



Educational Assistant Evaluation Administrative Procedure 2.C.30

2.0 Human Resources
2C Evaluation and Growth

Board Governance Policy Cross Reference: 1, 2, 3, 4, 12, 13, 16

Legal Reference: *Education Administration Act*

Date Adopted: April 2004

Date Amended: October 2006, June 2017, June 2018, **August 2025**

Evaluation Procedure

1. Each September, upon hiring, or upon reassignment, the Teacher, Student Service Teacher and/or supervisor will review assigned duties with the Educational Assistant (EA). Principals will review the evaluation format and Educational Assistants in Manitoba Schools document with all educational assistants each September or upon hiring.
2. Principals are responsible for signing and communicating evaluations. Collection of written feedback from supervising teachers is required.
3. Evaluation timelines vary according to length of employment:
 - a. **Probationary employees:** must be completed by the end of the second month so that the probationary period may be extended as necessary as per Collective Agreement.
 - b. **New Educational Assistants:** must be completed annually by May 30th for the first two years of employment.
 - c. **Educational Assistants employed longer than two years:** must be completed by May 30th, every second year of employment.
 - d. **Educational Assistants identified by principals with performance concerns:** must be completed by May 30th of each year that the concerns exist.
 - e. **Educational Assistants new to a school:** must be completed by May 30th of the first year, then every second year thereafter.

Completed evaluations are to be shared with, and copied to, the Educational Assistant. Originals are to be forwarded by May 30th to the Director of Programs and Student Services and the Human Resources Officer for placement in personnel files.

Educational Assistants who disagree with an evaluation should first request reconsideration by the Principal. An Educational Assistant who still disagrees with an evaluation may appeal to the Superintendent in writing within seven days of receipt of the evaluation.



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Note: This page is to be completed for all employees by the end of May.

Name: _____ School _____

Job Classification: _____ Completed by _____

Date Completed: _____

Rating Scale

C= consistently-almost all of the time

U= usually-more than half of the time

S= sometimes-less than half of the time

R= rarely-almost never or never

N/A= non-applicable

1. SAFETY AND BELONGING

	C	U	S	R	N/A
Fosters a climate of physical and cultural safety and respect					
Establishes positive and respectful relationships with students					
Facilitates positive peer interactions					
Promotes a sense of belonging for all; assists students to be included and engaged in all aspects of the school day					
Assists students in resolving interpersonal conflict, following school-wide, classroom, and student-specific processes and strategies					
Prepares students for transitions throughout the school day					
Responds to urgent student needs as directed by administration					



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2. ACADEMIC LEARNING

	C	U	S	R	N/A
Honours students' strengths, interests, and prior knowledge					
Engages students in a variety of learning experiences in school and community settings, including functional academics and vocational settings					
Assists students to work toward individual goals while participating in the classroom with age-appropriate peers					
Demonstrates new skills clearly and accurately					
Observes and records student responses objectively and reports to the teacher					
Operates, maintains, and supervises student use of specialized devices, equipment, and technologies					

3. COMMUNICATION

	C	U	S	R	N/A
Models and uses language and tone appropriate to the student and situation					
Encourages student participation respectfully and unobtrusively					
Allows time for the student to respond before intervening					
Discreetly prompts communication with auditory, non-verbal, or visual cues					
Models the use of visual schedules and systems to enhance communication					
Models the consistent use of communication devices and assistive technologies					
Understands non-verbal communication, such as behaviour					



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4. EMOTIONAL REGULATION AND WELL-BEING

	C	U	S	R	N/A
Models and facilitates social-emotional well-being and the development of positive relationships with staff and peers					
Calmly communicates and observes clear limits and expectations					
Prepares students for and facilitate safe transitions					
Understands how students' ability to function in school is affected by stressors/triggers in their environment					
Models and strengthens self-regulation strategies and techniques (co-regulation)					
Models and implements de-escalation strategies and techniques, and crisis response, following school/school division policies and procedures					

5. INDEPENDENCE

	C	U	S	R	N/A
Provides time and space to allow for independence					
Models and encourages students to make choices and communicate their needs					
Assists in the development and use of materials to promote independence (e.g., visual supports, alternative formats, independent tasks)					
Assists students to generalize new skills across environments (e.g., between classes, on work experience)					
Fades supports under the guidance of teachers and according to student-specific plans, as applicable					



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6. OTHER DUTIES

	C	U	S	R	N/A
Provides student/school-wide supports during non-instructional times (e.g., supervision duties, alternative recess programs, clubs, breakfast program, etc.)					
Uses equipment to the proficiency level required for current work assignment(s), following safety requirements					
Administers first aid					
Administers medication completing all documentation using appropriate format and terminology					
Completes accident/injury/incident forms as necessary					
Understands the difference in responsibilities of professional and non-professional staff, including the boundaries of their roles (Persons Having Care and Charge of Pupils Regulation, M.R. 23/2000)					
Understands school/school division policy and practices as they apply to current work assignment(s)					
Follows workplace health and safety expectations and procedures					
Demonstrates conduct appropriate to a school environment, including applicable standards of behaviour or staff code of conduct					
Demonstrates day-to-day preparedness, and attention to schedules and school procedures, including daily plans for students					
Adheres to confidentiality requirements concerning student information					
Demonstrates appropriate communication with teachers, other professional staff, family, and community members					



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Appreciates the benefits of actively engaging in staff development opportunities					
Understands the indicators of and requirements/protocols for reporting child abuse					



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Current Assignment:

1. Areas of Strength

2. Suggestions for Improvement

3. Comments

Employee Signature

Date

Principal Signature

Date

- ☐ I request that my Principal reconsider this evaluation.
- ☐ I do not request that my Principal reconsider this evaluation.
- ☐ I will be appealing this evaluation to the Superintendent.
- ☐ I will not be appealing this evaluation to the Superintendent.

Appeals must be submitted in writing within seven days of receipt of evaluation.

Employees are to be provided with a copy of the completed evaluation.

Please forward original to Director of Programs and Student Services and Human Resources Officer by May 30th.