

# Classified Performance Improvement Cycle (CPIC) Transportation

*The Platte County School District Classified Evaluation System*



**2017-18**

# PROHIBITION AGAINST DISCRIMINATION, HARASSMENT, AND RETALIATION

The Platte County R-3 School District Board of Education is committed to maintaining a workplace and educational environment that is free from discrimination and harassment in admission or access to, or treatment or employment in, its programs, services, activities and facilities, and provides equal access to the Boy Scouts and other designated youth groups. In accordance with law, the district strictly prohibits discrimination and harassment against employees, students or others on the basis of race, color, religion, sex, national origin, ancestry, disability, age, genetic information or any other characteristic protected by law.

The Platte County R-3 School District is an equal opportunity employer.

Compliance Officer:

Dr. Rob Gardner, Assistant Superintendent of Personnel & Operations  
998 Platte Falls Rd, Platte City, MO 64079  
Phone: 816-858-5420, Fax: 816-858-5593  
Email: [gardnerr@platteco.k12.mo.us](mailto:gardnerr@platteco.k12.mo.us)



# PURPOSE

The purpose of the Platte County R-3 School District (District) Classified Evaluation model is to provide a collaborative process for employees and their supervisor(s) to discuss current job performance, clarify job responsibilities, and plan for future growth and improvement. The classified evaluation tool serves as an incentive toward professional growth on job-related skills for classified employees. This, in turn, will positively support student achievement. Additionally the evaluation process will provide the following outcomes:

- Provide employees with the ability to see a clear relationship between their job and the organization as a whole
- Assure accountability to the public the school district is effectively meeting defined goals through sound use of its resources
- Provide feedback on job performance, giving evaluators the opportunity to reinforce desired end results and provide direction on methods for improved job performance
- Influence employment decisions affecting retention, transfer, and promotion
- Recognize employees who exhibit continuous superior job performance

Effective evaluation requires meaningful observation, analysis of employee actions, and first-hand knowledge of the employee and his/her work habits. Performance evaluation should not be a once-a year activity. This must be viewed as a cyclical process with feedback and observation geared towards continuous improvement, which culminates with a formal performance review. An effective evaluation process assures there are no surprises during the end-of-year formal review session. The District expects all of its employees to take an active role in identifying strengths and opportunities for improvement within this process, similar to the work that is done in every classroom.

# BACKGROUND

The team began by exploring the strengths and weaknesses of the current evaluation tool and moved to revising the key components of the evaluation pillars for transportation employees. The goal is to present the newly revised tool to the Board of Education in the summer and to fully implement the new Classified Performance Improvement Cycle (CPIC) with all transportation employees during the 2017-18 school year.



### Committee Members

Members of the committee creating the CPIC Transportation model include:

James Thomas

Carolyn Mots

Wanda Miller

Tami Smith

Brenda Bryant

### Guiding Principles

#### VISION

*Building learners of tomorrow...*

#### MISSION

*To prepare individual learners for success in life, the Platte County School District provides meaningful experiences in a safe and caring environment.*

#### VALUES

*Integrity • Innovation • Collaboration • Results Oriented  
Student-Focused • High Expectations • Visionary Leadership*



## Six Essential Principles

These principles will be referenced throughout the Platte County CPIC Transportation model.



### **Board of Education Policy GDN Evaluation of Support Staff**

The superintendent or designee will regularly evaluate the performance of all support staff employees in the district. The primary purpose of the evaluation is to promote continuous growth of support staff employees in a manner that is aligned with the District's Comprehensive School Improvement Plan (CSIP) and, where applicable, building school improvement plans (BSIPs) with the goal of contributing to a positive education environment. Results of the evaluation will inform employment and compensation decisions, but may not be the only factor considered.

The procedures and instruments for support staff evaluation will be developed by the superintendent, in consultation with building-level administrators and support staff supervisors, and will include:

1. Multiple ratings used to identify differentiated levels of performance.
2. An analysis of the employee's impact on the education environment.
3. Incorporation of meaningful and timely feedback between the evaluator and the support staff employee.
4. Evaluator training on the proper implementation of the evaluation instrument used by the district.

The superintendent may delegate the responsibility for support staff evaluation to other administrators, but the superintendent is ultimately responsible for the performance of all employees. Evaluators will complete a written evaluation on all support staff assigned to them for evaluation. All employees will be given an explanation of duties and responsibilities, and will be provided guidance by their immediate supervisors in performing them satisfactorily. In addition, all staff members will receive a copy of the applicable evaluation instrument in advance of their evaluation.

Evaluators will assess and monitor growth in the following areas:

- District Commitments (Vision, Mission, Values)
- Customer Service & Communication
- Job Accomplishment
- Quality of Work
- Staff Conduct
- Time and Attendance

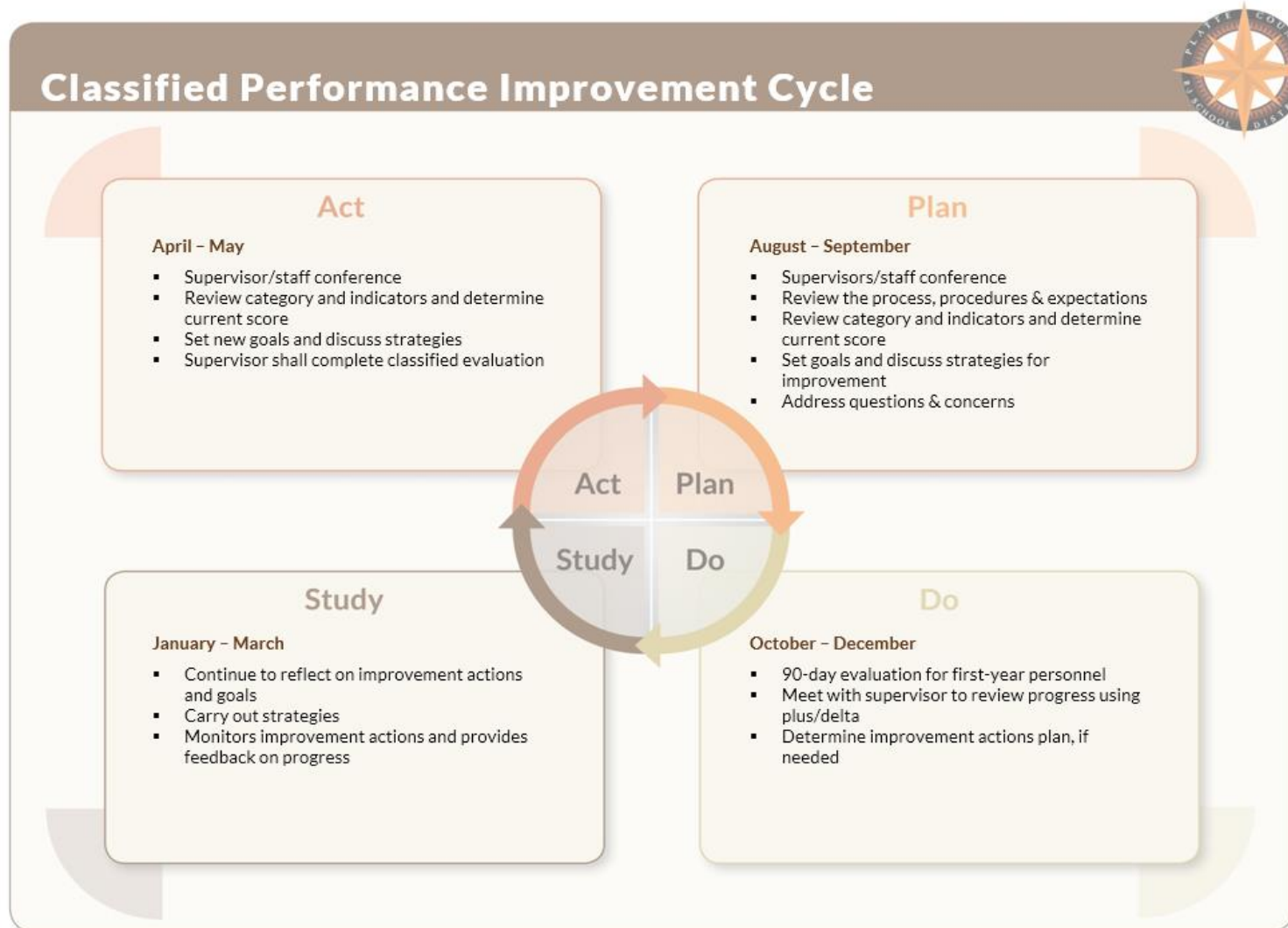


## PILLARS AND QUALITY INDICATORS – BUS DRIVERS/AIDES

Pillars and Quality Indicators	
Pillars	Quality Indicators
<i>District Commitments</i>	<ul style="list-style-type: none"> <li>Works cooperatively with others</li> <li>Develops good working relationships</li> <li>Promotes positive staff morale</li> <li>Puts team needs above individual needs</li> <li>Works in a positive manner to resolve problems</li> </ul>
<i>Customer Service &amp; Communication (Student Control)</i>	<ul style="list-style-type: none"> <li>Friendly and professional manner at all times</li> <li>Greets students each morning and afternoon</li> <li>Creates and maintains seating chart (required for elementary)</li> <li>Assists with different problem-solving options to address customer concerns</li> <li>Possesses strong communication and listening skills</li> </ul>
<i>Job Accomplishment (Safety)</i>	<ul style="list-style-type: none"> <li>Possesses knowledge and skills necessary to perform job</li> <li>Obeys all rules and regulations and enforces proper bus conduct</li> <li>Performs proper pre &amp; post trip procedures</li> <li>Follows proper student loading and unloading procedures</li> <li>Maintains a safe ride experience</li> <li>Continually monitors the “Danger Zone”</li> <li>Able to complete task without close supervision</li> <li>Effectively communicates with supervisor</li> </ul>
<i>Quality of Work (Driving Skills &amp; Behavior Management)</i>	<ul style="list-style-type: none"> <li>Performs work in a thorough, accurate and professional manner</li> <li>Follows guidelines and processes in Drivers Handbook</li> <li>Maintains effective behavior management and student supervision</li> <li>Demonstrate overall bus control (as noted in the Driver In Service Checklist)</li> <li>Pays attention to detail</li> <li>Effective use of time, equipment, resources and supplies</li> </ul>
<i>Staff Conduct</i>	<ul style="list-style-type: none"> <li>Makes adjustments and changes easily to work assignments and unforeseen circumstances</li> <li>Interacts in a professional manner with all stakeholders (Students, parents, teachers, co-workers, administrators)</li> <li>Readily accepts new or changing conditions</li> <li>Works effectively in a variety of situations</li> <li>Works well under stressful conditions</li> <li>Reacts well to feedback</li> </ul>
<i>Time and Attendance</i>	<ul style="list-style-type: none"> <li>Arrives and leaves on time</li> <li>Begins work activities promptly and works until the end of scheduled day</li> <li>Provides ample notifications for absences to supervisor(s)</li> <li>Manages time well to provide on-time service without compromising safety standards</li> </ul>



# CPIC PROCESS





# ESSENTIAL STEPS OF CPIC PROCESS

Employees will meet with their Supervisor to review essential job functions and responsibilities. Employees will be asked to select a minimum of two pillars to work on throughout a given year, but will be evaluated and responsible for six pillars. The employee will discuss the purpose of the selected pillars and how they will provide growth throughout a given year. This model embraces targeted goal setting, self-reflection and focuses on growth and improvement. Throughout the school year, supervisors will monitor improvement actions, provide feedback and provide a summative evaluation on all six pillars.



# INDICATORS

District Commitments (Vision, Mission, Values)							
<i>Works cooperatively with others; Develops good working relationships; Promotes positive staff morale; Puts team needs above individual needs; Works in a positive manner to resolve problems.</i>							
Emerging			Developing		Proficient		Distinguished
Rarely supports the PCSD vision, mission, and values			Sometimes supports the PCSD vision, mission, and values		Effectively strives to support the PCSD vision, mission and values		Strives to support the PCSD vision, mission, values in an exemplary manner and is a role model for our employees
Rarely demonstrates a commitment towards creating and maintaining a safe and caring environment for stakeholders			Sometimes demonstrates a commitment towards creating and maintaining a safe and caring environment for stakeholders		Effectively demonstrates a commitment towards creating and maintaining a safe and caring environment for stakeholders		Exemplary demonstration of commitment towards creating and maintaining a safe and caring environment for stakeholders
Not Evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Comments: (optional)



## Customer Service & Communication – Student Control

*Friendly and professional manner at all times; Greets students each morning and afternoon; Creates and maintains seating chart (required for elementary); Assists with different problem-solving options to address customer concerns; Possesses strong communication and listening skills.*

Emerging			Developing		Proficient		Distinguished
Rarely has a good attitude towards students/stakeholders			Sometimes has a good attitude towards students/stakeholders		Effectively demonstrates a positive and professional demeanor towards all students/stakeholders		Consistently recognized for demonstrating an exceptionally positive and professional demeanor towards all students/stakeholders at all times
Rarely demonstrates effective verbal/written communication skills			Sometimes has good verbal and written skills		Effectively has good verbal and written skills		Demonstrates exceptional verbal/written communication skills in a proactive manner
Not Evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

**Comments: (optional)**



## Job Accomplishment - Safety

*Possesses knowledge and skills necessary to perform job; Obeys all rules and regulations and enforces proper bus conduct; Performs proper pre & post trip procedures; Follows proper student loading and unloading procedures; Maintains a safe ride experience; Continually monitors "Danger Zone"; Able to complete task without close supervision; Effectively communicates with supervisor.*

Emerging			Developing		Proficient		Distinguished
Rarely demonstrates the knowledge and skills to complete their job without close supervision			Sometimes needs assistance balancing workload, completing tasks in a timely manner		Effectively balances workload, completes tasks in a timely manner		Innovatively balances workload, completes tasks in a timely manner
Rarely keeps supervisors informed about problems			Sometimes keeps supervisor informed about problems		Effectively keeps supervisor informed about problems or potential problems		Innovatively solves or prevents problems while keeping the supervisor informed
Decisions and actions are rarely appropriate based on procedures, including safety & compliance			Decisions and actions are sometimes appropriate based on procedures, including safety & compliance		Decisions and actions are effectively appropriate based on procedures, including safety & compliance		Decisions and actions are appropriate based on procedures and sound reasoning; possible outcomes have been considered
Not Evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Comments: (optional)



## Quality of Work – Driving Skills & Behavior Management

*Performs work in a thorough, accurate and professional manner; Follows guidelines and processes in Driver's Handbook; Maintains effective behavior management and student supervision; Demonstrates overall bus control (as noted in the Driver In-Service Checklist); Makes minimal errors; Pays attention to detail; Effective use of time, equipment, resources and supplies.*

Emerging			Developing		Proficient		Distinguished
Assigned tasks frequently need rework			Sometimes completes assigned tasks with some rework required		Effectively completes assigned tasks with very little rework required		Completes assigned tasks in an exemplary manner with no rework
Rarely acts in a resourceful manner (time, material, equipment, resources & supplies) with frequent supervision required			Sometimes acts in a resourceful manner with a moderate amount of supervision		Effectively acts in a resourceful manner with minimal amount of supervision		Acts in resourceful and exemplary manner with no supervision
Not Evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Comments: (optional)



### Staff Conduct (Collaboration, Adaptability)

*Makes adjustments and changes easily to work assignments and unforeseen circumstances; Interacts in a professional manner with all stakeholders: students, parents, teachers, co-workers, administrators; Readily accepts new or changing conditions; Works effectively in a variety of situations; Works well under stressful conditions; Reacts well to feedback.*

Emerging			Developing		Proficient		Distinguished
Does not demonstrate willingness to work with stakeholders or other team members			Sometimes works with stakeholders or other team members		Effectively works well with stakeholders or other team members		Works with stakeholders or other team members and seeks opportunities to support growth and development in an exemplary manner
Rarely accepts and offers input			Sometimes accepts and offers input		Effectively accepts and offers input		Accepts and offers input in an exemplary manner
Rarely adjusts constructively to new and unfamiliar situations and procedures			Sometimes adjusts constructively to new and unfamiliar situations and procedures		Effectively adjusts to new and unfamiliar situations and procedures		Innovatively adjusts to new and unfamiliar situations and procedures
Not Evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Comments: (optional)



## Time and Attendance

*Arrives and leaves on time; Begins work activities promptly and works until the end of scheduled day; Provides ample notification for absences to supervisor(s).  
Manages time well to provide on-time service without compromising safety standards*

Emerging			Developing		Proficient		Distinguished
Employee rarely begins and ends on time			Employee sometimes begins and ends on time		Employee regularly begins and ends on time		Employees effectively begins and ends work on time and is willing to work extra hours when needed
Employee rarely follows procedures for clocking hours, notifications, and documenting leave			Employee sometimes follows procedures for clocking hours, notifications, and documenting leave		Employee regularly follows procedures for clocking hours, notifications, and documenting leave		Employee follows procedures for clocking hours, notifications, documenting leave, and is proactive in preparing for absences
Not Evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

**Comments: (optional)**



## PLAN FOR SUCCESS

Transportation staff will work collaboratively to review and select 2 pillars to focus on throughout the year. Staff members will meet with their supervisor to discuss the purpose of the selected pillars and to establish a plan for growth. The model embraces targeted goal setting, self-reflection and continuous improvement to support success.

### *Pillar #1 (required)*

Pillar \_\_\_\_\_

*PLAN: Why did you choose this pillar?*

*Comments: (required)*

*DO: What actions will you take to improve your practices?*

*Comments: (required)*

*Employee Comments: (optional)*





***Pillar #2 (required)***

Pillar \_\_\_\_\_

**PLAN: Why did you choose this pillar?**

**Comments: (required)**

**DO: What actions will you take to improve your practices?**

**Comments: (required)**

**Employee Comments: (optional)**



## MIDYEAR EVALUATION - PLUS/DELTA

Engaging in a process of continual growth and improvement of practice is a professional obligation. In order to ensure employees and supervisors can identify strengths and opportunities for improvement, collaborative feedback must be encouraged throughout the year. During the mid-year conference, employees will work with their supervisor to complete the Plus/Delta form. This will be completed holistically, meaning this will be done as a general plus/delta and not per pillar. Plus is a quality term that represents the question, "What is going well?" Delta is a quality term that represents the question "What are opportunities for improvement?"

### STUDY (required)

Plus	Delta

### What modifications need to be made to improve practices? (optional)



## Driver's In-Service Evaluation

This document is provided to the employee with the intent of providing feedback and opening discussions between the supervisor and employee. Only areas or items observed will be marked during the ride along observation and in reviewing video. No scores are associated with this form.

By: \_\_\_\_\_

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

Date: \_\_\_\_\_

Timely  
Meaningful  
Feedback

Driver's Pre-Trip & Post-Trip	Meets District Standards	Does Not Meet District Standards	Not Observed	Notes
<b>1. Pre-Trip Inspection</b>				
Performs proper external bus inspection				
Engine compartment check - fluids, belts, etc.				
Brake tests performed properly				
Driver's compartment check (gauges, mirrors, fans, internal lights)				
Light Test - 4-ways (alternating amber/red, including stop arms), turn signals, hazards, headlights (including hi-beams), running lights and strobe				
Tire check (tread and inflation)				
<b>2. Post Trip</b>				
Properly walks bus checking for students				
Secure bus - lights off, plugged in, etc. - Go out of service on radio (10-7)				
After an evacuation (drill or moving students to another bus) Checks to ensure all students are off the bus and accounted for -- plus place triangles.				



Driver's Seeing Habits The Steering Glance	Meets District Standards	Does Not Meet District Standards	Not Observed	Notes
<b>3. Lane Position</b>				
Driver avoids needlessly hugging the edge of the lane				
Driver properly steers when passing a vehicle ahead				
Driver uses the right hand lane when that lane is open and safe to use				
<b>4. Making Turns</b>				
Driver starts right hand turns too close to right curb				
Driver makes controlled left turns so turn is not too close to curb				
Driver avoids making turns so fast that a quick stop is required, if path around turn is blocked				
Driver avoids making extra slow turns				
Driver turns into the proper lane				
<b>5. Eye Movement</b>				
Driver stays far enough behind vehicles ahead to be able to watch beyond them				
Driver moves eyes every two second - smoothly and easily				
Driver has good viewing habits and notices speed and/or veering of other vehicles				
<b>6. Smoothness of Operation</b>				
Driver avoids harsh braking while slowing or stopping				
Driver takes off from a stop smoothly				
Driver makes turns smoothly				
Does the driver use the right foot for braking				



The Detection Glance	Meets District Standards	Does Not Meet District Standards	Not Observed	Notes
<b>7. Glance Far Ahead</b>				
Driver avoids rushing up to a red light or the need to do a quick stop at <b>stale</b> green light				
Driver avoids changing lanes repeatedly for no apparent reason				
Driver observes road signs and drives in correct lanes				
<b>8. Side and rear glances</b>				
Driver looks to both sides (including the mirrors) when starting up on green light or stop signs				
Driver checks parked cars for drivers or exhaust				
Driver glances in the mirrors every five seconds in traffic				
The Space Cushion Response	Meets District Standards	Does Not Meet District Standards	Not Observed	Notes
<b>9. Stop and Swerve Space</b>				
Driver moves up or drops back to try to ride alone				
Driver maintains proper following distance				
Driver stops the proper distance behind other vehicles				
<b>10. Beside Other Drivers</b>				
Driver passes the vehicle ahead safely				
Driver blends with speed of traffic when merging onto expressway				
Driver maintains proper speed for the conditions				
<b>11. Blind Intersection</b>				
Driver, when starting up with side view blocked, creeps ahead slightly and halts for a second				
Driver has foot on the brake pedal at all blind intersections				
Driver approaches all intersections at the proper speed				
Driver turns head left and right at intersections				



The Warning Signal Response	Meets District Standards	Does Not Meet District Standards	Not Observed	Notes
<b>12. Use of Horn</b>				
Driver uses warning devices only when necessary				
Driver uses horn when backing				
<b>13. Use of Turn Signals</b>				
Driver gives an early warning before turn or lane change				
Driver checks mirror before using signals				
Student Management	Meets District Standards	Does Not Meet District Standards	Not Observed	Notes
<b>14. Drivers load and unloading techniques</b>				
Driver positions the bus properly from the curb (approx. 12") when loading or unloading				
Driver loads/unloads at a safe distance from an intersection such that traffic at the intersection is not impacted				
Pre-warning lights (ambers) activated properly				
Stop arm and red stop lights activated properly				
Parking brake utilized properly				
Driver stops 10 feet away from students				
Driver waits until all students are seated or clear of the bus before continuing (canceling stop arm/lights) - Used the count on/off method				
<b>15. Safety and discipline</b>				
Driver ensures that students remain in their seats while the bus is in motion				
Driver has an assertive/ effective discipline plan in effect				
Driver greets students in a friendly manner - on and off				
Driver has a seating chart and enforces it				



## END OF YEAR EVALUATION – STUDY

During the end of year conference, supervisors and employees will review all six pillars. The end of year score will be determined through discussion on the growth of the employee from the beginning of the year and the end of the year, the end of year conference will be reserved for discussion based on the employee's efforts to improve throughout the year. The employee will discuss plans for the upcoming year with their supervisor and select two pillars for growth and improvement.

**ACT: How will positive results be sustained? (required)**

**Future Planning: (required)**



## END OF YEAR EVALUATION – ACT

Supervisor Comments: (optional)

Employee Comments: (optional)

### Classified Performance Improvement Cycle - Transportation

Please Check	Recommendation
<input type="checkbox"/>	Employee is recommended to Human Resources for re-hire
<input type="checkbox"/>	Employee is recommended to Human Resources for re-hire, and the current TIP plan will be discontinued for the upcoming year
<input type="checkbox"/>	Employee is recommended to Human Resources for re-hire, however the TIP plan will continue for the upcoming year
<input type="checkbox"/>	Employee is not recommended to Human Resources for re-hire based on insufficient progress on current TIP plan
<input type="checkbox"/>	Employee is not recommended to Human Resources for re-hire





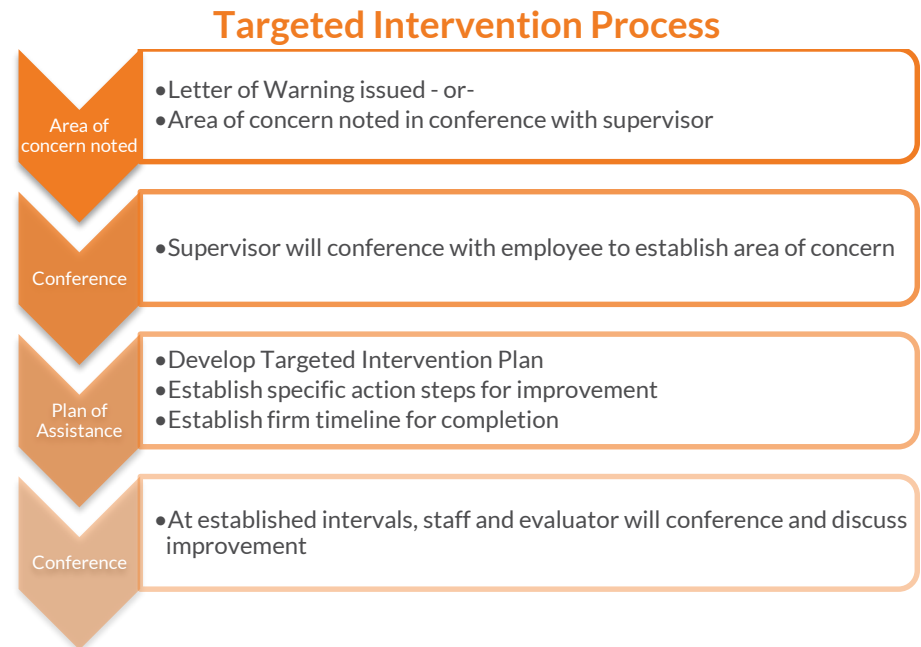
# TARGETED INTERVENTION PROCESS

While the primary purpose of the Classified Performance Improvement Cycle is to identify and capitalize on growth opportunities, the focus of the Targeted Intervention Process is an intervention in areas of concern that require immediate attention. Thus, the Targeted Intervention Process focuses on a very specific standard and actions that must be improved within a specific timeline. Accordingly, the Targeted Intervention Process is not only a collaborative process between employee and evaluator; it is also one of direction and guidance from the supervisor requiring the achievement of certain outcomes in a timely fashion.

It is important to remember that the Targeted Intervention Process is a single process within a larger process of evaluation and growth. Consequently, the first step of the Targeted Intervention is to detect and indicate any areas of concern. If the evaluator detects any such areas of concern, the next step in the process is to complete the form: Targeted Intervention. This form allows the evaluator to note the specific category causing the concern, as well as the rationale for concern, and the corrective action plan. The Targeted Intervention should be completed collaboratively with employee and supervisor.

Progress toward successful completion of the intervention action steps should be recorded by the employee and supervisor. Setting the timeline and frequent conferencing should be a priority of both the employee and supervisor in an effort to complete the plan successfully. The purpose of the Targeted Intervention is to provide support and guidance for improvement. However, if an employee is not making sufficient progress, results could lead to termination of the employee.

**NOTE:** For incidents involving blatant violations of board policy and state or federal law, immediate employment action may be taken as prescribed according to board policy or permitted by law.



# TARGETED INTERVENTION PLAN

Initial Conference (Page 1 of 2)

Date:

Targeted Intervention Plan			
Employee Name	Transportation	Academic Year	Pillars
			<input type="checkbox"/> District Commitments <input type="checkbox"/> Customer Service & Communication <input type="checkbox"/> Job Accomplishment <input type="checkbox"/> Quality of Work <input type="checkbox"/> Staff Conduct <input type="checkbox"/> Time and Attendance

Criteria: Area to be improved:

Expected Outcome: What will be done?

Plan of Action: How will it be done?



## **Initial Conference (Page 2 of 2)**

**Resources needed:** People, materials or training

**Progress Monitoring: Timeline**

**Supervisor Comments: (optional)**

**Employee's Comments: (optional)**



***Follow-up Conference***

***Date:***

***Notes on Progress:***



Adopted: July 1, 2017  
Platte County R-3 School District, Platte City, Missouri

