



## **Documentation of Employment Issues**

### **Why you must document:**

- **If you attempt to terminate an employee without adequate documentation, you are setting yourself up for discrimination and harassment claims.**
- **If an employee files a grievance, you will be asked to provide factual evidence to support your personnel decisions. Lack of written documentation may cause you to retract actions previously taken.**

### **When you must document:**

- **A violation of District policy has occurred.**
- **A serious incident has occurred.**
- **A pattern of behavior has been established which does not adhere to District and Campus standards/policies.**

### **How you must document:**

- **Information cited must be factual. Do not include unsubstantiated statements or information unrelated to employment issues.**
- **Focus on appraisal domains and/or student safety.**
- **When deficiencies occur, alert employees of your concern(s) within 10 days of your knowledge of the occurrence. Follow up verbal conferences with written documentation of your conference.**
- **Focus on improvement. Collaboratively brainstorm possible plans of action that will lead to professional growth of the employee.**
- **Provide employees with written directives for improvement or correction.**
- **State in all written directives or reprimands that failure to correct the behavior(s) may affect the employee's summative appraisal.**
- **Provide a timeline.**
- **Schedule a follow-up conference within a reasonable time frame, generally 3-6 weeks.**
- **Be aware of and follow District Policies and deadlines.**
- **Be consistent and fair in your treatment of all employees.**

### **Types of Documentation:**

#### **Informal**

- **Documented verbal conferences and/or warnings – Notes to File**
- **Written documentation of investigations, conferences, concerns**
- **Letters of Counseling**
- **Directives**

### **Formal**

- **Incident Memorandum**
- **Ineffective Memorandum**
- **Reprimand** – a written warning which states the inappropriate conduct and consequences for repetition
- **Last Chance Memorandum** – pulls together a record of previous deficiencies; can include prior years only if relevant to establishing a pattern.
- **Plan for Improvement** – an improvement plan which sets the time needed for improvement and provides reasonable assistance to help the employee not violate the terms of the admonishment.
- **Professional Growth Plan** – tie the growth plan to T-TESS

### **Considerations:**

1. **In order to hold employees accountable for failure to perform duties, you must effectively communicate what those duties are to the employee. You can accomplish that task via:**
  - **District policies**
  - **Job Descriptions**
  - **T-TESS**
  - **Administrative Memos**
  - **Individual Improvement Plans**
  - **Faculty Meeting notes**
2. **Directives are written as “You are directed to...”; “You are required to...”; “You will...”**
3. **Avoid language such as “I would suggest...”; “I would like to see...”**

### **Sample Directive:**

**You will use the new technology equipment that was purchased specifically for your classroom. Inform me in writing by next Thursday how you will utilize the equipment during the remaining four weeks of the semester, when you will conduct science labs during each of those weeks, and what lab experiments will be performed. The Teacher’s Guide to your text and the lesson plans developed by your department are resources that you must utilize to develop lab experiments that will involve all student in hands-on activities. To make the labs effective, you will close each session by reemphasizing what was learned. Stay near the students during the session and ask pertinent questions to stimulate interest in the experiment and to determine if the students comprehend the lesson objectives.**