

Classified Staff Growth and Evaluation Handbook



A great place to grow and learn!

Acknowledgements

The Grand Forks Public School District would like to thank the following members of the District Classified Evaluation Committee for their research and development of this evaluation system that is grounded in a “performance growth” concept. Each member contributed in a significant way and their knowledge, expertise, reflection, and professionalism augmented a fabulous process.

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Introduction

The Grand Forks Public School District understands the fundamental purpose of employee evaluation is to improve performance and document accountability. Formative in nature and suggesting the need for continuous growth, the performance component links growth with helping employees learn about, reflect upon, and improve their performance. Viewed as both formative (on-going) and summative (final) and relating to a judgment of effectiveness, the accountability component reflects a significant commitment to the goals of competence and performance quality.

The Classified Staff Growth and Evaluation Handbook explains the evaluation process, outlines performance standards, and establishes a plan to continually improve work performance quality.

The Classified Staff Growth and Evaluation Continuum serves both as an evaluation tool and also as an incentive toward improved job-related skills for classified employees.

District Vision Statement

Grand Forks Public Schools will be a place where all stakeholders collaborate to achieve academic and co-curricular excellence, providing an environment which encourages productivity, diversity, and global awareness.

District Mission Statement

Grand Forks Public Schools will provide an environment of educational excellence that engages all learners to develop their maximum potential for community and global success.

Definitions

Core Standards: Three district expectations, which form the basis of supervision and evaluation of the performance of classified employees (pg. 4).

Indicator: Sixteen indicators are meant to define and delineate each Core Standard, illuminate a continuum of performance within each statement, and present a framework for examining job-related performance (pg. 4).

Performance Goals: Short-range annual goals pertaining to one's job responsibilities and/or growth, intended to enhance job performance and growth.

Classified Staff Growth and Evaluation Continuum: A grid on which classified employees and Supervisors can identify the current and target levels of performance. A continuum is presented for each Indicator.

Performance Evaluation: Timeline: One Performance Evaluation per year will be completed for each classified employee. A minimum of two meetings will be held per school calendar year with the supervisor(s) and employee. The first meeting, at which goals will be discussed and agreed upon, will be completed by October 15th. The second meeting, at which the Performance Evaluation will be discussed and provided to the employee, will be completed as follows:

TimeLine

- 9 month Employees – Evaluation due May 15
- 10 month Employees – Evaluation due June 1
- 11 month Employees – Evaluation due June 15
- 12 month Employees – Evaluation due June 15

Copies will be provided to the following: Human Resources personnel file, Employee; and Supervisor/Building Administrator.

Levels of Performance: Described as Does Not Meet Expectation, Inconsistently Meets Expectation, Consistently Meets Expectation, Exceeds Expectation. These levels indicate the performance of classified employees ranging from those who are striving to master fundamentals of the job to those who are highly accomplished employees who are able to share their expertise with colleagues.

SUPERVISOR: The person responsible for the evaluation of employees within his/her department or building.

EMPLOYEE: Refers to classified staff member that is not an evaluator.

S.M.A.R.T. GOAL: A goal that is Strategic, Measurable, Attainable, Realistic and Results-Based, and Time-bound.

Responsibility for Implementation

Staff

Each classified employee will receive the Classified Staff Growth and Evaluation Handbook either when hired or by the end of their first month of employment. It is the responsibility of each employee to read the Handbook and address any concerns to their supervisor. Each employee is responsible for developing performance S.M.A.R.T. goals with their supervisor.

Supervisor

The supervisor will complete employee evaluations in accordance with the guidelines specified in the Classified Staff Growth and Evaluation Handbook.

Supervisors will specifically refer to the Core Standards and the descriptive language of the Classified Staff Growth and Evaluation Continuum when writing an evaluation.

Classified Evaluation timeline is as follows:

TimeLine

- 9 month Employees – Evaluation due May 15
- 10 month Employees – Evaluation due June 1
- 11 month Employees – Evaluation due June 15
- 12 month Employees – Evaluation due June 15

Human Resources Department

The Human Resources staff will provide a Classified Staff Growth and Evaluation Handbook to all employees.

Core Standards and Indicators

The standards listed in this handbook form the basis of supervising and evaluating the performance of classified staff in the Grand Forks Public School District. Each standard is accompanied by indicators meant to define and delineate the standard. The descriptive statements underneath the levels of performance highlight a continuum of performance within each indicator and are presented as a framework for examining performance of job-related practices. The descriptors form the basis for evaluative discussion and goal setting between the supervisor and employee.

A. Core Standard: Job Performance

- A1. Performs job procedures and responsibilities.
- A2. Organizes work responsibilities while displaying quality, quantity, neatness, and/or accuracy.
- A3. Uses all available resources efficiently and effectively (E.G., equipment, supplies, and technology).
- A4. Applies appropriate district, building, and departmental policies, procedures, and work rules.
- A5. Adheres to safety practices and procedures appropriate to job responsibilities.
- A6. Attains and maintains appropriate licenses, certifications, and training.
- A7. Attends work regularly and on time.

B. Core Standard: Professionalism

- B1. Exhibits professional demeanor appropriate to position, including dress, grooming, hygiene, and language.
- B2. Exercises discretion and safeguards confidential information.
- B3. Demonstrates flexibility.
- B4. Treats others with respect and civility, values diversity, and resolves conflicts professionally.

C. Core Standard: Communication and Interpersonal Skills

- C1. Listens carefully and asks questions when needed. Understands and follow instructions.
- C2. Responds to requests in a timely manner with complete information.
- C3. Collaborates with others to complete tasks and solve problems when appropriate.
- C4. Demonstrates effective written and verbal communication skills.
- C5. Contributes to open communication with supervisor.

Levels of Performance

The following four levels of performance assist the employee and supervisor in gauging performance progress. Employees are encouraged to seek progress across the Classified Staff Growth and Evaluation Continuum as listed below:

Does Not Meet Expectation: The employee's performance is insufficient to meet the standard indicator. Performance is unacceptable at this level.

Inconsistently Meets Expectation: The employee performs inconsistently but has a basic understanding of the standard indicator. The employee requires close supervision and needs to improve to meet all standards consistently.

Consistently Meets Expectation: The employee clearly understands the concepts of the standard indicator and consistently demonstrates understanding as evident through work performance.

Exceeds Expectation: Consistently surpasses standard indicator as evident through their work performance.

Classified Staff Growth and Evaluation Continuum

A. Core Standard: Job Performance

Indicator The employee:	Does Not Meet Expectation	Inconsistently Meets Expectation	Consistently Meets Expectation	Exceeds Expectation
A1. Performs job procedures and responsibilities.	<p>Performance does not exhibit an understanding of assigned work and its relationship to other areas.</p> <p>Considerable assistance is needed to accomplish work assignments.</p>	<p>Inconsistently demonstrates understanding of assigned work and its relationship to other areas.</p> <p>Occasionally needs direction to execute assigned work.</p>	<p>Exhibits clear understanding of assigned work and its relationship to other areas.</p> <p>Rarely needs additional assistance or explanation in executing work assignments.</p> <p>When new procedures or processes are introduced, quickly learns them and begins efficient application.</p>	<p>Demonstrates keen understanding of assigned work and its relationship to other areas.</p> <p>Work assignments are completed on time and to very high standards.</p> <p>Takes initiative in seeking out and completing tasks without direction.</p> <p>Serves as a reliable resource to others regarding work processes and procedures.</p> <p>Continuously strives to improve processes, procedures, and routines.</p>
A2. Organizes work responsibilities while displaying quality, quantity, neatness, and/or accuracy.	<p>Quality, quantity, neatness, and accuracy of work is frequently below District standards even with close supervision.</p>	<p>Quality, quantity, neatness, and accuracy of work is dependent on close supervision and assistance in prioritizing and organizing tasks.</p>	<p>Quality, quantity, neatness, and accuracy of work produced meets District standards, goals, and objectives with little or no direct supervision.</p>	<p>Quality, quantity, neatness, and accuracy of work produced meets or exceeds District standards, goals, and objectives.</p>
A3. Uses all available resources efficiently and effectively (e.g. equipment, supplies, and technology).	<p>Quality of work compromises the efficient achievement of goals and objectives.</p> <p>Does not use and/or maintain resources efficiently or effectively.</p>	<p>Quality of work does not contribute to the efficient achievement of goals and objectives.</p> <p>Ineffectively uses resources to produce work of inconsistent quality.</p>	<p>Quality of work consistently meets standards for position.</p> <p>Proficiently uses resources to produce quality work.</p>	<p>Quality of work consistently exceeds standards for position.</p> <p>Skillfully uses resources to produce work of exceptional quality.</p>

A. Core Standard: Job Performance Continued

Indicator The employee:	Does Not Meet Expectation	Inconsistently Meets Expectation	Consistently Meets Expectation	Exceeds Expectation
A4. Applies appropriate district, building, and departmental policies, procedures, and work rules.	Many department or building policies, procedures, and work rules are not followed.	Understands most policies, procedures, and work rules, but does not consistently follow them without input from supervisor.	Understands and consistently follows policies, procedures, and work rules without supervision.	Actively inquires about, comprehends and implements building and department policies, procedures, and work rules.
A5. Adheres to safety practices and procedures appropriate to job responsibilities.	Reminders about safety practices and standards are frequently necessary.	Understands expected standards of safety but inconsistently demonstrates good practice during the performance of his or her job without supervisory reminder.	Understands and consistently implements expected safety practices during the performance of his or her job.	Serves as an example for others in his or her understanding and implementation of safety practices on the job and in the workplace.
A6. Attains and maintains appropriate licenses, certifications, and training.	Required licenses, certifications, and training have not been attained or maintained.		Consistently maintains all licenses, certifications, and training required for the position.	
A7. Attends work regularly and on time.	Absences and/or tardiness are frequent and interfere with job performance.	Absence and/or tardiness interferes with job performance. Inconsistently complies with leave and reporting procedures.	Consistently observes working hours with minimal absences.	

B. Core Standard: Professionalism

Indicator The employee:	Does Not Meet Expectation	Inconsistently Meets Expectation	Consistently Meets Expectation	Exceeds Expectation
B1. Exhibits professional demeanor appropriate to position, including dress, grooming, hygiene, and language.	Fails to exhibit appropriate and professional demeanor, including dress, grooming, hygiene, and language.	Inconsistently exhibits professional demeanor appropriate to position, including dress, grooming, hygiene, and language.	Exhibits professional demeanor appropriate to position, including dress, grooming, hygiene, and language.	
B2. Exercises discretion and safeguards confidential information.	Discretion is not exercised. Confidential and privileged information fails to be safeguarded.	Inconsistently exercises discretion. Unreliably safeguards confidential and privileged information.	Consistently exercises discretion. Safeguards confidential and privileged information.	
B3. Demonstrates flexibility.	Fails to adjust to new and unfamiliar situations and procedures; inflexible.	Inconsistently adjusts to new and unfamiliar situations and procedures.	Accepts and responds positively to new and unfamiliar situations and procedures; flexible.	Recognizes the need for and implements change, and mentors others who are having difficulty adjusting to unfamiliar situations and procedures; extremely flexible.
B4. Treats others with respect and civility, values diversity, and resolves conflicts professionally.	Fails to treat others with: <ul style="list-style-type: none"> • respect and civility • does not value diversity • promotes rather than resolves conflict. 	Inconsistently treats others with: <ul style="list-style-type: none"> • respect and civility • does not always value diversity • resolve conflicts professionally. 	Consistently treats all people with: <ul style="list-style-type: none"> • respect and civility • values diversity • resolves conflicts professionally. 	

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C. Core Standard: Communication and Interpersonal Skills

Indicator The employee:	Does Not Meet Expectation	Inconsistently Meets Expectation	Consistently Meets Expectation	Exceeds Expectation
C1. Listens carefully and asks questions when needed. Understand and follow instructions.	Fails to listen carefully and ask questions when needed. Consistently fails to understand and follow instructions.	Inconsistently listens carefully and may not ask questions when needed. Inconsistently understands and may not follow instructions.	Consistently listens carefully and asks questions when needed. Consistently understands and follows instructions.	Checks for understanding and anticipates questions needing answers. Assists others to understand and follow instructions.
C2. Responds to requests in a timely manner with complete information.	Fails to respond to requests in a timely manner.	Inconsistently responds to requests in either a timely or complete manner.	Consistently responds to requests in a timely manner and provides complete information.	Anticipates requests and provides needed information before it is requested.
C3. Collaborates with others to complete tasks and solve problems when appropriate.	Fails to collaborate.	Inconsistently collaborates with others.	Consistently collaborates with others to complete tasks and solve problems.	When appropriate, initiates collaboration with others in order to complete tasks and solve problems.
C4. Demonstrates effective written and verbal communication skills.	Written and verbal communication is ineffective.	Written or verbal communication is often ineffective.	Consistently demonstrates effective written and verbal communication.	
C5. Contributes to open communication with supervisor.	Fails or avoids to communicate with supervisor.	Inconsistently contributes to open communication with supervisor.	Consistently contributes to open communications-with supervisor.	Initiates and maintains open communication with supervisor.

S.M.A.R.T. (Performance) Goals

The S.M.A.R.T. Goal process, otherwise known as Strategic, Measurable, Attainable, Realistic and Results-Based, and Time-bound, is the underpinning philosophy when writing goals.

S.M.A.R.T (Performance) goals are designed to encourage growth and improve job performance. The supervisor will approve all S.M.A.R.T. goals. Progress toward meeting one's S.M.A.R.T. goals will be considered during evaluations. S.M.A.R.T. goals will pertain to some aspect of one's job responsibilities and/or growth.

S.M.A.R.T. (Performance) goals will pertain to the Core Standards and Core Indicators. S.M.A.R.T. goals should be written so progress can be measured and within the limits of what the employee can control.

A S.M.A.R.T. Goal form is included in this handbook. Employees are expected to write at least one S.M.A.R.T. goal each school year.

The first meeting, at which goals will be discussed and agreed upon with supervisor, will be completed by October 15th.

Classified Performance Evaluation

The Classified Staff Performance Evaluation form will be used for all evaluations.

Directions for Supervisors

1. Read and review the Core Standards and Indicators listed on page 4 and again on the Classified Staff Growth and Evaluation Continuum (pp. 6-9).
2. Read and review the Levels of Performance on page 5 and again on the Classified Staff Growth and Evaluation Continuum (pp. 6-9).
3. Request from employee evidence of progress towards S.M.A.R.T. Goals.
4. Complete the Classified Staff Performance Evaluation form by marking with an “x” or a checkmark the Level of Performance (Does not Meet Expectation, Inconsistently Meets Expectation, Consistently Meets Expectation, Exceeds Expectation) for each of the 16 Indicators. Include anecdotal comments, concerns and other pertinent information in the comment boxes.
5. Meet with employee to review the evaluation and progress made toward S.M.A.R.T. Goal(s).
6. As per School Board Policy 4200:

In rare cases, if a noted substantial inadequacy exists in an employee’s job performance it may become necessary to develop an Improvement Plan. The area of improvement will be indicated with specific improvement strategies listed. A date will be set for review at which time the Classified Staff Growth and Evaluation Performance Improvement Plan will be provided and discussed. Failure to correct documented inadequacies, after written suggestions have been made and adequate time provided for improvement would be a possible reason for dismissal.

7. Offer the employee an opportunity to provide written feedback and attach such to the evaluation form.
8. Sign and date the form.
 - a. Remind the employee that their signature signifies reading the material to be filed and does not necessarily indicate agreement with its content.

9. The employee's supervisor will submit the completed original Classified Performance Evaluation form to Human Resources for annual evaluation period.

TimeLine

9 month Employees – Evaluation due May 15

10 month Employees – Evaluation due June 1

11 month Employees – Evaluation due June 15

12 month Employees – Evaluation due June 15

- a. The employee's supervisor will provide a copy of the completed and signed form to the employee.
- b. The supervisor keeps a copy of the form for their file.

S.M.A.R.T. Goals Form	
Staff Member:	School Year:
Answering the following questions within this form is an easy way to write a S.M.A.R.T. goal.	
S	What do you want to accomplish? Or, in which area would you like to grow? (Specific) This goal may align with a school-wide goal or initiative. (Strategic)
M	How will you know you are working toward your goal? In other words, how will you know you are making progress? (Measurable)
A	Is this goal achievable? Is it challenging? Is it worthy of your commitment? (Attainable)
R	What will improve because of this goal? In other words, what is the outcome of your goal? Will you be motivated to learn? How? How will your work improve? (Realistic and Results-based)
T	When will you achieve your goal? (Time-bound)



Classified Performance Evaluation

Name _____ Job Location _____ Date _____

Job Title _____ Supervisor _____

CORE STANDARD: JOB PERFORMANCE	Does Not Meet Expectation	Inconsistently Meets Expectation	Consistently Meets Expectation	Exceeds Expectation
1. Performs job procedures and responsibilities.				
2. Organizes work responsibilities while displaying quality, quantity, neatness, and/or accuracy.				
3. Uses all available resources efficiently and effectively (e.g., equipment, supplies, and technology).				
4. Applies appropriate district, building, and departmental policies, procedures, and work rules.				
5. Adheres to safety practices and procedures appropriate to job responsibilities.				
6. Attains and maintains appropriate licenses, certifications, and training.				
7. Attends work regularly and on time.				
Comments:				
CORE STANDARD: PROFESSIONALISM	Does Not Meet Expectation	Inconsistently Meets Expectation	Consistently Meets Expectation	Exceeds Expectation
8. Exhibits professional demeanor appropriate to position, including dress, grooming, hygiene, and language.				
9. Exercises discretion and safeguards confidential information.				
10. Demonstrates flexibility.				
11. Treats others with respect and civility, values diversity, and resolves conflicts professionally.				

Comments:

CORE STANDARD: COMMUNICATION AND INTERPERSONAL SKILLS	Does Not Meet Expectation	Inconsistently Meets Expectation	Consistently Meets Expectation	Exceeds Expectation
12. Listens carefully and asks questions when needed. Understands and follow instructions.				
13. Responds to requests in a timely manner with complete information.				
14. Collaborates with others to complete tasks and solve problems when appropriate.				
15. Demonstrates effective written and verbal communication skills.				
16. Contributes to open communication with supervisor.				

Comments:

S.M.A.R.T. Goals have been reviewed and discussed. YES NO

Comments:

This performance plan has been discussed with me, and I have had the opportunity to provide my input. I understand that I may include a written statement with this form that will be retained in my personnel file.

Employee's Signature

Date

Supervisor's Signature

Date

Original: Human Resources Department

Copy: Employee

Copy: Supervisor

