

MEMORANDUM OF UNDERSTANDING

By and Between

TEAMSTERS LOCAL UNION NO. 1932 AND SAN BERNARDINO PUBLIC EMPLOYEES

And

SAN BERNARDINO COUNTY SUPERINTENDNET OF SCHOOLS

This Memorandum of Understanding (MOU) is made and entered into this 2<sup>nd</sup> day of July 2015, between the Teamsters Local Union No. 1932 and San Bernardino Public Employees (hereinafter referred to as the "Association") and San Bernardino County Superintendent of Schools (hereinafter referred to as the "Superintendent").

WHEREAS, Article 8 addresses Evaluation Procedures; and

WHEREAS, a subcommittee negotiated and agreed to implement a pilot, revised evaluation system during the 2015-2016 fiscal year,

THEREFORE, the pilot shall consist of the following:

Effective July 1, 2015:

1. A revised evaluation form will be used for the pilot.
2. A guidebook will be given to all pilot participants and evaluators.
3. Internal Business, Maintenance Operations and Transportation, and LCAP will be the departments to participate in the pilot.
4. Participants and Evaluators will provide ongoing feedback to the SBCSS Teamsters Local Union No. 1932 San Bernardino Public Employees Committee for updates and proposed revisions to the pilot evaluation form and guidebook.
5. By the end of the 2015-2016 year the subcommittee will meet in order to assess the process and make decision(s) on next steps for implementation of the process for the subsequent year.

FOR THE ASSOCIATION



Bonnie Clarke  
Teamsters Local Union No. 1932  
San Bernardino Public Employees

7-6-15

Date

Attachments: Evaluation Form  
Evaluation User Guide

FOR THE SUPERINTENDENT



Sherry Kendrick, Ed.D.  
Interim Assistant Superintendent  
Human Resources

7-7-15

Date

**SAN BERNARDINO COUNTY SUPERINTENDENT OF SCHOOLS**  
**Teamsters Local 1932/CONFIDENTIAL EVALUATION**

Name: \_\_\_\_\_ Date: \_\_\_\_\_  Teamsters  Confidential  
 Last \_\_\_\_\_ First \_\_\_\_\_ MI \_\_\_\_\_

Position: \_\_\_\_\_ School/Dept/Branch: \_\_\_\_\_

Evaluator (Supervisor): \_\_\_\_\_ Title: \_\_\_\_\_

Probationary         2 Months         5 Months         8 Months      Date Probation Ends \_\_\_\_\_

Did Not Pass Probation

Permanent      Current Step \_\_\_\_\_ Evaluation Period: From \_\_\_\_\_ To \_\_\_\_\_

<p>A) APPEARANCE: Consider the employee's overall appearance in connection with the type of work performed. Consider cleanliness, grooming, neatness, and appropriateness of dress on job.</p> <p>COMMENTS:</p>	<p>5 4 3 2 1</p>	<p>Always and without exception, neat, clean and appropriately dressed. Takes special care in personal dress and appearance. <b>Generally neat, clean, and properly dressed.</b> Sometimes untidy, careless about appearance. Consistently untidy and careless about personal hygiene/dress.</p>
<p>B) ATTITUDE OF COLLABORATION: Consider the employee's ability to adapt in the organization, to work in harmony, and to work collaboratively with staff, students, and the public, both in person and on the phone. Is the employee congenial, cooperative, and willing to assist others?</p> <p>COMMENTS:</p>	<p>15 12 9 5 1</p>	<p>Always and without exception, collaborative; inspires high morale. Very collaborative and congenial; sets good example of teamwork. <b>Usually congenial and helpful; good team worker.</b> Inclined to resist authority and opposes new ideas. Consistently un-collaborative and quarrelsome; causes friction.</p>
<p>C) ATTENDANCE: Consider punctuality and time devoted to actual work. Consider amount of time off for sick leave and personal business.</p> <p>COMMENTS:</p> <p>Optional: Days absent _____ Optional: Days Tardy to Work _____</p>	<p>15 12 9 5 1</p>	<p>Always and without exception, punctual and on the job. Usually consistent attendance and prompt arrival; seldom absent. <b>Occasionally late or absent; reports absence in advance.</b> Frequently late or absent. Consistently late or absent, does not report absences in a timely manner.</p>
<p>D) TIME MANAGEMENT: Consider the organization skills, the amount and promptness of work produced based on specific job requirement. Does the employee use time wisely? Consider the employee's reliability in following instructions and carrying out assigned tasks with a minimum of direct supervision.</p> <p>COMMENTS:</p>	<p>15 12 9 5 1</p>	<p>Always and without exception, completes assignments, set priorities, plans work and utilizes time effectively. Completes work on time; often exceeds performance standards. <b>Works at steady pace; meets performance standards.</b> Works slowly; produces less than required. Consistently a slow worker; output is unsatisfactory.</p>
<p>E) INITIATIVE: Consider the employees resourcefulness and self-reliance. Consider the ability to develop new ideas, and the desire to attain goals. Is the employee a self-starter and does he/she show creative problem solving?</p> <p>COMMENTS:</p>	<p>15 12 9 5 1</p>	<p>Always and without exception, resourceful, creative, and self-reliant. Demonstrates desire to attain goals and solve problems. <b>Works toward goals; occasionally submits new ideas.</b> Shows little initiative; must be told what to do. Consistently shows no initiative.</p>

F) QUALITY OF WORK: Consider neatness, skill, thoroughness, and accuracy in completing job assignments. Appraise the employee's performance in meeting standards of quality. Exhibits accurate verbal and written communication.  COMMENTS:	15 12 <b>9</b> 5 1	Always and without exception, produces high quality work. Consistently does a good job; needs little supervision. <b>Work is usually satisfactory; needs normal supervision.</b> Barely up to minimum standards; makes many mistakes. Consistently below minimum standards; needs excessive supervision.
G) DEPENDABILITY: Consider the employee's reliability in following instructions and carrying out assigned tasks with a minimum of direct supervision. Will the job be done conscientiously?  COMMENTS:	15 12 <b>9</b> 5 1	Always and without exception, extremely reliable, conscientious, and industrious. Requires minimum supervision; prompt and accurate. <b>Generally reliable and attentive to work.</b> Somewhat unreliable; requires frequent follow-up. Consistently requires close, constant supervision; is undependable.

PERFORMANCE FACTORS: Record numerical score for each rating from above.

A) Appearance	<u>3</u>
B) Attitude of Collaboration	<u>9</u>
C) Attendance	<u>9</u>
D) Time Management	<u>9</u>
E) Initiative	<u>9</u>
F) Quality of Work	<u>9</u>
G) Dependability	<u>9</u>

Total: 57

Check appropriate overall performance rating below:

Outstanding	(73-80)	_____
Above Satisfactory	(64-72)	_____
Satisfactory	(56-63)	_____
*Needs Improvement	(48-55)	_____
*Unsatisfactory	(00-47)	_____

Write Overall Performance Rating based on above (i.e.: Satisfactory) \_\_\_\_\_

EMPLOYEE'S COMMENTS (OPTIONAL):

By signing the evaluation document, the unit member acknowledges that he/she has read the document, discussed it with the evaluator and has been provided the opportunity of attaching a written response, which shall become part of the permanent record.

EMPLOYEE'S SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

SUPERVISOR'S SIGNATURE \_\_\_\_\_ TITLE \_\_\_\_\_ DATE \_\_\_\_\_



*Users Guide:*

*San Bernardino County Superintendent of Schools*

*Teamsters Local 1932*

*And Confidential Employee*

*Performance Evaluation Process*

## Table of Contents

• Introduction .....	3
• Pilot Test .....	3
• Guiding Principles and Belief for the SBCSS Teamsters/Confidential Evaluation System .....	4
• Goals of the Teamsters/Confidential Evaluation Committee .....	5
• The Importance of Completing Written Performance Evaluations .....	5
• Stability and Consistency .....	6
• Preparing for the Performance Evaluation .....	6
• The Performance Evaluation Meeting .....	7
• Follow-up Procedures .....	8
• Instructions for Preparing and Completing the Report of Classified Employee Performance .....	8
• Guidelines to Evaluators and Employees for Completing the Report of Teamsters/Confidential Employee and Performance and Discussion with Employee .....	9
• Performance Ratings, Definitions and Sample Behaviors .....	10



## Introduction

In Fall 2014, representatives of the San Bernardino County Superintendent of Schools Management Team and Teamsters bargaining unit convened a committee to review, update, and amend the existing classified employee performance evaluation forms and process and to create written guidelines for all staff as a tool in applying and understanding the process. The committee was made up of employee bargaining unit representatives, management team employees and Human Resource Branch staff. The committee established the following objectives:

- Enhance open communication in the evaluation process
- Enhance development and identify or recognize growth of the employee
- Provide feedback for improvement and reinforce positive performance
- Be continuous and provide on-going feedback to the employee
- Provide appropriate evaluation procedures for supervisors

Within this framework, the San Bernardino County Superintendent of Schools Management Team and Teamsters bargaining unit embarked on a mission to develop a comprehensive, collaborative, efficient and unbiased method of evaluating classified performance and effectiveness. This guide will address the various aspects that comprise an evaluation system that is relevant and meaningful to current research based practices in the profession. It also provides a model for an effective evaluation system that addresses the unique and diverse aspects of the work with a foundation for improved practices to build strength and sustainability within our organization.

We hope this performance evaluation guide is informative and helpful to you. Should you have any questions or comments, please contact the Human Resource Branch at (909) 386-9561.

## Pilot Test

A pilot test will be conducted to add yet another aspect of validity to the evaluation system. From this process, the sample population will consist of new and more experienced classified members and evaluators who will provide insight into the effectiveness of the tool as it relates to the process, the content, as well as the end result as a means to assess constructive validity. The input provided will assist in making modifications to the tool prior to full adoption.



## Guiding Principles and Beliefs for the SBCSS Teamsters/Confidential Evaluation System

A model of growth requires cohesion of beliefs and values that guide the process. Committees that are formed with a common purpose recognize the importance of understanding what drives them individually and collectively. With this understanding the guiding principles and beliefs are critical components toward reaching the expected goal and meeting the designed purpose. The SBCSS Teamsters/Confidential Employee Performance Evaluation Committee addressed the values and beliefs held within their profession of practice. The commonalities are addressed below and define what we believe under a united front as a collective and collaborative organization.

- We believe professional growth requires a team approach.
- We believe professional growth should be on going.
- We believe fair and consistent feedback is valuable to the employee.
- We believe our employees can achieve and be successful.
- We believe effective feedback is an essential element to improve performance.
- We believe the process should be instructive, constructive and supportive.
- We believe the goal of an evaluation system is to strengthen the knowledge, skills, and practices of our employees.
- We believe any evaluation system must be differentiated to support the development of classified employees through all career stages from beginning, to mid-career, to veteran
- We believe all evaluators must have extensive training on all evaluation procedures and instruments.

## Goals of the Teamsters/Confidential Employee Performance Evaluation Committee

The SBCSS Teamsters/Confidential Employee Performance Evaluation Committee sought goals that recognized the importance of communication, trust, and a system that is fair and meaningful. As with any measurement, the goals are designed in a way that will require a systemic review of the process. Such a review will require input from stakeholders who are directly involved in the process. The feedback provided will assist in furthering the efforts to revise, refine, and improve the system. The goals, as defined, illustrate broad yet identifiable tools that can be assessed through practice.

- Goal 1: To develop a fair and systematic on-going evaluation process and system.
- Goal 2: To define or create a tool that is meaningful through the creation of relevant and consistent feedback.
- Goal 3: To promote constructive, collaborative discussion.
- Goal 4: To reshape the culture to create greater value, importance, and relevance relative to the evaluation process.

## The Importance of Completing Written Performance Evaluations

The employee performance evaluation process is important because it identifies performance standards and expectations, and evaluates, measures and documents job performance relevant to established criteria and provides feedback on employee strengths, achievements and areas for improvement. Additional significant reasons for employee performance evaluation systems are:

- To ensure performance standards and criteria are consistent with the San Bernardino County Superintendent of Schools beliefs, values, policies and procedures;
- To enhance communication between supervisor/manager and employee;
- To establish goals, objectives, and expectations;
- To recognize and reinforce positive performance.

## Stability and Consistency

An evaluation tool that has both stability and consistency necessitates feedback from both evaluators and evaluatees (Behrstock-Sherratt, Rizzolo, & Laine, 2013). This approach should not occur in a singular review but should consist of the gathering and sharing of information with the evaluation committee that meets no less than twice during the pilot year. At minimum, the midyear point in the school year as well as the end of the pilot year will require the committee to assess and review both process and progress. This will ensure the document is providing stable, consistent data that fairly and clearly provides feedback to evaluatees that addresses growth and development. When instability occurs that leads to inconsistent results, it will be the charge of the committee to assess and determine needed changes to control for the unexpected occurrences in the process. As this constant refinement and revision occurs, the tool will minimize variables that may lead to inconsistent ratings. This will eventually create a more stable, consistent and sustained evaluation system (Behrstock-Sherratt, Rizzolo, & Laine, 2013).

## Preparing for the Performance Evaluation

Many evaluators find the task of preparing and conducting an employee performance evaluation difficult; however, with planning it can be a rewarding experience.

### Time Limits:

Employee Performance Evaluations for new employees are to be performed by the immediate supervisor not less than once during the probationary period, which shall be nine (9) months in length. Evaluations for new classified employees occur approximately two (2), five (5) and eight (8) months from time of hire, during their probationary period. They are performed annually thereafter.

### Collecting Data:

- a) Personnel file: A good tool for collecting the data to be placed in the performance evaluation is to review the employee's personnel file. This file should have commendations, corrective actions, training courses, etc. that have occurred during the evaluation period. This type of information should be referenced in the evaluation prepared by the evaluator.
- b) Regular communication: Effective performance evaluations are a result of an ongoing process that begins with regular communication between the evaluator and the employee. It is a manager's responsibility to provide honest and



constructive feedback to employees in accomplishing goals to ensure that employees are apprised of their effectiveness and areas needing improvement as they occur.

- c) Informal supervision/observation: The supervisor will informally supervise and observe the employee within their work environment and have the opportunity to review work products.

## The Performance Evaluation Meeting

How the performance evaluation is conducted can be as important as the information that goes into it. Careful preparation and scheduling of the performance evaluation meeting may take a little time, but the results produced are worthwhile. The following is a list of items to consider in conducting a performance evaluation meeting:

- Pre-schedule a time to meet with the employee, giving the employee sufficient notice to prepare for the meeting.
- Be prepared. Review the employee's job description and review other resources related to the employee's job performance including the evaluation document.
- Give your full attention to the evaluation meeting. Ensure that you are in a quiet place where you will not be interrupted. Create a positive atmosphere.
- Ask open-ended questions that require more than just "yes" or "no" responses.
- Give honest and constructive work-related feedback.
- Encourage an interactive discussion on the review and development of goals and objectives.
- Ask the employee what you can do to assist him or her to be successful.
- Discuss how you will follow-up with the employee.
- Ask the employee if they have any questions.
- Close the meeting by thanking the employee for participating.



## Follow-up Procedures

Evaluation of an employee's performance is an ongoing process. It is important to follow-up on items identified as areas for improvement, as well as goals and objectives that have been established. Here are some helpful hints to keep the momentum of the performance evaluation process continually moving forward:

- Communicate with employees often
- Solicit feedback and status on goals and objectives
- Discuss performance which needs improvement/correction as it happens, if needed provide directions/expectations in writing
- Recognize proficient performance as it happens, verbal and/or written praise is appropriate
- Be a coach and mentor to your employees

Remember, it is just as important to acknowledge that employees are doing something RIGHT, as to tell them that they need to improve.

## Instructions for Preparing and Completing the Report of Classified Employee Performance

**PURPOSE:** The San Bernardino County Superintendent of Schools Report of Employee Performance Evaluation is to be used for the evaluation of Teamsters and Confidential employees. Evaluations are to be conducted during the employee's nine (9) month probationary period and at least annually thereafter.

**Performance Rating Key:** Circle the corresponding number for each factor. Should the evaluator want to add comments, he/she may do so under COMMENTS on the first column.

**For Probationary Employees Not Passing Probation:** Complete the top section indicating if the employee did not pass probation. If the employee is not meeting all normal requirements for the position, at any time during the probationary period, he/she may be terminated from employment. If the employee has previously held a permanent position in another



classification, the employee may be returned to that classification. If the evaluator wishes to recommend termination during the employee's probationary period, the evaluator must immediately notify the Human Resources Director at (909) 386-9584 to review the issues prior to determination of action to be taken.

### **Guidelines to Evaluators and Employees for Completing the Report of Teamsters/Confidential Employee and Performance and Discussion with Employee**

1. Pre-schedule a time to meet with the employee, giving the employee sufficient notice to prepare for the meeting.
2. Be prepared. Complete the evaluation document well in advance of the meeting.
3. Give your full attention to the evaluation meeting. Ensure that you are in a quiet place where you will not be interrupted. Create a positive atmosphere.
4. Encourage an interactive discussion of the evaluation.
5. Upon completion of the performance evaluation review, the Classified Evaluation is completed in final form and signed by the evaluator and the employee. The employee may include comments on the form or may attach his/her written comments to the form. Normally, the employee is given a maximum of ten working days to provide to Human Resources any additional comments they would like to attach to the evaluation for the employee's personnel file. If the employee refuses or declines to sign the Report, the evaluator must indicate this under the EMPLOYEE'S ACKNOWLEDGEMENT section on the Report form. Signature of the employee does not necessarily constitute agreement.
6. Allow the employee the opportunity to ask questions/clarifications.
7. The completed Teamsters/Confidential Employee Evaluation is forwarded to the Human Resource Branch for placement in the employee's personnel file.



## Performance Ratings, Definitions and Sample Behaviors

- A) APPEARANCE
- B) ATTITUDE OF COLLABORATION
- C) ATTENDANCE
- D) TIME MANAGEMENT
- E) INITIATIVE
- F) QUALITY OF WORK
- G) DEPENDABILITY



## 1. Appearance

Complies with standards and understands importance of appropriate attire and grooming in representing the position with the San Bernardino County Superintendent of Schools to our internal and external customers.

### **Policies and Procedures 4219.22, 4319.22 - Standards of Dress and Grooming**

San Bernardino County Superintendent of Schools is a professional organization. All employees will present a professional appearance in order to promote a positive image to clients. The general public frequently forms its initial impression of professional credibility solely on employee appearance. The appropriateness of attire, as seen by the general public, has a bearing on how other agencies and departments view employee professionalism and ultimately working relationships.

An employee's religious beliefs or medical conditions, as defined by applicable law that requires deviation from the standards as set forth will be considered on an individual basis.

## 2. Attitude of Collaboration

Definition - Establishes and maintains effective working relationships. Accomplishes tasks by working with others and being an effective team player; recognizes how his/her decisions may impact others; seeks input from others. Participates constructively in team efforts.

Adapts to changing circumstances, policies and procedures. Works effectively during periods of high activity and with varying personality styles, various issues and tasks. Seeks out and utilizes available resources; listens and considers other points of view, ideas and suggestions; learns and retains new information, policies and procedures. Effectively handles a variety of situations, projects and assignments.

**Attitude of Collaboration Continued...**

Sample Behaviors:

- Communicates empathy and builds rapport with internal/external customers, conveys trust and assurance.
  - Communicates ideas effectively to both individuals and groups.
  - Adapts oral/written communication style to fit different personality styles.
  - Achieves goals using a wide variety of means.
  - Flexible when work patterns require.
  - Recognizes how others view them, adjusts work interactions accordingly.
  - Maintains effectiveness during change and/or when assigned a variety of responsibilities.
  - Recognizes and considers how their decisions affect others.
  - Resolves internal/external customers concerns and complaints, displays sensitivity to their sense of urgency.
- 3. Attendance**
- Definition - Complies with standards and understands importance of attendance in providing effective service to internal and external customers.
- Punctual.
  - Adheres to leave policies.
  - Adheres to work hours.
- 4. Time Management**
- Definition - Uses time efficiently. Plans and organizes priorities so that goals can be accomplished. Keeps manager/supervisor advised of the status of projects and work assignments. Establishes specific action plans to achieve



short and long-term goals. Identifies key activities necessary to achieve goals; sets priorities; allocates proper amounts of time and resources to activities and maintains an awareness of inter-relationships between activities. Demonstrates ability to coordinate numerous projects at any given time.

**Sample Behaviors:**

- Develops a project timeline; realistically schedules the steps involved.
- Understands and applies San Bernardino County Superintendent of Schools beliefs and values when setting own goals and objectives.
- Identifies factors critical to effective plan implementation; considers contingencies and potential consequences.
- Considers how best to attain desired goals with available resources.
- Seeks others' input when developing plans.
- Balances information-gathering with action-taking.
- Uses a calendar to schedule activities and meetings.
- Keeps a "to-do" list.
- Maintains a list of projects/tasks to discuss with others.
- Ensures that the appropriate material/information is available when needed.
- Completes tasks on time.



## 5. Initiative

Definition - Employee is a self-starter in creating solutions and achieving job goals; takes action beyond explicit job responsibilities; sets high performance goals and originates action rather than just responding to the action of others. Generates innovative ideas, approaches and solutions. Seeks new challenges, professional growth and learning opportunities.

### Sample Behaviors:

- Sets personal goals.
- Collects extra information for reports or meetings because it may be useful.
- Makes suggestions without being asked; recommends solutions once a problem is identified; suggests changes or new programs; looks for ways to improve efficiency and effectiveness; tries new methods and ways of accomplishing job tasks.
- Gathers all pertinent information to make a knowledgeable decision.
- Investigates alternatives before deciding on one approach.
- Does more than is minimally required on a project or task.
- Takes action on a project without being asked.
- Shows interest in learning about programs not in his/her area of responsibility.
- Takes action to avoid problems, overcome obstacles and achieve goals.



## 6. Quality of Work

**Definition** - Shows attention to detail, accuracy, follow-through and thoroughness. Complies with work and health safety rules and procedures. Exercises good judgment and discretion in matters relative to sensitive or confidential issues. Stays with a task or job until it is finished; maintains effectiveness and produces high quality of work. Works with appropriate level of independence.

### Sample Behaviors:

- Explains department procedures, services and programs effectively.
- Reviews and revises work before submitting for opinion or approval.
- Reviews/revises written material to ensure accuracy, proper grammar, style, readability and quality.
- Strives to improve work performance.
- Stays with a position or plan until the desired objective is achieved.
- Produces high quality work.
- Gives conscious attention to the dissemination of information to the others.

## 7. Dependability

**Definition** - Shows reliability in following instructions and carrying out assigned tasks with a minimum of direct supervision.

### Sample Behaviors:

- Reliable, conscientious, and industrious.
- Requires minimum supervision
- Prompt and accurate
- Considers confidentiality and reframes from sharing information considered to be confidential.