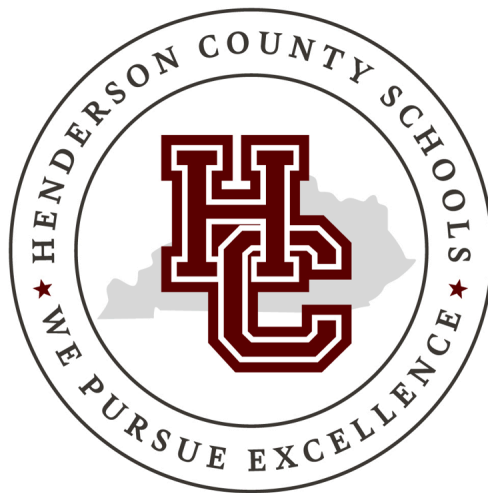


# Henderson County Schools

## Classified Evaluation Plan



Equal Educational and Employment Institution

# PROFESSIONAL GROWTH AND EVALUATION OF CLASSIFIED PERSONNEL

## Dr. Bob Lawson, Superintendent

Henderson County Schools  
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### 2023 EVALUATION PLAN DEVELOPMENT COMMITTEE MEMBERS

Jinger Carter, Central Office  
Lisa Cox, Central Office  
Brandi Haire, Niagara Elementary  
Ashlee Hayden, Cairo Elementary  
David Hyslop, East Heights Elementary  
Ben Payne, Maintenance Department  
Kace Watkins, South Heights Elementary

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**CLASSIFIED SCHOOL PERSONNEL EVALUATION PLAN ASSURANCES**

The local district hereby assures the Commissioner of Education that:

This evaluation plan was developed by an evaluation committee composed of classified staff representatives and district wide administrators.

All classified personnel will be oriented annually to the evaluation process and the criteria for evaluation prior to the implementation of the plan. The evaluation of each staff member will be conducted or supervised by the immediate supervisor or principal of the employee.

All classified staff will be evaluated annually. Each evaluatee shall be given a copy of his/her summative evaluation, which shall be filed in the personnel records.

Each person evaluated will be provided the opportunity for a review of the summative evaluation by utilizing the Classified Appeals Process.

This evaluation plan will not discriminate on the basis of race, national origin, religion, marital status, sex, or disability.

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on \_\_\_\_\_.

\_\_\_\_\_  
Signature of Superintendent      Date

\_\_\_\_\_  
Signature of Board Chair      Date

## Overview of Classified Evaluation System

The purpose of the Classified Evaluation Program for the Henderson County School District is to improve the level of job production and skill performance of the individual employee through a planned program. It is also used as a part of the process in making personnel decisions. The evaluation of classified employees is based on the premise that all employees have a commitment and responsibility to continuing improvement in performance. Performance evaluations shall be based on an employee's job description and the District's standards for the work performed.

In addition to improving the effectiveness of the employee in the performance of his or her job and in making personnel decisions, two additional purposes may be served through the Classified Evaluation Program: (1) it may provide an opportunity for the supervisor and employee to mutually develop performance goals to further develop various aspects of the employee's performance: and (2) it may help a supervisor to determine areas of an employee's performance that are unsatisfactory, and aid in the development of a plan of assistance designed to assist the employee in correcting the deficiencies.

The Classified Evaluation Program is to be used with all classified personnel. All classified employees are to be evaluated annually prior to May 1. The immediate supervisor of the employee is to be the primary evaluator. For school based staff, when the primary evaluator is not the principal, the supervisor should concur with the principal on all evaluations, since the principal must also sign these forms. The principal and other administrators must sign all evaluations for individuals who work in their area of supervision.

Performance level definitions:

- Exceeds Expectations - demonstrates an exceptional level of performance, consistently exceeds overall goals and expectations
- Meets Expectations - work performance is satisfactory and meets the standard
- Does not meet Expectations - work performance in this area is below average and needs to improve.
- Not Applicable - indicator does not apply to job description

At any time between evaluation periods that deficiencies appear, or at the request of an evaluator, additional evaluations may be performed.

Additionally, as a suggested mid-year evaluation review, evaluators are encouraged to have rounding conversations with their evaluatees. Questions for rounding conversations include:

- What is working well?
- What needs to be improved?
- What obstacles are in your way? What resources do you need to accomplish your goals?
- What support do you need?

**PERSONNEL**

**03.28 AP.21**

**Classified Personnel Evaluation Form**

Employee's Name \_\_\_\_\_ School Year \_\_\_\_\_

Worksite/School \_\_\_\_\_ Supervisor \_\_\_\_\_

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

Evaluation: \_\_\_\_\_

Explanation of the Scale:

Exceeds expectations (EE) Meets Expectations (ME) Does Not Meet Expectations (DN) Not Applicable (NA)

**JOB KNOWLEDGE:** Evaluate skill/knowledge of the information, procedures, materials, equipment, techniques, etc., required for the position.

	EE	ME	DN	NA
Has necessary skills to complete tasks required in current position.				
Has working knowledge of equipment/material/technology that is necessary for completion of assigned tasks.				
Adheres to Board policies and procedures.				
Grows professionally.				

Comments:

**PRODUCTIVITY AND QUALITY OF WORK:** Rate the completion, accuracy, timeliness, and volume of work.

	EE	ME	DN	NA
Completes the required tasks accurately and in a timely manner.				
Organizes work responsibilities and sets priorities.				
Takes initiative in seeking and completing tasks without supervision.				
Demonstrates ability to learn quickly; shows flexibility to adjust to changes in job assignments, methods, personnel or surroundings.				

Comments:

**RESPONSIBILITY, DEPENDABILITY, AND ATTENDANCE:** Consider efforts to ensure the successful completion of tasks, extra efforts made to meet work demands, attendance, dependability, and general assistance.

	EE	ME	DN	NA
Uses discretion with confidential or privileged information.				
Stays on task and follows schedule/directions.				
Uses good judgment in performing responsibilities.				
Uses property safety measures when working.				
Has regular and predictable attendance.				

Reports to work punctually.				
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Comments:

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**INTERPERSONAL RELATIONS:** Consider relationships with other employees, students, and the community, and willingness to perform required duties and to help others accomplish tasks.

	EE	ME	DN	NA
Deals with students and parents in a positive, constructive manner.				
Deals with colleagues and supervisors in a positive, constructive manner.				
Cooperates in accomplishing school and District goals and objectives.				
Handles problems and offers differing opinions in a constructive and fair manner.				
Works well as a team member.				
Presents a positive view of the school district and other employees, both on the job and in the community.				
Shows a willingness to accept and act on suggestions for improvement.				

Comments:

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**SUMMARY:**

	Yes	No
Overall does the employee meet the designated performance standards?		

Comments:

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**Growth and Development:** Activities which could increase job effectiveness:

Evaluator: \_\_\_\_\_

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

Improvement in the areas noted on this evaluation can be achieved by the following:

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This review has been discussed with the employee who has been given a copy. Signatures acknowledge completion of the evaluation and not necessarily agreement.

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

\_\_\_\_\_  
*Date*

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

\_\_\_\_\_  
*Date*

**Employee's Comments:**

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**Classified Personnel Evaluation Form for Family Resource Coordinators**

Employee's Name \_\_\_\_\_ School Year \_\_\_\_\_

Worksite/School \_\_\_\_\_ Supervisor \_\_\_\_\_

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

Evaluation: 30 day \_\_\_\_\_ 60 day \_\_\_\_\_ 90 day \_\_\_\_\_ Annual \_\_\_\_\_

Explanation of the Scale:

Exceeds expectations (EE) Meets Expectations (ME) Does Not Meet Expectations (DN) Not Applicable (NA)

**GENERAL PLANNING:**

	EE	ME	DN	NA
Develops a yearly plan that addresses the needs of students and families, in consultation with school and district staff.				
Collaborates with appropriate agencies to provide services for students, parents, families, the school, and the community.				
Follows policies and procedures as outlined by the Board of Education and state FRYSC guidelines.				
Maintains expenditures of funds and demonstrates accountability for all monies in a timely manner.				

Comments:

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**PERSONAL ORGANIZATION & COMMUNICATION:**

	EE	ME	DN	NA
Maintains good rapport through oral, written, and/or face-to-face communication with building administration, SBDM, local Advisory Council, local Board of Education and school community				
Reports are completed and submitted on time to building administrator, advisory council, school council, and district supervisor.				
Establishes and follows defined on-site hours for the Center and informs principal and/or school personnel of necessary meetings and activities scheduled outside the Center.				
Creates an inviting environment for staff, students, community, and families.				
Attends school, district, and community meetings on a consistent basis				
Provides positive leadership for center staff, interns and volunteers.				
Supervises, evaluates, and provides appropriate training for center staff.				

Comments:

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**ALLOCATION OF SUPPLIES, EQUIPMENT, & SUPPORT SERVICES:**

	EE	ME	DN	NA
Supervises the requisition, inventory, and distribution of supplies and materials necessary for the operation of the center.				
Adheres to policies in regards to grant fund purchases.				
Works to obtain funds/supplies to supplement center budget to provide service for students and families.				

Comments:

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**PROFESSIONAL QUALITIES & RESPONSIBILITIES:**

	EE	ME	DN	NA
Performs professional responsibilities and duties as outlined in the job description.				
Exhibits a proactive approach in Center, school, and community activities.				
Is punctual and has good attendance.				
Upgrades own professional knowledge and skills through readings, workshops, training sessions, and conferences.				
Exhibits a positive and professional attitude toward staff, students, parents and community members.				
Ensures legal and ethical standards are maintained to safeguard the privacy, rights, and dignity of individuals and families served by the center.				

Comments:

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**SUMMARY:**

	Yes	No
Overall does the employee meet the designated performance standards?		



Comments:

\_\_\_\_\_

**Growth and Development:** Activities which could increase job effectiveness:

Evaluator: \_\_\_\_\_

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

Improvement in the areas noted on this evaluation can be achieved by the following:

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_

This review has been discussed with the employee who has been given a copy. Signatures  
acknowledge completion of the evaluation and not necessarily agreement.

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

\_\_\_\_\_  
*Date*

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

\_\_\_\_\_  
*Date*

**Employee's Comments:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## **Instructions for Completing the Individual Professional Growth Plan for Assistance or Corrective Action**

This Plan is to be completed by the evaluator (with discussion and assistance from the evaluatee and assistance team) as it relates to a *Does Not Meet Expectation* rating on any one or more Standard/Characteristic from the summative evaluation *or* when an immediate change is required in practice or behavior.

The evaluatee, evaluator and/or assistance team must identify action goals and objectives; procedures and activities designed to achieve the goals; and targeted dates for appraising the evaluatee's improvement of the standard. The evaluator will be responsible to document all actions taken to assist the evaluatee in improving his/her performance.

### **1. Development of Assistance Plan**

- a. Identify the specific standard(s)/characteristic(s) from the evaluation document that has a *does not meet expectation needed* rating assigned or the immediate change that is required of the employee's practice or behavior.
- b. List the changes/improvements needed by the evaluatee and how the evaluatee can make these changes/improvements.
- c. List how the evaluator will assist in the improvement plan.
- d. Update the Plan management record.
- e. Note: if the practice, behavior or performance rating is deemed be of an extreme measure, a Corrective Action Plan may be the starting point rather than an assistance plan.

### **2. Evaluation of Progress**

The evaluator and evaluatee will monitor the progress of the Assistance plan and meet periodically to determine whether growth is being made. If, in the judgment of the evaluator, the employee makes progress, then the Assistance Plan is completed and the evaluatee is then back on an enrichment plan or assistance plan as determined by the evaluator. If, in the judgment of the evaluator, the evaluatee does not make progress, then the Corrective Action Team and Corrective Action Plan are developed.

### **3. Corrective Action Team**

The evaluator conferences with the employee and indicates the desire to bring in a corrective action team. In consultation with the employee, a team is selected. The evaluator, employee, and team members meet to discuss the previous assistance process and review the Corrective Action Plan following the steps listed above.

The Evaluation of Progress will follow the same format with the evaluatee, evaluator and Corrective Action Team meeting periodically.

If, in the judgment of the evaluator, the employee makes progress, then the Corrective Action Plan is completed and the evaluatee is then back on an enrichment plan or assistance plan as determined by the evaluator. When there is no improvement in performance toward meeting the standard even with the help of a Corrective Action Team, then the evaluator must take the necessary steps toward the termination of said employee.

## Henderson County Schools Classified Improvement Plan

1. Define standard of performance as measured by the employee evaluation and, if applicable, list specifically the action that prompted the need for employee improvement plan.
  
2. List specifically how the employee shall attempt to improve.
  
3. List specifically how the evaluator will assist in the Improvement Plan.
  
4. Improvement Plan Conclusion:     \_\_\_ Achieved  
  \_\_\_ Continued/Revised  
  \_\_\_ Unsatisfactory
  
5. Evaluator's Comments:
  
  
6. Evaluatee's Comments:

\_\_\_\_\_  
Signature of Evaluator    (Date)

\_\_\_\_\_  
Signature of Employee (Date)

This improvement Plan is a plan whereby an evaluator identifies specific needs and present stages of development; establishes goals and objectives to meet these needs; identifies procedures, objectives and target dates for achieving these goals. The Improvement Plan is aligned with the Classified Job Description and the Classified Personnel Evaluation and can be used as either an Assistance or Corrective plan. This form is used after the first thirty (30) days of employment only and can be used as many times as the evaluator deems necessary. This form will be re-evaluated with employee after \_\_\_\_\_ (number of) work days.

ASSISTANCE PLAN means a plan established to assist the employee whereby the evaluator identifies specific areas that need immediate attention by the employee to enable the evaluator to recommend the employee for reemployment without reservation.

CORRECTIVE PLAN means a plan established to assist the employee whereby the evaluator identifies specific areas that need immediate attention by the employee for the evaluator to consider the employee for reemployment.

**Assistance Plan/Corrective Action Plan Management Record**

	Date	Date	Date	Date
Observations				
Assistance Plan Developed				
Assistance Plan Reviewed				
Assistance Plan Complete or Corrective Plan Developed				
Request for Corrective Team				
Assistance Team Selected				
Evaluator/Evaluated/Team 1 <sup>st</sup> Meeting to explain Corrective Action Team				
2 <sup>nd</sup> Meeting of Team				
3 <sup>rd</sup> Meeting of Team				
Corrective Plan Completed Successfully? [Y/N]				
Summative Evaluation				
Conference with Superintendent and/or Board Attorney				
Summative Conference with Employee				
Termination Letter (if necessary)				

**Signatures:**

Evaluator \_\_\_\_\_

Evaluated \_\_\_\_\_

Correction Action Team Members

**Corrective Action Team Log of Activities**

Evaluatee: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Date of Meeting: \_\_\_\_\_

Persons Present:

Summary of Meeting:

Recommendations:

Next Meeting Date: \_\_\_\_\_

**Evaluation**

Each classified employee shall be evaluated annually prior to May 1.

**Formal Procedure**

This evaluation shall be performed by the Principal or the immediate supervisor and shall be based upon a formal procedure approved by the Superintendent for that specific position or class of positions. The administrator performing the evaluation shall share and discuss the evaluation report with the employee. The employee shall have the right to comment in writing on the evaluation report. The employee's written comments shall be attached to the evaluation report, and the report shall be filed with the Superintendent.

Adopted/Amended:

Order #:

**Evaluation Process**

**Frequency and Time**

Each classified employee shall be evaluated at least once each year. This evaluation shall be performed by the Principal or the Immediate Supervisor by May 1.

**Evaluation Procedure**

The evaluations shall be made in writing (electronic forms are the preferred method). The evaluator shall hold a conference with the evaluatee. The employer's written comments (if any) shall be included with the evaluation form and filed with personnel records in the Central Office. An appeal process is available to employees who wish to appeal their evaluation.

**Evaluation Appeal**

An employee may appeal his/her evaluation as follows:

1. The employee may request a review of his/her evaluation with the immediate supervisor.
2. If a review is requested, the Superintendent/designee shall set the time and place of the review with the employee and immediate supervisor.
3. During the review process, the employee shall be given the opportunity to present any evidence or testimony supporting his/her position.
4. Within ten (10) working days of the hearing, the Superintendent/designee shall prepare and forward to the employee and the employee's supervisor a written response to the appeal.
5. All information relating to the employee's evaluation shall be placed in the employee's appropriate personnel file.
6. Time limits set forth in this section may be extended by the written mutual agreement of the employee and the Superintendent.

**Related Procedures:**

03.28 AP.21

03.28 AP.22

Review/Revised: 7/25/2005

**Confidentiality of Records**

Personnel evaluation records, specifically the personnel evaluation folder and its contents, will be kept as a part of the employee’s personnel file and will be treated with the same confidentiality as other personnel records. During an appeal/hearing, evaluation records will be kept in a secure location designated by the Superintendent.

Review/Revised: 8/21/00

**Evaluation Appeal Form**

**INSTRUCTIONS**

This form is to be used by classified employees who wish to appeal their final summative evaluation. If you feel that you were not fairly evaluated you may submit an appeal to the Superintendent by completing this form and returning it to the Superintendent within five (5) working days of the receipt of your summative evaluation.

Employee’s Name \_\_\_\_\_  
Home Address \_\_\_\_\_ ZIP Code \_\_\_\_\_  
Worksite/School \_\_\_\_\_  
Position: \_\_\_\_\_

What specifically do you object to or why do you feel you were not fairly evaluated? If additional space is needed, attach an additional sheet.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date you received the evaluation \_\_\_\_\_

Evaluator’s Name \_\_\_\_\_

\_\_\_\_\_  
*Employee’s Signature*      *Date*

Related Procedures:

- 03.28 AP.1
- 03.28 AP.21

Review/Revised: 8/18/97