

ADMINISTRATIVE PROCEDURE

Personnel and Employee Relations

Support Staff Orientation,
Supervision, Growth, Evaluation

PER #26

Revised: May 2026

Background

The Board's Policy for [Compensation and Benefits for Non-teaching Staff](#) directs the Superintendent to ensure staff finds Christ The Redeemer (CTR) Catholic Schools a supportive and caring place to work, while Section 225 of the Alberta Education Act outlines legislated guidelines regarding the hiring of non-teaching employees.

All employees are expected to conduct themselves in a manner that upholds the integrity and public trust placed in the division at all times, including while off duty, and to avoid actions that could negatively impact the division's image, reputation, or operations. This expectation reflects our Fundamental Belief of being Safe and Caring, grounded in the conviction that the infinite value of each person in God's eyes must be reflected in all that we do, calling for respect in all relationships among students, parents, staff, and supporters.

Procedures

1. Support Staff Orientation

- 1.1. All new CTR Catholic support staff shall be provided with a supervisor-directed orientation including a detailed explanation of this administrative procedure.
- 1.2. Each Orientation includes the following on the specific work site:
 - 1.2.1.1. Site Tour with supervisor
 - 1.2.1.2. Occupational Health and Safety New Employee Orientation
 - 1.2.1.3. Emergency Procedures including site specific
 - 1.2.1.4. Completion of Safety Training on virtual platform
 - 1.2.1.5. Position Profile Review
 - 1.2.1.6. Network and role specific site access
 - 1.2.1.7. Employee Database System (Atrieve) navigation
 - 1.2.1.8. Training with Information Technology, Human Resources, and Student Services as applicable
 - 1.2.1.9. Administrative Procedures specific to their role
 - 1.2.1.10. Privacy Training; Division/School Brand Guidelines, Communication Best Practices

2. Support Staff are expected to follow and be fully cognizant of all CTR's Administrative Procedures, including [Employee Conduct with Students](#), [Social Media](#) and [Performance Improvement](#).

3. Supervision, Growth and Evaluation

- 3.1. All new CTR support staff on assignment (i.e. not casual or relief) shall be provided with a formal written review, within their three-month probationary period, to assess their suitability for employment.
- 3.2. All new CTR support staff on assignment shall receive a formal written review at the end of their first year of employment.

- 3.3. Every four years, employees will undergo a formal review process using Employee Growth, Supervision and Evaluation form and supporting documentation.
- 3.4. Completed reviews shall be uploaded to the employee's personnel file.
- 3.5. The Supervision, Growth and Evaluation documents are based on the Employee Standards of Conduct and Professional Practice outlined in section 5.

4. Employee Standards of Conduct and Professional Practice

- 4.1. Position Profile: The position profile for each employee outlines the purpose, scope, and expectations of each role.
- 4.2. General Competencies: Support staff are expected to demonstrate competencies such as:
 - 4.2.1. Commitment to Catholic Education: demonstrates a deep commitment to the principles, values, and pedagogy of Catholic education, actively promoting its mission.
 - 4.2.2. Communication Skills: demonstrates exceptional written and verbal communication skills, effectively engaging with diverse audiences in both individual and group contexts.
 - 4.2.3. Interpersonal Skills: exhibits strong interpersonal capabilities, including effective negotiation, consensus-building, and influencing to support collaborative decision-making.
 - 4.2.4. Mentoring and Coaching: demonstrates abilities to mentor, coach, and develop staff across all organizational levels, fostering growth and excellence.
 - 4.2.5. Teamwork: excels in a collaborative team environment, fostering mutual respect and alignment toward shared goals.
 - 4.2.6. Organizational and Time Management Skills: demonstrates exceptional organizational and time management skills, efficiently prioritizing tasks to meet tight deadlines.
 - 4.2.7. Problem-Solving: displays excellent analytical and problem-solving abilities, effectively assessing needs and delivering practical, innovative solutions.
 - 4.2.8. Conflict Resolution: possesses the ability to mediate conflicts effectively and facilitate positive outcomes in challenging situations.
 - 4.2.9. Technological Proficiency: skilled in using technology and software tools relevant to the role, ensuring efficiency and accuracy in work processes.
 - 4.2.10. Collaboration Across Teams: excels in working with cross-functional teams to achieve organizational goals and foster inter-departmental communication.
- 4.3. Maintaining Public Trust in the Education System
 - 4.3.1. Employees are expected to conduct themselves in a manner that upholds the trust placed in them by students, families, and the broader community, recognizing the unique responsibility entrusted to those who work in education.
 - 4.3.2. Employees must demonstrate professionalism, integrity, and respect in all interactions with students, colleagues, parents, and community members, both during work hours and in circumstances where their actions may be associated with the division.
 - 4.3.3. Employees are expected to exercise sound professional judgment and avoid conduct that could undermine confidence in the division, the safety and well-being of students, or the integrity of the education system.