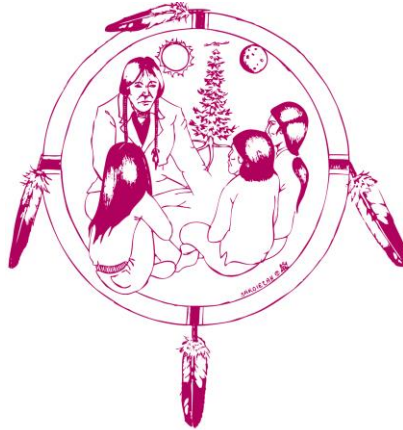


Ahkwesāhsne Mohawk Board of Education



POLICY 403 SUPERVISION AND EVALUATION OF PERSONNEL

Please Note:

AMBE policies are governance documents that state the Board’s decision related to an area of operation by stating purpose, guiding principles, basic procedures, and key responsibilities.

AMBE senior management is accountable for implementing Board policies, and expected to exercise good judgment when implementing the policies in the context of day-to-day operations. Where appropriate, senior management may decide to develop specific guidelines and procedures, Administrative Frameworks, to ensure the appropriate implementation of Board policy.

This policy was adopted for the first time by the Ahkwesāhsne Mohawk Board of Education (AMBE) on:
March 9, 2022

Subsequent amendments:
_____, 20__

Contents

- 1. Purpose3
- 2. Definitions3
- 3. Principles and Directives4
 - 3.1. General Principles.....4
- 4. Procedures4
 - 4.1. Evaluation:4
 - 4.2. Supervision:5
 - 4.3. Administrative Frameworks for Each Category of Personnel.....5
- 5. Roles and Responsibilities5
 - 5.1. The Board of Trustees will ensure:5
 - 5.2. The Director of Education will ensure:5
 - 5.3. Senior Leadership and Management in their supervisory role will:6
 - 5.4. Personnel will:6
 - 5.5. Human Resources will:6
- 6. Policy Review and Revision7
 - 6.1. Principles and Directives:7
 - 6.2. Procedures:.....7
 - 6.3. Roles and Responsibilities:7

1. Purpose

The purpose of *Policy 403- Supervision and Evaluation of Personnel* is to establish the Ahkwasasne Mohawk Board of Education guiding values, principles, general procedures, and general responsibilities for the supervision and evaluation of personnel.

2. Definitions

Alphabetical Order

2.1	Akwasasne Students	All students under the jurisdiction of the <i>Mohawk Council of Akwasasne</i> who have the right to access AMBE programs and services.
2.2	The Board or AMBE	Refers to the <i>Ahkwasasne Mohawk Board of Education</i> , which includes both the governance and administrative structure.
2.3	Board Members	Includes both Trustees and Ex-officio Members.
2.4	Board of Trustees	A duly called meeting of Trustees to conduct the official business of the <i>Ahkwasasne Mohawk Board of Education</i> .
2.5	Center	The term “center” is used in reference to the establishments through which AMBE provides Child Care, Post-Secondary, and Continuing Education programs and services.
2.6	The Council or MCA	<i>Mohawk Council of Akwasasne</i> .
2.7	Director of Education	The executive officer and lead manager of the <i>Ahkwasasne Mohawk Board of Education</i> who is directly accountable to the Board for the administration of the Board’s schools, centers, programs and services and the management of its human, financial and material resources. The <i>Director of Education</i> is an Ex-officio member of the Board.
2.8	Equity	Treating students, parents/guardians, teachers, staff, management and all members of the <i>Ahkwasasne Mohawk Board of Education</i> community with fairness, impartiality and the principles of merit
2.9	Formative Assessment	Formative assessment is the ongoing assessment of an employee’s performance, in support of the continuous development and improvement of the knowledge, skills, and competencies to meet the requirements of their areas of responsibility.
2.10	Instructors	Personnel with teaching positions, generally in the adult sector, where duties and responsibilities are limited to instruction of assigned groups of students for specific courses and/or programs.
2.11	Managers	Personnel responsible for the management of human, financial, and/or material resources in an AMBE school, department, or service with both accountability and responsibility to the Director of Education.
2.12	Summative Evaluation	Summative evaluation is the regularly scheduled written evaluation of an employee’s performance. Summative evaluation is used to ensure employees are maintaining and improving their knowledge, skills, and competencies to meet the requirements of their areas of responsibility and/or make employment decisions.
2.13	Support Personnel	Personnel that provide support in an AMBE school, department, or service, including but not limited to assistants, secretaries, technicians, clerks, bus drivers, and others as noted in the <i>MCA General Personnel Policy (GPP)</i> .
2.14	Teachers	Personnel with teaching positions, generally in the K to 12 sector where duties and responsibilities are limited to instruction of assigned groups of students for specific courses, grade levels, and/or programs.
2.15	Trustees	Elected members of the <i>Ahkwasasne Mohawk Board of Education</i> as established by the <i>Mohawk Council of Akwasasne</i> and defined in AMBE policy.

3. Principles and Directives

3.1. General Principles

The Ahkwesāhsne Mohawk Board of Education believes that consistent supervision and evaluation processes:

- 3.1.1. Ensure AMBE personnel performance aligns with AMBE's mission, vision and strategic plan.
- 3.1.2. Promote excellence in the performance of technical and professional duties, which maximizes students' learning opportunities.
- 3.1.3. Foster a culture of professional behaviour through clearly stated roles, responsibilities, and expectations.
- 3.1.4. Encourage open discussion of an employee's strengths and challenges, leading to the identification of clear expectations, and providing strategies for performance improvement.

The Ahkwesāhsne Mohawk Board of Education is committed to:

- 3.1.5. Providing clearly articulated procedures for the supervision and evaluation of all personnel that align with AMBE's mission, vision and strategic plan.
- 3.1.6. Supporting employee performance improvement and ongoing development and achievement of excellence.
- 3.1.7. Recognizing the importance of each employee's contribution to the success of our students and AMBE in general.

4. Procedures

4.1. Evaluation:

- 4.1.1. Evaluation refers to the regularly scheduled process of summative evaluation, which involves the written assessment of strengths and challenges, recognition of successes, identification of clear expectations for changes and adjustments, and providing strategies to maintain and improve performance.
- 4.1.2. In general, evaluation will include opportunities for an employee and their supervisor to meet on a regularly scheduled basis, including as a minimum:
 - At the beginning of the year, set performance expectations, including:
 - Goal setting;
 - Performance outcomes;
 - Required training and/or professional development to enhance competencies; and
 - Supervision timelines.
 - At the end of the year, meet to share the results of the employee's summative evaluation, which will include:
 - A written summative evaluation based on the goals and performance outcomes identified at the beginning of the year;
 - A face-to-face meeting to review the written summative evaluation; and
 - An opportunity for feedback from the employee being evaluated, including if appropriate, the opportunity to provide a self-assessment/portfolio.

4.2. Supervision:

4.2.1. Supervision refers to the ongoing process of formative assessment, which involves regular proactive feedback (*reinforcing strengths and identifying challenges*) for learning and improvement and to ensure that an employee is fulfilling their roles and responsibilities and meeting expectations.

4.2.2. In general, supervision will include regular opportunities throughout the year for an employee and their supervisor to:

- Meet a minimum of three (3) times a year for formative assessment of the employee's performance;
- Where appropriate provide opportunities to observe the employee's performance;
- Review progress related to the goals and performance outcomes set at the beginning of the year;
- Recognize the employee's contributions and successes; and
- Identify any needed supports to assist the employee in making any needed improvements and/or to meet any challenges.

4.3. Administrative Frameworks for Each Category of Personnel

4.3.1. The Director of Education will ensure that there is a clearly articulated administrative framework, which outlines the procedures for the regular evaluation and supervision for each category of personnel as required based on:

- MCA General Personnel Policy;
- Collective Agreements;
- Labour Code; and
- Any other appropriate regulation, recognized practice, and/or procedure.

5. Roles and Responsibilities

5.1. The Board of Trustees will ensure:

- This policy is implemented under the direction of the Director of Education; and
- This policy is reviewed in accordance with the provisions of section 6 of this policy.

5.2. The Director of Education will ensure:

- This policy is implemented to ensure:
 - AMBE personnel performance aligns with AMBE's mission, vision and strategic plan;
 - Excellence in the performance of technical and professional duties, which maximizes students' learning opportunities;
 - A culture of professional behaviour through clearly stated roles, responsibilities, and expectations; and
 - Open discussion of an employee's strengths and challenges, leading to the identification of clear expectations, and providing strategies for performance improvement.
- There are clearly articulated administrative frameworks for the supervision and evaluation of all personnel that respect:
 - MCA General Personnel Policy;
 - Collective Agreements;
 - Labour Code; and
 - Any other appropriate regulation, recognized practice, and/or procedure.

- Employees are supported in their performance improvement and ongoing development and achievement of excellence; and
- There is recognition of the importance of each employee's contribution to the success of our students' and AMBE in general.

5.3. Senior Leadership and Management in their supervisory role will:

- Ensure regularly scheduled meetings for employee evaluations as noted in the procedures (4.1.2) to:
 - Set performance expectations at the beginning; and
 - Provide their summative evaluation at the end of the year.
- Set a minimum of 3 opportunities to engage with employee for formative assessment as noted in the procedures (4.2.2) to:
 - Recognize the employee's contributions and successes; and
 - Identify any needed supports to assist the employee in making any needed improvements and/or to meet any challenges.
- Participate in the review and revision of the supervision and evaluation process as required.

5.4. Personnel will:

- Complete a self-assessment as required;
- Meet as required with their supervisor to discuss performance and performance related documentation;
- Share performance related documentation (portfolio);
- Identify training and professional development needs and interests; and
- Review and discuss feedback from supervisor's observations of their performance.

5.5. Human Resources will:

- Coordinate training to senior leadership, managers, and personnel in implementing the supervision and evaluation process;
- Introduce newly hired personnel to supervision and evaluation process during employee orientation and induction;
- Assist senior leadership and managers in preparing supervision and evaluation review schedules;
- Maintain tracking system and ensure that assessments are being performed per the established schedule;
- Receive confidential copies of personnel evaluations, ensuring completed evaluations are kept in employees' personnel files;
- Collect and maintain records of personnel training and development goals and use this information to prepare personnel development offerings; and
- Assist in the review and revision of the supervision and evaluation processes (*Administrative Frameworks*) as required.

6. Policy Review and Revision

6.1. Principles and Directives:

- 6.1.1. It is important for the policies of the Akwesāhsne Mohawk Board of Education to remain current and serve the best interest of Akwesasne students and the Akwesasne community.
- 6.1.2. The Board of Trustees recognizes that this policy should be reviewed at a minimum of every 5 years and/or when the legal or regulatory requirements of the Mohawk Council of Akwesasne change or the Board must meet new government obligations.

6.2. Procedures:

- 6.2.1. The Board of Trustees will establish a timeline for the regular review of this policy that requires the policy be reviewed at a minimum 5 years from the date of approval by the Board or as required by new circumstance or obligations.

6.3. Roles and Responsibilities:

- 6.3.1. Board of Trustees will:
 - Establish a timeline for the regular review of this policy and ensure that it is respected; and
 - Ensure that this policy is reviewed at a minimum every 5 years from the date of approval, or when the legal or regulatory requirements of the Mohawk Council of Akwesasne change or the Board must meet new government obligations.
- 6.3.2. The Director of Education will:
 - Initiate a review of this policy at a minimum every 5 years from the date of approval, or when the legal or regulatory requirements of the Mohawk Council of Akwesasne change or the Board must meet new government obligations.