



the
**PLAN OF ASSISTANCE
MANUAL
&
TRAINING
WORKBOOK**

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the PLAN OF ASSISTANCE

Professional growth and improvement are goals of Evaluate Davis. When an employee's performance is unsatisfactory, even after informal support for improvement, a plan of assistance is implemented.

Informal Support for Improvement

Informal support provides the employee with clear expectations, feedback on performance, and support for improvement.

Clear expectations for performance are provided through explicit Evaluate Davis standards and performance indicators; observation and survey items provide further clarification of performance expectations. Additional clarity may be provided through the Evaluate Davis modules and resources available online, ED Plus, and supervisor-employee conversations.

Quality feedback focuses on identifying specific strengths and deficiencies in performance. The Evaluate Davis system provides feedback via observation, survey, and student achievement and growth data, as well as yearly summative evaluations for all employees and an additional midyear summative evaluation for provisional employees. The feedback provided in the Evaluate Davis system enhances supervisor-employee conversations where further discussion on performance and expectations at a more specific level can occur.

Support for improvement is available in a variety of forms: EDPlus, an online warehouse of resources aligned with performance indicators offers employees the opportunity to access ideas for improvement. District professional development offerings, instructional coaches, District specialists and content supervisors, and colleagues are also resources employees may access for improvement. Supervisors may suggest additional resources and/or ideas for improvement to employees in informal coaching situations.

If informal support for improvement does not result in satisfactory performance by the employee, a supervisor may implement formal support through a Plan of Assistance.

Formal Support for Improvement: the PLAN OF ASSISTANCE

The Plan of Assistance procedures are in keeping with state law ([53A-8a, Part 5](#)) and are designed to assist the employee in improving performance and ensuring appropriate due process. The Plan of Assistance, created by the supervisor, includes identification of specific, measurable, and actionable deficiencies; the available resources provided for improvement; and a course of action to improve employee performance.

An employee on a Plan of Assistance is responsible for improving performance, including using any resources identified by the District and demonstrating acceptable levels of improvement in designated areas of deficiency.

Administrative Consultation Team (ACT)

The District has established an Administrative Consultation Team (ACT) to assist supervisors as they work with employees to improve performance. The District emphasizes the aim of effective support for improvement is constructive or corrective—to help employees improve performance. Supervisors are encouraged to consult

with ACT throughout the Plan of Assistance process to ensure laws, policies, and procedures are followed, thereby protecting the employee's due process rights and the District and supervisor from liability. Both the supervisor and director attend ACT meetings to share the re-evaluation of performance with the team.

Creating the Plan of Assistance

The Plan of Assistance is created by the supervisor; an online template has been provided to ensure all items required by law are contained in the Plan of Assistance.

The Plan of Assistance must include the following:

- **Identification of specific, measurable, actionable deficiencies** that may include, but are not limited to, one or more of the following:
 - Observation data;
 - Survey data;
 - Student growth or achievement data;
 - Communication/s from employee, colleagues, stakeholders;
 - Administrator notes/log with factual description of incidents;
 - Evidence of feedback and support from administrator;
 - Other.
- **A course of action for improvement with a timeline for implementation and improvement**, including Action Steps intended to remediate performance deficiencies. In other words, the Action Steps are designed to help the employee improve performance; it is the responsibility of the employee to complete Action Steps. The number of Action Steps is based on individual circumstances and performance deficiencies. A recommended timeline for a Plan of Assistance is 40 working days, recognizing that the process may need to be shorter or longer, depending on individual circumstances, deficiency/ies to be remediated, and available resources for improvement. The Plan of Assistance shall not exceed 120 working days, except as outlined in District Policy.
- **Actionable resources for improvement tailored to deficiencies**, for example,
 - Professional development, such as workshops, PDPro, book study, educational articles or videos, observations of model lessons, resources from EDPlus, etc.;
 - Instructional coach, colleague, district personnel;
 - Other resources as identified by the supervisor.
- **Progress checkpoints** to ensure ongoing communication between the employee and supervisor throughout the implementation of the plan. The number and frequency of progress checkpoints are determined by considering the overall timeline of the Plan of Assistance and individual circumstances.
- **Measures of proficient performance** to specify how proficiency will be measured including the level of attainment required to demonstrate proficiency and the type of measurement used.

Implementing the Plan of Assistance

Presenting the Plan of Assistance

The Plan of Assistance is presented by the supervisor to the employee in a meeting attended by the supervisor and employee. The Plan of Assistance is reviewed and discussed. The signatures of both the

supervisor and employee verify the Plan of Assistance has been presented and explained to the employee.

The Plan of Assistance begins on the date of this meeting and ends on the date specified in the plan.

The employee may elect to have representation at Plan of Assistance supervisor-employee meetings if he/she desires; the supervisor may also elect to have their director or director's designee attend Plan of Assistance meetings.

An employee shall not be transferred from the school, location, or department of his/her assignment while on a Plan of Assistance unless authorized by the superintendent.

Progress Checkpoints

Progress Checkpoint meetings between the supervisor and employee are held periodically to facilitate ongoing feedback and communication during the Plan of Assistance timeline. Progress Checkpoint meetings include a discussion of progress and supervisor ratings of progress toward the completion of action steps. Progress on Action Steps is rated as "no progress," "some progress," or "completed," and includes a short summary of progress as noted by the supervisor. Supervisor and employee signatures verify the Progress Checkpoint meeting took place.

Completion of the Plan of Assistance.

As the Plan of Assistance nears completion, evidence of proficiency is gathered as outlined in the *Measures of Proficient Performance*. The supervisor completes re-evaluation of performance, reports on employee progress and proficiency, and makes a recommendation to ACT. Options for supervisor recommendations:

- **Successful Completion of the Plan of Assistance.** The employee's performance is now satisfactory; any recurrence of unsatisfactory performance in the same area/s of deficiency within a three-year period may result in the District electing to non-renew or terminate employment by implementing orderly termination procedures.
- **Extension of the Plan of Assistance.** An extended timeline may be permitted by the supervisor in extenuating circumstances. In no event may a Plan of Assistance timeline exceed 120 working days except as outlined in the District policy manual.
- **Unsuccessful Completion of the Plan of Assistance.** The employee's performance is unsatisfactory, resulting in termination of employment. Terminated employees are not eligible for rehire in the District.

The supervisor and employee meet to discuss the outcome of the Plan of Assistance and re-evaluation of employee performance. Both supervisor and employee sign the online form verifying re-evaluation of performance was completed, presented and explained to the employee.