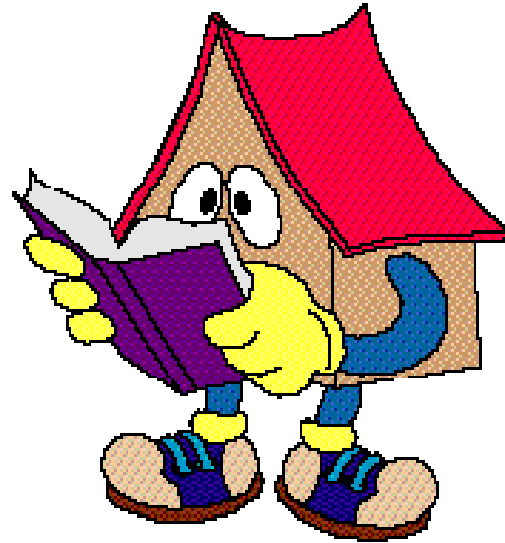


# Monroe Public Schools

## Handbook of Personnel Procedures for Supervisors



### Foreword

This supervisor's handbook of personnel related materials is offered as a quick reference for those who are in a first-line position to deal with these situations.

In developing this reference manual, we reviewed the most common requests, questions, forms and information related to personnel issues. Since personnel is so far reaching, this material is scattered among the Standard Practice Bulletin, Board Policy Manual, Management Handbook and in the beginning of the year materials distributed.

All supervisors are asked to utilize this reference manual when initiating action or requests of a personnel or staff development nature. The information provided should allow you to make decisions and provide information which is consistent with district policies. If you come across an item not covered in this manual, please be sure to contact the Personnel Office before proceeding.

Prepared by Monroe Public Schools Personnel Office

Revised July 1998

**Part I: Employee Discipline Procedures**

•Discipline Investigations Guidelines	1-1	1-2
•Discipline Investigation Summary	1-3	
•Verbal Warning Form	1-4	
•Written Reprimand Form	1-5	1-6
•Drug Policy/Regulations	1-7	1-9
•Alcohol Policy/Regulations	1-10	1-11

**Part II: Employee Performance Evaluation Guidelines**

•Instructional/Lunch/Bus Assistants	2-1 to 2-8	
•Substitute Teacher - Short Term	2-9	
•Substitute Teacher - Long Term	2-10	2-11
•Custodial	2-12	
•Maintenance	2-13	2-14
•Teacher (Specialized Forms Available)	2-15	
•Teacher (Individual Development Plan)	2-16	
•Secretarial	2-17	
•Administrative	2-18	
•Bus Drivers	2-19	

**Part III: Leave Requests**

•Reporting Procedures	3-1	
•Leave Request Forms	3-2	
•Vacation Procedures/Requests	3-6 - 3-8	

**Part IV: Conference Attendance Procedures**

	4-1	
•Approval Route	4-2	
•B-1 Authorization to Attend	4-3	
•Reimbursement Guidelines	4-4	
•B-2 Request for Reimbursement	4-5	
•Evaluation Summary	4-6	
•Inservice Activity Report (Teachers Only) (For use in reporting after school inservice attendance)	4-7	

**Part V: District Personnel Hiring/Termination**

•Teacher/Administrator Selection Procedures	5-1	5-2
Building Level Interview Information		
•Non-Certified Selection Procedures	5-3	5-4
•Guidelines for Presentation to the Board	5-5	
•Guidelines for District Interview Teams	5-6	5-7
•Professional Staff - Probation and Tenure	5-8 to 5-10	
•Resignation - Professional Staff	5-11	
•Procedures for New Employees/Termination	5-12 to 5-15	

Part VI:

**General Information**

•Administrator Work Day	6-1
•Administrator Absence From Building	6-2
•Employee Accidents/Forms	6-3 6-8
•Employee Overtime	6-9 6-10
•Substitute Teacher Pay Rates	6-11
•Attendance Procedures	6-2 6-13
•Assignment of Substitutes (All Groups)	6-14 6-15
•Grievance Work Sheet	6-16 to 6-19
•Mileage Report Form	6-20
•Teacher Transfer Request Form	6-21
•Sexual Harrassment Guidelines	6-22 to 6-24
•Smoking Guidelines	6-25 6-26
•Bloodborne Pathogens Forms	6-27 to 6-28
•Substitute Request Form	6-29

## Part I

# Employee Discipline

This section consists of explanations and forms related to employee discipline. The supervisor is reminded that the initial investigation by the supervisor is extremely important in developing sanctions against the employee. Initial investigations should be extensive and complete and all possible witnesses should be approached. All statements given during the course of the investigation should be reduced to writing and, where possible, signed by the witness. It is also extremely important to follow the procedures herein in order to ensure that subsequent action will be upheld in the event of an appeal being made.

**Note:** All Discipline Forms are available in the District Public Folder on our Computer Network.

File Folder Name:                      Discipline Forms

# Discipline Investigation Guidelines

When information comes to the attention of the supervisor regarding possible employee misconduct, the situation must be evaluated to determine if, in fact, the misconduct did occur and what corrective action is warranted. In the process of any resulting discipline being taken to arbitration.

1. If an allegation is made to work performance is below standards; the employee should be called in for an initial conference. The purpose of the initial conference is to make the employee aware of the problem and to get the employee perspective of the situation. You should be sure to offer union representation at this meeting. If the employee refuses representation, it would be helpful to have them sign a waiver unless there has been a witness to the refusal.
2. Notes of the initial conference should be taken and kept on file. These should include whether mitigating or aggravating circumstances exist.
3. Further investigation should take place following the conference. Potential witnesses should be interviewed and detailed notes should be kept on file.
  - a) Use open-ended questions followed up by direct probing questions.
  - b) Focus on facts, avoid opinions.
  - c) Determine the proximity of the witness to the situation.
  - d) The interview should answer the following: who, what, when and where.
  - e) After each interview, you should summarize the conference being sure to include all factual testimony. This statement should be signed and dated by the interviewee and as soon as possible after the interview.
4. The supervisor must evaluate all of the evidence that exists.
  - a) Is witness testimony consistent?
  - b) Are there proven mitigating circumstances?
  - c) Is the allegation supported by fact?
  - d) Determine if the facts warrant discipline.
5. Once the facts are gathered and evaluated, the Personnel Office must be contacted.
  - a) Share the report and evaluation of facts.
  - b) Determine the level of discipline, if any, that will be applied.
6. Schedule a follow-up meeting with the accused employee.
  - a) Offer union representation
  - b) Give summary of the investigation that was done.
  - c) Present record of formal discipline.
  - d) Secure all required signatures.
  - e) Provide copies of formal discipline to the Personnel Office for file, as well as copies to the employee and the union.

**Monroe Public Schools**  
**Discipline Investigation Summary**  
(For Administrative Use Only)

Basic general information giving rise to an allegation of misconduct by an employee.

Employee Name: \_\_\_\_\_

Building/Department: \_\_\_\_\_

Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

**BASIC FACTS:** (Who, What, Where, When)

**Employee's Previous Disciplinary and Work Record:**

**Employee Statement:** (Notes Attached)

**Witness(es):** (Statements Attached)

- 1.
- 2.
- 3.
- 4.

**Facts gathered are adequate to sustain the charge?** \_\_\_\_\_ Yes \_\_\_\_\_ No

**Personnel Office Notified:** \_\_\_\_\_ Yes \_\_\_\_\_ No Date Notified: \_\_\_\_\_

TO:

FROM:

RE: **VERBAL WARNING**

DATE:

This notice is to confirm, in writing, that you were given a verbal warning according to the progressive discipline scale and after considering the severity of the action.

Date of Discipline: \_\_\_\_\_

General statement of the reason for the discipline:

Master Contract, Board Policy, Work Rule Reference: (If applicable)

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Employee Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Union Representative: (If applicable) \_\_\_\_\_

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

**Note:** Required signatures indicate that the discipline has been discussed and a copy of this record has been provided to the employee and will be placed in the personnel file.

# Monroe Public Schools

## Written Reprimand

Employee Name:

Building:

Date:

Actions Which Caused This Notice:

Master Contract, Board Policy, Work Rule Reference (if applicable):

Due Process Chain:

Date of Initial Notice:

Union Representative Attending:

Date(s) of Follow Up Meeting(s):

Union Representative Attending:

Previous violations or reason for initiating at this level of discipline:



Additional Appropriate Comments:

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Employee Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Union Representative Signature: (If applicable) \_\_\_\_\_

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

**Note:** Required signatures indicate that the discipline has been discussed and a copy of this reprimand has been provided to the employee and will be placed in the personnel file.

PERSONNEL

Illegal Use and/or Possession of Controlled Substances Procedures and Regulations

The Illegal Use and/or Possession of Controlled Substances policy shall be uniformly implemented throughout the district by adhering to the following steps:

1. The direct supervisor (or designee) will place the employee on an administrative leave with pay for the balance of any day when a violation of this policy occurs.
  - a) In determining a violation, the district supervisor shall attempt, when possible to utilize another dependable person to give support to his/her determination. The employee shall be given the opportunity to have a union representative present. The supervisor may offer or the employee may request a drug test.
  - b) Any action taken pursuant to step one above shall be reported to the Director of Personnel by telephone, and subsequently reduced to writing, signed by the direct supervisor, and filed as soon as possible with the Personnel Department.
2. The Personnel Department will attempt to arrange for an interview with the charged party and the supervisor within one (1) week of the incident.
  - a) As a result of this meeting, there will be a determination of any need for disciplinary action and/or plan to be implemented in the case.
  - b) A record of all proceedings shall become a part of the employee's permanent record. The employee shall be required to sign for receipt of a copy of the record.

The penalties that shall be imposed upon employees for any drug abuse violations in the work place and/or while acting in the cause of the district business shall be consistent with local, state, and federal law up to and including termination of employment and referral for prosecution and will provide for due process and any other pertinent contractual rights. A disciplinary sanction may include the completion of an appropriate rehabilitation program.

Policy Adopted: November 13, 1990

## PERSONNEL

### Illegal Use and/or Possession of Controlled Substances Procedures and Regulations

The Illegal Use and/or Possession of Controlled Substances policy shall be uniformly implemented throughout the district by adhering to the following steps:

3. The direct supervisor (or designee) will place the employee on an administrative leave with pay for the balance of any day when a violation of this policy occurs.
  - a) In determining a violation, the district supervisor shall attempt, when possible to utilize another dependable person to give support to his/her determination. The employee shall be given the opportunity to have a union representative present. The supervisor may offer or the employee may request a drug test.
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Policy Adopted: November 13, 1990

File: GAMAA

## PERSONNEL

### Alcohol Use and/or Possession

Monroe Public Schools' policy on Alcohol Use and/or Possession is designed to protect the district and staff members from exposure to legal liability, to provide acceptable role models, to enhance and protect the reputation of the district and to provide our students, parents and staff a safe and acceptable environment. Toward this goal, the following statements apply:

1. Alcoholic beverages will not be consumed or brought onto district properties or in its facilities.
2. Alcoholic beverages will not be consumed while chaperoning, or in attendance at any school function. (A school function is defined as any activity at which students are present, which is promoted by the district, which is supported by school funds or school personnel, and for which the district or its personnel can be held legally liable).
3. Any employee shall not show any signs of alcohol use while at work including the following:
  - a) An employee shall not report for work under the effects of alcoholic beverages.
  - b) An employee whose work assignment provides a reasonable expectation of contact with parents, students, or other employees of the district shall not report to work displaying any of the commonly recognized effects of alcohol use including, but not limited to, disheveled appearance, breath odor, or difficulties with motor skills coordination or thought processes.

Employees who violate any of the above will be subject to disciplinary action which may result in penalties up to and including discharge. The penalties that may be imposed upon employees for alcohol abuse and/or possession are outlined in procedures contained in the regulation for this policy. Disciplinary action warranted under this policy will be taken within 30 days.

The Monroe Public Schools' Board of Education will not support, legally or financially, any violator of the above should such violation result in a lawsuit or other liability action.

The district encourages staff participation in programs that are outlined to inform employees of the dangers of alcohol abuse. The district also encourages and will assist employees in identifying appropriate assistance programs, when needed.

Compliance with the standards of this policy are mandatory for all employees.

Policy Adopted: November 13, 1990

Policy Revised: October 18, 1994

## PERSONNEL

### Alcohol Use and/or Possession (Procedures and Regulations)

The Alcohol Use and/or Possession Policy shall be uniformly implemented throughout the district by adhering to the following steps:

1. The district supervisor (or designee) will place the employee on administrative leave, with pay, for the balance of any day when a violation of this policy occurs.
  - a) In determining a violation, the district supervisor shall attempt, when possible, to utilize another dependable person to give support to his/her determination. The employee will be given the opportunity to have a union representative present.
  - b) Any action taken pursuant to step one above shall be reported to the Director of Personnel by telephone and subsequently reduced to writing, signed by the district supervisor and filed as soon as possible with the Personnel Department.
2. The Personnel Department will attempt to arrange for an interview with the charged party and the supervisor within one week of the incident.
  - a) As a result of this meeting, there will be a determination of any disciplinary action and/or plan to be implemented in the case.
  - b) A record of all proceedings shall become a part of the employee's permanent record. The employee will be required to sign for receipt of a copy of the record.

The penalties that shall be imposed upon employees for any alcohol use violations will provide for adequate due process and any other pertinent contractual rights; and will also consider, when appropriate, available rehabilitation programs and/or groups which might assist the employee to return to a state of acceptable productivity.

Policy Adopted: November 13, 1990

## Part II

# Employee Performance Evaluations

All Forms are Available on District Public Folder

### INSTRUCTIONAL/LUNCH/BUS ASSISTANTS

- a. Input from appropriate personnel
- b. All assistant evaluations completed and turned into Personnel by the end of April.
- c. Evaluations shall be completed every other year under normal circumstances.

### SUBSTITUTE TEACHER EVALUATIONS

- a. Daily: The regular teacher or administrator is requested to fill out on each occurrence.
- b. Long Term: To be filled out by the administrator with input from teachers after five days and then every ten days thereafter.
- c. Substitute Report: To be given to the substitute on each occurrence.

### CUSTODIAL EVALUATION

- a. Evaluation report to be completed at least every other year.
- b. If a custodian receives a "poor" rating they will automatically be evaluated the next year.
- c. Head custodians are evaluated by the custodial supervisor in conjunction with the building principal.

## MAINTENANCE EVALUATION

- a. Evaluation report to be completed at least every other year.
- b. If a maintenance worker receives a "needs improvement" they will automatically be evaluated the next year.

## TEACHER EVALUATION

- a. Teachers will formally evaluated once every three years under normal circumstances.
- b. If a teacher receives a "needs improvement" they will remain on formal evaluation.
- c. Specialized evaluation forms are available in the Personnel Office.

## SECRETARIAL EVALUATION

- a. Secretaries will be evaluated every other year under normal circumstances.
- b. Secretarial evaluations must be completed and turned in to the Personnel Office by March 31st.

## ADMINISTRATIVE EVALUATION

- a. Administrators will be evaluated every other year under normal circumstances.
- b. Administrative evaluations must be completed and turned in to the Personnel Office by March 15th.

## BUS DRIVER EVALUATION:

- a. Bus drivers will be evaluated every third year under normal circumstances.
- b. Bus drivers evaluations must be completed and turned in to the Personnel Office by April.

Monroe Public Schools  
**Performance Evaluation Report**  
**LUNCH ASSISTANT**

Name: \_\_\_\_\_ Position \_\_\_\_\_

School: \_\_\_\_\_ Date \_\_\_\_\_

<b>AREAS OF EVALUATION</b>	Satisfactory	Needs Improvement	Comment*
<i>KEY: Satisfactory = meets job performance expectations</i> <i>Needs Improvement = specific comments and suggestions attached</i> <i>* Where checked, comments will be made on an attachment</i>			
1. <b>Enforces school rules</b> (has a good understanding of lunchtime procedures and practices)			
2. <b>Supervisory skills</b> (ability to maintain an active and preventative supervisory presence)			
3. <b>Maintain order</b> (ability to maintain order in the hallways, lunchroom, playground, etc.)			
4. <b>Student assistance</b> (ability and willingness to assist students getting food and milk when necessary)			
5. <b>Discipline</b> (ability to handle routine discipline, respond to situations, maintain control, etc.)			
6. <b>Follow through</b> (ability to follow through in response to rule infractions by students)			
7. <b>Health and safety</b> (ability to monitor and control the intensity of play and fill out accident reports when appropriate)			
8. <b>Rapport with students</b> (ability to establish and maintain a healthy rapport with students)			
9. <b>Attitude</b> (ability to convey a feeling of job satisfaction)			
10. <b>Overall</b> job performance			

\_\_\_\_\_  
 Evaluator Date

\_\_\_\_\_  
 Employee Date

Employee may attach comments to this report within 10 days of receipt of this report.



Monroe Public Schools  
LUNCH ASSISTANT  
Job Description

Be knowledgeable of the school lunchtime procedures and practices.

- Maintain a supervisory presence. Keep moving and supervise in an active and preventative manner. Active supervision.
- Maintain order in the hallways and the lunchroom as well as on the playground.
- Assist students in managing food and milk, when necessary.
- Maintain discipline of students.
  - Positive vs. negative as a means of dealing with problems
  - Handle routine discipline
  - Respond to situations, rather than reacting
  - Severe or continued discipline problems are to be reported to the classroom teacher or principal
  - Refrain from arguing with students
  - Do not place hands on students in a disciplinary situation
  - Be fair and consistent
- Follow through on lunch rules and regulations consistently.
- Understand and follow through on health and safety matters.
  - Do not allow rough or dangerous play
  - Fill out accident reports on any suspected injury before leaving
  - Determine the extent of an injury prior to moving a student.
- Show the same respect for students that is expected of them.
- Attempt to convey a feeling of enjoying your job and the students.

Monroe Public Schools  
**Performance Evaluation Report**  
**INSTRUCTIONAL ASSISTANT**

Name: \_\_\_\_\_ Position \_\_\_\_\_

School: \_\_\_\_\_ Date \_\_\_\_\_

<b>AREAS OF EVALUATION</b>	Satisfactory	Needs Improvement	Comment*
<i>KEY: Satisfactory = meets job performance expectations            Needs Improvement = specific comments and suggestions attached            * Where checked, comments will be made on an attachment</i>			
<b>Ability to follow directions</b> (ability to assist teachers in fulfilling necessary assignments)			
<b>Ability to communicate</b> (ability to convey ideas and directions to students)			
<b>Skill Level</b> (has the academic skills necessary to assist with assignments and reinforcement and checking of papers)			
<b>Personal organization</b> (ability to be punctual, meet task deadlines, budget time, etc.)			
<b>Personal relationships</b> (ability to get along, listen, establish rapport with children and teachers)			
<b>Personal initiative</b> (cooperative, creative, efficient, neat, and thorough with job tasks)			
<b>Educational assistance</b> (ability to monitor and reinforce educational activities individually or in groups)			
<b>General assistance</b> (ability to perform general tasks such as duplicating and preparing teaching materials)			
<b>Performs other appropriate duties</b> (as assigned by the supervising teacher and/or administrator)			
<b>Overall job performance</b>			

\_\_\_\_\_  
 Evaluator Date

\_\_\_\_\_  
 Employee Date

Employee may attach comments to this report within 10 days of receipt of this report.

Monroe Public Schools  
INSTRUCTIONAL ASSISTANT  
Job Description

- Will assist the students with the instructional activities as planned by the teacher. This may include small or large group reinforcement activities, remedial activities, or general instructional support.
- Will perform all reasonable tasks, which may include classroom record keeping, organizing or materials, checking papers and preparing instructional materials.
- Will demonstrate the academic skills necessary to convey instructional materials, ideas, and concepts.
- Will demonstrate flexibility to move from one task to another.
- Will demonstrate a level of personal organization necessary to meet timelines, develop schedules, and manage time available to maximize the instructional efforts.
- Will exhibit a high level of communication and relationship building skills.
- Will demonstrate a knowledge and use of group management skills, which will provide for a safe and orderly work environment.
- Will exhibit initiative and willingness to become familiar with and/or learn about the new technologies of today.
- Will maintain the confidentiality of the classroom and the students at all times.
- Will refer all contacts from parents in regard to classroom activities to the teacher or principal.

# Monroe Public Schools Performance Evaluation Report **BUS ASSISTANT**

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

Bus # \_\_\_\_\_

Driver: \_\_\_\_\_

Date \_\_\_\_\_

<b>AREAS OF EVALUATION</b>	Satisfactory	Needs Improvement	Comment*
<p><i>KEY: Satisfactory = meets job performance expectations Needs Improvement = specific comments and suggestions attached * Where checked, comments will be made on an attachment</i></p>			
<b>Follow instructions</b> (ability to assist the driver as directed to provide for safe transportation).			
<b>Special Needs</b> (ability to assist handicapped students in loading and unloading)			
<b>General Assistance</b> (ability to recognize and address the physical and emotional needs of handicapped students)			
<b>Discipline</b> (ability to handle routine discipline, respond to situations, maintain control, etc.)			
<b>Rapport with students</b> (ability to establish and maintain a healthy rapport with students)			
<b>Rapport with driver</b> (ability to establish and maintain a healthy rapport with the driver and other transportation personnel)			
<b>Physical ability</b> (ability to handle the physical demands of loading wheelchairs and other similar equipment)			
<b>Personal qualifications</b> (cooperative, punctual, neat and well-groomed, and shows initiative)			
<b>Attitude</b> (ability to convey a feeling of job satisfaction)			
<b>Overall</b> job performance			

\_\_\_\_\_  
Evaluator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Employee

\_\_\_\_\_  
Date

Employee may attach comments to this report within 10 days of receipt of this report.

Monroe Public Schools  
**BUS ASSISTANT**  
Job Description

- Will ensure the safe transportation of students.
- Will assist in the loading/unloading of physically handicapped students (wheelchair lift, brackets, tie-downs, harness, etc.)
- Will ensure that the physical and emotional needs of handicapped students are met.
- Will accept the responsibility for the child from the residence door to the school door (where necessary).
- Will maintain order at all times.
- Will respond to discipline problems in an effective and appropriate manner.
- Will establish and maintain an appropriate rapport with students and the driver.
- Will report severe incidents to the driver and transportation director in a prompt and efficient manner.
- Will exhibit an initiative to see what needs to be done and do it with a minimum of direction.

# Monroe Public Schools

## Regular Teacher Reaction to Substitute Service

Substitute Teacher's Name \_\_\_\_\_

Date(s) of Service \_\_\_\_\_

Regular Classroom Teacher's Name \_\_\_\_\_

Grade and/or Subject Taught \_\_\_\_\_

Dear Classroom Teacher:

Your reaction to substitute teacher service is important to the district. When you have a substitute in your classroom who does an exceptionally good job or poor job, please complete this form and return it to your principal. Your reaction will be reviewed and filed by the Personnel Office. Thank you for sharing your reaction.

**Please check each item:**

Rating	✓ Unsatisfactory	✓ Satisfactory	✓ Outstanding
--------	------------------	----------------	---------------

Condition of Room \_\_\_\_\_

Followed Lesson Plans \_\_\_\_\_

Helpfulness of Substitute  
Summary Report \_\_\_\_\_

Additional Comments \_\_\_\_\_

Additional Comments:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Monroe Public Schools

## Substitute Teacher Summary Report (Leave on Teacher's Desk at the end of the Day)

Name of Substitute Teacher \_\_\_\_\_  
Name of Teacher You Subbed for: \_\_\_\_\_  
Date(s) You Subbed: \_\_\_\_\_  
Number of Days: \_\_\_\_\_

Dear Substitute Teacher:

Thank you for working in Monroe Public Schools. Your efforts are appreciated and your comments about how your day went are important to the teacher for whom you substituted. Please share any information on this form that will be helpful to the regular classroom teacher in understanding how the class progressed on the lessons, student participation, materials for the day's work, any noteworthy events, etc.

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**Please use Reverse Side for Additional Comments** →

If there is anything we can do to make your day more successful and pleasant, please don't hesitate to contact other teachers, the building principal, or the Personnel Office for support and assistance. Again, thank you for serving in our classrooms.

# Monroe Public Schools

## Substitute Performance Report - Long Term

This report must be filed after five (5) days in the same position and then every ten (10) days thereafter.

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

School: \_\_\_\_\_ Grade/Dept: \_\_\_\_\_

Beginning Date: \_\_\_\_\_ Total Days to Date: \_\_\_\_\_

**Personal Characteristics**

- Appearance (Dress Grooming)
- Interest/Enthusiasm for Teaching
- Flexibility
- Cooperation (Administration - Staff - Parents)
- Punctuality
- Communication Skills (Ability to Express Oneself)
- Overall Rating for Personal Characteristics

**Teaching Qualifications**

- Ability to Construct and/or follow lessons plans
- Use of variety of teaching techniques
- Knowledge of subject matter
- Voice quality and articulation
- Fulfills responsibilities in school management
- Ability to plan and organize classroom activities
- Overall Rating for Teaching Qualifications

**Effective Management**

- Effective Group Control
- Ability to Establish a Classroom routine
- Effective Relationship with Students
- Reasonable/Fair/Consistent with Students
- Handles Routine Discipline - gets help for more severe problems
- Overall Rating of Classroom Management

**Rating Scale:**

✓ Rating (Satis)	✓ Rating (Unsatis)
(S) Meets Expectations	(U) Performance Shows Weakness or deficiencies

Evaluator Signature: \_\_\_\_\_

Date \_\_\_\_\_

Substitute Signature: \_\_\_\_\_

Date \_\_\_\_\_



# MAINTENANCE EMPLOYEE EVALUATION FORM

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

POSITION: \_\_\_\_\_ BUILDING: \_\_\_\_\_

A = ABOVE AVERAGE  
S = SATISFACTORY  
NI = NEEDS IMPROVEMENT

\_\_\_\_ 1. **QUALITY OF WORK**--Completeness, neatness, accuracy. Quantity not considered. See comments.

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\_\_\_\_ 2. **QUANTITY OF WORK**--Amount of work accomplished. Meets minimum requirements, enough to get by, volume satisfactory, industrious.

---

---

\_\_\_\_ 3. **KNOWLEDGE**--Knowledge of methods, materials and other fundamentals, mastery, asks questions, tries new things.

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\_\_\_\_ 4. **LEARNING ABILITY**--Speed and thoroughness in learning procedures, rules, alertness, perseverance.

---

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\_\_\_\_ 5. **WORK HABITS**--Organization of work, care of equipment, record keeping, safety, punctuality.

---

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\_\_\_\_\_ 6. **RELATIONSHIP WITH PEOPLE**--Ability to get along, friendliness, relationship with public, other employees and pupils.

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ 7. **DEPENDABILITY**--Degree to which an employee can be relied upon to be in regular attendance, be prompt, and to do a job without close supervision.

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ 8. **ATTITUDE**--Enthusiasm for work, willingness to meet job requirements and accept suggestions, initiative, loyalty and flexibility to assist where needed.

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ 9. **PERSONAL FITNESS**--Emotional stability, able to withstand pressure and to remain calm in crisis situations, physical condition/appearance.

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ 10. **SUPERVISORY ABILITY** (If applicable)--Ability to train employees, organize work, leadership.

\_\_\_\_\_  
\_\_\_\_\_

\*\*\*\*\*  
REMARKS BY SUPERVISOR:

\*\*\*\*\*

\_\_\_\_\_  
SUPERVISOR

\_\_\_\_\_  
EMPLOYEE

\_\_\_\_\_  
DATE

\_\_\_\_\_  
DATE

## CUSTODIAL EMPLOYEE EVALUATION FORM

**NAME:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**POSITION:** \_\_\_\_\_

**Building:** \_\_\_\_\_

QUESTIONS	E.S.	M.S.	N.I.	COMMENTS
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1. Quality of daily work. How well has the daily work been done?
  
2. Attitude. Toward job, teachers, school system.
  
3. Knowledge of cleaning products. Does the employee know what products to use for the job?
  
4. Knowledge of cleaning methods. Does the employee know all methods of cleaning?
  
5. Cleanliness of machines & tools. How well does the employee take care of tools and machines?
  
6. Knowledge of cleaning machines? Does employee possess knowledge and ability to operate all machines?
  
7. Personal appearance. Neat, clean, etc.
  
8. Ingenuity. How well does employee work without supervision?
  
9. Public relations. How does employee get along with others?
  
10. Performance of special duties. On occasion, when asked to do something extra or different, what is their reaction?

QUESTIONS                    E.S.    M.S.    N.I.                    COMMENTS

Dusting/Cob Webs

Appearance of Floors

Windows

Ceilings

Light Fixtures

Walls

Chalkboards & Tackboards

Waste Baskets

Partitions

Sinks/Mirrors

Urinals/Toilet Bowls

Stocking of Supplies

Toilet Paper/Paper Towels

Odors

Noises

Drapes

Furniture

Stairs

Exit Lights

Fire Extinguishers

Emergency Lights

Entrance Mats

EVALUATOR'S NAME \_\_\_\_\_ DATE \_\_\_\_\_

THIS SIGNATURE DOES NOT SIGNIFY AN AGREEMENT, BUT ONLY THAT THIS EVALUATION WAS DISCUSSED WITH ME.

EMPLOYEE SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

## **TEACHER EVALUATION**

### **ALTERNATIVE FORMS**

The basic teacher evaluation form has been customized several specialized areas. The approved forms for the areas listed below are available through the Personnel Office. School offices who so choose may request the various evaluation templates for a Macintosh computer disk. This may be done through a written request specify what is desired accompanied by a blank disk.

#### **Available Alternative Forms**

General Classroom  
Resource Room  
Music Teacher  
Speech Teacher  
Art Teacher  
Counselor  
Librarian

Administrators are instructed to utilize the appropriate format for all personnel in the difficult specialized areas.

### **UNSATISFACTORY PERFORMANCE**

Whenever a teacher is rated unsatisfactory in any category, the administration is required to develop a *Plan of Improvement*. A copy of the guidelines and the plan format follows .

# Monroe Public Schools

## Teacher Evaluation

### Philosophy and Purpose:

Evaluation in the Monroe Public School District is based on the premise that it is essential for professional growth and development. With the understanding that teaching can be reinforced and modified for the benefit of the staff and students, all involved will develop and participate in a continuing program to monitor and evaluate all aspects of teacher behaviors which are directly related to the professional growth and student outcomes.

Formal teacher evaluation is a process which is required by the Michigan Tenure Laws. In addition to providing a formal avenue for growth, it is also necessary for teacher assignment, tenure recommendations, promotion consideration, or if necessary, for discharge recommendations.

Throughout the evaluation process, trust and confidence between administrator and teacher is encouraged. It is the duty of the administration to be supportive, to recognize the individual differences, to counsel and to provide the evaluated with maximum opportunity for growth and development.

### **Instructions:**

1. The teacher and administrator will meet prior to the observation for the teacher to advise the administrator of the objectives, methods and materials for the teaching/learning situation to be observed. Teachers will also be prepared to discuss at least one individual goal for which they will receive feedback separate from the evaluation instrument.
2. Actual classroom observation will be conducted according to timelines and procedures outlined in the teacher contract.
3. A post-observation conference to discuss the evaluation report will be held within seven (7) days of the observation. If there are any areas rated as "Unsatisfactory" the administrator will discuss those and set up an appointment for an additional meeting to present and discuss a **Plan of Improvement**.
4. Separate documents will be completed for each scheduled observation cycle. At the conclusion of the evaluation cycle the administrator will write a narrative which summarizes the evaluation and includes any appropriate administrative recommendations. All evaluation documents are to be signed and dated by both parties and copies provided to the teacher.
5. If a teacher disagrees with an evaluation, he/she may submit a written explanation which will be attached to the file copy.

# Monroe Public Schools

## Teacher Improvement Plan

This document must be completed for any unsatisfactory rating on the teacher evaluation. Implementation of this plan includes conference with the teacher explaining the specifics outlined. This teacher is hereby notified that it is the expectation of the district that this improvement plan be completed in its entirety for the length of the time outlined

1. Background Information:

Teacher's Name:

School and/or Department:

Teaching Assignment:

Major(s):

Minor(s):

Certification:

Teaching Experiences:

2. Identification of Unsatisfactory Rating: (This section should include specific identification of the area of performance rated as unsatisfactory. Include specific references and observations which led to this rating.)
  
3. General statement for Improvement Plan:
  - a) Purpose
  
  - b) Role of Administrator
  
  - c) Specific Goal(s) for Improvement Plan
  
4. Improvement Plan
  - a) Statement as to what is expected of the teacher as it relates to the area of performance rated unsatisfactory.
  
  
  
  
  
  
  
  
  
  
  - b) Objectives and timelines.
  
  
  
  
  
  
  
  
  
  
  - c) What assistance will be offered by the administrator and other resources. (Should be planned with the input of the affected teacher)
  
5. Monitoring Schedule: (Should include a schedule of observations and conferences to determine progress. A specific time for a final assessment should also be included)

Signature of Administrator: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Written Report/Summary of each of the above interim evaluations indicating progress and/or recommendations for further interventions. (Add additional pages as needed.)



# Monroe Public Schools

## Individualized Development Plan

Tenure laws require a four year probation period for teachers who have never earned tenure in Michigan. Teachers who have earned tenure in Michigan and who move to another Michigan district are subject to a two year probationary period. While on probation, teachers must be provided with an *Individualized Development Plan*. This plan must be developed by the administration, in consultation with the probationary teacher. The objectives contained herein will serve as the foundation for the overall plan following consultation and input from the probationary teacher.

A minimum of two additional objectives must be developed and a signed copy placed on file with the Personnel Office by October 1 for all initial year development plans. A written assessment of progress in each area must be made by March 1 and will be considered along with the performance evaluation to determine the recommendation regarding the ongoing employment status.

This plan is to be reviewed annually during the last month of school by the probationary teacher and the administrator and revised to include additional development areas when necessary or desired. This revised plan is to be signed and a copy placed on file with the Personnel Office by the last day of school and will become the development plan for the next school year.

Probationary Teacher Name \_\_\_\_\_

School/Department \_\_\_\_\_ Grade/Subject \_\_\_\_\_

Employment Status: Initial \_\_\_\_ Year 2 \_\_\_\_ Year 3 \_\_\_\_ Year 4 \_\_\_\_

Current School Year: \_\_\_\_\_ Supervising Administrator: \_\_\_\_\_

## **Development Objectives**

### **Objective #1**

This teacher will remain current through regular participation in professional development activities such as graduate classes, inservice activities, membership in educational organizations, reading professional journals etc.

#### **Goal Assessment:**

### **Objective #2:**

This teacher will maintain contact and an ongoing dialog with the assigned probationary sponsor teacher and will utilize this support person to receive assistance or get direction or assistance in any area where a need is recognized.

#### **Goal Assessment:**

### **Objective #3:**

This teacher will utilize the expertise of other teachers in similar grade level or content areas, available consultants, and other certified support staff to assist in addressing needs, implementing curriculum, developing a variety of strategies, refining student behavior management skills etc.

#### **Goal Assessment:**

### **Objective #4:**

This teacher will meet at least monthly with the appropriate assigned administrator (evaluator) to discuss progress being made in all focus areas.

#### **Goal Assessment:**

### **Objective #5:**

This teacher will develop relationships with parents by setting up, performing and documenting a system of direct and indirect parent contact regarding student progress.

#### **Goal Assessment:**

**Objective #6:**

This teacher will develop and implement a system of ongoing student assessment and will adjust class instruction to meet the needs of students reflected in that ongoing instructional monitoring.

**Goal Assessment:****Objective #7:**

This teacher will develop general lesson plans for the week and specific plans daily which include the student learning objective(s), teaching strategies, and monitoring student learning. Copies of these lesson plans are to be provided to the appropriate administrator by the first day of the instructional week.

**Goal Assessment:****Objective #8:**

This teacher is encouraged to observe, at least monthly, in the classrooms of teachers identified by the administrator as teachers who can provide an appropriate model for desired teaching standards. This classroom observation can take place during the assigned preparation period.

**Goal Assessment:**

**Objective #9:**

**Goal Assessment:**

**Objective #10:**

**Goal Assessment:**

Signatures below indicate that these objectives have been discussed with the probationary teacher and that input from the probationary teacher considered in the preparation of this individual development plan.

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Administrator Signature

\_\_\_\_\_  
Date

Signatures below indicate that the written assessments of progress above have been discussed with the probationary teacher and a copy provided to the probationary teacher and the personnel file.

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Administrator Signature

\_\_\_\_\_  
Date

**Monroe Public Schools**

**Secretarial Evaluation**

Name of person being evaluated:

Job Title:

Department:

Period reflected in evaluation:

Date of previous evaluation:

Purpose: The purpose of the secretarial evaluation process is to provide meaningful input for the purpose of professional development, improvement, and recommendations regarding employment status. This process is intended to be a partnership between the employee and the supervisor.

Instructions:

1. The supervisor and the secretary will meet prior to September 30 to review the evaluation form and develop specific employee and supervisor professional growth goals.
2. The supervisor and the secretary will meet prior to January 30 to discuss the progress of the secretary.
3. The supervisor and the secretary will meet in March to finalize the evaluation. The form must be completed and returned to the Personnel Office by March 31.
4. Secretaries who continue to perform satisfactorily will be formally evaluated every other year. Exceptions to this will be secretaries who change positions, and those notified by the supervisor that they will be continued on evaluation.

Dates:

Initial Meeting:            Interim Meeting: \_\_\_\_\_    Final Meeting: \_\_\_\_\_

Signature of Supervisor: \_\_\_\_\_

Signature of Secretary: \_\_\_\_\_

\*Signature of secretary indicates knowledge of and receipt of a copy of this completed form and not necessarily agreement with the contents. The secretary may write and submit a rebuttal report which will be attached as a permanent part of the evaluation report.

Monroe Public Schools  
**Administrative Performance Review**

Philosophy: Evaluation of personnel must be a positive endeavor if it is to ever serve a constructive purpose. The essential question to be resolved in evaluation is not "to what level of incompetency has an individual descended and how can it be documented", but rather, "what have we, as administrative and supervisory staff done to assist each staff person to perform in his assigned function to the best of his capability?" In order to answer this question and serve a constructive evaluation process, four ingredients are necessary:

1. Each staff person must be fully aware and knowledgeable about his duties and responsibilities and what level of performance is expected in the accomplishment of those tasks.
2. Each person must be fully cognizant of who is to be evaluating him and under what conditions.
3. Each staff person must be aware of how his performance is to be monitored and,
4. Each staff person must be aware of and provided an array of resources for personal growth and development.

Procedures:

1. At least two persons will be involved in the evaluation process of each staff person; the individual being evaluated and that person's immediate supervisor.
2. By October 1, each year, both parties will meet to review the instrument and procedure to be used for the annual evaluation. At that time the performance factors in Section I should be rank ordered according to importance for the position being evaluated. These may vary from year to year and some may not apply at all. Space is provided for additional performance factors to be inserted before the ranking.
3. The person being evaluated and the immediate supervisor will each complete Section I, II, and III of the "Performance Review" form, individually by February 15.
4. Following the completion of (3) above, at an agreed time, before March 10, all persons involved will review and discuss the completed sections, including Section IV, which is to be completed by the supervisor during the interview. The person being evaluated will complete Section V at the end of the interview.
5. The supervisor and the person being evaluated will each keep a copy of the evaluation. The original signed copy is to be forwarded to the Personnel Office by March 15.

# **Monroe Public Schools**

## **Bus Driver Performance Appraisal**

### **Philosophy:**

Performance evaluation in Monroe is based upon the premise that professional growth and development is dependent on honest and meaningful feedback. Personal and professional skills can be reinforced, improved, or modified based upon this process of observation, discussion and feedback.

Through the performance evaluation process, trust and confidence between the supervisor and the driver is encouraged. It is the duty of the supervisor to be honest, provide meaningful feedback, to be supportive, to recognize individual differences, to counsel, and to provide the evaluated employee with maximum opportunity for growth and development.

### **Procedures:**

1. Drivers to be evaluated during the year will be notified and provided a copy of the instrument to be used.
2. Drivers will be formally evaluated every third year unless there are continuing problems with performance.
3. The evaluation will cover the period of time from the most previous evaluation report. (In the first year it will cover that year).
4. The evaluation report will reflect actual observations. Known information discussed previously with the driver, other information pertinent to the growth and development of the driver.
5. Interim evaluation meetings will be conducted as needed, throughout the year being evaluated. All evaluation reports will be completed during the months of March and April.
6. When the evaluation report is completed, the supervisor will schedule an evaluation meeting to review the document. At the meeting the driver and the supervisor must sign and date the document. A copy of the report goes to the driver and the original filed in the personnel file.
7. Following the final meeting, the driver may attach any comments or rebuttals to the evaluation document. Such comments will become a permanent attachment to the evaluation document.

## **Bus Driver Appraisal Form**

In section I and II the driver will be rated as **(S)** Satisfactory (meets expectations) or **(U)** unsatisfactory (does not meet expectations) or **(NO)** Not Observed based upon the general definitions below. A rating of **(U)** Unsatisfactory indicated that change in that area is needed and the Supervisor and Bus Driver should meet to discuss ways of improving his/her performance. Section III is the overall assessment of the employee's performance over the time span covered and general recommendations and comments by the supervisor. Each individual section allows for specific comments by the supervisor.

### **DEFINITIONS:**

- A. **Pre-check of Bus.** Consider whether the employee completes the pre-check including checking of: vehicle leaks, gauges, warning systems, lights, safety equipment, mirrors, windows, tires and wheels, doors, exhaust system, seats, seat belts, gas cap, battery box, windshield wipers and washers, and proper warm-up (15 minute idle).
- B. **Driving record.** Consider the driving record over the appraisal period including accumulated points and violations.
- C. **Driving Habits.** Consider the driving habits of the employee including: brake use, speed, smooth starts and stops, lane use, turn arounds, use of seat belts, tail-gating, excessive time with engine running.
- D. **Ability to Control Students While Driving.** Consider the ability of the employee to control students including: noise level, do students remain seated, quiet at a railroad crossing, and general behavior of students.
- E. **Use of Radio.** Consider proper use of radio, i.e. idle conversations, answer base promptly when called, report radio repairs when needed.
- F. **Proper use of Warning Lights.** Knowledge of state law, judgment of 200 feet, observing traffic before opening door, use of turn signals, allowing traffic to pass before pulling back in traffic.
- G. **Proper Procedure at Railroad Crossing.** Stop distance, look and listen, open door/window, and use of transmission.
- H. **Loading/Unloading of Bus.** Pull to right when possible, use of mirrors before opening door, use of right signal before stop, use of flashers.
- I. **Observe Speed Limits.** Posted speed, speed according to conditions.
- J. **Shows Patience When Driving.** Defensive driving, courtesy to other drivers.
- K. **Ability to Control Bus.** Distance between vehicle and vehicle ahead, smooth stops, proper merging with other traffic, turns without hitting curb, parking ability, and judgment of distance.
- L. **Care of Bus.** General cleanliness, reporting of needed repairs and proper emergency equipment.
- M. **Recordkeeping.** Route descriptions kept updated, mileage reports in on time, student lists updated on time, and other reports timely and accurate.
- N. **Ability to Deal with Parents:** Consider the ability to listen to and respond to reasonable parental contact.



## **SECTION II - PERSONAL CHARACTERISTICS**

- A. **Ability to Work With Others.** Employee's cooperation, self-control, tact, working relations influence overall job effectiveness.
- B. **Ability to Carryout Responsibilities.** Productive work habits, following trip board procedures, reports done timely and accurately, knowledge of/obtaining directions for trips.
- C. **Initiative.** Energy, drive displayed in completing assignments, willingness to help other drivers and/or dispatcher.
- D. **Neatness.** Influence of neatness and orderliness or quality of job performance.
- E. **Punctuality and Attendance.** With respect to performance of work and working relationships with others.

## **SECTION III - CONCLUSION AND RECOMMENDATIONS:**

This section is intended as a critique of the foregoing and an overall summary of abilities and/or shortcomings of the employee. Should contain any pertinent comments concerning employee's performance.

# **Bus Driver Appraisal**

Name: \_\_\_\_\_ Appraisal Period: \_\_\_\_\_

	Final Probationary	Yearly Appraisal		
		<i>S</i>	<i>U</i>	<i>NO</i>
A.	Pre-check of bus			
B.	Driving Record			
C.	Driving Habits			
D.	Ability to Control Students While Driving			
E.	Use of Radio			
F.	Proper use of Warning Lights			
G.	Proper Procedure at Railroad Crossings			
H.	Loading/Unloading of Bus			
I.	Observes Speed Limits			
J.	Shows Patience When Driving			
K.	Ability to Control Bus			
L.	Care of Bus			
M.	Recordkeeping			
N.	Ability to Deal With Parents			

Recommendations and/or comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Part III

# Employee Leave Requests

All requests for authorized leave of absence must be processed according to agreed upon procedures.

Personal business requests must be initiated in writing at least three days prior to the date of use. The immediate supervisor should consider the impact of the employee absence on normal operations prior to approving the leave request at that level. If the supervisor gives approval the request it will normally be approved at the central office level , unless special problems are recognized.

Vacation time may be requested according to the procedures outlined in the appropriate master agreement. It is recommended that at least a ten day notice period be utilized when requesting vacation use.

Monroe Public Schools  
Inservice Activity Report

Name: \_\_\_\_\_ Building: \_\_\_\_\_

Social Security #: \_\_\_\_\_ Mentor Name: \_\_\_\_\_

Date(s) of Inservice: \_\_\_\_\_

Name of Inservice: \_\_\_\_\_

Beginning Time(s): \_\_\_\_\_

Ending Time(s): \_\_\_\_\_

Sponsor of Inservice: \_\_\_\_\_

Quality of Inservice: \_\_\_\_\_ GOOD \_\_\_\_\_ FAIR \_\_\_\_\_ POOR

COMMENTS: \_\_\_\_\_

**Total Hours Attended Inservice:** \_\_\_\_\_

**Return to Personnel Office**

Monroe Public Schools  
Inservice Activity Report

Name: \_\_\_\_\_ Building: \_\_\_\_\_

Social Security #: \_\_\_\_\_ Mentor Name: \_\_\_\_\_

Date(s) of Inservice: \_\_\_\_\_

Name of Inservice: \_\_\_\_\_

Beginning Time(s): \_\_\_\_\_

Ending Time(s): \_\_\_\_\_

Sponsor of Inservice: \_\_\_\_\_

Quality of Inservice: \_\_\_\_\_ GOOD \_\_\_\_\_ FAIR \_\_\_\_\_ POOR

COMMENTS: \_\_\_\_\_

**Total Hours Attended Inservice:** \_\_\_\_\_

**Return to Personnel Office**

## Part V

# District Personnel Hiring/Termination

This section includes pertinent information on district hiring and termination procedures. This information is offered in order to be able to answer basic questions that employees may have regarding these topics.

At the end of this section are copies of the forms used for new employees and employee termination.

**MONROE PUBLIC SCHOOL DISTRICT**

**PERSONNEL OFFICE**

**STANDARD PRACTICE BULLETIN**

**NO. P-5**

Date Issued: January 2, 1984

Date Effective: January 29, 1974

Revised: July 1, 1991

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SUBJECT: TEACHER AND ADMINISTRATOR SELECTION PROCESS

I. PURPOSE:

To establish a uniform hiring procedure which is as objective as possible.

II. GENERAL:

These selection procedures have been developed to provide a system which is as objective as possible, allows for employee input, and ensures that the most qualified individuals are identified for positions within the Monroe Public School System.

For uniformity, these selection guidelines will be followed with each vacancy being filled.

III. PROCEDURES:

- A. All qualified applications and credentials are screened by at least two (2) persons selected by the Personnel Director using the approving screening forms.
- B. Multiple candidates (when available) will be identified for the interview process, based on the screener score.
- C. Candidates identified will be scheduled for an individual interview (perceiver) and a panel interview.
- D. The interview panels will consist of the individuals suggested by Board Regulation GCD-R Interviewing Teams.
- E. The interview panel will have an opportunity to rate each candidate on an interview grid based on their own perceptions of the candidate. At the conclusion of the interviews, the grids will be collected by the Personnel Director.
- F. The Personnel Director will summarize pertinent information such as screening scores, perceiver coding, and the interview results. This compilation of information will be presented to the Superintendent for his/her consideration and recommendation. Additional reference checking may also be done at this time.
- G. Once a decision has been made, the Board of Education will be informed through the Board Letter. In the case of new hires to the district, a recommendation will be formulated and placed on the agenda for the next Board meeting.
- H. Once the Board approves a new hire, the candidate is advised and asked to come to sign an employment contract.

**MONROE PUBLIC SCHOOL DISTRICT**

**PERSONNEL OFFICE**

**STANDARD PRACTICE BULLETIN**

**NO. P-6**

Date Issued: December 18, 1990

Date Effective: July 1, 1991

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SUBJECT: NON-CERTIFIED SELECTION PROCESS

I. PURPOSE:

To establish a uniform hiring procedure which is as objective as possible.

II. GENERAL:

These selection procedures have been developed to provide a system which is as objective as possible, allows for employee input, and ensures that the most qualified individuals are identified for positions within the Monroe Public School System.

For uniformity, these selection guidelines will be followed with each vacancy being filled.

III. PROCEDURES: (Secretarial, Maintenance, Exempt)

- A. All qualified applications and credentials are screened by at least two (2) persons selected using the approving screening forms.
- B. Multiple candidates (when available) will be identified for the interview process, based on the screener score.
- C. Candidates identified will be scheduled for an individual interview (perceiver) and a panel interview.
- D. The interview panels will consist of the individuals suggested by Board Regulation GCD-R Interviewing Teams.
- E. The interview panel will have an opportunity to rate each candidate on an interview grid based on their own perceptions of the candidate. At the conclusion of the interviews, the grids will be collected by the Personnel Director.
- F. The Personnel Director will summarize pertinent information such as screening scores, perceiver coding, appropriate skill testing, and the interview results. This compilation of information will be presented to the Superintendent for his/her consideration and recommendation. Additional reference checking may also be done at this time.
- G. Once a decision has been made, the Board of Education will be informed through the Board Letter. In the case of new hires to the district, a recommendation will be formulated and placed on the agenda for the next Board meeting.



H. Once the Board approves a new hire, the candidate is advised and asked to come to sign an employment contract.

IV. PROCEDURES: (Bus Drivers and Custodians)

- A. A special list of substitutes is maintained for use as replacements for regular employees on a temporary leave.
- B. Substitutes are chosen on the basis of application screening by the Director of Personnel and the appropriate department supervisor.
- C. The most desirable candidates will be scheduled to participate in a pre-employment interview, appropriate skill testing, and a personal interview with the department supervisor.
- D. Substitute bus drivers and regular substitute custodians are trained and serve the district on an as needed basis. As regular positions become available, substitutes are hired to regular employment based on meeting qualifications and seniority.

V. PROCEDURES: (Assistants and Other Part-Time Positions)

- A. Applications are screened by the Director of Personnel and the appropriate department supervisor or principal.
- B. The most desirable candidates will be scheduled to participate in appropriate skill testing and a personal interview with the department supervisor or principal.
- C. The department supervisor or principal will contact the Personnel Office with the name of the candidate chosen.
- D. The Personnel Office will identify the chosen applicant and make arrangements for the paper work to be completed.

**FILE: GCD (Also GDD)**

## **PERSONNEL**

### Professional and Support Staff Hiring

The Board shall act upon all of the Superintendent's recommendations for hiring or releasing personnel in the district. The Superintendent, upon receipt of a written resignation, has the authority to accept an employee resignation on behalf of the Board. Recommendations are to be made for the following categories of personnel:

1. All certified persons who are to instruct or administer the regular or ancillary school programs of K-12 education.
2. All persons who are to be offered a coaching or instructional supplemental contract.
3. Persons who will be in managerial or supervisory positions at least 1/2 time.
4. All secretarial, custodial, and maintenance employees, excluding substitutes.

All offers of employment have been made to job applicants and prior to the commencement of employment duties, all applicants for positions within the school district shall, as evidence of their physical fitness and mental alertness and as a condition of employment, submit to and pass a physical examination, which shall include testing to determine the presence of controlled substances in the urine or blood of the applicant. This procedure will be required of the above listed employee groups, as well as bus drivers and all teacher, lunch, and bus assistants who are hired to work on a part-time basis.

Policy Adopted: November 20, 1975

Policy Revised: October 23, 1984

December 13, 1988

May 14, 1991

File GCD-R

PERSONNEL

Guidelines for District Interview Teams

**Superintendent** (7 Member Team)

- ◆ Interviewed by the full Board of Education (open to public)

**Assistant Superintendent** (7 Member Team)

- ◆ Superintendent
- ◆ Two Board Members (if available)
- ◆ Assistant Superintendent for Personnel
- ◆ Another Assistant Superintendent
- ◆ Two persons at the building level

**Instructional Administrators**

(8 Member Team) *\*includes Supervisors and Coordinators*

- ◆ Superintendent
- ◆ Assistant Superintendent for Personnel
- ◆ Appropriate Assistant Superintendent
- ◆ Two Administrators
- ◆ Two Teachers
- ◆ One Board Member (if available)

**Operational Administrators**

(8 Member Team)

- ◆ Superintendent
- ◆ Assistant Superintendent for Personnel
- ◆ Assistant Superintendent for Business & Operations
- ◆ Two Administrators
- ◆ Two persons to be supervised
- ◆ One board member (if available)

**Teacher** (4 Member Team)

*\*final interviews from selection pool*

- ◆ Principal
- ◆ Two Teachers
- ◆ One Parent

**Secretaries** (4 Member Team)

- ◆ Assistant Superintendent for Personnel
- ◆ Appropriate Director of the Division
- ◆ Immediate Supervisor
- ◆ One member of secretary group

**Custodians** (4 Member Team)

- ◆ Operations Supervisor
- ◆ Custodial Supervisor
- ◆ Administrator from Building
- ◆ Member of unit

**Maintenance** (4 Member Team)

- ◆ Assistant Superintendent for Business & Operations and/or Assistant Superintendent for Personnel
- ◆ Maintenance Supervisor
- ◆ Member of Unit Supervisor

## Instructional/Lunch Assistant

(2 Member Team)

- ◆ Principal in building
- ◆ Teacher in building and/or Assistant in the building (if available)

**Bus Driver\*/Bus Assistant**

(2 Member Team)

\*Bus drivers move up from the substitute list unless job performance is marginal or worse.

- ◆ Transportation Supervisor
- ◆ At least one other appropriate representative

**Exempt Personnel** (4 Member Team)

\*Interview team make-up is determined by the duties and assignment location of the exempt personnel.

- ◆ Appropriate Executive Administrator
- ◆ Other appropriate representatives

File: GCG

## PERSONNEL

### Professional Staff Probation and Tenure

The Board grants tenure to administrators as classroom teachers under the same provision that tenure is granted to teachers by the state tenure act. Tenure is not granted the administrative position to which the administrator has been assigned.

All rights and privileges of the tenure act will be accorded administrators in conformity with the act in the same degree and conditions as though the services of the administrator had been continuously performed as a classroom teachers.<sup>1</sup>

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<sup>1</sup> Ref. Act 4, 1937

Policy Adopted: February 14, 1972

Policy Revised: July 9, 1973

File: GCGA

PERSONNEL

Professional Staff Probation

All teachers employed by the Monroe Public Schools shall be on probation as required and permitted by the State Tenure Law.<sup>1</sup>

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<sup>1</sup> Act 4, Article II, Section 1 - 1937

Policy Adopted: April 10, 1972

Policy Revised: September 10, 1973

File: GCGB

## PERSONNEL

### Professional Staff Probation and Tenure

Teacher probation and tenure is controlled by Public Act 4 of 1937 and as amended by Public Acts 59 and 60 of 1993.

Beginning teachers in the Monroe Public School's District, who have not attained tenure in another Michigan district, will be required to complete a satisfactory probation of four years before attaining tenure status. Teachers hired in the Monroe Public School's District who have attained tenure in another Michigan District will be required to complete a satisfactory probation of two years before attaining tenure status. During this period, the probationary teacher is on an annual contractual basis and is subject to non-renewal of his/her contract at the discretion of the Board and in accordance with the Tenure Laws as amended.

At least sixty days before the close of the school year, the Board will provide the probationary teacher with a definite written statement as to whether his/her work has been satisfactory. The decision to provide a probationary teacher with a written statement explicitly evaluating his/her teaching will be made through resolution written into the Board minutes, and the decision will be made at a legal meeting and approved by a majority of the Board.

The Board, in setting forth policies, does so in the spirit of following the rights of teachers under the Tenure Law as amended and maintains any and all rights that it has under the Tenure Law, as amended and the laws of the State of Michigan.

Policy Adopted: September 19, 1974

Policy Revised: October 18, 1994

FILE: GCPB

## PERSONNEL

### Resignation of Professional Staff Members

#### A. Administrators

An administrative employee of the Board who plans to resign shall tender his/her resignation in writing at least 90 days in advance of the date he plans to leave. The resignation will be acted upon by the Board at a regular meeting and the employee notified of the results of this action.

Administrators are encouraged to submit resignations at a time that will be the least disruptive of the school routine arranged between the administrator and the Superintendent.

#### B. Teachers

A teacher shall submit his/her letter of resignation to the Director of Personnel at least 60 days in advance of the date he/she plans to leave.

Teachers are encouraged to submit resignations at a time that will be the least disruptive of the school educational program.

Such resignations of administrators and teachers may be accepted by the Superintendent on behalf of the Board of Education and presented to the Board at their next regular meeting.

Policy Adopted: February 14, 1972

Policy Revised: July 9, 1973

November 4, 1980



**MONROE PUBLIC SCHOOL DISTRICT**

**PERSONNEL OFFICE**

**STANDARD PRACTICE BULLETIN**

**NO. P-10**

Date Issued: February 23, 1976

Date Effective: February 23, 1976

Revised: January 5, 1979

Revised: July 1, 1991

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SUBJECT: NEW EMPLOYEES/EMPLOYEE TERMINATION

I. PURPOSE:

To set forth procedures relative to the employment of persons to be added to, and the termination of employees to be removed from the payroll.

To establish the Director of Personnel as the only employee of the school district to engage and authorize the inclusion of new employees in the payroll of the school district.

II. GENERAL:

Neither the payroll department nor the director of data processing, M.C.I.S.D., will place a person on the payroll, or remove a person from the payroll without written authorization from the Director of Personnel.

A person will not be employed or given the indication they will be employed by any person other than the Director of Personnel. The addition of a new employee is not to exceed the authorized strength as established in the table of organization without the superintendent's written approval.

III. PROCEDURES:

A. Forms

Employee Termination Request/Removal from Payroll ..... Form #58

New Employee Request/Payroll Authorization ..... Form #59

B. New Employees

1. Employee vacancies will be authorized by the Superintendent.
2. The Director of Personnel will coordinate the recruitment of candidates, conduct interviews, and employ personnel to fill positions requested.
3. The Director of Personnel will notify the requesting administrator, upon final selection, of the name of the new employee, date of employment, and other related data.

4. Upon final selection, the Director of Personnel will complete a Payroll Authorization Form (New Employee) and forward to Payroll.
5. Official memos pertaining to the hiring of employees are distributed to the employees, payroll, fringe benefits, business office, building administrator, and union leader. A file copy is kept for the purpose of data base updating.

C. Employee Termination

1. An Employee Termination Request Form will be completed and submitted with the time sheet for the hourly employee, signed by their supervisor, to the Director of Personnel immediately when it is known that an employee is to leave the employment of the school district.
2. If the employee is to be replaced, the Director of Personnel will post the position upon notification by the supervisor.
3. If the employee is not to be replaced, the table of organization should show that an open position exists.
4. Upon receipt of a Termination Request, the Director of Personnel will complete the form and forward to Payroll.
5. Official memos pertaining to the termination of employees are distributed to the employee, payroll department, fringe benefits, business office, building administrator, union leader, and file copy for the purpose of data base updating.
6. The Director of Personnel will notify the following administrators of any new employees or terminations that change the actual or authorized strength set forth in the table of organization.

Superintendent and Cabinet Members

Attachments:           Employee Termination Request/Removal from Payroll.....Form #58  
                                  New Employee Request/Payroll Authorization .....Form \$59

## Part VI

### **General Information**

This section includes a variety of general information and routine forms. All supervisors are asked to familiarize themselves with the content of this section and to review the appropriate information when circumstances arise.

All forms included in this section are available from the Personnel Office.

**MONROE PUBLIC SCHOOL DISTRICT**

**PERSONNEL OFFICE**

**STANDARD PRACTICE BULLETIN**

**NO. P-1**

Date Issued: October 9, 1973

Date Effective: October 9, 1973

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SUBJECT: ADMINISTRATORS' WORK DAY

I. PURPOSE:

To establish the working day for all administrators.

II. GENERAL:

All administrators are bound by an eight-hour work day exclusive of, but not limited to, after-school activities, school-related meetings and PTA's or the like. All administrators are entitled to a duty-free lunch period of one hour.

III. PROCEDURES:

Starting time, lunch hour, and quitting time will be governed by the time requirements needed at the building to which the administrator is assigned.

**MONROE PUBLIC SCHOOL DISTRICT**

**PERSONNEL OFFICE**

**STANDARD PRACTICE BULLETIN**

**NO. P-2**

Date Issued: October 19, 1973

Date Effective: October 9, 1973

Revised: January 9, 1986

Revised: July 1, 1991

Revised: January 9, 1997

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SUBJECT: ABSENCE FROM BUILDING OR DEPARTMENT -

ADMINISTRATORS

I. PURPOSE:

To establish a uniform procedure for administrators when they are absent from their buildings or departments for a significant period of time. It is understood that when a team management concept is in place in a building, department, or at the district level, administrators work cooperatively to assure continuity in decision-making on a routine basis as well as during a crisis period. The nature of team management and the availability of prepared crisis response plans should provide for nearly every contingency. However, for the security and peace of mind of the public and others associated with the school district, it is necessary to provide support, or a so-called "chain of command" for communication purposes during an administrator's extended absence. That is the purpose of P-2.

II. GENERAL:

Reasons for being absent from a building include, but are not limited to, the following:

- a. conference
- b. illness/personal business
- c. school visitations
- d. meetings

III. PROCEDURES:

- A. When absent for a short period of time, usually one (1) day or less, the building or department administrator's secretary shall be aware of his/her whereabouts and shall be left instructions as to whom to contact in the event of a problem.
- B. Whenever any administrator plans on being absent from his/her building or department for a longer time, usually more than one (1) day, he/she shall notify his/her immediate supervisor, and they will mutually determine how the absence will be covered.
- C. When the superintendent is to be absent from the district for an extended period of time, generally two or more consecutive days, he/she shall designate an administrator to serve as contact person for communications during the absence. In the event of an unanticipated emergency, which results in the superintendent's inability to implement this provision, the central administrative staff will coordinate with the Board of Education President to designate a lead contact administrator.
- D. The Personnel Office must be informed of meetings or conferences outside the district when they are scheduled, and as soon as possible for illness in order to be included on the district absence list and any other appropriate records. The Personnel Office must also be informed if the scheduled meeting is canceled or otherwise not attended.

**Return to Shawn Stirling, Fringe Benefits, Administration Bldg.**

Form WCC

Revised 9/96

**Monroe Public Schools**

**Monroe, Michigan**

Please notify **Mrs. Shawn Stirling** immediately by telephone, (#44620 in District, 384-4620 Out of District), and fill out this form for all injuries, including diseases, which arise out of and in the course of employment.

Injured Employee: \_\_\_\_\_

Social Security #: \_\_\_\_\_ Building: \_\_\_\_\_

Address: \_\_\_\_\_

City/State/Zip: \_\_\_\_\_ Phone: \_\_\_\_\_

Birthdate: \_\_\_\_\_ Age: \_\_\_\_\_ Sex: \_\_\_\_\_ Marital Status: \_\_\_\_\_

Number of injured employee's children under 16 living with injured: \_\_\_\_\_

Number of other family members or relatives at least 50% supported by injured:  
\_\_\_\_\_

Date of injury: \_\_\_\_\_ Time of Injury: \_\_\_\_\_ Last Day Worked: \_\_\_\_\_

Nature of Injury: \_\_\_\_\_

Part of Body: \_\_\_\_\_

How Did Injury Occur? \_\_\_\_\_

(Describe Fully the events which resulted in injury)

\_\_\_\_\_

\_\_\_\_\_

Any suggestions to avoid further potential injuries? \_\_\_\_\_

\_\_\_\_\_

Name of Any Witness(es): \_\_\_\_\_

Occupation of Injured Employee: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Estimated Length of Disability: \_\_\_\_\_

Building/Department Administrator's Signature: \_\_\_\_\_

Date of this report: \_\_\_\_\_

All injured employees must report to the Corporate Connection for treatment. This form must be signed by the supervisor and the Fringe Benefits Office notified prior to the employee reporting for medical treatment unless circumstances do not allow.



**Page 2 - Send With Employee For Treatment**

**Order For Medical Treatment**

Mercy/Memorial Corporate Connection  
740 North Macomb Street  
Monroe, MI 48162

Kindly render such FIRST AID services as may be necessary to care properly for the injury sustained by \_\_\_\_\_ while in our employ on \_\_\_\_\_ 19\_\_

Nature of Injury: \_\_\_\_\_  
\_\_\_\_\_

Monroe Public Schools  
\_\_\_\_\_

\_\_\_\_\_  
Supervisor

Time: \_\_\_\_\_ Date: \_\_\_\_\_

**Doctor's Office**

Time In: \_\_\_\_\_

Time Out: \_\_\_\_\_

Disposition: \_\_\_\_\_

Initials: \_\_\_\_\_

**Corporate Connection: Please complete back side of this form and give to the employee to return to his/her supervisor. Any questions contact Shawn Stirling (734) 384-4620**

**MONROE PUBLIC SCHOOL DISTRICT**

**PERSONNEL OFFICE**

**STANDARD PRACTICE BULLETIN**

**NO. P-7**

Date Issued: January 17, 1974

Date Effective: January 29, 1974

Rescinded: August 1, 1983

Revised: July 1, 1991

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SUBJECT: OVERTIME

I. PURPOSE:

To have a standard procedure for the authorization and use of overtime in the district (excluding maintenance/custodial).

II. GENERAL:

Authorized overtime will be compensated at time and one-half for hours worked over eight (8) hours per day or for over forth (40) hours per week. Compensatory time may be given at the rate of one and one-half with prior authorization by the Director of Personnel.

III. PROCEDURES:

All overtime hours (compensatory time or extra pay) to be worked must be approved by the Director of Personnel prior to being worked. Such overtime should be the exception rather than the rule and should be held to reasonable levels.

- A. All overtime must be worked on school premises. Pay or time off shall not be given for work done at home.
- B. Compensatory overtime must not be carried for more than ninety (90) calendar days. Compensatory time not used in this period will be forfeited unless special permission has been received from the Director of Personnel.
- C. Pay in lieu of compensatory time off may be authorized by the Director of Personnel if the overtime becomes routine. The Director of Personnel notifies payroll of the overtime approved to be worked.
- D. Special arrangements to cover unusual circumstances may be processed through the Director of Personnel when requested by the appropriate administrator.

## COMPENSATORY TIME

Name: \_\_\_\_\_ Building: \_\_\_\_\_

**Earned:** Date: \_\_\_\_\_ Time: \_\_\_\_\_(am/pm) - \_\_\_\_\_(am/pm) Hours Worked: \_\_\_\_\_

Straight Time Earned\*: \_\_\_\_\_ Time & Half Earned: \_\_\_\_\_ Total Earned: \_\_\_\_\_

Reason for Overtime: \_\_\_\_\_

**Request For Use:** Date(s): \_\_\_\_\_ Time(s) Requested: \_\_\_\_\_

\_\_\_\_\_  
Supervisor's Signature

\_\_\_\_\_  
Employee's Signature

Personnel Office Signature: \_\_\_\_\_

(A copy should be retained by the supervisor)

Applied: \_\_\_\_\_

Balance: \_\_\_\_\_ hrs

\*Straight time is earned between the 7th and 8th hour for employees who are scheduled for 7 hour days.

**Note: Any compensatory time not used by the end of the quarter in which is is earned will be paid on the next available payday.**

**MONROE PUBLIC SCHOOL DISTRICT**

**PERSONNEL OFFICE**

**STANDARD PRACTICE BULLETIN**

**NO. P-9**

Date Issued: November 20, 1974  
Date Effective: November 20, 1974  
Revised: October 21, 1977  
Revised: September 13, 1979  
Revised: September 21, 1982  
Revised: July 1, 1991  
Revised: August 5, 1996  
Revised: September 22, 1998  
Revised: November 1, 1999

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SUBJECT: SUBSTITUTE TEACHER PAY RATE

I. PURPOSE:

To establish a rate of pay for substitute teachers which is fair, equitable and competitive with other districts in the county.

II. GENERAL:

The base rate of pay for substitute teaching is \$70.00 per day. This rate may be adjusted according to the procedures described herein during any specific school year.

III. PROCEDURES:

1. After the twentieth (20) accumulative day of service in the district, the base rate of pay will be increased by \$5.00
2. After the thirty-fifth day (35) of accumulated service in the district, the base rate of pay will be increased by \$10.00 per day.
3. After the fiftieth (50) accumulative day of service in the district the base rate will be increased by \$15.00 per day.
4. After sixty (60) consecutive teaching days with the same classroom assignment, the rate of pay will be adjusted to reflect the BA salary schedule, Step I, on a pro rata basis.
5. The rate for a half-day assignment will be set at one-half the daily rate of the individual.
6. Substitute teachers who are assigned a position which is scheduled for a minimum of four work weeks will be paid at the rate of \$90.00 for each day of the assignment.

**MONROE PUBLIC SCHOOL DISTRICT**

**PERSONNEL OFFICE**

**STANDARD PRACTICE BULLETIN**

**NO. P-12**

Date Issued: February 17, 1975  
1984

Date Effective: September 1,

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SUBJECT: ATTENDANCE

I. PURPOSE:

To set forth procedures relative to the reporting of employee attendance and absences.

II. GENERAL:

Absences will be recorded by each department/facility for each week and reported to the Fringe Benefits Office each Friday, on the Daily Absence Report. This report is to record the daily absence of employees assigned to the particular department/facility by recording name, date(s) of absence, and reason for absence.

A report of absence card for each employee absent in the pay period (other than hourly employees) will be sent to the Payroll Department no later than the first working day following the close of the pay period.

III. PROCEDURES:

Daily Absence Report:

- A. The Daily Absence Report will be prepared each week by a person responsible in each school, facility, department, or program.
- B. All absent employees will be listed on this report and sent to Fringe Benefits Office.
- C. A report of absence card will be completed for each employee absent and sent at the close of the pay period to the Payroll Department.
- D. A copy of the Daily Absence Report will be retained by the originator.
- E. The Report of Absence card will be signed by the administrator.

**MONROE PUBLIC SCHOOL DISTRICT**

**PERSONNEL OFFICE**

**STANDARD PRACTICE BULLETIN**

**NO. P-12**

Date Issued: July 1, 1991

Date Effective: July 1, 1991

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SUBJECT: ASSIGNMENT OF SUBSTITUTES

IV. PURPOSE:

To establish a uniform procedure for the hiring of substitutes among the employee groups.

V. GENERAL:

Consideration for the hiring of substitutes to replace absent employees must take into account the specific duties performed by the absent employee and the operational effect that completion or diminished coverage would have in the short range.

VI. PROCEDURES:

- A. Teachers: Substitutes will be secured whenever the teacher has regular classroom responsibilities and when a substitute is able to maintain normally scheduled activities.
- B. Lunch Assistants: Substitutes, if available, will be secured in the event of any absence.
- C. Bus Assistants: Substitutes, if available, will be secured in the event of any absence.
- D. Instructional Assistants: Substitutes will not normally be secured for absences of less than one week duration.
  - 1. The time which is scheduled for such things as release time, overloads, or other contractual issues will be covered by a substitute based on availability.
- E. Secretaries: Substitutes will be secured for absent secretaries based on the following:
  - 1. Substitutes will be secured upon requests for buildings with only one (1) secretary.
  - 2. Substitutes will not normally be secured for short periods of time (three (3) days or less) in buildings where multiple secretaries are assigned. Consideration may be given in cases where the office is involved in discipline and/or attendance.

- F. Administrators: Substitutes will not be secured unless the absence is of an extended nature and cannot be covered in some manner. All elementary buildings (one (1) administrator) are authorized to designate a teacher in the building as a contact person and lunchtime supervisor whenever all administrators are away from the building.
- G. Maintenance/Custodial: Substitutes will not normally be secured for short term (two (2) days or less) absences.
  - 1. A substitute in the maintenance area may be secured if the duration of the absence or the needs of the department warrant this.
  - 2. A substitute in the custodial area may be secured if the duration of the absence, staffing of the building, or the cleaning load make it necessary.
- H. Bus Drivers: Substitutes from the permanent extra board list will be secured in the event of any absence.

## PERSONNEL

### Sexual Harassment

1 The Board of Education acknowledges regulation (45 Federal Regulation 74576) issued by the Equal Employment Opportunity Commission and Michigan Public Act 335, Sec. 380.1300A of 1993.

2 Sexual harassment is a form of employee misconduct that undermines the integrity of the employment relationship. All employees must be allowed to work in an environment free from unsolicited and unwelcome sexual overtures. Sexual harassment does not refer to occasional compliments. It refers to behavior that is not welcome, that is personally offensive, that debilitates morale, and that therefore interferes with the work effectiveness of its victims and their co-workers.

3 Forms of sexual harassment include the following:

3.1 verbal harassment, such as derogatory comments, jokes or slurs;

3.2 physical harassment, such as unnecessary or offensive touching, or impeding or blocking movement; and

3.3 visual harassment, such as derogatory or offensive posters, cards, cartoons, graffiti, drawings, or gestures.

4 Definitions

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

4.1 submission to such conduct is made a term or condition of an individual's employment,

4.2 submission to or rejection of such conduct is used as the basis for employment decisions affecting such individual, or

4.3 such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive work environment.

5 Sexual harassment is a prohibited personnel practice when it results in discrimination for or against an employee including members of the Board of Education on the basis of conduct not related to work performance, such as the taking or refusal to take personnel action, including promotion of employees who submit to sexual advances or refusal to promote employees who resist or protest sexual overtures.

It is possible for sexual harassment to occur at three levels: among peers or co-workers, between supervisors and subordinates, or imposed on employees by non-employees, including members of the Board of Education, parents, students, or anyone having any business or other dealings with the district. Individuals who experience sexual harassment from co-workers or others should make it clear that such behavior is offensive to them and may file a written complaint with the complaint officer who has



been designated by the superintendent. In fulfilling our obligation to maintain a positive and productive work environment, the Board and district officials will make every attempt to halt any harassment of which they become aware by calling attention to this policy and/or by direct disciplinary action, if necessary.

A form of sexual harassment that may be more difficult for employees to cope with occurs when supervisors offer or threaten to use the power of their position to control, influence, or affect the career, salary or job of another employee (or prospective employee) in exchange for sexual favors. Individuals who instigate this type of harassment will be subject to disciplinary action, including suspension, demotion or removal.

- 6 Any individual with a complaint of sexual harassment should notify his immediate supervisor and/or assistant to the superintendent for personnel services. Administrators and supervisors who become aware of any allegations(s) of sexual harassment will immediately report such allegations(s) to the assistant to the superintendent for personnel services. All complaints of sexual harassment will be investigated and properly resolved as per GBEAA-R. No individual will suffer reprisals for reporting any incident of sexual harassment or making any complaints.
- 7 Any employee who is found to be responsible for sexual harassment will be subject to appropriate progressive discipline, the severity of which will be based upon the circumstances of the infraction.

Policy Adopted: November 6, 1984

Policy Revised: October 18, 1994

File GBEAA-R

## PERSONNEL

### Sexual Harassment Guidelines

The Assistant Superintendent for Personnel and Labor Relations will be informed of and assist in coordinating the processing of any sexual harassment complaint by an employee.

#### **Complaint Procedure**

If any employee, including members of the Board of education, perceives comments, gestures or actions from any other employee, including supervisors or members of management or members of the Board of Education, to be offensive according to policy definition, the employee should follow these procedures:

- Step 1.** Any complaint is to be presented in writing or orally to the immediate superior. If the complaint is made orally, it shall be reduced to writing, include the specific nature of the harassment, dates, witnesses and other pertinent information. Such complaints shall be signed by the complainant. A female employee may choose to initiate a complaint with the Assistant Superintendent for Elementary Education and any employee may choose to initiate a complaint with the Assistant Superintendent for Personnel and Labor Relations.
- Step 2.** The Assistant Superintendent for Personnel and Labor Relations shall coordinate a thorough investigation of the complaint, including the notification of the person accused of harassment, and permit a response to the allegation as well as to arrange a meeting to discuss the complaint with all concerned parties, and will give a written progress report within fifteen (15) work days after receipt of the written complaint.
- Step 3.** If the complainant is not satisfied with the answer provided, he/she may submit a written appeal to the superintendent or designee, which shall provide the reasons for such disagreement. Such appeal must be filed within ten (10) working days after receipt of the previous written answer. The superintendent or designee will arrange a meeting, including the accused person if requested by the complainant, to discuss the appeal. The superintendent or designee will give a written answer to the complainant within then (10) working days following the meeting.
- Step 4.** If the complainant is not satisfied with the answer provided in Step 3, an appeal may be filed with the Board of Education Grievance Committee within ten (10) working days of the Step 3 answer. This committee will schedule a meeting within twenty (20) working days for the complainant to present their position. The Board will provide a written answer to the appeal within ten (10) working days following the completion of the hearing.

Employees covered by a collective bargaining agreement shall not be allowed to pursue both the above administrative due process and specific other procedures that may be provided for in a collective bargaining agreement.

Effective: November 6, 1984 Revised: October 18, 1994

File: GBK

## PERSONNEL

### Use of Tobacco Products

In accordance with Michigan Public Act 140 of 1993, the use of tobacco products is prohibited in or on all school district property on days when classes are scheduled.

Use of tobacco products is prohibited at all times in indoor areas. Tobacco products may be used by persons over the age of 18 in designated outdoor areas after 6:00 PM on days when classes are scheduled and at any time on Saturdays, Sundays and other days on which classes are not scheduled.

Employees who violate this policy are subject to progressive discipline in addition to any civil judgement which may be applied.

This policy takes effect as of September 1, 1993 to coincide with the effective date of Public Act 140.

Policy Adopted: September 21, 1993

FILE: GBK - R

## PERSONNEL

### Use of Tobacco Products

1. School property refers to a building, facility, structure, vehicle or like property which is owned, leased or otherwise controlled by a school district.
2. Tobacco product refers to any preparation of tobacco to be inhaled, chewed or placed in a person's mouth.
3. Designated outdoor areas will be established at each district location by the appropriate district administrator and will be clearly posted, including the acceptable times for the use of tobacco products on school property.
4. Employees who violate this policy will be considered in violation of this policy and will be subject to progressive discipline in addition to any civil judgment which may be applied.
5. Copies of this policy and regulation will be available to all employees. Signs displaying the policy and law regulating the use of tobacco products will be prominently displayed in all district facilities.

Effective: September 21, 1993