

National Conference of Firemen and Oilers

Food Service · Maintenance · Transportation
Regular & Supervisory

Paraprofessional II

Mission Statement

The School Board of Palm Beach County is committed to excellence in education and preparation of all our students with the knowledge, skills and ethics required for responsible citizenship and productive employment.

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NATIONAL CONFERENCE OF FIREMEN AND OILERS, INC. AFL-CIO JOINT EVALUATION COMMITTEE MEMBERS 1999

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Prepared By Office Of Professional Standards

OVERVIEW

Introduction

The guide for the Non-instructional Evaluation System National Conference of Firemen and Oilers (NCF&O) was developed by a task force composed of administrators and NCF&O representatives. The intent was to provide direction for supervisors and NCF&O employees regarding the evaluation system. The Non-instructional Evaluation form remains the same for all non-instructional employees included in salary levels 16 and below. Every bargaining unit has created a task force to develop performance criteria to describe the Performance Factors listed on the Non-instructional Evaluation form. The procedures outlined in the Evaluation and Progressive Discipline Process section of this guide are drawn from the NCF&O Collective Bargaining Agreement.

Participants

The Guide for the Non-instructional Evaluation System (NCF&O) is used to assess salary levels 16 and below: custodial, food service, maintenance, paraprofessional, and transportation employees in the NCF&O bargaining unit. Job titles of all employees in NCF&O are listed in the last section of this guide.

Non-instructional Evaluation Form

The Non-instructional Evaluation form (page 6) remains the same for all non-instructional employees included in salary levels 16 and below. The Non-instructional Evaluation form may be copied out of the guide or accessed on Omniform #0088.

Performance Criteria

Performance Criteria are examples of descriptors which define the Performance Factors listed on the evaluation form (pages 27-42). Job descriptions for NCF&O employees were utilized to develop the Performance Criteria for this instrument. The Performance Criteria are not intended to be used as a checklist, but are offered as examples of behavior to be considered when rating each area.

The Non-instructional Evaluation form lists Performance Factor 9, “Additional Factors.” The purpose of this area is to include Performance Factors specific to job responsibilities. The NCF&O joint evaluation committee defined these factors to be: Transportation; Maintenance; and Food Service (Appearance, Equipment); Maintenance and Transportation Mechanics (Equipment); and Paraprofessional (Appearance, Safety). Performance Criteria were written for these categories. These factors are not listed on the form, as these are areas to be included under 9, “Additional Factors.”

Contents of Guide

The guide consists of the following components:

1. Descriptions of the rating scale and the evaluation and progressive discipline processes.
2. A copy of the Non-instructional Evaluation form (the form may be copied out of the guide or accessed on Omniform #0088).
3. Sample Memoranda for both the evaluation and progressive discipline processes.
4. NCF&O contract provisions regarding the evaluation and progressive discipline process.
5. Performance Criteria describing Performance Factors on the Non-instructional Evaluation form as applicable to employees in the NCF&O bargaining unit.
6. Job titles for all employees included in the NCF&O bargaining unit.

Training

A training video and materials will be provided to supervisors and employees of NCF&O.

Evaluation System

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GUIDE FOR PALM BEACH COUNTY NON-INSTRUCTIONAL EVALUATION SYSTEM

Purpose

1. Accountability - To ensure that only effective employees continue in the Palm Beach County School District.
2. Professional Growth - To foster the professional growth of non-instructional personnel.
3. School Improvement - To support school improvement and the enhancement of student learning.
4. Selection - To ensure that the best qualified employees are hired and that evaluation performance criteria are correlated to job descriptions.

Orientation

All employees will be informed of the criteria and procedures of the assessment prior to its taking place. Performance criteria have been included in this evaluation guide to clarify the indicators on the Non-instructional Evaluation form. They are intended to serve as examples of the behavior assessed in each criteria and should not be used as a checklist. Descriptors have been supplied for a variety of employees included in the National Conference of Firemen and Oilers bargaining unit. It is recommended that the applicable descriptors be discussed when orienting employees to the form by describing the expectations for a satisfactory performance. In addition, it would be helpful to explain what would be necessary to achieve a strength rating for those indicators. Standards have been developed for several employee groups (for example: Food Service workers). These standards should be included in the orientation process so that employees are aware of the expectations for their job responsibilities. Translators from the Department of International Students/Multicultural Awareness are available to assist with the orientation, when needed, to facilitate the employees' understanding of the evaluation process.

Rating Scale

The Palm Beach County Non-instructional Evaluation form (Appendix A) utilizes a four point rating scale as follows:

Strength: An employee rated "strength" consistently demonstrates exceptional performance which has a positive impact on results.

Satisfactory: An employee rated "satisfactory" consistently meets the requirements of the position.

Development Need: An employee rated "development need" needs to increase present effectiveness in order to meet the requirements of the position. An explanation of the deficiency and suggestions for improvement must accompany this rating.

Unsatisfactory: An employee rated "unsatisfactory" demonstrates behaviors that have considerable room for improvement and negatively impact results. An explanation of the deficiency and suggestions for improvement must accompany this rating.

Overall Rating

Satisfactory:

For the 1999-2000 school year, an overall “satisfactory” rating should be given if an employee receives no more than three (3) “unsatisfactory” ratings of the sixteen (16) indicators listed on the form.

For the 2000 - 2001 and 2001 - 2002 school years, an overall “satisfactory” rating should be given if an employee receives no more than two (2) “unsatisfactory” ratings of the sixteen (16) indicators listed on the form.

Unsatisfactory:

For the 1999-2000 school year, an overall “unsatisfactory” rating should be given if an employee receives an “unsatisfactory” rating on any four (4) or more of the sixteen (16) indicators listed on the form.

For the 2000 - 2001 and 2001 - 2002 school years, an overall “unsatisfactory” rating should be given if an employee receives an “unsatisfactory” rating, on any three (3) or more of the sixteen (16) indicators listed on the form.

When giving an overall “unsatisfactory” rating, the evaluator must be prepared to substantiate the overall rating with sufficient documentation to support this decision.

The Evaluation / Progressive Discipline Processes

When an employee is performing in a less than satisfactory manner, the manager is faced with a decision as to the possible cause of the problem. An employee may be a poor performer due to lack of knowledge or to lack of motivation.

Should the evaluator determine that the problem is a competency issue, the Competency Assistance Process is appropriate. However, when a decision is reached that an employee knows how to perform a task but does not or will not complete it, then the Discipline Process should be initiated.

The following is a description of each process:

A. Competency Assistance Process

If the employee does not know how to effectively perform assigned duties, it is recommended that a supervisor conduct an informal conference with the employee to discuss the problem areas. If the deficiencies continue, the evaluator should begin the Competency Assistance Process. An overall unsatisfactory rating on the Non-instructional Evaluation form initiates the process at any time during the year. Then, in a Memorandum of Assistance (Appendix B), the specific areas of less than satisfactory performance should be listed under the appropriate criteria on the evaluation form. Each deficiency listed must be followed by a recommendation for improvement/correction. Suggested activities could include assigned readings in technical manuals, inservice workshops and seminars, observations of peers, or individual instruction sessions by a supervisor.

A Memorandum of Assistance must include the following components essential to due process:

1. Just Cause: The supervisor determines that sufficient grounds for taking action against an employee exist.
2. Notice: The employee is put on notice by the warning that further action may take place if performance remains unsatisfactory or misconduct is repeated.
3. Explanation of Deficiencies: Specific areas of unsatisfactory performance are listed under the appropriate categories of the Palm Beach County Non-instructional Evaluation form.
4. Assistance: Recommendations for correction are listed which could include assigned readings in technical manuals, inservice workshops and seminars, observations of peers, or individual instruction sessions by a supervisor.
5. Time: An appropriate time period of at least thirty (30) calendar days is given to allow the employee to correct deficiencies in performance.

In addition, serious personal problems could be a contributing factor to an employee's lack of effectiveness. In this case, the Memorandum may also include the suggestion to participate in the Employee Assistance Program (EAP). In order to ensure due process, the employee must be given time to correct the deficiencies; at least thirty (30) calendar days to correct performance must be stated. The

Memorandum of Assistance should conclude with statements emphasizing that if the employee fails to

improve, further action may result. The evaluator must conference with the employee and answer any questions that may arise.

During the period of assistance, monitoring conferences must be conducted. The purpose of these conferences is to assess each specific area of deficiency to determine the progress of the employee toward a satisfactory performance in that area. Every conference must be followed-up with conference notes signed by the employee. The conference notes should clearly specify which deficiencies, if any, have been corrected and which remain (Appendix C).

After the period of assistance has been completed, the evaluator must conduct observations and review work products to determine if the necessary corrections have been made. The evaluation form must be completed and the appropriate rating given. If the employee has sufficiently corrected the deficiency, a satisfactory rating may be given in the area of concern. However, if the employee's performance continues to be unsatisfactory, the evaluator may recommend termination (Appendix D).

B. Discipline Process

If it is determined that an employee understands how to perform the functions of his/her job but "knowingly" fails to complete responsibilities, the discipline process may be utilized. Except in cases which clearly constitute a real and immediate danger to the District, or the actions/inactions of the employee constitute such clearly flagrant and purposeful violations of reasonable School Board rules and regulations, progressive discipline shall be administered as follows:

1. Verbal Reprimand with a Written Notation (placed in Personnel file)
2. Written Reprimand (placed in Personnel file)
3. Suspension without pay with Board approval
4. Dismissal with Board approval

This progressive discipline process is initiated when a supervisor determines that an incident that may warrant disciplinary action has occurred. If disciplinary action is initiated at the supervisor's level, a Written Notice of Meeting (Appendix E) is given to the employee. The incident is then discussed in a conference with the employee who may request representation. As a result of the meeting, a Verbal Reprimand with a Written Notation (Appendix F) or a Written Reprimand (Appendix G) may be issued. Disciplinary actions should be recorded on the evaluation form. If the level of discipline could be more severe than a Written Reprimand, contact the department of Employee Relations (i.e., if progressive discipline has been followed and a suspension or termination could be the next level or the action clearly constitutes a real and immediate danger to the District, or if the action/inaction is clearly a flagrant and purposeful violation of school rules and regulations).

C. Appeals Process

An employee may file a statement of reaction to the document within fifteen (15) duty days under the NCF&O collective bargaining agreement. Performance evaluations may only be grieved through arbitration if: 1) The overall rating is less than satisfactory, and 2) It is alleged that the evaluation is arbitrary and capricious or based on factors other than performance.

D. Probationary Employees

All newly hired or rehired non-instructional employees shall be subject to a probationary period of ninety (90) work days. Employees who have not completed this period of employment may be discharged without recourse. It is not necessary to follow the evaluation process to terminate employment.

Look in Omniform #PBSD 0088

COMPETENCY ASSISTANCE PROCESS

MEMORANDUM OF ASSISTANCE
To be used when a Non-instructional employee does not know how to perform assigned duties.

SAMPLE LETTER

MEMORANDUM



Food Service

TO: Food Service Attendant
FROM: Supervisor
DATE: _____
SUBJECT: Less Than Satisfactory Performance

It has come to my attention that you are not completing your assigned duties in a satisfactory manner in the following areas as outlined in the Palm Beach County Non-instructional Evaluation System guide:

Deficiencies

Job Knowledge

- On _____ (date) _____ and on _____ (date) _____, you did not prepare all food items as directed.

Self Management

- On _____ (date) _____, you failed to follow the established procedures for safe food handling.

Interpersonal Effectiveness

- You failed to maintain an effective working relationship with associates/students.
- You failed to demonstrate an understanding of diverse cultures and utilize that knowledge to ensure equitable treatment of all.

In order to assist you in improving your performance, the following recommendations are listed:

Improvement Strategies

Job Knowledge

- Read the rules and procedures for preparing food items.
- Observe the following co-worker, _____ (name) _____ on _____ (date) _____ .
- Select and implement effective procedures.

Self Management

- Review the procedures for safe food handling.
- Communicate with your supervisor about any procedure you do not understand.

Interpersonal Effectiveness

- Observe the following co-worker, _____ (name and date) _____, who demonstrates an understanding of diverse cultures, promotes positive relations, and displays the ability to create a positive professional impression when dealing with administrators, teachers, staff, students, and parents. During the observation, record effective strategies used and turn in your notes to _____ (name) _____. Select and implement strategies in the workplace.

Your performance will be reviewed in no less than thirty (30) calendar days from the date of this memorandum. Failure to improve your performance may result in further action or discipline. Please feel free to contact me if I can be of assistance.

Please sign and date your copy and return to your supervisor. Your signature only indicates receipt of this memorandum.

Signature _____ Date _____

c: Supervisor
Area Superintendent

COMPETENCY ASSISTANCE PROCESS

MEMORANDUM OF ASSISTANCE

To be used when a Non-instructional employee does not know how to perform assigned duties.

SAMPLE LETTER



MEMORANDUM

Custodian

TO: Custodial Employee
FROM: Principal
DATE: _____
SUBJECT: Less Than Satisfactory Performance

It has come to my attention that you are not completing your assigned duties in a satisfactory manner as outlined in the Palm Beach County Non-instructional Evaluation System guide. The areas of concern are as follows:

Deficiencies

Job Knowledge

- You failed to effectively clean the media center workroom, counselor's office, and conference room on ____ (date) ____.
- You failed to effectively remove markings from the walls on ____ (date) ____.
- You failed to appropriately clean school grounds on ____ (date) ____ and on ____ (date) ____.

Self Management

- You did not complete assigned duties in a timely manner. Restrooms in the southwest wing were not cleaned on ____ (date) ____ and on ____ (date) ____.

Interpersonal Effectiveness

- You failed to complete your assigned duties, thus causing your co-workers to assume extra responsibilities. Mr./Ms. ____ (name) ____ was required to pick-up trash on the school grounds on ____ (date) ____ and on ____ (date) ____.

In order to assist you in improving your performance, the following recommendations are listed:

Improvement Strategies

Job Knowledge

- Communicate with the office about any assigned duty that you are unable to complete, detailing the reason and stating the assistance you are requesting.
- Review "Custodians Duties and Responsibilities Handbook" and request information regarding any tasks that you do not understand.
- Shadow an effective co-worker to learn appropriate methods to complete assigned duties.

Self Management

- Work with your immediate supervisor to create an effective schedule for completing tasks.
- Attend District seminars related to improving self management skills.

Interpersonal Effectiveness

- Work with your immediate supervisor and co-workers to develop a plan to equitably distribute workload, and submit it to me for approval.

Your performance will be reviewed in no less than thirty (30) calendar days from the date of this memorandum. Failure to correct your performance may result in further action or discipline. Please feel free to contact me if I can be of assistance.

Please sign and date your copy and return to your supervisor. Your signature only indicates receipt of this memorandum.

Signature _____

Date _____

c: Supervisor
Area Superintendent

COMPETENCY ASSISTANCE PROCESS

MEMORANDUM OF ASSISTANCE

To be used when a Non-instructional employee does not know how to perform assigned duties.

SAMPLE MEMORANDUM

MEMORANDUM



Maintenance

TO: Maintenance Employee
FROM: Supervisor
DATE: _____
SUBJECT: Less Than Satisfactory Performance

It has come to my attention that you are not completing your assigned duties in a satisfactory manner in the following areas as outlined in the Palm Beach County Non-instructional Evaluation System guide:

Deficiencies

Job Knowledge

- On _____ (date) _____ and on _____ (date) _____, you failed to understand and follow rules and procedures.

Self Management

- On _____ (date) _____ and on _____ (date) _____, you failed to follow your assigned schedule.

Interpersonal Effectiveness

- You failed to maintain an effective working relationship with associates/students.
- You failed to demonstrate an understanding of diverse cultures and utilize that knowledge to ensure equitable treatment of all.

In order to assist you in improving your performance, the following recommendations are listed:

Improvement Strategies

Job Knowledge

- Attend training courses as required by your supervisor.
- Request information regarding tasks you do not understand.

Self Management

- Communicate with your supervisor about any assigned duty you are unable to complete.
- Work with your supervisor to create an effective schedule for completing tasks.

Interpersonal Effectiveness

- Observe the following co-worker, _____ (name and date) _____, who demonstrates an understanding of diverse cultures, promotes positive relations, and displays the ability to create a positive professional impression when dealing with administrators, teachers, staff, students, parents, and law enforcement personnel. During the observation, record effective strategies used and turn in your notes to _____. Select and implement strategies in the workplace.

Your performance will be reviewed in no less than thirty (30) calendar days from the date of this memorandum. Failure to improve your performance may result in further action or discipline. Please feel free to contact me if I can be of assistance.

Please sign and date your copy and return to your supervisor. Your signature only indicates receipt of this memorandum.

Signature _____ Date _____

c: Supervisor
Area Superintendent

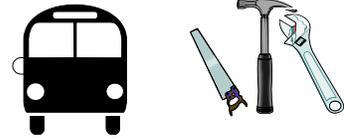
COMPETENCY ASSISTANCE PROCESS

MEMORANDUM OF ASSISTANCE

To be used when a Non-instructional employee does not know how to perform assigned duties.

SAMPLE LETTER

MEMORANDUM



**Maintenance/Transportation
Mechanic**

TO: Maintenance/Transportation Mechanic

FROM: Supervisor

DATE: _____

SUBJECT: Less Than Satisfactory Performance

It has come to my attention that you are not completing your assigned duties in a satisfactory manner in the following areas as outlined in the Palm Beach County Non-instructional Evaluation System guide:

Deficiencies

Job Knowledge

- On _____ (date) _____ and on _____ (date) _____, you failed to follow accepted repair and preventive maintenance procedures.

Self Management

- On _____ (date) _____ and on _____ (date) _____, you failed to follow your assigned schedule of activities.

Interpersonal Effectiveness

- On _____ (date) _____ and on _____ (date) _____, you failed to provide assistance to co-workers.
- On _____ (date) _____ and on _____ (date) _____, you failed to demonstrate an understanding of diverse cultures and utilize that knowledge to ensure equitable treatment of all.

In order to assist you in improving your performance, the following recommendations are listed:

Improvement Strategies

Job Knowledge

- Attend training courses as required by your supervisor.
- Request information regarding repair procedures you do not understand.

Self Management

- Communicate with your supervisor about any assigned duty you are unable to complete.
- Work with your supervisor to create an effective schedule for completing tasks.

Interpersonal Effectiveness

- Observe the following co-worker, _____ (name and date) _____, who demonstrates an understanding of diverse cultures, promotes positive relations, and displays the ability to create a positive professional impression when dealing with supervisors, co-workers and community members. During the observation, record effective strategies used and turn in your notes to _____. Select and implement strategies in the workplace.

Your performance will be reviewed in no less than thirty (30) calendar days from the date of this memorandum. Failure to improve your performance may result in further action or discipline. Please feel free to contact me if I can be of assistance.

Please sign and date your copy and return to your supervisor. Your signature only indicates receipt of this memorandum.

Signature _____ Date _____

c: Supervisor
Area Superintendent

COMPETENCY ASSISTANCE PROCESS

MEMORANDUM OF ASSISTANCE

To be used when a Non-instructional employee does not know how to perform assigned duties.

SAMPLE LETTER



Bus Driver

MEMORANDUM

TO: Transportation Employee
FROM: Supervisor
DATE: _____
SUBJECT: Less Than Satisfactory Performance

It has come to my attention that you are not completing your assigned duties in a satisfactory manner in the following areas as outlined in the Palm Beach County Non-instructional Evaluation System guide:

Deficiencies

Job Knowledge

- On _____ (date) _____ and on _____ (date) _____, you failed to follow established signaling and safety procedures.

Self Management

- On _____ (date) _____ and on _____ (date) _____, you failed to handle problems related to student conduct.

Interpersonal Effectiveness

- You failed to maintain an effective working relationship with associates/students.
- You failed to demonstrate an understanding of diverse cultures and utilize that knowledge to ensure equitable treatment of all.

Improvement Strategies

In order to assist you in improving your performance, the following recommendations are listed:

Job Knowledge

- Read the Florida Division of Motor Vehicles Driver’s Education Manual and discuss signaling and safety procedures with your supervisor.

Self Management

- Attend refresher courses complying with state laws, rules, regulations and School Board policy relative to student conduct.
- Make immediate referrals to principals verbally or in writing.

Interpersonal Effectiveness

- Observe the following co-worker, _____ (name and date) _____, who demonstrates an understanding of diverse cultures, promotes positive relations, and displays the ability to create a positive professional impression when dealing with supervisors, co-workers and community members. During the observation, record effective strategies used, and turn in your notes to _____. Select and implement strategies in the workplace.

Your performance will be reviewed in no less than thirty (30) calendar days from the date of this memorandum. Failure to improve your performance may result in further action or discipline. Please feel free to contact me if I can be of assistance.

Please sign and date your copy and return to your supervisor. Your signature only indicates receipt of this memorandum.

Signature _____

Date _____

c: Supervisor
Area Superintendent

COMPETENCY ASSISTANCE PROCESS

MEMORANDUM OF ASSISTANCE

To be used when a Non-instructional employee does not know how to perform assigned duties.

SAMPLE LETTER



Paraprofessional II

MEMORANDUM

TO: Paraprofessional II Employee
FROM: Supervisor
DATE: _____
SUBJECT: Less Than Satisfactory Performance

It has come to my attention that you are not completing your assigned duties in a satisfactory manner in the following areas as outlined in the Palm Beach County Non-instructional Evaluation System guide:

Deficiencies

Job Knowledge

- On ___(date)___ and on ___(date)___, you failed to assist students in small group instruction as directed by the teacher.

Interpersonal Effectiveness

- On ___(date)___ and on ___(date)___, you showed favoritism to one student when reprimanding children on the playground.

Written and/or Oral Assignments

- On ___(date)___ and on ___(date)___, you failed to complete tasks as assigned by your teacher.

In order to assist you in improving your performance, the following recommendations are listed:

Improvement Strategies

Job Knowledge

- Write out questions you have concerning the assistance provided to students in small group instruction and effective child development skills and discuss them with your teacher.
- Write the suggestions and incorporate them into your small group instruction.

Interpersonal Effectiveness

- Attend the following workshop: Name: _____ Date: _____.
- Share what you learned at the workshop with _____ (name) _____.
- Treat all students equally.

Written and/or Oral Assignments

- Communicate with your teacher about the tasks you do not understand.
- Create a time task calendar to help you complete your assigned tasks.

Your performance will be reviewed in no less than thirty (30) calendar days from the date of this memorandum. Failure to improve your performance may result in further action or discipline. Please feel free to contact me if I can be of assistance.

Please sign and date your copy and return to your supervisor. Your signature only indicates receipt of this memorandum.

Signature _____ Date _____

c: Supervisor
Area Superintendent

COMPETENCY ASSISTANCE PROCESS

MONITORING CONFERENCE NOTES
To be used during the assistance period to document progress or failure to progress.

SAMPLE LETTER

M E M O R A N D U M

TO: _____

FROM: Principal/Department Head

DATE: _____

SUBJECT: Assistance Review

This is to confirm our conference on ____ (date) _____. The purpose of the meeting was to determine your progress toward remediating your deficiencies, as stated in the Memorandum of Assistance dated _____.

We discussed the following:

List deficiencies and comment on progress.
Remind employee of your expectations in each area.

Failure to improve your performance may result in further action.

Please feel free to contact me if I can be of assistance.

Please sign and date your copy and return to your supervisor. Your signature only indicates receipt of this memorandum.

Signature _____

Date _____

c: Supervisor
Area Superintendent

COMPETENCY ASSISTANCE PROCESS

REQUEST FOR DISTRICT REVIEW

SAMPLE LETTER

MEMORANDUM

TO: Director
Employee Relations

FROM: Principal/Director

DATE: _____

SUBJECT: Request for District Review

I have followed the Competency Assistance Process as outlined in The Palm Beach County Non-instructional Evaluation System guide.

By this Memorandum, I am requesting a District review for the purpose of determining disciplinary action up to and including termination.

Attachments:
Non-instructional Evaluation form
Memorandum of Assistance
Monitoring Conference Notes and any additional documentation

c: Employee
Supervisor
Area Superintendent
Employee Relations

DISCIPLINE PROCESS

WRITTEN NOTICE OF MEETING

To be used when issuing discipline at the supervisor's level when an employee knowingly fails to perform job responsibilities.

SAMPLE LETTER

MEMORANDUM

TO: _____

FROM: Principal/Department Head

DATE: _____

SUBJECT: Your Action of _____

Please be advised that you are directed to meet with me on ____ (date) ____ for the purpose of reviewing your action(s) of _____. You have the right to bring a representative to this meeting.

Failure to attend this meeting is insubordination and will subject you to discipline.

My signature acknowledges receipt of this document.

Signature _____ Date _____

Attachment:
Description of Incident

DISCIPLINE PROCESS

VERBAL REPRIMAND WITH WRITTEN NOTATION

SAMPLE LETTER

Date

Employee's Name

Employee's Home Address

Re: Verbal Reprimand with Written Notation

Dear (Employee's name):

This correspondence is given to you as a Verbal Reprimand with Written Notation for your actions involving the use of abusive language directed towards a fellow employee. Specifically, on (date), you engaged in a verbal confrontation with a food service employee with whom you had a disagreement. During this confrontation, you admitted to saying to your fellow employee, "If that's the way you want it, stick it up your _____."

Your conduct and use of profanity reflect a failure to exercise professional judgment and integrity and are detrimental to the operations of the District.

You are directed to cease such conduct and not to engage in this or similar conduct in the future. Any incident of the same or similar nature will result in further disciplinary action up to and including termination.

You are also directed to attend Anger Management courses offered through the District's Employee Assistance Program (EAP) within seven (7) days of the receipt of this letter. You are directed to contact _____, School District EAP Clinical Coordinator, at (561) 616-1252. Failure to contact _____ within the specified time frame, and failure to attend any and all courses recommended by EAP, is insubordination and will subject you to discipline.

Sincerely,

Signature of Principal/Department Head/Location

My signature acknowledges receipt of this document.

Name _____ Date _____

c: Area Superintendent/Director
Representative (if Applicable)
Personnel File

DISCIPLINE PROCESS

REQUEST FOR DISTRICT REVIEW

SAMPLE LETTER

MEMORANDUM

TO: Director
Employee Relations

FROM: Principal/Director

DATE: _____

SUBJECT: Request for District Review

I have issued a Written Reprimand and the employee has repeated the misconduct. Therefore, I am requesting a District review for the purpose of determining the next step in the discipline process.

Attachments:
Written Reprimand
Related Documentation

c: Area Superintendent

ARTICLE 17- DISCIPLINE OF EMPLOYEES (PROGRESSIVE DISCIPLINE)

Modification to the July 1, 1992 - June 30, 1995

Collective Bargaining Agreement

between

The School District of Palm Beach County

and

The National Conference of Firemen and Oilers

1. Without the consent of the employee and the Union, disciplinary action may not be taken against an employee except for just cause, and this must be substantiated by clear and convincing evidence which supports the recommended disciplinary action.
2. All disciplinary action shall be governed by applicable statutes and provisions of the Agreement. Further, an employee shall be provided with a written charge of wrongdoing, setting forth the specific charges against that employee, as soon as possible after the investigation has begun.
3. Any information which may be relied upon to take action against an employee will be shared promptly with said employee and his/her Union representative as soon as possible. Copies of any written information/correspondence that is related to the action of the employee or the investigating administrator(s) will be provided promptly to the employee and his/her Union representative.
4. An employee against whom action is to be taken under this Article and his/her Union representative shall have the right to review and refute any and all of the information relied upon to support any proposed disciplinary action prior to taking such action. To this end, the employee and Union representative shall be afforded a reasonable amount of time to prepare and present responses/refutations concerning the pending disciplinary action and concerning the appropriateness of the proposed disciplinary action. This amount of time is to be mutually agreed upon by the parties.
5. Only previous disciplinary actions which are a part of the employee's personnel file or which are a matter of record as provided in paragraph #7 below may be cited if these previous actions are reasonably related to the existing charge.
6. Where just cause warrants such disciplinary action(s) and in keeping with provisions of this Article, an employee may be reprimanded verbally, reprimanded in writing, suspended without pay or dismissed upon the recommendations of the immediate supervisor to the Superintendent and final action taken by the Board. Other disciplinary action(s) may be taken with mutual agreement of the parties.
7. Except in cases which clearly constitute a real and immediate danger to the district or the actions/inactions of the employee constitute such clearly flagrant and purposeful violations of reasonable School Board rules and regulations, progressive discipline shall be

administered as follows:

- a) Verbal Reprimand with a Written Notation. Such written notation shall be placed in the employee's personnel file and shall not be used to the further detriment of the employee, unless there is another reasonable related act by that same employee within a twenty-four (24) month period.
 - b) Written Reprimand. A written reprimand may be issued to an employee when appropriate in keeping with provisions of this Article. Such written reprimand shall be dated and signed by the giver of the reprimand and shall be filed in the affected employee's personnel file upon a receipt of a copy to the employee by certified mail.
 - c) Suspension without Pay. A suspension without pay by the School Board may be issued to an employee, when appropriate, in keeping with provisions of this Article, including just cause and applicable laws. The length of the suspension also shall be determined by just cause as set forth in this Article. The notice and specifics of the suspension without pay shall be placed in writing, dated and signed by the giver of the suspension and a copy provided to the employee by certified mail. The specific days of suspension will be clearly set forth in the written suspension notice which shall be filed in the affected employee's personnel file in keeping with provisions of Chapters 119 and 231.291 of the Florida Statutes.
 - d) Dismissal. An employee may be dismissed when appropriate in keeping with provisions of this Article, including just cause and applicable laws.
8. An employee against whom disciplinary action(s) has/have been taken may appeal through the grievance procedure. However, if the disciplinary action(s) is/are to be taken by the School Board, then the employee shall have a choice of appeal between either the Department of Administrative Hearings in accordance with Florida Statutes or the grievance procedure outlined in the collective bargaining agreement. Such choice must be exercised within fifteen (15) days of receipt of written notification of disciplinary action being taken, and the District notified accordingly. If the grievance procedure is selected, the grievance shall be initiated at Step Three.

**EVALUATION CRITERIA
NATIONAL CONFERENCE OF FIREMEN AND OILERS**



Food Service

PERFORMANCE FACTOR	PERFORMANCE CRITERIA
<p>1. JOB KNOWLEDGE</p>	<p>Works closely with supervisors and staff to support the objectives of the School District</p> <p>Utilizes appropriate safety procedures/measures including sanitation as well as food borne and USDA guidelines</p> <p>Demonstrates ability to perform duties according to work schedule</p> <p>Demonstrates proper use of information, procedures, materials, equipment, and techniques required for current job</p>
<p><i>Performs job responsibilities with methods, techniques, and skills required of position</i></p>	<p><u>SUPERVISORY SKILLS</u></p> <p><i>Delegates effectively</i></p> <p><i>Utilizes management practices that are sound and accountable</i></p> <p><i>Monitors and provides effective feedback to employees</i></p> <p><i>Provides input for performance evaluations according to the guidelines</i></p>
<p>2. SELF MOTIVATION</p>	<p>Participates in inservice training and/or continuing education programs as related to current job</p>
<p><i>Strives to succeed</i></p>	<p><u>SUPERVISORY SKILLS</u></p> <p><i>Sets goals that encourage self and others to reach high standards</i></p>
<p><i>Stretches personal resources</i></p>	<p>Uses talents and skills to enhance the organization</p> <p>Displays the willingness to accept new job-related responsibilities</p>
<p><i>Builds on strengths and works on deficiencies</i></p>	<p>Accepts constructive criticism and seeks to improve areas of deficiency</p> <p>Identifies and develops areas of strength</p> <p><u>SUPERVISORY SKILLS</u></p> <p><i>Develops the skills and competencies of employees by recommending training and developmental activities related to job</i></p>

3. SELF MANAGEMENT	Demonstrates the ability to organize activities to achieve goals set by work schedule
<i>Personally well-organized</i>	Organizes, plans, and works diligently to meet job needs Prioritizes tasks aligned with meeting goals
<i>Utilizes time effectively</i>	Efficiently uses time to accomplish the required amount of work
<i>Takes independent action</i>	Regularly performs professional work without close supervision Seeks to obtain information related to job responsibilities <u>SUPERVISORY SKILLS</u> <i>Makes quality decisions</i>
4. ADAPTABILITY TO CHANGE	Learns and adjusts to new methods and conditions Adapts to organizational changes <u>SUPERVISORY SKILLS</u>
<i>Possesses the ability to react to and compensate for necessary changes in operations</i>	<i>Demonstrates the ability to modify behavior and maintain effectiveness in varying environments</i>
5. INTERPERSONAL EFFECTIVENESS	Cooperates with others to facilitate school/department goals
<i>Maintains effective working relationships with associates/students</i>	Demonstrates an understanding of diverse cultures and utilizes that knowledge to ensure that all individuals are treated equitably and respectfully Projects a positive and professional image when dealing with the school, department personnel, students, parents, and public Maintains a cooperative attitude with co-workers Contributes to the workplace through teamwork <u>SUPERVISORY SKILLS</u> <i>Manages interaction by getting others to work together effectively</i> <i>Encourages open communication at all levels</i> <i>Considers the position, needs and perspectives of others when planning, deciding, and organizing</i>
<i>Handles conflict well</i>	Handles difficult situations with tact and diplomacy
<i>Presents ideas effectively</i>	Demonstrates effective verbal communication skills Keeps supervisors apprised of necessary information

6. WRITTEN AND/OR ORAL ASSIGNMENTS	
<i>Follows directions easily and effectively</i>	Follows directions given by supervisors
<i>Completes assignments on time and in compliance with directions given</i>	Quality of work shows accuracy, completeness, neatness, and effectiveness of work performed
7. PUNCTUALITY	Arrives promptly and departs no earlier than designated time
8. ATTENDANCE	Does not abuse or misuse sick leave
ADDITIONAL FACTOR(S)	
9. APPEARANCE	Maintains complete uniform in compliance with established procedures in the employee handbook Presents a neat, well-groomed, and professional image
10. EQUIPMENT	Handles equipment in a safe and appropriate manner Demonstrates knowledge of all equipment Uses and maintains all equipment in accordance with the work schedule, and established policies and procedures

THE SCHOOL DISTRICT OF PALM BEACH COUNTY

EVALUATION CRITERIA
NATIONAL CONFERENCE OF FIREMEN AND OILERS

Maintenance

PERFORMANCE FACTOR	PERFORMANCE CRITERIA
<p>1. JOB KNOWLEDGE</p> <p><i>Performs job responsibilities with methods, techniques, and skills required of position</i></p>	<p>Works closely with supervisors and staff to support the objectives of the School District</p> <p>Utilizes appropriate safety procedures/measures</p> <p>Demonstrates proper use of information, procedures, materials, equipment, and techniques required for current job</p> <p><u>SUPERVISORY SKILLS</u></p> <p><i>Delegates effectively</i></p> <p><i>Utilizes management practices that are sound and accountable</i></p> <p><i>Monitors and provides effective feedback to employees</i></p> <p><i>Provides input for performance evaluations according to the guidelines</i></p>
<p>2. SELF MOTIVATION</p> <p><i>Strives to succeed</i></p>	<p>Participates in inservice training and/or continuing education programs as related to current job</p> <p>Takes advantage of continuing education</p> <p><u>SUPERVISORY SKILLS</u></p> <p><i>Sets goals that encourage self and others to reach high standards</i></p>
<p><i>Stretches personal resources</i></p>	<p>Uses talents and skills to enhance the organization</p> <p>Displays the willingness to accept new job-related responsibilities</p>
<p><i>Builds on strengths and works on deficiencies</i></p>	<p>Accepts constructive criticism and seeks to improve</p> <p>Identifies and develops areas of strength</p> <p><u>SUPERVISORY SKILLS</u></p> <p><i>Develops the skills and competencies of employees by recommending training and developmental activities related to job</i></p>

3. SELF MANAGEMENT	Demonstrates the ability to organize activities to achieve goals
<i>Personally well organized</i>	Organizes, plans, and works diligently to meet job needs Prioritizes tasks aligned with meeting goals
<i>Utilizes time effectively</i>	Efficiently uses time to accomplish the required amount of work
<i>Takes independent action</i>	Performs professional work regularly without close supervision <u>SUPERVISORY SKILLS</u> <i>Makes quality decisions</i>
4. ADAPTABILITY TO CHANGE	Learns and adjusts to new methods and conditions Adapts to organizational changes
<i>Possesses the ability to react to and compensate for necessary changes in operations</i>	<u>SUPERVISORY SKILLS</u> <i>Demonstrates the ability to modify behavior and maintain effectiveness in varying environments</i>
5. INTERPERSONAL EFFECTIVENESS	Cooperates with others to facilitate school/department goals Demonstrates an understanding of diverse cultures and utilizes that knowledge to ensure that all individuals are treated equitably Actively supports an environment where all individuals are treated respectfully and fairly Projects a positive and professional image when dealing with the school, department personnel, students, parents, and public Maintains a cooperative attitude with co-workers
<i>Maintains effective working relationships with associates/students</i>	Contributes to the workplace through teamwork <u>SUPERVISORY SKILLS</u> <i>Manages interaction by getting others to work together effectively</i> <i>Encourages open communication at all levels</i> <i>Considers the position, needs and perspectives of others in the organization when planning, deciding, and organizing</i>
<i>Handles conflict well</i>	Handles difficult situations with tact and diplomacy
<i>Presents ideas effectively</i>	Demonstrates effective verbal and/or written communication

	skills Keeps supervisors apprised of necessary information
6. WRITTEN AND/OR ORAL ASSIGNMENTS	
<i>Follows directions easily and effectively</i>	Follows directions given by supervisors
<i>Completes assignments on time and in compliance with directions given</i>	Quality of work shows accuracy, completeness, neatness, and effectiveness of work performed
7. PUNCTUALITY	Arrives promptly and departs no earlier than designated time
8. ATTENDANCE	Does not abuse or misuse sick leave
ADDITIONAL FACTOR(S)	
9. APPEARANCE	Maintains complete uniform in compliance with established procedures Presents a neat, well-groomed, and professional image
10. EQUIPMENT	Handles equipment in a safe and appropriate manner Demonstrates knowledge of and maintains all equipment pertaining to the job

THE SCHOOL DISTRICT OF PALM BEACH COUNTY

EVALUATION CRITERIA
NATIONAL CONFERENCE OF FIREMEN AND OILERS



Maintenance/Transportation Mechanics

PERFORMANCE FACTOR	PERFORMANCE CRITERIA
<p>1. JOB KNOWLEDGE</p>	<p>Demonstrates thorough working knowledge of skills required of the position</p> <p>Displays the ability to effectively use testing and repair equipment</p> <p>Is familiar with laws and regulations that relate to the automotive repair industry</p> <p>Follows accepted repair and preventive maintenance procedures</p> <p>Maintains license and certifications as required</p> <p>Maintains adequate tool inventory</p> <p>Performs duties required by administration</p> <p>Uses personal protective equipment as necessary and follows safe work practices at all times</p>
<p><i>Performs job responsibilities with techniques, methods, and skills required of position</i></p>	<p><u>SUPERVISORY SKILLS</u></p> <p><i>Delegates effectively</i></p> <p><i>Demonstrates effective decision-making skills</i></p> <p><i>Utilizes management policies that are cost effective and accountable</i></p> <p><i>Monitors employees and provides effective feedback</i></p> <p><i>Provides input for performance evaluations according to the guidelines</i></p> <p><i>Works to ensure his/her employees perform effectively and efficiently in their area of responsibility</i></p>

2. SELF MOTIVATION	Participates in available training programs Takes advantage of continuing education
<i>Strives to succeed</i>	<u>SUPERVISORY SKILLS</u> <i>Sets goals that encourage self and others to reach high standards</i>
<i>Stretches personal resources</i>	Uses talents and skills to enhance the organization Consistently produces high quality work <u>SUPERVISORY SKILLS</u> <i>Searches and gathers many different kinds of information before making decisions</i>
<i>Builds on strengths and works on deficiencies</i>	Accepts constructive criticism and seeks to improve Identifies and develops areas of strength <u>SUPERVISORY SKILLS</u> <i>Develops the skills and competencies of employees through training and developmental activities related to job</i>
3. SELF MANAGEMENT	Demonstrates the ability to organize activities
<i>Personally well-organized</i>	Sets priorities to achieve goals
<i>Utilizes time effectively</i>	Budgets time properly
<i>Takes independent action</i>	Works well independently Uses good judgment and common sense Contributes to new ideas or improvements Initiates activities <u>SUPERVISORY SKILLS</u> <i>Makes quality decisions</i>
4. ADAPTABILITY TO CHANGE	Learns and adjusts to new methods, conditions, and changes
<i>Possesses the ability to react to and compensate for necessary changes in operations</i>	<u>SUPERVISORY SKILLS</u> <i>Demonstrates the ability to modify behavior and maintain effectiveness in a varying environment</i>
5. INTERPERSONAL EFFECTIVENESS	Promotes positive relations among staff Creates a positive and professional impression in dealing with the public or other departments Provides assistance to co-workers Demonstrates an understanding of diverse cultures and

<p>Maintains effective working relationships with associates/students</p>	<p>utilizes that knowledge to insure that all individuals are treated equitably</p> <p><u>SUPERVISORY SKILLS</u></p> <p><i>Manages interactions by getting others to work together effectively</i></p> <p><i>Considers the position, needs, and perspectives of others in the organization when planning, deciding, and organizing</i></p>
<p>Handles conflict well</p>	<p>Handles difficult situations tactfully</p> <p>Maintains a harmonious relationship and cooperative attitude with co-workers</p>
<p>Presents ideas effectively</p>	<p>Demonstrates effective verbal and written communication skills</p> <p><u>SUPERVISORY SKILLS</u></p> <p><i>Keeps supervisors apprised of necessary information</i></p>
<p>6. WRITTEN AND/OR ORAL ASSIGNMENTS</p>	<p>Follows directions given by supervisors</p>
<p><i>Follows directions easily and effectively</i></p>	
<p><i>Completes assignments on time and in compliance with directions given</i></p>	<p>Completes tasks in a timely manner and in compliance with instructions</p>
<p>7. PUNCTUALITY</p>	<p>Comes to work on time</p>
<p>8. ATTENDANCE</p>	<p>Does not abuse sick leave</p> <p>Notifies supervisor in advance of intent to use leave</p>
<p>ADDITIONAL FACTOR(S)</p>	
<p>9. EQUIPMENT</p>	<p>Operates equipment in a safe and appropriate manner</p> <p>Keeps District-owned equipment clean and in good working order</p>

THE SCHOOL DISTRICT OF PALM BEACH COUNTY

EVALUATION CRITERIA
NATIONAL CONFERENCE OF FIREMEN AND OILERS



School Bus Drivers, School Bus Attendants,
Coordinators I and Coordinators II

PERFORMANCE FACTOR	PERFORMANCE CRITERIA
<p>1. JOB KNOWLEDGE</p> <p><i>Performs job responsibilities with methods, techniques, and skills required of position</i></p>	<p>Demonstrates knowledge of State laws, rules and regulations and School Board policies relative to transportation</p> <p>Maintains the confidentiality of records/information</p> <p>Effectively handles problems related to student conduct and makes referrals to principals verbally or in writing</p> <p><u>SUPERVISORY SKILLS</u></p> <p><i>Demonstrates effective decision-making skills</i></p> <p><i>Provides input for performance evaluations according to the guidelines</i></p>
<p>2. SELF MOTIVATION</p> <p><i>Strives to succeed</i></p>	<p>Attends all inservice training and/or continuing education programs</p> <p><u>SUPERVISORY SKILLS</u></p> <p><i>Readily assumes responsibility for projects</i></p>
<p><i>Stretches personal resources</i></p>	<p>Uses talents and skills to enhance the organization</p> <p><u>SUPERVISORY SKILLS</u></p> <p><i>Searches and gathers many different kinds of information before making decisions</i></p>
<p><i>Builds on strengths and works on deficiencies</i></p>	<p>Accepts constructive criticism and seeks to improve</p> <p>Develops areas of strength</p> <p>Seeks assistance and/or additional training as required</p> <p><u>SUPERVISORY SKILLS</u></p> <p><i>Adjusts to new situations resulting from new laws, decisions, or circumstances</i></p>

3. SELF MANAGEMENT	Prepares monthly reports, accident and special reports as required
<i>Personally well-organized</i>	Prioritizes tasks aligned with meeting goals
<i>Utilizes time effectively</i>	Accomplishes the required amount of work within the established timeframe
<i>Takes independent action</i>	Works well independently
4. ADAPTABILITY TO CHANGE	Learns and adjusts to new methods, conditions, and changes
<i>Possesses the ability to react to and compensate for necessary changes in operations</i>	Handles a variety of work demands
5. INTERPERSONAL EFFECTIVENESS	Promotes positive relations among students, parents, administrators, and co-workers
<i>Maintains effective working relationships with associates/students</i>	Actively supports an environment where all individuals are treated respectfully and fairly Projects a positive and professional image when dealing with the public Demonstrates an understanding of diverse cultures and utilizes that knowledge to ensure that all individuals are treated equitably
<i>Handles conflict well</i>	Handles difficult situations with tact and diplomacy
<i>Presents ideas effectively</i>	Demonstrates effective verbal and/or written communication skills Keeps supervisors apprised of necessary information
6. WRITTEN AND/OR ORAL ASSIGNMENTS	Follows directions given by supervisors
<i>Follows directions easily and effectively</i>	Observes rules, regulations, and policies
<i>Completes assignments on time and in compliance with directions given</i>	Prepares a monthly report on details of bus operations, and accident and special reports as required Quality of work shows accuracy, completeness, and neatness of work performed
7. PUNCTUALITY	Arrives promptly and departs no earlier than designated time Notifies supervisor in a timely manner when not reporting to work
8. ATTENDANCE	Does not abuse or misuse sick leave Avoids excessive absences

ADDITIONAL FACTOR (S)**9. APPEARANCE**

Maintains a neat, well-groomed, and professional image in accordance with the dress codes

10. EQUIPMENT

Operates school bus in a safe and appropriate manner

Demonstrates knowledge of the operation of all buses

Maintains bus in a clean and safe condition

THE SCHOOL DISTRICT OF PALM BEACH COUNTY
EVALUATION CRITERIA
NATIONAL CONFERENCE OF FIREMEN AND OILERS



Paraprofessional II

PERFORMANCE FACTOR	PERFORMANCE CRITERIA
<p>1. Job Knowledge</p> <p><i>Performs job responsibilities with methods, techniques, and skills required of position</i></p>	<p>Demonstrates knowledge of where to obtain job-related information</p> <p>Assists students in individualized and small group instruction, under the direction of the assigned teacher(s)</p> <p>Assists students in using materials and equipment, under the direction of the teacher</p> <p>Performs general clerical work in assisting assigned teacher(s) by maintaining student records, preparing and distributing teaching materials, and grading student assignments</p> <p>Assists in the storage, disbursement, and inventory of materials and supplies</p> <p>Works closely with the principal/designee to foster a better understanding of the goals of the School District</p> <p>Actively engages and motivates students at appropriate developmental levels</p> <p>Adheres to policies and procedures related to job responsibilities</p> <p>Demonstrates knowledge of job-related technology skills</p> <p>Maintains professionalism regarding school affairs</p> <p>Maintains the confidentiality of records/information Demonstrates proper use of information, procedures, materials, equipment, and techniques required for current job</p>

2. Self Motivation	
<i>Strives to succeed</i>	Participates in inservice training and/or continuing education programs Seeks to continuously develop job skills Demonstrates self-starting ability, resourcefulness, and creativity
<i>Stretches personal resources</i>	Uses talents and skills to enhance the school organization Displays the willingness to accept new job-related responsibilities
<i>Builds on strengths and works on deficiencies</i>	Accepts constructive criticism and seeks to improve Develops identified areas of strength Seeks assistance and/or additional training as required
3. Self Management	
<i>Personally well-organized</i>	Demonstrates the ability to organize activities to achieve goals Prioritizes tasks aligned with meeting goals Organizes, plans, and works diligently to meet job needs
<i>Utilizes time effectively</i>	Accomplishes the required amount of work within the established timeframe
<i>Takes independent action</i>	Analyzes problems; uses logic and good judgment to reach solutions Performs accurate, thorough, professional work regularly without close supervision
4. Adaptability to Change	
<i>Possesses the ability to react to and compensate for necessary changes in operations</i>	Handles varying work demands Learns and adjusts well to new methods, conditions, and changes

5. Interpersonal Effectiveness	<p>Cooperates with others to facilitate school/department goals</p> <p>Actively supports an environment where all individuals are treated respectfully and fairly</p> <p>Demonstrates a responsible commitment to the School District's equity and diversity objectives</p> <p>Conducts oneself in the best interest of students, in accordance with the highest traditions of public education and in support of the District's Mission Statement</p> <p>Contributes to an efficient and effective workplace through teamwork</p> <p>Encourages open communication at all levels</p> <p>Demonstrates an understanding of diverse cultures and utilizes that knowledge to ensure that all individuals are treated equitably</p>
<i>Handles conflict well</i>	<p>Handles difficult situations with tact and diplomacy</p>
<i>Presents ideas effectively</i>	<p>Displays ability to communicate with the school administrators, teachers, co-workers, and the public in a positive, helpful, and informative manner</p>
6. Written and/or Oral Assignments	<p>Performs bus, lunchroom and playground responsibilities as assigned by the teacher(s)</p> <p>Performs other related duties as assigned</p> <p>Communicates knowledge clearly, accurately, and thoroughly</p> <p>Clearly and positively communicates thoughts and ideas</p> <p>Listens attentively and responds appropriately</p> <p>Seeks immediate clarification of tasks as needed</p> <p>Quality of work performed shows accuracy, completeness, neatness, and effectiveness</p>
<i>Follows directions easily and effectively</i>	
<i>Completes assignments on time and in compliance with directions given</i>	

7. Attendance	Does not abuse or misuse sick leave
8. Punctuality	Arrives promptly and departs no earlier than designated time
9. Additional Factor(s)	
Appearance	Presents a neat, well-groomed, and professional image
Safety	Regularly attentive to safety and health regulations Ensures classroom environment and other areas of instruction are designed for the overall safety, care, and enrichment of the children enrolled

**NATIONAL CONFERENCE OF FIREMEN AND OILERS (REGULAR)
BARGAINING UNITS — B**

JOB NUMBER	JOB TITLE
109	Appliance-Refrigeration Technician (A/C)
4326	Business Equipment Repair Technician
140	Carpenter
140B	Cement Finisher
4308	Communications Technician I
4324	Computer Repair/Network Technician I
4325	Computer Repair/Network Technician II
418C	Construction Task Leader (Electrical/Electronics)
411C	Construction Task Leader (Structural)
144	Construction Worker
145C	Custodial Technician
145	Custodian
4306	Customer Service Representative - DMS
4304	Customer Support Technician
166	Electrician
3014	Electrician - Trades Technical Inspector
164	Electronic Equipment Technician
3046	Electronics Technician
3015	Electronics Technician - Trades Technical Inspector
402	Energy Management System Technician
167	Equipment Mechanic I
167A	Equipment Mechanic II
167B	Equipment Mechanic III
168	Equipment Operator I
168A	Equipment Operator II
177C	Fence Repair Mechanic
173C	Food Service Assistant I
173D	Food Service Assistant II

**NATIONAL CONFERENCE OF FIREMEN AND OILERS (REGULAR)
BARGAINING UNITS — B**

176	Furniture Repair Worker
177	Groundskeeper
400	Inventory Control Technician
416	Landscape/Sites Technician
184	Mail Courier I
184A	Mail Courier II
111	Maintenance Service Representative
401	Material Handling Technician
4307	Material Handling Technician - DMS
404	Multi-Skilled Technician
197	Paint and Body Mechanic I
197A	Paint and Body Mechanic II
200	Painter
200C	Parts Manager I
200D	Parts Manager II
4305	Parts Manager II - DMS
200E	Parts Supply Technician
205A	Pest Control Operator
417	Planning Technician (Electrical)
415	Planning Technician (Mechanical)
410	Planning Technician (Structural)
206C	Plasterer
208	Plumber
407C	Portable Classroom Task Leader
409C	Project Task Leader
6A	Roof Systems Technician
226	Roofer
3018	Roofer - Trades Technical Inspector
173L	Satellite Assistant Manager

**NATIONAL CONFERENCE OF FIREMEN AND OILERS (REGULAR)
BARGAINING UNITS — B**

234A	School Bus Driver I
234B	School Bus Driver II
244	Sheet Metal Mechanic
248	Sprinkler Maintenance Technician
412	Structural Systems Technician
408C	Supply Task Leader
260	Tire Equipment Mechanic
268	Trades Helper
268C	Transportation Coordinator I
268D	Transportation Coordinator II
268A	Transportation Helper
403	Vehicle Control Technician
271	Warehouse Equipment Operator
274	Welder
275	Window and Lock Repair Worker

**NATIONAL CONFERENCE OF FIREMEN AND OILERS (SUPERVISORY)
BARGAINING UNIT — F**

JOB NUMBER	JOB TITLE
109A	Appliance-Refrigeration Foreperson
140A	Carpenter Foreperson
4322	Communications Task Leader
4327	Computer Repair/Network Task Leader
178	Custodial Foreperson I
178A	Custodial Foreperson II
178B	Custodial Foreperson III
178C	Custodial Foreperson IV
178D	Custodial Foreperson V
166A	Electrician Foreperson
165	Electronic Equipment Foreperson
414B	Fixed Assets Supervisor
177A	Grounds Foreperson
400B	Inventory Control Foreperson
416B	Landscape General Foreperson
416C	Landscape/Sites Technician (Lead)
416A	Landscape/Sites Technician (Senior)
4328	Local Area Network Analyst
184B	Mail Courier Foreperson
401B	Material Handling Foreperson
188	Mechanic Foreperson I
188A	Mechanic Foreperson II
415A	Mechanical Systems Technician (Senior)
404B	Multi-Task Foreperson
198	Paint and Body Foreperson
200A	Painter Foreperson
205B	Pest Control Foreperson



MISSION STATEMENT

The School Board of Palm Beach County is committed to excellence in education and preparation of all our students with the knowledge, skills and ethics required for responsible citizenship and productive employment.

SCHOOL BOARD MEMBERS

**Monroe Benaim, M.D.
Mr. William Graham, Vice-Chair
Mr. Mark Hansen
Debra Robinson, M.D.
Mrs. Paulette Burdick
Mr. Tom Lynch, Chair
Dr. Sandra Richmond**

**SUPERINTENDENT
Dr. Arthur Johnson, Ph.D.**