

# RSU5 Maintenance and Grounds Evaluation Handbook

Final: 11.26.19

## Maintenance Department Evaluation Procedures

### New Employees and Start of School Year

1. Upon employment, each employee shall receive a copy of their current job description (on RSU5 website), the evaluation rubric handbook (on RSU5 website) and a copy of the collective bargaining agreement (on RSU5 website). All new maintenance workers are on a period of probation for one year from the date of hire. (Article 4, CBA with Support Staff)
2. At the beginning of employment, an administrator will meet with all new staff to review the evaluation process.

### Timeline

August or when hired during the year	By the Friday before February Vacation	By March 15	By the end of the school year
Probationary maintenance workers will meet with their evaluator to review evaluation process.	Maintenance workers will complete self-evaluation and submit to evaluator.	Maintenance workers shall be evaluated by the Director of Facilities and Transportation with input from building administrators. A copy of the evaluation shall be provided to the employee. Goals will be set collaboratively between the evaluator and the employee.	Letters of reasonable assurance are sent to maintenance workers who RSU No.5 wants to return.

### RSU5 Maintenance Worker Evaluation

Name: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor: \_\_\_\_\_ Evaluated by: \_\_\_\_\_

<b>Interactions with RSU5 Stakeholders</b>				
<b>Indicators</b>	<b>Highly Effective 4</b>	<b>Effective 3</b>	<b>Improvement Needed 2</b>	<b>Does Not Meet Standards 1</b>
<b>Communication</b>	Communicates insightfully and collaboratively with all RSU5 stakeholders.	Communicates respectfully and professionally with all RSU5 stakeholders.	Inconsistently communicates with all RSU5 stakeholders.	Fails to communicate or is unprofessional when communicating with all RSU5 stakeholders.
<b>Working Cooperatively and Flexibly</b>	Works towards unity in the school environment, anticipating needs and offering support when appropriate.	Works cooperatively and demonstrates flexibility with colleagues.	Inconsistently cooperates and/or inconsistently demonstrates flexibility with colleagues.	Fails to work cooperatively and lacks flexibility or has difficulty with change.
<b>Expectations and Awareness</b>	Positively contributes to schoolwide climate, routines, procedures, and expectations. Is responsive to the learning needs/surroundings in the moment.	Consistently follows schoolwide climate, routines, procedures, and expectations. Is responsive to the learning needs/surroundings in the moment.	Inconsistently follows schoolwide climate, routines, procedures, and expectations. Is unaware of surroundings.	Fails to follow or interferes with schoolwide, climate, routines, procedures, and expectations. Is actively inconsiderate of the surroundings.
<b>Dealing with Conflict</b>	Proactively foresees potential conflicts and actively attempts to address the conflict in a productive way.	Solves conflicts effectively and consistently follows proper channels and protocols when dealing with conflict.	Attempts to solve problems with mixed results and inconsistently follows proper channels and protocols.	Instigates conflict or has difficulty dealing with conflict. Appropriate channels or protocols are not followed.

Overall Rating: \_\_\_\_\_

<b>Safety</b>				
<b>Indicators</b>	<b>Highly Effective 4</b>	<b>Effective 3</b>	<b>Improvement Needed 2</b>	<b>Does Not Meet Standards 1</b>
<b>Hazard Compliance</b>	Consistently follows procedural safeguards outlined on the MSDS guidelines and follows all OSHA safety protocols and holds others accountable for safety procedures.	Consistently follows procedural safeguards outlined on the MSDS guidelines and follows all OSHA safety protocols.	Inconsistently follows procedural safeguards outlined on the MSDS guidelines and follows all OSHA safety protocols.	Fails to follow procedural safeguards outlined on the MSDS guidelines and ignores OSHA safety protocols.
<b>Inspection and Reporting</b>	Meticulously inspects the school building both inside and outside and reports damages, hazards, and equipment issues immediately.	Consistently inspects the school building both inside and outside and reports damages, hazards, and equipment issues.	Inconsistently inspects the school building both inside and outside and reports damages, hazards, and equipment issues.	Fails to inspect the school building both inside and outside and/or fails to report damages, hazards, and equipment issues.
<b>Duties, Drills and Checks</b>	Consistently follows, emergency drill procedures, uses proper signage for safety concerns, and identifies areas of concern that are not addressed by current drills and emergency drill procedures and makes suggestions for improvement.	Consistently follows, emergency drill procedures, uses proper signage for safety concerns.	Inconsistently follows, emergency drill procedures, and/or fails to use proper signage for safety concerns.	Fails to follow emergency drill procedures or use proper signage for safety concerns.
<b>Driving Record</b>	Maintains a clean driving record. Practices defensive driving skills and no complaints received regarding operation of vehicles and goes above and beyond by taking additional driving courses.	Maintains a clean driving record. Practices defensive driving skills and no complaints received regarding operation of vehicles.	Driving record shows convictions for minor offenses such as speeding. Some complaints regarding the operation of vehicles but demonstrates willingness to improve.	Driving record shows convictions for major offenses. Numerous complaints and demonstrates unwillingness to improve.
<b>PPE Personal Protective Equipment</b>	Consistently uses personal protective equipment as required and holds others accountable.	Consistently uses personal protective equipment as required.	Inconsistently uses personal protective equipment as required.	Fails to use personal protective equipment as required.

Overall Rating: \_\_\_\_\_

<b>Maintenance Duties</b>				
<b>Indicators</b>	<b>Highly Effective 4</b>	<b>Effective 3</b>	<b>Improvement Needed 2</b>	<b>Does Not Meet Standards 1</b>
<b>Cleanliness</b>	Takes pride in the work and maintains a clean environment, fulfills assigned duties and looks for new processes and efficiencies with maintenance duties.	Takes pride in the work, maintains a clean environment and fulfills assigned maintenance duties.	Inconsistently, takes pride in the work and maintains a clean environment, and inconsistently fulfills assigned maintenance duties.	Fails to take pride in the work and/or maintain a clean environment, and fails to fulfill assigned maintenance duties.
<b>Repair Initiative</b>	Effectively performs maintenance to the highest standard, goes above and beyond to solve maintenance problems beyond typical expectations.	Effectively performs maintenance and communicates maintenance requirements that need specialized attention.	Inconsistently performs maintenance or fails to communicate maintenance requirements that need specialized attention.	Fails to perform maintenance and/or fails to communicate maintenance requirements that need specialized attention.
<b>Responsiveness</b>	Effectively performs all duties and expectations and responds to needs as they arise without being asked, and often seeks out suggestions for additional tasks.	Effectively performs all duties and expectations and responds to needs as they arise.	Inconsistently performs all duties and expectations and does not respond to needs as they arise.	Fails to perform all duties and expectations and never responds to needs as they arise.
<b>Efficiency</b>	Independently seeks out methods to creatively perform job responsibilities in an organized, efficient and dependable manner and prioritizes maintenance requests based on urgency.	Performs job responsibilities in an organized, efficient and dependable manner and prioritizes maintenance requests based on urgency.	Inconsistently performs job responsibilities in an organized, efficient and dependable manner and occasionally prioritizes maintenance requests based on urgency.	Fails to perform job responsibilities in an organized, efficient, or dependable manner and rarely prioritizes maintenance requests based on urgency.

Overall Rating: \_\_\_\_\_

**Professional Responsibilities: Maintenance**

	<b>Highly Effective 4</b>	<b>Effective 3</b>	<b>Improvement Needed 2</b>	<b>Does Not Meet Standards 1</b>
<b>Attendance</b>	Perfect or near perfect attendance which provides the opportunity to fully support and/or enhance the student learning environment.	Very good attendance which provides the opportunity to fully support the student learning environment.	Moderate absences which may impact the student learning environment. If there are extenuating circumstances, state below.	Many absences which may impact the student learning environment. If there are extenuating circumstances, state below.
<b>Confidentiality/ Judgement</b>	Is ethical and forthright, models impeccable judgement and holds others accountable. Maintains confidentiality with student (FERPA) and/or RSU5 information	Is ethical and forthright, uses good judgement and maintains confidentiality with student (FERPA) and/or RSU5 information	Sometimes uses questionable judgement or discloses student (FERPA) and/or RSU5 information.	Is frequently unethical, dishonest. Uses poor judgement and/or discloses student (FERPA) and/or RSU5 information.
<b>Professional Growth</b>	Frequently seeks out effective ideas from colleagues, workshops, trainings and other resources and implements them well	Participates in professional learning and other trainings with colleagues, and uses other resources and implements them well	Can occasionally be persuaded to try out new practices or utilizes new learning inconsistently.	Is not open to new ideas for improving performance
<b>Feedback</b>	Actively seeks out and accepts constructive feedback to improve	Accepts and responds well to constructive feedback.	Inconsistently accepts and inconsistently responds well to constructive feedback.	Fails to accept and/or does not respond well to constructive feedback and can get defensive

Overall Rating: \_\_\_\_\_

## Summative Evaluation Worksheet Page

Name: \_\_\_\_\_

School Year: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Position/School: \_\_\_\_\_

### RATINGS ON INDIVIDUAL RUBRICS:

#### Interactions with RSU5 Stakeholders:

Highly Effective

Effective

Improvement Needed

Does Not Meet Standard

#### Safety:

Highly Effective

Effective

Improvement Needed

Does Not Meet Standard

#### Maintenance Duties

Highly Effective

Effective

Improvement Needed

Does Not Meet Standard

#### Professional Responsibilities: Maintenance Worker:

Highly Effective

Effective

Improvement Needed

Does Not Meet Standard

Overall Rating: \_\_\_\_\_

Evaluator Comments:

Areas of Strength:

Areas of Growth:

Professional Growth Goals for the upcoming year:

Directed Growth Plan needed: yes no

Employee Comments:

I have had the opportunity to read my evaluation report. My signature indicates that I have received a copy of this evaluation.

Employee Signature: \_\_\_\_\_

Evaluator Signature: \_\_\_\_\_



Directed Growth Plan:

A Directed Growth Plan may be created for a maintenance who needs improvement and/or who may benefit from more support. This plan provides a good-faith effort to support and guide the employee to effectively meet the standards set forth in the rubrics.

The Directed Growth Plan process may be initiated at any time throughout the year. The administrator shall provide a written identification of the problem and expectations for improvement in performance based on the identified problem area.

This plan will include:

- Specific measurable goals relating to areas needing improvement
- Action steps/strategies for resolution of concerns.
- Resources needed to accomplish goals
- Timeline for completion

Progress toward meeting the goals as outlined within the plan will be monitored and documented. If the goals are met at the completion of the timeline, the educator will no longer be on a Directed Growth Plan.

## Directed Growth Plan- Maintenance Worker

Name : \_\_\_\_\_ Building \_\_\_\_\_

<i>Specific Measurable Goals *</i>	<i>Action Steps (Provide Details)</i>	<i>Resources</i>	<i>Timeline for Completion</i>	<i>Evidence</i>

\*Linked to Educational Technician Rubrics

Maintenance Worker Comments:

Administrator Comments:

Maintenance Worker Signature \_\_\_\_\_ Date: \_\_\_\_\_

Administrator Signature \_\_\_\_\_ Date: \_\_\_\_\_

Note: Direct Growth Plans should include the 5 components above but the template format may be modified.