

**WILLIAMS RURAL FIRE PROTECTION DISTRICT  
WORKSHOP BOARD MEETING AGENDA**

**Tuesday, June 10, 2025**

**Place and Time: District Headquarters, 211 E. Fork Road, Williams OR, at 9:00 AM**

**Dial In: 2532158782; Passcode: 8467644**

**Join Zoom Meeting**

**<https://us06web.zoom.us/j/84891412166?pwd=U4vODGKzOQSxOTJ7o5RYog99pDzr4F.1>**

**Meeting ID: 848 9141 2166**

**Passcode: 770044**

- 1. Call to Order, Pledge, and Roll Call of Members**
- 2. Evaluations**
- 3. Motion to adjourn**

**Posted in accordance with ORS 192.640 - Heather Glass, Board Chair, Williams Rural Fire Protection District Board of Directors**

## Performance Evaluations

### 1002.1 PURPOSE AND SCOPE

The objective of the evaluation system is to record work performance for both the District and the employee, giving recognition for good work and providing a guide for improvement where needed. The employee performance evaluation report is a gauge in measuring performance and is used for making personnel decisions relating to merit increase, promotion, reassignment, discipline, demotion and termination. The report also provides a guide for mutual work planning and review and an opportunity to convert general impressions into a more objective history of work performance based on job standards.

### 1002.2 POLICY

The District evaluates employees in a nondiscriminatory manner based upon job-related factors specific to the employee's position, without regard to actual or perceived race, ethnicity, national origin, religion, sex, sexual orientation, gender identity or expression, age, disability, pregnancy, genetic information, veteran status, marital status, and any other classification or status protected by law.

### 1002.3 PROCEDURE

Within one year of appointment to a supervisory position, all supervisors should attend an approved supervisory course that includes training on the completion of performance evaluations.

Each evaluation will cover a specific period and should be based on the employee's performance during that period. Evaluations are based on observed or documented behavior. If a supervisor becomes aware of or witnesses either outstanding or unsatisfactory performance by an employee, the performance should be noted and a conversation between the employee and the supervisor should take place as soon as practicable after the performance is noted. This conversation is to immediately reinforce outstanding behavior, or correct and counsel unsatisfactory behavior. The supervisor should create a documentation of the performance and the follow-up conversation and use this documentation at the next evaluation period.

At the beginning of the rating period, each supervisor should discuss the tasks of the position, standards of performance expected and the evaluation rating criteria with each employee. When a non-probationary employee's job performance falls below the established standards of the job, the supervisor should, as soon as practicable but at least 90 days prior to the end of the annual evaluation period, advise the employee in writing in order to provide an opportunity for the employee to improve performance. The involved employee should be provided the opportunity to initial any such writing and respond in writing within 30 days, if desired. Failure to meet established performance standards is justification for an unsatisfactory rating. Rating factors that are not observed are assumed to be performed at a standard level.

*Is there a course from STD?*

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The performance evaluation report will be completed by the employee's immediate supervisor. Other supervisors directly familiar with the employee's performance during the rating period should be consulted by the immediate supervisor for their input.


#### **1002.4 FULL-TIME PROBATIONARY EMPLOYEES**

All personnel will serve a probationary period as determined by applicable civil service law, or local personnel rules before being eligible for certification as permanent employees. Probationary firefighters shall be evaluated daily, weekly and monthly during the probationary period.

Performance evaluation reports shall be completed as defined by the Department of Human Resources by specific job classification for all other full-time personnel during the probationary period.

#### **1002.5 FULL-TIME PERMANENT STATUS EMPLOYEES**

Permanent employees are subject to three types of performance evaluations:

**Regular** - A performance evaluation report shall be completed once each year by the employee's immediate supervisor on the anniversary of the employee's date of hire, except for employees who have been promoted. In the case of promotion, a performance evaluation report shall be completed on the anniversary of the employee's date of last promotion. 

**Transfer** - If an employee is transferred from one assignment to another in the middle of an evaluation period and less than six months have transpired since the transfer, an evaluation shall be completed by the current supervisor with input from the previous supervisor.

**Special** - A special evaluation may be completed any time the rater and the rater's supervisor believe one is necessary due to employee performance deficiencies. Generally, the special evaluation will be used to document areas of performance deemed less than standard when follow-up action is planned (e.g., action plan, remedial training, retraining). The evaluation form and associated documentation shall be submitted as one package.

##### 1002.5.1 RATINGS

**Outstanding** - Performance that is well beyond that expected or required in the standards for the position. It is exceptional performance, definitely superior or extraordinary.

**Exceeds standards** - Performance that is better than expected of a fully competent employee. It is superior to what is expected or required by the standards for the position but is not of such rare nature to warrant outstanding status.

**Meets standards** - Performance expected of a fully competent employee and meets the standards required of the position.

**Needs improvement** - Performance that is less than that expected of a fully competent employee and less than the standards required of the position. A needs improvement rating should be thoroughly discussed with the employee and include a structured plan intended to improve performance, with short interval interim evaluations.

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**Unsatisfactory** - Performance that is inadequate or undesirable, intolerable and inferior to the standards required of the position.

Written comments should be used by the rater to document the employee's strengths and weaknesses and make any suggestions for improvement. Any job dimension rating marked unsatisfactory or outstanding should be substantiated in the rater comments section.

#### **1002.6 EVALUATION INTERVIEW**

When a supervisor has completed the preliminary evaluation, arrangements shall be made for a private discussion of the evaluation with the employee. The supervisor should discuss the results with the employee and answer any questions the employee may have. If the employee has valid and reasonable protests of any of the ratings, the supervisor may make appropriate changes to the evaluation. Areas needing improvement and goals for reaching the expected level of performance should be identified and discussed. The supervisor should also provide relevant counseling regarding advancement and training opportunities. The supervisor and employee will sign and date the evaluation. Permanent employees may also write comments in the employee comments section of the performance evaluation report.

##### **1002.6.1 DISCRIMINATORY HARASSMENT FORM**

At the time of the annual evaluation, the reviewing supervisor shall require the employee to read the District and District harassment and discrimination policies. Following such a review, the supervisor shall provide the employee a form to be completed and returned by the employee, certifying:

- (a) That the employee understands the harassment and discrimination policies.
- (b) Whether any questions the employee has have been sufficiently addressed.
- (c) That the employee knows how and where to report harassment policy violations.
- (d) Whether the employee has been the subject of, or witness to, any conduct that violates the discrimination or harassment policy and that has not been previously reported.

The completed form should be returned to the supervisor (or other authorized individual if the employee is uncomfortable returning the form to the presenting supervisor) within one week.

The employee's completed form shall be attached to the performance evaluation report. If the employee has expressed any questions or concerns, the receiving supervisor or other authorized individual shall ensure that appropriate follow-up action is taken.

#### **1002.7 EVALUATION REVIEW**

After the supervisor finishes the discussion with the employee, the signed performance evaluation report should be forwarded to the rater's supervisor for review.

The second-level supervisor should review the evaluation for fairness, impartiality, uniformity and consistency, and evaluate the first level supervisor on the quality of the ratings provided to employee.

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### *Performance Evaluations*

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#### **1002.8 RECORDS MANAGEMENT**

The original performance evaluation report should be maintained in the employee's personnel file for the tenure of the employee's employment. A copy should be provided to the employee and a copy should be forwarded to the Department of Human Resources.

Performance evaluation reports will be permanently destroyed in accordance with established records retention schedules.

**SAMPLE**  
**[ORGANIZATION]**  
**PERFORMANCE EVALUATION FORM**

**Statement of Policy**

(ORGANIZATION) believes in regularly scheduled performance evaluations of employees. The evaluation will be a formal written document to assist the employee in his/her development and to provide the basis for compensation, promotion, transfer, and retention. This process assumes, and designates as a supervisory responsibility, that mutually agreed upon standards for performance will be set and used to evaluate employees. The overall evaluation will be conducted on a job-related basis and will consider both supervisory observation and co-worker opinion.

It is the organization's responsibility to monitor employees' efforts continuously through communication and counseling, and the written appraisal must be consistent with such prior discussions.

The organization will maintain appropriate records of employee accomplishments and behavior to assure that the information incorporated into the appraisal is accurate, representative, and relevant to the entire evaluation period.

An employee's performance is confidential and guarded from inappropriate disclosure. Completed evaluation forms and their content should not be discussed outside authorized management channels. Employees should regard appraisals, compensation, promotion, retention, or similar information as personal and we ask that you exercise discretion and care regarding any discussion of these matters. Each employee must receive a copy of their completed evaluation for their own records.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Job Title: \_\_\_\_\_

Rate the employee on the job behaviors inside this form and circle the number corresponding to the most appropriate response:

- 1 - NEEDS IMMEDIATE IMPROVEMENT - Not performing to the requirements of the job. Needs a high degree of supervision and direction. May not have background to grasp the work. Needs to be aware of performance deficiencies and work immediately to correct.
- 2 - APPROACHING STANDARDS - Usually performs at or close to job requirements, however, needs supervision for complete and on time results. Could result from being new to the position.
- 3 - CONTRIBUTORY PERFORMANCE - Performance is what is expected of a fully qualified and competent person in the position. Sometimes performs with excellence, but not consistently.
- 4 - OUTSTANDING - Far exceeds normal expectations. Seldom equaled in overall contribution to [ORGANIZATION] and/or its programs.

The "prompts" shown next to the numerical ratings are meant to be a guide, and should not be used as strict or explicit statements.

**EVALUATORS MUST ADD COMMENTS REGARDING EACH CRITERION TO EXPLAIN OR ILLUSTRATE THE JOB BEHAVIOR.**

**COMMUNICATION/TEMPERAMENT** - Consider level of communication skills. Also consider ability to adjust skills to multitude of personalities and circumstances.

- 1 - Exhibits poor communication skills. Needs substantial improvement to be effective. Fails to notify others of critical issues or incidents. Has difficulty maintaining emotional balance.
- 2 - Communication requires effort. Is not comfortable with some interactions. Unsure when others should be notified of events. Retains even emotional keel in most circumstances.
- 3 - Effective in expressing and understanding ideas and instructions. Communicates clearly with staff, management, vendors, and customers. Maintains good behavior balance even when situation is difficult.
- 4 - Exceptional communication skills. Relates positively with everyone. Outstanding capacity to maintain sense of humor, perspective, and is a calming influence.

Comments:

**ACCURACY/QUALITY** - Consider correctness and thoroughness of work results when compared to established procedures and methods.

- 1 - Makes errors in judgment and work is inconsistent with desired quality.
- 2 - Usually accurate. Makes occasional mistakes.
- 3 - Requires little checking. Is exact, precise and complete most of the time.
- 4 - Requires virtually no checking. Accuracy and quality of work are a priority.

Comments:

**LEARNING CAPABILITY** - Consider speed with which new routines and explanations are understood, and the ability to retain new knowledge.

- 1 - Requires repeated and detailed instructions and explanations.
- 2 - Grasps instructions after explanation and opportunity to try out.
- 3 - Learns rapidly and retains instructions. Readily agreeable to change.
- 4 - Exceptionally fast to learn and adjust to changing conditions.

Comments:

**ATTENDANCE** - Consider faithfulness in coming to work daily, on time, and conforming to work hours.

- 1 - Lax in attendance and/or reporting for work on time.
- 2 - Usually present and on time.
- 3 - Promptness and attendance at standard.
- 4 - Exceptionally reliable in this area.

Comments:

**INITIATIVE** - Consider the tendency to contribute, develop, and/or carry out new ideas or methods.

- 1 - Rarely initiates or suggests new approaches. Prefers no change.
- 2 - Shows initiative occasionally. Needs to improve.
- 3 - Is resourceful, suggests or implements change and improvements.
- 4 - Frequently suggests new methods. Is very imaginative and creative. Acts on own initiative to accomplish assignments or identify work to be done.

Comments:

**QUANTITY OF WORK** - Consider the volume of work an individual does during a shift as compared to the volume of the whole job.

- 1 - Unable to keep pace with expected workload.
- 2 - Meets standards of output on some occasions, but not on consistent basis.
- 3 - Meets requirements of work expected.
- 4 - Usually completes more than expected without any sacrifice of quality.

Comments:

**JOB KNOWLEDGE** - Consider the depth and breadth of information concerning work duties, processes and [ORGANIZATION] procedures which are required for competent performance.

- 1 - Lacks understanding of many aspects. Makes little effort to upgrade self.
- 2 - Lacks knowledge of some procedures and/or duties. Makes an effort to improve.
- 3 - Has necessary knowledge level and works to keep it current.
- 4 - Has broad knowledge base of own job and (ORGANIZATION) as a whole. Takes advantage of every opportunity to improve self.

Comments:

**SERVICE ORIENTATION** - Consider relationship with staff, management, vendors, and customers.

- 1 - Does not demonstrate interest in others' needs, concerns, or work.
- 2 - Occasionally places operational tasks above others' needs or concerns. Needs to value people more highly.
- 3 - Interacts well with others. Acts effectively and cooperatively to solve problems in a timely fashion. Knows value of good service and positive interactions.
- 4 - Treats others as top priority. Clearly communicates their importance. Demonstrates effort to meet all requests and needs.

Comments:

**COOPERATION/TEAMWORK** - Consider willingness to assist others, contribute to harmony, and work toward common goals.

- 1 - Exhibits unwillingness to work with others. Not seen as a team player, can be obstacle to accomplishing goals.
- 2 - Prefers to work independently. Not quick to share information, resources, or efforts, but will when asked.
- 3 - Understands and supports concept of teamwork and is quick to volunteer to assist others.
- 4 - Exceptional at building work teams and consensus. Always has time and energy to give to others. Creates very harmonious work environment.

Comments:

**MANAGING CHANGE/INNOVATION** - Consider level of understanding why change is necessary and what will be required. Also consider ability to ask for input to clear up misunderstandings and to offer ideas on how to make change go as smoothly as possible.

- 1 - Unable to innovate or foster change.
- 2 - Some understanding of the change process. Often uncomfortable with cooperatively approaching change.
- 3 - Recognizes needed change and takes responsibility for an effective change and innovation process.
- 4 - Innovative thinking. Exceptional ability to foster positive climate of change.

Comments:

**PLANNING/ORGANIZATION** - Consider level of planning, organizing information, prioritizing tasks, and utilizing resources to meet needs; level of dependability in meeting deadlines.

- 1 - Crisis work style. No planning evident. Poor utilization of resources. Misses important deadlines.
- 2 - Deals with current situation only. Needs more planning to meet deadlines and handle multiple tasks.
- 3 - Not only thinks ahead, sees needs and reacts quickly to new priorities. Good at planning for future situations. Work is completed on time.
- 4 - Thinks strategically and is able to combine resources and information with exceptional skill to deal with current and future work. Efficiency and effectiveness at the highest level.

Comments:

**SUPERVISING/MOTIVATING EMPLOYEES (if applicable)** - Clearly tells others or employees what is expected and how their work will affect customers. Handles emotional behavior effectively. Gives recognition for positive results. Uses coaching and delegation to encourage improvement, takes corrective action when needed.

- 1 - Little effort expended to motivate or recognize people. Appears insensitive to others' needs. Subordinates do not see supervisor as role model.
- 2 - Does not take sufficient responsibility for motivating subordinates. Needs improvement. Needs to strengthen supervisor/subordinate relationship.
- 3 - Understands and takes seriously the development of employees. Creates a good work environment.
- 4 - Creates a most positive and highly effective work environment. Exceptionally skilled at developing and motivating employees to give best effort.

Comments:

**NARRATIVE SUMMARY**

Overall Rating: Put an "X" where description most closely approximates this person's total impact on [ORGANIZATION]. Do not average; rather, consider the overall contribution.

- |  |   |
|--|---|
| <input type="checkbox"/> Falls below standards | <input type="checkbox"/> Contributory Performance |
| <input type="checkbox"/> Approaching standards | <input type="checkbox"/> Outstanding              |

\_\_\_\_\_  
Supervisor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervisor/Manager

\_\_\_\_\_  
Date

**EMPLOYEE COMMENTS** (use additional paper if necessary for full detail)

Your signature does not imply you agree with any or all of the evaluation remarks, only that you have been given an opportunity to participate in the process and have seen this review.

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

# Performance Review & Development Plan

## Non-Management

### EMPLOYEE INFORMATION

<b>Name:</b>	<b>Review Date:</b>
<b>Position:</b>	<b>Manager:</b>
<b>Department:</b>	<b>Review Period:</b>

### COMPETENCY EVALUATION

<b>Competency: <u>Quality</u></b> <i>Contributes to organizational objectives by consistently focusing on achieving high standards in both work product and service through attention to detail; demonstrates commitment to exceeding internal and external customer expectations.</i>		
<b>DOES NOT MEET EXPECTATIONS (1)</b> <input type="checkbox"/>	<b>MEETS EXPECTATIONS (2)</b> <input type="checkbox"/>	<b>EXCEEDS EXPECTATIONS (3)</b> <input type="checkbox"/>
<b>STRENGTHS:</b>     	<b>OPPORTUNITIES:</b>     	

<b>Competency: <u>Teamwork</u></b> <i>Develops positive and productive relationships within and across teams to facilitate the accomplishment of work goals; aids in the fulfillment of departmental goals; considers the perspectives of others in working towards common goals and group consensus; communicates respectfully; supports, advises and gives credit to others.</i>		
<b>DOES NOT MEET EXPECTATIONS (1)</b> <input type="checkbox"/>	<b>MEETS EXPECTATIONS (2)</b> <input type="checkbox"/>	<b>EXCEEDS EXPECTATIONS (3)</b> <input type="checkbox"/>
<b>STRENGTHS:</b>     	<b>OPPORTUNITIES:</b>     	

# Performance Review & Development Plan

## Non-Management

### COMPETENCY EVALUATION

<b>Competency: <u>Results-Oriented</u></b> <i>Focuses on desired outcomes and how best to achieve them; gets job done and delivers consistent results; assumes responsibility and accountability for successfully completing assignments or tasks; effectively acquires the resources and skills needed to fulfill job duties and meet objectives.</i>		
<b>DOES NOT MEET EXPECTATIONS (1)</b> <input type="checkbox"/>	<b>MEETS EXPECTATIONS (2)</b> <input type="checkbox"/>	<b>EXCEEDS EXPECTATIONS (3)</b> <input type="checkbox"/>
<b>STRENGTHS:</b>	<b>OPPORTUNITIES:</b>	

<b>Competency: <u>Job Knowledge &amp; Technical Skills</u></b> <i>Demonstrates a solid understanding of the skills, procedures and equipment needed to accomplish job duties and responsibilities; follows procedures to complete work; seeks out opportunities to further job knowledge and skills.</i>		
<b>DOES NOT MEET EXPECTATIONS (1)</b> <input type="checkbox"/>	<b>MEETS EXPECTATIONS (2)</b> <input type="checkbox"/>	<b>EXCEEDS EXPECTATIONS (3)</b> <input type="checkbox"/>
<b>STRENGTHS:</b>	<b>OPPORTUNITIES:</b>	

<b>Competency: <u>Communication</u></b> <i>Communicates with others in a helpful manner while simultaneously building credibility and rapport. Relates well to all kinds of people, inside and outside the organization; builds constructive and effective relationships; uses diplomacy and tact; identifies best style and approach given the audience and circumstance.</i>		
<b>DOES NOT MEET EXPECTATIONS (1)</b> <input type="checkbox"/>	<b>MEETS EXPECTATIONS (2)</b> <input type="checkbox"/>	<b>EXCEEDS EXPECTATIONS (3)</b> <input type="checkbox"/>
<b>STRENGTHS:</b>	<b>OPPORTUNITIES:</b>	

# Performance Review & Development Plan

## Non-Management

<b>Competency: <u>Organization &amp; Time Management</u></b> <i>Uses time effectively and efficiently; spends time and the time of others on what's important to the organization; adept at figuring out the processes necessary to get things done; accurately scopes out length and difficulty of tasks and projects; sets objectives and goals; breaks down work into the process steps; concentrates efforts on the more important priorities; able to anticipate problems and adjust to them.</i>		
<b>DOES NOT MEET EXPECTATIONS (1)</b> <input type="checkbox"/>	<b>MEETS EXPECTATIONS (2)</b> <input type="checkbox"/>	<b>EXCEEDS EXPECTATIONS (3)</b> <input type="checkbox"/>
<b>STRENGTHS:</b>	<b>OPPORTUNITIES:</b>	

<b>Competency (<i>Skip for Admin positions</i>): <u>Safety</u></b> <i>Makes a positive contribution to a safe work environment; assists others in working safely; recognizes and reports real or possible safety hazards; follows safety policies and procedures; no safety violations.</i>		
<b>DOES NOT MEET EXPECTATIONS (1)</b> <input type="checkbox"/>	<b>MEETS EXPECTATIONS (2)</b> <input type="checkbox"/>	<b>EXCEEDS EXPECTATIONS (3)</b> <input type="checkbox"/>
<b>STRENGTHS:</b>	<b>OPPORTUNITIES:</b>	

### RATING OF CORE COMPETENCIES

<i>Admin: Add all ratings and write total here: _____ ÷ 6 = _____</i> <i>Non-Admin: Add all ratings and write total here: _____ ÷ 7 = _____</i>		
<b>DOES NOT MEET EXPECTATIONS</b> (1.00-1.66) <input type="checkbox"/>	<b>MEETS EXPECTATIONS</b> (1.67-2.33) <input type="checkbox"/>	<b>EXCEEDS EXPECTATIONS</b> (2.34-3.00) <input type="checkbox"/>

**WRFPD MANAGEMENT WORKSHEET**

CATEGORY	HG	CP	BB	DA	BE	H/L	AVERAGE
COMM/TEMPM							
ACCURACY/QUALITY							
LEARNIING							
ATTENDANCE							
INIATIVE							
QUALITY WORK							
JOB KNOWLEGE							
SERVICE ORENTATION							
COORP/TEAM WORK							
MNG CHANGE							
PLAN/ORGANIZATION							
SUPERVISE/MOTIVATING							
SUMMARY(useX)(WRITE STANDARD:5/12/2025 1:27:04 PM BELOW APPROACHING CONTRIBUTORY OUTSTAND							

WRITE COMMENTS BELOW

**WILLIAMS RURAL FIRE PROTECTION DISTRICT**  
**Workshop Board Meeting Minutes**  
**May 13, 2025**

Call to Order: 9:03am

**Roll Call:**

**Board Members Present**

Position 2 – Brian Barton

Position 3 – Claudia Pratt

Position 4 – Bill Ertel

**Board Membes Absent**

Position 1- Heather Glass

Position 5 – David Applegate

**Williams Staff Present**

Interim Fire Chief – Nicco Holt

**Public Presence:**

Captian- Oskar Sundell

FF- Charles HooperLee

**Zoom Attendees:**

none

**Announcements:**

none.

**Employment Review Process**

Different methods for doing reviews were discussed. The Policy was reviewed. There will be another work shop to discuss further on June 10th

Meeting Adjourned: 10:01am

Respectfully,

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Heather Glass, Board Chairperson