



Superintendent's Circular

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Version 01

PERFORMANCE EVALUATION OF CUSTODIANS

This Circular will remain in effect unless rescinded or superseded by a subsequent version.

The purpose of this circular is to set forth the individuals responsible for custodian evaluations and to outline the philosophy, objectives, guidelines, and procedures applicable to the process.

The contract between the School Committee and the Custodians Union provides for the annual evaluation of the performance of custodians by principals and heads of school. To assist in the implementation of the performance evaluation process, the Department of Facilities Management (Building Services) has developed a handbook for custodians, principals, and heads of schools. The evaluation process relates to the job duties and responsibilities of the position as contained in the handbook.

It is the supervisor's responsibility to clearly communicate the specific duties associated with the position, in writing, to the custodial employee. Therefore, principals and heads of school should take all steps to become familiar with the contents of the handbook and should ensure that each custodian understands the content of the manual.

Heads of school, principals, and other administrative heads are responsible for the evaluation of the performance of all custodial

employees under their supervision. However, the actual evaluation must be done by the *immediate* supervisor, i.e., the principal/head of school is responsible for the evaluation of both senior and junior custodians. During the school year, all custodial employees, with input by the senior custodian and Facilities Management, will be evaluated using the diagnostic-prescriptive approach and the procedures and forms developed for the implementation thereof.

Training on the performance evaluation process will be provided during the school year. Principals and heads of schools are encouraged to consult with the Department of Facilities Management (Building Services) on all performance issues affecting custodial employees. The evaluation process itself is modeled on the teacher evaluation procedures.

PHILOSOPHY

The Boston Public Schools recognizes that the quality of educational service provided depends upon the professional performance and total job effectiveness of all employees in the system. Thus, since custodial employees can and should be held accountable for the quality of their performance, a just and effective process for evaluating that performance is essential. True performance evaluations involve analyses of an individual's strengths and weaknesses, resulting in diagnoses and prescriptions. This in turn leads to the desired improvement of skills and improved performance of the custodial employee.

An effective performance evaluation program is one that is continuous rather than periodic, and organized to:

- Develop in the support staff a clearer understanding of the goals of the department or school.
- Assist employees to address more effectively the needs of each school or department.
- Encourage cooperative staff relations through mutual trust and respect for each employee's individual role.

The contract with the Custodians Association further provides for the principal/head of school and the senior custodian to establish a mutually supportive relationship, and to cooperate in the resolution of all plant maintenance and operation problems. Further, the contract clearly provides that the principal/head of school of a school building will oversee all staff and has the responsibility to ensure the cleanliness and maintenance of the school building at all times. Each custodian in a school is managed by the principal/head of school of that building.

A diagnostic-prescriptive evaluation program is positively directed and encourages staff to maximize unique strengths and skills. This evaluation program encourages staff to participate in the evaluation of their own performance and to help set objectives for self-improvement. The performance evaluation process, however, is not intended to be a substitute for the day-to-day communication and supervision of employees.

ROLES AND RESPONSIBILITIES

Heads of schools, principals, and other administrative heads have primary responsibility for the evaluation of all staff in their responsibility centers. After the evaluation has been presented to the employee, the evaluation form must be signed by the

employee (refer to the evaluation instrument) prior to submission to the Office of Human Capital and Office of Facilities Management (Building Services). Performance evaluation activities may include but are not limited to: 1) preliminary planning conferences, 2) daily observations, 3) notations, 4) formal interim evaluations, 5) follow-up conferences, and 6) recommendations to the staff member by the evaluator. Principals/heads of school *must* evaluate both senior and junior custodians, in writing, and sign the completed written evaluations.

PROCEDURAL STEPS

Preliminary Procedures

Prior to the implementation of the process, the principal/head of school must prepare the work schedule in cooperation with the senior custodian(s). They should then meet with the senior custodian to provide an orientation to the performance evaluation process and to specific roles and responsibilities within that process for the upcoming year as contained in the work schedule. Principals and heads of school should seek technical assistance from area managers and the Department of Facilities Management (Building Services).

The evaluator shall meet with the staff member for the purpose of explaining the diagnostic-prescriptive evaluation process, including a description of all components of the evaluation process.

Diagnosis and Prescription

The performance evaluation process should provide each custodial staff member with an appraisal of the individual's strengths and identify areas in need of improvement. The employee will be evaluated on each standard within the various categories:

- U - UNSATISFACTORY: The employee fails to meet the job description and their performance needs improvement.
- S - SATISFACTORY: The employee meets the job description and their performance, as measured against this standard, is satisfactory.
- G - GOOD: The employee meets and/or generally exceeds the standards and their performance, as measured against this standard, is good.
- E - EXCELLENT: The employee exceeds standards and their performance as measured against this standard, is excellent.

Every formal evaluation must result in a mark for each appropriate item on the performance evaluation form. *In any area where the supervisor indicates a need for improvement, they will provide the employee with a written prescription.* The diagnosis and subsequent prescription should be fully descriptive and instructive, suggesting specific remedies or recommendations for adoption by the employee. During the entire evaluation process, continuous administrative assistance, support, and encouragement should be extended to assist the employee in meeting established objectives. The employee may suggest additional or alternative prescriptions.

Evaluation Conference

The employee's supervisor shall meet with the staff member for the purpose of discussing the evaluation. During the conference, the staff member will be shown the written evaluation and will sign it to indicate that it has been seen but not to indicate agreement or disagreement with its contents. The staff member will be allowed to attach comments to the evaluation. One copy of the written evaluation must be given to the employee, and a second signed copy must be retained and filed with the assistant director of Facilities Management (Building Services). In any area that has been identified as being unsatisfactory, the principal/head of school should consult with the appropriate operational leader.

INTERIM REPORTS

If an unsatisfactory evaluation is issued for any item, the immediate supervisor must evaluate the staff member at least once a month until the individual's performance is judged to be satisfactory (see Section V).

Principals/heads of school must submit a copy of the written evaluation of any employee who has received a mark of unsatisfactory in any item indicated on the form to the assistant director of Facilities Management (Building Services).

Administrators must submit the evaluations directly to the assistant director of Facilities Management (Building Services).

Any subsequent unsatisfactory evaluation must also be forwarded.

➤ All evaluations must be completed by August 31 of each year.

SUMMATIVE REPORTS

- At the end of each evaluation period, the principal/head of school and other administrators should retain copies of *all* evaluations and send copies to the team leader/Human Resources and assistant director of Facilities Management (Building Services).
- If, at the conclusion of a prescriptive period (normally at the end of an evaluation period, but in any event at most one month after the last evaluation), the supervisor judges an employee's overall performance as unsatisfactory, the supervisor shall submit to the superintendent or designee and to the assistant director of Facilities Management (Building Services) a written report based on the series of evaluations.
- Continued failure on the part of an employee to meet a standard will result in possible disciplinary action.

PROCEDURES FOR DISCIPLINE

If a principal/head of school determines that an employee has committed an infraction of work rules such as excessive tardiness, absences, etc., the supervisor should follow procedures outlined in *Superintendent's Circular: Procedures Relating to the Discipline of Employees*. Additionally, the supervisor should consider the infraction in evaluating the employee's overall performance. Principals and heads of school may issue discipline only up to and including letters of reprimand. The director of Facilities Management or other designees of the superintendent issue discipline beyond this level.

Failure to address job performance problems of assigned staff through the performance evaluation process represents unacceptable performance on the part of the supervisor. This problem is further compounded when "problem staff" is given a satisfactory rating by the supervisor and encouraged to transfer to another school/department. Such failure on the part of a supervisor represents "unsatisfactory" administrative

performance on the part of that person, who may be held accountable by the appropriate supervisor.

Please refer in advance to *Superintendent's Circular: Procedures relating to the Discipline of Employees*.

FORMS

Performance Evaluation Report may be obtained from the Office of Facilities Management. Summary of significant dates and deadlines:

Date	Activity
August 31	Deadline for completing custodian evaluations

For more information about this circular, contact:

Owner:	Assistant Director, Building Services
Department:	Facilities Management
Mailing Address:	1216 Dorchester Ave, Dorchester, MA 02125
Phone:	617-635-9162
Fax:	617-635-9306
Email:	Operations-Department-Heads@bostonpublicschools.org

Mary Skipper, Superintendent

CUSTODIANS ASSOCIATION CONTRACT LANGUAGE

ARTICLE XXIII

PERFORMANCE EVALUATION

Section 1 - A diagnostic-prescriptive evaluation procedure shall be maintained which is reasonably related to the custodian's job performance using the procedure and form currently in use. Evaluation shall be from June 1 to May 31 for each custodian.

Section 1A - Interim Performance Evaluation may be performed at the discretion of the principal/head of school and/or senior custodian between annual bid.

Section 2 - Custodian Association members shall be evaluated by their immediate supervisors as follows:

Evaluatee	Evaluator
Junior Custodian	Principal/head of school with input by senior custodian and Facilities Management.
Senior Custodian	Principal/head of school with input by Facilities Management.

Section 3 - No later than thirty (30) days after the start of the rating year, the evaluator will meet with the evaluatee for the purpose of explaining the diagnostic-prescriptive evaluation program, answering questions, and determining additional job-related responsibilities which will be covered in the evaluation.

Within five (5) days after the meeting, the evaluatee will receive a copy of a list of job-related functions for which they are responsible and on which their performance will be evaluated.

Section 4 - Within ten (10) days following the completion of the evaluation, the evaluator will meet with the evaluatee for the purpose of discussing the evaluation. At this meeting, the evaluatee will be shown their written evaluation and will sign it to indicate having seen it, but not to indicate agreement or disagreement. A copy of the evaluation will be provided to the evaluatee. The evaluatee shall be allowed to attach their comments to the evaluation. The evaluatee whose overall performance has been judged unsatisfactory will be so notified in writing and will meet directly with the evaluator. There will be a space for the principal/head of school to sign the evaluation and attach comments to it, if any.

Section 5 - In any area where the evaluator indicates a need for professional improvement, they will provide the evaluatee with a specific written prescription.

Section 6 - Continued failure to meet a standard will result in warnings, additional evaluations, and further action.

Section 7 - An overall evaluation of unsatisfactory shall be subject to the grievance and arbitration procedure.

Section 8 - The committee will comply with state and federal laws concerning confidentiality and privacy of evaluations.

BOSTON PUBLIC SCHOOLS
PERFORMANCE EVALUATION — CUSTODIAL

DATE: ____/____/____

NAME: _____

SCHOOL: _____

(Building staffed according to formula): Yes _____ No _____

Senior _____ Junior _____ Days _____ Nights _____ Grade _____

E – Excellent

G – Good

S – Satisfactory

U – Unsatisfactory

QUALITY

1. Work performed is of an acceptable nature and level.

E ☐ G ☐ S ☐ U ☐

QUANTITY

2. Completes work in a reasonable time.

E ☐ G ☐ S ☐ U ☐

ATTITUDES

3. Knows the tasks to be completed and organizes them.

E ☐ G ☐ S ☐ U ☐

4. Learns and applies new ideas and techniques.

E ☐ G ☐ S ☐ U ☐

5. Shows interest in work.

E ☐ G ☐ S ☐ U ☐

6. Accepts responsibility related to work performed.

E ☐ G ☐ S ☐ U ☐

DEPENDABILITY

7. Continues to work in absence of supervision.

E ☐ G ☐ S ☐ U ☐

8. Complies with reasonable written and oral instructions.

E ☐ G ☐ S ☐ U ☐

ATTENDANCE

9. Maintains good attendance.

E ☐ G ☐ S ☐ U ☐

10. Maintains contracted hours of work.

E ☐ G ☐ S ☐ U ☐

SUPERVISORY SKILLS (APPLIES TO SENIORS ONLY)

11. Plans and directs work to others.

E ☐ G ☐ S ☐ U ☐

12. Guides the group to reasonable effectiveness.

E ☐ G ☐ S ☐ U ☐

13. Provides evaluation reports.

E ☐ G ☐ S ☐ U ☐

14. Trains subordinates.

E ☐ G ☐ S ☐ U ☐

15. Attempts to settle disputes at lower level.

E ☐ G ☐ S ☐ U ☐

Signatures:

Principal/Head of School/Admin

Date

Comments

Senior Custodian

Date

Comments

Junior Custodian

Date

Comments

**BOSTON PUBLIC SCHOOLS
PERFORMANCE EVALUATION — CUSTODIAL**

DIAGNOSIS AND PRESCRIPTION