

# CHAPTER 11

## TEMPLATES AND SAMPLE FRISK® DOCUMENTS

### FRISK® DOCUMENT PLANNING MAP

This planning map may be used as a worksheet for drafting **FRISK®** documents:

**STEP 1 – FACTS:** Include a clear and complete statement of the facts, specifically identifying **what** happened, **how** it happened, **when** and **where** it happened, and **who** was involved. Supplement general or conclusory statements with concrete examples of below-standard performance. See Chapter 3, **FACTS**.

**STEP 2 – RULE:** Include the rule (expected required performance) violated by the employee and describe **how** the rule was violated. Confirm the rule is clear and instructive, related to the district's operations/instructional program, within the employee's job duties, applied uniformly, and not in conflict with other rules. Add **prior similar rule violations** to establish **recurring patterns** of below-standard performance. See Chapter 4, **RULE**.

**STEP 3 – IMPACT:** Describe the **adverse impact** of the employee's below-standard performance on the workplace (including any negative effects on district operations, instructional program, adverse notoriety, other employees, students, and parents), using specific facts and concrete examples. See Chapter 5, IMPACT.

**STEP 4 – SUGGESTIONS/DIRECTIONS:** Identify the desired change to correct the below-standard performance. Include **suggestions** (recommendations) to provide **ideas** for change that support employee growth and development, and offer strategies for complying with directions. Include **directions** to **mandate** change, along with effective timelines, clear command verbs, clear descriptions of required performance, and the consequences for noncompliance. Focus should be on identifying observable change that provides a basis for **measuring** improvement and, where appropriate, assistance and resources for support based on the employee's skills, knowledge, and abilities. See Chapter 6, SUGGESTIONS/DIRECTIONS.

**STEP 5 – KNOWLEDGE:** Notify the employee of any rights triggered by placement of the document in the employee's personnel file based on applicable law, personnel rules/practices, and collective bargaining contract provisions. Where appropriate, include a signature line for the employee to confirm acknowledgment of receipt. See Chapter 7, KNOWLEDGE.

## FRISK® TEMPLATES

## Sample Conference Summary Template

TO: *[Name of Employee]*  
 FROM: *[Name of Evaluator/Title]*  
 DATE:  
 RE: **Conference Summary Memo**

*This memo summarizes our conference on   [date]   concerning \_\_\_\_\_ . Present at this meeting were \_\_\_\_\_ .*

**[F] During the conference, the following concern(s) was discussed:**

Chapter 3, Facts

**[R] I reviewed your performance as it relates to the following rule(s) [law, personnel regulation/practice, direction, expectation, standard]:**

Chapter 4, Rule

**[I] I informed you that your performance adversely impacted the \_\_\_\_\_ inasmuch as**

Chapter 5, Impact

**[S] During the conference, I provided you with the following direction(s) and suggestion(s), to take effect \_\_\_\_\_ :**

Chapter 6, Suggestions/Directions

*I also informed you that your failure to comply with the above direction(s) will result in \_\_\_\_\_ .*

**[K] A copy of this letter will not [will] be placed in your personnel file. [Review discussion on document placement in Chapters 7 and 8. See language options in this chapter, under "Sample FRISK® Documents."]**

Chapter 7, Knowledge/Chapter 8, Progressive Intervention

## Completed Conference Summary Template

TO: John Sessions  
FROM: Tanya Clark, Principal, Mason School  
DATE: March 4, 20XX  
RE: **Conference Summary Memo**

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***This memo summarizes our conference on March 2, 20XX, concerning my informal classroom observation conducted on March 1, 20XX. Present at this meeting was Carl Collida, Assistant Principal.***

**[F] *During the conference, the following concern was discussed:***

Your classroom bulletin board display had the following spelling errors: "callendar" and "priviledge."

**[R] *I reviewed your performance as it relates to the following expectation:***

On February 2, 20XX, you were issued the attached memo concerning other words I observed misspelled on your bulletin board during a classroom visitation. At that time, I instructed you to be more careful in spelling words correctly.

**[I] *I informed you that your performance adversely impacted the learning environment in your classroom inasmuch as you are a poor spelling model for your students.***

**[S] *During the conference, I provided you with the following direction(s) and suggestion(s), to take effect immediately.***

You are to be more careful in spelling words in your classroom. When in doubt, check the correct spelling in a dictionary. I offered to provide you with a classroom dictionary from our resource library.

***I also informed you that your failure to comply with the above direction will result in the issuance of a written warning placed in your personnel file.***

**[K] *A copy of this memo will not be placed in your personnel file. However, in the event this issue recurs, this memo will be attached to the above written warning, which will be placed in your personnel file.***

## Sample Written Warning Template

TO: *[Name of Employee]*  
 FROM: *[Name of Evaluator/Title]*  
 DATE:  
 RE: **Warning of Below-Standard Performance**

**[F] On \_\_\_\_\_, you engaged in the following below-standard performance:**

Chapter 3, Facts

**[R] This performance violated [i.e., "is contrary to," "out of compliance with," "contravened," "was inconsistent with"] \_\_\_\_\_, which requires that**

Chapter 4, Rule

**You previously violated this \_\_\_\_\_ on \_\_\_\_\_.**

**[I] Your performance adversely impacted the \_\_\_\_\_ inasmuch as**

Chapter 5, Impact

**[S] Effective immediately, you are directed [i.e., "expected," "required"] to**

Chapter 6, Suggestions/Directions

**Failure to comply with the directive will result in \_\_\_\_\_.**

**To assist in correcting this concern, I offer the following suggestions: \_\_\_\_\_**

**[K] A copy of this letter will be placed in your personnel file [after \_\_\_\_\_ ["work"/"calendar"] days]. [Review discussion in Chapter 7, under Employee Notice of Right to Respond.] You may submit a written response, which will be included in your personnel file.**

Chapter 7, Knowledge

**Received on \_\_\_\_\_. Employee Signature: \_\_\_\_\_ [optional]**

## Completed Written Warning Template

TO: Sandy Lankford, Custodian  
FROM: Linda Caton, Principal, Clark School  
DATE: January 20, 20XX  
RE: **Warning of Below-Standard Performance**

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**[F]** *On January 19, 20XX, you engaged in the following below-standard performance:*

At 4:20 p.m., you left for home without cleaning your work closet and securing the solvents. Access to the closet was blocked by your utility cart and a five-gallon container of ammonia was left open. The fumes from the container were released into the adjacent hallway and classrooms.

**[R]** *This performance violated* Section 12(f) of the school handbook for custodians, *which requires that* "all custodians will keep their work areas well maintained in a neat and safe manner." *You previously violated this section on* January 5, 20XX, when you left soiled rags on your work bench and closet floor.

**[I]** *Your performance adversely impacted* the instructional program and the safety of students *inasmuch as* the open container of ammonia caused several students the following day to become ill and leave their classes to receive medical treatment.

**[S]** *Effective immediately, you are directed to* close and secure all solvents and custodial materials in their allocated space before leaving work. *Failure to comply with the directive will result in* further corrective action, up to and including a written reprimand.

*To assist in correcting this concern, I offer the following suggestions:*

Review the guidelines that address this issue on pages 21–24 of the school handbook for custodians. If you have any questions concerning your responsibilities, schedule a meeting with me to review the information.

**[K]** *A copy of this letter will be placed in your personnel file after 10 workdays. You may submit a written response, which will be included in your personnel file.*

*Received on* \_\_\_\_\_. *Employee Signature:* \_\_\_\_\_

## Sample Written Reprimand Template

TO: *[Name of Employee]*  
 FROM: *[Name of Evaluator/Title]*  
 DATE:  
 RE: **Letter of Reprimand**

**[F] On \_\_\_\_\_, you engaged in the following below-standard performance:**

Chapter 3, Facts

**[R] This performance violated** [i.e., "is contrary to," "is out of compliance with," "contravened," "was inconsistent with"] \_\_\_\_\_, **which requires that**

Chapter 4, Rule

**You previously violated this \_\_\_\_\_ on \_\_\_\_\_.**

**[I] Your performance adversely impacted the \_\_\_\_\_ inasmuch as**

Chapter 5, Impact

**[S] Effective immediately, you are directed** [i.e., "expected," "required"] **to**

Chapter 6, Suggestions/Directions

**Failure to comply with the directive will result in \_\_\_\_\_.**

**To assist in correcting this concern, I offer the following suggestions and/or assistance:** \_\_\_\_\_

**[K] A copy of this letter will be placed in your personnel file [after \_\_\_\_\_ ["work"/"calendar"] days]. [Review discussion in Chapter 7, under Employee Notice of Right to Respond.] You may submit a written response, which will be included in your personnel file.**

Chapter 7, Knowledge

**Received on \_\_\_\_\_ Employee Signature: \_\_\_\_\_ [optional]**

## Completed Written Reprimand Template

TO: Nancy Nault, Teacher  
FROM: Alan Davis, Principal, Conway School  
DATE: February 8, 20XX  
RE: **Letter of Reprimand**

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[F] **On February 5, 20XX, you engaged in the following below-standard performance:**

You returned to your classroom 15 minutes late from lunch, leaving your students unsupervised. You gave no notice or justification for your absence.

[R] ***This conduct violated*** Article 7.1 of the collective bargaining contract, ***which***, except for lunch, ***requires*** teachers to be at their work site and in their assigned classroom during instructional time. ***You previously violated*** this Article ***on*** January 26, 20XX, when you returned 10 minutes late to class following lunch.

[I] ***Your performance adversely impacted*** the instructional program and the safety of students ***inasmuch as*** the students were denied instruction and proper supervision. Further, your conduct exposed the district to possible liability in the event a student was injured due to your lack of supervision.

[S] ***Effective immediately, you are to*** remain in your classroom as required by Article 7.1 of the collective bargaining contract. ***Failure to comply with the directive will result in*** further corrective action, up to and including a recommendation for unpaid suspension.

***To assist in correcting this concern, I offer the following suggestions:***

Review the collective bargaining contract concerning hours. If you have any questions, call my office for an appointment.

If there is an emergency and you know you will be late to class, request prior approval from me and, if appropriate, I will have your class covered for the period of your absence.

[K] ***A copy of this letter will be placed in your personnel file after 15 calendar days. You may submit a written response, which will be included in your personnel file.***

**Received on \_\_\_\_\_ . Employee Signature: \_\_\_\_\_**



## SAMPLE FRISK® DOCUMENTS

**Sample Coaching Memo**  
**(Suggestions to Improve New Teacher's Skills)**

TO: Sandra Calavitta, Teacher  
FROM: Julia Rodriguez, Principal  
DATE: January 23, 20XX  
RE: Classroom Observations

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This memo summarizes my observations in your classroom on December 15, 20XX, and January 20, 20XX. Thank you for the opportunity to observe your classes.

- [F] In both lessons, directions about the activities were sequenced and clearly stated. During the math review, your use of a game-show format interested most students and made the content more fun. This strategy could be enhanced so it is effective for all students in the class, beyond the team of four or five students then playing. During the English language arts lesson, not all students were engaged; a few were off task, talking to each other near the back of the room. The remaining students actively took part in the lesson. You used the story to build vocabulary and comprehension.
- [R] It is crucial to establish respectful and safe procedures (raise hand, sit in seats, no talking when teacher is talking) and to implement these procedures 100% of the time. Active student engagement must be sustained throughout a lesson by going beyond the introduction "hook." The Standards for the Teaching Profession include: engaging and supporting *all* students in learning, and planning instruction and designing learning experiences for *all* students.
- [I] Your rapport with some students is excellent. Remember that if all students are not held to the same behavioral standards, they may perceive favoritism and lose respect for your authority. Students who are not actively engaged will not receive the full benefit of your lesson. Students who are off task distract their peers and diminish the impact of instruction for themselves and the rest of the class.
- [S] To maintain their interest and increase comprehension, I suggest you ask students to demonstrate their ability to think at higher levels and to problem solve. In the math strategy, I suggest you try separating the class into two teams so a pair of students from each team competes against the other. This strategy will encourage whole-class engagement. Students who are off task must be redirected promptly and consistently.
- For assistance, I recommend you observe Carly Bennett's math and English language arts lessons. I will provide a substitute for your class for this purpose.
- [K] I look forward to the next observation of your class on March 5.

### Sample Conference Summary Memo (Inappropriate Conduct Toward Parent)

TO: Jane Farber, Office Clerk  
FROM: Cindy Virgilio, Office Supervisor  
DATE: April 12, 20XX  
RE: Conference Summary Memo

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This memo is to summarize our conference on April 11, 20XX. During our conference, I discussed the following inappropriate conduct:

- [F] On April 9, 20XX, a parent, Ms. Merino, came into the school office to complain because she received notice from the school that her son was being transferred from Gateway School. It was discovered that Ms. Merino falsified her address to reflect that her son resided within the Gateway School boundaries. Ms. Merino reported that you told her, in a loud and harsh tone, that her "misrepresentation resulted in wasted clerical time and unnecessary expense to the district," and that Ms. Merino should be "ashamed of herself." Your comments were corroborated by office secretary Pamela Carey. Ms. Merino's third-grade son was present and cried from embarrassment as a result of your tone of voice.
- [R] During our conference, I reviewed your conduct as it relates to your job description, which requires that clerical employees be "capable of using good judgment in dealing with the public and other staff members in the performance of their duties." Your conduct contravened this requirement.
- [I] I informed you that your conduct negatively impacted the school in that your derogatory and discourteous statements to Ms. Merino reflected poorly on the goodwill of this office. Parents are our "cliente" and are entitled to be treated with respect and dignity. Your conduct seriously impeded these important objectives.
- [S] We discussed that you are expected to maintain a courteous and supportive working relationship with the public and are to refrain from making derogatory remarks. Failure to comply with the above directives will result in further corrective action, up to and including a warning letter.
- [K] A copy of this memo will be placed in your personnel file. You may submit a written response, which will be included in your personnel file.

Please sign and date where indicated below. Your signature serves to acknowledge that you have reviewed and received a copy of this document.

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

\_\_\_\_\_  
Date

### Sample Conference Summary Memo (Inappropriate Student Discipline)

TO: David Hiram, Teacher  
FROM: James Huerta, Principal  
DATE: February 2, 20XX  
RE: Conference Summary

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This memo summarizes our conference held on February 1, 20XX, regarding a classroom incident reported by the father of your student, Bobby N., which I investigated and determined to be valid.

- [F]** During your fifth period class on January 23, 20XX, you became upset with Bobby, who was laughing and yelling and failing to respond to your directions to stop. You angrily confronted Bobby, who continued to laugh. You grabbed and lifted Bobby's desk several inches off the floor to get his attention and, in a loud voice, called him a "punk" in front of other students.
- [R]** As a professional educator, you are expected to maintain effective classroom control, model appropriate behavior, and refrain from disparaging or embarrassing students. Your actions violate these expectations. Your loss of self-control and composure is not consistent with the conduct expected of a teacher. Your use of the word "punk" disparaged and embarrassed the student.
- [I]** Exhibiting anger and loss of composure in response to student misconduct undermines your authority and credibility as a teacher and role model. Disparaging and embarrassing students causes them to lose respect for you, diminishes their self-esteem, and sets a poor example of adult behavior. It also disrupts the classroom environment and interferes with normal instruction, causing student distraction and lack of attention to your lessons.
- [S]** You have the opportunity to correct these deficiencies. You must immediately align your behavior with the standards contained in the student discipline handbook. You are to refrain from disparaging students and engaging in outbursts of anger as a strategy for maintaining classroom control. Never use physical force toward a student, such as grabbing a student's desk in anger or frustration. Please review the student discipline handbook, pages 8-15.
- [K]** A copy of this memo will NOT be placed in your personnel file unless you fail to comply with the above directions or engage in similar conduct, in which case you will also receive a written warning placed in your personnel file, accompanied by this conference summary.