman, Assistant Manager and HR | <b>EAs</b> – Process led by Director of HR and Director of Education Support Services<br><b>Driver and Custodians</b> - Process led by Director of HR, Director of Finance and Administration and Manager |