

Clark County Board of Mental Retardation and Developmental Disabilities
Personnel Manual
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CHAPTER 7 TRAINING AND EVALUATION PRACTICES

Performance Evaluation Policy (Effective January 1, 2001)

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Staff Growth and Development Policy (Effective September 1, 2003)

Clark County Board of Mental Retardation and Developmental Disabilities

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| Policy: | Performance Evaluation | Application: | Program-wide |
| Policy Approved: | June 24, 1997 | CARF Ref: | Section I: D(P) |
| Policy Revised: | December 19, 2000 (Effective January 1, 2001) | Accred. Ref: | |

Policy

Evaluation of an employee's performance is a continuous process based on conferences, discussions and observations, and is a method for increasing the worker's competence and effectiveness. The Performance Evaluation is intended to be a system of communication between the supervisor and the employee. If conscientiously applied, the performance evaluation will enable the employee to have an increased awareness of his/her work and what is expected.

The employee will be evaluated with reference to the requirements of the job as defined in the position description. The employee will be able to tell in what respect his/her work is most in need of improvement or is worthy of praise and recognition. It will also enable the supervisor to find some of the gaps or limitations in department procedures or how the supervisor might better support the employee. An evaluation is helpful in suggesting needs for types of training to be provided by in-service training programs. The evaluation ratings are also useful in considering potential candidates for promotion.

Although the primary purpose of an evaluation is to rate an employee's job performance uniformly and objectively, the evaluation serves several other purposes as well:

- It gives the employee an opportunity to identify and correct specific performance problems of which he/she may not have been aware.
- It serves as a means of determining job efficiency for recommendation of retention or probationary removal. Substitutes/Intermittent staff must have a satisfactory evaluation at mid-point to be considered for permanent status.
- By acting as a means of communication between employee and supervisor, it can reveal conditions that are contributing to poor morale or low productivity.
- It allows an opportunity for the employee to identify how the supervisor can support the employee.

Evaluations provide a basis upon which an employee receives a promotion and a position in a new classification series.

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Evaluation Tools

The Board shall establish the evaluation tools that will be used to evaluate all employees of the Board. The Personnel Office will periodically provide Department Directors with evaluation “due date” rosters. (Please note: evaluation due dates are noted on the new employee’s first Employee Data Sheet processed at hire.)

Types of Evaluations

There are four types of evaluations: Probationary, Annual, Special and Transfer.

(a) Probationary Evaluations

All non-bargaining unit employees in probationary status will be evaluated at least twice during the probationary period. The first required evaluation is prior to the mid-point of the probationary period. The second required evaluation should be completed and submitted to the Personnel Director no later than ten (10) working days prior to the end of the probationary period.

Supervisors may make additional evaluations as needed, especially when there are indications that the employee may not have a satisfactory evaluation to allow for retention. Additional evaluations are also appropriate to commend exceptional performance.

When making the final probationary evaluation, the supervisor shall indicate on the evaluation whether the employee is to be retained or terminated. This recommendation is to be confirmed by the department director. If a recommendation is approved for retention, the assumption will be made that the probationary period has been satisfactorily completed.

(b) Annual Evaluations

All employees who are not on probationary status are to be evaluated once a year. The evaluation will cover the employee's performance since the previous evaluation or during the time elapsed since the completion of the probationary period. Evaluation “due date” is typically based on the date of hire into the position held. Employees on a school (9-month calendar) will be evaluated prior to the end of the school year. Annual evaluations shall be considered for promotion, determining work performance and/or references.

(c) Special Evaluations

Supervisors and administrators have the discretion to use the evaluation procedure to document outstanding performance, to closely monitor poor performance or at the request of the employee, or upon an employee's resignation.

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(d) Evaluations at Transfer

If an employee has been reassigned to a new supervisor within one month of the evaluation due date, the present and former supervisor will cooperate on the evaluation. Both supervisors will sign the report as raters. The supervisors may opt to do two forms, one for the prior held position and one for the current position.

Supervisors will transfer relevant documents to the employee's new supervisor upon transfer. Documents will include, but are not limited to, attendance records, commendations, and an interim performance evaluation if more than ninety (90) calendar days have passed since the last performance evaluation.

Clark County Board of Mental Retardation and Developmental Disabilities

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| Policy: | Performance Evaluation | Application: | Personnel Department |
| Procedure: | Evaluation Process | Application | Program-wide |
| Procedure Revised: | December 19, 2000 (Effective January 1, 2001) | CARF Ref: | Section I:D (p) |
| | | Accred. Ref: | |

Procedure

(a) Classified

The employee will be notified ten (10) working days in advance that the evaluation will take place. Five working days prior to the evaluation, the employee will be given a copy of the current position description and should review the evaluation form in their personnel manual.

Materials that may be reviewed that will reflect employee performance during the rating period include, but are not limited to, the following: the current position description program objectives, career development plans (personal or required), attendance records, compliance with board policy and procedures, work product files, written records, observations of performance kept by the supervisor, significant job related incidents and any other input from competent sources which are deemed pertinent by the supervisor.

The immediate supervisor to whom he/she is regularly assigned will evaluate the employee. The immediate supervisor may request input from others as appropriate.

All other evaluations are expected to be available for the Superintendent/designee's review no later than ten (10) working days after the due date, except for final probationary evaluations which are due at least ten (10) working days prior to the end of the probationary period with a statement noting "retain" or "terminate."

(b) Unclassified

(1) Intermittent and summer help

Intermittent employees shall be evaluated on an on-going basis using the same form as for classified employees in the same position. Evaluations shall occur at every 500 hours of work.

(2) Management

For limited contract managers, evaluations are expected to be completed 120 calendar days prior to the end of the contract and received by the Superintendent not later than 100 days prior to the end of the contract. For continuing contract managers, evaluations are expected to be completed by the anniversary of the date of appointment into the position and received by the Superintendent not later than 30 days after the anniversary of the date of hire into the position.

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(c) Performance Review Meeting

The evaluation form will be completed at the meeting with the employee. The employee's performance will be reviewed and discussed by the supervisor/s and the employee during a conference called a Performance Review. The performance review provides an excellent opportunity for the employee to express him/herself and to explain/discuss his/her performance.

Summarizing the employee's strengths and those areas in need of improvement will close the interview. When an employee falls below "meets", a "Performance Action Plan" shall be required. The supervisor is required to follow up on the Performance Action Plan. If an employee "meets or exceeds" a rating, items in the Performance Action Plan are optional and to be treated as growth areas. It is not required that the employee meets those goals/objectives. The employee will not be evaluated on whether or not they accomplish those tasks.

The employee shall sign a copy of the evaluation as evidence that such a performance review was conducted. Employees should always be made aware that the signature does not signify agreement with the evaluation, but is only an acknowledgment that it has been seen and discussed.

If the employee refuses to sign the evaluation form, the supervisor/s will call in a witness (another supervisor or a clerical staff member) to verify that the review was held and to note that the employee refused to sign.) The employee in the space reserved for employee comments should express any points of disagreement in writing or the employee may attach comments/rebuttal to their evaluation within ten (10) working days.

No change in the rating is to be made after the form is signed by the employee. The employee will receive a copy of the final rating form from the Personnel Director after all other reviewers have added their signatures and comments.

If an employee has not been on the job for some time and is, therefore, not available for signature, the supervisor must clearly indicate this absence on the evaluation form.

(d) Due Process

The evaluation procedure is grievable. The ratings used in the evaluation are not grievable. If the employee does not agree with the evaluation, s/he may request that the next supervisor in the chain of authority review the evaluation. The employee should, in their request to that supervisor, specify which part of the evaluation they would like reviewed and must include specifics related to job performance upon which the review is requested. The supervisor who received the request has ten (10) working days to meet with the employee and present finding to the employee. If the employee is still not satisfied, s/he may request that the Personnel Director review the evaluation.

Clark County Board of Mental Retardation and Developmental Disabilities

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| Policy: | Staff Growth and Development | Application: | Program-wide |
| Policy Approved: | June 24, 1997 | CARF Ref: | Section I: D(P) |
| Policy Revised: | 7/17/01, 4/15/03, 8/19/03, (Effective September 1, 2003) | Accred. Ref: | |

Policy

(a) Training Expectations

Employees are expected to participate in staff developmental activities including, but not limited to, inservices, formal course work, workshops, clinics, local area meetings and/or observations of other programs. Each Department will identify and develop a training curriculum and minimum annual training requirements for its employees.

Training and course work are needed in order to remain abreast of current information, improve upon weaknesses appearing in an employee's performance evaluation and to assist the employee with keeping abreast of changes within his/her profession. Department Directors/designee will assess staff needs, work with supervisors to respond to these needs, provide inservices for professional growth and ensure scheduling coverage so employees may attend inservices as needed. Inservice days may also be scheduled into annual calendars with the approval of the Board.

(b) Orientation for New Employees

Employees new to a position shall complete an orientation program (or components needed if transferred) within ninety (90) days of their date of continuous employment with the Board. Completion of this training shall be documented by the Personnel Department and retained in the staff member's personnel file. Program shall consist of a minimum of thirty (30) hours of training to include the following areas:

i. Agency Introduction

- 1) Board organization/operations
- 2) Mission and philosophy
- 3) Role of each program division
- 4) County Board Rules
- 5) Funding

ii. Overview of MR/DD

- 1) Definition
- 2) Historical Treatment/Perspective
- 3) Bill of Rights/Confidentiality/HIPAA
- 4) Abuse/Neglect Reporting
- 5) Techniques/philosophy of intervention and training
- 6) Community Resources
- 7) Residential Issues

iii. Program Division Introduction

- 1) Eligibility and enrollment
- 2) The IEP/ISP/IP
 - a) Team processes
 - b) Case coordination
 - c) Communication
- 3) Enrollee policies
- 4) Behavior Management

iv. Position Introduction

- 1) Table of Organization
- 2) Position Description
- 3) Certification and Registration
- 4) Personnel Policies
- 5) HIPAA Related Policies

v. Safety and Health

- 1) Fire and tornado drills
- 2) Bomb threats
- 3) Other emergency evacuation procedures
- 4) Lifting
- 5) Health and Safety policies

(c) Staff Training

Training shall occur on annual basis via staff meetings, in-services, seminars and conferences. All staff shall complete a minimum of ten (10) clock hours of training each program year. All staff members shall be required to complete training and professional growth activities necessary for maintenance of his/her required registration, certification or license. Training records shall be submitted to the Personnel Department for inclusion in the employee's personnel file. Documentation shall include a statement of the trainer's qualifications.

i. Annual Staff Training will include the following:

- 1) An in-service which stresses body mechanics, an introduction to anatomy and physiology, prevention aspects, and safe suggested means of lifting, carrying and moving.
- 2) Review board policies and procedures to always include MUI/UI Reporting
- 3) Fire suppression (at least 2 staff per facility location)
- 4) Risk Reduction training, which includes universal precautions
- 5) Consumer Rights
- 6) Training as required per position under OSHA

ii. First Aid and CPR Certification

All direct service staff shall possess current first-aid and CPR Certification. Newly employed staff shall take the necessary training within the first calendar year following their employment. Training costs shall be paid by the Board.

iii. Vehicle Training

All employees who will be driving Board-owned vehicles are to be properly trained prior to being able to use the vehicle. Newly employed staff or employees upon transfer to a new position will take the necessary training as part of their orientation program. Employees are to receive vehicle refresher training at least once every two (2) years. The crash review committee and/or administrative review team for vehicle accidents may require an employee to take vehicle training (Cross Reference: Driving Requirements procedure). Training will consist of vehicle operation, vehicle driving skills and defensive driving, emergency procedures and passenger transportation including wheelchair securement, and program procedures.

iv. Specialized Training

Any employee assigned to work directly with a person who has special medical and/or behavior modification needs shall receive appropriate training to management of the condition.

(d) Additional Staff Training

The Board may offer training in the following areas for each department in order to provide staff with current trends in the field. These training records are maintained within the employee's department. These inservices may include:

i. Monitoring of Services

1) Internal Mechanisms

- a. Human Rights Committee
- b. Safety Committee
- c. Behavior Management Committee
- d. Others

2) External Mechanisms

- a. CARF
- b. Ohio Department of Education
- c. Ohio Department of Mental Retardation and Developmental Disabilities
- d. Path Coordination
- e. Wage/Hour
- f. Other

ii. Medical Issues

1) Medical/Unusual Incidents

- a. Handling Seizures

- b. Accidental Injuries
 - c. Other Medical Problems i.e., diabetes
 - d. Board policies and procedures
- 2) Uses of Medications
- a. Identify common types
 - b. Identify proper uses
 - c. Identify possible side effects
- 3) Infection Control
- a. Overview of common types
 - b. Prevention
 - c. Hand washing and disinfecting procedures

iii. Goal Planning/Skill Development Process

- 1) Early Intervention
- a. Family Centered Programming
 - b. Developing Cultural Sensitivity
 - c. The Eleven Essential Components of Early Intervention Programming
 - d. Minimizing the Future Development of Disabilities
 - e. Transition to Preschool Programming
 - f. Family Centered Programming/Individual Family Service Plan Development
- 2) Adult Services
- a. Requirements by Law - County State, Other
 - b. IP Process
 - c. Monitoring of Goals
 - d. Person Centered Programming
- 3) Residential
- a. Requirements by Law - County, State, Federal, Other

iv. Intake and Follow-Up for County Board Services

- 1) Application Process
- 2) Determination Process
- 3) Placement into Proper Component
- 4) Follow-up
- a. To assure services are delivered
 - b. To assure services are appropriate
 - c. To assure services are needed

v. Miscellaneous Issues

- 1) Respectful Workplace
- 2) Civil Treatment for Managers

vi. Normalization Issues

- 1) Sexuality
- 2) Appearance
- 3) Money
- 4) Medical Care
- 5) Use of Community Services
- 6) Recreation Opportunities

(e) Inservices Outside the Program

- i. Employees may be granted professional leave in order to attend inservices that the Board does not require they attend. (Cross Reference: Paid Leave Procedure).
- ii. Upon completion, the employee will present his/her supervisor with proof of completion. This information is to be submitted no later than five (5) working days after completion of the inservice.
- iii. The Department Director/designee may request the employee to make a presentation to other employees to share learning experience and information.

(f) Special Situations

Special circumstances may arise requiring training of all or some employees as required by local, county, state, federal or other governing body. Training beyond that indicated above will be handled as necessary including the creation of necessary documentation to demonstrate that employees have received necessary training.