

NIPISSING-PARRY SOUND CATHOLIC DISTRICT SCHOOL BOARD

PERFORMANCE APPRAISAL OF NON-TEACHING STAFF

PNT 13.0
NPS 244-98

POLICY:

IT SHALL BE THE POLICY OF THE NIPISSING-PARRY SOUND CATHOLIC DISTRICT SCHOOL BOARD to provide a performance appraisal program for its non-teaching staff.

ADMINISTRATIVE PROCEDURES:

1. Performance appraisals will be conducted according to the procedure set out in the “**Performance Appraisal Plan**”. (Appendix I)
2. Performance appraisals will be carried out by the immediate supervisor at least **twice during the probationary period, as specified by the appropriate collective agreement/conditions of employment**. The final evaluation will take place at least one month prior to the end of this period.
3. Performance appraisals for permanent employees will be carried out by the immediate supervisor at least **once every three (3) years**.
4. Performance appraisals will be reported on the “**Performance Appraisal - Non-Teaching Staff**” form.
5. Performance appraisals will include a meeting to discuss the employee’s performance. The employee will be advised of the date and time of this meeting at least five (5) working days prior to the meeting date.
6. At the beginning of the evaluation period, the employee will be provided with a copy of the "Performance Appraisal Plan", a blank copy of the “Performance Appraisal - Non-Teaching Staff” form, a copy of the job description and a copy of the objectives jointly set for the evaluation period.
7. The employee will sign the “Performance Appraisal - Non-Teaching Staff” form as evidence of having read it and discussed it with the immediate supervisor. The employee will have an opportunity to provide comments on the form.
8. Performance appraisal reports will be prepared in triplicate: one copy for the employee, one copy for the immediate supervisor and the original to be sent to Human Resources via the appropriate supervisory officer (in a sealed envelope marked 'confidential') for the employee's official file.
9. Human Resources, in consultation with the appropriate supervisory officer, will maintain an annual record of evaluations.

APPENDIX 1

PERFORMANCE APPRAISAL PLAN

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RATIONALE

The purpose of this performance appraisal plan is to develop and maintain acceptable levels of performance with non-teaching staff. The plan strives to support and encourage staff and foster excellence in the workplace. Personal growth is to be sustained; employee effectiveness and individual worth is to be acknowledged.

Furthermore, the plan will provide the means to constructively assist an employee in improving performance standards where and when necessary.

Performance appraisal is an evaluation process based on established criteria and performance standards. Existing job descriptions, or as modified thereafter, are the fundamental parameters in determining performance levels. The process is predicated on mutual trust and respect, and achieved in a professional manner, resulting in increased accountability, performance effectiveness and individual growth.

PERFORMANCE APPRAISAL PROCEDURE

1. Performance appraisals will be carried out by the immediate supervisor according to the following schedule:

(i) **Permanent employees** (defined as no longer probationary):

- **at least once every three (3) years**

(ii) **Probationary employees** (defined as newly hired employees or current employees assigned to a different job classification):

- **at least twice during the probationary period**, as specified by the appropriate collective agreement, conditions of employment or Board policy. The final evaluation will take place at least one month prior to the end of this period.

Human Resources, in consultation with the appropriate supervisory officer, will maintain an annual record of evaluations.

2. Performance appraisals will be carried out according to the following procedure:

i. At the beginning of the period in which the evaluation will take place, the employee and immediate supervisor will meet to review and discuss the performance appraisal plan and procedure. They will also review the existing job description obtained from the Human Resources Department and come to an agreement regarding the meaning of each function or duty. They will jointly set objectives for the period of evaluation using "Appendix C - Summary of Objectives for the Evaluation Period".

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| <p>During this meeting, the employee will be provided with:</p> <ul style="list-style-type: none">■ a copy of the “Performance Appraisal Plan”;■ a blank copy of the “Performance Appraisal - Non-Teaching Staff” form;■ a copy of the job description;■ a copy of the objectives jointly set for the evaluation period <p>ii. During the period of evaluation, the immediate supervisor will evaluate the employee’s performance level based on the criteria defined in the “Performance Appraisal Plan”, on the parameters established in the existing job description and on the objectives jointly set for the evaluation period. At the end of the evaluation period, the immediate supervisor will complete the “Performance Appraisal - Non-Teaching Staff” form.</p> <p>Note:</p> <ul style="list-style-type: none">■ All gathered data must be based on actual, observable and verifiable actions or verbal communications; perceptions and third party intervention are unacceptable information for appraisal purposes. <p>iii. The employee and immediate supervisor will meet to discuss the performance appraisal. The employee will be advised of the date and time of this meeting at least five (5) working days prior to the meeting date.</p> <p>iv. The employee will sign the “Performance Appraisal - Non-Teaching Staff” form as evidence of having read it and discussed it with the immediate supervisor. The employee will have an opportunity to provide comments on the form.</p> <p>v. The “Performance Appraisal - Non-Teaching Staff” form will be prepared in triplicate: one copy for the employee, one copy for the immediate supervisor and the original to be sent to Human Resources via the appropriate supervisory officer (in a sealed envelope marked ‘confidential’ for the employee’s official file.)</p> <p>vi. Employees with unsatisfactory performance appraisals, that is, evaluated at level “Needs Improvement” in one or more areas of performance, will be re-evaluated under the process entitled “Employees with Unsatisfactory Performance Appraisal”.</p> <p>vii. Notwithstanding the schedule set out in 1. above, any employee may request a performance appraisal by the immediate supervisor.</p> | |

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| <p>EMPLOYEES WITH UNSATISFACTORY PERFORMANCE APPRAISAL</p> <p>If an employee is evaluated at a level indicating “Needs Improvement” in one or more areas of performance, the following steps will occur:</p> <ol style="list-style-type: none">1. The immediate supervisor will provide the employee a clear written statement of specific areas of unsatisfactory performance, based on the “Performance Appraisal - Non-Teaching Staff” form.2. The immediate supervisor and the employee will meet to discuss the specific areas of unsatisfactory performance. In consultation with the employee, the immediate supervisor will develop a formal “Plan for Improvement” (Appendix D) based on acceptable levels of performance. The “Plan for Improvement” will provide sufficient detail, including any training requirements, and identify a specific time frame for improving unsatisfactory performance. Appropriate resources for improving performance will be recommended as part of the plan. The employee will receive a copy of the “Plan for Improvement” and a copy will be forwarded to the appropriate supervisory officer. At the employee’s request, a union representative (if applicable) may be present.3. The employee will undertake to implement the “Plan for Improvement” within the specified time frame. During this period, the supervisor will meet with the employee on a regular basis to monitor progress. Written comments on these meetings will be recorded and a copy given to the employee and to the appropriate supervisory officer.4. At the end of the time frame specified in the “Plan for Improvement”, the supervisor will conduct a performance appraisal and complete the “Performance Appraisal - Non-Teaching Staff” form. The employee and immediate supervisor will meet to discuss the performance appraisal. The employee will be advised of the date and time of this meeting at least five (5) working days prior to the meeting date.5. The employee will sign the “Performance Appraisal - Non-Teaching Staff” form as evidence of having read it and discussed it with the immediate supervisor. The employee will have an opportunity to provide comments on the form.6. The “Performance Appraisal - Non-Teaching Staff” form will be prepared in triplicate: one copy for the employee, one copy for the immediate supervisor and the original to be sent to Human Resources via the appropriate supervisory officer (in a sealed envelope marked ‘confidential’ for the employee’s official file.) | |

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| <p>7. (A) If the “Plan for Improvement” was successfully implemented and the employee's performance is rated above the “Needs Improvement” level, no further action is needed.</p> <p>(B) If the employee’s performance is still rated at the “Needs Improvement” level, the following steps will occur:</p> <ul style="list-style-type: none">I) <u>Probationary</u> The supervisory officer may recommend to the Board termination of employment or a third evaluation.II) <u>Permanent</u> A third evaluation.III) <u>Third Evaluation</u><ul style="list-style-type: none">i) The supervisor will request a meeting with the employee, the appropriate supervisory officer, and a union representative (if applicable), to review and discuss all written documentation resulting from the appraisal procedure. The formal “Plan for Improvement” will be reviewed and, in consultation with the employee, amended as required. A specific time frame for improving unsatisfactory performance will be specified. The employee will receive a copy of the “Plan for Improvement” and a copy will be given to the appropriate supervisory officer.ii) At the end of the time frame specified in the “Plan for Improvement”, the appropriate supervisory officer will conduct a performance appraisal and complete the “Performance Appraisal - Non-Teaching Staff” form.iii) The employee, immediate supervisor, appropriate supervisory officer and union representative (if applicable) will meet to discuss the performance appraisal. The employee will be advised of the date and time of this meeting at least five (5) working days prior to the meeting date.iv) The employee will sign the “Performance Appraisal - Non-Teaching Staff” form as evidence of having read it and discussed it with the immediate supervisor and appropriate supervisory officer. The employee will have an opportunity to provide comments on the form. | |

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| <p>v) The “Performance Appraisal - Non-Teaching Staff” form will be prepared in triplicate: one copy for the employee, one copy for the immediate supervisor and the original to be sent to Human Resources via the appropriate supervisory officer (in a sealed envelope marked ‘confidential’ for the employee’s official file.)</p> <p>vi) If the “Plan for Improvement” was successfully implemented and the employee's performance is rated above the “Needs Improvement” level, no further action is needed.</p> <p>If the employee’s performance is still rated at the “Needs Improvement” level, the supervisory officer will recommend one of the following courses of action:</p> <ul style="list-style-type: none">• additional time to implement the “Plan for Improvement”;• transfer to another assignment that may ensure a better chance of satisfactory performance (as permitted under the appropriate collective agreement), and allow sufficient time to implement another “Plan for Improvement”;• recommend to the Board termination of employment. | |
| <p><u>PERFORMANCE CRITERIA AND INDICATORS</u></p> | |
| <p>1. <u>Criteria</u></p> | |
| <p>1.1 Criteria come under eleven distinctive headings:</p> <ul style="list-style-type: none">• knowledge• organization• cooperation• communication• interpersonal skills• initiative• quality of work• judgement• attendance• supervisory ability (if applicable)• achievement of objectives | |
| <p>1.2 Supervisors must utilize these criteria in collecting data and appraising performance.</p> | |

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|---|--------------------------------|--|---|--|----------|---|--|------------------------|---|---|
| <p>2. <u>Indicators</u></p> <p>2.1 Each criteria is evaluated based on a three-level scale:</p> <table border="0"><tr><td>Excellent (E)</td><td>-</td><td>performance consistently <u>exceeds</u> the requirements and standards</td></tr><tr><td>Good (G)</td><td>-</td><td>performance consistently <u>meets</u> the requirements and standards</td></tr><tr><td>Needs Improvement (NI)</td><td>-</td><td>performance <u>does not meet</u> the requirements and standards</td></tr></table> <p>2.2 The immediate supervisor must provide a comment in each area of evaluation.</p> <p>2.3 Employees consistently evaluated at level E should be regarded as potential leaders in their field.</p> <p>2.4 Employees evaluated at level NI in one or more area of performance are experiencing difficulty and will require further support and assistance. These employees are subject to further appraisals; if unsatisfactory performance persists, a recommendation to terminate employment may ensue. (Refer to section entitled “Employees with Unsatisfactory Performance Appraisal.”)</p> | | Excellent (E) | - | performance consistently <u>exceeds</u> the requirements and standards | Good (G) | - | performance consistently <u>meets</u> the requirements and standards | Needs Improvement (NI) | - | performance <u>does not meet</u> the requirements and standards |
| Excellent (E) | - | performance consistently <u>exceeds</u> the requirements and standards | | | | | | | | |
| Good (G) | - | performance consistently <u>meets</u> the requirements and standards | | | | | | | | |
| Needs Improvement (NI) | - | performance <u>does not meet</u> the requirements and standards | | | | | | | | |

PERFORMANCE CRITERIA AND INDICATORS

- A-1 Knowledge
- A-2 Organization
- A-3 Cooperation
- A-4 Communication
- A-5 Interpersonal Skills
- A-6 Initiative
- A-7 Quality of Work
- A-8 Judgement
- A-9 Attendance
- A-10 Supervisory Abilities (if applicable)
- A-11 Achievement of Objectives

CRITERIA

| KNOWLEDGE | | Knowledge of specific job requirements. Knowledge of appropriate methods, practices and procedures. |
|-------------------------------|----|---|
| PERFORMANCE INDICATORS | | |
| Excellent | E | <p>Consistently demonstrates excellent knowledge of the job requirements.</p> <p>Consistently applies appropriate methods, practices and procedures in performing the duties and responsibilities.</p> <p>Achieves required results with minimal direction from supervisor.</p> |
| Good | G | <p>Frequently demonstrates good knowledge of the job requirements.</p> <p>Frequently applies appropriate methods, practices and procedures in performing the duties and responsibilities.</p> <p>Achieves required results with occasional direction from supervisor.</p> |
| Needs Improvement | NI | <p>Frequently demonstrates inadequate knowledge of the job requirements.</p> <p>Frequently applies inappropriate methods, practices and procedures in performing the duties and responsibilities.</p> <p>Frequently requires direction from supervisor to achieve required results.</p> |

CRITERIA

| ORGANIZATION | | Ability to set priorities and to plan and execute duties and responsibilities in a logical and systematic manner. Ability to use time, resources and energies effectively to achieve goals. |
|-------------------------------|----|--|
| PERFORMANCE INDICATORS | | |
| Excellent | E | <p>Consistently demonstrates excellent ability to set priorities, and to plan and execute duties and responsibilities in a logical and systematic manner.</p> <p>Consistently uses time, resources and energies effectively to achieve goals.</p> <p>Meets goals and deadlines with minimal direction from immediate supervisor.</p> |
| Good | G | <p>Frequently demonstrates good ability to set priorities, and to plan and execute duties and responsibilities in a logical and systematic manner.</p> <p>Frequently uses time, resources and energies effectively to achieve goals.</p> <p>Meets goals and deadlines with occasional direction from supervisor.</p> |
| Needs Improvement | NI | <p>Demonstrates inadequate ability to set priorities, and/or to plan and execute duties and responsibilities in a logical and systematic manner.</p> <p>Demonstrates ineffective use of time, resources and energies to achieve goals.</p> <p>Frequently requires direction from supervisor to meet goals and deadlines.</p> |

CRITERIA

| COOPERATION | | Willingness to work with others toward a common objective. Ability to work as a team member. Positive and flexible approach to demands. |
|-------------------------------|----|--|
| PERFORMANCE INDICATORS | | |
| Excellent | E | <p>Consistently demonstrates a willingness to work with others toward a common objective.</p> <p>Demonstrates excellent ability to promote and support cooperation among team members.</p> <p>Consistently demonstrates a positive and flexible approach to demands.</p> |
| Good | G | <p>Frequently demonstrates a willingness to work with others toward a common objective.</p> <p>Frequently demonstrates good ability to promote and support cooperation among team members.</p> <p>Frequently demonstrates a positive and flexible approach to demands.</p> |
| Needs Improvement | NI | <p>Demonstrates an unwillingness to work with others toward a common objective.</p> <p>Does not promote and support cooperation among team members.</p> <p>Does not respond positively and with flexibility to demands.</p> |

CRITERIA

| COMMUNICATION | | Effective use of language in oral expression and in written work (as required) in the language of the workplace. Communication manner is courteous and professional. |
|-------------------------------|----|---|
| PERFORMANCE INDICATORS | | |
| Excellent | E | <p>Consistently demonstrates effective use of language in oral expression and in written work (as required) in the language of the workplace.</p> <p>Consistently transmits ideas and information effectively, rarely requiring clarification.</p> <p>Consistently communicates in a courteous and professional manner.</p> |
| Good | G | <p>Frequently demonstrates effective use of the language in oral expression and in written work (as required) in the language of the workplace.</p> <p>Frequently transmits ideas and information effectively; may require some clarification.</p> <p>Frequently communicates in a courteous and professional manner.</p> |
| Needs Improvement | NI | <p>Demonstrates inadequate use of the language in oral expression and in written work (as required) in the language of the workplace.</p> <p>Does not transmit ideas and information effectively; frequently requires clarification.</p> <p>Does not regularly communicate in a courteous and professional manner.</p> |

CRITERIA

| INTERPERSONAL SKILLS | | Ability to deal effectively with others, in a variety of situations, showing sensitivity, tact, diplomacy, and respect. |
|-------------------------------|----|--|
| PERFORMANCE INDICATORS | | |
| Excellent | E | <p>Consistently demonstrates an excellent ability to deal effectively with others, in a variety of situations, showing sensitivity, tact, diplomacy, and respect.</p> <p>Effectively resolves interpersonal differences with minimal intervention from supervisor.</p> |
| Good | G | <p>Often demonstrates good ability to deal effectively with others, in a variety of situations, showing sensitivity, tact, diplomacy, and respect.</p> <p>Resolves interpersonal differences with occasional intervention from the supervisor.</p> |
| Needs Improvement | NI | <p>Demonstrates inadequate ability to deal effectively with others, in a variety of situations, showing sensitivity, tact, diplomacy, and respect.</p> <p>Frequently requires intervention from supervisor to resolve interpersonal differences.</p> |

CRITERIA

| INITIATIVE | | |
|--|----|---|
| Ability and willingness to take action and resolve problems within the limits of the job duties and responsibilities. Ability to identify needs, develop action plans, and respond accordingly. | | |
| PERFORMANCE INDICATORS | | |
| Excellent | E | <p>Consistently demonstrates excellent ability and willingness to take action within the limits of the job duties and responsibilities.</p> <p>Identifies needs, develops action plans, and responds accordingly with minimal direction from supervisor.</p> <p>Resolves problems with minimal direction from supervisor.</p> |
| Good | G | <p>Frequently demonstrates good ability and willingness to take action within the limits of the job duties and responsibilities.</p> <p>Identifies needs, develops action plans, and responds accordingly with occasional direction from supervisor.</p> <p>Resolves problems with occasional direction from supervisor.</p> |
| Needs Improvement | NI | <p>Demonstrates inadequate ability and/or unwillingness to take action within the limits of the job duties and responsibilities.</p> <p>Does not identify needs, develop action plans, and respond accordingly.</p> <p>Frequently requires direction from supervisor to resolve problems.</p> |

CRITERIA

| QUALITY OF WORK | | Ability to execute duties and responsibilities effectively and with a high degree of accuracy. |
|-------------------------------|----|---|
| PERFORMANCE INDICATORS | | |
| Excellent | E | <p>Consistently executes duties and responsibilities effectively and with a high degree of accuracy.</p> <p>Achieves required results with minimal direction from supervisor.</p> |
| Good | G | <p>Frequently executes duties and responsibilities effectively and with a high degree of accuracy.</p> <p>Achieves required results with occasional direction from supervisor.</p> |
| Needs Improvement | NI | <p>Demonstrates inadequate ability to execute duties and responsibilities effectively and with a high degree of accuracy.</p> <p>Frequently requires direction from supervisor to achieve required results.</p> |

CRITERIA

| JUDGEMENT | | Ability to make consistent, pertinent and logical decisions. |
|-------------------------------|----|--|
| PERFORMANCE INDICATORS | | |
| Excellent | E | <p>Consistently demonstrates an excellent ability to make consistent, pertinent and logical decisions.</p> <p>Requires minimal direction from supervisor in decision-making.</p> |
| Good | G | <p>Frequently demonstrates good ability to make consistent, pertinent and logical decisions.</p> <p>Requires occasional direction from supervisor in decision-making.</p> |
| Needs Improvement | NI | <p>Demonstrates inadequate ability to make consistent, pertinent and logical decisions.</p> <p>Frequently requires direction from supervisor in decision-making.</p> |

CRITERIA

| ATTENDANCE Regularly at work and respects work schedule. | | |
|---|----|---|
| PERFORMANCE INDICATORS | | |
| Excellent | E | Demonstrates excellent attendance record and consistently respects work schedule. |
| Good | G | Demonstrates good attendance record and frequently respects work schedule. |
| Needs Improvement | NI | Demonstrates inadequate attendance record and/or does not respect work schedule. |

CRITERIA

| | | |
|--|----|---|
| SUPERVISORY ABILITY Ability to effectively provide direction, support and coaching to employees, as required, for accomplishing objectives and achieving goals. | | |
| <i>(Rate only if employee exercises supervision on a regular basis.)</i> | | |
| PERFORMANCE INDICATORS | | |
| Excellent | E | Consistently demonstrates excellent ability to effectively provide direction, support and coaching to employees, as required, for accomplishing objectives and achieving goals. |
| Good | G | Frequently demonstrates good ability to effectively provide direction, support and coaching to employees, as required, for accomplishing objectives and achieving goals. |
| Needs Improvement | NI | Demonstrates inadequate ability to effectively provide direction, support and coaching to employees, as required, for accomplishing objectives and achieving goals. |

CRITERIA

| | | |
|--|----|--|
| ACHIEVEMENT OF OBJECTIVES: | | |
| Ability to achieve objectives jointly set by employee and immediate supervisor for the evaluation period. | | |
| PERFORMANCE INDICATORS | | |
| Excellent | E | Demonstrates excellent achievement of objectives jointly set for the evaluation period. |
| Good | G | Demonstrates good achievement of objectives jointly set for the evaluation period. |
| Needs Improvement | NI | Demonstrates inadequate achievement of objectives jointly set for the evaluation period. |

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PERFORMANCE APPRAISAL - NON-TEACHING STAFF

Employee's Name: _____ Position: _____

Location: _____ Date: _____

Status: probationary: 1st evaluation 2nd evaluation
 permanent

This report must be completed by the employee's immediate supervisor according to the procedure set out in the “**Performance Appraisal Plan**”. The immediate supervisor must comment in each area of evaluation.

Refer to **Appendix A** of the “**Performance Appraisal Plan**” for a full description of the criteria and performance level indicators.

Levels of performance: Excellent (E) Good (G) Needs Improvement (NI)

| CRITERIA | LEVELS OF PERFORMANCE | | | COMMENTS |
|--|-----------------------|---|----|----------|
| | E | G | NI | |
| <p>1. Knowledge</p> <p>Knowledge of specific job requirements. Knowledge of appropriate methods, practices and procedures.</p> | | | | |
| <p>2. Organization</p> <p>Sets priorities, plans and executes duties and responsibilities in a logical and systematic manner. Uses time, resources and energies effectively to achieve goals.</p> | | | | |

| CRITERIA | LEVELS OF PERFORMANCE | | | COMMENTS |
|---|-----------------------|---|----|----------|
| | E | G | NI | |
| <p>3. Cooperation</p> <p>Is willing to work with others toward a common objective. Works as a team member. Positive and flexible approach to demands.</p> | | | | |
| <p>4. Communication</p> <p>Uses language effectively in oral expression and in written work (as required) in the language of the workplace. Communicates in a courteous and professional manner.</p> | | | | |
| <p>5. Interpersonal skills</p> <p>Deals effectively with others, in a variety of situations, showing sensitivity, tact, diplomacy and respect.</p> | | | | |
| <p>6. Initiative</p> <p>Takes action and resolves problems within the limits of the job duties and responsibilities. Identifies needs, develops action plans, and responds accordingly.</p> | | | | |

| CRITERIA | LEVELS OF PERFORMANCE | | | COMMENTS |
|--|-----------------------|---|----|----------|
| | E | G | NI | |
| <p>7. Quality of work</p> <p>Executes duties and responsibilities effectively and with a high degree of accuracy.</p> | | | | |
| <p>8. Judgement</p> <p>Makes consistent, pertinent and logical decisions.</p> | | | | |
| <p>9. Attendance</p> <p>Attends work regularly and respects work schedule.</p> | | | | |
| <p>10. Supervisory ability <i>(rate only if employee exercises supervision on a regular basis)</i></p> <p>Provides direction, support and coaching to employees, as required, for accomplishing objectives and achieving goals.</p> | | | | |

| CRITERIA | LEVELS OF PERFORMANCE | | | COMMENTS |
|--|-----------------------|---|----|----------|
| | E | G | NI | |
| <p>11. Achievement of objectives</p> <p>Achieves objectives jointly set by the employee and immediate supervisor for the evaluation period.</p> | | | | |
| <p>ADDITIONAL COMMENTS:</p> | | | | |
| <p>EMPLOYEE'S COMMENTS:</p> | | | | |

I acknowledge that I have read and discussed this evaluation with my immediate supervisor.

Employee Date

Immediate Supervisor Date

Supervisory Officer Date

| | |
|---|-------------------|
| FOR HUMAN RESOURCES DEPARTMENT USE | |
| Review date entered: _____ | Entered by: _____ |

ORIGINAL: Human Resources via Supervisory Officer

COPY 1: Employee

COPY 2: Immediate Supervisor

PERFORMANCE APPRAISAL PLAN - NON-TEACHING STAFF

SUMMARY OF OBJECTIVES FOR THE EVALUATION PERIOD
(to be jointly set by the employee and supervisor)

| | |
|-------------------|--|
| <u>OBJECTIVES</u> | |
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Employee

Date

Immediate supervisor

Date

ORIGINAL: Immediate supervisor

COPY: Employee

PERFORMANCE APPRAISAL PLAN - NON-TEACHING STAFF

PLAN FOR IMPROVEMENT

| <u>OBJECTIVES</u> | <u>TRAINING REQUIREMENTS</u> | <u>TIME FRAME</u> |
|-------------------|------------------------------|-------------------|
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Employee

Date

Immediate supervisor

Date

ORIGINAL: Supervisory Officer

COPY 1: Employee

COPY 2: Immediate supervisor