



Classified Employee Evaluation Handbook

Updated June 2021

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 more 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 to evaluate our classified employees. 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 an evaluation of each classified employee. The evaluation of a classified person enables 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 Cycle

Building Focus Meeting

Administrator or supervisor will meet with classified employees as a group to discuss building focus and review the evaluation process. Probationary employees will meet with the administrator or supervisor to discuss evaluation within the first 30 days of employment.

Observations and Data Collection

The results of formal observations, informal observations/drop-in visits and information provided by any immediate supervisor may be documented and included in the evaluation. **Any documents or observations that are to be part of the summative evaluation should be shared with the employee at the time they are created.**

Probationary employees are to be formally observed three (3) times within their probationary period (six (6) months). These observations should be completed by the end of the fifth month. For employees who do not work twelve (12) months, the probationary period can carry over to the next school year.

Summative 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 overall 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. Please refer to OSEA Collective Bargaining Agreement Article 15, Section 15.2

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: Paraprofessional Instructional

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: (in addition to general standards of performance) 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 meet the general standards of performance and 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.

Certificates, Licenses, Registrations: Certificates as determined by the District including current NCLB requirements (paraprofessional certification), blood borne 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 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. 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: Office Assistant
Supervisor: Principal

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

Essential Duties and Responsibilities: (in addition to general standards of performance)

- ❖ Provides good customer service to parents, visitors, and students.
- ❖ Makes good independent judgment and exercises self-direction.
- ❖ Maintains pupil records in accordance with district policies and procedures.
- ❖ 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.
- ❖ Provides delegated nursing care when assigned.
- ❖ Checks all office correspondence, reports and typing for accuracy, grammar, spelling, completeness and comprehension.
- ❖ Maintains confidential staff and student files as directed.
- ❖ Knowledge of computer systems and software.
- ❖ Work well with several departments at one time.
- ❖ Be well organized and attentive to details.
- ❖ Maintain reliability and confidentiality.
- ❖ Perform a variety of secretarial skills.
- ❖ Working knowledge of board policies, enrollment and withdrawal procedures.
- ❖ Maintain effective, positive relationships with students, fellow employees and the public.
- ❖ Effectively work and communicate with students, parents, and school personnel.
- ❖ Work harmoniously with others.

Supervisory Responsibilities: None

Qualifications: To perform this job successfully, an individual must meet the general standards of performance and 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, and word processing software.

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: 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: (in addition to general standards of performance) 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 meet the general standards of performance and 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.

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: (in addition to general standards of performance)

- ❖ 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 meet the general standards of performance and 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.

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: Secretary II
Supervisor: Principal

Summary: Provides secretarial and clerical support to building administrators and staff. 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. Coordination with District Data Manager on maintaining accuracy within the student information system. Work requires a high level of professional decorum, calm demeanor, and ability to address problems of a varied nature and complete complex projects independently. The position includes coordination with Secretary I 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 performance specifically required in positions of this classification.

Essential Duties and Responsibilities: (in addition to general standards of performance)

- ❖ Coordinates Office Staff for effective and efficient school operations.
- ❖ Assure positive public relations and communication with the school's community
- ❖ Maintain and monitor social media and web outlets
- ❖ Makes good independent judgment and exercises self-direction.
- ❖ Organizes and implements computerized master and individual student schedules.
- ❖ Maintains pupil cumulative and confidential records and files in accordance with district policies and procedures.
- ❖ Acts as student registrar for the student body.
- ❖ Monitors and supports student attendance
- ❖ Exercises tact and good judgment in furnishing or obtaining information for other persons.
- ❖ Serves as agent for scheduling building use, meeting scheduling, and staff appointments.
- ❖ Assembles building budget and other required data forms and reports.
- ❖ 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.
- ❖ Provides delegated nursing care when assigned.
- ❖ Maintains all state and federal compliance records.
- ❖ Coordinates with District Data Manager on maintaining accuracy within the student information system required for state and federal reporting.
- ❖ Checks all office correspondence, reports and typing for accuracy, grammar, spelling, completeness and comprehension.
- ❖ Maintains confidential staff files as directed.
- ❖ Respond appropriately in emergency and crisis situations Knowledge of computer systems and software.
- ❖ Work well with several departments at one time.
- ❖ Be well organized and attentive to details.
- ❖ Maintain reliability and confidentiality.
- ❖ Perform a variety of secretarial tasks.
- ❖ Working knowledge of board policies, enrollment and withdrawal procedures.
- ❖ Maintain effective, positive relationships with students, fellow employees and the general public.
- ❖ Effectively work and communicate with students, parents, and school personnel from diverse cultures or language backgrounds related to job.
- ❖ Work harmoniously with others.

Supervisory Responsibilities: None

Qualifications: To perform this job successfully, an individual must meet the general standards of performance and 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 (72 quarter credit hours) 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: Perform advanced secretarial and clerical work of considerable variety in support of the School and District Administration typically at the secondary or district office level. Conducts considerable interaction with the public, community, and outside agencies in the coordination of services to students at the school site. Routinely handles sensitive and highly confidential information and materials regarding students and staff maintaining the highest level of confidentiality. Work requires a high level of professional decorum, calm demeanor, and ability to address problems of a varied nature and complete complex projects independently. The position includes significant coordination with Secretary II and Bookkeeper 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: (in addition to general standards of performance)

- ❖ Develop, Implement and Coordinate Office Staff on systems and work flows for efficient and effective school operations.
- ❖ Develops systems for effective and efficient communication to the public, parents, staff, and outside agencies.
- ❖ Works to support building and district administration in school operations
- ❖ Makes good independent judgment and exercises self-direction.
- ❖ Maintain and monitor social media and web outlets
- ❖ 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 and other required data forms and reports.
- ❖ Monitors staff and substitutes attendance.
- ❖ Acts as a record keeper for assigned personnel information.
- ❖ 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.
- ❖ Respond appropriately in emergency and crisis situations
- ❖ Knowledge of computer systems and software.
- ❖ Work well with several departments at one time.
- ❖ Be well organized and attentive to details.
- ❖ Maintain reliability and confidentiality.
- ❖ Perform a variety of secretarial tasks.
- ❖ Working knowledge of board policies, enrollment and withdrawal procedures.
- ❖ Maintain effective, positive relationships with students, fellow employees and the general public.
- ❖ Effectively work and communicate with students, parents, and school personnel from diverse cultures or language backgrounds related to job.
- ❖ Work harmoniously with others.

Supervisory Responsibilities: None

Qualifications: To perform this job successfully, an individual must meet the general standards of performance and 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 (72 quarter credit hours) 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.

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: 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 and maintain school buildings and grounds. 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: (in addition to general standards of performance) 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.
- ❖ Performs minor maintenance as required.
- ❖ 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 meet the general standards of performance and 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.

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: (in addition to general standards of performance) 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.

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: (in addition to general standards of performance) 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 meet the general standards of performance and 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.

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 <input type="checkbox"/> No <input type="checkbox"/>		
Performance Criteria		
KEY: Meets Expectations –or – Does Not Meet Expectations		
Job Knowledge		
<ul style="list-style-type: none"> ▪ 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:		
General Standards of Performance		
<ul style="list-style-type: none"> ▪ Demonstrates punctual and consistent attendance. ▪ Actively supports student and staff activities ▪ Selects appropriate channels for resolving concerns ▪ Fulfills requests and directives made by supervisors ▪ Follows department, building, and district policies and procedures ▪ Demonstrates compassion and sensitivity for the value of all students and employees ▪ Promotes a positive image of the district, staff, and students to the public ▪ Meets all other general standards of performance 		
Supporting comments and/or examples:		
Essential Duties and Responsibilities		
<ul style="list-style-type: none"> ▪ 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. ▪ 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: (Meets or Does Not Meet Expectations)	
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 <input type="checkbox"/> No <input type="checkbox"/>		
Performance Criteria		
KEY: Meets Expectations –or – Does Not Meet Expectations		
Job Knowledge		
<ul style="list-style-type: none"> ▪ 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:		
General Standards of Performance		
<ul style="list-style-type: none"> ▪ Demonstrates punctual and consistent attendance. ▪ Actively supports student and staff activities ▪ Selects appropriate channels for resolving concerns ▪ Fulfills requests and directives made by supervisors ▪ Follows department, building, and district policies and procedures ▪ Demonstrates compassion and sensitivity for the value of all students and employees ▪ Promotes a positive image of the district, staff, and students to the public ▪ Meets all other general standards of performance 		
Supporting comments and/or examples:		
Job Performance		
<ul style="list-style-type: none"> ▪ 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: (Meets or Does Not Meet Expectations)	
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		
KEY: Meets Expectations –or – Does Not Meet Expectations		
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: (Meets or Does Not Meet Expectations)	
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