

SCHOOL DISTRICT NO. 8 (Kootenay Lake)

CONFIDENTIAL PERFORMANCE APPRAISAL

Student Support

Performance Appraisals should be completed, shown to and shall be discussed with the employee, signed by all the parties after discussion, and forwarded to the Human Resources Dept. as per instructions. Supervisors are to refer to the accompanying guide before appraising the employee.

Name: _____ Employee#: _____ Position: _____

School/Department: _____ Date: _____

The following appraisal is for:

PROBATIONARY EMPLOYEE

REGULAR EMPLOYEE

Report #1 #2 #3 #4 #5

Trial Report #1 #2 #3 #4 Other

SUBSTITUTE EMPLOYEE

Legend:	
E	Exceeds - Significantly and consistently exceeds the job requirements
M	Meets – Consistently meets the job requirements
ID	Improvement Desired - Does not yet meet the job requirements, some improvement required
IE	Improvement Essential – Significantly below the requirements, improvement required
NA	No opportunity or not applicable -Staff member has not had an opportunity to perform this duty

DEMONSTRATED SKILLS AND ABILITIES	E	M	ID	IE	NA
Demonstrates thorough knowledge of principles and techniques to support students	<input type="checkbox"/>				
Demonstrates thorough knowledge of resources to support students	<input type="checkbox"/>				
Demonstrates thorough knowledge of technology to support students	<input type="checkbox"/>				
Demonstrates knowledge and skills in dealing with specific needs associated with each student	<input type="checkbox"/>				
Implements, where requested, the relevant aspects of the student(s) IEP	<input type="checkbox"/>				
Assists with the development of the student(s) IEP	<input type="checkbox"/>				
Follows prescribed procedures while observing and collecting information	<input type="checkbox"/>				
Where applicable, prepares accurate records in an organized and legible manner	<input type="checkbox"/>				
Encourages appropriate student independence wherever possible	<input type="checkbox"/>				
Recognizes student's uniqueness by demonstrating empathy, kindness, respect and patience for the individual	<input type="checkbox"/>				
Ensures that student behaviour is monitored so as to prevent accident or injury to self or others	<input type="checkbox"/>				
Demonstrates confidentiality	<input type="checkbox"/>				

Carries out other duties as assigned by the Supervisor or as required by individual student needs (specify):					
a.	<input type="checkbox"/>				
b.	<input type="checkbox"/>				
c.	<input type="checkbox"/>				
SUPPORTING COMMENTS:					
COMMUNICATION AND TEAM WORK	E	M	ID	IE	NA
Liaises appropriately with staff, parents, volunteers, committees and agencies	<input type="checkbox"/>				
Communicates effectively at all levels within the organization	<input type="checkbox"/>				
Maintains a professional relationship with co-workers	<input type="checkbox"/>				
Participates effectively as a member of a team	<input type="checkbox"/>				
Understands and acts upon instructions, information and feedback	<input type="checkbox"/>				
Maintains a positive and collaborative attitude	<input type="checkbox"/>				
SUPPORTING COMMENTS:					
PLANNING AND ORGANIZATION	E	M	ID	IE	NA
Establishes priorities and organizes time effectively to achieve students' objectives	<input type="checkbox"/>				
SUPPORTING COMMENTS:					
ADAPTABILITY AND FLEXIBILITY	E	M	ID	IE	NA
Adapts and responds to the changing needs of the position or school	<input type="checkbox"/>				
Adapts to individual student needs	<input type="checkbox"/>				
Completes tasks according to classroom routines and procedures as directed	<input type="checkbox"/>				
Works effectively in a variety of situations and with various individuals or groups	<input type="checkbox"/>				
SUPPORTING COMMENTS:					

INITIATIVE	E	M	ID	IE	NA
Demonstrates accountability and responsibility to the students, the classroom and the District	<input type="checkbox"/>				
Works independently as appropriate	<input type="checkbox"/>				
Seeks direction and information at appropriate times	<input type="checkbox"/>				
SUPPORTING COMMENTS:					
PROBLEM SOLVING	E	M	ID	IE	NA
Demonstrates ability to solve problems	<input type="checkbox"/>				
Demonstrates ability to deal with increasingly challenging circumstances and make sound decisions	<input type="checkbox"/>				
SUPPORTING COMMENTS:					
WORK HABITS	E	M	ID	IE	NA
Attends work on a regular basis	<input type="checkbox"/>				
Starts work on time and returns from breaks when required	<input type="checkbox"/>				
SUPPORTING COMMENTS:					

SUPERVISOR COMMENTS:

EMPLOYEE COMMENTS:

Has the employee been counselled on how to improve any areas marked Improvement Essential or Improvement Desired?

Yes No

Explain:

RECOMMENDATIONS:

Probationary or Trial Period Report: Retain Employee YES NO

Other Period Report: Retain Employee YES NO N/A

ACKNOWLEDGEMENTS

Performance Appraisal was reviewed with the employee on _____ Date

Signature of Employee

Signature of Supervisor

NOTE: The employee's signature does not constitute agreement with the appraisal; it simply acknowledges that the employee has had the opportunity to read and discuss the report.

Employee Development Plan (optional):

Name: _____ Employee#: _____

Position: _____

School/Department: _____ Date: _____

Describe the goals set for the next performance reporting period.

Goals:

1.

2.

3.

Outline the professional development activities planned for the next review period that will account in achieving these goals.

Activities:

Date to be Completed:

1.

2.

3.

The appraisal forms are to be distributed as follows:

- A copy to Human Resources
- A copy to Student Services
- A copy for your files
- A copy for the employee

SCHOOL DISTRICT NO. 8 (Kootenay Lake)

Quick Guide for Support Staff Performance Appraisals

When do I conduct Performance Appraisals?

There are four types of evaluations that are conducted depending on the status of the employee:

1. Probationary Period (Article 16.04)

This is a sixty (60) shift period served by the employee when he/she is new to the District. This is to determine his/her suitability to become a regular employee. **(Scheduled evaluations are done at 5, 20, 30, 40 and 55 shifts; this is not to exclude evaluations being conducted at other points.)**

2. Trial Period (Article 18.13)

This is a thirty (30) shift period served by an employee to determine his/her suitability in a particular classification where the employee has not yet completed a trial period. **(Scheduled evaluations are done at 5, 10, 15 and 25 shifts; this is not to exclude evaluations being conducted at other points.)**

3. Evaluation Period

All employees who transfer to a new location by promotion, demotion or transfer **shall serve an evaluation period of up to but not to exceed one (1) month** if they have previously served a trial period in that particular classification. An evaluation is done at 4 weeks.

4. Bi-Annual Evaluation Period

Employees who have been evaluated in accordance with Articles 16.04 and 18.13 and remain in the same location, thereafter will be evaluated on performance at least every two (2) years from the date of the previous evaluation.

5. Substitute Evaluation

It is an expectation that the evaluation process will also be provided for district substitute support workers. These periodic assessments will be performed to ensure that effective support is being delivered to our students. They also provide data so that the district can plan applicable professional development opportunities.

Please Note: Performance appraisals can be conducted at times other than what is indicated in the Collective Agreement. It is recommended that supervisors perform performance appraisals whenever they see fit. Supervisors are encouraged to use the appraisal forms on an ongoing basis, and to use them as a developmental tool for the employee.

It is imperative that the final appraisals for the probationary and trial period are completed on shifts 55 and 25 respectively. Once the probationary period ends on shift 60 and the trial period ends on shift 30, performance issues not addressed will not be taken into account to determine suitability of employee. If performance issues are addressed prior to the cut off dates, they can be addressed and acted on appropriately.

The development of a strong, competent support staff is essential to the smooth functioning of a school system. The Kootenay Lake School District expects all employees to make continuous efforts to improve their work and/or provide an opportunity for growth. Similarly, the Kootenay Lake School District expects their managers to assist employees through supervision and through the performance review and development process. The purpose of the process is to provide employees

with the opportunity to grow and meet their individual performance expectations. This will require support from both the supervisor and the employee as constant communication is vital to make this system valuable.

The legend to be used for the performance appraisals is as follows:

Legend:	
E	Exceeds - Significantly and consistently exceeds the job requirements
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The performance criteria identified in the performance appraisal and their definitions are as follows:

Demonstrated Skills and Abilities – Assessment of the application of skills and knowledge required to achieve the expected performance.

Communication and Team Work – Listening, understanding and responding combine to create effective interaction with others. They include the principle of dealing with people in a direct, open, trusting and respectful manner. Similarly, there is a willingness to work closely with colleagues or with other employees toward a common goal.

Planning and Organization - Ability to plan and establish priorities and respond effectively to established timelines.

Adaptability and Flexibility – Ability to work effectively in a variety of situations, and with various individuals or groups. It entails understanding and appreciating different and opposing perspectives on an issue, adapting one’s approach to the changes at hand, and easily accepting such changes as directed by the District.

Initiative – Takes action without being prompted; is willing to take appropriate risks once all aspects of the matter have been taken into account.

Problem Solving – Demonstrates one’s ability to accomplish a task or to solve problems. This includes dealing with increasingly challenging circumstances, making sound decisions and presenting opinions effectively.

The employee must see the complete form and sign it. If the employee does not agree with the appraisal, the employee should be encouraged to comment in the space provided. The employee’s signature, therefore, does not constitute agreement with the appraisal; it simply acknowledges that the report has been discussed with the employee and that the employee has been given the opportunity to comment.

The appraisal forms are to be distributed as follows:

- The original form sent to Human Resources
- A copy for Student Services
- A copy for your files
- A copy for the employee