



# **GILFORD SCHOOL DISTRICT**

## **SUPPORT STAFF MANUAL**

Paraprofessionals (regular and special education), Classroom Aides, Assistant Teachers, Title I Paraprofessionals, Title I Assistant Teachers, Facilities Personnel, Food Service Personnel, Administrative Assistants, Nurses, Media Center/Library Assistants, Payroll & HR Specialists, and IT Support

**GILFORD**

**NEW HAMPSHIRE**

Revised  
2023

# GILFORD SCHOOL DISTRICT

School Administrative Unit Seventy Three

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Kirk Beitler  
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September 2023

Dear Gilford School District Support Staff,

I am pleased to share with you the Gilford School District Support Staff Manual. Your role in the Gilford School District is essential to meeting the needs of our students and community. You support teaching and learning in our schools and classrooms. Many of you have devoted years to this community and have enjoyed the fruits of your labors. There is such pride in this community when I talk to people about our schools, it is important to build on that community pride.

The mission of the Gilford School District, in partnership with the community, is to actively engage all students in a broad range of educational opportunities that enables them to make responsible choices and succeed throughout life in a changing society.

This manual outlines important responsibilities, policies and procedures to guide your employment in the district. While it does not provide every policy and procedure, it should be a helpful place to start. Please take time to familiarize yourself with the manual and approach anyone on our Leadership Team with clarifying questions.

Thank you for being part of our school community and a positive influence with our students.

Sincerely,

Kirk Beitler

Superintendent of Schools

## **A Word About This Manual**

This Support Staff Manual contains information about the employment policies and practices of the Gilford School District. We expect each employee to read this Support Staff Manual carefully, as it is a valuable reference for understanding your job and the Gilford School District. The policies outlined in this Support Staff Manual should be regarded as management guidelines only, which will require changes from time to time. The Gilford School District retains the right to make decisions involving employment as needed in order to conduct its work in a manner that is beneficial to the employees and the Gilford School District. This Support Staff Manual supersedes and replaces any and all prior Support Staff Manuals.

**THE PROVISIONS OF THIS SUPPORT STAFF MANUAL ARE NOT INTENDED TO CREATE CONTRACTUAL OBLIGATIONS WITH RESPECT TO ANY MATTERS IT COVERS. NOR IS THIS SUPPORT STAFF MANUAL INTENDED TO CREATE A CONTRACT GUARANTEEING THAT YOU WILL BE EMPLOYED FOR ANY SPECIFIC TIME PERIOD.**

The Gilford School District reserves the right to revise, delete and add to the provisions of this Support Staff Manual at any time without further notice. All such revisions, deletions or additions to the Support Staff Manual must be in writing. No oral statements or representations can change the provisions of this Support Staff Manual.

This Support Staff Manual refers to current benefit plans maintained by the Gilford School District. Refer to the actual plan documents and summary plan descriptions if you have specific questions regarding the benefit plans. Those documents are controlling.

Likewise, if a written contract is inconsistent with the Support Staff Manual, the written contract is controlling.

# **GILFORD SCHOOL DISTRICT MISSION**

The Mission Statement of the Gilford School District is to provide innovative education, creating pathways to success for all learners.

## **VISION STATEMENT**

The Gilford School District (GSD) aspires to prepare each learner to thrive as an adaptable citizen by providing a rigorous education, while supporting the whole child. GSD expects our learners to be self-directed and engaged. We succeed when we each:

- demonstrate critical and creative thinking,

- persevere through challenges and solve problems;

- communicate and collaborate as a learner and community member.

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## **GILFORD SCHOOL DISTRICT Support Staff Manual**

### **EMPLOYMENT PRACTICES**

#### **Hiring Policy**

The Gilford School District as an Equal Opportunity Employer, shall faithfully comply with all Federal, State and local laws addressing labor relations and employee rights.

It shall be the policy of the Gilford School District to recruit and select the most suitable candidates for all positions. Recruitment and selection of personnel will be conducted in an affirmative manner to ensure open competition and to yield the best possible candidates for each position. The selection process will be balanced to provide open competitive entry-level opportunities as well as advancement opportunities through the promotion of current employees.

It is the responsibility of the principal to select for confirmation through the superintendent, candidates for all support staff positions. New employees will serve on a 90-day probationary basis.

#### **Non-Discrimination**

The Gilford School District does not discriminate in its educational programs, activities, or employment practices on the basis of race, color, marital status, sexual orientation, national origin, age, religion, gender, handicap or disability in compliance with the provisions of the NH Law Against Discrimination, RSA 354A, Title VII of the Civil Rights Act of 1964, the Age Discrimination Act of 1967, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Education For All Handicapped Children's Act of 1975. Please refer to District policy AC – Non-Discrimination, Equal Opportunity Employment and District Anti-Discrimination Plan for further clarification.

Any person having inquiries concerning the Gilford School District's compliance with Title IX of the Education Amendments of 1972 and 34 C.F.R. Part 106 or Section 504 of the Rehabilitation Act of 1973 may contact Esther Kennedy, or Kirk Beitler, Superintendent of Schools, School Administrative Unit Seventy-Three, Gilford School District, 2 Belknap Mountain Road, Gilford, New Hampshire 03249 (603-527-9215). If you have further inquiries contact the U.S. Department of Education, Washington, D.C., and/or the Regional Director, U.S. Department of Education, Office of Civil Rights, Region I, Boston, Massachusetts.

#### **Employee Definitions**

This document has been prepared to include: paraprofessionals (regular and special education), classroom aides, assistant teachers (including Title 1 assistant teachers), Title I Paraprofessionals, facilities personnel, food service personnel, administrative assistants, media center/library assistants and IT support.

- a. Full-time 12 MONTH Employee: Employment in an established position working 30 hours or more per regular work week (as stated on letter of assurance) and 52 weeks per fiscal year (July 1 - June 30) (administrative assistants, facilities personnel, HR & Payroll Specialists, and IT support). Includes vacations/holidays.

- b. Full-time 10 MONTH Employee: Employment in an established position working 30 hours or more per regular work week (as stated on letter of assurance) and not less than 180 days (paraprofessionals, aides, assistant teachers, food service) or 190 days (administrative assistants, media center/library assistants).
- c. Part-time: Employment in an established position requiring less than 30 hours per regular work week, regardless of the length of the work year.
- d. Temporary: Employment in a position established for a specific period of time, for the duration of a specific project or assignment, or as a substitute in the absence of the incumbent. No benefits will be provided for temporary employees.

## **HOURS OF WORK**

### **Work Week, Days, and Lunch**

All personnel are expected to work the total number of hours weekly as defined in their letter of assurance. Schedules will be determined on an individual basis. They may be subject to change with two-week notice to employee. It is the employee's responsibility to comply with established sign-in/sign-out or timecard requirements (as applicable).

### **In-service Days**

Paraprofessionals, aides and teacher assistants are expected to attend and participate in all scheduled "early release" and district in service activities (hourly employees should include on time slips). Exceptions may be made as circumstances warrant. Schedules are to be arranged in advance through the building principal or immediate supervisor.

### **Overtime**

All requests for work/pay in excess of the regular workday for hourly employees must be approved by the building principal and the employee's immediate supervisor in advance. Once complete, additional hours worked shall be recorded on the regular time sheet noting hours and reason for overtime, i.e. emergency, building rental, etc. Overtime rates only apply after forty (40) hours worked in a week. It is the employee's responsibility to comply with established sign-in/sign-out or timecard requirements (as applicable).

### **Use of Facilities Work –Custodians**

Custodial coverage for Use of Facilities activities which occur during weekends or at other times when custodial staff are not scheduled to work, shall be paid at a special job ("detail") rate of 1.5 times regular salary. This same rate will be paid to the custodian working the detail regardless of their usual hourly rate. Current practices for sign-up of Use of Facilities coverage shall remain in place.



## **Lunch Break**

All employees who work five (5) or more consecutive hours are required to take a 30 minute unpaid lunch break, unless it is feasible for the employee to eat while working and the employer permits it. A schedule for lunch breaks will be determined by the building principal or employee's immediate supervisor in order to ensure coverage and continuity of services.

## **SCHOOL DAY SCHEDULE CHANGES**

### **Notice of School Closing**

Every effort will be made to post announcements of school closing, delayed openings, or early release. They will be reported on WMUR TV, their website [www.wmur.com](http://www.wmur.com) and phone calls to staff via the Emergency Calling System.

### **School Closing Guidelines**

**These guidelines apply in regard to support staff schedules:**

#### **No School Closure – (“snow /inclement weather days”)**

Administrative assistants, facilities personnel (first shift), and IT support (12 mos.) will be expected to report for duty on days when school is closed due to snow, or other inclement weather conditions. If 12 month employees cannot make it to work, a PTO or vacation day must be used. A 12 month employee may work remotely on a traditional weather day as long as a plan has been developed with their supervisor to support the remote work. If there is no internet connection or power available at the employee's house then remote work will not be approved. The employee will need to take PTO for that day unless they come to the office. The district is not responsible for electricity, personal phone usage or internet connections on remote working days.

Assistant teachers, paraprofessionals, nurses, school year administrative assistants and food service personnel shall not report for duty when school is closed, unless approved by supervisor in specific circumstances for remote work. Employees will be paid for the actual time worked on these days as reported on their timesheet. Second shift custodians are expected to report to work as scheduled (second shift times). Changes in these procedures may be made at the discretion of the principal/administrator/supervisor on a “case by case” basis as circumstances warrant.

#### **Remote School Days**

Additionally, there will be times when school will be held remotely due to weather issues or some other unforeseen circumstances that prevent the district from having regular in person school days. Administrative assistants (year round), facilities personnel (first and second shift), and IT support (12 mos.), will be expected to report for duty on days when school is in session remotely. If 12 month employees cannot make it to work, a PTO day must be used unless arrangements for remote work has been approved.

Employees that have a job that lends itself to remote work will be allowed to work remotely during weather related remote learning days. If remote work is going to happen, the employee and their supervisor must have a plan developed to support the remote work. If there is no internet connection or power available at the employee's house then remote work will not be approved. The district is not

responsible for electricity, personal phone use or internet connections on remote working days.

Assistant teachers, paraprofessionals, and nurses will be expected to work remotely during remote school days. School year administrative assistants and food service personnel shall not report for duty when school is in remote session. Employees will be paid for the actual time worked on these days as reported on their timesheet. Changes in these procedures may be made at the discretion of the principal/administrator/supervisor on a “case by case” basis as circumstances warrant.

### **Delayed Opening -- AM**

As stated above, people’s safety is a primary concern. All personnel are expected to observe regular, scheduled working hours on delayed opening days. Every effort will be made to notify food service staff of a change from a delay to school closing prior to 8:00 a.m. (Circumstances will vary.) In all cases, employees will be paid for the actual time worked. 12 month essential employees are expected to observe regularly scheduled working hours. 10 month employees should observe the delayed opening. Hours may be made up within the work week based on agreement with the Principal or Building Administrator.

### **Closing District**

12 month essential employees are expected to stay until administration receives a phone call from the bus company signifying that all students have arrived home. In such cases, personnel will be paid as if they had remained on duty until the end of their regular workday. 10 month employees are expected to stay until all students have left. Staff will be paid for hours worked.

### **Call-In (Buildings and Grounds Only)**

An employee who is called in to work outside of his/her regular schedule, shall be paid at a minimum, two (2) hours overtime pay.

## **EMPLOYEE STATUS**

### **Continuous Service**

Continuous Service is defined as uninterrupted employment while classified as an employee and is broken by any termination of employment, including resignation by the employee.

### **Prior Service Credit**

The Superintendent of Schools will consider prior service/experience credit upon employment in setting wage rates.

### **Reduction in Force**

If the district finds it necessary to reduce support staff personnel, district needs, current/past performance, and seniority will be the determining factors considered. Staff who are laid off shall be reinstated in the inverse order of their being laid off, if qualified to fill the vacancy. Upon return, a recalled support staff member shall be placed on his/her appropriate step on the wage scale. Years of service credit will not be given for the period of time that the employee was in layoff status. All benefits, to which the support staff member was entitled to prior to the reduction in force, providing they are currently in effect for all other support staff, will be returned. This includes unused sick leave.

## **PERFORMANCE AND EVALUATION**

## **Performance**

Continuing and ongoing efforts will be made to recognize support staff for their positive performance. In an effort to address issues related to poor employee performance, employees can be placed on probation at any time, if it is determined that their performance is not satisfactory and/or needs significant improvement.

## **Evaluation**

The purpose of staff evaluation is to acknowledge positive work, to address areas needing improvement, and to provide a written record of performance. All support staff will receive ongoing, verbal feedback concerning their professional performance throughout the year. You will be evaluated annually, in writing, by the principal and/or your immediate supervisor prior to May 30. Employees that have worked for five years in the district may be evaluated every other year at the immediate supervisor's discretion. Immediate supervisors may choose to evaluate employees annually. Any employee may respond in writing to their evaluation. This statement will be attached to your evaluation and placed in your file. All new employees will be placed on a ninety (90) day probationary period.

## **GRIEVANCE PROCEDURE**

Any employee may file a grievance for an alleged misinterpretation or misapplication of the terms of this Support Staff Manual. (Only wages, hours, leave, administration of the compensation plan, suspension without pay, and dismissal shall be grievable.) Prior to taking formal action, employees are required to attempt to resolve their differences informally through and with their Principals/Director. If unsuccessful, they should then utilize the following process:

**Step 1:** The employee shall present a grievance in writing within five (5) working days of the occurrence of the grievance to his/her building principal or director. In the event the grievance is not resolved within an additional ten (10) working days, the employee may then refer to Step 2.

**Step 2:** The unresolved complaint may be referred in writing to the superintendent (or principal) through the employee's building principal within five (5) working days of the supervisor's response. The superintendent, building administrator and employee will meet to discuss the grievance within ten (10) working days. If the grievance is not resolved at this step within an additional five (5) working days, the employee may then refer to Step 3.

**Step 3:** The employee may request in writing to the superintendent that the grievance be referred to the school board (and/or superintendent) for a hearing within five (5) working days. The school board shall hold a closed hearing with the employee, the building administrator, and the superintendent, and respond to the employee in writing following the next regularly scheduled board meeting. The determination of the majority of the school board shall be final.

## **DISCIPLINARY PROCEDURES**

When a written warning is issued, a copy shall be given to the employee and copied to the employee's personnel file. (A supervisor may elect to issue one or more oral warnings before issuing a written warning.) Progressive discipline normally will require a written warning, followed by a suspension without pay, followed by dismissal, but this progression need not be followed in cases of repeated or serious misconduct. (These procedures do not apply

during the employee's 90 day probationary period.)

## **DISMISSAL/SUSPENSION**

No employee shall be dismissed except with approval of the superintendent after due written notice and/or circumstances warrant. Specific reasons for dismissal are provided to the employee.

Suspension without pay and dismissal shall be done in a manner which provides due process to the employee. Employees retain the right to appeal such action through the administration/school board in a manner consistent with the grievance process. (These procedures do not apply during the employee's 90 day probationary period.

## **FEDERAL/STATE GUIDELINES SEXUAL AND/OR UNLAWFUL HARASSMENT**

The district fully supports the principle of protecting and safeguarding the right and opportunity of all people to seek, obtain and hold employment without subjugation to unlawful sexual harassment or discrimination of any kind in the workplace whether emanating from superiors, other employees or non-employees such as local officials, vendors, consultants, or others who have a relationship with the school district that enables the district to exercise some control over the individual's conduct. In the context of this policy, the term "employee" shall, where appropriate, include "non-employees". Please refer to School District Policy ACAC for further information.

Unlawful Sexual harassment is a violation of Title IX of the Civil Rights Act of 1972 and state law RSA 354-A. It is against the policies of the district for any employee, male or female, to sexually harass another employee by:

- a) making unwelcome sexual advances or requests for sexual favors or other verbal or physical conduct of a sexual nature a condition of an employee's employment, or
- b) making submission to or rejection of such conduct the basis for employment decisions affecting the employee, or
- c) creating an intimidating, hostile, or offensive working environment by such conduct.

Unlawful sexual harassment does not refer to behavior or occasional compliments of a socially acceptable nature. It refers to behavior that is not welcome, that is personally offensive, that fails to respect the rights of others, that lowers morale and that, therefore, interferes with work effectiveness. Unlawful sexual harassment may take different forms. One specific form is the demand for sexual favors. Other forms of harassment include, but are not limited to:

Verbal	Sexual innuendoes, sexually suggestive comments, jokes of a sexual nature, sexual propositions, threats.
Nonverbal	Sexually suggestive objects or pictures, graphic commentaries, sexually suggestive or insulting sounds, leering, whistling, obscene gestures.
Physical	Unwanted physical contact, including touching, pinching, brushing the body, coerced sexual intercourse or other sexual acts, assault.

Unlawful sexual harassment may be overt or subtle. Some behavior that is appropriate in a social setting may not be appropriate in the workplace. But whatever form it takes, verbal, nonverbal or physical; sexual harassment can be insulting and demeaning to the recipient and cannot be tolerated in the workplace. Unlawful sexual harassment by any employee, administrator, supervisor, or non-employee who has a relationship with the school district that enables the district to exercise some control over the individual's conduct, will not be tolerated. All employees, administrators, and non-supervisors alike will be expected to comply with this policy and take appropriate measures to ensure that such conduct does not occur. Appropriate disciplinary action will be taken against any employee who violates this policy against unlawful sexual harassment. Based on the seriousness of the offense, disciplinary action may include verbal or written reprimand, required counseling, suspension, or termination.

## **Unlawful Sexual Harassment and all Other Alleged Employment Discrimination Complaint Procedures**

1. Any employee who believes he or she has been the subject of unlawful sexual harassment or any other form of employment discrimination is encouraged to directly inform the offending person that such conduct is offensive and must stop. If the employee does not wish to communicate directly with the alleged harasser, or if direct communication has been ineffective, that employee should report the alleged act immediately to his or her building contact person, supervisor, and the building principal or the superintendent of schools. The names of building contact persons are posted in each building.
2. Immediately upon filing a verbal complaint, the complainant is strongly encouraged to prepare a written statement, signed and dated, complaining of the alleged unlawful sexual harassment and including, as accurately as possible, the dates, time, persons present, location and circumstances and anything alleged to have been said or done which is the substance of the allegation. In the event that the complainant is unable to complete a written statement, verbal testimony will be obtained.
3. The person investigating the complaint shall promptly bring to the alleged harasser's attention that a complaint has been made against him/her; give him/her a copy of the complainant's statement; and, get that person's side of the story without the complainant being present.
4. All complaints will be handled in as timely and confidential manner as possible. In no event, except as noted below in this paragraph, and without proper authorization will information concerning a complaint be released to third parties or to anyone who is not involved with the investigation. Nor will anyone involved be permitted to discuss the subject outside the investigation. The District however may release information concerning a complaint and investigation to a court or governmental agency as part of a case or investigation. The purpose of this provision is to protect the confidentiality of the employee who files a complaint, to encourage the reporting of any incidents of unlawful sexual harassment, and to protect the reputation of any employee wrongfully charged with unlawful sexual harassment.
5. Investigation of a complaint will normally include conferring with the parties involved, any named or apparent witnesses, and other knowledgeable persons who may have heard about the incident(s). It is understood that under some circumstances, the harassing behavior may have been so blatant and so demeaning that the complainant will not want to confront the harasser under any circumstances.
6. Merely accepting an employee's denial is not sufficient. If a complaint has been brought against a person who denies the charges, the person investigating the charges will make a determination based on the testimony and evidence presented by the complaining party, information from other witnesses, and by examining all of the attendant facts, circumstances, and history. The behavior will be judged by checking with other employees to confirm or deny any circumstances of the complaint.
7. Every effort will be made to ensure that the process is impartial and fair to all parties. All employees shall be expected to fully cooperate in such investigations and shall be protected from coercion, intimidation, retaliation, interference or discrimination for filing a bona fide complaint or assisting in an investigation.

8. If the investigation reveals that the complaint is valid, prompt attention, counseling and/or disciplinary action designed to stop the harassment immediately and to prevent its recurrence will be taken. This may include termination.
9. In cases where it appears that criminal activity may have been engaged in, police involvement may be sought.

The District recognizes that the question of whether a particular action or incident is a purely personal, social relationship without a discriminatory employment effect requires a determination based on all facts in the matter. Given the nature of this type of discrimination, it recognizes also that false accusations of sexual harassment can have serious effects on innocent individuals. It is expected that all employees will continue to act responsibly to establish and maintain a pleasant working environment, free of discrimination, for all, at all times

### **General Timeline—Filing of Formal Complaint\***

**Initiation of Investigation**—Notification of employee(s) involved and initiation of investigation will take place within three working days.

**Investigation Period**—The district will act as promptly and efficiently as possible to complete a thorough investigation. While extenuating circumstances may apply which require more time, every effort will be made to complete all investigations within ten (10) working days.

**Report on Findings**—A written, factual report will be produced at the conclusion of the investigation regardless of the outcome. This report will summarize the findings and resolution of the complaint.

**Appeal**—An appeal of the report may be filed with a representative of the next administrative level (superintendent, school board). Appeals shall be made in writing and shall include the basis and rationale for the appeal. All appeals must be filed within ten working days after the report on findings is released.

**Response**—All appeals shall be acted upon within a fifteen (15) working day period.

\*Note: Employees who do not wish to utilize district procedures may file their complaints with the NH Commission for Human Rights or the Equal Employment Opportunity Commission at 2 Chenell Drive in Concord.

## **DRUG-FREE WORKPLACE (School District Policy GBEC)**

The Gilford School District has adopted and implemented a program to prevent the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees as mandated by Federal Law P.L. 101-226. In compliance with statutory requirements, the district will:

1. Notify all employees, in writing, that the unlawful manufacture, distribution, dispensation, possession, or use of illicit drugs and alcohol is prohibited in the district's workplace and that any violation is subject to disciplinary action. A copy of this policy is available in the main office.
2. Provide a drug-free awareness program to inform employees about:
  - a. The dangers of illicit drugs in the workplace;
  - b. The district's policy of maintaining a drug-free workplace;
  - c. Available drug and alcohol counseling, rehabilitation, and employee assistance and/or re-entry programs, and;
  - d. The penalty/penalties that may be imposed on employees for drug and alcohol violations occurring in the workplace.
3. Notify employees that, as a condition of employment in the district, they will agree to and abide by the terms of the policy, and will notify the district of any drug statute conviction within five days of the conviction.
4. Establish the following as grounds for disciplinary action:
  - a. Working under the influence of alcohol or illegal drugs, no matter where consumed.
  - b. Having an unsealed container of alcohol, or consuming alcohol on school property. (Any employee who finds any type of container of alcohol on school property should report it to the administration as soon as possible.)
  - c. Possessing or distributing controlled substances on school property.
  - d. Consuming, possessing, or distributing alcohol or illegal drugs at official\* school functions not on school property.

\*Note: An official school function is defined as one which is authorized and conducted by the school, with school officials present, in charge, and on duty, such as, but not limited to:

  - Interscholastic athletic contests
  - Field trips
  - School dances
  - Any school sponsored function
5. Alert the local law enforcement agency of suspected violations of the policy.
6. Take any of the following disciplinary actions (either alone or in combination) regarding an employee who is in violation of the policy:
  - a. Suspension with pay pending a hearing before the board.
  - b. Termination of employment (board action necessary).
  - c. Satisfactory participation in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health or law enforcement, or



other appropriate agency.

7. Make a good faith effort to continue to maintain a drug-free workplace through implementation of all the provisions of this policy. In so doing, the district will conduct a biennial review of its programs to determine their effectiveness, and to ensure that the disciplinary actions are consistently enforced, and changes are implemented, if needed.

### **Smoking**

The use of tobacco products is prohibited in/on all school facilities and grounds in accordance with school district policy and RSA 155:66.

## **OCCUPATIONAL SAFETY AND HEALTH**

### **Injury/Disease**

Every employee must immediately report any occupational injury or disease to his/her supervisor. The employee shall file a report of occupational injury or disease as soon as possible. Forms are available in the office of each building. An employee's failure to file such a report in a timely manner may result in their disqualification for worker's compensation benefits. All reports must be filed electronically to our workers compensation provider, Primex.

### **District Work Safety Plan**

The district remains committed to supporting employee work safety in practices, training, and the work place. In support of that goal, a district safety plan and committee is in place. Copies of the plan and the names of the designated safety committee members are available through the school/district offices. In all circumstances, employees are to advise their immediate supervisors of potential hazards/safety concerns as they occur.

### **School Emergency Operations Plans**

Copies of each school's emergency operations plan are on the wall in each classroom. You are required to become familiar with your respective building plan, the names of key contact people and the importance of your role in carrying out the plan. This is an internal document and is not intended for public distribution.

## **PROFESSIONAL STANDARDS**

### **Student Confidentiality/Staff Liability**

All support staff are responsible for keeping information confidential on students, families, other faculty, and staff, or any information relative to any individual person connected in any manner with school related business. Incidental conversations regarding students, staff, etc. that are not pertinent to the staff members' area of responsibility are not permitted, could leave a staff member personally liable, and may result in disciplinary action. The school district insurance does not cover a person for professional liability in such cases. Please refer to School District Policy GBEA on Staff Ethics.

## **AUTHORIZED LEAVE BENEFITS**

### **Authorized Leave Days**

Authorized leave days, as described below, are to be approved in advance, except in emergencies, by the building principal or immediate supervisor and forwarded

to the Superintendent's office via Frontline for confirmation and approval. Other authorized absences as may be defined by law (e.g. jury duty, military duty) and shall also be coordinated in advance, as possible. Leave time is granted in half-day increments. Employees seeking a temporary leave for a brief period of an hour or less on a one-time basis only should see their immediate supervisor.

### **Late or Illness**

Any employee who will, unforeseeably, be late or out of work for the day, is required to call his/her immediate supervisor and the substitute coordinator (where applicable) no later than one hour prior to his/her normal work hours, (at home if need be.) The employee should inform the office if there are any projects, tasks, or other duties that need to be completed on that day. Employees who are out for three or more consecutive days due to illness/injury may be required to provide medical documentation of their fitness to return to work.

### **Employee PTO Leave**

Sick time and personal time will be reclassified as Paid Time Off (PTO) for support staff. Accrued PTO information is shown on your paystub.

- **Ten-Month employees** - will receive a total of 12 PTO days per year. Ten (10) month employees will need to have PTO days approved by their supervisor prior to the days being taken. Ten (10) month employees cannot use PTO days to extend school vacations. Depending on school functions the administration may not be able to approve PTO.
- **Full Time Year Round employees** - will receive a total of 15 PTO days per year. Twelve (12) month employees will need to have PTO days approved by their supervisor prior to the days being taken. Depending on school functions the administration may not be able to approve PTO.

PTO may accumulate to 90 days and are non-reimbursable upon resignation, termination, or retirement.

During a traditional weather day all 10 month employees will not be working, unless approved by their supervisor in specific circumstances for remote work. This is a non-work day for all 10 month employees.

A 12 month employee may work remotely on a traditional weather day as long as a plan has been developed with their supervisor to support the remote work. If there is no internet connection or power available at the employee's house then remote work will not be approved. The employee will need to take PTO for that day unless they come to the office. The district is not responsible for electricity, personal phone usage or internet connections on remote working days.

Twelve (12) month employees will still have vacation time. All vacation time will need to be taken in half day increments. PTO for twelve and ten month employees can be taken in half day increments.

The employee's immediate supervisor must approve possible PTO days prior to the day to be taken. If prior approval has not been granted, (due to extenuating/emergency circumstances), upon return from leave a request thru Frontline must be submitted to the building principal or the employee's immediate supervisor for approval. Use of PTO leave to extend holidays or

vacation periods will not be allowed for ten-month and 12 month employees. Any day or period of consecutive days immediately preceding or following holidays or vacations will be unpaid. Denial for paid leave may be appealed to the building principal, if applicable, and then to the Superintendent of Schools.

### **Professional Leave**

Professional Leave shall be approved in advance for professional activities/training related to an employee's area of responsibility. Professional leave is granted on a case-by-case basis at the discretion of the principal/superintendent. District guidelines for the proper submission of requests apply.

### **Bereavement Leave**

All support staff will be allowed up to 5 days of leave in the event of a death in the immediate family. "Immediate Family" shall be defined to include spouse, domestic partner, children, parents, brothers and sisters, grandparents, wards, guardians, and the spouse's immediate family. The superintendent may also grant additional days based on individual circumstances. A leave request must be submitted thru Frontline Approval Form prior to/afterwards (based on the circumstances) to document the leave.

### **Family and Medical Leave Act**

As provided by the Family Medical Leave Act (FMLA) of 1993, the Gilford School District recognizes that eligible employees may have access to unpaid family and medical leave for up to twelve (12) weeks during any twelve (12) month period.

To be eligible for family or medical leave, an employee must have been employed for at least one year, and have worked at least 1,250 hours during the prior twelve months.

The FMLA requires that the district allow eligible employees to take up to twelve weeks of unpaid leave during any 12-month period for any of the following reasons: for the birth of the employee's child, and to care for new born child; for the placement of a child with an employee for adoption or foster care, and to care for the newly placed child; to care for a spouse, child, or parent with a serious health condition; because of a serious health condition that renders the employee unable to perform one or more essential functions of his or her job; to care for a service member with a serious injury or illness if the employee is the service member's spouse, child, parent or next of kin; or because of a qualifying exigency arising out of the fact that the employee's spouse, child, or parent is a military member on active duty or has been notified of an impending call to active duty. The district will require an employee to use any accrued paid vacation, personal or medical/sick leave concurrently with unpaid FMLA leave, with the balance of FMLA leave unpaid after the concurrent paid leave is exhausted.

The FMLA also requires that the district maintain pre-existing health coverage during the duration of the leave, and under the conditions coverage would have been provided if the employee had continued to pay any share of the health plan premium which it paid prior to the leave period. If employees contributed to their health coverage before their leave, then they must continue to do so during the leave.

The employee shall notify the district of his/her request for leave, if foreseeable, at least thirty (30) days prior to the date when the leave is to begin. If such leave is not foreseeable, then the employee shall give such notice as is practical. The district may require certification from a health care provider if leave under the FMLA is requested. When an employee returns following a leave, he/she will be returned to the same or equivalent position of employment.

## COBRA/PHSA

COBRA/PHSA health benefits are available for purchase by employees for up to eighteen (18) months (varies) after the last date of employment. Employees who are leaving the district are strongly encouraged to obtain further information from the district office.

## COMPENSATION AND BENEFITS

### Anniversary

All service anniversaries for purposes of salary advancement will be observed on July 1, except for employees hired after April 1 who will remain on the starting step until the following July 1.

### VACATION

Full-Time Year Round employees will be eligible for earned vacation leave as follows:

<u>YEARS OF SERVICE</u>	<u># DAYS VACATION ENTITLEMENT PER 12 MONTHS*</u>
Less than 1	5
1 year	10
2 years	11
3 years	12
4 years	13
5 years	15
6 years	16
7 years	17
8 years	18
9 years	19
10 years	20
11 years	21
12 years	22
13 years	23
14 years	24
15 or more	25

### GUIDELINES:

Prorated in proportion to employee's employment in 12-month period.

Part-time employees' entitlement is prorated according to normal work hours.

For support staff hired after 1/1/98

- All vacation requests must be submitted to the immediate supervisor and building principal for approval in advance utilizing Frontline.
- All accrued vacation days through June 30 must be taken prior to June 30. For example: "If I start work on July 1, 2023, I need to use the time accrued by June 30, 2024 (or lose it), unless otherwise written in contract.
- Employees, upon termination of employment, will be paid for any accrued vacation time.
- Fulltime year round employees will have specific blackout periods for vacation days according to their assignment.

## **PAY**

### **Wages or Salary**

Wages are set at the time of hiring by the superintendent based on a new employee's experience and qualifications. As part of the annual budget development and individual performance review process, the building principal and superintendent will make recommendations to the school board for adjustments to wages/benefits. This will occur on an annual basis.

### **Direct Deposit**

Direct deposit is encouraged through the district office. Your check stub can be emailed to you.

### **State Certification Incentive for Paraprofessionals**

Effective February 1, 2000, any paraprofessional employee who has New Hampshire Department of Education para educator certification, and who provides the district with evidence of this certification, will receive an additional fifty cents (\$.50) per hour in their wages. Please note that this does not happen automatically. A memo from the employee accompanied by evidence of certification should be sent to the district office. This differential is not paid retroactively and takes effect upon the date in which the needed information is received in the district office. In order to receive this benefit, the certification must be in the paraprofessional area and the certification must be a requirement of the employee paraprofessional job classification.

### **Second Shift Differential**

Second shift custodial employees will receive an additional (.50) per hour shift differential in their wages.

### **Salary Deductions: Jury and Military Reserve Duty**

Employees will be paid the difference between their full salary and the remuneration received in recognition of their services in the Armed Forces (reservist training) up to a maximum of two weeks per year. Calculation will be made when they receive payment for these services with the balance of the reduced salary from the school district paid to them during the immediate next payroll period. Proof of compensation for jury duty will be submitted by the employee directly to the school district.

- a. Mileage allowances paid to the employee for Jury Duty shall be exempted from this arrangement.
- b. An employee, as a reservist, may deduct for Saturdays and Sundays while on duty when making the calculations referred to above.

### **Workshop and Conference Reimbursement**

Reimbursement may be granted for actual expenses up to the cost of the activity or \$400 for all employees. To qualify, requests for reimbursement are to be submitted in advance. They will be reviewed by the immediate supervisor, recommended (for approval/denial) by the principal, and acted upon by the superintendent.

Employees who have not been fully reimbursed for approved professional activities in which they have participated, may submit a written request for the balance of funds not reimbursed by June 1. If there are funds available in the account budgeted for this purpose, they will be equally distributed to those requesting them.

## HEALTH BENEFITS

All full-time support staff may elect to be covered by one of several district health plans. The health plan options available to staff are:

**Blue Choice**  
**Access Blue**  
**Access Blue Buy Down**

### SUPPORT STAFF HEALTH INSURANCE

\*For staff hired after 7/1/09 ~ Staff hired before will be 100% District Cost

	DISTRICT COST	EMPLOYEE COST
<b>Blue Choice</b>		
Family	95%	5%
2-Person	95%	5%
Single	95%	5%
	DISTRICT COST	EMPLOYEE COST
<b>Access Blue</b>		
Family	95%	5%
2-Person	95%	5%
Single	95%	5%

### COST GUIDELINE – for staff hired after 7/1/09

- Employees will be responsible for the balance of costs due. These costs will be averaged over the course of the year and be deducted from employees' payroll (within 20 deductions).
- Coverage for employees who leave the district will end at the end of the month in which this occurs.
- Part-time employees may elect to participate by paying the prorated costs of the premium in relation to their pro-rated hourly equivalent. Notices of open enrollment periods will be provided. (Open periods for insurance registration/changes are established by the insurer and beyond the control of the district.)
- Further information may be obtained through the district office, Human Resources.

### HEALTH INSURANCE BUYBACK

Support staff employees that elect to not participate in the health insurance offered through the Gilford School District, shall be eligible to receive Twelve Hundred and Fifty Dollars (\$1,250), which is taxable income, and will be paid in twenty (20) equal payments of Sixty Two Dollars and Fifty Cents (\$62.50) each.

Any employee electing the above insurance waiver must complete the support staff insurance waiver form and provide proof of insurance annually to the Gilford School District, no later than June 30<sup>th</sup> to be effective July 1<sup>st</sup> of the new benefit year. Any new employee hired after July 1<sup>st</sup> must notify at the time of hire of their decision to waive the health insurance. The buyback amount shall be prorated for those opting for the waiver for less than the full benefit year.

## **DENTAL COVERAGE**

All full-time support staff may elect to be covered by the district dental insurance. Part-time employees may elect to participate by paying the prorated costs of the premium in relation to their prorated hourly equivalent.

## **RETIREMENT**

All employees who work 35 hours or more per week are required to belong to the New Hampshire Retirement System. The School District and employee shall make contributions to the retirement system as established by law. Upon termination of employment prior to actual retirement, the employee will receive a return of his/her contributions plus interest if permitted by the system, unless the employee elects a different option.

Notes:

- Appropriate applications must be made by the employee through the SAU #73 Office.
- All returns will come directly from the New Hampshire Retirement System.
- Employees approaching retirement are advised to contact the retirement office in Concord (410-3500) at the earliest date possible.
- Appropriate forms are to be submitted to the Superintendent's Office.

## **PROFESSIONAL DEVELOPMENT**

All support staff who are certified by the New Hampshire Department of Education are required to maintain an individual professional development plan in accordance with the district's Master Plan. Copies of this document are posted online. Further information may be obtained through the building representative(s) to the Professional Development Committee (names posted). The maintaining of professional development records and certification thru Frontline is the responsibility of the employee.

## **APPENDIX**

	Page
❑ Support Staff Benefits Summary	24
❑ Annual Evaluation Forms/Formats	25-46



## SUPPORT STAFF BENEFITS SUMMARY

	<b><u>Full Time 12 Month</u></b>	<b><u>Ten (10) Month Full Time</u></b>	<b><u>Part Time</u></b>
<b>1. PTO Leave</b>	15 days, cumulative to 90	12 days, cumulative to 90	10 days, cumulative to 90
<b>2. Paid Holidays**</b>	14 Per Year	All school holidays (10)	All school holidays (10)
<b>3. Health Insurance***</b>	Paid premium as per district health benefit	Paid premium as per district health benefit	
<b>4. Dental Insurance***</b>	Family, 2-person, or single coverage	Family, 2-person, or single coverage	
<b>5. Paid Vacation Days</b>	Based on years of service	None	None
<b>6. Bereavement Leave</b>	5 days*	5 days *	5 days *
<b>7. Professional Days</b>	Administrative discretion	Administrative discretion	Administrative discretion
<b>8. Workshop/Course Reimbursement</b>	Up to \$400.00 annual reimbursement (June 1 additional request option)	(Same)	(Same)

\*Benefit summaries will be reviewed on an annual basis and subject to change.

\*\*Holiday schedule is posted on the Gilford School District internal SAU Drive.

\*\*\*Prorated

**GILFORD SCHOOL DISTRICT  
PARAPROFESSIONAL EVALUATION**

NAME \_\_\_\_\_ DATE \_\_\_\_\_

EVALUATOR(S) \_\_\_\_\_

**RATING SCALE:**

- 1 – Exceeds Expectations** - Performs task beyond what was expected or required
- 2 – Meets Expectations** - Consistently performs task in a professional and acceptable manner
- 3 – Needs Improvement** - Consistently needs support in completing task
- 4 – No Progress Towards Improvement** - No action taken by paraeducator to improve performance
- N/A – Not Applicable**

**STUDENTS**

- 1) \_\_\_\_\_ Relates well with all students.
- 2) \_\_\_\_\_ Monitors student behavior in classroom, lunchroom, hallway. Holds students accountable to school rules.
- 3) \_\_\_\_\_ Implements behavior management plans.
- 4) \_\_\_\_\_ Facilitates integration of individuals with exceptional needs into academic and social settings.
- 5) \_\_\_\_\_ Maintains a safe environment for students.
- 6) \_\_\_\_\_ Uses strategies that promote student independence.
- 7) \_\_\_\_\_ Performs personal care tasks in a safe, hygienic, appropriate manner.
- 8) \_\_\_\_\_ Performs unskilled medical services appropriately under the direction of school nurse.

**EVALUATOR'S COMMENTS/RECOMMENDATIONS**

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**INSTRUCTIONAL**

- 1) \_\_\_\_\_ Communicates effectively, both verbally and in writing.
- 2) \_\_\_\_\_ Retrieves information from print and electronic resources.
- 3) \_\_\_\_\_ Checks, edits and revises for correct information, emphasis, form, grammar, spelling, usage and punctuation.
- 4) \_\_\_\_\_ Shows proficiency in math computations and problem solving, including basic algebra.
- 5) \_\_\_\_\_ Extracts key elements from word problems and translates them into math expressions.
- 6) \_\_\_\_\_ Applies math concepts to real life situations.
- 7) \_\_\_\_\_ Uses tables, charts, diagrams to obtain or convey information.
- 8) \_\_\_\_\_ Reinforces skills presented by classroom teachers.
- 9) \_\_\_\_\_ Assists students in developing and using study skills.
- 10) \_\_\_\_\_ Organizes materials to support teaching and learning.
- 11) \_\_\_\_\_ Implements IEP objectives in instruction of students.
- 12) \_\_\_\_\_ Provides suggestions for modifying instructional materials based on students' learning

## EVALUATOR'S COMMENTS/RECOMMENDATIONS

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## PROFESSIONALISM

- 1) \_\_\_\_\_ Works effectively with teachers, administrators, guidance and support staff.
- 2) \_\_\_\_\_ Assists case manager in preparation of progress reports.
- 3) \_\_\_\_\_ Is punctual and has regular attendance.
- 4) \_\_\_\_\_ Displays appropriate dress and appearance.
- 5) \_\_\_\_\_ Employs appropriate conflict management techniques among adults & students.
- 6) \_\_\_\_\_ Seeks help from appropriate sources as necessary.
- 7) \_\_\_\_\_ Participates in on going staff development.
- 8) \_\_\_\_\_ Accepts and applies constructive feedback.
- 9) \_\_\_\_\_ Follows through effectively on assigned tasks.
- 10) \_\_\_\_\_ Demonstrates a clear understanding of professional ethics, including confidentiality and the legal rights and responsibilities of school staff and students.
- 11) \_\_\_\_\_ Exhibits self-reliance and initiative in decision making and problem solving.

## EVALUATOR'S COMMENTS/RECOMMENDATIONS

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## STRENGTHS:

**Please list this individual's top three strengths, and after each, give a specific example of an instance where this strength was exemplified.**

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

## OPPORTUNITIES FOR IMPROVEMENT

Recommend three areas where this individual could improve and develop performance.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Overall Performance Rating

- ☐ **Outstanding** – Performance consistently far exceeds job requirements.
- ☐ **Exceeds Expectations** – Performance consistently meets and frequently exceeds job requirements.
- ☐ **Successful** – Performance fully meets job requirements.
- ☐ **Needs Improvement** – Performance meets some, but not all, job requirements.
- ☐ **Unsatisfactory** – Performance is below job requirements.

### EMPLOYEE'S COMMENTS: (OPTIONAL)

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Signature of employee does not necessarily indicate agreement of the evaluation.

\_\_\_\_\_  
Evaluator's signature

\_\_\_\_\_  
Employee's signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\_\_\_\_\_  
Director of Student Services

\_\_\_\_\_  
Date

**GILFORD SCHOOL DISTRICT  
ASSISTANT TEACHER EVALUATION FORM**

**EMPLOYEE NAME** \_\_\_\_\_ **DATE** \_\_\_\_\_

**EVALUATOR(S)** \_\_\_\_\_

Scale: 1 – Often Exceeds Requirements      2 – Meets Requirements      3 – Needs to Improve  
4 – Does Not Meet Requirements      0 – Not Applicable

**Quality of Work**

- \_\_\_\_\_ Brings skills & talent to position
- \_\_\_\_\_ Works effectively with students
- \_\_\_\_\_ Takes initiative

**Knowledge of Job**

- \_\_\_\_\_ Demonstrates knowledge, techniques and skills required of position
- \_\_\_\_\_ Ability to reinforce classroom material to students with different learning styles
- \_\_\_\_\_ Willingness to learn
- \_\_\_\_\_ Staff development

**Quantity of Work**

- \_\_\_\_\_ Performs and completes assigned tasks/duties
- \_\_\_\_\_ Adapts to a variety of situations
- \_\_\_\_\_ Provides suggestions regarding student needs
- \_\_\_\_\_ Tutors students when applicable

**Level of Responsibility**

- \_\_\_\_\_ Follows up with students' progress
- \_\_\_\_\_ Maintains communication with staff, administrators and parents where applicable
- \_\_\_\_\_ Willingness to take on new responsibilities as stated in the description of duties

**Work Ethics**

- \_\_\_\_\_ Flexibility
- \_\_\_\_\_ Team player
- \_\_\_\_\_ dependability
- \_\_\_\_\_ Professionalism and confidentiality

**Strengths**

*Please list this individual's top three strengths, and after each, give a specific example of an instance where this strength was exemplified.*

1.

2.

3.

**Opportunities for Improvement**

*Please list three areas where this individual could improve and develop performance.*

1.

2.

3.

**Goals/Objectives for the coming year**

**Overall Performance Rating**

- ☐ 1 - Often exceeds requirements.
- ☐ 2 - Meets Requirement
- ☐ 3 - Needs to Improve
- ☐ 4 - Does Not Meet Requirements
- ☐ 0 - Not Applicable

**EVALUATOR'S COMMENTS AND RECOMMENDATIONS:**

**EMPLOYEE'S COMMENTS: (optional)**

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**EMPLOYEE SIGNATURE**

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**DATE**

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**BUILDING PRINCIPAL/SUPERVISOR SIGNATURE**

---

**DATE**

**GILFORD SCHOOL DISTRICT  
BUILDING & GROUNDS/CUSTODIAL SUPPORT STAFF  
EVALUATION FORM**

**EMPLOYEE NAME** \_\_\_\_\_ **DATE** \_\_\_\_\_

**EVALUATOR(S)** \_\_\_\_\_

Scale: 1 – Often Exceeds Requirements      2 – Meets Requirements      3 – Needs to Improve  
4 – Does Not Meet Requirements      0 – Not Applicable

**Quality of Work**

\_\_\_\_\_ Achievement  
\_\_\_\_\_ Accountability  
\_\_\_\_\_ Initiative  
\_\_\_\_\_ Confidentiality

**Knowledge of Job**

\_\_\_\_\_ Experience (background & knowledge)  
\_\_\_\_\_ Job specific skills (technology, etc.)  
\_\_\_\_\_ Willingness to continue to learn and apply new job techniques  
\_\_\_\_\_ Professional development

**Quantity of Work**

\_\_\_\_\_ Diversity of duties  
\_\_\_\_\_ Exercising judgment  
\_\_\_\_\_ Multi-tasking

**Level of Responsibility**

\_\_\_\_\_ Decision-making  
\_\_\_\_\_ Diversity of responsibility  
\_\_\_\_\_ Communication skills

**Work Ethics**

\_\_\_\_\_ Manner in dealing with staff, students  
\_\_\_\_\_ Manner in dealing with parents  
\_\_\_\_\_ Professionalism  
\_\_\_\_\_ Time management/prioritizing  
\_\_\_\_\_ Organizational skills  
\_\_\_\_\_ Attitude  
\_\_\_\_\_ Team player  
\_\_\_\_\_ Flexibility  
\_\_\_\_\_ Dependability



**Strengths**

*Please list this individual's top three strengths, and after each, give a specific example of an instance where this strength was exemplified.*

1.

2.

3.

**Opportunities for Improvement**

*Please list three areas where this individual could improve and develop performance.*

1.

2.

3.

**Goals/Objectives for the coming year**

**Overall Performance Rating**

- ☐ **Outstanding** – Performance consistently far exceeds job requirements.
- ☐ **Exceeds Expectations** – Performance consistently meets and frequently exceeds job requirements.
- ☐ **Successful** – Performance fully meets job requirements.
- ☐ **Needs Improvement** – Performance meets some, but not all, job requirements.
- ☐ **Unsatisfactory** – Performance is below job requirements.

**EVALUATOR'S COMMENTS AND RECOMMENDATIONS:**

**EMPLOYEE'S COMMENTS: (optional)**

\_\_\_\_\_  
**EMPLOYEE SIGNATURE**

\_\_\_\_\_  
**DATE**

\_\_\_\_\_  
**BUILDING PRINCIPAL/SUPERVISOR SIGNATURE**

\_\_\_\_\_  
**DATE**

**GILFORD SCHOOL DISTRICT  
MEDIA CENTER/LIBRARY ASSISTANT EVALUATION FORM**

**EMPLOYEE NAME** \_\_\_\_\_ **DATE** \_\_\_\_\_

**EVALUATOR(S)** \_\_\_\_\_

Scale: 1 – Often Exceeds Requirements      2 – Meets Requirements      3 – Needs to Improve  
4 – Does Not Meet Requirements      0 – Not Applicable

**Quality of Work**

\_\_\_\_\_ Performance of duties

**Knowledge of Job**

\_\_\_\_\_ Library processing procedures

\_\_\_\_\_ Running of circulation desk

\_\_\_\_\_ Knowledge of library collection

\_\_\_\_\_ Knowledge of Media Center policies

\_\_\_\_\_ Knowledge of Follett circulation program/online card catalog/databases

\_\_\_\_\_ Computer technology including troubleshooting, assessment, assistance with student accounts, and assistance with library computer research tools

\_\_\_\_\_ Media equipment use, maintenance and troubleshooting (for i.e.: LCD projector, DVD's, VCR's, etc.)

**Quantity of Work**

\_\_\_\_\_ Handles diversity of duties

\_\_\_\_\_ Multi-tasks effectively

**Level of Responsibility**

\_\_\_\_\_ Assists in managing/coordinating Media Center Facility

\_\_\_\_\_ Supervises circulation desk

\_\_\_\_\_ Promotes appropriate conduct of students using Media Center Facilities: uses appropriate disciplinary techniques

\_\_\_\_\_ Supervises use of Media Center computers

\_\_\_\_\_ Assumes responsibilities for Media Center in the absence of Media Specialist

\_\_\_\_\_ Assists with reference interview process

\_\_\_\_\_ Ordering yearly library supplies

\_\_\_\_\_ Yearly inventory

\_\_\_\_\_ Provides individual technology instruction for all staff and students

\_\_\_\_\_ Provides Media Center skill instruction to all staff and students

\_\_\_\_\_ Provides reference material guidance and direction

\_\_\_\_\_ Helps students develop independent work habits

\_\_\_\_\_ Displays and promotes new library materials

## Work Ethics

- \_\_\_\_\_ Demonstrates employee responsibilities
- \_\_\_\_\_ Supports school goals, regulations, and policies
- \_\_\_\_\_ Continues to acquire knowledge through courses and in-service workshops
- \_\_\_\_\_ Professionalism
- \_\_\_\_\_ Effectively interacts with students, staff and faculty Media Center/Library Assistant

Evaluation form

Page 2

### Strengths

*Please list this individual's top three strengths, and after each, give a specific example of an instance where this strength was exemplified.*

1.

2.

3.

### Opportunities for Improvement

*Please list three areas where this individual could improve and develop performance.*

1.

2.

3.

### Goals/Objectives for the coming year

**Overall Performance Rating**

- ☐ **Outstanding** – Performance consistently far exceeds job requirements.
- ☐ **Exceeds Expectations** – Performance consistently meets and frequently exceeds job requirements.
- ☐ **Successful** – Performance fully meets job requirements.
- ☐ **Needs Improvement** – Performance meets some, but not all, job requirements.
- ☐ **Unsatisfactory** – Performance is below job requirements.

**EVALUATOR'S COMMENTS AND RECOMMENDATIONS:**

**EMPLOYEE'S COMMENTS: (optional)**

\_\_\_\_\_  
**EMPLOYEE SIGNATURE**

\_\_\_\_\_  
**DATE**

\_\_\_\_\_  
**BUILDING PRINCIPAL/SUPERVISOR SIGNATURE**

\_\_\_\_\_  
**DATE**

**GILFORD SCHOOL DISTRICT  
SCHOOL FOOD SERVICE EVALUATION FORM**

**EMPLOYEE NAME** \_\_\_\_\_ **DATE** \_\_\_\_\_

**EVALUATOR(S)** \_\_\_\_\_

Scale: 1 – Often Exceeds Requirements      2 – Meets Requirements      3 – Needs to Improve  
4 – Does Not Meet Requirements      0 – Not Applicable

**Quality of Work**

\_\_\_\_\_ Consistency  
\_\_\_\_\_ Accuracy  
\_\_\_\_\_ Initiative  
\_\_\_\_\_ Confidentiality  
\_\_\_\_\_ Safe food handling & sanitation techniques

**Knowledge of Job**

\_\_\_\_\_ Job Specific Skills  
\_\_\_\_\_ Willingness to continue to learn and apply new job techniques  
\_\_\_\_\_ Proper use of all equipment

**Quantity of Work** Diversity of

\_\_\_\_\_ duties Exercises good  
\_\_\_\_\_ judgment  
\_\_\_\_\_ Consistently meets timelines

**Level of Responsibility**

\_\_\_\_\_ Decision-making  
\_\_\_\_\_ Diversity of responsibility  
\_\_\_\_\_ Communication skills  
\_\_\_\_\_ Accuracy of record keeping

**Work Ethics**

\_\_\_\_\_ Manner in dealing with co-workers, staff, students  
\_\_\_\_\_ Professionalism  
\_\_\_\_\_ Time management/prioritizing  
\_\_\_\_\_ Organizational skills  
\_\_\_\_\_ Attitude  
\_\_\_\_\_ Team player  
\_\_\_\_\_ Flexibility  
\_\_\_\_\_ Dependability

**Strengths**

*Please list this individual's top three strengths, and after each, give a specific example of an instance where this strength was exemplified.*

1.

2.

3.

**Opportunities for Improvement**

*Please list three areas where this individual could improve and develop performance.*

1.

2.

3.

**Goals/Objectives for the coming year**

**Overall Performance Rating**

- ☐ **Outstanding** – Performance consistently far exceeds job requirements.
- ☐ **Exceeds Expectations** – Performance consistently meets and frequently exceeds job requirements.
- ☐ **Successful** – Performance fully meets job requirements.
- ☐ **Needs Improvement** – Performance meets some, but not all, job requirements.
- ☐ **Unsatisfactory** – Performance is below job requirements.

**EVALUATOR'S COMMENTS AND RECOMMENDATIONS:**

**EMPLOYEE'S COMMENTS: (optional)**

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**EMPLOYEE SIGNATURE**

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**DATE**

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**BUILDING PRINCIPAL/SUPERVISOR SIGNATURE**

---

**DATE**



**GILFORD SCHOOL DISTRICT SECRETARY/ADMINISTRATIVE ASSISTANT  
EVALUATION FORM**

**EMPLOYEE NAME** \_\_\_\_\_ **DATE** \_\_\_\_\_

**EVALUATOR(S)** \_\_\_\_\_

Scale: 1 – Often Exceeds Requirements      2 – Meets Requirements      3 – Needs to Improve  
4 – Does Not Meet Requirements      0 – Not Applicable

**Quality of Work**

\_\_\_\_\_ Achievement  
\_\_\_\_\_ Accountability  
\_\_\_\_\_ Initiative  
\_\_\_\_\_ Confidentiality

**Knowledge of Job**

\_\_\_\_\_ Experience (background and knowledge)  
\_\_\_\_\_ Job specific skills (technology, etc.)  
\_\_\_\_\_ Willingness to continue to learn and apply new job techniques  
\_\_\_\_\_ Professional development

**Quantity of Work**

\_\_\_\_\_ Diversity of duties  
\_\_\_\_\_ Exercising judgment  
\_\_\_\_\_ Multi-tasking

**Level of Responsibility**

\_\_\_\_\_ Decision-making  
\_\_\_\_\_ Diversity of responsibility  
\_\_\_\_\_ Communication skills

**Work Ethics**

\_\_\_\_\_ Telephone manner  
\_\_\_\_\_ Manner in dealing with staff/students  
\_\_\_\_\_ Manner in dealing with parents  
\_\_\_\_\_ Professionalism  
\_\_\_\_\_ Time management/prioritizing  
\_\_\_\_\_ Organizational skills  
\_\_\_\_\_ Attitude  
\_\_\_\_\_ Team player  
\_\_\_\_\_ Flexibility  
\_\_\_\_\_ Dependability

### Strengths

*Please list this individual's top three strengths, and after each, give a specific example of an instance where this strength was exemplified.*

1.

2.

3.

### Opportunities for Improvement

*Please list three areas where this individual could improve and develop performance.*

1.

2.

3.

### Goals/Objectives for the coming year

### Overall Performance Rating

- ☐ **Outstanding** – Performance consistently far exceeds job requirements.
- ☐ **Exceeds Expectations** – Performance consistently meets and frequently exceeds job requirements.
- ☐ **Successful** – Performance fully meets job requirements.
- ☐ **Needs Improvement** – Performance meets some, but not all, job requirements.
- ☐ **Unsatisfactory** – Performance is below job requirements.

**EVALUATOR'S COMMENTS AND RECOMMENDATIONS:**

**EMPLOYEE'S COMMENTS: (optional)**

\_\_\_\_\_  
**EMPLOYEE SIGNATURE**

\_\_\_\_\_  
**DATE**

\_\_\_\_\_  
**BUILDING PRINCIPAL/SUPERVISOR SIGNATURE**

\_\_\_\_\_  
**DATE**

**GILFORD SCHOOL DISTRICT  
IT SUPPORT EVALUATION FORM**

**EMPLOYEE NAME:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**EVALUATOR(S):** \_\_\_\_\_

Scale: 1 – Often Exceeds Requirements    2 – Meets Requirements    3 – Needs to Improve  
4 – Does Not Meet Requirements    0 – Not Applicable

**Quality of Work**

\_\_\_\_\_ Achievement  
\_\_\_\_\_ Accountability  
\_\_\_\_\_ Initiative  
\_\_\_\_\_ Confidentiality

**Knowledge of Job**

\_\_\_\_\_ Experience (background and knowledge)  
\_\_\_\_\_ Job specific skills (technology, etc.)  
\_\_\_\_\_ Willingness to continue to learn and apply new job techniques  
\_\_\_\_\_ Professional development

**Quantity of Work**

\_\_\_\_\_ Diversity of duties  
\_\_\_\_\_ Exercising judgment  
\_\_\_\_\_ Multi-tasking

**Level of Responsibility**

\_\_\_\_\_ Decision-making  
\_\_\_\_\_ Diversity of responsibility  
\_\_\_\_\_ Communication skills

**Work Ethics**

\_\_\_\_\_ Manner in dealing with staff  
\_\_\_\_\_ Professionalism  
\_\_\_\_\_ Time management/prioritizing  
\_\_\_\_\_ Organizational skills  
\_\_\_\_\_ Attitude  
\_\_\_\_\_ Team player  
\_\_\_\_\_ Flexibility  
\_\_\_\_\_ Dependability

### Strengths

*Please list this individual's top three strengths*

1.

2.

3.

### Opportunities for Improvement

*Please list three areas where this individual could improve and develop performance.*

1.

2.

3.

### Goals/Objectives for the coming year

### Overall Performance Rating

☐ **Outstanding** – Performance consistently far exceeds job requirements.

☐ **Exceeds Expectations** – Performance consistently meets and frequently exceeds job requirements.

☐ **Successful** – Performance fully meets job requirements.

☐ **Needs Improvement** – Performance meets some, but not all, job requirements.

☐ **Unsatisfactory** – Performance is below job requirements.

**EVALUATOR'S COMMENTS AND RECOMMENDATIONS:**

**EMPLOYEE'S COMMENTS: (optional)**

**EMPLOYEE SIGNATURE** \_\_\_\_\_ **DATE** \_\_\_\_\_

**SUPERVISOR SIGNATURE** \_\_\_\_\_ **DATE** \_\_\_\_\_

## **ACKNOWLEDGEMENT AND RECEIPT OF SUPPORT STAFF MANUAL**

This is to acknowledge that I have received a copy of the Support Staff Manual (Revised 2017) and I understand that it contains information about the employment policies and practices of the Gilford School District. I agree to read and comply with this Support Staff Manual. I understand that this Support Staff Manual supersedes and replaces any and all prior Support Staff Manuals.

The Gilford School District reserves the right to revise, delete and add to the provisions of this Support Staff Manual at any time and for any reason. I understand that no oral statements or representations can change the provisions of the Support Staff Manual.

I understand that this Support Staff Manual is not intended to create contractual obligations with respect to any matters it covers and that the Support Staff Manual does not create a contract guaranteeing that I will be employed for any specific time period.

**NO OFFICER, EMPLOYEE OR REPRESENTATIVE OF THE GILFORD SCHOOL DISTRICT IS AUTHORIZED TO ENTER INTO AN AGREEMENT—EXPRESS OR IMPLIED—WITH ME OR ANY EMPLOYEE FOR EMPLOYMENT FOR A SPECIFIED PERIOD OF TIME UNLESS SUCH AN AGREEMENT IS IN A WRITTEN CONTRACT SIGNED BY THE SUPERINTENDENT.**

I understand that this Support Staff Manual refers to current benefit plans maintained by the Gilford School District and that I must refer to the actual plan documents and summary plan descriptions as those documents are controlling. I also understand that if a written contract is inconsistent with the Support Staff Manual, the written contract is controlling.

If I have questions regarding the content or interpretation of this Support Staff Manual, I will ask the Principal or Building Administrator.

NAME \_\_\_\_\_

DATE \_\_\_\_\_

EMPLOYEE  
SIGNATURE \_\_\_\_\_