

PROCESS FOR USING THE STANDARDS OF EFFECTIVE JOB PERFORMANCE FOR EVALUATION OF NUTRITION SERVICES EMPLOYEES

Evaluation Process:

1. Nutrition services employees may complete the evaluation form based on their own perception of their job performance.
2. Supervisors will complete the evaluation form based on everything they know about performance.
3. The supervisor and nutrition services employee will meet to discuss the performance evaluation and any differences noted on the evaluation form.
4. The supervisor will submit his/her final Summary Evaluation (final page) to the nutrition services employee's personnel file in the Human Resources Department.

Timelines for Evaluation:

1. Nutrition Services personnel will receive a performance evaluation:
If probationary, the first evaluation will be done at 4 months and a final evaluation will be done at the end of the probationary period.
If a permanent employee: Evaluation would be completed in February or March every other year.
2. Supervisors may choose to evaluate a nutrition services employee at any time.

Improvement Plans and Disciplinary Action:

Supervisors may develop an Improvement Plan or take disciplinary action according to the labor agreement with the appropriate bargaining unit. Evaluators are encouraged to contact their supervisor for assistance in these matters.



DUE TO 1930 COMO BY _____

Standards of Effective Job Performance for Nutrition Services Employees

Nutrition Services Employee: _____

Job Title: _____ Location: _____

Evaluator: _____ Title: _____ Date: _____

Instructions: Circle the number that best describes observed behavior or overall performance.
 If a standard does not apply to a specific role, mark N/A in the box to the far left.

(Top 5% in SPPS)

Below Standard Area of Growth Meets Standard Area of Strength Exceeds Standard
 1 2 3 4 5

Skill Area	Performance Level			
	Below Standard	Meets Standard		
Knowledge Base	Demonstrates gaps in knowledge related to area of responsibility 1	Demonstrates working knowledge in the area of responsibility: <ul style="list-style-type: none"> follows steps in food preparation guidelines effectively uses tools follows policy and procedure 2 3 4	Demonstrates extensive knowledge in area of responsibility 5	
Mission	Does not support the mission of the school or department 1	Supports a clear mission for the department or school: <ul style="list-style-type: none"> sells service to customers educates customers about nutrition services 2 3 4	Creates wide range "buy in" of the department or school mission 5	
Relationships	Feedback from others indicates disrespectful or unprofessional relationships 1	Maintains respectful, effective, and professional relationships with all students, staff and parents <ul style="list-style-type: none"> skilled in conflict resolution effective teamwork no pattern of complaints from others reports from others of good work surveys shows positive results 2 3 4	Feedback surveys and other data indicate highly positive working relationships 5	
Problem Solving	Problem solving skills are not effective 1	Applies problem solving skills effectively <ul style="list-style-type: none"> uses resources to solve problems proactively prevents problems reacts effectively to solve problems learns to solve own problems knows which problems to solve on own and which to refer 2 3 4	Is highly proactive in identifying and minimizing potential problems 5	
Notes:				

Skill Area	Performance Level				
	Below Standard	Meets Standard			Exceeds Standard
Safety	<p>Fails to contribute to a safe and positive work environment</p> <p>1</p>	<p>Contributes to a safe work environment:</p> <ul style="list-style-type: none"> • lifts properly • lifts appropriate weight • uses carts • keeps area free of spills, debris, etc. • wears goggles when appropriate • uses ear plugs when appropriate • safety records are completed as assigned • sets up, disassembles, cleans machines correctly • reports problems with machines immediately • uses ergonomic principles <p>2 3 4</p>			<p>Proactively prevents problems that may disrupt a safe and caring work environment</p> <p>5</p>
Food Sanitation	<p>Fails to consistently use proper food sanitizing procedures</p> <p>1</p>	<p>Uses proper food sanitation procedures:</p> <ul style="list-style-type: none"> • uses gloves when appropriate • always wears hair restraint • frequently washes hands • cleans area properly <ul style="list-style-type: none"> - buckets and towels are properly set up - uses correct concentration of cleaning agents • records HACCP data: <ul style="list-style-type: none"> - takes temperatures - records time and temperature when taken <p>2 3 4</p>			<p>Proactively prevents food sanitation problems</p> <p>5</p>
Attendance	<p>Poor attendance and/or ineffective back up plans</p> <p>1</p>	<p>Has good attendance with appropriate plans in place for absences</p> <ul style="list-style-type: none"> • no pattern of absences • follows procedures for reporting absence or tardiness • follows schedule, including breaks • is on time to work: <ul style="list-style-type: none"> - ready to start work at assigned time - in uniform, hands washed, at work station at assigned time - works until the end of the scheduled shift <p>2 3 4</p>			<p>Has excellent attendance with well developed plans for absences</p> <p>5</p>
Skill Development	<p>Fails to learn and/or apply new skills as needed</p> <p>1</p>	<p>Learns and applies new skills as needed, including technology</p> <ul style="list-style-type: none"> • operates computer programs • cashiers • operates new equipment correctly <p>2 3 4</p>			<p>Develops self to assume new roles or responsibilities</p> <p>5</p>
Notes:					

FOR NUTRITION SERVICES STAFF WHO SUPERVISE OTHER EMPLOYEES				
Skill Area	Performance Level			
	Below Standard	Meets Standard		Exceeds Standard
Recognition	Fails to provide positive recognition for employees 1	Recognizes employees for positive contributions 2	3 4	Regularly finds ways to support employee's large and small contributions 5
Training	Not actively involved in promoting job specific training 1	Promotes job specific training for self and others • Conducts training with own staff • Evaluates own staff - maintains accurate documentation - informs employees in a timely manner - give employees feedback in a professional manner - informs supervisors of employee problems - builds leadership capacity within the department 2	3 4	Ensures continuous, focused professional development for self and others 5
High Expectations	Fails to set and/or model high expectations for staff 1	Sets and models high expectations for staff 2	3 4	Sets, models, and attains high expectations for staff 5
Meetings	Conducts meetings that are not productive and/or on time 1	Conducts productive meetings • attends meetings on time • is a productive participant at meetings • records the content of meetings 2	3 4	Conducts highly productive meetings 5
Operations	Fails to assure that assigned operations are handled effectively 1	Assures that assigned operations are running smoothly • effective at prioritizing 2	3 4	Overall operations are a model for others 5
Management	Fails to consistently implement effective managerial skills 1	Implements effective managerial skills • maintains appropriate level of inventory • appropriate amount of food is ordered on time • meets meals per labor hour criteria • meets school operational standards: (food, milk, supplies, cost) • lines in the Nutrition Center are cost effective • uses data to make decisions 2	3 4	Implements <u>highly</u> effective managerial skills 5
NOTES:				

Saint Paul Public Schools' Values:

<u>Values</u>	<u>Description</u>	<u>Yes</u>	<u>No</u>
Service over Self	Places subordinates and organization mission before self in actions, behaviors, judgments.		
Embrace Change	Opens pathways to opportunity, operates comfortably in a contemporary, dynamic environment, challenges convention appropriately		
Courage	Endeavors where we may not otherwise go, confronts difficult situations; makes tough calls and stands by them.		
Expect Excellence in all	Sets high expectations for self and others; honors quality contributions of others		
Love, Live Learn:	Exhibits dignity and respect for all, seeks self-improvement, takes personal responsibility.		
Comments:			

**ST. PAUL PUBLIC SCHOOLS
STANDARDS OF EFFECTIVE JOB PERFORMANCE FOR NUTRITION SERVICES
EMPLOYEES**

SUMMARY EVALUATION

Please put numeric score after each category:

Category

Knowledge Base _____ Mission _____ Relationships _____ Problem Solving _____
 Results _____ Independence _____ Tasks _____ Attire _____
 Safety _____ Food Sanitation _____ Attendance _____ Skill Development _____
 Recognition _____ Training _____ High Expectations _____ Meetings _____
 Operations _____ Management _____

Please check the appropriate overall performance of _____
 Nutrition services employee

_____ Exceeds Standard (in the top 5% of performance)

_____ **Meets Standard (Satisfactory)**

_____ Below Standard (Unsatisfactory- must be re-assessed within 4 months)

- If non-probationary, an Improvement Plan may be developed

Confer with supervisor prior to evaluation if overall recommendation is Exceeds Standard or Below Standard.

Summary comments:

Signed: _____
 Supervisor

Date: _____

This performance appraisal has been discussed with me and I have received a copy of it.
 Nutrition services employees may submit a letter for inclusion in their personnel file pertaining to
 this evaluation.

Signed: _____
 Nutrition services employee

Date: _____

Procedure: Give a copy of the complete evaluation to the employee. Send the original of the full evaluation
 to 1930 Como. The Summary Evaluation will be sent to the employee's personnel file.