

# Sheridan School District



## Classified Evaluation Handbook

## **INTRODUCTION**

The Sheridan School District understands the fundamental purposes of employee evaluation to be improving performance and documenting accountability. Formative in nature and suggesting the need for continuous professional growth, the performance component links personal growth with helping employees learn about, reflect on, and improve their individual practice. Viewed as summative and relating to a judgment of effectiveness, the accountability component reflects a significant commitment to the goals of professional competence and performance quality.

The Classified Professional Growth and Evaluation Handbook explains the evaluation process, outlines new performance standards directly aligned with training efforts, and establishes a plan to continually improve the quality of work.

The program serves both as an evaluation tool and also as an incentive toward improved job-related skills for classified employees.

## **DISTRICT VISION STATEMENT**

We Are Working Together To Achieve Success For All Students

## **DISTICT MISSION STATEMENT**

Our Mission is to provide a rigorous and relevant education for all students that develops productive citizens for a rapidly changing society.

## DEFINITIONS

- Core Standards:** Six district expectations which form the basis for supervision and evaluation of the performance of probationary and permanent classified employees.
- Indicator:** Meant to define and delineate each Core Standard, illuminate a continuum of performance within each statement, and present a framework for examining job-related practice.
- Performance Goals:** Short-range annual goals pertaining to one's job responsibilities and/or professional growth, intended to enhance job performance and professional growth.
- Professional Continuum:** A grid on which classified employees and supervising Principal can identify the current and target levels of performance. A continuum is presented for each Indicator.
- Self Evaluation:** Completed annually by the employee prior to the annual evaluation.
- Performance Evaluation:** Completed annually for all employees; completed at the end of the first and second months, as well as at the end of the first year for probationary employees.
- Levels of Performance:** Described as Does Not Meet, Occasionally Meets, Proficient and Exceptional. These levels indicate the performance of classified employees ranging from those who are striving to master rudiments of the job to those who are highly accomplished professionals who are able to share their expertise with colleagues.

## RESPONSIBILITY FOR IMPLEMENTATION

### **Staff:**

Each classified employee will receive the Classified Professional 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 Principal. Each employee is responsible for developing performance goals, pursuing professional development and completing the annual self-evaluation. All employees are responsible for following and completing the evaluation process as outlined in this Professional Growth and Evaluation Handbook specific to their employment status.

### **Association:**

Working with the Principal, it is the Association's responsibility to inform classified employees of specific contract language regarding evaluation and professional growth. The Association will inform employees of their rights and responsibilities, and be available through its representatives to answer questions.

### **Principal:**

The Principal will complete employee evaluations in accordance with the guidelines specified in this Professional Growth and Evaluation Handbook and specific to the employee's employment status. Principals will tell probationary employees when their two and three month evaluations are due and will be available to assist new employees with establishing their performance goals.

Principals will specifically refer to the Core Standards and the descriptive language of the Professional Growth Continuum when writing an evaluation. In subsequent years, the Core Standards will be referred to during the initial meeting of the year with the employee.

### **District Office:**

The District Office will produce, print, and distribute the Classified Professional Growth and Evaluation Handbook.

## EVALUATION VALUES AND STANDARDS

### **Workplace Expectations**

Note: These workplace expectations may be linked to Core Standards for classified employees and must be met for continued employment. This document is not intended to be an all-inclusive list.

### **Attendance and Punctuality**

The employee will exhibit regular and punctual attendance at work and work activities, and will be timely in meeting deadlines, attending meetings, and following schedules.

### **Personal Appearance**

The employee will report to work dressed and groomed in an appropriate and professional manner for the job assignment and work setting.

### **Confidentiality**

The employee will maintain the integrity of confidential information related to a student, family, colleague, or district patron. The employee will use or replay personal information only in the course of performing assigned responsibilities and in the best interest of the individuals involved.

### **Following Policies and Directives**

The employee will follow all district or supervisor policies, rules, regulations, memos, bulletins, announcements, applicable position descriptions, and reasonable requests by proper authority.

### **Personal Conduct**

The employee will not engage in conduct detrimental to the district or its personnel. All classified employees will meet standards for competent employees.

## **CORE STANDARDS AND INDICATORS**

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

### **Job Knowledge**

1. Perform job procedures and responsibilities.
2. Attain and maintain appropriate licenses, certifications and training.
3. Identify and use all available resources including equipment and technology that are necessary for the position.

### **Communication and Interpersonal Skills**

1. Listen carefully and ask questions when needed.
2. Understand and follow instructions.
3. Respond to requests in a timely manner with complete information.
4. Collaborate with others to complete tasks and solve problems when appropriate.
5. Demonstrate effective written and verbal communication skills.
6. Communicate in a courteous, tactful, and constructive manner.
7. Contribute to open communication between self and Principal.
8. Keep appropriate records.

### **Planning and Organization**

1. Complete assignments within time limits.
2. Prioritize tasks effectively.
3. Display initiative.

### **Job Performance**

1. Display neatness, accuracy and skillfulness.
2. Organize work responsibilities.
3. Demonstrate ownership and task-orientation in work.
4. Use resources efficiently and effectively.

### **Professionalism**

1. Attend work and work-related activities regularly and on time.
2. Exhibit professional demeanor appropriate to position, including dress, grooming, hygiene and language.
3. Adapt to changes in job duties.
4. Exercise discretion and safeguard confidential information.
5. Make sound decisions.
6. Delegate and/or demonstrate responsibility.
7. Work independently.
8. Demonstrate interest in personal professional development.

9. Set and achieve professional goals.
10. Treat all persons with respect and civility, value diversity, and resolve conflicts professionally.
11. Develop and maintain professional relationships with colleagues and the public.
12. Share job knowledge and experience to promote unit's overall efficiency and productivity.

**Follow District Policies and Safety Procedures**

1. Apply appropriate district, building, and departmental policies, procedures and work rules.
2. Adhere to safety practices and procedures appropriate to job responsibilities.

## LEVELS OF PERFORMANCE

These four levels of performance assist the employee and Principal in gauging performance progress. Employees are encouraged to seek progress across the continuum listed as Levels of Performance.

- Does Not Meet: The employee's performance is insufficient to meet the standards. Performance is unacceptable at this level.
- Occasionally Meets: The employee performs inconsistently but has a basis understanding of the standards. The employee requires close supervision and needs to improve to meet all standards consistently.
- Proficient: The employee clearly understands the concepts of the standards and consistently demonstrates their understanding as evident through their work performance. The terms "regularly", "often", and "is evident" are words that describe a staff member's performance at the proficient level.
- Exceptional: Consistently surpasses standards as evident through their work performance.



**PROFESSIONAL GROWTH CONTINUUM**

**Core Standard: Job Knowledge**

<b>Indicator The employee will:</b>	<b>Does Not Meet</b>	<b>Occasionally Meets</b>	<b>Proficient</b>	<b>Exceptional</b>
<p>1. Perform job procedures and responsibilities</p>	<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. 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 always 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>
<p>2. Attain &amp; maintain appropriate licenses, certifications, and training.</p>	<p>Required licenses, certifications, and training have not been attained or maintained.</p>	<p>Is in the process of attaining or maintaining the licenses, certifications, and training required for the position.</p>	<p>Consistently attains or maintains all licenses, certifications, and training required for the position.</p>	<p>Attains and maintains value-added licenses, certifications, and training beyond that which is required for the position.</p>
<p>3. Identify and use all available resources including equipment &amp; technology that is necessary for the position.</p>	<p>Available resources, equipment, and technology are not used.</p>	<p>Occasionally uses resources, equipment, and technology provided for the position.</p>	<p>Regularly uses all resources, equipment, and technology provided for and necessary for the position.</p>	<p>Seeks out and uses appropriate resources, equipment, and technology beyond that provided for the position.</p>

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**PROFESSIONAL GROWTH CONTINUUM**

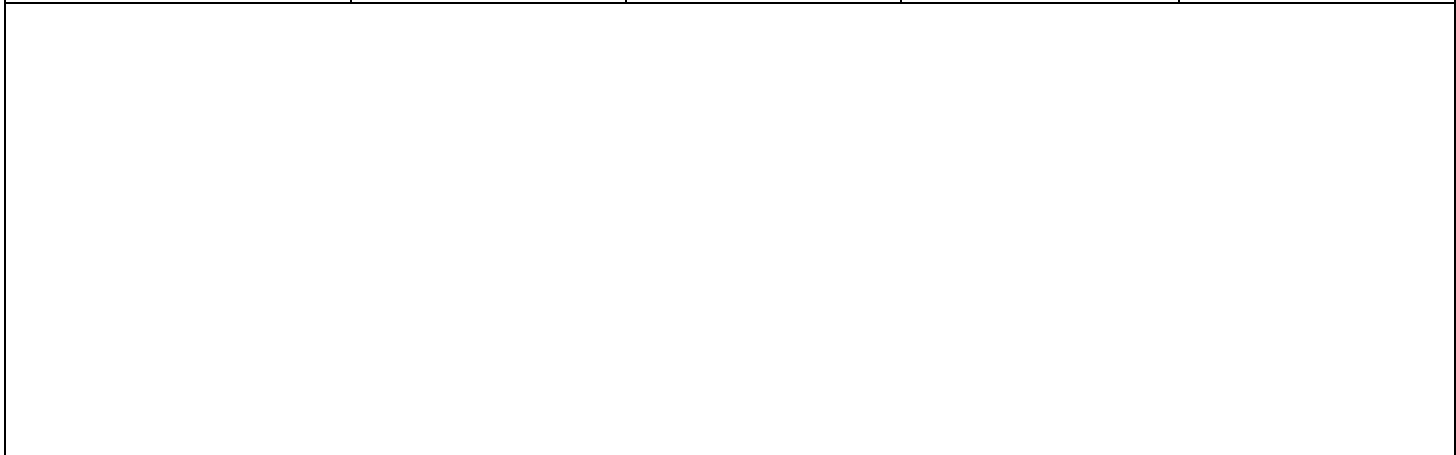
**Core Standard: Communication & Interpersonal Skills**

4. Listen carefully and ask questions when needed.	Attentiveness in communication is lacking and questions are not asked	Occasionally listens carefully, may or may not ask questions when needed.	Listens carefully and asks questions when needed.	Checks for understanding and anticipates questions when needing answers
5. Understand and follow instructions	Instructions are not followed	Shows some understanding and may follow some instructions.	Understands and follows instructions.	Assists others to understand and follow instructions.
6. Respond to requests in a timely manner with complete information.	Requests are not responded to, or the response is incomplete.	Responds to requests in either a timely or complete manner.	Responds to request in a timely manner and provides complete information.	Anticipates requests and provides needed information before it is requested.
7. Collaborate with others to complete tasks and solve problems when appropriate.	There is little to no collaboration.	Only occasionally collaborates with others, but not as often as needed.	When appropriate, collaborates with others to complete tasks and solve problems.	When appropriate, initiates collaboration with others in order to complete tasks and solve problems.
8. Demonstrate effective written and verbal communication skills.	Written and verbal communication is ineffective.	Written or verbal communication is often ineffective.	Demonstrates capacity for effective written or verbal communication.	Written or verbal communication skills are effective and solve specific communication challenges.
9. Communicate in a courteous, tactful and constructive manner.	Communication lacks more than one of the following qualities: courtesy, tact, or a constructive manner.	Communication lacks one of the following qualities: courtesy, tact, or a constructive manner.	Communication with courtesy, tact, and a constructive manner to all.	Communicates with courtesy, tact, and a constructive manner to all, even in the face of adversity.
10. Contribute to open communication between self and Principal.	Open communication between self and Principal is obstructed.	Avoids open communication between self and Principal.	Contributes to open communication between self and Principal.	Initiates and maintains open communication between self and Principal.
11. Keep appropriate records	Record keeping is usually late and/or incomplete.	Is often late or incomplete in maintaining records	Keeps accurate and timely records as appropriate.	Keeps complete, accurate, and timely records as appropriate.  Takes responsibility for devising and improving record-keeping systems.

**PROFESSIONAL GROWTH CONTINUUM**

**Core Standard: Planning & Organization**

<p>12. Complete assignments within time limits.</p>	<p>Assigned tasks are rarely completed by expected deadlines. Appropriate priorities are not maintained.</p> <p>Structure and organization must be provided by others.</p>	<p>Occasionally completes assigned tasks in a timely and useful manner.</p> <p>May need support to prioritize and structure day.</p>	<p>Normally prioritizes tasks and completes work on time.</p> <p>Prioritizes and structures day.</p>	<p>Consistently anticipates work needs and completes assigned tasks prior to deadlines.</p> <p>Interim components of the assignment are completed in advance of the projected time frame.</p>
<p>13. Prioritize tasks effectively.</p>	<p>A lack of planning for long range challenges and opportunities creates crises. Organization skills are unsatisfactory.</p> <p>Procrastination results in a failure to meet work goals.</p>	<p>Requires support in planning and organizing for long range challenges and in setting work goals and priorities.</p> <p>Rarely monitors progress or makes adjustments.</p>	<p>Usually anticipates long range challenges and opportunities when setting work goals and priorities. Level of organization meets expectations for the position.</p> <p>Regularly monitors progress and adapts as necessary.</p>	<p>Always anticipates long range challenges and opportunities when setting work goals and priorities. Organizes work to a level exceeding expectations and maximizes productivity.</p> <p>Always monitors progress and adapts as necessary.</p>
<p>14. Display initiative.</p>	<p>Work is not completed without close supervision and direction.</p> <p>Tasks other than those directly assigned are either avoided or overlooked.</p>	<p>Usually completes assigned work with some direction.</p> <p>With direction, will perform other tasks when assigned work is completed.</p>	<p>Able to accomplish tasks with little or no direction.</p> <p>When assigned work is completed, seeks out and does other tasks.</p>	<p>Able to self-monitor and direct. Alert to opportunities to improve methods and skills.</p> <p>When assigned work is completed, takes on additional tasks without waiting to be asked.</p>



**PROFESSIONAL GROWTH CONTINUUM**

**Core Standard: Job Performance**

<p>15. Display neatness, accuracy, and skillfulness.</p>	<p>Work produced is of unacceptable quality.</p> <p>Work frequently needs to be redone.</p> <p>Work is rarely accurate, neat or thorough.</p>	<p>Inconsistently produces work that meets quality expectations for neatness and accuracy.</p> <p>Work occasionally needs to be redone.</p> <p>Displays a basic understanding of work quality standards.</p>	<p>Generally produces work that meets quality expectations for neatness and accuracy.</p> <p>Work seldom needs to be redone.</p> <p>Demonstrates ability to meet work quality standards.</p>	<p>Consistently produces work of high quality, exceeding expectations for accuracy and detail.</p> <p>Work rarely needs to be redone.</p> <p>Consistently exhibits skill in achieving work quality standards.</p>
<p>16. Organize work responsibilities.</p>	<p>Quality and quantity of work completed is frequently below District standards even with close supervision.</p>	<p>Quality and quantity of work is dependent on close supervision and assistance in prioritizing and organizing tasks.</p>	<p>Quality and quantity of work produced meet District standards, goals and objectives with little or no direct supervision.</p>	<p>Quality and quantity of work produced meets or exceeds District standards, goals, and objectives with minimal direct supervision.</p>
<p>17. Demonstrate ownership and task-orientation in work.</p>	<p>Job assignments are stretched to fill work shift.</p> <p>Tasks are not completed.</p> <p>Work is rarely accomplished without close supervision.</p>	<p>Is frequently distracted from task; thereby making it difficult to meet production standards.</p> <p>Often needs reminders to complete assigned tasks.</p> <p>Seldom accomplishes more than assigned work.</p>	<p>Meets production standards expected of the position.</p> <p>Seeks other tasks when assigned work is completed.</p> <p>Usually accomplishes more than assigned work.</p>	<p>Consistently exceeds production standards expected of the position.</p> <p>Regularly performs other tasks when assigned work is completed.</p> <p>Consistently accomplishes more than assigned work.</p>
<p>18. Use resources efficiently and effectively.</p>	<p>Quality of work undermines the efficient achievement of goals and objectives.</p> <p>Wastes time and supplies.</p> <p>Does not use and/or maintain equipment and supplies efficiently or effectively.</p>	<p>Quality of work does not contribute to the efficient achievement of goals and objectives.</p> <p>Ineffectively uses technology and supplies to produce work of inconsistent quality.</p>	<p>Quality of work consistently meets standards for position.</p> <p>Completes tasks with satisfactory efficiency.</p> <p>Proficiently uses technology and supplies to produce quality work.</p>	<p>Quality of work consistently exceeds standards for position.</p> <p>Completes tasks with exceptional efficiency.</p> <p>Skillfully uses technology and supplies to produce work of exceptional quality.</p>

**PROFESSIONAL GROWTH CONTINUUM**

**Core Standard: Professionalism**

<p>19. Attends work regularly and on time.</p>	<p>Absences and/or tardiness are frequent and interfere with job performance.</p> <p>Proper notification of absence or lateness is not given.</p> <p>Leave and reporting procedures are not followed.</p>	<p>Absence and/or tardiness may interfere with job performance.</p> <p>Occasionally absent or tardy without proper notification.</p> <p>Inconsistently complies with leave and reporting procedures.</p>	<p>Consistently observes working hours with minimal absences.</p> <p>Never absent without proper notification.</p> <p>Appropriately and prudently uses leave, adhering to District leave policies.</p>	<p>Regularly attends work related activities.</p> <p>Is frequently involved in planning and facilitating work related activities.</p>
<p>20. Exhibit professional demeanor appropriate to position, including dress, grooming, hygiene, and language.</p>	<p>Appropriate and professional demeanor, including dress, grooming, hygiene, and language, is lacking.</p>	<p>Inconsistently exhibits professional demeanor appropriate to position, including dress, grooming, hygiene, and language.</p>	<p>Exhibits professional demeanor appropriate to position, including dress, grooming, hygiene, and language.</p>	<p>Exhibits professional demeanor that fosters professional growth appropriate to position.</p>
<p>21. Adapt to changes in job duties.</p>	<p>Changes in job duties meet with resistance; suggestions to implement changes in responsibilities, methods, and procedures are ignored.</p> <p>Flexibility is not demonstrated in response to special circumstances.</p>	<p>Does not always adapt to changes in job duties or accept suggestions to implement changes in responsibilities methods and procedures.</p> <p>Generally demonstrates flexibility in order to accommodate special circumstances.</p>	<p>Readily adapts to changes in job duties.</p> <p>Accepts suggestions and takes steps to implement changes in responsibilities, methods and procedures.</p> <p>Demonstrates flexibility in order to accommodate special circumstances.</p>	<p>Responds confidently to the demands of work when confronted with change, adversity and other challenges.</p>
<p>22. Exercise discretion and safeguard confidential information.</p>	<p>Discretion is not exercised. Confidential and privileged information fails to be safeguarded.</p>	<p>Inconsistently exercises discretion. Unreliably safeguards confidential and privileged information.</p>	<p>Usually exercises discretion. Safeguards confidential and privileged information.</p>	<p>Reliably exercises discretion. Safeguards confidential and privileged information.</p>
<p>23. Make sound decisions.</p>	<p>A lack of judgment, under both normal and unusual circumstances is frequently apparent.</p>	<p>Inconsistently makes sound decisions, anticipates needs, and uses good judgment under normal or unusual circumstances.</p>	<p>Usually makes sound decisions, anticipates needs, and uses good judgment under normal or unusual circumstances.</p>	<p>Consistently makes sound decisions, anticipates needs, and uses good judgment under both normal and unusual circumstances.</p>

**PROFESSIONAL GROWTH CONTINUUM**

**Core Standard: Professionalism (continued)**

24. Delegate and/or demonstrate responsibility.	Fails to delegate or demonstrate responsibility.	Sometimes delegates and/or demonstrates responsibility.	Delegates and/or demonstrates responsibility, following up to ensure success.	Consistently delegates and/or demonstrates responsibility, following up to ensure success.
25. Work independently.	Work is not effective without direct supervision.	Occasionally effective working independently with little direct supervision.	Usually effective working independently with little direct supervision.	Consistently effective working independently without direct supervision: self-reliant.
26. Demonstrate interest in personal professional development.	Job-growth workshops and training opportunities are not taken.	Occasionally participates in job-growth workshops and/or training opportunities.	Seeks out and participates in job-growth workshops and/or training opportunities.	Consistently and actively seeks out and participates in job-growth workshops and training opportunities.
27. Set and achieve professional goals.	Professional goals are not set or achieved.	Occasionally sets and/or achieves professional goals.	Frequently sets and achieves professional goals.	Consistently sets and achieves professional goals.
28. Treat all persons with respect and civility, value diversity, and resolve conflicts professionally.	Treatment of others lacks civility, fails to value diversity, and promotes rather than resolves conflict.	Inconsistently treats people with respect and civility, does not always value diversity, or resolve conflicts professionally.	Generally treats all people with respect and civility, values diversity, and resolves conflicts professionally.	Consistently treats all people with respect and civility, values diversity, and resolves conflicts professionally.
29. Develop and maintain professional relationships with colleagues and the public.	Professional relationships with colleagues and the public are neither developed nor maintained.	Inconsistently develops and maintains professional relationships with colleagues and the public.	Generally develops and maintains professional relationships with colleagues and the public.	Consistently develops and maintains professional relationships with colleagues and the public.
30. Share job knowledge and experience to promote unit's overall efficiency and productivity.	Job knowledge and experience are not shared with others.	Occasionally shares job knowledge and experience with others in order to promote overall efficiency and productivity within a unit.	Shares job knowledge and experience with others in order to promote overall efficiency and productivity within a unit.	Consistently shares job knowledge and experience with others in order to promote overall efficiency and productivity within a unit.

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**PROFESSIONAL GROWTH CONTINUUM**

**Core Standard: Follows District Policies & Safety Procedures**

31. Apply 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 routinely follow them without input from supervisor.	Understands and routinely follows policies, procedures, and work rules without supervision.	Actively inquires about, comprehends and implements building and department policies, procedures and work rules.
32. Adhere 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 routinely 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.

## **PERFORMANCE GOALS**

### **Goal Criteria**

1. Performance goals are designed to encourage professional growth and improve job skills and job performance.
2. The Principal will approve all performance goals.
3. Progress toward meeting one's performance goals will be considered during evaluations.
4. Performance goals will pertain to some aspect of one's job responsibilities and/or professional growth.
5. Performance goals will pertain to the Core Standards and Core Indicators.
6. Performance goals should be written so progress can be measured and within the limits of what the employee can control.
7. Voluntary training will be available to assist employees in writing performance goals.

### **Guidelines For Probationary Employees**

Probationary employees will be required to, in a meeting with their Principal, develop performance goals. Probationary employees will be given a Classified Performance Goal form by their Principal near the time of their hire. A meeting should be completed within a month of employment to establish the performance goal(s). Such meetings may be one-on-one or in a group setting.

Performance goal progress should be measured near the end of the employee's third and sixth month of employment. New goals may be established by the Principal at each evaluation time frame during this probationary 90-day period. In some cases, the Principal will prescribe performance goals based on areas of concerns or a shift in job responsibilities. Annual goals will be established at the annual evaluation meeting at the end of the employee's first year of employment.

In advance of each evaluation meeting, the district encourages employees to reflect on their progress toward meeting their performance goals. Specific examples and/or objective data and documentation supporting progress towards a goal are strongly recommended. Documentation may include but is not limited to: materials developed, training dates, job logs, and production data. This documentation should be shared with the Principal at the time of the evaluation conference as evidence of goal attainment.

Progress towards or achievement of performance goals will be evaluated by the Principal. Each evaluation (first, second, and annual) will be based in part on the progress made toward meeting the Classified Performance goals and in conjunction with the Classified Self-Evaluation and other information and professional opinions of the Principal.

### **Guidelines for Permanent Employees**

Permanent employees will be required to annually develop performance goals and track their progress toward the goal(s). New goals may be established by the Principal at each evaluation and in some cases, the Principal will prescribe performance goals based on areas of concerns or a shift in job responsibilities.

In advance of each evaluation meeting, the district encourages employees to reflect on their progress toward meeting their performance goals. Specific examples and/or objective data and documentation supporting progress towards a goal are strongly recommended. Documentation may include but is not limited to: materials developed, training dates, job logs, and production data. This documentation should be shared with the Principal at the time of the evaluation conference as evidence of goal attainment.

Progress towards or achievement of performance goals will be evaluated by the Principal. Each evaluation will be based in part on the progress made toward meeting the Classified Performance Goals and in conjunction with the Classified Self-Evaluation and other information and professional opinions of the Principal.



**Sheridan School District 48J**  
**CLASSIFIED PERFORMANCE GOALS**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Job Title: \_\_\_\_\_ Location: \_\_\_\_\_ Principal: \_\_\_\_\_

1. Performance goals are designed to encourage professional growth and improve job skills and job performance.
2. The Principal will approve all performance goals.
3. Progress toward meeting one's performance goals will be considered during evaluations.
4. Performance goals will pertain to some aspect of one's job responsibilities and/or professional growth.
5. Performance goals will pertain to the Core Standards and Core Indicators.
6. Performance goals should be written so progress can be measured and within the limits of what the employee can control.
7. Voluntary training will be available to assist employees in writing performance goals.

Goals to be achieved during the next evaluation period:

Goal 1:

Goal 2:

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Date

## Self-Evaluation

All classified employees are required to complete an annual self-evaluation. The Classified Self-Evaluation form must be completed and submitted to the employee's evaluating supervisor prior to the annual evaluation conference. Principals may require probationary employees to complete the Classified Self-Evaluation during their first and second month evaluation cycles.

Completing the Classified Self-Evaluation encourages each employee to examine the professional continuum (Core Standards) to determine areas of professional/job related growth and to plan for new challenges and opportunities. Using the self-evaluation document, the Principal will consider the feedback from the employee when writing annual evaluations. The Principal may retain a copy of the Classified Self-Evaluation and return the original to the employee. The Classified Self-Evaluation will not be part of the employee's permanent file.

### Directions for Employees:

1. Read and review the Core Standards and Indicators listed on page 5 and 6 and again on the Professional Growth Continuum (pages 7 – 17).
2. Read and review the Levels of Performance on page 7 and again on the Professional Growth Continuum (pages 7-17).
3. Review your personal Classified Performance Goals.
4. Reflect honestly and objectively on your work.
5. Complete the Classified Self-Evaluation form by marking with an "x" or a checkmark your Level of Performance (Does Not Meet, Occasionally Meets, Proficient, Exceptional) for each of the 32 Indicators.
6. Indicate progress, or lack of progress, toward your personal Classified Performance Goal(s) in the space provided on top of page 3 of the Classified Self-Evaluation. Specific examples and/or objective data are strongly recommended. Employees are encouraged to document how performance goals have been met during the evaluation period. Documentation towards goal attainment should be shared with the Principal at the time of the evaluation conference.
7. In the space provided on page 3 of the Classified Self-Evaluation, write a goal that you will work to achieve during your next evaluation period.
8. Sign and date the form.
9. Submit your completed Classified Self-Evaluation form to your evaluating supervisor prior to your evaluation meeting.

**Sheridan School District 48J  
Classified Self-Evaluation**

Name: \_\_\_\_\_ Job Location: \_\_\_\_\_ Date: \_\_\_\_\_

Job Title: \_\_\_\_\_ Evaluator: \_\_\_\_\_

<b>CORE STANDARD: JOB KNOWLEDGE</b>	<b>Does Not Meet</b>	<b>Occasionally Meets</b>	<b>Proficient</b>	<b>Exceptional</b>
1. Perform job procedures and responsibilities.				
2. Attain & maintain appropriate licenses, certifications and trainings.				
3. Identify and use all available resources including equipment & technology that is necessary for the position.				
<b>Comments:</b>				
<b>CORE STANDARD: COMMUNICATION &amp; INTERPERSONAL SKILLS</b>	<b>Does Not Meet</b>	<b>Occasionally Meets</b>	<b>Proficient</b>	<b>Exceptional</b>
4. Listen carefully and ask questions when needed.				
5. Understand and follow instructions.				
6. Respond to requests in a timely manner with complete information.				
7. Collaborate with others to complete tasks and solve problems when appropriate.				
8. Demonstrate effective written and verbal communication skills.				
9. Communicate in a courteous, tactful and constructive manner.				
10. Contribute to open communication between self and Principal.				
11. Keep appropriate records.				
<b>Comments:</b>				
<b>CORE STANDARD: PLANNING &amp; ORGANIZATION</b>	<b>Does Not Meet</b>	<b>Occasionally Meets</b>	<b>Proficient</b>	<b>Exceptional</b>
12. Complete assignments within time limits.				
13. Prioritize tasks effectively.				
14. Display initiative.				
<b>Comments:</b>				
<b>CORE STANDARD: JOB PERFORMANCE</b>	<b>Does Not Meet</b>	<b>Occasionally Meets</b>	<b>Proficient</b>	<b>Exceptional</b>
15. Display neatness, accuracy and skillfulness.				
16. Organize work responsibilities.				
17. Demonstrate ownership and task-orientation in work.				
18. Uses resources efficiently and effectively.				
<b>Comments:</b>				
<b>CORE STANDARD: PROFESSIONALISM</b>	<b>Does Not Meet</b>	<b>Occasionally Meets</b>	<b>Proficient</b>	<b>Exceptional</b>
19. Attend work and work-related activities regularly and on time.				
20. Exhibit professional demeanor appropriate to position,				

including dress, grooming, hygiene & language.				
21. Adapt to changes in job duties.				
22. Exercise discretion and/or safeguard confidential information.				
23. Make sound decisions.				
24. Delegate and/or demonstrate responsibility.				
25. Work independently.				
26. Demonstrate interest in personal professional development.				
27. Set and achieve personal goals.				
28. Treat all persons with respect and civility, value diversity and resolve conflicts professionally.				
29. Develop and maintain professional relationships with colleagues and the public.				
30. Share job knowledge and experience to promote unit's overall efficiency and productivity.				

**Comments:**

<b>CORE STANDARD: JOB KNOWLEDGE</b>	<b>Does Not Meet</b>	<b>Occasionally Meets</b>	<b>Proficient</b>	<b>Exceptional</b>
31. Apply appropriate district, building and departmental policies, procedures, and work rules.				
32. Adhere to safety practices and procedures appropriate to job responsibilities.				
<b>Comments:</b>				

**Progress Since Previous Evaluations:**

**Goal to Achieve During Next Evaluation Period:**

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator Signature

\_\_\_\_\_  
Date

The Self-Evaluation must be completed prior to the Evaluation Conference.

## Performance Evaluation

Principals will note the end of the probationary period for new employees and tell the probationary employees of the dates of their first and second month evaluations. The Classified Performance Evaluation form will be used for all evaluations.

Principals may require the Classified Self-Evaluation form to be completed during the first and second month of the probationary period. The Classified Self-Evaluation is expected to be completed and returned to the Principal prior to the annual evaluation or when requested by the Principal.

*Note: Absences that are part of the legally-protected leaves may not have a negative impact on the employee's evaluation. Employees on legally-protected leaves may only be evaluated on work performance during actual time worked.*

### Directions For Principals:

1. Read and review the Core Standards and Indicators listed on pages 5 and 6 and again on the Professional Growth Continuum (pages 7-17).
2. Read and review the Levels of Performance on page 7 and again on the Professional Growth Continuum (pages 7-17).
3. Review the employee's Classified Performance Goal(s).
4. Review observations and work performance of the employee.
5. Review the employee's Classified Self-Evaluation form.
6. Complete the demographic data at the top of the Classified Performance Evaluation form being sure to indicate the employee's employment status.
7. Complete the Classified Performance Evaluation form by marking with an "x" or a checkmark the Level of Performance (Does Not Meet, Occasionally Meets, Proficient, Exceptional) for each of the 32 Indicators.
8. Indicate progress, or lack of progress, the employee has made toward their individual Classified Performance Goal(s). Look for specific examples and/or objective data that supports or refutes this progress.
  - a. Ask employees for any documentation indicating how performance goals have been met during the evaluation period.
9. If appropriate, use the employee's new goal for the next evaluation period. If the employee requires direction or assistance in developing an appropriate goal, offer them assistance with writing a goal or goals.
  - a. Principals may write a goal for the employee as a replacement for an existing goal or in addition to the goal(s) written by the employee.
10. Review the evaluation form including anecdotal comments, concerns and other pertinent information with the employee.
  - a. This information may be listed in any of the "Comment" boxes or in the "Additional Evaluator Comments" box on the form.
11. Offer the employee an opportunity to provide written feedback and attach any feedback to the evaluation form.
12. 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.
13. Submit the completed original Classified Performance Evaluation form to the District Office for each evaluation period (first month, second month and annual).
- a. Provide a copy of the completed and signed form to the employee.
  - b. Keep a copy of the form for your working file.

*Note: Probationary employees who meet the requirements of the Core Standards and Workplace Expectations will earn permanent status following their 90-day probationary period.*

**Sheridan School District 48J**  
**Classified Probationary Performance Review**

Employee: \_\_\_\_\_

Job Title: \_\_\_\_\_

School: \_\_\_\_\_

First Month Review Date: \_\_\_\_\_  Second Month Review Date: \_\_\_\_\_

Supervisor: \_\_\_\_\_

**Instructions:**

1. Each year supervisors review the job performance of Probationary Classified employees a minimum of two times before the probationary period ends.
2. Use the employee's most current job description, critical incident file, and observations as a basis for this review.
3. Ratings should be based on the following scale and definitions. Ratings can be used to help you comparatively rank your employees.
  - a. Outstanding [4 points] – Performance is consistently exemplary, above and beyond the call of duty;
  - b. Exceeds Expectations [3] – Performance exceeds the supervisor's expectations or goals;
  - c. Meets Expectations [2] – Performance meets supervisor's expectations and assignment requirements;
  - d. Needs Improvement [1] – Performance is below expectations, but improvement can be made on performance weaknesses;
  - e. Does Not Meet Expectations [0] – Performance is not acceptable and significant corrective action is necessary.
4. The original of this completed Performance Review should be filed in the employee's personnel file; a copy should be given to the employee by the supervisor after all parties have signed.

**Sheridan School District 48J**  
**Classified Probationary Performance Review**

**Quality of Work:** How well does the employee perform assigned duties and responsibilities? Is the work done with a minimum of errors? Is it done accurately?

- Outstanding (4)    Exceeds Expectations (3)    Meets Expectations (2)    Needs Improvement (1)    Does Not Meet Expectations (0)

Comments:

**Job Knowledge:** Does employee understand the job and possess the knowledge and skills to perform the duties?

- Outstanding (4)    Exceeds Expectations (3)    Meets Expectations (2)    Needs Improvement (1)    Does Not Meet Expectations (0)

Comments:

**Quantity of Work:** Does the employee produce what is expected? Did the employee complete the assigned tasks within the time required?

- Outstanding (4)    Exceeds Expectations (3)    Meets Expectations (2)    Needs Improvement (1)    Does Not Meet Expectations (0)

Comments:

**Interpersonal Skills and Customer Service:** Does the employee demonstrate the ability to get along with the supervisor, co-workers and customers?

- Outstanding (4)    Exceeds Expectations (3)    Meets Expectations (2)    Needs Improvement (1)    Does Not Meet Expectations (0)

Comments:

**Dependability and Accountability:** Is the employee dependable and considered to be reliable to complete assigned duties and perform in the way required or expected? Does the employee follow policies and procedures?

- Outstanding (4)    Exceeds Expectations (3)    Meets Expectations (2)    Needs Improvement (1)    Does Not Meet Expectations (0)

Comments:

**Attendance and Punctuality:** Does the employee's attendance record show consistent attendance and punctuality with minimal unscheduled absences? Does the employee's attendance record show excessive unscheduled absences that create an undue hardship on the department or office?

- Outstanding (4)    Exceeds Expectations (3)    Meets Expectations (2)    Needs Improvement (1)    Does Not Meet Expectations (0)

Comments:

**Resourcefulness:** Does the employee use resources (equipment, materials, and time) wisely and effectively to accomplish tasks?

- Outstanding (4)    Exceeds Expectations (3)    Meets Expectations (2)    Needs Improvement (1)    Does Not Meet Expectations (0)

Comments:



**Overall Rating of Employee:**

Total all of the individual scores and write that number here: \_\_\_\_\_

[Raw score will range from 0 to 24]

Divide this Raw Score by 6 to obtain the average score. Write that number here: \_\_\_\_\_

[Average will range from 0 to 4]

Note: Numerical ratings represent a quantitative measure of an employee’s performance and can be used to track performance over time and can also be used to comparatively rank your employees within your scope of supervisory responsibilities.

**Future Goals or Action Plan:**

**Employee’s Comments:** (Optional. Attach additional sheet, if necessary]

**Signatures:**

**1. Supervisor**

I have met with this employee and discussed his or her Performance Review. I have advised the employee that I will provide him or her with a copy of this signed Review. I have also advised the employee that he or she may prepare a written statement, if so desired, regarding this performance review for his/her personnel file.

Supervisor’s Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**2. Employee**

I understand that my signature indicates only that I have read and discussed this Performance Review with my supervisor. It does not necessarily mean that I agree with my supervisor’s ratings or comments. I may attach written comments, if desired. Check Yes ( ) if comments are attached, or check No ( ) if comments are not attached.

Employee’s Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Sheridan School District 48J**  
**Classified Performance Evaluation**

Name: \_\_\_\_\_ Job Location: \_\_\_\_\_ Date: \_\_\_\_\_

Job Title: \_\_\_\_\_ Evaluator: \_\_\_\_\_

Time Period: From \_\_\_\_\_ to \_\_\_\_\_ Probationary:  1 month  2 month  Annual

<b>CORE STANDARD: JOB KNOWLEDGE</b>	<b>Does Not Meet</b>	<b>Occasionally Meets</b>	<b>Proficient</b>	<b>Exceptional</b>
1. Perform job procedures and responsibilities.				
2. Attain & maintain appropriate licenses, certifications and trainings.				
3. Identify and use all available resources including equipment & technology that is necessary for the position.				
<b>Comments:</b>				
<b>CORE STANDARD: COMMUNICATION &amp; INTERPERSONAL SKILLS</b>	<b>Does Not Meet</b>	<b>Occasionally Meets</b>	<b>Proficient</b>	<b>Exceptional</b>
4. Listen carefully and ask questions when needed.				
5. Understand and follow instructions.				
6. Respond to requests in a timely manner with complete information.				
7. Collaborate with others to complete tasks and solve problems when appropriate.				
8. Demonstrate effective written and verbal communication skills.				
9. Communicate in a courteous, tactful and constructive manner.				
10. Contribute to open communication between self and Principal.				
11. Keep appropriate records.				
<b>Comments:</b>				
<b>CORE STANDARD: PLANNING &amp; ORGANIZATION</b>	<b>Does Not Meet</b>	<b>Occasionally Meets</b>	<b>Proficient</b>	<b>Exceptional</b>
12. Complete assignments within time limits.				
13. Prioritize tasks effectively.				
14. Display initiative.				
<b>Comments:</b>				
<b>CORE STANDARD: JOB PERFORMANCE</b>	<b>Does Not Meet</b>	<b>Occasionally Meets</b>	<b>Proficient</b>	<b>Exceptional</b>
15. Display neatness, accuracy and skillfulness.				
16. Organize work responsibilities.				
17. Demonstrate ownership and task-orientation in work.				
18. Uses resources efficiently and effectively.				
<b>Comments:</b>				

<b>CORE STANDARD: PROFESSIONALISM</b>	<b>Does Not Meet</b>	<b>Occasionally Meets</b>	<b>Proficient</b>	<b>Exceptional</b>
19. Attend work and work-related activities regularly and on time.				
20. Exhibit professional demeanor appropriate to position, including dress, grooming, hygiene & language.				
21. Adapt to changes in job duties.				
22. Exercise discretion and/or safeguard confidential information.				
23. Make sound decisions.				
24. Delegate and/or demonstrate responsibility.				
25. Work independently.				
26. Demonstrate interest in personal professional development.				
27. Set and achieve personal goals.				
28. Treat all persons with respect and civility, value diversity and resolve conflicts professionally.				
29. Develop and maintain professional relationships with colleagues and the public.				
30. Share job knowledge and experience to promote unit's overall efficiency and productivity.				
<b>Comments:</b>				
<b>CORE STANDARD: JOB KNOWLEDGE</b>	<b>Does Not Meet</b>	<b>Occasionally Meets</b>	<b>Proficient</b>	<b>Exceptional</b>
31. Apply appropriate district, building and departmental policies, procedures, and work rules.				
32. Adhere to safety practices and procedures appropriate to job responsibilities.				
<b>Comments:</b>				

**Progress Since Previous Evaluations:**

**Goal to Achieve During Next Evaluation Period:**

**Additional Evaluator Comments:**

**Employee Comments:**

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator Signature

\_\_\_\_\_  
Date

Employee's signature signifies reading the material to be filed & does not necessarily indicate agreement with its content.

## **Progressive Discipline**

The District and Association have agreed to adhere to general progressive discipline procedures but the parties recognize that some conduct is serious enough to immediately justify a more significant disciplinary response.

Depending on the seriousness of the infraction, a supervisor may start at any level of Progressive Discipline Procedure.

In the documents to follow in this notebook we present several disciplinary options and give examples of their use as guidelines to ensure that disciplinary problems are handled fairly but effectively to ensure staff are working in harmony to achieve the mission of the district: Our Mission is to provide a rigorous and relevant education for all students that develops productive citizens for a rapidly changing society.

### **Introduction**

The procedure consists of five (5) possible levels of discipline, ranging from verbal notice/counseling to termination. Progressive discipline is not inflexible. A supervisor is not required to begin at level one (however, in practice you may find this is the level you normally begin with), nor is a supervisor required to utilize all five levels when disciplining an employee over a period of time. Supervisors are required, however, once a level of discipline is utilized, to adhere to the stated steps of that level. Unrelated violations by an employee may be considered as cumulative for purposes of applying discipline when such prior violations have been appropriately documented by the supervisor.

The District may suspend an employee with pay pending the outcome of an investigation into the employee's alleged misconduct.

Progressive Discipline, simply stated, is:

1. The single occurrence of a minor or moderate infraction should receive minor/moderate discipline.
2. A repeat (or continuation or cumulative occurrences) of the same or other minor or moderate infractions.

OR

The single occurrence of a more serious infraction should receive more formal discipline.

3. The single occurrence of a very serious infraction

OR

The repeat of the same moderately serious infraction or the accumulation of minor or moderate infractions should receive the most formal discipline that is reasonably related to the offense.

**ACTIONS TO IMPROVE EMPLOYEE WORK PERFORMANCE:** Depending on the seriousness of the infraction, a supervisor may start at any level of the Progressive Discipline Procedure.

### **Record Keeping**

Maintaining and dealing with materials regarding employees which may serve as a basis for affecting the status of their employment.

An employee shall have the right of reasonable inspection of his/her file during business hours. Forms documenting verbal notice/counseling and letters of direction will be placed in the supervisors working file and a copy sent to the District Office.

1. The employee must be informed the material exists.
2. This must be done in a timely fashion.
3. The source of the information should be disclosed if known.
4. The employee must be informed of his or her ability to comment in writing and have the comment included with the original material.

## Documentation Checklist

Documentation should contain all the significant elements surrounding an incidence of unacceptable employee behavior. When preparing your documentation, it will be helpful to review the following checklist to ensure completeness and accuracy.

1. Did you record the incident promptly while your memory was still fresh?
2. Have you indicated the date, time, location of, and witnesses to the incident(s) documented?
3. Did you factually record the action or behavior exhibited?
4. Have you been objective, recording observations and not impressions?
5. Have you indicated specific rules or regulations violated?
6. Have you listed the specific performance standards violated or exceeded?
7. Did you indicate the other person(s) or work products involved or affected?
8. Did you record the consequences of the action or behavior on the employee's total work performance and/or the operation of the work area or classroom?
9. Did you document your prior interaction(s) with the employee on his/her behavior?
10. Did you indicate the employee's reaction to your efforts to modify his/her behavior?

## **Conduct vs. Evaluation**

Conduct – “Rules of Behavior”

Employee conduct rules.

Evaluation – the assessment of performance

Every employee should be evaluated on performance according to set criteria for his/her job.

### **What is Weingarten?**

The right to union representation (does not apply to non-union employees)

Employees have a right to union representation at any interview that they reasonably believe may lead to disciplinary action against them. According to the Supreme Court, the presence of a union representative during such meetings protects the interests of the entire bargaining unit and helps redress the imbalance of power between the employer and employee. Here’s when Weingarten will apply:

- If the employee is covered by a union collective bargaining agreement, and
- If the interview is likely to lead to the employee being

### **What is Loudermill?**

These are meetings prior to decisions by the district to suspend, demote or terminate an employee. A US Supreme Court case established the right for public sector employees to have a meeting (often termed a hearing) prior to a decision to suspend, demote, or terminate. This is based on the employee’s “property right” to his/her public-sector job. The meeting’s purpose is to give the employee an opportunity to present his/her side of the story.

**Sheridan School District 48J**  
**LEVEL ONE: VERBAL NOTICE/COUNSELING – Optional**

**Verbal Notice/Counseling**

In general, verbal notice/counseling written record includes any informal discussion with an employee designed to assist the employee to fully develop skills and abilities. The discussion may clarify standards, evaluate the employee's strengths and weaknesses, seek information, solve problems, or discuss why certain behavior or unsatisfactory performance is unacceptable. When there is a problem this is usually the action taken to assist the employee in clarifying and remedying the problem. The supervisor documents the discussion with the employee (Form A) and maintains a copy in the supervisor's file and sends a copy to the District Office.

**LEVEL ONE: PROCEDURE**

1. The supervisor should meet with the employee to discuss the unsatisfactory performance and/or misconduct and to counsel the employee regarding the corrective action that must be taken to avoid further disciplinary action.
2. The supervisor should complete Form A and keep one copy and send one copy to the District Office.
3. The original of Form A is to be given to the employee. The employee should sign they have received it.
4. A copy of Form A will be retained in the supervisor's working file and District Office working file. Form A will not be sent to the personnel file. Record of this notice may be noted on the employee's evaluation form.



## **Supervisor's Guidelines for Preparing Verbal Notice/Counseling**

**Introduction:** Self explanatory

**Occurrence Date/Time:** Self explanatory

**Nature of Condition, Inquiry, or Incident:**

1. Describe in reasonable detail what the employee has done.
2. Cite how this interferes with one or more of the following: employee's performance; the work environment; the operations of the district; or the well-being of other employees.
3. Cite the rule, regulation, policy, law, standard of work or behavior that is involved.
4. If the disciplinary action is related to previous Level One verbal warning/counseling records, a detailed reference should be made.

**Conclusion/Action to be Taken:**

1. Explain in reasonable detail what the employee must do to improve performance or change behavior. Attach a separate page if more detail is appropriate.
2. Cite a reasonable date by which improvement must occur or no further violations must occur.

**Signature/Date:**

1. The notice should be signed and dated by you on the same day it is given to the employee.
2. The employee must be afforded the opportunity to respond in writing to the warning notice. If a response is submitted, it must be attached.
3. Your signature ensures that you have provided a copy of the warning notice to the employee on the stated date.

**Sheridan School District 48J**  
**LEVEL ONE: VERBAL NOTICE/COUNSELING**

Employee's Name:	Title:
Supervisor's Name:	Title:
<b>Occurrence Detail</b>	
Date:	Time:
<b>Nature of Condition, Inquiry, or Incident:</b> (Describe the incident/issue in detail to allow for ready interpretation by other concerned parties. Cite content of counseling, time and date.)	
<b>Conclusion/Action To Be Taken (Be Specific)</b> (Describe what remedy was requested of the employee to improve performance or change behavior. List the employee's response to the verbal notice.)	

\_\_\_\_\_  
Supervisor's Signature

\_\_\_\_\_  
Date

I have received a copy of this document:

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

**Sheridan School District 48J**  
**LEVEL TWO: LETTER OF DIRECTION – Optional**

**Written Direction:**

A letter of direction is appropriate when the supervisor feels that previous attempts at improving performance have not resulted in the desired improvement or where the inappropriate conduct is significant enough to require a written record of the inappropriate behavior and the direction given to improve the behavior. A Letter of Direction is delivered in writing by the employee's direct supervisor. The Letter of Direction is kept in the supervisor's working file and a copy sent to the District Office. The Letter of Direction may be documented on the employee's annual evaluation.

**LEVEL TWO Procedure:**

1. A Letter of Direction provides notice to an employee that further disciplinary action will be taken unless the employee's behavior or performance improves.
2. The content of a written warning is essentially the same as that of the verbal notice/counseling. The employee is advised in writing of the need to improve and of the consequences of failing to improve performance. The employee may respond in writing to the warning and have the response attached.
3. A copy is maintained by the supervisor and a copy sent to the District Office. The Letter of Direction may be documented in the employee's annual evaluation.

**Sheridan School District 48J**  
**LEVEL TWO: LETTER OF DIRECTION**

Employee's Name:	Title:
Supervisor's Name:	Title:
<b>Occurrence Detail</b>	
Date:	Time:
<b>Explanation of Problem(s):</b>	
<p>The problem(s) described above is/are serious enough to warn you that improvement is needed. Improvement Needed: You are encouraged to think about this warning, resolve to change your behavior, and/or improve your performance. In order to avoid further disciplinary measures, it is recommended that you:</p>	
<p>If you do not improve, it will be necessary to consider stronger disciplinary measures, including reprimand, suspension, demotion, and termination. A copy of this notice will not be placed in your personnel file, but will be maintained in a working file. If you have any questions concerning this matter, or if you need help in improving your performance, you are encouraged to contact me. I would be happy to assist you.</p>	
<p>You may respond in writing to this warning within ten (10) working days. If you choose to do so, your response will be attached to this notice.</p>	

\_\_\_\_\_  
Supervisor's Signature

\_\_\_\_\_  
Date

I have received a copy of this document:

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

**Sheridan School District 48J**  
**LEVEL THREE: WRITTEN REPRIMAND**

NOTICE: The Principal must be involved at Level Three and all levels thereafter.

**Written Reprimand – Documented in File**

The reprimand should fully disclose the nature of employee's violation, and stipulate that the employee is to consider himself/herself on notice to correct this behavior immediately. This reprimand is generally written by the Principal, but for added emphasis, the warning can be undersigned by the Superintendent. This step would be documented in the personnel file and on the employee's annual evaluation. A copy may be kept in the Principal's working file and copies of the written reprimand go to the employee and to the District Office.

**Written Reprimand – Procedure**

1. The first serious disciplinary action is a written reprimand. It is the district's official notification that an employee's performance or behavior is not meeting standard and that continuation or repetition of that performance may result in suspension, demotion, or termination.
2. The supervisor should meet with the employee to discuss the circumstances surrounding the unsatisfactory performance and/or misconduct and investigate the matter. An Association representative may be present during meetings with the employee according to Weingarten rights.
3. If, in the judgment of the supervisor, the employee should receive a reprimand, he/she would complete a Written Reprimand and submit it to administrator's supervisor for review and approval.
4. If approved, the supervisor would meet with the employee to inform him/her of the decision to reprimand and to counsel him/her regarding the corrective action that must be taken to avoid further disciplinary action. The employee will be requested to sign the Written Reprimand, signifying he/she has received and read it. The employee may respond in writing to the Written Reprimand and have the response placed in his/her personnel file. The response must be received within ten (10) working days.
5. The supervisor will send a copy of the Written Reprimand to the Superintendent for review and to be placed in the employee's personnel file and documented in the annual evaluation.

## SUPERVISOR'S GUIDELINES FOR A WRITTEN REPRIMAND

1. The reprimand should be individually written, stating specific material facts, such as date, time, place, witnesses to, and actions of the individual(s) involved.
2. The reprimand should include a quotation of the: Regulation(s), Rule(s), Contract Provision(s), Performance Expectations or Order(s) violated or breached.
3. The reprimand should outline all previous verbal and written reprimands or warnings.
4. Be factual and to the point – provide the basis for the decision to discipline. Be objective, draw conclusions as appropriate based on the facts discovered during the investigation. Tell what you or others saw, heard, touched, or felt.
5. It should be stated that this letter constitutes a Written Reprimand.
6. It should state that the staff member is being given another opportunity to improve his/her performance.
7. It should state that if the staff member does not improve, he/she will be subject to further disciplinary action. This is a critical point. The administrator must remain flexible, not stating what the further action will be.
8. It is best to meet with the staff member and give them a copy of the letter.
9. Forward a copy of the letter to the District Office to be included in the employee's personnel file and prepare to document the letter in the annual evaluation.

SELECT CLEAR DIRECTIONAL PHRASES. Examples include, but are not limited to, the following:

- Please do the following by (specific day/date)...
- I insist that you...
- You are directed to...
- I would appreciate it if ...
- I expect the following by...
- You are required to...
- The report is due by...
- I insist you consider the following...
- Regulations require that you...
- Have your students do the following...
- It is important that you....
- Return the following to me by...
- A satisfactory evaluation will require...

## SUPERVISOR'S GUIDELINES FOR PREPARING WRITTEN REPRIMAND

**Introduction:** Self explanatory

**Occurrence Date/Time:** Self explanatory

### **EXPLANATION OF PROBLEM(S):**

1. Describe in reasonable detail what the employee has done.
2. Cite how this interferes with one or more of the following: employee's performance; the work environment; the operations of the district or the well-being of other employees.
3. Cite the rule, regulation, policy, law, standard of work or behavior that is involved.
4. Enter the dates of previous verbal notices, written warnings, or written reprimands related to this violation.

### **IMPROVEMENT NEEDED:**

1. Explain in reasonable detail what the employee must do to improve performance or change behavior. Attach a separate page if more detail is appropriate.
2. Cite a reasonable date by which improvement must occur or no further violations must occur.
3. The employee must be afforded the opportunity to respond in writing to the reprimand form. If a response is submitted, it must be attached.

### **SIGNATURE/DATE:**

1. The employee should be requested to sign and date the form. If she/he refuses, so note on the form along with your signature and the date.
2. A copy must be sent to the District Office marked CONFIDENTIAL.
3. The form should be completed after the supervisor and/or administrator meets with the employee.

**Sheridan School District 48J**  
**LEVEL THREE: WRITTEN REPRIMAND**

Employee's Name:	Title:
Supervisor's Name:	Title:
<b>Occurrence Detail</b>	
Date:	Time:
<b>Explanation of Problem(s):</b>	
<p>The problem(s) described above is/are serious enough to warn you that improvement is needed. Improvement Needed: You are encouraged to think about this warning, resolve to change your behavior, and/or improve your performance. In order to avoid further disciplinary measures, it is recommended that you:</p>	
<p>If you do not improve, it will be necessary to consider stronger disciplinary measures, including reprimand, suspension, demotion, and termination. A copy of this reprimand will be placed in your personnel file. If you have any questions concerning this matter, or if you need help in improving your performance, you are encouraged to contact me.</p>	
<p>You have the right to respond in writing to this reprimand within ten (10) working days to present information or arguments rebutting this disciplinary measure. If you choose to do so, your response will be attached to this notice.</p>	

The employee's signature below indicated only that the employee has read and received a copy of this document.

Employee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_



**Sheridan School District 48J**  
**LEVEL FOUR: SUSPENSION WITHOUT PAY/DEMOTION**

**Suspension Without Pay/Demotion – Documented in File**

Suspension is the temporary removal of an employee from duty without pay. Suspensions are normally made in cases involved gross misconduct or chronic behavioral or performance problems for which, in the view of the supervisor, there seems to be no other appropriate response. Demotion is the removal of an employee from a present position to one of lesser responsibility or pay. Normally, demotions are proper if employees can no longer perform the duties of their present position, but may still function effectively at a lower level. A suspension or demotion is made after consultation with the Superintendent. A copy of the written record of the suspension without pay or demotion is forwarded to the District Office for review and placement in the employee's personnel file and documented in the Employee's annual evaluation.

**Suspension Without Pay/Demotion – Procedure**

1. If unsatisfactory performance and/or misconduct occurs that, in the judgment of the supervisor, warrants consideration for a suspension or demotion, the Principal and/or supervisor and the Superintendent will hold a meeting with the employee to discuss the circumstances surrounding the infraction.
2. The employee shall be informed of the concern and that he/she has the right to have an Association representative present at the meeting in accordance with Wiengarten rights.
3. If after the meeting and investigation of the circumstances, the District believes there is sufficient justification for the suspension or demotion, the supervisor and/or administrator will draft a suspension or demotion letter. The supervisor and/or administrator will contact the Superintendent to review both the suspension or demotion letter and the decision to suspend or demote.
4. If approved, the supervisor and/or administrator will meet with the employee to inform his/her of the decision to suspend or demote and to deliver a copy of the suspension or demotion letter.
5. The administrator shall send a copy of the suspension or demotion letter to the District Office to be placed in the employee's personnel file.
6. The employee may respond in writing to the suspension or demotion letter and have the response placed in his/her personnel file. A copy of the response will be forwarded to the supervisor. The response must be received within ten (10) working days.

**Sheridan School District 48J**  
**SAMPLE SUSPENSION OR DEMOTION LETTER**

Date

Name

Address

City/State/Zip

Dear Mr./Mrs./Ms.:

On (date) a meeting was held with you to discuss the facts and circumstances regarding an incident that occurred on (date). Present at the meeting was (name, title; name, title;) and I.

After discussing the incident with you and upon review, it has been determined that you will be suspended without pay from (date) through (date). The reasons and facts supporting this action are contained in the attached Discipline Recommendation Form.

A copy of this suspension letter and the Discipline Recommendation Form will be placed in your personnel file. You have the right to respond in writing to this disciplinary measure. If you choose to do so, your response will be attached to this letter.

Please be advised that you have the right to appeal this decision in accordance with Article (\_\_\_) of the Classified Bargaining Agreement.

The purpose of this disciplinary action is to impress upon you the seriousness with which Sheridan School District regards this matter and to give you the opportunity to reflect upon your future compliance with noted recommendations to improve your behavior and/or performance. Should you choose to continue not to improve, you will be subject to further disciplinary action, including termination.

Sincerely,

Principal's Name

Title

## **SUPERVISOR'S GUIDELINES FOR PREPARING THE DISCIPLINE RECOMMENDATION**

1. Self Explanatory
2. Indicate the specific discipline being recommended and the effective date(s) of such discipline. For suspensions, list each of the dates the employee is to be suspended without pay.
3. Describe in reasonable detail what the employee has done.
4. Cite the rule, regulation, policy, standard of work or behavior involved.
5. List all warnings, reprimands, suspensions or demotions, related to this disciplinary action.
6. Explain in reasonable detail what the employee must do to improve performance or change behavior. Cite the date by which improvement must occur or no further violations must occur.
7. The signature of the employee, supervisor, and the administrator are required before forwarding to the District Office.
8. Forward to the District Office in an envelope marked CONFIDENTIAL for review and approval.

**Sheridan School District 48J**  
**LEVEL FOUR: DISCIPLINE RECOMMENDATION FORM**  
**(SUSPENSION WITHOUT PAY/DEMOTION)**

1. Employee's Name: \_\_\_\_\_ Title: \_\_\_\_\_

Date of Employment: \_\_\_\_\_ Location: \_\_\_\_\_

2. It is requested that the above referenced employee receive the following discipline:

Suspension

- 1 day without pay
- 2 days without pay
- 3 days without pay
- 4 days without pay
- 5 days without pay
- \_\_\_\_ days without pay

Demotion

Position: \_\_\_\_\_

Range: \_\_\_\_\_

Effective Date: \_\_\_\_\_

3. This disciplinary action is being recommended based on the following problem(s):

4. The above is an infraction of the following rule, regulation, standard of work, or behavior expected by the district.

5. In addition to the above cited problem(s), the employee has been disciplined in the past as follows (attach pages if necessary):

Date: \_\_\_\_\_

Infraction: \_\_\_\_\_

Discipline Received: \_\_\_\_\_

6. List specifically what the employee must do to change his/her behavior and/or improve his/her performance.

7. Employee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **Sheridan School District 48J**

### **LEVEL FIVE: TERMINATION**

#### **Termination:**

Termination is the procedure which permanently removes an employee from service. This occurs when the employee has been given the opportunity to meet performance or behavior standards and has failed to do so or his/her conduct is so serious or egregious to justify termination. Utilized in cases where the nature of the offense is severe or the prospects for rehabilitation of employee's attitude are so remote, that it is in the best interest of employer and employee that the latter seek employment elsewhere. Such a decision can be made by the direct supervisor, but should have the endorsement of the Superintendent. It is very important/especially in the presence of collective bargaining agreements, that the nature of the offense, all disciplinary measures taken, and employee response to the charges are fully documented.

Hiring and training costs of new employee makes the loss of an experienced employee very expensive, therefore, where the District deems appropriate, it will explore retaining the employee. Termination is seldom used for the first offense unless the violation is so serious that no other response is appropriate. As stated earlier, the disciplinary action must fit the offense.

Termination is made only after consultation with the Superintendent.

#### **Resignation (An Alternative to Termination)**

Sometimes an employee may offer to resign instead of facing disciplinary action. By doing so, the employee loses the right to appeal.

No employee can be compelled to resign; resignation must be voluntary. Otherwise, the employee may claim the resignation was made under duress.

## Termination – Procedures

1. When an employee's conduct is serious or egregious, he/she has demonstrated a serious disregard of rules and/or policies of the District, committed a violation of law or intentionally or unintentionally endangered the health and welfare of a student of the school district for any reason, at any time on or off duty the supervisor may recommend immediate termination in lieu of those procedures outlined above.
2. If unsatisfactory performance and/or misconduct occurs that, in the judgment of the supervisor, warrants consideration for a termination, the supervisor and/or administrator and Superintendent will hold a meeting with the employee to discuss the circumstances surrounding the infraction and conduct and investigation into the circumstances and allegations.
3. The employee shall be informed that he/she has the right to have an Association representative present at the meeting. The employee may also use other types of representation at this level provided at least seventy-two (72) hours notice is given to the District. If other representation is requested, the District Office must be informed. The OSEA and the employee will inform the district who will be representing the employee.
4. If, after the meeting and investigation, there is, in the supervisor's judgment, sufficient justification, the supervisor and/or administrator will send a letter to the Superintendent recommending termination. The documentation of previous disciplinary actions will be attached.
5. If approved by the Superintendent, the supervisor and/or administrator will send a Pre-Termination letter to the employee advising him/her of the recommendation to terminate and the date and time of the pre-termination meeting.
6. A pre-termination meeting will be held with the employee, supervisor and/or administrator and the Superintendent to discuss the recommendation to terminate. The employee shall be informed that he/she has the right to have an Association representative present at the meeting. The employee may also use other types of representation at this level provided at least seventy-two (72) hours notice is given to the District. If other representation is requested, the District Office will be informed. The OSEA and the employee will inform the district who will be representing the employee.
7. If, after the meeting, there is, in the district's judgment, sufficient justification for the termination, the District Office will prepare an appropriate letter to the employee notifying him/her of the termination.
8. A meeting may be held with the employee, supervisor and/or administrator, and the Superintendent, to deliver the termination letter and to inform the employee of the decision to terminate.

**Sheridan School District 48J**  
**LEVEL FIVE: TERMINATION**

1. Employee's Name: \_\_\_\_\_ Title: \_\_\_\_\_  
Date of Employment: \_\_\_\_\_ Location: \_\_\_\_\_

2. It is requested that the above referenced employee receive the following discipline:

TERMINATION

Effective Date: \_\_\_\_\_

3. This disciplinary action is being recommended based on the following problem(s):

4. The above is an infraction of the following rule, regulation, standard of work, or behavior expected by the District.

5. In addition to the above cited problem(s), the employee has been disciplined in the past as follows (attach pages if necessary):

Date: \_\_\_\_\_

Infraction: \_\_\_\_\_

Discipline Received: \_\_\_\_\_

6. Employee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Superintendent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Sheridan School District 48J**  
**SAMPLE PRE-TERMINATION LETTER**

Date

Name

Address

City/State/Zip

Dear Mr./Mrs./Ms.:

This letter is to inform you of my recommendation to the Superintendent that you be terminated from your position of (title) with Sheridan School District. You are hereby notified that on (date) at (time), we will hold a pre-termination meeting with you to discuss the reasons to terminate. At that meeting you will be given the opportunity to present information or arguments rebutting the proposed disciplinary action. The meeting will be held at the (meeting location).

This recommendation to terminate is based upon your unsatisfactory work performance (see attached documentation), which constitutes violation of Administrative Regulation (\_\_\_\_\_).

Please be advised you have the right to have an Association representative present at the pre-termination meeting, if you so choose.

If you have any questions concerning the above, please do not hesitate to call me at (phone number).

Sincerely,

Administrator Name

Title



## JUST CAUSE

Generally post-probationary employees may be suspended, demoted, or terminated for just cause. In situations where suspension, demotion, or termination are necessary, it is of importance the supervisor follows required standards of due process and be able to establish cause for the level of discipline administered. The following tests are applicable in determining whether an employer had just cause for disciplining an employee:

1. Did the District give the employee forewarning or foreknowledge of the possible or probable disciplinary consequences of the employee's conduct?
2. Was the District's rule or managerial order reasonably related to the orderly, efficient, and safe operation of the work area or classroom?
3. Did the District, before administering discipline to an employee, make an effort to discover whether the employee did, in fact, violate or disobey a rule or order of management?
4. Was the District's investigation conducted fairly and objectively?
5. Did the investigation result in substantial evidence or proof that the employee was guilty as charged?
6. Has the District applied its rules, orders, and penalties evenhandedly and without discrimination to all employees?
7. Was the degree of discipline administered by the District in a particular case reasonably related to:
  - a. The seriousness of the employee's proven offense, and
  - b. The record of the employee in his/her service with the District?