



Classified Employee Evaluation Handbook

Updated August, 2014

Pendleton School District 16R
Pendleton, Oregon 97801

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Pendleton Public Schools
Classified Employee Evaluation Program

Definitions:

- I. **Classified Employee:** is a noncertified person, employed by the school district, who is not identified as supervisory or confidential.
 - A. **Regular Classified Employee:** Any classified employee who has been regularly employed by the district for a continuous period of not less than six successive months.
 - B. **Probationary Classified Employee:** Any classified employee who has been regularly employed by the district for a continuous period of not less than six successive months.
 - C. **Temporary Classified Employee:** A classified employee, who has been hired to fill a position which is seasonal, performs a specific task not able to be completed by a regular employee or alleviates a work overload condition.
- II. **Supervisor:** Any employee, the majority of whose time is devoted to service as a supervisor, principal, vice-principal, or director. Such service includes, but is not limited to, the monitoring of assigned employee performance, work planning and recommending persons for hire, retention or dismissal.

PURPOSE OF EVALUATION

It is the expressed desire of the Pendleton School District to maintain an orderly and efficient process by which our classified staff is evaluated. The district believes strongly that the evaluations derived are only as accurate and thorough as the communication cycle between the evaluator and persons being evaluated. Therefore, the practice of objective evaluation referencing the employee's job description and standards of performance is necessary to fulfill the purpose.

District policy requires that each classified employee be evaluated. The evaluation of a classified person will enable the employee and the district to determine the employee's improved growth in the assigned classification and to evaluate the performance of job responsibilities. The responsibility for evaluation resides with the district's supervisors and administrators.

The purpose and goal of all parties involved in employee evaluation is the improvement of performance. Evaluation should be a challenge and cooperative opportunity for the classified employee and evaluator. Evaluation of an employee is a cyclic process which is systematic and goal oriented. It requires that each participant assure a specific role during the evaluation and observation periods. The product of an effective evaluation system is a district or organization of work which is dynamic and emotionally healthy.

EVALUATION CYCLE

Supervisors or administrators begin the annual evaluation cycle by meeting with each classified employee assigned to them. The purpose of the meeting is to establish the classified employee's performance goal for the evaluation period. Form CL-1 is completed and signed by both the employee and the supervisor. The goal may be based on an area selected from the employee's job description and/or performance standards. The goal should be of particular importance to the individual employee's performance.

Goal Selection Criteria

- The goal should be important to improving the employee's performance.
- The goal must yield an observable behavior or product.

Often goals are generalized restatements of a general or specific performance standard and do not lend themselves to objective assessment without prior understanding of what specific behaviors or products the observer will

measure. Classified employees who are probationary status must be evaluated during the six month probation period. Regular employees will be evaluated a minimum of once every year. Each evaluation requires at least one on worksite observation. Observation(s) using Form CL-2 for probationary employees need be accomplished between the second and fifth months of employment. Regular employee observation(s) need to be established between the terms "observation and evaluation". Observations are candid summaries of isolated employee performance episodes or products relative to the employee's performance standards, job description and/or goals which are on Form CL-1. Evaluations are defined as the overall assessment of the employee's performance relative to the general and specified standards of performance. The results of such evaluation are recorded on Form CL-3 and marked as evaluation.

An atmosphere of good cooperation and human relations during the evaluation cycle is necessary to recognize the employee's quality of work and improve a person's work performance. It is important that a connection exist between the subjective judgments of the observer and the objective performance of the employee. The observer's objectivity is increased when both participants understand the intent and purpose of the observer's subjective assessment. Both parties need to be aware of the standards and behaviors the observer will pay attention to during the observation period. This requires that such understanding conclude the performance goal conference and completion of CL-1. Such understanding will clarify and orient the observer to the employee's intent. The data collected or products assessed may then formulate the base criteria from which subjective judgments can be made and Form CL-3 completed.

OBSERVATION & EVALUATION PROCEDURE

Goal Setting

Administrator or supervisor will meet with each classified employee to discuss and set goals.

Observations and Data Collection

The results of informal observations/drop-in visits and information provided by any immediate supervisor may be documented and included in the evaluation.

Evaluation

The administrator or supervisor will conduct an evaluation meeting with the employee to discuss the summary of the employee's performance during the evaluation period. The evaluation is signed with copies provided to the employee, the supervisor and the employee's personnel file. Evaluations may occur as often in a given year as deemed necessary by the administrator or supervisor.

Plan of Assistance for Improvement

In the case where an employee's performance is deemed unsatisfactory, a Plan of Assistance for Improvement (PAI) shall be written in coordination with the administrator, the employee and, if desired, the employee's representative.

Classified Employee
General Standards of Performance

Job Responsibility

The employee demonstrates a continuing work attitude toward effectively accomplishing the department, building, district and community educational goals.

The competent employee:

- practices punctuality for work.
- completes work in a timely and accurate manner.
- shares the workload in a cooperative manner.
- actively supports student and staff activities.
- works to maintain and promote compatibility with others.
- complies with all legal requirements affecting jobs.
- selects appropriate channels for resolving concerns/problems through the adopted channels of district policy and labor agreements.
- uses and maintains district property, equipment and materials in an approved and appropriate manner.
- refrains from exploiting contact with students or businesses for personal gain, or in support of persons or issues.
- knows and adheres to district policies, rules, regulations, financial procedures, and approved practices.
- respects and obeys the laws of Oregon.
- fulfills requests and directives made by immediate administrator, superintendent or his/her designee.
- avoid the use of position of employment for personal gain.
- avoids the use of position of employment to disrupt the orderly operations of the school district, school or department.
- clearly communicates with student's established parameters for behavior.
- promotes self-discipline.
- follows department, building and district student discipline procedures.
- promotes good student conduct.
- demonstrates an understanding of the different students and district employee's racial, ethnic, cultural, religious values and lifestyles in order to avoid stereotyping.
- demonstrates compassion and sensitivity for the value of all students and employees.
- demonstrates positive interaction with students, employees and public.
- promotes a positive image of the district, staff and students to the public.

Classified Employee
Job Descriptions

Pendleton School District 16R Job Description

Job Title: Instructional Assistant
Supervisor: Principal

Summary: Assists teachers in an instructional setting with primary emphasis on direct contact with students in the instructional process.

Essential Duties and Responsibilities: Include the following. Performs some or all of the following tasks. Other duties may be assigned.

- ❖ Assists teacher in instructional setting.
- ❖ Assists teacher in maintaining classroom discipline using appropriate methods for children with and without disabilities.
- ❖ Organizes and manages students work under teacher direction.
- ❖ Assists teachers in correcting and recording students work and in testing students.
- ❖ Supervises class for short periods of time.
- ❖ Assists students with daily work.
- ❖ Reads aloud to students.
- ❖ Assists students on computers and with various computer programs and testing programs.
- ❖ Works directly with students with a variety of special needs.
- ❖ Implements planned activities using teacher designed methods and materials for individual and small groups for instructional support.
- ❖ Supervises a variety of student activities including playground, cafeteria, bus loading and unloading, field trips, hallways and other areas where students gather.
- ❖ Prepares and provides clerical support to teacher for instructional materials using various office equipment, resource materials, and AV equipment, copying, faxing, etc.
- ❖ Maintains accurate records and records gathered information within the scope of District policies and state and federal laws.
- ❖ Obtain necessary instructional materials from a variety of sources.
- ❖ Communicates effectively with teachers
- ❖ Provide for identified physical needs of students, such as toileting, feeding, therapy, transporting, assisting in lifting or moving students who lack mobility, and other related needs.

Supervisory Responsibilities: None

Qualifications: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representatives of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Education and/or Experience: Two years of college and/or successful work keys exam.

Interpersonal Skills: Works well with others; focuses on solving conflict; maintains confidentiality; listens to others without interrupting; keeps emotions under control; remains open to others ideas' and contributes to building positive team spirit.

Language Skills: Ability to communicate fluently in English both verbally and in writing, Preference may be given to applicants who are fluent in both English and Spanish. Ability to effectively present information and respond effectively to questions in one-on-one, small and large group situations to students and other school staff. Ability to read and interpret documents such as safety rules, operating and maintenance instructions, procedure manuals and government regulations. Ability to write routine reports and correspondence.

Mathematical Skills: Ability to calculate figures and amounts such as discounts, interest, proportions, percentages area, circumference and area. Ability to apply concepts of basic algebra, geometry, fractions, percentages, ratios

and proportions to practical situations.

Reasoning Ability: Ability to apply common sense understanding to carry out instructions furnished in written, oral, schedule or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.

Computer Skills: General knowledge of computer usage and ability to use database software, e-mail, internet software, spreadsheets, teaching software and word processing software.

Other Skills and Abilities:

Certificates, Licenses, Registrations: Certificates as determined by the District including current NCLB requirements (paraprofessional certification), bloodborne pathogen training, blood spill training, First Aid/CPR card.

Physical Demand: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to talk or hear. The employee is frequently required to walk; sit; use hands for fine manipulation, handle or feel and reach with hands and arms. The employee is frequently required to stand, stoop, kneel, crouch or crawl. The employee must regularly lift and/or move up to 25 pounds and occasionally up to 75 pounds. Specific vision abilities required by this job include close vision, distance vision, ability to adjust focus and peripheral vision.

Work Environment: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually low to moderate. Employee may be exposed to bloodborne pathogens.

Terms of Employment: Salary and work year as determined by the administration and in accordance with Board policy, individual work agreements and the collective bargaining agreement. Supervisor will consider individual training, experience, and specific needs in making staff assignments.

Note: This is not necessarily an exhaustive or all-inclusive list of responsibilities, skills duties, requirements, efforts, functions or working conditions associated with the job. This job description is not a contract of employment or a promise or guarantee of any specific terms or conditions of employment. The school district may add to, modify or delete any aspect of this job (or the position itself) at any time as deems advisable.

Pendleton School District 16R Job Description

Job Title: Media Assistant
Supervisor: Principal

Summary: Media Assistants provide efficient management of the school library. Media Assistants also maintain a friendly and harmonious atmosphere in the school library that contributes to the educational process of the school and the District as a whole.

Essential Duties and Responsibilities: All or some of the following tasks may be required. Other duties may be assigned.

1. Circulation
 - ❖ Issue, renew and receive materials.
 - ❖ Keep accurate circulation records via electric system.
 - ❖ Prepare overdue notices and send them to students/parents.
 - ❖ Issue library and audio-visual equipment to meet teacher and student needs.
 - ❖ Recommend material for purchase to meet student and staff needs.
2. Clerical
 - ❖ Prepare books, software and magazines for circulation and perform maintenance and repairs to collection.
 - ❖ List expandable supplies which must be replenished.
 - ❖ Keep records of supplies ordered and used and other records as directed.
 - ❖ Process correspondence via email and phone.
3. Acquisition and Preparation of Materials
 - ❖ Check request lists with catalogs.
 - ❖ Search for trade bibliographic data.
 - ❖ Maintain checklist of magazines.
 - ❖ Open and process new books.
 - ❖ Add marks of ownership.
4. Organization of Materials
 - ❖ Assist media coordinator with cataloging materials.
 - ❖ Maintain electronic database.
5. Assistants to Staff and Students
 - ❖ Gather materials for unit study under direction of the Media Coordinator or upon individual teacher request.
 - ❖ Maintain a positive and welcoming environment for staff and students.
 - ❖ Place materials on reserve for class groups or teachers and locate bibliographic material.
 - ❖ Assist students in research and selection of materials.
6. Technology
 - ❖ Know how to use computers and electronic databases.
 - ❖ Assist students with passwords and effective use of computers.
 - ❖ Must know and use electronic office software.
 - ❖ Must be knowledgeable about electronic circulation / cataloging / inventory systems.
7. General
 - ❖ Understand and maintain school, staff, student and parent confidentiality.
 - ❖ Spell correctly and use proper English.
 - ❖ Perform physical tasks as required.
 - ❖ Establish and maintain cooperative and effective working relationships with students and staff members.
 - ❖ Perform student supervision as assigned
 - ❖ Utilize the chain of command procedure when attempting to resolve problems or when seeking changes.
 - ❖ Participate in appropriate professional development activities.
 - ❖ Comply with all Board policies, administrative regulations and District procedures, as well as all

state, federal and local laws and regulations.

- ❖ Perform other duties as assigned by Media Coordinator or Administration.

Supervisory Responsibilities: None

Qualifications: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representatives of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Education and/or Experience: Two years of college and/or successful Work Keys exam required.

Interpersonal Skills: Works well with others; focuses on solving conflict; maintains confidentiality; listens to others without interrupting; keeps emotions under control; remains open to others ideas' and contributes to building positive team spirit.

Language Skills: Ability to communicate fluently in English both verbally and in writing, Preference may be given to applicants who are fluent in both English and Spanish. Ability to effectively present information and respond effectively to questions in one-on-one, small and large group situations to students and other school staff. Ability to read and interpret documents such as safety rules, operating and maintenance instructions, procedure manuals and government regulations. Ability to write routine reports and correspondence.

Mathematical Skills: Ability to calculate figures and amounts such as discounts, interest, proportions, percentages area, circumference and area. Ability to apply concepts of basic algebra, geometry, fractions, percentages, ratios and proportions to practical situations.

Reasoning Ability: Ability to apply common sense understanding to carry out instructions furnished in written, oral, schedule or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.

Computer Skills: General knowledge of computer usage and ability to use database software, e-mail, internet software, spreadsheets, teaching software and word processing software.

Other Skills and Abilities: None

Certificates, Licenses, Registrations: None

Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of the job. Reasonable accommodations may be made to enable individual with disabilities to perform the essential functions. While performing the duties of this job, the employee is frequently required to stand, talk, hear, walk and sometimes sit. While performing the duties of this job, the employee may occasionally push or lift up to 50 pounds. The employee is directly responsible for the safety, well-being and work output of other people. Specific vision abilities required by this job include close vision such as to read handwriting or typed materials, and the ability to adjust focus. The position requires the individual to meet multiple demands from several people and interact with the public and other staff.

Work Environment: The work environment characteristics described here are representatives of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level of the environment is low to moderate. Work is predominately inside and generally provides protection from the weather but not necessarily from temperature changes. Some outside duties maybe required. Occasionally required to ascend or descend stairs or similar uneven surfaces. May be exposed to communicable diseases and blood-borne pathogens.

Terms of Employment: Salary and work year as determined by the administration and in accordance with Board policy, individual work agreements and the collective bargaining agreement.

Note: This is not necessarily an exhaustive or all-inclusive list of responsibilities, skills duties, requirements, efforts, functions or working conditions associated with the job. This job description is not a contract of employment or a promise or guarantee of any specific terms or conditions of employment. The school district may add to, modify or delete any aspect of this job (or the position itself) at any time as deems advisable.

Pendleton School District 16R Job Description

Job Title: Bookkeeper I
Supervisor: Principal

Summary: The employee is responsible for a major area such as fiscal or combination of minor areas of the district's business operation such as, but not limited to, accounts payable, payroll, payroll liabilities, fixed assets and revenue. The work generally requires the processing and maintenance of all the assigned areas in behalf of the district. Positions of this type require accuracy and knowledge and application of school business procedures utilizing the approved budget operations. Frequently, incidental secretarial duties are also required of employees in this category.

Such a position requires acceptable levels of demonstrated performance in the skills listed, but such a list may not include all performances specifically required in positions of this classification.

Essential Duties and Responsibilities:

- ❖ Maintains orderly and accurate assigned district business files and fiscal records.
- ❖ Maintains timely and accurate records utilizing the adopted computer system.
- ❖ Organizes information in order to facilitate day-to-day school operations.
- ❖ Receives phone calls, provides accurate information and corrects irregularities with professional reception skills.
- ❖ Collects and prepares required information for annual audits.
- ❖ Prepares fiscal report data and forms required by the administration, district or state.
- ❖ Performs occasional secretarial and clerical duties for business office operations.
- ❖ Types written materials with accuracy in spelling, punctuation and grammar.
- ❖ Proficiently operates all business office equipment.
- ❖ Performs duties assigned by administration in charge of finance.

Supervisory Responsibilities: None

Qualifications: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representatives of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Education and/or Experience: Two years of college and/or successful Work Keys exam required.

Interpersonal Skills: Works well with others; focuses on solving conflict; maintains confidentiality; listens to others without interrupting; keeps emotions under control; remains open to others ideas' and contributes to building positive team spirit.

Language Skills: Ability to communicate fluently in English both verbally and in writing, Preference may be given to applicants who are fluent in both English and Spanish. Ability to effectively present information and respond effectively to questions in one-on-one, small and large group situations to students and other school staff. Ability to read and interpret documents such as safety rules, operating and maintenance instructions, procedure manuals and government regulations. Ability to write routine reports and correspondence.

Mathematical Skills: Ability to calculate figures and amounts such as discounts, interest, proportions, percentages area, circumference and area. Ability to apply concepts of basic algebra, geometry, fractions, percentages, ratios and proportions to practical situations.

Reasoning Ability: Ability to apply common sense understanding to carry out instructions furnished in written, oral, schedule or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.

Computer Skills: General knowledge of computer usage and ability to use database software, e-mail, internet software, spreadsheets, teaching software and word processing software.

Other Skills and Abilities: None

Certificates, Licenses, Registrations: None

Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of the job. Reasonable accommodations may be made to enable individual with disabilities to perform the essential functions. While performing the duties of this job, the employee is frequently required to stand, talk, hear, walk and sometimes sit. While performing the duties of this job, the employee may occasionally push or lift up to 40 pounds. The employee is directly responsible for the safety, well-being and work output of other people. Specific vision abilities required by this job include close vision such as to read handwriting or typed materials, and the ability to adjust focus. The position requires the individual to meet multiple demands from several people and interact with the public and other staff.

Work Environment: The work environment characteristics described here are representatives of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level of the environment is low to moderate. Work is predominately inside and generally provides protection from the weather but not necessarily from temperature changes. Some outside duties maybe required. Occasionally required to ascend or descend stairs or similar uneven surfaces. May be exposed to communicable diseases and blood-borne pathogens.

Terms of Employment: Salary and work year as determined by the administration and in accordance with Board policy, individual work agreements and the collective bargaining agreement.

Note: This is not necessarily an exhaustive or all-inclusive list of responsibilities, skills duties, requirements, efforts, functions or working conditions associated with the job. This job description is not a contract of employment or a promise or guarantee of any specific terms or conditions of employment. The school district may add to, modify or delete any aspect of this job (or the position itself) at any time as deems advisable.

Pendleton School District 16R Job Description

Job Title: Registrar
Supervisor: Principal

Summary: Perform a variety of clerical and secretarial function in the processing of students and student records. Responsible for computer input and retrieval and must make a variety of decisions within a framework of established procedures. Tasks are related to student records, schedules, attendance, enrollment, testing, and a variety of student-teacher record keeping. Must be detail-oriented, able to multi-task and collaborate with co-workers.

Essential Duties and Responsibilities: This organization believes that every individual makes a significant contribution to our success. That contribution should not be limited to assigned responsibilities. Therefore, this position description is designed to define primary duties, qualifications and job scope but should not limit to incumbent nor the organization to the work identified. It is our expectation that every employee will offer his/her services wherever and whenever necessary to ensure that success of the District's goal.

- ❖ Maintain student records through use of computer systems, including but not limited to grades, credits, transcripts, schedules, tags, enrollment information, basic student information, withdrawal information and dropout data.
- ❖ Work with master schedules, including computer input of forecast data, changes, final schedules, and interpretation.
- ❖ Train counselors, administrators, and other staff members as needed on the use of the computer, policies, and procedures.
- ❖ Schedule and prioritize work for input and retrieval on computer.
- ❖ Create and print reports that retrieve data from the computer.
- ❖ Print student schedules, class lists, locator cards, report cards, transcripts, mailing labels, student ID labels, master schedule reports, etc.
- ❖ Maintain Early Leaver (dropout) data for Administration Center and annual state report.
- ❖ Transfer records between schools for incoming and outgoing students.
- ❖ Direct the work of other staff as assigned.
- ❖ Provide secretarial and clerical assistance to administrators and co-workers as time and need permit.
- ❖ Cultivate and model a respectful working and learning environment.

Supervisory Responsibilities: None

Qualifications:

- ❖ Knowledge of computer systems and software.
- ❖ Ability to work well with several departments at one time.
- ❖ Ability to be well organized and attentive to details.
- ❖ Ability to maintain reliability and confidentiality.
- ❖ Perform a variety of secretarial skills.
- ❖ Working knowledge of board policies, enrollment and withdrawal procedures.
- ❖ Ability to maintain effective, positive relationships with students, fellow employees and the general public.
- ❖ Ability to effectively work and communicate with students, parents, and school personnel from diverse cultures or backgrounds in English, Spanish or other languages related to job.
- ❖ The ability to work harmoniously with others.

Education and/or Experience: Two years of college and/or successful Work Keys exam required.

Interpersonal Skills: Works well with others; focuses on solving conflict; maintains confidentiality; listens to others without interrupting; keeps emotions under control; remains open to others ideas' and contributes to building positive team spirit.

Language Skills: Ability to communicate fluently in English both verbally and in writing, Preference may be given to applicants who are fluent in both English and Spanish. Ability to effectively present information and respond effectively to questions in one-on-one, small and large group situations to students and other school staff. Ability to read and interpret documents such as safety rules, operating and maintenance instructions, procedure manuals and government regulations. Ability to write routine reports and correspondence.

Mathematical Skills: Ability to calculate figures and amounts such as discounts, interest, proportions, percentages area, circumference and area. Ability to apply concepts of basic algebra, geometry, fractions, percentages, ratios and proportions to practical situations.

Reasoning Ability: Ability to apply common sense understanding to carry out instructions furnished in written, oral, schedule or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.

Computer Skills: General knowledge of computer usage and ability to use database software, e-mail, internet software, spreadsheets, teaching software and word processing software.

Other Skills and Abilities: None

Certificates, Licenses, Registrations: None

Physical Demand: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of the job. Reasonable accommodations may be made to enable individual with disabilities to perform the essential functions. While performing the duties of this job, the employee is frequently required to stand, talk, hear, walk and sometimes sit. While performing the duties of this job, the employee may occasionally push or lift up to 40 pounds. The employee is directly responsible for the safety, well-being and work output of other people. Specific vision abilities required by this job include close vision such as to read handwriting or typed materials, and the ability to adjust focus. The position requires the individual to meet multiple demands from several people and interact with the public and other staff.

Work Environment:

- ❖ Work effectively with and respond to people from diverse cultures or backgrounds.
- ❖ Demonstrate professionalism and appropriate judgment in behavior, speech, and dress in a neat, clean, and appropriate professional manner for the assignment and work setting.
- ❖ Have regular and punctual attendance
- ❖ Confer regularly with immediate supervisor and work under the direction of licensed staff.
- ❖ Follow all District policies, work procedures, and reasonable requests by proper authority.
- ❖ Maintain the integrity of confidential information relating to a student, family, colleague, or District patron.

Terms of Employment: Salary and work year as determined by the administration and in accordance with Board policy, individual work agreements and the collective bargaining agreement.

Note: This is not necessarily an exhaustive or all-inclusive list of responsibilities, skills duties, requirements, efforts, functions or working conditions associated with the job. This job description is not a contract of employment or a promise or guarantee of any specific terms or conditions of employment. The school district may add to, modify or delete any aspect of this job (or the position itself) at any time as deems advisable.

Pendleton School District 16R Job Description

Job Title: Office Assistant

Supervisor: Principal

Summary: The employee performs clerical and general office work under supervision and guidance

Essential Duties and Responsibilities:

- ❖ Makes good independent judgment and exercises self direction.
- ❖ Maintains pupil personnel records and files utilizing district's system.
- ❖ Exercises tact and good judgment in furnishing or obtaining information for other persons.
- ❖ Monitors staff and substitutes attendance as assigned.
- ❖ Monitors and assures proper dispensing of prescribed medication to students.
- ❖ Checks all office correspondence, reports and typing for accuracy, grammar, spelling, completeness and comprehension.
- ❖ Maintains confidential staff and student personal files as directed.

Supervisory Responsibilities: None

Qualifications:

- ❖ Knowledge of computer systems and software.
- ❖ Ability to work well with several departments at one time.
- ❖ Ability to be well organized and attentive to details.
- ❖ Ability to maintain reliability and confidentiality.
- ❖ Perform a variety of secretarial skills.
- ❖ Ability to maintain effective, positive relationships with students, fellow employees and the general public.
- ❖ Ability to effectively work and communicate with students, parents, and school personnel.
- ❖ The ability to work harmoniously with others.

Education and/or Experience: Two years of college and/or successful Work Keys exam required.

Interpersonal Skills: Works well with others; focuses on solving conflict; maintains confidentiality; listens to others without interrupting; keeps emotions under control; remains open to others ideas' and contributes to building positive team spirit.

Language Skills: Ability to communicate fluently in English both verbally and in writing. Preference may be given to applicants who are fluent in both English and Spanish. Ability to effectively present information and respond effectively to questions in one-on-one, small and large group situations to students and other school staff. Ability to read and interpret documents such as safety rules, operating and maintenance instructions, procedure manuals and government regulations. Ability to write routine reports and correspondence.

Mathematical Skills: Ability to calculate figures and amounts such as discounts, interest, proportions, percentages area, circumference and area. Ability to apply concepts of basic algebra, geometry, fractions, percentages, ratios and proportions to practical situations.

Reasoning Ability: Ability to apply common sense understanding to carry out instructions furnished in written, oral, schedule or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.

Computer Skills: General knowledge of computer usage and ability to use database software, e-mail, internet software, spreadsheets, and word processing software.

Other Skills and Abilities: None

Certificates, Licenses, Registrations: None

Physical Demand:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of the job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is frequently required to stand, talk, hear, walk and sometimes sit. While performing the duties of this job, the employee may occasionally push or lift up to 40 pounds. Specific vision abilities required by this job include close vision such as to read handwriting or typed materials, and the ability to adjust focus. The position requires the individual to meet multiple demands from several people and interact with the public and other staff.

Work Environment:

- ❖ Work effectively with and respond to people from diverse cultures or backgrounds.
- ❖ Demonstrate professionalism and appropriate judgment in behavior, speech, and dress in a neat, clean, and appropriate professional manner for the assignment and work setting.
- ❖ Have regular and punctual attendance
- ❖ Confer regularly with immediate supervisor and work under the direction of licensed staff.
- ❖ Follow all District policies, work procedures, and reasonable requests by proper authority.
- ❖ Maintain the integrity of confidential information relating to a student, family, colleague, or District patron.

Terms of Employment: Salary and work year as determined by the administration and in accordance with Board policy, individual work agreements and the collective bargaining agreement.

Note: This is not necessarily an exhaustive or all-inclusive list of responsibilities, skills duties, requirements, efforts, functions or working conditions associated with the job. This job description is not a contract of employment or a promise or guarantee of any specific terms or conditions of employment. The school district may add to, modify or delete any aspect of this job (or the position itself) at any time as deems advisable.

Pendleton School District 16R Job Description

Job Title: Secretary II
Supervisor: Principal

Summary: The employee has occasion to perform all duties and responsibilities of a Secretary in addition to the specialized responsibilities assigned to the position. Specialized assignments required of such a position may include, but are not limited to: planning, implementation and evaluation of computerized master and student schedules, specialized state report compilation, maintenance of financial records for district and student funds, assimilation of detailed business report data, and maintenance of confidential pupil personnel files. The employee may have the occasion to instruct other employees in the proper procedures of equipment operation or report completion. Positions in this class require independent judgment on standard procedure.

Such a position requires acceptable levels of demonstrated performance in the skills listed, but such a list may not include all the performance specifically required in positions of this classification.

Essential Duties and Responsibilities:

- ❖ Makes good independent judgment and exercises self direction.
- ❖ Organizes and implements computerized master and individual student schedules.
- ❖ Maintains pupil personnel records and files utilizing district's system.
- ❖ Exercises tact and good judgment in furnishing or obtaining information for other persons.
- ❖ Serves as agent for scheduling building use and staff appointments.
- ❖ Assembles building budget data forms.
- ❖ Monitors staff and substitutes attendance as assigned.
- ❖ Acts as a record keeper for assigned personnel information.
- ❖ Monitors and assures proper dispensing of prescribed medication to students.
- ❖ Maintains all state and federal compliance records.
- ❖ Checks all office correspondence, reports and typing for accuracy, grammar, spelling, completeness and comprehension.
- ❖ Maintains confidential staff and student personal files as directed.

Supervisory Responsibilities: None

Qualifications:

- ❖ Knowledge of computer systems and software.
- ❖ Ability to work well with several departments at one time.
- ❖ Ability to be well organized and attentive to details.
- ❖ Ability to maintain reliability and confidentiality.
- ❖ Perform a variety of secretarial skills.
- ❖ Working knowledge of board policies, enrollment and withdrawal procedures.
- ❖ Ability to maintain effective, positive relationships with students, fellow employees and the general public.
- ❖ Ability to effectively work and communicate with students, parents, and school personnel from diverse cultures or backgrounds in English, Spanish or other languages related to job.
- ❖ The ability to work harmoniously with others.

Education and/or Experience: Two years of college and/or successful Work Keys exam required.

Interpersonal Skills: Works well with others; focuses on solving conflict; maintains confidentiality; listens to others without interrupting; keeps emotions under control; remains open to others ideas' and contributes to building positive team spirit.

Language Skills: Ability to communicate fluently in English both verbally and in writing, Preference may be

given to applicants who are fluent in both English and Spanish. Ability to effectively present information and respond effectively to questions in one-on-one, small and large group situations to students and other school staff. Ability to read and interpret documents such as safety rules, operating and maintenance instructions, procedure manuals and government regulations. Ability to write routine reports and correspondence.

Mathematical Skills: Ability to calculate figures and amounts such as discounts, interest, proportions, percentages area, circumference and area. Ability to apply concepts of basic algebra, geometry, fractions, percentages, ratios and proportions to practical situations.

Reasoning Ability: Ability to apply common sense understanding to carry out instructions furnished in written, oral, schedule or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.

Computer Skills: General knowledge of computer usage and ability to use database software, e-mail, internet software, spreadsheets, teaching software and word processing software.

Other Skills and Abilities: None

Certificates, Licenses, Registrations: None

Physical Demand: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of the job. Reasonable accommodations may be made to enable individual with disabilities to perform the essential functions. While performing the duties of this job, the employee is frequently required to stand, talk, hear, walk and sometimes sit. While performing the duties of this job, the employee may occasionally push or lift up to 40 pounds. The employee is directly responsible for the safety, well-being and work output of other people. Specific vision abilities required by this job include close vision such as to read handwriting or typed materials, and the ability to adjust focus. The position requires the individual to meet multiple demands from several people and interact with the public and other staff.

Work Environment:

- ❖ Work effectively with and respond to people from diverse cultures or backgrounds.
- ❖ Demonstrate professionalism and appropriate judgment in behavior, speech, and dress in a neat, clean, and appropriate professional manner for the assignment and work setting.
- ❖ Have regular and punctual attendance
- ❖ Confer regularly with immediate supervisor and work under the direction of licensed staff.
- ❖ Follow all District policies, work procedures, and reasonable requests by proper authority.
- ❖ Maintain the integrity of confidential information relating to a student, family, colleague, or District patron.

Terms of Employment: Salary and work year as determined by the administration and in accordance with Board policy, individual work agreements and the collective bargaining agreement.

Note: This is not necessarily an exhaustive or all-inclusive list of responsibilities, skills duties, requirements, efforts, functions or working conditions associated with the job. This job description is not a contract of employment or a promise or guarantee of any specific terms or conditions of employment. The school district may add to, modify or delete any aspect of this job (or the position itself) at any time as deems advisable.

Pendleton School District 16R Job Description

Job Title: Secretary III
Supervisor: Principal

Summary: The employee may, on occasion, perform all duties and responsibilities of the Secretary II classification in addition to the specialized responsibilities required of this position. Employees of this position are generally assigned to the high school or district office as the chief clerical assistant to the high school administrator or district director. The position includes coordination with Secretary II employees working in the same office or school. The employee, in case of emergency, takes the correct and appropriate action in accord with past administrative practice, district policy and/or administrative rule.

Such a position requires acceptable levels of demonstrated performance in the skills listed, but such a list may not include all the performances specifically required in positions of this classification.

Essential Duties and Responsibilities:

- ❖ Makes good independent judgment and exercises self direction.
- ❖ Organizes and implements computerized master and individual student schedules.
- ❖ Maintains pupil personnel records and files utilizing district's system.
- ❖ Exercises tact and good judgment in furnishing or obtaining information for other persons.
- ❖ Serves as agent for scheduling building use and staff appointments.
- ❖ Assembles building budget data forms.
- ❖ Monitors staff and substitutes attendance as assigned.
- ❖ Acts as a record keeper for assigned personnel information.
- ❖ Monitors and assures proper dispensing of prescribed medication to students.
- ❖ Maintains all state and federal compliance records.
- ❖ Checks all office correspondence, reports and typing for accuracy, grammar, spelling, completeness and comprehension.
- ❖ Maintains confidential staff and student personal files as directed.

Supervisory Responsibilities: None

Qualifications:

- ❖ Knowledge of computer systems and software.
- ❖ Ability to work well with several departments at one time.
- ❖ Ability to be well organized and attentive to details.
- ❖ Ability to maintain reliability and confidentiality.
- ❖ Perform a variety of secretarial skills.
- ❖ Working knowledge of board policies, enrollment and withdrawal procedures.
- ❖ Ability to maintain effective, positive relationships with students, fellow employees and the general public.
- ❖ Ability to effectively work and communicate with students, parents, and school personnel from diverse cultures or backgrounds in English, Spanish or other languages related to job.
- ❖ The ability to work harmoniously with others.

Education and/or Experience: Two years of college and/or successful Work Keys exam required.

Interpersonal Skills: Works well with others; focuses on solving conflict; maintains confidentiality; listens to others without interrupting; keeps emotions under control; remains open to others ideas' and contributes to building positive team spirit.

Language Skills: Ability to communicate fluently in English both verbally and in writing, Preference may be

given to applicants who are fluent in both English and Spanish. Ability to effectively present information and respond effectively to questions in one-on-one, small and large group situations to students and other school staff. Ability to read and interpret documents such as safety rules, operating and maintenance instructions, procedure manuals and government regulations. Ability to write routine reports and correspondence.

Mathematical Skills: Ability to calculate figures and amounts such as discounts, interest, proportions, percentages area, circumference and area. Ability to apply concepts of basic algebra, geometry, fractions, percentages, ratios and proportions to practical situations.

Reasoning Ability: Ability to apply common sense understanding to carry out instructions furnished in written, oral, schedule or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.

Computer Skills: General knowledge of computer usage and ability to use database software, e-mail, internet software, spreadsheets, teaching software and word processing software.

Other Skills and Abilities: None

Certificates, Licenses, Registrations: None

Physical Demand: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of the job. Reasonable accommodations may be made to enable individual with disabilities to perform the essential functions. While performing the duties of this job, the employee is frequently required to stand, talk, hear, walk and sometimes sit. While performing the duties of this job, the employee may occasionally push or lift up to 40 pounds. The employee is directly responsible for the safety, well-being and work output of other people. Specific vision abilities required by this job include close vision such as to read handwriting or typed materials, and the ability to adjust focus. The position requires the individual to meet multiple demands from several people and interact with the public and other staff.

Work Environment:

- ❖ Work effectively with and respond to people from diverse cultures or backgrounds.
- ❖ Demonstrate professionalism and appropriate judgment in behavior, speech, and dress in a neat, clean, and appropriate professional manner for the assignment and work setting.
- ❖ Have regular and punctual attendance
- ❖ Confer regularly with immediate supervisor and work under the direction of licensed staff.
- ❖ Follow all District policies, work procedures, and reasonable requests by proper authority.
- ❖ Maintain the integrity of confidential information relating to a student, family, colleague, or District patron.

Terms of Employment: Salary and work year as determined by the administration and in accordance with Board policy, individual work agreements and the collective bargaining agreement.

Note: This is not necessarily an exhaustive or all-inclusive list of responsibilities, skills duties, requirements, efforts, functions or working conditions associated with the job. This job description is not a contract of employment or a promise or guarantee of any specific terms or conditions of employment. The school district may add to, modify or delete any aspect of this job (or the position itself) at any time as deems advisable.

Pendleton School District 16R Job Description

Job Title: School Support Liaison
Supervisor: Principal

Summary: The School Support Liaison is responsible for supporting the needs of the homeless student population and ensuring the delivery of mandated services to facilitate the student's attendance and access to appropriate education. Position assesses students and families; interprets laws relating to homeless students; works as a team member to develop intervention strategies; provides case management; monitors student progress; and makes referrals. Position also acts as a resource to school staff and conducts related training. In addition, the School Support Liaison shall serve the educational process by ensuring students develop and maintain good attendance practices and that parents support the attendance requirements of the school district.

Essential Duties and Responsibilities:

This organization believes that every individual makes a significant contribution to our success. That contribution should not be limited to assigned responsibilities. Therefore, this position description is designed to define primary duties, qualifications and job scope but should not limit to incumbent nor the organization to the work identified. It is our expectation that every employee will offer his/her services wherever and whenever necessary to ensure that success of the District's goal.

- ❖ Make determinations of students' eligibility as "homeless," as well as making certain enrollment and placement decisions.
- ❖ Identify and assist homeless students in the district.
- ❖ Expedite student record transfers, school placement and address their educational needs.
- ❖ Provide homeless children and youth and their families with referrals to health care, dental care, and mental health services.
- ❖ Coordinate local programs and services for homeless families and youths.
- ❖ Be a primary contact to the state office and other districts regarding homeless children and youth.
- ❖ Report count data on the number of homeless students enrolled each year.
- ❖ Interprets laws relating to homeless students; and ensures the delivery of mandated services.
- ❖ Assesses students identified as homeless and makes visits to living areas/shelters to assess the family environment.
- ❖ Implements case management services (including individual counseling); monitors student/family progress and status; and makes referrals to other professional staff members or community agencies as needed.
- ❖ Acts as a resource to school-based administrators, guidance counselors, teachers, and health services personnel regarding homeless students, interpretation of homeless/school attendance policies and laws, and record-keeping requirements.
- ❖ Conducts training to school staff on school laws as it relates to the homeless student population; and recommends strategies for supporting the needs of these students.
- ❖ Maintains necessary records ensuring confidentiality of students and their families and prepares related reports.
- ❖ Works with building administrators and counselors to monitor student attendance.
- ❖ Serves as a liaison between schools and such agencies/facilities as homeless shelters, social services, court services, and the police department to coordinate assistance for students.
- ❖ Provides families with information related to the needs of their child and acts as a resource to parents/guardians by providing family support activities and communicating available services.

Supervisory Responsibilities:

None

Qualifications:

- ❖ A minimum of a High School Diploma or its equivalent.
- ❖ Knowledge of computer systems and software.
- ❖ Ability to work well with several departments at one time.
- ❖ Ability to be well organized and attentive to details.
- ❖ Ability to maintain reliability and confidentiality.

- ❖ Perform a variety of secretarial skills.
- ❖ Working knowledge of board policies, enrollment and withdrawal procedures.
- ❖ Ability to maintain effective, positive relationships with students, parents, fellow employees and the general public.
- ❖ Ability to effectively work and communicate with students, parents, and school personnel from diverse cultures or backgrounds in English, Spanish or other languages related to job.
- ❖ Ability to work collaboratively with support agencies.
- ❖ The ability to work harmoniously with others.

Education and/or Experience:

Interpersonal Skills: Works well with others; focuses on solving conflict; maintains confidentiality; listens to others without interrupting; keeps emotions under control; remains open to others ideas' and contributes to building positive team spirit.

Language Skills: Ability to communicate fluently in English both verbally and in writing, Preference may be given to applicants who are fluent in both English and Spanish. Ability to effectively present information and respond effectively to questions in one-on-one, small and large group situations to students and other school staff. Ability to read and interpret documents such as safety rules, operating and maintenance instructions, procedure manuals and government regulations. Ability to write routine reports and correspondence.

Mathematical Skills: Ability to calculate figures and amounts such as discounts, interest, proportions, percentages area, circumference and area. Ability to apply concepts of basic algebra, geometry, fractions, percentages, ratios and proportions to practical situations.

Reasoning Ability: Ability to apply common sense understanding to carry out instructions furnished in written, oral, schedule or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.

Computer Skills: General knowledge of computer usage and ability to use database software, e-mail, internet software, spreadsheets, teaching software and word processing software.

Other Skills and Abilities:

Certificates, Licenses, Registrations: Must maintain a valid Oregon Drivers License.

Physical Demand:

- ❖ Sitting
- ❖ Stationary Standing
- ❖ Walking (level surface)
- ❖ Walking (uneven surface)
- ❖ Crouching (bend at the knees)
- ❖ Stooping (bend at the waist)
- ❖ Twisting (knees/neck/waist)
- ❖ Turn/Pivot
- ❖ Climbing (stairs)
- ❖ Climbing (ladder)
- ❖ Reaching overhead
- ❖ Reaching extension
- ❖ Repetitive use of arms & wrists
- ❖ Repetitive use hands grasping & squeezing
- ❖ Fine manipulation
- ❖ Pushing / Pulling (maximum weight 40 pounds)
- ❖ Lifting / Carrying (maximum weight 40 pounds)

Work Environment:

- ❖ Work effectively with and respond to people from diverse cultures or backgrounds.
- ❖ Demonstrate professionalism and appropriate judgment in behavior, speech, and dress in a neat, clean, and appropriate professional manner for the assignment and work setting.
- ❖ Have regular and punctual attendance.
- ❖ Confer regularly with immediate supervisor and work under the direction of licensed staff.
- ❖ Follow all District policies, work procedures, and reasonable requests by proper authority.
- ❖ Maintain the integrity of confidential information relating to a student, family, colleague, or District patron.

Terms of Employment:

Salary and work year as determined by the administration and in accordance with Board policy, individual work agreements and the collective bargaining agreement.

Note: This is not necessarily an exhaustive or all-inclusive list of responsibilities, skills duties, requirements, efforts, functions or working conditions associated with the job. This job description is not a contract of employment or a promise or guarantee of any specific terms or conditions of employment. The school district may add to, modify or delete any aspect of this job (or the position itself) at any time as deems advisable.

Pendleton School District 16R Job Description

Job Title: Courier
Supervisor: Facilities Manager

Summary: The employee performs a variety of delivery activities for all schools. The work is generally assigned by the supervisor or individual building administrator's request. Prompt and accurate deliveries are the primary responsibility of this position. Safety in delivery and driving habits is required. The courier may also be required to complete other office tasks when requested.

Essential Duties and Responsibilities: Include the following. Performs some or all of the following tasks. Other duties may be assigned.

- ❖ Organizes sorts and delivers all containers and materials as assigned.
- ❖ Drives safely, defensively and in accordance with all applicable laws.
- ❖ Drives whenever required.
- ❖ Follows supervisor directives.
- ❖ Promotes good employee relations and directives.
- ❖ Uses time effectively and efficiently.
- ❖ Works with Facilities Manager to assure routine and required vehicle maintenance.
- ❖ Maintains a good driving record and valid Oregon Drivers License.
- ❖ Performs other duties assigned by immediate supervisor or administrator.

Supervisory Responsibilities: None

Qualifications: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representatives of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Education and/or Experience: A minimum of a High School Diploma is required.

Interpersonal Skills: Works well with others; focuses on solving conflict; maintains confidentiality; listens to others without interrupting; keeps emotions under control; remains open to others ideas' and contributes to building positive team spirit.

Language Skills: Ability to communicate fluently in English both verbally and in writing, Preference may be given to applicants who are fluent in both English and Spanish. Ability to read and interpret documents such as safety rules, operating and maintenance instructions, procedure manuals and government regulations. Ability to write routine reports and correspondence.

Mathematical Skills: Ability to calculate figures and amounts such as discounts, interest, proportions, percentages area, circumference and area. Ability to apply concepts of basic algebra, geometry, fractions, percentages, ratios and proportions to practical situations.

Reasoning Ability: Ability to apply common sense understanding to carry out instructions furnished in written, oral, schedule or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.

Computer Skills: General knowledge of computer usage and ability to use e-mail and word processing software.

Other Skills and Abilities: None

Certificates, Licenses, Registrations: Valid Oregon Driver's License.

Physical Demand: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to talk or hear. The employee is frequently required to walk; sit; use hands for fine manipulation, handle or feel and reach with hands and arms. The employee is frequently required to stand, stoop, kneel, crouch or crawl. The employee must regularly lift and/or move up to 25 pounds and occasionally up to 75 pounds. Specific vision abilities required by this job include close vision, distance vision, ability to adjust focus and peripheral vision.

Work Environment: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually low to moderate.

Terms of Employment: Salary and work year as determined by the administration and in accordance with Board policy, individual work agreements and the collective bargaining agreement. Supervisor will consider individual training, experience, and specific needs in making staff assignments.

Note: This is not necessarily an exhaustive or all-inclusive list of responsibilities, skills duties, requirements, efforts, functions or working conditions associated with the job. This job description is not a contract of employment or a promise or guarantee of any specific terms or conditions of employment. The school district may add to, modify or delete any aspect of this job (or the position itself) at any time as deems advisable.

Pendleton School District 16R Job Description

Job Title: Custodian
Supervisor: Facilities Manager

Summary: The custodian performs a variety of tasks involving labor in general care and cleaning of buildings and grounds. The work requires the employee to clean, repair and maintain school buildings and grounds, while also being responsible for operating the facility's heating system. A primary responsibility is for the employee to use district approved methods and materials in cleaning and otherwise maintaining the building (s), grounds and equipment to which assigned.

Essential Duties and Responsibilities: Include the following. Performs some or all of the following tasks. Other duties may be assigned.

- ❖ Accepts and follows directions, both oral and written
- ❖ Uses district approval cleaning methods, materials and equipment to maintain building cleanliness at or above district standards.
- ❖ Makes district approved repairs and adjustments to building systems and equipment
- ❖ Operates and monitors heating systems and low pressure boilers.
- ❖ Performs minor maintenance as required.
- ❖ Uses approved plumbing, electrical, carpentry, mechanical methods and procedures.
- ❖ Receives and cares for school supplies as assigned.
- ❖ Completes all required reports and inspections as required by the custodial supervisor.
- ❖ Maintains personal cleanliness and clean dress.
- ❖ Maintains the physical strength and conditioning necessary to perform tasks assigned to a custodial worker.
- ❖ Maintains high moral standards and character necessary for association with children.
- ❖ Demonstrates good safety practices and procedures in the workplace.

Supervisory Responsibilities: None

Qualifications: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representatives of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Education and/or Experience: A minimum of a High School Diploma is required.

Interpersonal Skills: Works well with others; focuses on solving conflict; maintains confidentiality; listens to others without interrupting; keeps emotions under control; remains open to others ideas' and contributes to building positive team spirit.

Language Skills: Ability to communicate fluently in English both verbally and in writing, Preference may be given to applicants who are fluent in both English and Spanish. Ability to read and interpret documents such as safety rules, operating and maintenance instructions, procedure manuals and government regulations. Ability to write routine reports and correspondence.

Mathematical Skills: Ability to calculate figures and amounts such as discounts, interest, proportions, percentages area, circumference and area. Ability to apply concepts of basic algebra, geometry, fractions, percentages, ratios and proportions to practical situations.

Reasoning Ability: Ability to apply common sense understanding to carry out instructions furnished in written, oral, schedule or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.

Computer Skills: General knowledge of computer usage and ability to use e-mail and word processing software.

Other Skills and Abilities: None

Certificates, Licenses, Registrations: Valid Oregon Driver's License.

Physical Demand: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to talk or hear. The employee is frequently required to walk; sit; use hands for fine manipulation, handle or feel and reach with hands and arms. The employee is frequently required to stand, stoop, kneel, crouch or crawl. The employee must regularly lift and/or move up to 25 pounds and occasionally up to 75 pounds. Specific vision abilities required by this job include close vision, distance vision, ability to adjust focus and peripheral vision.

Work Environment: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually low to moderate.

Terms of Employment: Salary and work year as determined by the administration and in accordance with Board policy, individual work agreements and the collective bargaining agreement. Supervisor will consider individual training, experience, and specific needs in making staff assignments.

Note: This is not necessarily an exhaustive or all-inclusive list of responsibilities, skills duties, requirements, efforts, functions or working conditions associated with the job. This job description is not a contract of employment or a promise or guarantee of any specific terms or conditions of employment. The school district may add to, modify or delete any aspect of this job (or the position itself) at any time as deems advisable.

Pendleton School District 16R Job Description

Job Title: Maintenance Worker I
Supervisor: Maintenance Supervisor

Summary: The employee performs a variety of labor tasks involving general repair, maintenance, and care of buildings and grounds. The work may additionally involve any requirements specific to the custodial worker. In addition, the worker will often be related to more complete maintenance tasks involving the facility and plant systems throughout the district. Principal responsibility is for performing general labor and semi-skilled tasks for facility heating, electrical, plumbing, landscaping, sheet metal, centralized warehousing, mechanical, automotive, and heavy equipment as necessary throughout the district.

Essential Duties and Responsibilities: Such a position requires acceptable levels of demonstrated performance in the skills listed, but such lists may not include all the performances specifically required in positions in this classification.

- ❖ Demonstrates skill and performance in the areas of assigned responsibility and duty.
- ❖ Demonstrates acceptable performance in all custodial conditions of employment and qualifications when assigned such duties.
- ❖ Works effectively with district staff members
- ❖ Plans and organizes work and materials to maximize effective use of time.
- ❖ Plans and coordinates work with other public agencies and private work forces.
- ❖ Keeps all buildings and grounds at a quality level of appearance, cleanliness, and operation.
- ❖ At the direction of the supervisor, may lead and direct temporary employee(s) assigned to the district's maintenance office.
- ❖ Uses district approved plumbing, electrical, carpentry, and mechanical methods and procedures to maintain building systems.
- ❖ Works effectively with the supervisor in areas of planning and carrying out of administrative directives.
- ❖ Cooperates by carefully following directions.
- ❖ Completes plumbing, heating, and electrical system maintenance and repair as assigned.
- ❖ Performs assigned general labor duties throughout the district.
- ❖ Demonstrates interest and initiative by taking appropriate corrective action when encountering emergency or unforeseen maintenance problems.
- ❖ Maintains a clean and orderly shop, warehouse and worksite.
- ❖ Maintains personal cleanliness and dress reflective of a professional institution and publicly frequented workplace.
- ❖ Maintains the personal physical condition necessary to perform usual and customary maintenance duties and jobs.
- ❖ Demonstrates good safety practices and procedures in the workplace.
- ❖ Maintains a valid Oregon driver's license and good driving record.

Supervisory Responsibilities: None

Qualifications: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representatives of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Education and/or Experience: A minimum of a High School Diploma is required.

Interpersonal Skills: Works well with others; focuses on solving conflict; maintains confidentiality; listens to others without interrupting; keeps emotions under control; remains open to others ideas' and contributes to building positive team spirit.

Language Skills: Ability to communicate fluently in English both verbally and in writing, Preference may be given to applicants who are fluent in both English and Spanish. Ability to read and interpret documents such as safety rules, operating and maintenance instructions, procedure manuals and government regulations. Ability to write routine reports and correspondence.

Mathematical Skills: Ability to calculate figures and amounts such as discounts, interest, proportions, percentages area, circumference and area. Ability to apply concepts of basic algebra, geometry, fractions, percentages, ratios and proportions to practical situations.

Reasoning Ability: Ability to apply common sense understanding to carry out instructions furnished in written, oral, schedule or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.

Computer Skills: General knowledge of computer usage and ability to use e-mail and word processing software.

Other Skills and Abilities: None

Certificates, Licenses, Registrations: Valid Oregon Driver's License.

Physical Demand: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to talk or hear. The employee is frequently required to walk; sit; use hands for fine manipulation, handle or feel and reach with hands and arms. The employee is frequently required to stand, stoop, kneel, crouch or crawl. The employee must regularly lift and/or move up to 25 pounds and occasionally up to 75 pounds. Specific vision abilities required by this job include close vision, distance vision, ability to adjust focus and peripheral vision.

Work Environment: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually low to moderate.

Terms of Employment:

Salary and work year as determined by the administration and in accordance with Board policy, individual work agreements and the collective bargaining agreement. Supervisor will consider individual training, experience, and specific needs in making staff assignments.

Note: This is not necessarily an exhaustive or all-inclusive list of responsibilities, skills duties, requirements, efforts, functions or working conditions associated with the job. This job description is not a contract of employment or a promise or guarantee of any specific terms or conditions of employment. The school district may add to, modify or delete any aspect of this job (or the position itself) at any time as deems advisable.

Pendleton School District 16R Job Description

Job Title: Maintenance Worker II
Supervisor: Maintenance Supervisor

Summary:

The employee performs a variety of skilled tasks including custodial, general, and specialized maintenance of the buildings and grounds. Principal responsibility is for performing general labor and semi-skilled tasks for facility heating, electrical, plumbing, landscaping, sheet metal, centralized warehousing, mechanical, automotive, and heavy equipment as necessary throughout the district. In addition to performing any custodial and maintenance duties, the employee may be assigned to regularly monitor and direct the work of other maintenance or custodial employees employed by the district. The position requires specialized knowledge and state licensing for responsibilities and duties related to plant operations. Employees appointed as Maintenance II employees will from time to time act as trainers, leaders, and instructors for Maintenance I and custodial personnel. The position requires the use of independent judgment from time to time during the supervisor's absence.

Essential Duties and Responsibilities: Such a position requires acceptable levels of demonstrated performance in the skills listed, but such a list may not include all the performances specifically required in positions of this classification.

- ❖ Leads and directs maintenance and custodial employees in a foreman manner when assigned by supervisor.
- ❖ Demonstrates and instructs other employees as to work procedures, techniques, and technical knowledge.
- ❖ Keeps accurate records and makes distribution of supplies and equipment.
- ❖ To provide for efficiency of work and improved cost effectiveness.
- ❖ Keep all buildings and grounds at a quality level of appearance, cleanliness and operations.
- ❖ Performs and teaches specialized maintenance skills to assigned staff in order to meet required district maintenance needs.
- ❖ Assists with employee in-service and improvement if performance throughout training.
- ❖ Works effectively with the supervisor in areas of planning and carrying out of administrative directives.
- ❖ Effectively monitors and motivates other maintenance and custodial employees toward successful job performance and compliance.
- ❖ Implements and preventive maintenance programs of the district
- ❖ Works effectively with contracted service representatives to verify satisfactory job completion in accordance with district specifications.
- ❖ Achieves and maintains special state licensing and certification necessary for district maintenance operations.
- ❖ Maintains personal cleanliness and clean dress in a professional and publicly frequented institution and workplace.
- ❖ Maintains personal physical condition necessary to perform usual and customary maintenance duties and jobs.
- ❖ Maintains a valid Oregon's driver's license and good driving record.

Supervisory Responsibilities: as needed and directed by Facilities Manager.

Qualifications: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representatives of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Education and/or Experience: A minimum of a High School Diploma is required.

Interpersonal Skills: Works well with others; focuses on solving conflict; maintains confidentiality; listens to others without interrupting; keeps emotions under control; remains open to others ideas' and contributes to building positive team spirit.

Language Skills: Ability to communicate fluently in English both verbally and in writing, Preference may be given to applicants who are fluent in both English and Spanish. Ability to read and interpret documents such as safety rules, operating and maintenance instructions, procedure manuals and government regulations. Ability to write routine reports and correspondence.

Mathematical Skills: Ability to calculate figures and amounts such as discounts, interest, proportions, percentages area, circumference and area. Ability to apply concepts of basic algebra, geometry, fractions, percentages, ratios and proportions to practical situations.

Reasoning Ability: Ability to apply common sense understanding to carry out instructions furnished in written, oral, schedule or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.

Computer Skills: General knowledge of computer usage and ability to use e-mail and word processing software.

Other Skills and Abilities: None

Certificates, Licenses, Registrations: Valid Oregon Driver's License.

Physical Demand: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to talk or hear. The employee is frequently required to walk; sit; use hands for fine manipulation, handle or feel and reach with hands and arms. The employee is frequently required to stand, stoop, kneel, crouch or crawl. The employee must regularly lift and/or move up to 25 pounds and occasionally up to 75 pounds. Specific vision abilities required by this job include close vision, distance vision, ability to adjust focus and peripheral vision.

Work Environment: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually low to moderate.

Terms of Employment: Salary and work year as determined by the administration and in accordance with Board policy, individual work agreements and the collective bargaining agreement. Supervisor will consider individual training, experience, and specific needs in making staff assignments.

Note: This is not necessarily an exhaustive or all-inclusive list of responsibilities, skills duties, requirements, efforts, functions or working conditions associated with the job. This job description is not a contract of employment or a promise or guarantee of any specific terms or conditions of employment. The school district may add to, modify or delete any aspect of this job (or the position itself) at any time as deems advisable.

Classified Employee
Evaluation Forms

**PENDLETON SCHOOL DISTRICT
CLASSIFIED PARAPROFESSIONAL EVALUATION**

Name: _____ Supervisor: _____ Date: _____

Position Title: _____ Job Title: _____

Is Employee in Probationary Period? Yes No

Performance Criteria

Instructions:

The purpose of the evaluation is to provide a systematic way of setting goals, assessing an employee's performance, and identifying areas for improvement and development. All Paraprofessional employees will receive a yearly evaluation. The administrator should gather input from the teachers that the paraprofessional works with.

Completing the Evaluation Form

The evaluation will be rated using the following criteria:

- ✓ **Professional Skills**
 - In this section, the employee will be evaluated on how well he/she performs the essential functions of the position.
- ✓ **Personal Attributes**
 - In this section, the employee will be evaluated on how well he/she performs objectives based on personal attributes brought to the position.
- ✓ **Overall Rating**
 - Based on the employees' skills and attributes an overall rating will be obtained for the evaluation period.
- ✓ **Performance Development Plan**
 - If applicable, the next step in the process is for the employee to discuss goals for the upcoming year. The employee should discuss necessary trainings, or other educational needs they feel are important to help meet their goals. After the goals for the next year are discussed, the employee and the supervisor will both sign the form and forward to Human Resources for completion. A copy will be given to both the employee and supervisor and a copy will be placed in the employee's personnel file.

KEY:

Exceeds Requirements.....**4** Meet Requirements.....**3**
Needs Improvement.....**2** Unsatisfactory.....**1**

Job Knowledge

- Demonstrates knowledge of job objectives, duties, and responsibilities.
- Demonstrates Knowledge of procedures, policies, and regulations related to the job.
- Assists with presentation of instructional activities to student(s).
- Proficient in skills required to complete the tasks, such as software, office equipment, etc.
- Knows, understands, and works towards department goals, vision, and mission statement (building level).

Supporting comments and/or examples:

Job Performance

- Monitors students' performance during instructional activities and provides assistance.
- Uses available resources efficiently.
- Interacts with students(s) to determine their understanding of instruction and material.
- Provides feedback to students about performance.
- Maintains documents in an organized, accurate, and readily accessible manner (including electronic files).
- Responds to direction in a professional and courteous manner.
- Uses technology effectively to perform job related tasks.

| | |
|---|--------------------|
| <ul style="list-style-type: none"> ▪ Handles confidential information appropriately. | |
| Supporting comments and/or examples: | |
| Self-Management | |
| <ul style="list-style-type: none"> ▪ Adheres to district attendance and punctuality standards. ▪ Honors lunch and break rules. ▪ Solves problems. ▪ Suggests new and revised work processes and procedures. ▪ Begins and completes work requirements without prompting. ▪ Demonstrates adaptability and flexibility in the work environment. | |
| Supporting comments and/or examples: | |
| Inter-Personal Relationships | |
| <ul style="list-style-type: none"> ▪ Works well with others; demonstrates ability to resolve conflicts constructively. ▪ Interacts in a positive, helpful and courteous manner with: Co-workers, Students, Community Members, and Parents. | |
| Supporting comments and/or examples: | |
| Communication | |
| <ul style="list-style-type: none"> ▪ Discusses students' progress and problems with teachers, staff, and administration as appropriate. ▪ Communicates effectively in written and oral formats. ▪ Assists the teacher in providing feedback to students and parents or guardians regarding student performance. ▪ Responds in a timely manner to e-mail, phone messages, and other communications. | |
| Supporting comments and/or examples: | |
| Development | |
| <ul style="list-style-type: none"> ▪ Participates in opportunities to enhance knowledge and skills. ▪ Applies new knowledge or skills acquired from developmental opportunities. ▪ Helps other learn new systems, processes, or programs. | |
| Supporting comments and/or examples: | |
| Summarize Areas of Strength and Overall Rating: 4 3 2 1 | |
| Based On The Employee Performance This Year. If Applicable, Set Goals For The Following School Year. | |
| Signatures | |
| <p>I acknowledge that this performance appraisal was conducted to evaluate my performance in the specified period and to discuss future performance and development plans. I further understand that my signature does not necessarily indicate my concurrence with the appraisal results, and that I am entitled to receive a copy of my performance appraisal bearing all the required signatures. It is my understanding that a permanent record of these results will be maintained in my personnel file.</p> | |
| Employee Signature: _____ | Date: _____ |
| Supervisor: _____ | Date: _____ |

**PENDLETON SCHOOL DISTRICT
CLASSIFIED CLERICAL EVALUATION**

| | | |
|-------|-------------|-------|
| Name: | Supervisor: | Date: |
|-------|-------------|-------|

| | |
|-----------------|------------|
| Position Title: | Job Title: |
|-----------------|------------|

Is Employee in Probationary Period? Yes No

Performance Criteria

Instructions:

The purpose of the evaluation is to provide a systematic way of setting goals, assessing an employee's performance, and identifying areas for improvement and development. All clerical employees will receive a yearly evaluation.

Completing the Evaluation Form

The evaluation will be rated using the following criteria:

- ✓ **Professional Skills**
 - In this section, the employee will be evaluated on how well he/she performs the essential functions of the position.
- ✓ **Personal Attributes**
 - In this section, the employee will be evaluated on how well he/she performs objectives based on personal attributes brought to the position.
- ✓ **Overall Rating**
 - Based on the employees' skills and attributes an overall rating will be obtained for the evaluation period.
- ✓ **Performance Development Plan**
 - If applicable, the next step in the process is for the employee to discuss goals for the upcoming year. The employee should discuss necessary trainings, or other educational needs they feel are important to help meet their goals. After the goals for the next year are discussed, the employee and the supervisor will both sign the form and forward to Human Resources for completion. A copy will be given to both the employee and supervisor and a copy will be placed in the employee's personnel file.

KEY:

- Exceeds Requirements.....4
- Meet Requirements.....3
- Needs Improvement.....2
- Unsatisfactory.....1

Job Knowledge

- Demonstrates knowledge of job objectives, duties, and responsibilities.
- Demonstrates Knowledge of procedures, policies, and regulations related to the job.
- Proficient in skills required to complete the tasks, such as software, office equipment, etc.
- Knows, understands, and works towards department goals, vision, and mission statement (building level).

Supporting comments and/or examples:

Job Performance

- Performs accurate and thorough work; regularly checks and corrects own work.
- Prioritizes, organizes and completes work effectively and efficiently; meets deadlines.
- Uses available resources efficiently.
- Suggests cost-saving measures.
- Successfully completes assignments.
- Maintains records and other documents in an organized, accurate, and readily accessible manner (including electronic files).
- Responds to direction in a professional and courteous manner.
- Uses technology effectively to perform job related tasks.
- Handles confidential information appropriately.

| | |
|---|--------------------|
| Supporting comments and/or examples: | |
| Self-Management | |
| <ul style="list-style-type: none"> ▪ Adheres to district attendance and punctuality standards. ▪ Honors lunch and break rules. ▪ Solves problems. ▪ Suggests new and revised work processes and procedures. ▪ Begins and completes work requirements without prompting. ▪ Demonstrates adaptability and flexibility in the work environment | |
| Supporting comments and/or examples: | |
| Inter-Personal Relationships | |
| <ul style="list-style-type: none"> ▪ Works well with others; demonstrates ability to resolve conflicts constructively. ▪ Interacts in a positive, helpful and courteous manner with: Co-workers, Students, Community Members, and Parents. | |
| Supporting comments and/or examples: | |
| Communication | |
| <ul style="list-style-type: none"> ▪ Participate in meetings in an active, cooperative, and courteous manner. ▪ Communicates effectively in written and oral formats. ▪ Responds in a timely manner to e-mail, phone messages, and other communications. | |
| Supporting comments and/or examples: | |
| Development | |
| <ul style="list-style-type: none"> ▪ Participates in opportunities to enhance knowledge and skills. ▪ Applies new knowledge or skills acquired from developmental opportunities. ▪ Helps other learn new systems, processes, or programs. | |
| Supporting comments and/or examples: | |
| Summarize Areas of Strength and Overall Rating: 4 3 2 1 | |
| Based On The Employee Performance This Year. If Applicable, Set Goals For The Following School Year. | |
| Signatures | |
| <p>I acknowledge that this performance appraisal was conducted to evaluate my performance in the specified period and to discuss future performance and development plans. I further understand that my signature does not necessarily indicate my concurrence with the appraisal results, and that I am entitled to receive a copy of my performance appraisal bearing all the required signatures. It is my understanding that a permanent record of these results will be maintained in my personnel file.</p> | |
| Employee Signature: _____ | Date: _____ |
| Supervisor: _____ | Date: _____ |

**PENDLETON SCHOOL DISTRICT
CLASSIFIED MAINTENANCE/ CUSTODIAL EVALUATION**

| | | |
|-------|-------------|-------|
| Name: | Supervisor: | Date: |
|-------|-------------|-------|

| | |
|-----------------|------------|
| Position Title: | Job Title: |
|-----------------|------------|

| | | |
|-------------------------------------|------------------------------|-----------------------------|
| Is Employee in Probationary Period? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
|-------------------------------------|------------------------------|-----------------------------|

Performance Criteria

Instructions:

The purpose of the evaluation is to provide a systematic way of setting goals, assessing an employee's performance, and identifying areas for improvement and development. All Maintenance/Grounds/Custodial employees will receive a yearly evaluation. The appropriate supervisor should gather input from the building administrator if applicable.

Completing the Evaluation Form

The evaluation will be rated using the following criteria:

- ✓ **Professional Skills**
 - In this section, the employee will be evaluated on how well he/she performs the essential functions of the position.
- ✓ **Personal Attributes**
 - In this section, the employee will be evaluated on how well he/she performs objectives based on personal attributes brought to the position.
- ✓ **Overall Rating**
 - Based on the employees' skills and attributes an overall rating will be obtained for the evaluation period.
- ✓ **Performance Development Plan**
 - If applicable, the next step in the process is for the employee to discuss goals for the upcoming year. The employee should discuss necessary trainings, or other educational needs they feel are important to help meet their goals. After the goals for the next year are discussed, the employee and the supervisor will both sign the form and forward to Human Resources for completion. A copy will be given to both the employee and supervisor and a copy will be placed in the employee's personnel file.

KEY:

- Exceeds Requirements.....**4**
- Meet Requirements.....**3**
- Needs Improvement.....**2**
- Unsatisfactory.....**1**

Job Knowledge

| | |
|--|--|
| <ul style="list-style-type: none"> ▪ Demonstrates knowledge of job objectives, duties, and responsibilities. | |
| <ul style="list-style-type: none"> ▪ Demonstrates knowledge of procedures, policies, and regulations related to the job. | |
| <ul style="list-style-type: none"> ▪ Proficient in skills required to complete the tasks, such as knowledge of equipment, maintenance protocols, and techniques | |
| <ul style="list-style-type: none"> ▪ Knows, understands, and works towards department goals, vision, and mission statement. | |

Supporting comments and/or examples:

Job Performance

| | |
|--|--|
| <ul style="list-style-type: none"> ▪ Performs accurate and thorough work; regularly checks and corrects own work. | |
| <ul style="list-style-type: none"> ▪ Uses available resources efficiently. | |
| <ul style="list-style-type: none"> ▪ Exceptional at planning, prioritizing maintaining an organized work system. | |
| <ul style="list-style-type: none"> ▪ Successfully completes assignments. | |
| <ul style="list-style-type: none"> ▪ Effectively complies with all safety practices and refrains from taking unnecessary risks. | |
| <ul style="list-style-type: none"> ▪ Responds to direction in a professional and courteous manner. | |

| | |
|---|--|
| <ul style="list-style-type: none"> ▪ Handles confidential information appropriately. | |
| Supporting comments and/or examples: | |
| Self-Management | |
| <ul style="list-style-type: none"> ▪ Adheres to district attendance and punctuality standards. ▪ Honors lunch and break rules. ▪ Solves problems. ▪ Self-motivated, Enthusiastic, and accepts change and/or new ideas in working with staff. ▪ Suggests new and revised work processes and procedures. ▪ Begins and completes work requirements without prompting. ▪ Demonstrates adaptability and flexibility in the work environment | |
| Supporting comments and/or examples: | |
| Inter-Personal Relationships | |
| <ul style="list-style-type: none"> ▪ Works well with others; demonstrates ability to resolve conflicts constructively. ▪ Interacts in a positive, helpful and courteous manner with: Co-workers, Students, Community Members, and Parents. | |
| Supporting comments and/or examples: | |
| Communication | |
| <ul style="list-style-type: none"> ▪ Participates in meetings in an active, cooperative, and courteous manner. ▪ Communicates effectively in written and oral formats. ▪ Keeps supervisor apprised of changes and progress. ▪ Responds in a timely manner to e-mail, phone messages, and other communications. | |
| Supporting comments and/or examples: | |
| Development | |
| <ul style="list-style-type: none"> ▪ Participates in opportunities to enhance knowledge and skills. ▪ Applies new knowledge or skills acquired from developmental opportunities. ▪ Helps other learn new systems, processes, or programs. | |
| Supporting comments and/or examples: | |
| Summarize Areas of Strength and Overall Rating: 4 3 2 1 | |
| Based On The Employee Performance This Year. If Applicable, Set Goals For The Following School Year. | |

| | |
|--|--------------|
| | |
| Signatures | |
| <p>I acknowledge that this performance appraisal was conducted to evaluate my performance in the specified period and to discuss future performance and development plans. I further understand that my signature does not necessarily indicate my concurrence with the appraisal results and that I am entitled to receive a copy of my performance appraisal bearing all the required signatures. It is my understanding that a permanent record of these results will be maintained in my personnel file.</p> | |
| Employee Signature: | Date: |
| Supervisor: | Date: |

Plan of Assistance for Improvement Form

Employee Name: _____ Date _____

Supervisor: _____ School: _____ Assignment _____

*Developed in cooperation with Administrator, Staff Member and Association Representative

1. Area of Deficiency:

Concerns:

2. Supervisor's Expectations:

3. Assistance to be provided to employee in meeting expectations:

4. Timeline:

Employee Signature: _____

Date: _____

Administrator Signature: _____

Date: _____

Association Member Signature: _____

Date: _____

Original to Employee

Copy to Supervisor

Copy to Human Resources