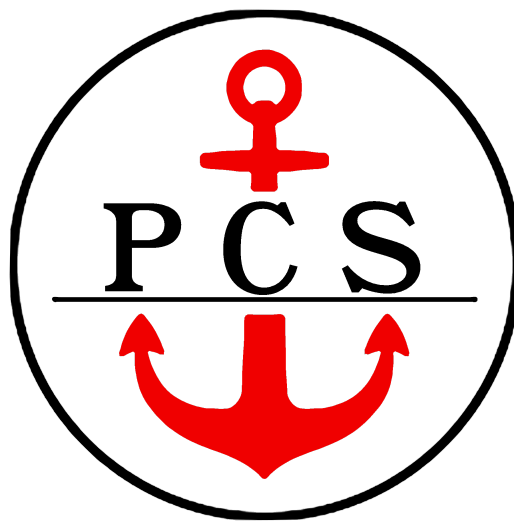


# **Powell County School District Classified Evaluation Plan**



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## CLASSIFIED STAFF EVALUATION PROCESS

*Includes, but not limited to:*

*FRYSC Coordinators, Community Education Coordinators, Clerical/Office Personnel, Paraprofessionals, Nurses, Food Service Personnel, Custodians, Maintenance Personnel, Bus Drivers, Bus Monitors, and Other Transportation Staff*

The goal of the Classified Evaluation Plan is to create a fair and equitable system to measure effectiveness and act as a catalyst for professional growth. It provides structure for feedback and continuous improvement through individual goals that target professional growth, thus supporting overall staff performance and school/district improvement.

### **Evaluation Frequency and Time**

At a minimum, summative evaluations shall occur annually for classified employees for the first four years of employment within a position. Summative evaluations shall occur once every five (5) years following the fourth year of employment within a position. Additional summative evaluations may be performed at the discretion of the principal or immediate supervisor. Classified summative evaluations shall be performed by the Principal or the Immediate Supervisor by **May 1**. The summative evaluation form shall be submitted to the evaluation coordinator for filing by **May 15th** of each school year.

### **Self-Reflection**

Each classified employee shall complete a self-reflection each year. Using the performance standards for his/her position, the employee shall assess him/herself as **Satisfactory**, **Improvement Needed**, or **Unsatisfactory** for each performance standard.

### **Professional Growth Plan**

Each classified employee shall develop a professional growth plan using his/her self-reflection, additional data, and consultation with his/her supervisor. The professional growth plan will consist of two professional growth goals for the school year.

### **Professional Learning**

Each classified employee shall complete a minimum of twenty-four hours of professional development annually. Some positions require specific professional learning and/or training. Professional Learning hours for classified staff are determined by the immediate supervisor and district professional learning coordinator.

### **Evaluation Procedure**

The summative evaluation for classified staff shall be made in writing, and the evaluator shall hold a conference with the evaluatee. The employer's written comments (if any) shall be attached to the report and the report filed with personnel records in the central office. An appeal process is available to employees who wish to appeal their evaluation.

### Steps/Timeline of the Evaluation Process

Component of Evaluation Process	Evaluatee	Evaluator
Self-Reflection	Completed by August 30th or within 30 days of hire	Reviewed by September 15th or within 15 days of due date for new hires
Professional Growth Plan	Completed by August 30th or within 30 days of hire	Approved by September 15th or within 15 days of due date for new hires
Beginning of the year conference to review self-reflection and PGP, establish goals, and discuss concerns	Conference between evaluatee and supervisor by September 15th or within 15 days of hire for new hires	Conference between evaluator by September 15th or within 15 days of hire for new hires
Professional Learning	Document throughout the year; best practice to complete required hours prior to summative evaluation but Due June 30th	Review during summative evaluation
Summative Evaluation	To be completed by the supervisor and reviewed with the evaluatee by May 1st	To be completed by the supervisor and reviewed with the evaluatee by May 1st  Must be filed with the evaluation coordinator by May 15th

### Evaluation Forms

Each classified position has an evaluation packet specific to the position. Each evaluation packet consist of the following forms:

- Cover Sheet/Evaluation Process Chart (1 Page)
- Self-Reflection (2 pages)
- Professional Growth Plan (2 pages)
- Professional Learning Log (1 page)
- Summative Evaluation Form (varied)

It is the responsibility of the evaluator to provide the classified employee with the correct evaluation packet. Packets can be accessed via the District Evaluation Webpage or from the District Evaluation Coordinator.

## **Evaluation Appeal**

An employee may appeal his/her evaluation as follows:

- The employee may request a review of his/her evaluation with the immediate supervisor.
- If a review is requested, the Superintendent/designee shall set the time and place of the review with the employee and immediate supervisor.
- During the review process, the employee shall be given the opportunity to present any evidence or testimony supporting his/her position.
- 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.
- All information relating to the employee's evaluation shall be placed in the employee's appropriate personnel file.
- Time limits set forth in this section may be extended by the written mutual agreement of the employee and the Superintendent.

## **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.

## COACH EVALUATION PROCESS

*Includes, but not limited to: All Athletic Coaches*

The goal of the Coach Evaluation Process is to create a fair and equitable system to measure effectiveness and act as a catalyst for growth. It provides structure for feedback and continuous improvement through individual goals that target professional growth, thus supporting overall coaching performance and the development of student athletes and the district athletic programs.

### **Evaluation Frequency and Time**

At a minimum, summative evaluations shall occur annually for coaches for the first four years of employment within a specific position. Summative evaluations shall occur once every five (5) years following the fourth year of employment within a position. Additional summative evaluations may be performed at the discretion of the principal and/or athletic director. Coach summative evaluations shall be performed by the athletic director in collaboration with the school principal by **May 1**. The summative evaluation form shall be submitted to the evaluation coordinator for filing by **May 15th** of each school year.

### **Professional Growth Plan**

Following the completion of the evaluation, a Coach Growth Plan will be developed by the coach, principal, and athletic director based on standards rated Needs Improvement. ***Standards rated Unsatisfactory may result in a Corrective Action Plan.***

### **Monitoring of the Growth Plan**

The Coach Growth Plan will be monitored the following school year and reviewed prior to the next Coach Evaluation.

### **Evaluation Procedure**

The summative evaluation for coaches shall be made in writing, and the athletic director and school principal shall hold a conference with the coach. The employer's written comments (if any) shall be attached to the report and the report filed with personnel records in the central office. An appeal process is available to coaches who wish to appeal their evaluation.

### **Evaluation Forms**

Each coach evaluation packet consist of the following forms:

- Coach Evaluation Form (2 pages)
- Coach Growth Plan (1 page)
- Coach Growth Plan Review to be Monitored the Following Year (1 page)

It is the responsibility of the athletic director to maintain all coach evaluation packets. Packets can be accessed via the District Evaluation Webpage or from the District Evaluation Coordinator.

## **Evaluation Appeal**

A coach may appeal his/her evaluation as follows:

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

## **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.

## CORRECTIVE ACTION PLAN (CAP)

The Corrective Action Plan is to be completed by the evaluator with *discussion and assistance* from the evaluatee as it relates to an *unsatisfactory or “does not meet” rating* on any one standard or more from the Summative Evaluation or when an immediate change is required in staff behavior.

The evaluator and evaluatee *must* identify corrective action goals and objectives; procedures and activities designed to achieve the goals; and targeted dates for appraising the evaluatee's improvement of the standard.

It is the evaluator's responsibility to *document* all actions taken to assist the evaluatee in improving his/her performance. The evaluator *must* notify the District Evaluation Coordinator when a corrective action plan has been put in place for an employee

- **Standard Number or Skill needing to be addressed**  
Identify the specific standard(s)/skill from the Summative/Formative Evaluation Form that has an unsatisfactory rating assigned or needs immediate change
- **Growth/Objective(s) Goals**  
Growth objectives and goals must address the specific standard(s) rated as “does not meet” on the Summative/Formative Evaluation document or needs immediate change. The evaluatee and the evaluator work closely to correct the identified weakness.
- **Procedures and Activities for Achieving Goal(s) and Objective(s)**  
Identify and design specific procedures and activities for the improvement of performance. Include support personnel, when appropriate. For example: additional training and time for implementation may be required OR an Intensive Assistance Team may be formed to work directly with the evaluatee.
- **Appraisal Method and Target Dates**  
List the specific target dates and appraisal methods used to determine improvement of the performance. Target dates may be short term or long term depending on the standard/skill action needed. Exact documentation and record keeping of all actions must be provided to the evaluatee.
- **Documentation of all reviews, corrective action, and evaluator's assistance must be provided periodically (as they occur) to the evaluatee**  
Evaluators must follow the local district professional development growth and evaluation plan processes and procedures for implementing an Individual Corrective Action Plan.



## **EMPLOYEE INTENSIVE ASSISTANCE**

One of the options for a corrective action plan is the establishment of an intensive assistance team. If a team is required, the following protocol must be used.

The purpose of the Intensive Assistance Team is to provide the employee every opportunity to attain the districts' standards of performance. The formation of an Intensive Assistance Team will usually occur when an Individual Corrective Action Plan is in place. Any district employee should understand that the request for an assistance team is the district's last attempt to salvage the career of the employee. If the standards are not attained, the employee is subject to contract termination.

An assistance growth plan is created in order to provide the employee with additional assistance and supervision to help him/her make the necessary changes in performance to meet district standards. The individual corrective action plan format may be used for this assistance growth plan or the team can devise a format specific to the assistance needed. Once an employee is on an assistance plan, the employee is allowed time to improve their performance and demonstrate that district standards have been attained.

**The evaluator shall provide assistance, resources, and the opportunity for the employee to reach the district standards. The following steps should be followed:**

- The evaluator shall confer with the employee and indicate the desire to bring in an assistance team. If the employee refuses assistance, the evaluator has few options left.
- In collaboration with the employee, a team is selected.
- The evaluator, employee, and team members meet to discuss the assistance process.
- Each meeting of the team is documented in summary format on the intensive assistance team log with recommendations.
- If the employee, in the judgment of the evaluator, makes progress with team assistance, the summative evaluation is completed and the summative conference occurs. The employee is then back on a Professional Growth Plan.
- When no improvement in performance toward meeting district standards is attained, even with the help of the assistance team, the employee shall become eligible for termination of employment.