

SUPPORT STAFF PERFORMANCE IMPROVEMENT PLAN

Support Staff Performance Criteria

Note: The descriptors provided are simply examples of support staff performance behaviors that may be used to document criteria. The descriptors provided are not intended to be an all-inclusive list.

JOB KNOWLEDGE: Understands background knowledge, techniques, principles, technical disciplines, procedures, etc., required for effective job performance.

QUALITY OF WORK: Demonstrates reliability and accuracy in work performance. Effectively and thoroughly applies job knowledge.

QUANTITY OF WORK: Accomplishes objectives in a timely manner.

ATTENDANCE/PUNCTUALITY/DEPENDABILITY: Starts work at the time specified each day with no unexplained absences from the work area. Notifies supervisor in a timely fashion regarding use of sick, personal, and other leave.

INITIATIVE/MOTIVATION: Takes action when necessary, originates actions, i.e., self-starter.

COOPERATION/RELATIONSHIPS: Relates effectively with co-workers, supervisors, others, etc. in a constructive and productive manner. Offers and receives constructive criticism in a positive fashion.

LEADERSHIP: Monitors processes, tasks, and/or the activities of others.

COMMUNICATION: Effectively expresses him/herself in individual or group situations. Expresses ideas in a professional, clear and concise manner.

RESPONSIBILITY/ACCOUNTABILITY: Takes responsibility for one's own actions, decisions and conduct.

Note: The District is not required to implement a Professional Improvement Plan ("PIP") for support staff, as they are employed at will. Thus, while the District may choose to utilize this Support Staff PIP, the District reserves the right to not use the plan based on the severity of the circumstances or other relevant factors.