

HUMAN RESOURCE HANDBOOK

The purpose of this handbook is to provide information that will help with questions and pave the way for a successful year.

*Prepared By:
Associated School
Boards of SD
9-29-10*

NON-DISCRIMINATION POLICY STATEMENT

The [name] School District does not discriminate in its employment policies and practices, or in its educational programs on the basis of race, color, creed, religion, age, sex, handicap, national origin, or ancestry. Title IX concerns should be directed to [name], [address], [phone].

This handbook is neither a contract nor a substitute for the official district policy manual.

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OVERVIEW AND EMPLOYMENT RELATIONSHIP



Vision

- Where learners achieve excellence, embrace change and forge new traditions.

Mission

- To establish successful learning experiences for all and create responsible citizens capable of lifelong accomplishments.

Goals

- Provide a solid foundation in the basics.
- Ensure safe and respectful schools.
- Prepare learners for a diverse and global society.
- Partner with parents and communities.

Core Values

- High Expectations
 - Relationships
 - Shared Decision Making
 - Respect for Diversity
-

CODE OF ETHICS [sample]

PREAMBLE

The purpose of this Code of Ethics is to define standards of professional conduct.

The responsibility to teach and the freedom to learn, and the guarantee of equal opportunity for all are essential to the achievement of these principles. The professional educator acknowledges the worth and dignity of every person and demonstrates the pursuit of truth and devotion to excellence, acquires knowledge, and nurtures democratic citizenship. The educator strives to maintain the respect and confidence of colleagues, students, parents and legal guardians, and the community, and to serve as an appropriate role model. The educator exemplifies a commitment to the teaching and learning processes with accountability to the students, maintains professional growth, exercises professional judgment, and personifies integrity.

I. COMMITMENT TO THE STUDENT

- A. Protects students from conditions within the educator's control that circumvent learning or are detrimental to the health and safety of students.
- B. Maintains an appropriate relationship with students in all settings; does not encourage, solicit, or engage in a sexual or romantic relationship with students, nor touch a student in an inappropriate way for personal gratification, with intent to harm, or out of anger.
- C. Evaluates students and assigns grades based upon the students' demonstrated competencies and performance.
- D. Disciplines students justly and fairly and does not deliberately embarrass or humiliate them.
- E. Holds in confidence information learned in professional practice except for professional reasons or in compliance with pertinent regulations or statutes.
- F. Refuses to accept significant gifts, favors, or additional compensation that might influence or appear to influence professional decisions or actions.

II. COMMITMENT TO THE SCHOOL AND SCHOOL SYSTEM

- A. Utilizes available resources to provide a classroom climate conducive to learning and to promote learning to the maximum possible extent.
- B. Acknowledges the diverse views of students, parents and legal guardians, and colleagues as they work collaboratively to shape educational goals, policies, and decisions; does not proselytize for personal viewpoints that are outside the scope of professional practice.
- C. Signs a contract in good faith and does not abandon contracted professional duties without a substantive reason.
- D. Participates actively in professional decision-making process and supports the expression of professional opinions and judgments by colleagues in decision-making processes or due process proceedings.
- E. When acting in an administrative capacity:
 - 1. Acts fairly, consistently, and prudently in the exercise of authority with colleagues, subordinates, students, and parents and legal guardians.
 - 2. Evaluates the work of other educators using appropriate procedures and established statutes and regulations.
 - 3. Protects the rights of others in the educational setting, and does not retaliate, coerce, or intentionally intimidate others in the exercise of rights protected by law.
 - 4. Recommends persons for employment, promotion, or transfer according to their professional qualifications, the needs and policies of the LEA, and according to the law.

III. COMMITMENT TO THE PROFESSION

- A. Provides accurate credentials and information regarding licensure or employment and does not knowingly assist others in providing untruthful information.
- B. Pursues growth and development in the practice of the profession and uses that knowledge in improving the educational opportunities, experiences, and performance of students and colleagues.

EMPLOYEE ORIENTATION

INTRODUCTION

The first impression of a new employee to a school district is usually shaped as a result of the orientation program. Many times, this impression will stay with the employee as long as they are employed by that district. Therefore, it is important to have a program for new administrators, professional and classified staff, to get them started in the proper direction.

DISCUSSION

The benefits that a district can realize from having a successful orientation program are numerous and highlighted as follows. Employees will be able to "carry their own weight" more quickly when they understand their job and the relationship it has to others in the department and the total school district operation. Employees will know where to turn for help; therefore, waste and unnecessary duplication of effort will be reduced. The role and the image of the principal or supervisor will be enhanced in the eyes of the new employee because the supervisor has clearly been established as a resource person who cares about the employee being successful. It shows the new employee that someone besides the union is concerned about their future. An orientation program will improve communications and the exchange of ideas, thereby increasing morale and productivity which translates to better use of tax dollars by the school district.

PROCEDURE

An orientation program should be designed to meet several objectives. Because a new job produces a certain amount of anxiety, you want to reduce that anxiety, so that the employee can be a productive member of the school district in the shortest period possible. The new employee should be welcomed, preferably by the Superintendent, to show they are important to the organization and instill a sense of loyalty and pride in the organization. This should be done immediately after initial processing of payroll and benefit forms. The Superintendent should discuss the background of the district, management philosophy and goals of the district. An outline of the employee's job and how it applies to the organization as a whole should be explained; also what is expected of the employee in the way of performance and acceptable behavior should be communicated to all employees, not just teaching staff. Although it is not usually possible for board members to welcome new employees, a welcome letter from the board to the individual employee could be given, along with employee manuals and forms, etc. as an extra added touch.

The responsibilities of the supervisor or principal include introducing the new employee to fellow workers, classified to professional and vice versa, providing a tour of the facilities and demonstrating the enthusiasm and pride of being an employee of the district. The supervisor should explain the communication system memos, bulletin board, open door policy, etc. and also provide the employee a list of resource people they may need to know in the organization. This allows the employee to manage their time more effectively without constant checking with the supervisor. Procedures for reporting off due to sickness, vacations, personal days, pay periods, benefit processing should be explained in detail. Criteria for performance evaluation, along with a discussion of opportunities for self-improvement should be discussed with the employee. Lastly, a review of specific requirements concerning the job to be performed by the employee should be discussed. The supervisor should follow up with the employee a few weeks later, to answer any questions and/or provide any counseling or feedback as needed. Supervisors need to provide frequent feedback, based on evaluation, during the probation period, so that the new employee will be able to measure their progress.

In conclusion, a check list with the various procedures should be used by the district and initialed by the new employee as each of the areas is covered. This becomes important in the event it is necessary to terminate

an employee, the district can show evidence the employee was given adequate information and instruction, and when. The check list also ensures that nothing in the orientation process was missed.

SUMMARY

A successful orientation program has to meet certain objectives. It has to achieve the result of putting a new employee in their position and making them productive and, at the same time, reducing the anxiety for the employee and having a motivated, enthusiastic employee who has pride in their job. In addition, because of fiscal restraints, any orientation program must be done at little or no cost. Probably the best measure of a successful program is to measure results by comparing turnover rates before and after the orientation program was implemented. Also consider surveying present employees on attitude, motivation, etc. and comparing the results to employees who have gone through orientation programs. Compare the number of grievances, disputes, etc. before orientation and then after. All of these cost the district money which may be minimized with an orientation program. The end result is to achieve a better motivated work force which benefits the students, fellow employees, the community, and the taxpayers.

GENERAL EMPLOYMENT INFORMATION

ACCOMMODATIONS FOR PEOPLE WITH DISABILITIES

The Americans with Disabilities Act - An Employer's Responsibilities

The Americans With Disabilities Act (ADA) makes it unlawful for an employer with 15 or more employees to discriminate against a qualified individual with a disability.

Who is protected by the ADA?

The ADA applies to a person who has a physical or mental impairment that substantially limits one or more major life activities (like walking, standing, or breathing). Examples include individuals who have physical conditions such as epilepsy, diabetes, severe forms of arthritis, hypertension, or carpal tunnel syndrome, as well as individuals with mental impairments such as major depression, bipolar (manic-depressive) disorder, and mental retardation.

An individual with a disability must be able to perform the essential functions of the job, with or without an accommodation, in order to be protected by the ADA. The individual must also be otherwise qualified for the position. This means that an individual must be able to satisfy the job requirements for educational background, employment experience, skills, licenses, and any other job-related qualification standards.

What qualifies as an essential function?

Essential functions are the fundamental job duties of the position. Relevant factors include:

- whether the reason the position exists is to perform that function;
- the number of other employees available to perform the function; and
- the degree of expertise or skill required to perform the function.

What employment practices are covered?

The ADA makes it unlawful to discriminate in **all** employment practices, including recruitment, hiring, firing, pay, promotions, job assignments, training, leave, layoffs, benefits, etc. In addition, the ADA prohibits an employer from retaliating against an applicant or employee for asserting his or her rights under the ADA.

The ADA also makes it unlawful to discriminate against an applicant or employee, whether disabled or not, because of the individual's relationship or association with an individual with a disability.

What does the ADA require an employer to do?

Employers covered by the ADA have to make sure that people with disabilities:

- have an equal opportunity to apply for jobs and to work in jobs for which they are qualified;
- have an equal opportunity to be promoted;
- have equal access to benefits and privileges of employment that are offered to other employees; and
- are not harassed because of their disability.

Further, an employer is also required to provide a reasonable accommodation if a person with a disability needs one in order to apply for a job, perform a job, or enjoy benefits equal to those offered to other employees. An employer does not have to provide any accommodation that would pose an undue hardship.

EMPLOYEE BACKGROUND CHECKS

All personnel employed on or after July 1, 2000, must be fingerprinted and successfully complete criminal backgrounds check.

HARASSMENT AND DISCRIMINATION [note district policies]

Employees shall not engage in prohibited harassment, including sexual harassment, of other employees or students. While acting in the course of their employment, employees shall not engage in prohibited harassment of other persons, including board members, vendors, contractors, volunteers, or parents. A substantiated charge of harassment will result in disciplinary action.

Employees who believe they have been discriminated or retaliated against or harassed are encouraged to promptly report such incidents to the campus principal, supervisor, or appropriate district official. If the principal, supervisor, or district official is the subject of a complaint, the employee should report the incident to the human resource director [or your designee].

PERSONNEL RECORD KEEPING

INTRODUCTION

The purpose of this guideline is to review the importance of good records retention and suggestions for possible improvement. With the increased business necessity for additional planning it has become necessary for boards and administrators to have a wide range of data available to assist them in their decision-making. How to gather the data, store it, and the ability to assemble it into proper format within a reasonable length of time becomes increasingly important in that decision-making process.

A **personnel file** is maintained for each employee of [your district]. These personnel files contain confidential documents and are managed and maintained by Human Resources staff.

Typical documents in a personnel file include the employment application, a family emergency contact form, documented disciplinary action history, a resume, employee handbook and at-will employer sign off sheets, current personal information, and job references. Not all personnel files contain the same documents but each personnel file has some documents that are the same.

PROCEDURE

The first consideration in information record-keeping systems is the data base: what information, the way it will be kept, and why. The most common data base component would be the individual personnel file. Careful judgment is needed by the district to determine what information will be kept here and why it will be retained. For example, it may or may not be practical to use personnel files as the only source of keeping data on absenteeism. Consideration must also be given to any collective bargaining agreement which may affect data storage for grievance activity or disciplinary actions.

The second consideration is that of authenticity. The information in the system should be easily verifiable such as education, age, sex, race, etc. The system should have the capability to be easily updated so that in the event the data needs to be changed, the necessary correlated changes will occur as well. For example, an employee moves to a different address; changes may be, needed on numerous documents and in different departments. The system should permit one change to generate an automatic updating of all records.

The third consideration is the accessibility of data. Cost of storing data must be considered along with the cost of retrieving data. For example, an investigation by the state Human Relations Commission on sex discrimination could require the organization of much information. Can the district's record-keeping system gather and present the required data in a timely fashion with minimal cost?

The fourth consideration is format. Concerns include the organization by individual or group, the period of time for maintaining the data, the disposal of records, and the protections against unauthorized access and security from damage, vandalism, etc.

Examples of data to be kept are:

- **Personal Data** - including biographical data such as age, sex, etc.; dependents would be minority group classification.
- **Contact Data** - home address and who to contact in emergency.
- **Education Data** - levels of education and when completed, degrees received, certifications, employer sponsored courses completed, and professional designation or licenses held.

- **Work Data** - previous job experience, present positions, date of hire for seniority purposes, date of layoff and current status, and request for transfer.
- **Evaluation** - evaluation records or other district forms.
- **Compensation** - professional or nonprofessional status, position title, hourly rate or previous salary, hours overtime worked, deductions, contributions, benefits plan, number of vacation days, number of sick days, leaves of absence, workers' compensation claims, and unemployment compensation claims.
- **Miscellaneous** - union dues deduction authorization, military service or reserve duty, publications authored, and safety and accident records.
- **Application Data** - Reference checks, dates of application, dates interviewed, number of applicants within given period, employment application, and reasons for selection or rejection.
- **Separation Data** - date no longer with district, reasons for leaving, exit interview, forwarding address, and name and address of new employer.

Payroll files are also maintained; payroll files contain a history of the employee's jobs, departments, compensation changes, and so on.

An employee may view his or her personnel file by contacting a Human Resources staff person during normal business hours. No employee may alter or remove any document in his or her personnel file which must be viewed in the presence of an HR staff person.

SELECTION OF INSTRUCTIONAL MATERIALS

The Board of Education recognizes the importance of using a variety of instructional materials, in addition to adopted textbooks, to meet the instructional needs of students. Materials for classrooms and school library media centers will be selected by the appropriate professional personnel in consultation with the administration, faculty, students and the community. Final decision on a purchase will rest with the Board of Education or designee.

**Insert district policy*

USE OF COPYRIGHTED MATERIALS

The [District] Schools requires that all employees be knowledgeable of and adhere to all provisions of current Federal copyright law, *Title 17* of US Code, and Congressional —fair use guidelines. The district recognizes and supports the limitations on unauthorized duplication and use of copyrighted materials in all formats, as well as contractual and licensing agreements pertaining to the instructional use of all formats, including electronically transmitted materials. Willful or serious violations are considered to be in violation of expected standards of behavior for employees, students, and school visitors and may result in disciplinary action in accordance with board policy. The legal and insurance protection of the district will not be extended to employees who unlawfully copy or unlawfully use copyrighted materials.

**Insert district policy*

USE OF ELECTRONIC TRANSMISSION CAPABILITIES

The [District] Board of Education recognizes that technology and the Internet offer staff members the resources from thousands of computers and millions of individual people all over the world. Staff members may have access to e-mail, information and news, advertisements, discussion groups, and university and government libraries around the world.

[District's] e-mail and Internet capabilities have been established to enable staff members to more efficiently perform their duties, to support research and education. To that end, all uses of electronic transmission capabilities must support the goals and educational philosophy of the school district. Employees should be aware that there is no reasonable expectation of privacy with regard to their use of, and transmission of information over, district-owned computers and computer networks. The school district reserves the right to monitor such use and transmission and to take appropriate disciplinary action if it can be reasonably determined that an employee has violated acceptable use standards.

**Insert district policy*

GOOD PERSONNEL PRACTICES

Good personnel practices can help improve the relationship between employee and employer, increase efficiency, and can have a positive impact on costs. Appropriate personnel practices center around efficient use, motivation and recognition of employees. Here are nine standard personnel practices.

COMMUNICATION

Communication is a term that has been overused, over defined and under comprehended. It has been referred to as an art, or as a network that bands all together, while it is simply the exchange of thoughts. These thoughts may take the form of information, ideas, attitudes, feelings, expectations or simply personal conversation. The exchange of thoughts should be foremost in the successful pursuit of district goals and individual satisfaction.

An employee assuming a position in a district needs to know the district's educational philosophy, requirements of the position, growth requirements, fellow employees and the community. The district must know the employee's capabilities, hopes, ideas and problems. Open, flexible, two-way communication allows for all needs to be met.

Communication can take many forms: verbal exchange, memo, suggestion system, employee survey, conferences and retreats, handbooks, job descriptions, procedure manuals, policy, etc.

It's important to remember - don't talk about talking, just talk.

CONTRACT ADMINISTRATION

For those employees under a collective bargaining agreement, proper contract administration is important. The contract may not be popular and its contents may be irritating and restrictive, but it must be honored.

The management team must be familiar with the entire contract, particularly those areas of direct responsibility; interpretation of the contract must be consistent throughout the district.

In order to accomplish familiarity and consistency, briefings should be held for the management team prior to implementation. Changes from the previous agreement should be highlighted, noting any change in prior practices.

Follow-up briefings should be held periodically to discuss any inconsistencies in interpretation and any grievances. This will also prepare the district for subsequent negotiations.

Every member of the management team should have a copy of the agreement.

EFFICIENT MANAGEMENT

The key to the success of any organization, efficient management, is also a key to good personnel practices. If management is floundering, the relationship with employees will reflect that situation.

Efficiency begins with a commitment, a willingness to listen, learn and grow, an ability to make sound decisions, and the demonstration of leadership.

Leadership is crucial to influencing behavior, attitudes and employer-employee relationships. Weak leadership will create confusion and cause for concern, opening the door to union interference and heightened conflict.

EVALUATION

Thorough and effective evaluations have positive characteristics and benefits for the district. Evaluations should not be looked upon strictly as a legal requirement to be satisfied. They have a developmental as well as an appraisal function. Conducted properly and positively, an evaluation will encourage or improve the exemplary or may improve and salvage the unsatisfactory.

An unsatisfactory evaluation does not have to be a negative experience if the appraiser and employee can use the experience to motivate and improve the performance of the employee.

Properly handled, an evaluation should develop a rapport to carry beyond it to other aspects of employer-employee relationships.

Remember, evaluation is a positive, cooperative and continuing process for the purpose of improving and maintaining the quality of education.

HIRING

A district that places little emphasis on hiring will not attract a job candidate who has the necessary abilities, aptitudes, attitudes and goals to fill a position. Hiring a candidate is more than filling a slot. It is adding to the educational team an employee with the qualities to serve the goals of the district and the educational process.

The process begins with the determination of needs, present and future. Long-range anticipation of staffing needs gives ample time to recruit and select a new employee, restructure or retrain staff and, in some cases, reduce staff.

A thorough process of recruitment, screening, interviewing and selection will lead to more suitable choices that will likely succeed within the framework of district goals, objectives and expectations. The hiring procedure should include principals. Central office may carry the responsibility of recruiting and screening, but the principal needs to be included in the interviewing and evaluation leading to the recommendation of a candidate.

POLICY

Policy is the backbone of any organization. Without a blueprint for operating, indecision and poor decisions become the norm.

Giving direction and consistency to the operation of a district, policy clarifies roles and authority, while eliminating misunderstandings. Policy helps the board look businesslike and gives its actions added credence. Clearly written policies indicate sound judgment, careful planning and efficiency.

The benefit of implementing these personnel practices will far outweigh any cost, large or small. The conflict between employee and employer will not be eliminated, but may be greatly reduced.

Today's employee is not satisfied only by salary and fringe benefits, but more so by recognition and fulfillment.

RECOGNITION

Everyone likes to be recognized by others for achievements. The satisfaction of accomplishment is always more satisfactory when shared by others. Employees are more likely to put forth extra time and effort if that time and effort are recognized.

Recognition can take many forms - from a simple "thank you" from an administrator to a tangible award such as cash, service pins and certificates. The form is generally dictated by the accomplishment.

Employees do not want to exist in a vacuum, not knowing the quality of their performance. Recognition can eliminate this vacuum while bridging a relationship between individuals and employers.

One caution: Praise is another form of evaluation and may make the employee uncomfortable. The method of delivering the recognition is crucial.

STAFF DEVELOPMENT

While important to the renewal or rejuvenation of an employee or group of employees, staff development is not limited to these purposes. It can also take what is good and make them better.

All employees have potential for growth and development and are only limited by personal ability and opportunity. A sound staff development plan will realize the under-developed or unutilized possibilities. This can only be a benefit for the employer, employee and students. It may well be that the new leadership for the district will evolve through this plan.

Staff development can be attained through job enrichment, job enlargement, or any other method that stretches the employees beyond the expected and routine. This will result in a greater scope of personal achievement, more challenging and responsible work, and will increase task efficiency and employee satisfaction.

SUPERVISION

Public education is not generally accepted as an industry in which school systems function as businesses (sometimes the largest) in local communities. The raw material may be children and the product may be an education, but the same principles of operation need to apply. Failure to accept or to recognize this need has resulted in a deficiency of good employee practices in public schools.

Good employee practices breed better employee relations. Better employee relations will lead to less labor conflict which will continue to improve employee relations.

One such practice is supervision, working with a group of people over whom authority is exercised to get a job done in the most effective way. In other words, getting the job done through other people.

Good supervision is essential to a good school. Too often school officials only see the need or are only equipped to supervise the educational system, not realizing the equal importance of supervising the operation and personnel. The need for good supervision should be of little doubt. Equipping school officials as supervisors is the greater problem. Ability to supervise is not automatic; it requires training to learn a large body of knowledge.

This learning process may be accomplished through supervisory training programs, consultation with experienced supervisors, or studying the dozens of books written on supervision.

Supervising can be a very interesting and satisfying job or, at times, it can result in more grief, problems and difficulty than any other job. It takes skill, common sense, imagination, a sense of humor, and a great deal of resiliency. The key to success is to realize that supervision is part natural ability and part learned skills and to seek out help and guidance to learn the necessary skills.

Most people are employed because of a skill or knowledge to perform a job. As some people demonstrate their skills in a superior manner, they are made supervisors. This creates a change. The supervisor can no longer depend as much on the skill, but must develop a new, as yet untested, skill called supervision.

The work of the supervisor includes motivating people, assigning work, setting schedules, planning work, appraising people, counseling employees, solving problems, making decisions, making selections for jobs, setting standards, analyzing jobs, disciplining subordinates, having meetings, going to meetings, communication, training and developing people, and so on; all within the organizational goals. This list

may seem overwhelming at first, but as skills develop these things become automatic. The good supervisor worries less about how to do things and more about getting them done.

Supervision should be substantial without being stifling. An administrator needs to be motivating, communicative and supportive. In doing so, a sense of proficiency, creativity and personal development will be encouraged.

A good supervisor will allow employees to take initiatives, to learn and grow, will give credit for good performance, and will avoid the tendency to become uncomfortable and inflexible when employees have conflicting ideas.

The temptation to over-supervise, discourage creativity and stress failure must be counteracted by a positive approach of encouragement and plaudits.

Following are selected excerpts taken from The Successful Supervisor which will help to lay a foundation for the development of supervisory skills.

WHAT SUPERVISORS MUST BE ABLE TO DO

Everyone working as supervisors of people and managers of work must learn how to do a number of things. We can list these as follows:

1. They must learn how to guide and direct the efforts of the people they are responsible for supervising. This involves learning about the many factors that motivate people, and understanding and using skillfully the principles and methods of supervision known to be effective.
2. They must learn how to work in the organization of which they and their people are a part. This implies that a supervisor must know something about the principles of organization and how an organization operates most efficiently.
3. They must learn how to train or teach people to do their jobs. They must be able to train people for jobs of greater responsibility.
4. They must learn how to speak and write clearly and effectively, and how to read and listen. There are techniques for doing all these, and they are often lumped under the term, "communications". Obviously, a supervisor has to be able both to send and to receive.
5. They must learn how to analyze workloads. Anyone trying to supervise people and manage resources has to be able to judge what a fair day's work is - or a week's work - or a year's work. If they can do this, they can come closer to judging whether they are overstaffed or understaffed.
6. They must learn how to make a plan of action or operation. Good planning is important to any job, but particularly so in management.
7. They must learn how to schedule work, making a timetable for a plan and assigning priorities to the various jobs involved in it.
8. They must learn how to improve operating efficiency. This is the kind of thing that pays off in easier, less costly operation.

BENEFITS

Benefits are a large part of the total compensation package for [district name] employees. In order to meet the ever-changing needs of our employees, we are continuously reviewing and updating these benefits and their features. The following is an overview of the benefits provided. Because of the importance of the benefits package, we encourage you to familiarize yourself with the details of the various plans from a variety of sources such as [list]. [You may wish to note open enrollment periods as well.] Noted are sample options for benefits.

Benefits Eligibility

Insurance benefits become effective on the first day of the month following the completion of one full calendar month of employment. Temporary employees (regular substitutes and miscellaneous employees) or employees who work less than 20 hours per week are not eligible for benefits.

Critical Illness/Cancer Plus

Benefit eligible employees may enroll in the Critical Illness/Cancer Plus insurance plan, which supplements health care and disability plans by helping with costs associated with a critical illness. Benefits are paid directly to the employee in a lump sum when diagnosis of a covered illness is confirmed. The specific covered illnesses include heart attack, stroke, major organ transplant, end-stage renal failure, and internal cancer. Coverage amounts are in \$5,000 increments, ranging from \$5,000 to \$50,000, and rates are age-banded.

COBRA

Consolidated Omnibus Budget Reconciliation Act (COBRA) in 1986. It adds amendments to the Employee Retirement Income Security Act, the Internal Revenue Code and the Public Health Service Act to provide continuation of group health coverage.

COBRA set forth regulations that give employees and their families, who lose their health benefits because of unemployment, the right to choose to continue group health benefits provided by their group health plan. These health care benefits may be extended for limited periods of time under certain circumstances, according to the COBRA regulations.

The COBRA regulations state that circumstances such as voluntary or involuntary job loss, reduction in the number of hours an employee works, transition and life events such as death, divorce and unemployment may make individuals eligible for continuing health care benefits. Qualified individuals may be required by the employer to pay the entire health insurance premium for health care coverage up to 102 percent of the cost to the plan.

COBRA Regulations

COBRA regulations state that the health insurance plan used by an employer, with 20 or more employees in the prior year, must provide for continuing coverage via COBRA.

Employers must notify health plan administrators within 30 days after an employee appears eligible. Plan participants and beneficiaries generally must be sent a COBRA election notice within 14 days of the plan's notification.

The individual has 60 days to decide whether to elect COBRA continuation health coverage and 45 days after electing coverage to pay the initial premium.

**Note: You may wish to add something about how you manage COBRA obligations.*

Dental Insurance

Optional dental coverage may be purchased for the individual employee and his/her family. Two plans are available: Basic or Premium Direct Reimbursement. Both plans offer a voluntary MetLife network of preferred dental providers. The Premium plan also offers orthodontia benefits. Late entrant restrictions may apply to employees who decline enrollment at the time of hire and enroll through a subsequent Open Enrollment.

Disability Insurance

Voluntary Short-Term Disability coverage is available on a payroll deduction basis. An employee must have paid six monthly premiums in order to receive benefits for a medical disability.

Health Insurance

Benefit eligible employees have the opportunity to enroll in group health insurance provided by [district].

Liability Insurance

The Board of Education provides professional liability insurance for its employees, which may provide for legal expenses and damages that may arise from suits brought against employees for incidents that occur while they are carrying out assigned duties of the district.

Life Insurance

Benefit eligible employees are automatically covered by a \$15,000 group term Life and Accidental Death and Dismemberment policy provided by the Board at no cost to the employee, and underwritten by [note].

Medicare

All employees hired after April 1, 1986, are required to pay Medicare contributions, which provide the medical benefits within the Social Security Administration.

Mileage Reimbursement

Note your district's policy on reimbursing mileage to staff for the use of their personal vehicle.

Retirement System

Note what you have in policy.

Tax Deferred Annuity and Other Investment Opportunities

[District] offers employees the opportunity to participate in two tax deferred retirement savings plans - the 403(b) Plan and the 457(b) Deferred Compensation Plan. These plans allow employees to exclude a portion of their salary from taxable income. Payment of taxes on this money and on the investment income it earns is deferred until the money is withdrawn, generally at retirement. The Board has approved [identify] to market these plans to employees.

Vision Insurance

Vision insurance covers the cost of eye exams and other services. . Using in-network providers allows enrollees to receive care at no cost or minimal out-of-pocket expense. The plan also includes an out-of-network benefit that allows enrollees to use any eye care professional. The out-of-network feature reimburses 50% of eligible expenses up to a total reimbursement of \$300. A complete description of services provided by the plan is available on [website or location].

Worker's Compensation

Employees may be entitled to Workers' Compensation benefits if injured on the job. The injury must arise out of and in the course of employment. The injured employee must provide notice of the injury immediately, but no later than 30 days after the accident, to the employer, the employer's representative, or the employee's immediate supervisor. Failure to do so may result in the loss of benefits. Questions may be addressed to an immediate supervisor or Risk Management personnel.

ATTENDANCE AT WORK

BREAK AND LUNCH PERIODS

NOTE: Specify specific breaks and/or lunch periods for employees that it is applicable for and whether lunch periods are working lunches or duty free lunch.

EXEMPT AND NON-EXEMPT EMPLOYEE DEFINITIONS

- 1. Exempt** - All employees classified as "Exempt" from the overtime provisions of the Fair Labor Standards Act are paid for the accomplishment of assigned accountabilities rather than being paid for the number of hours worked in a work week. For example, a full-time exempt employee would be expected to work a *40-hour week at a minimum. Hours, in excess of the minimum, by an exempt employee performing work that is usual and customary are considered "accomplishment of assigned accountabilities" for which there is no additional compensation whether in time off or pay. The category of "exempt" employees includes but is not limited to teachers, administrators, and certain supervisory staff.
* A full-time exempt teacher is expected to work a 37 ½ hour week at a minimum.
- 2. Non-Exempt** - All employees classified as "Non-Exempt" from the overtime provisions of the Fair Labor Standards Act must be paid for overtime hours worked or given compensatory time off. Overtime is paid or compensatory time given to non-exempt employees for hours in excess of 40 hours actually worked in a work week. However, work schedules can be reduced within a week to offset extra hours worked earlier in the week so as not to exceed 40 and thereby avoid an "overtime" situation. The work week begins Saturday at 12:01 a.m. and ends the following Friday at 12:00 midnight. The category of "non-exempt" employees includes but is not limited to teacher assistants, custodians, school food service workers and certain office support employees.
- 3. Approval to Work Overtime** - No overtime hours will be worked by non-exempt employees unless approved in advance by the employee's Department Head and, when for overtime pay, the overtime must be approved by the divisional Chief Human Resources Officer who is responsible to budget for such expenses. Work by a non-exempt employee which has not been requested by management but is nonetheless endured or permitted is still considered work time by FLSA. Therefore, no non-exempt employee will work, without the appropriate approval, prior to or after regularly scheduled hours, because such time would be considered overtime when in excess of 40 hours in the work week, even though the work had not been specifically authorized.

Supervisors/Department Heads are responsible for ensuring that overtime hours are authorized, recorded, and properly documented for compensatory time off or overtime pay in accordance with the established record-keeping forms and instructions. Non-exempt employees working beyond the normal

work week without specific approval, and supervisors who permit this, will be subject to disciplinary action. (Reference: Fair Labor Standards Act)

LEAVES AND ABSENCES

FAMILY MEDICAL LEAVE

As most employers are now aware, the Family and Medical Leave Act (FMLA) requires covered employers to provide twelve weeks of unpaid leave to eligible employees within a 12-month period. The FMLA applies to private employers with 50 or more employees, and to all public employers.

An employee is eligible for and must be granted FMLA leave after he has been employed by the employer for a total of 12 or more months, and has worked (not including paid time off such as sick leave or vacation) at least 1,250 hours in the year preceding the requested leave of absence.

Also, an employee's leave of absence qualifies as FMLA leave when it is taken for any of the following reasons:

- the employee's serious health condition;
- to care for the employee's spouse, child, or parent who has a serious health condition; or
- for the birth of a child, or the placement of a child for adoption or foster care.

LEAVE BENEFITS

[District] Schools employees are encouraged to utilize available leave benefits options when necessary. However, employees should carefully consider the impact that their absence(s) will have on the overall instructional program and upon the achievement of students. Even the best substitute employee cannot provide the high level of service provided by the regular employee. Every employee absence diminishes the overall quality of the instructional program.

In addition, unused accumulated sick leave and/or annual vacation leave can significantly enhance an employee's financial entitlements at retirement or upon separation from employment with the school district.

NOTE: Include District policies on leaves. They may include but not limited to the following:

Short-Term Leaves of Absence

A leave of absence for a period of up to ten (10) workdays shall be considered a short-term leave of absence. A short-term leave of absence may be with or without pay.

Long-Term Leaves of Absence

A leave of absence for a period exceeding ten (10) workdays shall be considered a long-term leave of absence. A long-term leave of absence may be with or without pay.

Death in Family

Employees may use sick leave for death in immediate family.

Leave Without Pay

[District] Schools require the employee to use available paid leave before going on leave without pay. An employee may be granted a leave of absence without pay for periods as granted in the discretion of the Superintendent and in accordance with the rules and regulations adopted by the School Board.

Sick Leave

Sick leave is earned by all permanent employees at the rate of one (1) day for each monthly pay period they are working or on paid leave for one-half or more of the work days in the pay period (pro-rated for part-time - 50% or more). This leave may be used for personal illness, injury, temporary disability, illness or death in the immediate family, or employee medical appointments

Extended Sick Leave

Permanent full-time or part-time classroom teachers and media specialists, who are absent due to their own personal illness or injury in excess of their accumulated sick leave shall be allowed extended sick leave of up to twenty (20) workdays throughout the regular term of employment.

Voluntary Shared Leave

The purpose of voluntary shared leave is to provide economic relief for employees who are likely to suffer financial hardship because of a prolonged absence or frequent short-term absences, caused by a serious medical condition. The serious medical condition must be documented by a medical doctor, and follow the definition and guidelines as set forth in the Family Medical Leave Act of 1993.

Only permanent full-time or part-time employees who have exhausted all accumulated paid leave (sick leave, annual leave, miscellaneous bonus leave if applicable) are eligible to receive donated leave. An employee need not exhaust personal leave and the 20 days of extended sick leave to be eligible for voluntary shared leave.

Personal Leave

Personal Leave is earned only by permanent full-time or part-time classroom teachers and media specialists. All such full-time instructional personnel earn personal leave at the rate of .20 days for each full month of employment not to exceed two (2) days per year. Part-time personnel earn at a prorated share, the rate for full-time employees. Personal leave may be accumulated without any applicable maximum until June 30 of each year. Eligible employees may carry forward to July 1 a maximum of five (5) days of personal leave, the remainder of the personal leave shall be converted to sick leave on June 30. At the time of retirement, accumulated personal leave may be converted to sick leave for creditable service towards retirement. Personal leave may be used only upon the authorization of the employee's immediate supervisor.

Annual Vacation Leave

The purpose of paid annual vacation leave is to allow and encourage all employees to renew their physical and mental capabilities and to remain fully productive.

Holidays

The local board of education determines when holidays are scheduled in the school calendar. Paid holidays are granted only to employees who are in the position on the day on which the holiday is scheduled or in pay status for one-half or more of the workdays of the month. Temporary employees are not entitled to paid holidays.

Religious Holidays

Absence from work for bona fide Religious Holidays may be allowed for a maximum of two days within any one school year with prior approval from the Superintendent or his/her designee.

Military Leave

The granting of military leave to full-time or part-time permanent employees is an obligation of the State to the defense effort of the nation and to the protection of the State itself. Generally, employees may be granted up to fifteen (15) days of leave with pay during the federal fiscal year for military training. An employee called to active duty will take a leave without pay unless he/she chooses to use available annual leave.

Educational Leave

In lieu of taking any professional days, a total of eighty (80) hours of release time may be taken for educational purposes. The employee should make a written request, including the class schedule, to his/her supervisor. If the employee must be absent for more than one hour any given day, a substitute is required. The cost of a one-half day substitute will be deducted from employee's wages. Twelve-month employees enrolled in full-time summer school may use vacation time to account for the day(s) absent.

Jury Duty

Full-time or part-time public school employees will retain full salary when absent from work to serve on a jury. The employee is entitled to regular compensation in addition to payment for jury duty.

Court Attendance

Attendance by duty or subpoena: Full-time or part-time public school employees retain full salary for absences from school due to court attendance related to their official duty.

**Insert district or master contract language*

SEVERE WEATHER AND EMERGENCY CLOSINGS

A phone tree will be utilized in the event that school will be cancelled. Notification of school cancellations because of inclement weather or other emergencies will be broadcast over radio stations [list], and television stations [list] will be contacted to broadcast any announcement of school closing.

WORKING HOURS AND OVERTIME

Overtime

Occasionally, employees are required to work overtime. In these instances, employees receive advanced notice as time allows. Non-exempt employees' (most classified positions) rate of pay is one and one-half times their regular hourly rate for hours worked in excess of 40 during the established workweek. The established workweek begins at 12:01 a.m. on Sunday and ends at 12:00 midnight on Saturday. For purposes of calculating overtime pay, only hours actually worked are eligible (except Holidays.) This overtime policy is applicable to all employees who are covered under the provisions of the Fair Labor Standards Act. The school district's intention is to assure good faith compliance with FLSA to the extent applicable to the [District] Schools.

USE OF SCHOOL EQUIPMENT AND ELECTRONICS

TELEPHONE USE

School employees may receive or make personal telephone calls during break periods only. If a telephone call is received during a non-break time, and the call is not an emergency, callers will be asked to leave a message. Please inform your family and friends of this company policy and request that they keep these telephone calls to a minimum during work hours.

In the instance of a legitimate emergency telephone call during work hours, we will immediately attempt to locate that employee to receive the call. The employee telephones in the break rooms are available to make outgoing, local, personal calls during break times.

CELL PHONE POLICY

The district is aware that employees utilize their personal or company-supplied cellular phones for business purposes. At the same time, cell phones are a distraction in the workplace. To ensure the effectiveness of meetings, employees are asked to leave cell phones at their desk. Or, on the unusual occasion of an emergency or anticipated emergency that requires immediate attention, the cell phone may be carried to the meeting on vibrate mode.

COMPUTER USE

Voice mail, email, and Internet usage assigned to an employee's computer or telephone extensions are solely for the purpose of conducting school business. Some job responsibilities at the district require access to the Internet and the use of software in addition to the Microsoft Office suite of products. Only people appropriately authorized, for district purposes, may use the Internet or access additional software.

Software Access Procedure

Software needed, in addition to the Microsoft Office suite of products, must be authorized by your supervisor and downloaded by the IT department. If you need access to software, not currently on the district network, talk with your supervisor and consult with the IT department.

Internet Usage

Internet use, on district time, is authorized to conduct school business only. Internet use brings the possibility of breaches to the security of confidential district information. Internet use also creates the possibility of contamination to our system via viruses or spyware. Spyware allows unauthorized people, outside the district, potential access to district passwords and other confidential information. Removing such programs from the district network requires IT staff to invest time and attention that is better devoted to progress. For this reason, and to assure the use of work time appropriately for work, we ask staff members to limit Internet use.

Additionally, under no circumstances may school computers or other electronic equipment be used to obtain, view, or reach any pornographic, or otherwise immoral, unethical, or non-business-related Internet sites. Doing so can lead to disciplinary action up to and including termination of employment.

Email Usage at Company

Email is also to be used for district business only. District confidential information must not be shared outside of the district, without authorization, at any time. You are also not to conduct personal business using the district computer or email.

Please keep this in mind, also, as you consider forwarding non-business emails to associates, family or friends. Non-business related emails waste school time and attention.

Viewing pornography, or sending pornographic jokes or stories via email, is considered sexual harassment and will be addressed according to our sexual harassment policy.

Emails That Discriminate

Any emails that discriminate against employees by virtue of any protected classification including race, gender, nationality, religion, and so forth, will be dealt with according to the harassment policy.

These emails are prohibited at the district. Sending or forwarding non-business emails will result in disciplinary action that may lead to employment termination.

District Owns Employee Email

Keep in mind that the district owns any communication sent via email or that is stored on school equipment. Management and other authorized staff have the right to access any material in your email or on your computer at any time. Please do not consider your electronic communication, storage or access to be private if it is created or stored at work.

BLOGGING AND SOCIAL MEDIA

The [district] recognizes the importance of the Internet in shaping public thinking about your school and our current and potential employees, partners, and customers. The following guidelines in this blogging and social media policy will help you make appropriate decisions about your work-related blogging and the contents of your blogs, personal Web sites, postings on wikis and other interactive sites, postings on video or picture sharing sites, or in the comments that you make online on blogs, elsewhere on the public Internet, and in responding to comments from posters either publicly or via email. Our internal internet and email policy remains in effect in our workplace.

These guidelines will help you open up a respectful, knowledgeable interaction with people on the Internet. They also protect the privacy, confidentiality, and interests of the district.

Note that these policies and guidelines apply only to work-related sites and issues and are not meant to infringe upon your personal interaction or commentary online.

Guidelines for Interaction about the District on the Internet

- If you are developing a Web site or writing a blog that will mention the school/district and/or our current and potential employees, partners, students, identify that you are an employee of this school and that the views expressed on the blog or Web site are yours alone and do not represent the views of the district.
- Unless given permission by your supervisor, you are not authorized to speak on behalf of the district, nor to represent that you do so.
- If you are developing a site or writing a blog that will mention our school/district and/or our current and potential employees, partners, students, as a courtesy to the school district, please let your supervisor know that you are writing them.

Confidential Information Component of the Blogging Policy

- You may not share information that is confidential about the district.

Respect and Privacy Rights Components of the Blogging Policy

- Speak respectfully about the company and our current and potential employees, students, and partners. Do not engage in name calling or behavior that will reflect negatively on your district's reputation. Note that the use of copyrighted materials, unfounded or derogatory statements, or misrepresentation is not viewed favorably by the district and can result in disciplinary action up to and including employment termination.
- The district encourages you to write knowledgeably, accurately, and using appropriate professionalism. Despite disclaimers, your Web interaction can result in members of the public forming opinions about the school district and its employees.

- Honor the privacy rights of our current employees by seeking their permission before writing about or displaying internal school happenings that might be considered to be a breach of their privacy and confidentiality.

Your Legal Liability Component of the Blogging Policy

Recognize that you are legally liable for anything you write or present online. Employees can be disciplined by the district for commentary, content, or images that are defamatory, pornographic, proprietary, harassing, libelous, or that can create a hostile work.

COPY MACHINE

Personal copies are 10¢ per copy for single-sided, 15¢ for double sided, and payment should be made to the Secretary or Business Manager.

FAX MACHINE

Staff may have personal items faxed at a cost of \$1.00 per page. There will not be any charge for incoming faxes.

WORKPLACE PROFESSIONALISM

ACCEPTING AND GIVING ENTERTAINMENT OR GIFTS

Employees must not accept significant entertainment gifts, or personal favors that could, in any way, influence, or appear to influence, business decisions in favor of any person or organization with whom or with which the school has, or is likely to have, business dealings.

**Insert district policy*

CONFLICTS OF INTEREST

The school expects that employees will perform their duties conscientiously, honestly, and in accordance with the best interests of the school. Employees must not use their position or the knowledge gained as a result of their position for private or personal advantage.

Employees of the Board will not engage in nor have a financial interest, directly or indirectly, in any activity that conflicts (or raises a reasonable question of conflict) with their duties and responsibilities in the school system.

Employees will not engage in work of any type where information concerning customer, client, or employer originates from any information available to them through school sources.

Employees will not sell textbooks, instructional supplies, equipment, reference books, or any other school products to the schools in the district. They will not furnish the names of students or parents to anyone selling these materials. The school strictly prohibits the acceptance of kickbacks and secret commissions from suppliers or others. Any breach of this rule will result in immediate suspension and prosecution to the fullest extent of the law.

Assets of the school are for school purposes only and not for personal benefit. This includes the personal use of organization assets, such as computers and other equipment.

In order that there is no conflict of interest in the supervision and evaluation of employees, at no time may any administrator be responsible for the supervision and/or evaluation of an employee who is related to him/her who is within the third degree of consanguinity or is his/her spouse.

**Insert district policy*

DRESS CODE

A work dress code is a set of standards that schools develop to help provide their employees with guidance about what is appropriate to wear to work. Work dress codes range from formal to business casual to casual.

Clothing that reveals too much cleavage, your back, your chest, your feet, your stomach or your underwear is not appropriate.

Certain days can be declared dress down days, generally Fridays. On these days, jeans and other more casual clothing, although never clothing potentially offensive to others, are allowed.

If clothing fails to meet these standards, as determined by the employee's supervisor and Human Resources staff, the employee will be asked not to wear the inappropriate item to work again. If the problem persists, the employee may be sent home to change clothes and will receive a verbal warning for the first offense. All other policies about personal time use will apply. Progressive disciplinary action will be applied if dress code violations continue.

DRUG FREE WORKPLACE

Student and employee safety is a paramount concern to the School Board. Employees under the influence of alcohol, drugs, or controlled substances are a serious risk to themselves, to students, and to other employees. Therefore, the School Board will not tolerate the unlawful manufacture, use, possession, sale, distribution or being under the influence of drugs or controlled substances. Nor will the board tolerate the unlawful use of, or being under the influence of, alcohol by an on-duty employee. Any employee who violates this policy will be subject to disciplinary action which may include dismissal. Each

employee of the district is hereby notified that, as a condition of employment, the employee must abide by the terms of this policy and will report to the Superintendent any criminal drug statute convictions for a violation occurring in or on the premises of this school district, or while engaged in regular employment. Such notification must be made by the employee to the Superintendent no later than five days after conviction.

**Insert district policy.*

SMOKE FREE WORKPLACE

The use of tobacco products on or in any school property, or at any school-sponsored activity or event (regardless of location), is prohibited.

This policy will be strictly enforced, as follows:

- (1) Employees in violation of this policy will be subject to disciplinary action.
- (2) Student discipline for infractions will continue to be as outlined in the Student Code of Conduct.
- (3) Others that violate this policy will be asked to appropriately dispose of tobacco products. If they do not promptly comply, they will be asked to leave school property immediately.

(Reference: [District] Schools Policy [list].)

COMPENSATION AND PAYROLL INFORMATION

PAYROLL PROCEDURES

Paydays

Payday is the 25th of each month. If the regular payday occurs on a holiday, the payday is the last working day prior to the holiday. On each payday, employees receive a pay stub showing gross pay, deductions and net pay.

Arrangements are possible for automatic deductions such as additional tax withholding and individual savings from your paycheck. The district is committed to complying with salary basis requirements, which allows properly authorized deductions. If you believe there was an improper deduction from your salary, immediately report this to the payroll clerk. Reports of improper deductions are promptly investigated. If it is determined that an improper deduction has occurred, you will receive prompt reimbursement.

For the employees' convenience, it is our policy to have all paychecks automatically deposited into employees' bank accounts.

TIME REPORTING

Non-exempt employees must record time worked on a daily basis. Time cards or time clocks calculate hours. Employees are responsible for submitting their timecard to their supervisor on a weekly basis for approval and submittal to payroll.

Payment

Paychecks arrive on or about the 25th of each month. Work hours are one month in the arrears. We utilize direct deposit for monthly payments. Pay stubs arrive by mail.

PERFORMANCE EXPECTATIONS AND EVALUATION

BASIC PRINCIPLES OF SUPERVISION

PRINCIPLE ONE

PEOPLE MUST UNDERSTAND CLEARLY WHAT IS EXPECTED OF THEM.

1. What the organization stands for; how it is organized; how it operates; what it does; something of its history; and the career policy it uses with its personnel.
2. What his particular job is; how his job is related to those of his fellow workers; what authority he has, if any; and who his supervisor is.
3. Where he gets materials, supplies or equipment he may need; where his place of work is; and what the working rules of the organization are.
4. How the quality of his work will be measured.
5. How the quantity of his work will be measured.

Both Items 4 and 5 need careful thought. It is discouraging indeed for any man to find out after he has been working for some time that the quality of his work is below par. It is equally discouraging to learn too late that he is not producing as much as the supervisor expected. Quality and quantity have to be understood in advance. Unless they are, there is likely to be argument about them when the man discovers he does not see eye to eye with his supervisor on either or both items.

PRINCIPLE TWO

PEOPLE MUST HAVE GUIDANCE IN DOING THEIR WORK.

Guidance is a general word. To be specific, it includes such things as:

1. **Current Information**: No one should be expected to work in the dark. Everyone wants to know what is going on that may affect his work. It is up to the supervisor to see that new developments - things about to happen, things that have taken place - are fully and promptly told to all members of this group.
2. **Specialty Information**: In addition to news about developments, people need to see and study the latest and the best technical or special information relating to their work. The latest theories, principles, materials and knowledge concerning their particular specialties are important to any worker.
3. **Information On Techniques**: Techniques vary with the kind of job and a thoughtful supervisor will do well to make himself a check list for each job he has in his unit. He must be sure that each of his people knows the best methods for getting his particular work done. Methods or techniques are somewhat different from knowledge about the work, although they tend to merge.
4. **Personality Improvement**: Last of our guidance items, this one is perhaps the most difficult to effect. Making personality improvement suggestions requires skillful handling.

A thoughtful supervisor sees to it that each of his people receives helpful encouragement - by one means or another - to overcome a personality fault that may stand in the way of full expression of ability. I know of no successful formula for providing this encouragement or guidance or for getting it accepted. Success seems to rest on (a) recognition by the man that he has a fault, (b) prevention of too great discouragement about it, (c) development of a real desire to overcome it, and (d) constructive help and encouragement in conquering it.

PRINCIPLE THREE

GOOD WORK SHOULD ALWAYS BE RECOGNIZED.

Almost any experienced supervisor will agree readily enough that this is a good principle. He will tell you that such recognition should be as public as possible. He will tell you that people like to feel appreciated, and that they will work all the harder when their efforts are noticed and commended. But the supervisors will also tell you, almost in the same breath, that this can be easily overdone. The worst part of it is that fear of overdoing it frequently acts to prevent some supervisors from giving any praise at all.

PRINCIPLE FOUR

POOR WORK DESERVES CONSTRUCTIVE CRITICISM.

If it is true that good work deserves recognition, it seems equally true that poor work must also be appropriately recognized. This is an area in which most of us excel. It seems, somehow, far easier to criticize than to praise. It often seems easier to detect poor work than to detect good work. And yet, any man deserves (and usually expects) criticism of poor work that he has done (and that he recognizes to be poor).

The supervisor's objective is to keep his people operating at their fullest possible capacity. When they do poor work, his task is to get them to do better, not to vent his dissatisfaction on them. The question is not who is to blame, but always how to improve his people's efforts.

PRINCIPLE FIVE

PEOPLE SHOULD HAVE OPPORTUNITIES TO SHOW THEY CAN ACCEPT GREATER RESPONSIBILITIES.

Sooner or later, every job in any organization will become vacant, and a new man will have to be put in it. When the time comes for filling a vacancy, there is no need for uncertainty or headscratching. The whole point is to plan on developing people. Incidentally - the man who works steadily at his own improvement is more likely to bloom when he has the chance. This, too, a good supervisor encourages and carefully notes.

PRINCIPLE SIX

PEOPLE SHOULD BE ENCOURAGED TO IMPROVE THEMSELVES.

An individual can improve their mind in many ways: by reading, by discussion, especially with people more able than him/herself, by expressing him/herself in writing and in other ways. It is a wise supervisor who can so stimulate the people that they can continue to be eager to learn, thirsty for knowledge and alert for new and useful ideas. To so stimulate people requires great skill and thoughtfulness. Many teachers are unable to do this, at least with all their students. And yet we are suggesting that where trained and experienced teachers may have failed, nevertheless, supervisors should try very hard. Those who succeed will find that they have a group of people working with them who are going places, and who bring to their work such imagination and vision as may transform their daily tasks.

The skill with which you go about supervising comes only with practice and learning. How to supervise, how to put the principles of supervision into practice, make up the art of supervision.

COMPLAINT PROCEDURE

PURPOSE

The purpose of this policy is to provide a way for the Board and its employees to reach solutions to problems, disputes, or controversies that may occur and to provide a mechanism for employees or applicants to complain about unlawful discrimination or harassment. It is the intent of this policy to provide in a clear and concise way for the solution of complaints at the lowest possible administrative level, as fairly, and as expeditiously as possible.

This policy may also be used specifically as a procedure by employees who allege discrimination or harassment based on age, gender, race, color, religion, national origin, or disability. In the case of alleged discrimination based on age, gender, race, color, religion, national origin, or disability, employees may complain directly to the Division of Human Resources, who will make a prompt investigation. Any supervisor who becomes aware of such a complaint should notify the Director of Human Resources no later than on the business day immediately following his/her knowledge of the complaint.

Please refer to the [District] Board of Education Policy [list].

EXIT INTERVIEWS

It is not a requirement that personnel ending employment with the [District] Schools go through a formal exit interview with Human Resources Department staff. Any employee desiring to have such an opportunity for feedback to the school district will be granted an exit interview, just as the district reserves the right to request the interview of selected personnel upon separation from employment.

Employees desiring an exit interview should contact the Human Resource Director. In addition, all certified staff are given the opportunity to complete a confidential on line exit survey. The Human Resources Office utilizes the data gathered from this brief questionnaire to identify trends related to turnover and address concerns which are noted within the surveys.

Note: The exit interview with a terminating employee is your opportunity to obtain information about what your organization is doing well - and, what your organization needs to do to improve. Used in concert with employee satisfaction surveys, exit interviews are a rich source of information for organization improvement.

Exit interviews are key to organization improvement since rarely will you receive such frank feedback from current employees. You'll find that some items were resolvable with earlier information but others are not, such as the desire for a large salary increase.

Unfortunately, if you are learning improvement ideas or employee concerns at the exit interview, it is too late to take action to improve or help the exiting employee. The best time for an employee to discuss concerns, dissatisfactions and suggestions with his employer is while he is a committed employee, not on his way out the door.

You are interested, during the exit interview, in the feedback of employees who voluntarily terminate their employment with your organization. However, don't miss the opportunity to ask for feedback from employees you fire for attendance or performance. You may obtain useful information during the termination meeting with employees you fire.

PERFORMANCE APPRAISALS

EVALUATION - CLASSIFIED PERSONNEL

The [District] Board of Education places a high priority on both engaging the most competent personnel available and on assisting them to develop throughout their term of employment. Classified employees, who are at-will employees, should be evaluated no less frequently than once each fiscal year. However, if any employee receives ratings which are all at or above "satisfactory" levels, the formal evaluation may take place every two years as long as the employee's service continues to meet at least "satisfactory" levels. The Supervisor must document the satisfactory performance during alternate years by completing the "Certification of Classified Employee Performance" form. Additional appraisals may be conducted at any time deemed necessary by the evaluator. The evaluator and the employee must sign to indicate that the employee has read the completed evaluation form.

(Reference: Board of Education Policy [list])

EVALUATION - CERTIFIED PERSONNEL

The [District] Board of Education attaches a high priority to securing the most competent personnel available and, once they are employed, in assisting them in their professional growth and development throughout their careers. The evaluation is a timely process in which judgments are made about the employee's work. The performance evaluation is a continuing process for the purpose of identifying strengths and weaknesses of the individual and improving the quality of work.

(Reference: Board of Education Policy [list])

TERMINATION

The district will follow the guidelines as established in the master contract to include a Performance Improvement Plan. The Performance Improvement Plan (PIP) is designed to facilitate constructive discussion between a staff member and his or her supervisor and to clarify the work performance to be improved. It is implemented, at the discretion of the supervisor, when it becomes necessary to help a staff member improve his or her performance.

This format enables you to set goals, establish measures, conduct review sessions and chart progress. No specific amount of time is required for an employee to follow a performance improvement plan. In fact, if no progress is made, termination of an individual's employment may be recommended in accordance with state statute and district policy.

13-43-6.1 Just Cause for termination of teacher

“A teacher may be terminated, by the school board, at any time for just cause, including breach of contract, poor performance, incompetency, gross immorality, unprofessional conduct, insubordination, neglect of duty, or the violation of any policy or regulation of the school district.”

JOB DESCRIPTIONS

HIGH SCHOOL PRINCIPAL

Job Goal

The High School Principal is responsible for all senior high schools within the district and reports to the Superintendent. The position is one of leadership to assist the high school staff in whatever way necessary to provide the opportunity for educating students.

Position Description

The Principal will:

1. Monitor the progress of high school students and assist staff in developing methods that will ensure student progress.
2. Assist the Superintendent in organizing the staff development program.
3. Schedule and lead staff meetings.
4. Develop the high school class schedules in conjunction with the Junior High and Elementary Principals, classroom teachers, and special staff.
5. Work with the high school staff in developing the senior high budgets and in the requisition process.
6. Conduct observations and evaluations of the high school staff for the improvement of instruction.
7. Assist the high school staff in the discipline of students.
8. Interview high school position candidates and make hiring recommendations to the Superintendent.
9. Work in conjunction with the other Principals in the development and review of the student handbook.
10. Attend the Board of Education meetings at the request of the Superintendent.
11. Approve all field trips in the senior high schools.
12. In cooperation with other administration, develop and maintain a comprehensive, up-to-date program for the improvement of instruction.
13. Administer and support the policies of the Board of Education.
14. Make recommendations to the Superintendent on the purchase of equipment and building renovations.
15. Assist other administrators in keeping the public informed of school functions.
16. Attend workshops and conferences to enhance personal and professional development.
17. In conjunction with other administration, supervise all facilities.
18. Performs such other duties and responsibilities as are necessary and appropriate.

Evaluation

The Principal is evaluated by the Superintendent in accordance with district policy and/or Principal's contract.

Terms of Employment

The salary and length of contract is determined by the Board of Education.

ELEMENTARY PRINCIPAL

Job Goal

The Elementary Principal is responsible for all elementary schools within the district and reports to the Superintendent. The position is one of leadership to assist the elementary staff in whatever way necessary to provide the opportunity for educating students.

Position Description

The Principal will:

1. Monitor the progress of elementary students and assist staff in developing methods that will ensure student progress.
2. Assist the Superintendent and other Principals in organizing the staff development program.
3. Schedule and lead staff meetings.
4. Develop the elementary class schedules in conjunction with the Junior High and High School Principals, classroom teachers, and special staff.
5. Work with the elementary staff in developing the elementary budget and in the requisition process.
6. Conduct observations and evaluations of the elementary staff for the improvement of instruction.
7. Assist the elementary staff in the discipline of students.
8. Interview elementary position candidates and make hiring recommendations to the Superintendent.
9. Work in conjunction with the other Principals in the development and review of the student handbook.
10. Attend the Board of Education meetings at the request of the Superintendent.
11. Approve all field trips in the elementary.
12. In cooperation with other administration, develop and maintain a comprehensive, up-to-date program for the improvement of instruction.
13. Administer and support the policies of the Board of Education.
14. Make recommendations to the Superintendent on the purchase of equipment and building renovations.
15. Assist other administrators in keeping the public informed of school functions.
16. Attend workshops and conferences to enhance personal and professional development.
17. In conjunction with other administration, supervise all facilities.
18. Performs such other duties and responsibilities as are necessary and appropriate.

Evaluation

The Principal is evaluated by the Superintendent in accordance with district policy and/or Principal's contract.

Terms of Employment

The salary and length of contract is determined by the Board of Education.

BUSINESS MANAGER

Job Goal

The Business Manager records and maintains all business transactions for the school. The Business Manager is the financial advisor to the Board of Education and performs duties at the Board's request. The Business Manager works with the Superintendent performing duties necessary to fulfill responsibilities of the position.

Position Description

1. Food Service Fund - is responsible for maintaining accurate financial records in compliance with approved accounting standards, pays bills, and salaries, makes monthly reports to the Board of Education and completes monthly reports for the State Food Service Office.
2. Approved Accounting Standards - Must maintain a double entry accounting system in accordance with state regulations, pays all bills and makes monthly reports.
3. Payroll - performs all payroll functions.
4. Investments - has the authority to invest funds to the advantage of the district.
5. Board of Education Duties - attends all official meetings, records notes and publishes the official minutes, makes monthly financial reports to the Board, takes charge of its books and documents and performs other duties as the Board may require.
6. Legal Notices - Publishes all necessary legal notices.
7. Personnel - publishes Board vacancies, maintains a file of declarations of candidates, and issues contracts to all personnel.
8. Annual Report - is responsible for a detailed account of all Board business and preparation of periodic and annual reports of the receipts and expenditures of the district.
9. Submit all Vouchers to the Board of Education for Approval.
10. Authorize All Purchases
11. Issuing of all warrants for the payment of verified bills, salaries, and contracts approved for payment by the Board.
12. Keeping an accurate record of the Board proceedings. The business manager will be responsible for the safekeeping of the minutes.
13. Assuming responsibility for the conduct of school elections.
14. Performing such other duties as the Superintendent or Board may require and as required by law.

Evaluation

The Business Manager is evaluated by the Superintendent in accordance with district policy and/or Business Manager's contract.

Terms of Employment

The salary and length of contract is determined by the Board of Education.

K-12 CLASSROOM TEACHER

Job Goal

To create a positive learning environment in which all students will be successful, therefore developing lifelong learners.

Instructional Performance

1. Function as a contributing team member with all staff.
2. Utilize a variety of research based instructional strategies to meet the needs of all students.
3. Implement lesson plans that follow state educational content standards.
4. Evaluate and strive to improve curriculum and instruction.
5. Plan, organize, and implement effective instruction and classroom management.
6. Present a professional appearance in dress and conduct.
7. Treat students fairly, courteously, and respectfully.
8. Exhibit behavior that is caring, accountable, credible, and powerful to self, others, and the organization.
9. Be available for students before and after school as the need arises.
10. Engage in authentic interchanges of views with staff, students and parents.
11. Establish communication with parents/guardians to encourage student success.
12. Performs such other duties and responsibilities as are necessary and appropriate.

Personal and Professional Growth and Development

1. Engage in lifelong learning opportunities.
2. Commit to effective interpersonal communication.
3. Willing to provide support and facilitate collegiality.
4. Explore possibilities and set goals to actualize vision.

Evaluation

The teacher is evaluated by the appropriate principal in accordance with district policy and the negotiated agreement.

Terms of Employment

In accordance with the negotiated agreement and/or board policy.

CLASSROOM TEACHER AIDE JOB DESCRIPTION

Job Goal

To make a significant contribution to the teacher and students within a classroom through direct support.

Position Description

The following is a list of indicators which reflect the qualities an aide should possess:

1. Treats students with respect and dignity.
2. Displays positive attitude towards students.
3. Makes every effort to respond to individual needs of students as directed by the teacher.
4. Uses positive communication skills with students.
5. Demonstrates capability to complete clerical tasks in a timely manner.
6. Adheres to strictest confidentiality.
7. Models positive attitude about learning.
8. Completes assigned tasks as directed by teacher.
9. Maintains discipline and order when supervising students.
10. Reports for duty on time and works responsibly.
11. Performs such other duties and responsibilities as are necessary and appropriate.

Evaluation

Teacher's Aides are evaluated by respective Principals, in conjunction with the appropriate teacher(s), in accordance with district policy.

Terms of Employment

The salary and length of contract is determined by the classified salary schedule.

The contents of this handbook are meant to be samples and suggestions of topics to include in a human resource guide book. Each district should personalize sections with policy or procedures unique to your district. You may also wish to add or delete topics that are applicable to your individual district.
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