

In compliance with *File: 1-11 School Board Policy Development, Adoption Dissemination*, these policies must be placed on the Board agenda as an information item for the Board. The proposed policy , amendments to these policies shall remain on the agenda of each succeeding Board meeting until approved or rejected.

Proposed policy adoptions, amendments or repeals which are written at the county level shall be posted on the School Systems Website for public review following their presentation to the Board. They shall remain on the website until they are approved or rejected by the Board. Persons wishing to comment on policy proposals may do so in writing to the Superintendent, or they may attend board meetings and request time to comment on the proposals.

<p>PRESTON COUNTY BOARD OF EDUCATION FILE: 7 – PROFESSIONAL AND SERVICE PERSONNEL DEVELOPMENT File: 7-10 Service Employee Evaluations</p>	<p>Adopted: September 7, 1999 Last Reviewed: April 2018</p>
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Evaluation of service personnel will be directed toward achieving the objectives of the county and improvement of job performance. Thus, observation and evaluation of employee performance will be used first for providing suggestions and assistance to the employee, and secondly for deciding if employee performance meets the degree of excellence required for continued employment and/or tenure.

In conducting their observations and evaluations of employees, supervisors will focus on a series of performance standards related to service personnel's job responsibilities which may be found in the employee's job description. The following is also a list of indicators which may be used to determine an employee's level of performance:

Work habits – Indicators such as:

- ❖ Observation of work hours;
- ❖ Attendance;
- ❖ Compliance with rules;
- ❖ Safety practices;
- ❖ Meeting schedules (deadlines);
- ❖ Operation & Care of Equipment
- ❖ Appearance of work area;
- ❖ Initiative; and
- ❖ Attitude / Acceptance of change.

Performance - Indicators such as:

- ❖ Work judgments;
- ❖ Planning and organizing;
- ❖ Quality of work;
- ❖ Following Instructions; and
- ❖ Work coordination (multi-tasking)

Professional Development- Indicators such as:

- ❖ Knowledge of work
- ❖ Job-related training

For service personnel with 0-2 years of experience, a minimum of two written evaluations per year are required. The first evaluation shall be completed by the end of the first semester and the second by the end of the school year.

For service personnel with three or more years of experience, a minimum of one written evaluation per year is required. The evaluation shall be completed by the end of the school year.

The immediate supervisor shall observe service personnel. The observation shall be conducted at the discretion of the supervisor. The supervisor shall conduct a post observation conference with said employee(s) as/if needed. A conference shall be conducted whenever any unsatisfactory performance has been observed by the supervisor. The results of the supervisor's observations and evaluation shall be recorded on the Service Personnel Evaluation Form R-11-1.

Plans of Improvement

In order to correct performance deficiencies it may become necessary from time to time to go beyond the conference between the supervisor and employee.

Acting within his/her discretion, an immediate supervisor may determine that an employee's performance is deficient to the level that an improvement plan is necessary to allow the employee and opportunity to improve his/her performance to an acceptable level. A referral to an improvement team for a service employee whose evaluation is unsatisfactory may occur when the immediate supervisor determines he/she needs such assistance. The service employee may request the assistance of an improvement team. If assigned or requested, the improvement team shall be comprised of the service employee's immediate supervisor or building administrator, one additional service employee preferably in the same classification, and others as deemed necessary. The service personnel member shall be selected by the employee and approved by the county superintendent. The selection of other members for the improvement team shall be determined by need.

In such an instance, the immediate supervisor and/or the improvement team shall sit down with the employee and develop a written improvement plan specifying the area(s) of deficiency, a plan to rectify the deficiency (ies), and a timeline not to exceed ninety (90) days for the improvement(s) to be implemented and completed to the satisfaction of the immediate supervisor.

The improvement plan shall be written on the Corrective Action Plan form provided within this policy. The improvement plan shall be signed by both the immediate supervisor and the employee showing that the plan is understood by all parties. The employee shall be given a copy, the immediate supervisor shall retain a copy, and a copy shall be filed in the Personnel Office.

Improvement plans may be instituted at any time during the employment term as the result of an evaluation that has exposed correctable deficiencies in job performance.

At the conclusion of the 90-day term of the improvement plan, a progress evaluation is to be completed with the employee and their immediate supervisor. During this conference, evidence of adequate progress towards the objectives of the plan must be provided and documented. If adequate progress has not been made as deemed by the service employee's immediate supervisor, termination of the service employ shall be recommended.

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Amended/Revised: August 9, 2010

Preston County Schools Service Personnel Evaluation Form

Employee's Name _____ Position _____ Location _____

The categories listed below are the major characteristics required of service personnel as per West Virginia Policy 5314. Two evaluations are to be completed by the Employee's Immediate Supervisor prior to the completion of the first semester and by the end of the school year for service personnel with 0-2 years of experience. For service personnel with 3 or more years of experience, at least one evaluation must be completed before the end of the school year. If needed, evaluations can be completed more frequently. **UNSATISFACTORY** ratings must be addressed in a Plan of Improvement.

- Exemplary Performance** means employee performance is consistently exceptional in meeting performance standards.
- Exceeds Standards** means employee performance is consistently above average in meeting performance standards.
- Meets Standards** means employee performance is consistently adequate in meeting performance standards.
- Unsatisfactory** means employee performance is NOT consistently acceptable in meeting performance standards.

	Exemplary Performance	Exceeds Standards	Meets Standards	Unsatisfactory	
					COMMENTS
Work Habits					
Observation of work hours					
Attendance					
Compliance with rules					
Safety practices					
Meeting schedules (deadlines)					
Operation & Care of Equipment					
Appearance of work area					
Initiative					
Attitude / Acceptance of Change					
Performance					
Work judgements					
Planning & organizing					
Quality of work					
Following instructions					
Work coordination (multi-tasking)					
Professional Development					
Knowledge of work					
Job-related training					

Employee's Name _____

COMMENDATIONS:	
SUGGESTIONS:	
AREAS IN NEED OF IMPROVEMENT	

Employee's Signature: _____

Date: _____

Immediate Supervisor's Signature: _____

Date: _____

Preston County Schools
IMPROVEMENT PLAN WORKSHEET FOR SERVICE EMPLOYEES

GENERAL INFORMATION:

Employee Name: _____ **Date:** _____
Classification: _____ **Location:** _____
Supervisor's Name: _____

IDENTIFIED PERFORMANCE EXPECTATION AREA(S) OF DEFICIENCY:

Identify the specific performance expectation area (s) on the Evaluation Form that is/are deficient

- I. Work Habits
- II. Work Performance
- III. Professional Development

IMPROVEMENT PLAN FOR SERVICE PERSONNEL:

An improvement plan shall be developed by the supervisor and service employee when the employee's performance is unsatisfactory in any area of the service employee's responsibilities listed above.

- The improvement plan shall designate how the service employee shall meet the criteria.
- The improvement plan shall identify the specific deficiency(ies) of the service employee.
- The improvement plan shall specify the corrective action to remediate the deficiency(ies) of the service employee.
- The improvement plan shall specify the timeframe for monitoring and deadlines for meeting performance expectations by the service employee (in no situation shall a plan be more than 90 work days in length).
- The improvement plan shall describe the resources and assistance available to assist in correcting the deficiency(ies) of the service employee.
- The improvement plan may be developed between the service employee and his/her immediate supervisor. However, an improvement team may also be incorporated into the development of the plan if requested by the service employee.
- If requested, an improvement team that shall be comprised of the service employee's immediate supervisor, one additional service employee (preferably one in the same classification), and others approved by the county superintendent. The selection of other members to the improvement team shall be determined by need.
- The improvement team shall only serve as a resource to the immediate supervisor who shall retain authority for the evaluation. Overall, the improvement team shall monitor the improvement plan and may: conduct observations and conferences; provide needed training to assist the employee in meeting the performance criteria outlined in the plan; and identify additional resources needed by the employee.
- At the conclusion of the 90-day improvement plan period, a conference must be held and a progress report / evaluation must be completed to determine if adequate progress was made to allow for the continued employment of the service employee or a recommendation will be made for termination of the service employee by the service employee's immediate supervisor.

PRESTON COUNTY SCHOOLS

CORRECTIVE ACTION PLAN

Employee _____ Position _____
 School Year _____ Location _____
 Assignment _____ Years of Experience _____

I. General Statement(s):

This section will specify:

1. The purpose of the plan;
2. The timeline for the action(s) – Ninety (90) days;
3. The role of the evaluator;

II. Area of Unsatisfactory Performance:

This section will identify the area of unsatisfactory performance with reference to the standard(s) to be addressed. Unsatisfactory performance related to a single element is addressed through quality sustained job-embedded professional development and support. Two consecutive unsatisfactory performance-level summative ratings related to the same element are addressed through evaluation based on the rubrics associated with the standard that addresses the educator’s professional responsibilities for self-renewal that stipulate professional self-renewal as a requirement. Unsatisfactory performance related to a single element cannot initiate a Corrective Action Plan.

III. Expectations for Change:

This section will specify:

1. The corrective action(s) to be taken by the employee;
2. The assistance/resources to be provided:
 - Peer observation;
 - Additional training;
 - mentoring; and
 - other supports and resources.

IV. Monitoring System:

This section will specify:

1. The procedures/activities for checking progress toward the goals;
2. The timelines for monitoring the activities;
3. The procedures for making alterations to the improvement plan.

V. Progress Evaluation:

The results of the Corrective Action Plan will determine the employee’s future employment status and may not be repeated. Evidence of adequate progress must be demonstrated by the conclusion of the ninety (90) days of the Corrective Action Plan and be documented on the Corrective Action Plan Progress report. If evidence does not demonstrate that adequate progress has been made at the conclusion of the ninety (90) day period, termination for unsatisfactory performance shall ensue. The area of unsatisfactory performance guides the choice of evidence within a Corrective Action Plan that may include observations if appropriate.

Signature below indicates this document has been read and discussed by the employee and supervisors.

Employee’s Signature

Date

Supervisor’s Signature

Date

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PRESTON COUNTY SCHOOLS

CORRECTIVE ACTION PLAN

Progress Report

Employee _____ Position _____

School Year _____ Location _____

Assignment _____ Years of Experience _____

I. Narrative of employee's progress toward achieving the goals defined in the Improvement Plan:

II. Recommendations:

Signature below indicates this report has been read and discussed by the employee and supervisors.

Employee's Signature

Date

Supervisor's Signature

Date

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R 7-8-1 *Failure to Complete Required Continuing Education Hours*

Within one week of missing a scheduled Staff Development session the employee shall meet with the Staff Development Coordinator and his/her supervisor to establish a plan to make-up the time missed. Calendar restraints limit opportunities to make-up missed Staff Development; however possible opportunities include, but are not limited to:

- ❖ The training could be obtained during hours that the employee is “on the clock” but able to be away from their primary duties or work assignments, such as before the “instructional day” begins, after the “instructional day” ends or the employee may voluntarily forego a lunch break to complete SD requirements.
- ❖ Register for approved in lieu hours (i.e., attending a seminar on a Saturday)
- ❖ Staff Development could be offered on a work day when the employee is not required to perform his/her primary duties.

The county Staff Development Coordinator shall annually establish a deadline prior to the last week of instruction for all employees to have completed their Staff Development hours. Employees who fail to complete the required hours shall be suspended without pay one day for each six hours of Professional Learning missed. Employees who are short less than six hours of Professional Learning shall be suspended without pay on a pro rata basis.

Note: County boards are statutorily prohibited from simply docking employee’s wages earned for work already performed as a disciplinary action. However, they can suspend employees without pay in advance for failing to comply with board policies, procedures or practices.

R 11-7-5 Disruptive Student Demonstrations

As a result of social media, students who attend school today are much more informed about current events than their peers in past generations. In light of that fact, it is important that parents, students, school faculties and administrative leaders work together to provide forums for students to express their concerns at the school level. The Board supports an administrative approach throughout the school system that encourages ongoing dialogue between stakeholders and administrative leaders as a means of resolving questions and concerns before they escalate into disruptive events within the school environment.

However, it is also important that all stakeholders in the school community understand that unilateral disruptive demonstrations or protests are not appropriate methods for students to use in communicating their wishes concerning matters affecting policies and regulations dealing with the operation of the public schools.

Whether involved directly or indirectly, students who participate in the planning or execution of any disruptive demonstration or protest may be disciplined in accordance with state law and policies and regulations of the school board.

Disruptions of the normal operations of any Preston County school, or other Preston County facility, or Preston County School Bus by a demonstration, strike, or any other disruptive behavior on the part of students, staff, or outside people shall not be tolerated. The principal and/or the Superintendent or his/her designee shall take such steps as are necessary to assure that the normal operation of Preston County School facilities and equipment resume as quickly as possible.

This policy is not intended to discourage or prohibit the peaceful expression of opinions or ideas. However, since the Board is required by law to provide proper school facilities and to maintain an appropriate program of instruction, and is further required to bar any disruption of the schools or interference with their normal operation, the following steps shall be taken in the event of any disruption of the normal operation of the schools.

- ❖ The disruption shall be immediately brought to the attention of the Superintendent or his representative by the principal of the school. The Superintendent and/or the principal shall have the authority at their discretion to alert the police authorities.
- ❖ Students participating in a disruptive demonstration shall be directed by the building principal or his representative to go to their regular classroom assignment. Upon the return of the students to their classrooms, the principal may, at his/her discretion, arrange for a meeting with the individuals or leaders of the group to discuss the problem which has caused the disorder in a rational, orderly manner.
- ❖ Non-student demonstrators and other unauthorized persons will be directed by the building principal or his representative to remove themselves from school property forthwith. The Superintendent or the principal may ask the police to remove any individual failing to comply.
- ❖ The principal or the Superintendent may take whatever steps are necessary to insure the safety of the students, the staff, and school property.
- ❖ During a disruption, the principal and school staff shall be alert to take notes on who participated in the disruption, and if possible, to record the disruptive behavior on photographs, audio recordings or video tape. Immediately following the disruption, the principal shall compile a detailed report of the disruption, including the names of all known participants.
- ❖ At no time, while any demonstration is in process, is the Superintendent or any school or board personnel to enter into negotiations on the issues with the protestors.
- ❖ Students participating in a disruptive demonstration on school grounds may be subject to suspension or expulsion. Employees participating in such demonstrations shall be subject to appropriate disciplinary action.
- ❖ Persons who participate in a disruptive demonstration may be subject to penalties imposed by legal authorities.

(WC §18-5-1; §18-5-13; §18-5-42; §18-5-43; §18A-5-1 and 1st Amendment of the U.S. Constitution