

POLICY HANDBOOK**PREAMBLE**

Professional growth planning is a non-judgmental process designed to foster personal and professional growth. This policy operates under the assumption that school support staff are competent and that they are willing to improve their abilities to fulfill their responsibilities. The final assumption is that professional growth planning is a cooperative process between school support staff and professional educators.

In the true spirit of the professional growth policy, professional growth planning is non-judgmental and the principal and teachers:

- provide a listening ear
- participate in the plan if included
- have confidence in the school support staff member's ability
- encourage risk taking
- are supportive

POLICY

THE BOARD OF HORIZON SCHOOL DIVISION NO. 67 BELIEVES THAT ALL SCHOOL SUPPORT STAFF HAVE A RESPONSIBILITY TO BE INVOLVED IN CONTINUOUS, PROFESSIONAL GROWTH PLANNING PROCESS DESIGNED TO FOSTER GROWTH WHICH WILL ENHANCE STUDENT LEARNING.

REGULATIONS

1. The school support staff member will develop a process of professional growth planning each year.
2. Early in the school year the school support staff member will communicate his/her plan to the classroom support teacher or other supervisor. The classroom support teacher or other supervisor will communicate the plan to the school administrator.
3. At the end of each school year, the principal will submit to the superintendent written verification that each school support staff member developed and implemented a professional growth planning process.
4. Any written reports generated by this planning process will not be used in the summative evaluation process, unless requested by the school support staff member.

GUIDELINES FOR THE PROFESSIONAL GROWTH PLANNING PROCESS

1. In determining the professional growth planning process, a variety of alternatives should be considered by the school support staff member. Individuals and staffs are encouraged to generate strategies and approaches which may be used as specific examples of professional growth planning. For assistants, the four performance areas (refer to *Criteria for the Evaluation of an Assistant's Performance*) may become the focus of professional growth processes. For other support staff, position descriptions (including role and responsibilities) and/or evaluation performance criteria may be used to guide professional growth planning.
2. Professional growth planning should include frequent communication between the school support staff member, and appropriate personnel such as supervising teachers, and/or classroom support teachers, and school administrators.

***for the purpose of this document, the term school support staff includes assistants, secretaries, librarians, secretary assistants, and clerical aide**