



# **the Plan of Assistance Manual**



## the PLAN OF ASSISTANCE

When an employee's performance is unsatisfactory, a plan of assistance is implemented.

The Plan of Assistance, created by the supervisor, includes documentation of deficiencies; specific, measurable, actionable goals for improvement; resources for support; and a timeline for improvement with regular progress checkpoints and feedback.

The Plan of Assistance procedures are in line with state law ([53A-8a-407](#)) and assist the educator in improving performance and ensure appropriate due process. 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 that 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 law, policies, and procedures are followed; thereby, protecting the employee's right to due process and the District and supervisor from liability.

### 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:

- *Specific, measurable, actionable deficiencies.* Documentation of deficiencies 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
- *Resources for improvement tailored to deficiencies.* These resources may include, for example:
  - Professional development, such as workshops, PD Pro, book study, educational articles or videos, observations of model lessons, resources from ED Plus, etc.
  - Instructional coach, colleague, district personnel
  - Other resources as identified by the supervisor

- *A course of action for improvement with a timeline for implementation and improvement.* The course of action includes Action Steps intended to remediate the performance deficiencies; the number of Action Steps is based on individual circumstances and performance deficiencies. A recommended timeline for a Plan of Assistance is 40 work days, recognizing that sometimes the process will 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 work days, except as outlined in District Policy.
- *Progress checkpoints.* Regular progress checkpoints ensure ongoing communication between the employee and supervisor throughout 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.* Measures of proficient performance 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, employee, and, if desired, the employee and/or supervisor's representative. The Plan of Assistance is reviewed and discussed. The supervisor may consider employee input; however, changes to the Plan of Assistance are not required.

The employee is notified that the Action Steps outlined in the Plan of Assistance are mandatory and that failure to complete Action Steps and demonstrate proficient performance shall result in termination. 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 of Assistance.

### Progress Checkpoints

Progress Checkpoints 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. The 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 the *Evaluation of Performance and*

*Proficiency on Plan of Assistance*, reporting employee progress and proficiency and makes a recommendation. Options for supervisor recommendations include the following:

- *Successful Completion of the Plan of Assistance.* Successful completion of a Plan of Assistance is accompanied by notice that **unsatisfactory performance in the same area of deficiency at any time within the following three year time period may result in nonrenewal or termination.**
- *Extension of the Plan of Assistance.* In no event may a Plan of Assistance timeline exceed the 120 work day maximum except as outlined in the District policy manual.
- *Unsuccessful Completion of the Plan of Assistance.* Unsuccessful completion of the Plan of Assistance results in termination of employment.

The supervisor and employee meet to discuss the outcome of the Plan of Assistance and review the completed *Evaluation of Performance and Proficiency on Plan of Assistance*. Both supervisor and Employee sign the *Evaluation of Performance and Proficiency on Plan of Assistance* form verifying the *Evaluation of Performance and Proficiency on Plan of Assistance* was presented and explained to the employee.

## Notes:

### ACT Consultation

The supervisor and director attend ACT to share the *Evaluation of Performance and Proficiency on Plan of Assistance* with the team.

### Transfer Restrictions

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.

### Representation

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.

### Three Year Successful Completion Notice.

If the Plan of Assistance is successful, the employee must sustain the improved performance; if unsatisfactory performance in the same area of deficiency recurs within a three year period, the District may elect to non-renew or terminate by implementing orderly termination procedures.

### Early Termination of Plan of Assistance

At any time during the Plan of Assistance process, the plan may be terminated by the supervisor after adequate assessment of the employee's performance when deficiencies are sufficiently remediated or performance deficiency is getting worse.