

Francis Howell School District & FHESPA

Closure Agreement

2024-2027

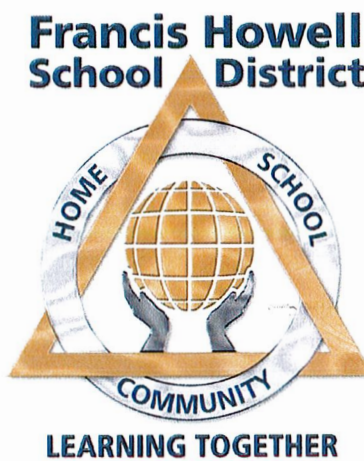


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FHESPA
Closure Agreement for 2024-2027

FHESPA Team Members

Jennifer Marbach
Don Van Horn
Scott Auchly
Lisa Blaha
Merrill Koenig
Mike Pagnotti
Jordan Fruit
Traci Edelen

FHSD Team Members

Dr. Will Vanderpool
Lisa Simpkins
Mark Delaney
Dr. Ken Roumpos
Salum Stutzer
Carol Embree
Jacob Myers
Randy Cook-BOE Observer
Adam Bertrand-BOE Observer

Agreement

- The Board of Education and staff recognize that the Board is the legally constituted body responsible for the determination of policies covering all aspects of the District. The Board recognizes its obligation to operate in accordance with all statutory provisions of the state, and such other rules and regulations as are promulgated by the Department of Elementary and Secondary Education in accordance with such statutes. The Board will not reduce, negotiate, or delegate its legal responsibilities.
- The Superintendent of Schools is delegated the responsibility and authority to implement the established policies, and the staff has the responsibility to carry out established policies and administrative regulations.
- Board policy will not be changed without prior notice to and input from FHESPA.
- The District will participate in good faith interest based discussions with FHESPA regarding salary, working conditions, benefits, and other matters of concern.
- Tentative recommendations will be set down in writing, dated and signed by the chairpersons of interest based teams, and submitted to the Board for vote and FHESPA for ratification. If the Board votes to approve and FHESPA ratifies the Closure Document, it will be signed and dated by the president of the Board and FHESPA representative.
- FHESPA may, for ease of reference for Maintenance/Grounds/Custodian employees, develop an employee handbook to distribute to those employees that outlines Board Policies and Regulations and other work rules. The employee handbook will be clearly marked that it is provided by FHESPA and will not change employees' at will status.

Term of Agreement

- This agreement shall be effective for the period of July 1, 2024 through June 30, 2027. Negotiations will open for the 2026-2027 school year for salary only. Negotiations may be reopened at any time during the duration of this agreement for mutually agreed upon items.

Morale Statement

- The Board of Education and Administration Team of the Francis Howell School District value the opinions and ideas of all employees. We will strive for a positive, collaborative relationship with FHESPA where all employees feel valued and respected.

Definition of Terms

- BOE Board of Education
- LMM Labor Management Meeting
- OT Overtime
- PD Professional Development
- MGC Maintenance/Grounds/Custodians
- Flex Time An arrangement that allows an employee to alter the starting and/or end time of his/her workday. As long as the hours worked do not exceed the employees regularly scheduled weekly hours, flex time allow employees to adjust their work time/schedule with the week.
- Probationary Period Period of time from hire date until the employee has completed ninety (90) calendar days of continuous employment with the District. During the probationary period, the District may discharge, layoff or transfer any probationary employee with or without cause in its sole discretion, and such action shall not be subject to the grievance procedure (See Regulation 4850). The grievance procedure may be used by probationary regular employees for other policies.
- Compensatory Time (comp time) Paid time off given to an employee instead of overtime pay in compensation for extra hours of work.
- FHESPA Francis Howell Educational Support Professionals Association
- ES Refers to Board policies and regulations that affect FHESPA eligible employees.

Association Release Time

- FHESPA Representatives will be provided 53 release days to conduct Association business, consistent with Regulation 4832 ES. Refer to attached chart. *(July 2016)*
- Maintenance/Grounds/Custodian Representatives will be able to use flex time for employee disciplinary meetings conducted outside of their regular work hours. *(July 2011)*
- Maintenance/Grounds/Custodian Representatives will be able to use flex time on one occasion per month for Association Meetings lasting up to two (2) hours rather than using whole or half Release Days. *(July 2011)*

Breaks and Lunch

- Breaks and/or lunches may be combined with the approval of the immediate supervisor. *(April 2017)*

Employee Files/Personnel Records (Regulation 4860 ES)

- Regulation 4860 ES revised to establish:
 - Employees will be able to use the grievance process to contest the presence of unsubstantiated material in their District or building personnel file. *(July 2011)*
 - When documents are pulled from the employee's District file, Administration will ensure said document(s) are also pulled from the employee's building file. *(July 2011)*
 - Any formal documented complaint and resolution must be initialed and dated by the employee before placement into their building or District file. *(July 2011)*

Evaluations

- The current Interpreter, Paraprofessional, Operations and Facilities, and Support Staff Evaluation are attached. Evaluations for all employees are due by May 1. *(July 2016)*
- Maintenance/Grounds/Custodian employees will be evaluated according to the table listed in Regulation 4610 ES. *(July 2009)*
- The Maintenance/Grounds/Custodian employee's attendance calendar for the evaluated year will be attached to the document. A blank attendance calendar will also be attached for the employee to track their own attendance during the next school year. *(April 2014)*

Board of Education Meetings

- The President of FHESPA will be notified via email of all unscheduled official Board of Education meetings with at least 24 hours of notice of the meeting. *(July 2021)*
- Administration will ask the Board President to consider communicating with the FHESPA President when changes occur. *(July 2021)*

Communication

- Administration will communicate with building Administrators and building Administrative Assistants of the policies allowing employees the options to request additional sick time for personal reasons and the allowances under the bereavement policy. Added reminders will also be placed in the Weekly Howell at the start of each school year. Administration will update the onboarding list of benefits to share information not specifically addressed in policy. *(May 2022)*

Compensatory Time

- Comp time can only be taken on what would normally be a scheduled work or professional development day. Comp time cannot be used to increase the pay of an individual beyond the total annual budgeted paid hours for the position. A substitute cannot be scheduled to cover for an employee taking comp time. Approval from the supervising administrator should be granted to requests when possible. *(July 2012)*

FHESPA Representation on District Committees

- FHESPA will be provided a seat for district level Strategic Planning and other district level board approved committees. FHESPA will also be invited to participate in the interview process for positions that have a direct relationship to their employee group based on the decision of the Chief Human Resources Officer. *(April 2018, February 2024)*
- Maintenance/Grounds/Custodian employees may use flex time with the approval of the immediate supervisor. This group should endeavor to have a variety of individuals serve as representatives on these committees so that the work schedule of any one individual is not unduly interrupted. *(July 2009)*

Personal Days

- Employees may take up to three (3) personal days with pay per school year to be deducted from the accumulated days in their sick leave account. These days will be available upon request to the principal/manager and limited by the following conditions:
 - The employee must request the personal day from the principal/supervisor at least five (5) days before the proposed absence, except in cases where the circumstances requiring the absence make this impossible. In cases of extreme emergency, the superintendent/designee may approve same day requests.
 - Employees may use personal days at any time, for any reason other than a work stoppage.
 - No more than two (2) or five percent (5%) of the paraprofessionals/Administrative Assistants in a building, whichever is more, may be granted personal leave at the same time. Principals will grant personal days in the order of request. In case of extreme emergency, the Superintendent of Schools may grant absences in excess thereof.
 - No more than two (2) or five percent (5%) of the individual departments of the MGC staff, whichever is more, may be granted personal leave at the same time. Managers will grant personal days in the order of request. In case of extreme emergency, the Superintendent of Schools may grant absences in excess thereof.
 - No more than two (2) or five percent (5%) of the total nursing staff of the District, whichever is more, may be granted personal leave at the same time. The nurse coordinator will grant personal days in the order of request. In case of extreme emergency, the Superintendent of Schools may grant absences in excess thereof.
 - Employees will complete the proper authorization form, available in the principal's/manager's office, for approval to use a personal day before entering leave in the absence management system.

Good Attendance Incentive

- Beginning with the 23-24 school year the perfect attendance award will be eliminated. Each year, returning FHESPA employees and FHESPA employees hired by July 1 – December 31 will be eligible to be paid up to \$250.00 per year for good attendance. Newly hired FHESPA employees hired January 1 to May 30 will be eligible to be paid up to \$150.00 during the first year of employment for good attendance. The use of each sick/personal day (1-5) will reduce the attendance incentive by \$50.00. On the June 10 paycheck, each employee will be paid the remaining attendance incentive, a maximum of \$250.00, if they are in active employment status. *(March 2023, February 2024)*

Holiday Pay

- FHESPA employees who work 20 or more hours per week are eligible for paid holidays according to the number of work days in their calendar. The paid holidays are listed on the individual FHESPA work calendars and are included in Board Regulation 4330 ES. *(July 2021)*
- Holiday pay is based on the employees budgeted work day; this includes assigned bus route/time. The budgeted work day is set by the building administration and communicated to the employees. *(July 2012)*
- FHESPA employees, eligible for holiday pay, will receive holiday pay immediately upon employment. *(March 2023)*
- The week between Christmas and New Year's Day will be noted as paid holidays for all FHESPA eligible staff. This will include 3-4 additional paid days depending on how the holidays fall in the calendar each year. *(February 2024)*

Employee Non-Disciplinary Meetings

- If an employee is notified to attend a non-disciplinary scheduled meeting at an exact time and place where there are 2 or more supervisory position employees attending, the employee may bring a representative.
- In situations involving student or staff safety, or building safety and security, management reserves the right to meet with employees expeditiously to resolve the situation. Employees may request representation, but administration reserves the right to meet with employees when representation is not available. *(April 2013)*

Notification of Personnel/Member Changes

- Human Resources will notify the President and Treasurer of FHESPA of new hires and resignations/terminations after Board of Education meetings. Such notification will occur within the legal boundaries for releasing the information.

Paid Time off during Probationary Period

- Accrued personal and vacation time may be used during an employee's probationary period with the approval of the Director of Human Resources or the Chief Human Resources Officer. *(April 2017)*

Pay for Unused Vacation Days

- Vacation eligible employees will have the option of selling back five (5) days of vacation per year at the minimum hourly rate of their pay grade. *(April 2017, April 2019, March 2023)*
- Four opportunities will be offered during the year. Employees can sell back vacation days at each opportunity up to the maximum allowed per year. *(April 2014, March 2023)*

- The timing and process for employees to request payment for unused vacation days will be determined through the labor/management meeting process. *(March 2010)*

Insurance Premium Deductions

- Beginning with the 2024-2025 school year, all employees not paid over the summer months (non-year round employees) will have their insurance premium deductions prorated over their work calendar. Should an employee resign, the collected premiums will be reimbursed to the employee in their final paycheck. All benefit premiums will be deducted over 18 pay periods from September 10 through May 25. *(February 2024)*

Lost Work Time

- On limited occasions when the work day for FHESPA employees is disrupted (e.g. District invoked snow day, emergency closure of a building) and a loss of work time results, Administration will establish and communicate to FHESPA staff prior to the end of the current school year, the designated date on which interested staff may make up any loss in work time. *(July 2021)*

Referral Program

- A referral program will be piloted for the 2024-2025 school year. The referring employee will act as a buddy to the new FHESPA eligible employee and support their transition to Francis Howell. The new FHESPA eligible employee must be employed for 6 months before the buddy/referral stipend will be paid to the current employee. The buddy/referral stipend will be \$150.00 and will be paid to the referring employee on the next scheduled paycheck following the buddy's six month anniversary of employment and according to the payroll calendar. Administration will analyze the benefit of the program and determine if it will continue. *(February 2024)*

Reduction in Force

- Regulation 4740 ES – Order of employees subject to layoff will change from ranking of performance-based evaluations to seniority. However, if an employee is under a current, active Performance Improvement Plan; he/she will be subject to lay-off without regard to seniority status. *(July 2011)*
- An employee recalled to work by the District according to 4740 ES shall have any forfeited sick time restored upon returning to active employment. *(July 2012)*
- Order of layoff for Maintenance/Grounds/Custodians - Employees shall be laid off within job title. Probationary employees shall be laid off before regular employees. Regular employees shall be laid off based on seniority. *(July 2009)*

Substitute Pay

- All FHESPA retirees will be paid their last hourly rate as a substitute when subbing in the position in which they retired. *(March 2023)*

- Support staff employees who substitute in their own category will earn their current hourly wage (e.g. a 206 AA substitutes for a 260 AA). Support staff employees who substitute in a different category (e.g. a para who substitutes as a custodian or AA) will earn the substitute wage for the position they are substituting in. *(July 2021)*

Resignation

- Resignations must be submitted in writing either in letter form or on District Resignation Form 4710 ES (attached). All resignations must state effective date and have an original signature of the employee and date submitted. In order for the employee to be paid for eligible vacation, a (10) ten day written notice is required. All resignations are final upon acceptance by the Board of Education. *(July 2012)*

Salary Schedule

- Employees who are hired within the fiscal year will receive the approved pay increase provided to all employees. *(March 2023)*
- New employees hired to FHESPA positions that are eligible for experience pay may receive up to a 20% (2.5% per year) increase over starting minimum salary. *(April 2017, April 2019)*
- Beginning with the 2016-2017sy, the non-certified substitute salary schedule will be modified to eliminate the three different levels of substitute pay for Administrative Assistants. One new level of pay will be created paying substitute AAs 95% of entry level wage for 206-AA positions on Paygrade 13-A for 19-20 SY and Paygrade-14 for 20-21 SY and moving forward. *(July 2016, April 2019)*
- For the 2019-2020 school year and beyond, salary schedules will no longer reflect steps. Minimum and maximum hourly rates will be developed for all paygrades in the FHESPA bargaining unit. *(April 2019)*

Salary Schedule for 2024-2025 & 2025-2026

- All FHESPA eligible employees (excluding interpreters) will receive a 4% increase to their hourly rate in the 2024-2025 school year by 4%.
- All FHESPA eligible interpreters will receive a 12% increase to their hourly rate in the 2024-2025 school year. All minimum and maximum Interpreter hourly rates on FHESPA salary schedules will increase by 10%.
- All FHESPA eligible employees will receive a 4% increase to their hourly rate for the 2025-2026 school year. All minimum and maximum hourly rates on FHESPA salary schedules will increase by 4%.
- Negotiations will open during the Spring of 2026 to address the 2026-2027 salary schedules.

Seniority

- Seniority will be defined as the date and time of the original acceptance of employment into a continuous permanent position with the district. *(April 2017)*

Sick Leave

- Sick Leave accumulation cap will be raised to 100 days. *(July 2008)*
- Sick Leave day payout will be raised to \$75 per day up to a maximum of 75 days upon retirement. *(July 2008)*
- FHESPA employees who retire with 90 to 100 days in their personal sick leave account after their final work day will receive an additional \$1,000 for a maximum payout of \$6,625. *(March 2023)*
- Per regulation 4320 GE, FHESPA employees will be awarded eleven (11) sick days. *(July 2012)*
- Employees receive all 11 sick days upfront prior to the start of their individual work calendar. Sick days will be prorated should an employee retire prior to November 30. *(March 2023)*
- Additionally, three (3) of these days may be used as Personal Days. *(July 2011)*
- Conditioned upon prior supervisory approval, FHESPA employees may be authorized to leave work early or arrive late, for up to one (1) hour in the course of the work day. This time will be unpaid. Such requests will not count against the attendance standard in the FHESPA Performance Appraisal form. *(July 2011)*

Sick Leave Bank

- All non-certified employees of the Francis Howell School District will be offered the opportunity to participate in the District Sick Leave Bank.
- A committee of FHEA, FHESPA and Administrators will work together to set the procedures and guidelines. *(April 2017/February 2024)*

Sick Leave Payout after Employee Passing

- Should a FHESPA employee pass away while employed with the district, his/her sick days should be paid if the following criteria are met:
 - The employee must be vested in the District/State sponsored pension plan.
 - Payment will be made, when possible, in the employee's last active duty paycheck.
 - Payment will be awarded at \$75/day for regular full time employees.
 - The number of sick days awarded for the year in which the employee passes away will be prorated.
 - One day of sick leave will be awarded per month worked up to the maximum number of allowed sick days for the year. *(April 2013, 2017)*

Snow Day Procedures

- In the event a snow day is called within one hour of the employee's start time and the employee, who would normally not report to work on a snow day has reported to work, the employee will be sent home and paid for a minimum of one hour of work time. *(April 2017)*
- The district will provide communication to all FHESPA employees explaining the student and district snow/inclement weather guidelines. *(April 2019)*

Suspension with Pay

- An employee suspended due to an investigation or with the recommendation for termination shall be suspended without pay. If the investigation reveals that the employee is not guilty of the infraction, or if the termination is not approved, the employee's missed pay will be reinstated. *(July 2009)*

Transfer Requests

- Transfer Request procedures will be revised as follows. *(April 2013)*
 - Employees may apply for a transfer to a vacant position by completing an internal electronic application/request for transfer.
 - Internal applicants who submit such a request during the five days of posting will be considered for an interview.
 - Should all factors between two internal candidates be equal, seniority will be used as a determining factor.
 - The written response of any denial will include the Director of Human Resources' contact information should the applicant have questions about the selection process.

Vacation Accrual

- All FHESPA vacation eligible employees will follow the current accrual plan for MGC. Beginning July 1, 2024 the factors will be corrected for each employee and employees will begin to accrue vacation at the higher rate. *(February 2024)*

PARAPROFESSIONALS / INTERPRETERS

Assault on Paraeducators/Interpreters and Protection of Property

- Policy/Regulation established (4980 ES) *(July 2009)*
- Paraeducators/Interpreters will be provided a secure place to store personal belongings in the building they are assigned. *(July 2009)*

Beginning of the Year Guidelines for Paraprofessionals and Interpreters

- Schools should plan for how they use the time allocated for paraprofessionals/interpreters before the start of the school year and during the first month of school. Schools should use their discretion to include paraprofessionals/interpreters in a variety of pertinent activities. In the past, schools were limited to the number of hours they could use for beginning of the year activities. Moving forward,

administrators can use their judgment and include paraprofessionals/interpreters in trainings, activities, and meetings. A minimum of 4 hours should be scheduled. If a building is going to require more than 8 hours to complete these activities, the building administrator must contact the Director of Human Resources to get prior approval for the increased time.

- Guidance for how to schedule paraprofessionals/interpreters before the school year begins.
 - Invite paraprofessionals/interpreters to attend Kickoff. Attendance at the event is voluntary but is paid if employees chose to attend. No travel time or mileage will be reimbursed for staff attending Kickoff and attending a meeting at their home building.
 - The special education administrator or department chair can schedule a meeting with the paraprofessionals/interpreters. The date and time for the meeting must be communicated out to the paraprofessionals/interpreters in a letter no later than June 15. No meeting can be scheduled more than five school/work days prior to the start of student attendance days. *(July 2021)*
 - Principals can invite paraprofessionals/interpreters to building beginning of the year activities, such as; faculty meetings, staff breakfasts, school-wide improvement trainings, and other activities that pertain to the paraprofessionals/interpreters.
 - Principals will provide an opportunity for paraprofessionals/interpreters to complete annual mandatory training. Training should be completed while clocked in and should not be completed at home.
- Guidance for time used during the school year.
 - This time is provided to allow paraprofessionals/interpreters the opportunity to review student IEPs, behavior plans, or other documents that will assist the paraprofessional/interpreter in working with the students.
 - The special education administrator and department chair should organize this activity and provide a date and time to the paraprofessionals/interpreters.
- Any changes made to the schedule over the summer must be communicated through a phone call or letter to affected staff. Please remember email is NOT checked during the summer months. No penalty can be assessed to the paraprofessionals/interpreters who do not attend a planned meeting or activity; this would include denial of a bus route or other opportunities. The Director of Alternative Learning will share this information with the FHESPA President. *(April 2014)*

Certification and Licensure for Interpreters

- The annual PDC allocation noted in the Professional Development heading in the Alternative Learning budget can be accessed for professional development and/or the reimbursement of *required* certification and license renewal fees for Interpreters at level 4 and 5. *(February 2024)*

Due process and Progressive Discipline

- Regulation 4835 ES updated to include the addition of new language “All conversations dealing with constructive criticism or concerns will be conducted in a positive, professional, and private manner with the Paraeducators/interpreter.” *(July 2008)*

Electronic Devices

- Administration will initiate and provide to interested FHESPA employees district devices. These devices will permit for the convenient checking of work related business such as e-mails, reporting time worked, and IEP updates. *(April 2014, 2018)*
- Paras will be able to use electronic devices during down time. Use is not limited to breaks and lunch. *(July 2012)*

Hours of Work

- Due to student assistance requirements, lunch time for CBI trips will be considered paid working time. *(July 2012)*

Professional Development

- Paraprofessional and behavior support specialists will be scheduled to work four hours on professional development days. Should professional development end earlier than anticipated, employees may choose to stay on the clock and be paid for up to four hours. Should an employee elect to clock out, they will only be paid for the time worked. *(April 2019)*
- The annual PDC allocation will be established by multiplying the number of interpreters employed by \$700.00. The Director of Alternative Learning or his/her designee will work with the interpreters to determine how the money in the account will be used throughout the year for professional development. *(April 2014, March 2023)*
- Interpreters may email the Director of Alternative Learning to request to leave school up to 3 hours early to attend a job specific conference without the use of leave time or being docked pay. The request will be approved if coverage is available for the students served. *(March 2023)*
- Interpreters who voluntarily attend an out of district professional development event for CEU's can flex up to 8 hours to apply to future district professional development days. The out of district event must occur after the last day of the prior school year to be utilized as a flex day. The interpreter group will determine the professional development days designated for this flextime by May 15 of the prior year. *(April 2017)*

Registered Behavior Technician Certification

- Paraprofessionals in the Autism Program at Castlio Elementary School will receive additional training and work towards RBT certification. Upon completion of certification, RBT Paraprofessionals will receive the same rate of pay as the BSS, moving them from PG-10 to PG-12. Administration will pay for the training and cost of renewing the certificate upon expiration. Administration will offer paid time during the summer, over breaks or during PD days for these Paraprofessionals to complete the training with a goal to have all training completed by the end of the 22-23 school year. Administration will visit with Paraprofessionals currently in the program to explain the new requirements of the position. Paraprofessionals will move on the salary schedule once the certification is complete with the same level of experience applied to the schedule. Administration will explain to RBT Paraprofessional staff how transferring out of the RBT role to a regular paraprofessional position would affect their salary. *(May 2022)*

Release Time for Interpreters

- One (1) release day per interpreter per year for the sole purpose of taking the Level 3, 4, or 5 (Missouri or National) certification test as long as the test is only available during the week. *(July 2010)*

Recess Paras' Outside Schedule

- Temperature and/or wind chill to be used in cancelling outside recess modified from 10 degrees to 15 degrees. *(July 2010)*
- Outside recess will be limited to ten (10) minutes whenever the temperature/wind chill ranges between 15-20 degrees. *(July 2010)*

Safety

- The Alternative Education Department will survey current staff, and order ID badges for those who need one. They will also establish a process where all new paras and Interpreters (new hires and transferees) will receive a name badge through the building. The Alternative Education Department will purchase break away lanyards for those who need them. *(July 2012)*

Staff Leveling

- Administration agreed to incorporate language in the Para educator handbook explaining the end of year staff leveling that occurs with the Para educators based on student needs. *(July 2010)*
- Working within approved staffing levels each year, the District will work to provide a full-time interpreter floater. *(July 2016)*

Substitute Certificate Reimbursement

- Current Paraprofessionals and Behavior Support Specialists will be reimbursed for the cost of renewing their substitute certificate and for the cost of the background check when required by the Missouri State Highway Patrol. *(March 2023)*

Substitute Pay for Paraprofessional

- Paraprofessionals with 60 college hours or more, who are asked to substitute teach for a half day or more will receive substitute teacher pay or their own daily rate of pay, whichever is higher.
 - If the paraprofessional daily rate of pay is higher than the substitute teacher pay, the paraprofessional will receive a stipend of \$20.00 for the day. *(July 2021, March 2023)*
- In some situations, when a teacher is out of the classroom a paraprofessional with 60 college hours or more may be asked to substitute for the teacher for a one hour period of time. When this occurs, the paraprofessional will receive an additional \$10.00 over the paraprofessional's current hourly rate for the time spent substituting. The assignment must be made by the building principal or his/her designee.

Receiving \$10.00 over the paraprofessional's current hourly rate will be limited to two hours per day. *(April 2014, March 2023)*

- Substitute Paraprofessionals will be paid at 95% of the minimum entry level wage. *(May 2022)*
- Administration will work to educate Administrative Assistants and Paraprofessionals on the current language in the closure document. *(February 2024)*

Summer School Pay

- Paraprofessionals working summer school will be paid an hourly rate equal to 10% higher than minimum entry level wage of Pay Grade 10. If the amount changes due to the new fiscal year, paraprofessionals will be paid at the new entry level hourly rate plus 10% beginning July 1. *(April 2014, April 2019)*

Two-Hour Guarantee

- Interpreters will receive a 2-hour guarantee of pay for extra-duty when assignments necessitate that the Interpreter return to work after the end of their work day. *(July 2008)*
- The District will maintain the 1-hour guarantee when the Interpreter performs extra duty immediately following the end of school day. *(July 2008)*
- Interpreters will receive a 2-hour guarantee of pay for reporting for a summer school assignment when the student is a no-show. *(July 2008)*

MAINTENANCE / GROUNDS / CUSTODIAN

Access to Printer, Phone, and Computer

- Administration recognizes the need for Lead Custodians to have access to a printer, phone, and computer. Administration will provide training on how to access My Documents from any computer. *(July 2009)*

Acting Lead Pay

- Acting leads assigned to substitute for the lead custodian for a period of 3 weeks or more, will be paid an additional \$1.00 per hour immediately upon assignment. *(February 2024)*

Blue Sheet Work

- All custodians who complete blue sheet work will be paid time and a half regardless of other hours worked within the week. *(July 2009, April 2019, February 2024)*
- Maintenance/Grounds/Custodian employees will be paid for a 30 minute lunch for Blue Sheet work if an 8 hour or longer shift is worked. *(March 2010)*

Email

- Email accounts will be established for all Maintenance/Grounds/Custodian employees.
- All employees must attend the requisite training, and sign the District's Acceptable Use Policy (AUP) annually.
- As with all FHSD work groups, appropriate discipline will be administered for employees who violate the AUP.
- Work rules for use of email (such as what times/locations it is acceptable to access email) will be established through labor/management meetings. *(May 2008)*

Experience Pay Form

- The attached revised Experience Pay Form is made a part of this Closure document. *(April 2021)*
- Employees hired into the job titles of: Custodians, Building Maintenance, Sweep Crew, Painter, Mechanic, Carpenter, Electrician, Plumber, HVAC Tech or Foreman I, II or III may be allowed experience credit for outside experience up to a 20% (up to 2.5% per year) increase over the minimum starting hourly rate. Should experience pay be considered, internal equity will be a factor when determining the potential increase in salary. Verification of employment forms will be required. *(April 2014, April 2019, April 2023)*

Overtime

- The Director of Facilities and Operations may authorize the use of overtime for maintenance, grounds, and custodial employees during times of vacant positions or unfilled absence when necessary. *(April 2017)*

Pay for Degree

- A Maintenance/Grounds/Custodian employee who earns an Associate's degree that directly relates to 50% or more of his or her job assignment will receive a 5% increase over their current hourly rate of their paygrade. A plan signed by the employee and Superintendent/designee must be in place prior to the employee beginning the degree program. An increase in salary due to the attainment of an Associate's degree will become effective on the first full pay period following receipt of an official transcript in the Human Resources office. *(July 2009, April 2019)*

Personnel Assignments and Transfers

- The teams agreed that: (1) no regular employee may apply for a lateral transfer if said employee has received a voluntary transfer in the previous six (6) months, (2) that probationary employees are not eligible to apply for transfer until the completion of their probationary period, and (3) that involuntary transfers may occur when there is a defined need making such transfers necessary, including during an employee's probationary period. *(May 2008/February 2024)*

Professional Development

- Maintenance/Grounds/Custodian employees, through Labor Management meetings, will assist in:
 - Identifying Maintenance/Grounds/Custodian support staff training needs and remedies.
 - Developing in-service opportunities and programs.
- Presenting Maintenance/Grounds/Custodian support staff suggestions, ideas and recommendations pertaining to staff development needs to Administration. (July 2009)

Recognition of Military Veterans

- The district agrees to discuss, during Labor Management Meetings, options to recognize employees who are military veterans. Options may include a special badge to wear, a designated parking space for the day, or a special ceremony. (*July 2012*)

Reporting Absences

- Absence Reporting Procedures for Maintenance/Grounds/Custodian Employees will be revised to state employees will call their designated building (either the Burbes or the FOB) and the SubFinder system when they are going to be absent. (*April 2013*)

Snow Days/Removal

- Maintenance/Grounds/Custodian and Administration agreed to resolve this item through the Labor – Management Meeting process. (*July 2011*)
- Employees called to work on a Saturday, Sunday, or Holiday for snow removal will receive a minimum of four hours pay. (*April 2014, 2017*)
- Lead Custodians and Foremen will receive one hour of pay for making calls from home to schedule employees for snow removal. (*April 2014*)
- If the Governor declares a state of emergency for St. Charles County due to snow/ice, MGC employees will not be required to report work. (*February 2024*)
- The following charts will be followed during inclement weather: (*May 2022*)

District Closed- Locations Closed		
Employee Group	Action	Pay Status
Custodians/Lead Custodians	All employees will start at 9am. Employees will work a 4-hour shift.*	Employees who work a 4-hour shift will be paid for 8 hours.
	Unable to report to work	Employees will be required to use 8 hours vacation time or be docked pay.
HVAC, Locksmith, Carpenter, Electrician, Maintenance, Painters, Plumber, Field Service Specialists, Warehouse/Pony, Foremen	All employees will start at 9am. Employees will work a 4-hour shift.*	Employees who work a 4-hour shift will be paid for 8 hours.
	Unable to report to work	Employees will be required to use 8 hours vacation time or be docked pay.
Grounds/Mechanics	Mandatory workday. Employees are required to report to work for 8 hours and may need to work beyond 8 hours as required.	Employees will be paid for time worked. Employees will earn a bonus snow day to be taken within 60 days.
<p>*In the event Administration determines employees are needed for more than 4 hours to clear all entry points and walk ways, employees will work a full 8 hours and earn a bonus snow day to be taken within 60 days.</p>		

District Closed- VS Locations Open		
Employee Group	Action	Pay Status
Custodians/Lead Custodians	Openers and Split Shift employees will report to work at the opener's start time. The Night crew will report to work at their regular time. All shifts work an 8-hour day.	Employees will be paid for time worked.
	Unable to report to work	Employees will be required to use 8 hours vacation time or be docked pay.
HVAC, Locksmith, Carpenter, Electrician, Maintenance, Painters, Plumber, Field Service Specialists, Warehouse/Pony, Foremen	All employees report to work at their regular start time and work for 8 hours.	Employees will be paid for time worked.
	Unable to report to work	Employees will be required to use 8 hours vacation time or be docked pay.
Grounds/Mechanics	Mandatory workday. Employees are required to report to work for 8 hours and may need to work beyond 8 hours as required.	Employees will be paid for time worked.

District Closed- VS Locations Open-BUT Closes Mid-Day		
Employee Group	Action	Pay Status
Custodians/Lead Custodians	Openers and Split Shift employees will report to work at the opener's start time. The Night crew will be on call and may be asked to report to work at their regular time or at a later start time.	Employees will be paid for time worked.
	Unable to report to work	Employees will be required to use 8 hours vacation time or be docked pay.
HVAC, Locksmith, Carpenter, Electrician, Maintenance, Painters, Plumber, Field Service Specialists, Warehouse/Pony, Foremen	All employees report to work at their regular start time and work for 8 hours.	Employees will be paid for time worked.
	Unable to report to work	Employees will be required to use 8 hours vacation time or be docked pay.
Grounds/Mechanics	Mandatory workday. Employees are required to report to work for 8 hours and may need to work beyond 8 hours as required.	Employees will be paid for time worked.

Substitute Custodian Compensation Incentive

- Each Sub Custodian who works a minimum of 700 hours in the fiscal year will receive a payment award equal to 5% of their total sub pay earnings payable on the first pay date in July. *(April 2014, February 2024)*

Uniforms

- The teams agreed:
 - Employees may wear appropriate dress in place of uniforms when working weekend scrubs when there are no scheduled building activities, on casual days, and on building theme days
 - All employees will wear employer supplied shirt and pants or pants/shorts of their choice that match the District pants/shorts. The pants/shorts must be in good condition with no holes, cuts, patches or tears in them and must be the same basic color and style as the employer supplied pants
 - Employees will wear only District-supplied ball caps and stocking hats while on duty. *(May 2008)*

Vacation Award

- Employees in vacation-eligible positions will begin to accrue vacation time upon hire.
- Employees will be able to use accrued vacation benefit time as of the start of the pay period following the Employee's 90-day probationary period.
- Beginning January 1, 2011 employees will begin to receive their vacation accrual award milestone increase as of the pay period in which their job anniversary date occurs. For example, if the Anniversary date is December 9th, Employees will move to higher accrual as of pay period beginning 12/03/09.
- Since vacation is now an immediately accrued benefit, any accrued vacation is a payable benefit upon layoff, voluntary separation and retirement, so long as Employee is past the 90-day probationary period.
- Vacation accrued would not be a benefit payable to any Employee terminated by the District. **(March 2010)**

Work Rules

- Administration and Maintenance/Grounds/Custodian agree that the following items will be discussed and resolved at labor/management meetings:
 - Administration will work with Maintenance/Grounds/Custodian to develop procedures to consistently address unauthorized use of dock days, which will be included on the work rules responsibility sheet.
 - Administration will work with Maintenance/Grounds/Custodian to develop procedures to consistently address the misuse of cell phones during the work day, which will be included on the work rules responsibility sheet.
 - Administration will discuss start times on snow days with Maintenance/Grounds/Custodian. **(May 2008)**

Nurses

Professional Development

- The Director of Alternative Learning will include funds in the department's budget to pay for each nurses' annual dues to the St. Louis Suburban School Nurses Association. **(March 2023)**
- District Nurses can request funds from the Director of Alternative Learning's budget to attend job specific conferences. Substitute coverage will be considered before approval of the release time. **(March 2023)**

Training New Nurses

- Nurse mentors and new nurses who participate in training after hours, with approval from the Nurse coordinator, will receive a stipend equivalent to the minimum hourly rate of the RN schedule. **(March 2023)**

Experience Pay

- Newly hired nurses will be allowed to bring in up to 9 years of experience, up to a 22.5% (2.5% per year) increase over the minimum starting hourly rate when placed on the salary schedule. Current nurses will have their individual experience reviewed and will be provided an adjustment in salary according to their years of experience, up to 9 years or 22.5%, when hired in addition to the increase provided for the 2024-2025 school year. *(February 2024)*

Work Days

- Nurses will be scheduled for 194/195 workdays.*(April 2018, February 2024)*
- Administration will meet with Building Administrators of school buildings that are staffed with one nurse to identify a half hour duty free lunch break where the clinic can be closed and supported by other staff in the building. *(May 2022)*
- Administration will continue to support school buildings that are staffed with one nurse by hiring a substitute Administrative Assistant as needed to help with clerical work. *(May 2022)*

Administrative Assistants

Work Days

- Administrative Assistants who are scheduled to work 209/210 days may work up to four additional calendar days during each school year with the approval of the Building Administrator to complete required work tasks. Additional workdays, beyond the four days, may be scheduled with approval of the Director of Human Resources. *(April 2018)*
- Administration will work to finalize a work from home procedure prior to August of 2022. Until that time, Administrative Assistants can flex their work hours, including starting later and working later on snow days, or coming in late on snow days and making up the lost work hours later in the same week when inclement weather causes concerns driving to work in the morning. *(May 2022)*

Inclusion of Prior Year Agreements

- The 2007/2008 - 2023/2024 Closure Documents, along with the current proposal for 2024-2027 are included in this Closure Document, with the respective dates of Board approval.

The statements above represent the agreements reached by FHESPA and the Administration for the 2024-2027 school year. These agreements are presented to the Board for approval.

Mark Delaney, Board Team

Date

Jordan Fruit, FHESPA Team

Date

The following signatures reflect that the Board of Education has voted to approve and FHESPA has ratified this Closure Agreement.

BOE President

Date

Jordan Fruit, FHESPA President

Date

**FRANCIS HOWELL SCHOOL DISTRICT
ADMINISTRATIVE ASSISTANTS SALARY SCHEDULE
2024-2025**

CO Receptionist/HR Support	AA Accounting	AA Vac Station	AA Site Adm EC/EI/MS/HS	AA to Chief
A+ Secretary	AA HR Core Data	AA Bldg Finance	AA Appl Trking	
Guidance AA	AA VS Accounting	AA Activities	AA Stu Svs w/Budget	
Sec Site Office	AA Cust Svs Mgr.	AA Annex Fin	AA Content Leader	
Bldg Recept- FM	AA Sped Dept.	BIS MS	AA EC Stu Svs w/ Budget	
	BIS: EC/PS, EL		BIS HS	
			AA to Director	

Pay Grade	14	16	17	18	20	Pay Grade
MIN.	\$16.42	\$17.64	\$18.34	\$19.06	\$20.60	MIN.
MAX.	\$25.17	\$27.24	\$29.27	\$30.80	\$32.27	MAX.

Actions:

- A. Minimums and Maximums in all PG increased by 4%.
- B. All eligible employees will receive an increase of 4%.

FRANCIS HOWELL SCHOOL DISTRICT
MAINTENANCE/GROUNDS/CUSTODIAN SALARY SCHEDULE
2024-2025

	Custodian	Grounds Crew Warehouse Distribution (Pony)	Lead Custodian 0-4 Staff	Lead Custodian 5-10 Staff	Lead Custodian 11+ Staff	Bldg Maintenance Sweep Crew Painter	Foreman I Warehouse Mechanic	Carpenter Electrician Plumber Foreman II Custodians Foreman II Grounds	Foreman III Systems Specialist HVAC Tech	Foreman Maintenance	Foreman MEP	
Pay Grade	11A	13A	15A	15B	15C	16A	20A	21A	22A	25A	28A	Pay Grade:
MIN.	\$15.86	\$16.79	\$18.10	\$18.32	\$18.57	\$18.77	\$21.36	\$22.22	\$23.12	\$26.06	\$29.41	MIN.
MAX.	\$27.11	\$27.67	\$30.00	\$30.56	\$30.87	\$31.09	\$35.39	\$36.90	\$38.45	\$42.60	\$49.41	MAX.

Actions:

- A. Minimum and Maximum wages increased by 4% in each PG.
- B. All eligible employees will receive an increase of 4%.

**FRANCIS HOWELL SCHOOL DISTRICT
NURSING SERVICES SALARY SCHEDULE
2024-2025**

LPN		Nurse (RN)		Coordinator (RNC)	
MIN.	\$20.25	MIN.	\$29.45	MIN.	\$32.08
MAX.	\$26.73	MAX.	\$43.60	MAX.	\$50.22

Actions:

- A. Minimum and Maximum range increased by 4% in all PG.
- B. All eligible employees will receive an increase of 4%.

**FRANCIS HOWELL SCHOOL DISTRICT
PARAPROFESSIONAL / INTERPRETER / BSS SALARY SCHEDULE
2024-2025**

Recess Asst. w/ < 60 hrs	Educ Behav Specialist	RBT Paraprofessionals	Level III Interpreter	Level IV Interpreter	Level V Interpreter
	Personal Assistants	Behavior Support Specialist	(Intermediate Cert)	(Advanced Cert)	(Comprehensive Cert)
	Paraprofessional ≥ 60				
	ECSE Paraprofessionals				
	Recess Paraprofessional				

Pay Grade	08	10	12	25	26	28	Pay Grade
MIN.	\$15.89	\$17.06	\$18.36	\$27.54	\$28.75	\$30.75	MIN.
MAX.	\$18.26	\$23.87	\$25.92	\$43.52	\$45.64	\$48.91	MAX.

Experience Pay: per Regulation 4505 ES - Interpreters may be credited with up to 9 years of experience.

Actions:

- A. Minimum and Maximum wages increased by 4% in PG 8, 10, and 12.
- B. All eligible employees in PG 8, 10, and 12 will receive an increase of 4%.
- C. Minimum and Maximum ranges in PG 25, PG 26, and PG 28 increased by 10%.
- D. All eligible employees in PG 25, 26, and 28 will receive an increase of 12%.

**FRANCIS HOWELL SCHOOL DISTRICT
ADMINISTRATIVE ASSISTANTS SALARY SCHEDULE
2025-2026**

CO Receptionist/HR Support A+ Secretary Guidance AA Sec Site Office Bldg Recept- FM	AA Accounting AA HR Core Data AA VS Accounting AA Cust Svs Mgr. AA Sped Dept. BIS: EC/PS, EL	AA Vac Station AA Bldg Finance AA Activities AA Annex Fin BIS MS	AA Site Adm EC/EI/MS/HS AA Appl Trking AA Stu Svs w/Budget AA Content Leader AA EC Stu Svs w/ Budget BIS HS AA to Director	AA to Chief
-------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------	-------------

Pay Grade	14	16	17	18	20	Pay Grade
MIN.	\$17.08	\$18.35	\$19.07	\$19.82	\$21.42	MIN.
MAX.	\$26.18	\$28.33	\$30.44	\$32.03	\$33.56	MAX.

Actions:

- A. Minimums and Maximums in all PG increased by 4%.
- B. All eligible employees will receive an increase of 4%.

FRANCIS HOWELL SCHOOL DISTRICT
MAINTENANCE/GROUNDS/CUSTODIAN SALARY SCHEDULE
2025-2026

	Custodian	Grounds Crew Warehouse Distribution (Pony)	Lead Custodian 0-4 Staff	Lead Custodian 5-10 Staff	Lead Custodian 11+ Staff	Bldg Maintenance Sweep Crew Painter	Foreman I Warehouse Mechanic	Carpenter Electrician Plumber Foreman II Custodians Foreman II Grounds	Foreman III Systems Specialist HVAC Tech	Foreman Maintenance	Foreman MEP	
Pay Grade	11A	13A	15A	15B	15C	16A	20A	21A	22A	25A	28A	Pay Grade:
MIN.	\$16.49	\$17.46	\$18.82	\$19.05	\$19.31	\$19.52	\$22.21	\$23.11	\$24.04	\$27.10	\$30.59	MIN.
MAX.	\$28.19	\$28.78	\$31.20	\$31.78	\$32.10	\$32.33	\$36.81	\$38.38	\$39.99	\$44.30	\$51.39	MAX.

Actions:

- A. Minimum and Maximum wages increased by 4% in each PG.
- B. All eligible employees will receive an increase of 4%.

**FRANCIS HOWELL SCHOOL DISTRICT
NURSING SERVICES SALARY SCHEDULE
2025-2026**

LPN		Nurse (RN)		Coordinator (RNC)	
MIN.	\$21.06	MIN.	\$30.63	MIN.	\$33.36
MAX.	\$27.80	MAX.	\$45.34	MAX.	\$52.23

Actions:

- A. Minimum and Maximum range increased by 4% in all PG.
- B. All eligible employees will receive an increase of 4%.

**FRANCIS HOWELL SCHOOL DISTRICT
PARAPROFESSIONAL / INTERPRETER / BSS SALARY SCHEDULE
2025-2026**

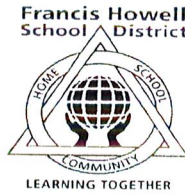
Recess Asst. w/ < 60 hrs	Educ Behav Specialist	RBT Paraprofessionals	Level III Interpreter (Intermediate Cert)	Level IV Interpreter (Advanced Cert)	Level V Interpreter (Comprehensive Cert)
	Personal Assistants Paraprofessional ≥ 60	Behavior Support Specialist			
	ECSE Paraprofessionals				
	Recess Paraprofessional				

Pay Grade	08	10	12	25	26	28	Pay Grade
MIN.	\$16.53	\$17.74	\$19.09	\$28.64	\$29.90	\$31.98	MIN.
MAX.	\$18.99	\$24.82	\$26.96	\$45.26	\$47.47	\$50.87	MAX.

Experience Pay: per Regulation 4505 ES - Interpreters may be credited with up to 9 years of experience.

Actions:

- A. Minimum and Maximum wages increased by 4% in all PG's.
- B. All eligible employees will receive an increase of 4%.



**FRANCIS HOWELL SCHOOL DISTRICT
OPERATIONS AND FACILITIES DEPARTMENT
PERFORMANCE EVALUATION**

EMPLOYEE NAME:

POSITION:

BUILDING/DEPT:

SCHOOL YEAR:

PERFORMANCE CATEGORIES: (check the box that best describes employee's performance.)

JOB KNOWLEDGE

Employee's knowledge of procedures and care of equipment and materials required to perform job. Appearance of work station.				
Lacks understanding of basic job concepts; continually repeats mistakes and requires frequent training.	Has minimal understanding of the job; repeats mistakes and sometimes needs retraining.	Displays basic understanding of the job; retains knowledge and seldom needs training.	Has a comprehensive understanding of the job; consistently retains and displays knowledge.	Demonstrates mastery of all phases of the job; seeks advanced knowledge.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

PRODUCTIVITY

The amount of acceptable work regularly performed by the employee.				
Volume of work does not meet minimum requirements; often is inefficient.	Volume of work is just enough to get by; occasionally inefficient.	Volume and timeliness of work is satisfactory.	Volume of work often exceeds that which is required; often completes assignments ahead of due date.	Volume and timeliness of work consistently exceeds that which is required.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

QUALITY OF WORK

The degree to which the employee's work is completed error-free.				
Work is frequently incomplete and/or contains excessive errors; requires constant supervisory review.	Work is sometimes incomplete and/or contains occasional errors; often requires supervisory review.	Work is complete and contains minimal errors; seldom requires supervisory review.	Work is consistently complete and is usually error-free.	Work is exceptionally thorough and is error-free. Requires minimal supervisory review.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

INITIATIVE AND FLEXIBILITY

The employee's ability to originate and share new ideas and methods; acts without being directed; ability to respond to changes; ability to accept direction.				
Exerts little effort to improve work methods or assume any additional responsibility and/or requires frequent supervision. Unable to productively respond to any changes.	Seldom suggests improved work methods or assumes any additional responsibility and/or requires occasional supervision. Has difficulty responding positively to changes.	Suggests improved work methods and assumes additional responsibility; performs job related tasks with minimal supervision. Responds appropriately to changes.	Suggests job related improvements and seeks additional responsibility; carries out assigned responsibilities independently. Consistently responds positively to changes.	Consistently suggests job related improvements and seeks additional responsibility; carries out responsibilities independently. Readily accepts challenges, changes.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

SAFETY

The employee's observance of rules and practices to protect the safety of self, others and vehicles.				
Carries out duties in a careless or reckless manner that endangers self, others and vehicles.	Disregards safe working practices; inconsistent in the use of safety devices provided.	Carries out duties in a safe manner and uses safety devices provided; cares for the safety of self, others and vehicles.	Consistently carries out duties in a safe manner including the use of safety devices; often anticipates safety hazards and takes preventive action.	Exhibits a concern for the safety of self, others and vehicles; anticipates hazards; takes preventative actions and adjusts behavior to the situation.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

WORKING RELATIONSHIPS/HUMAN RELATIONS SKILLS

The manner in which the employee interacts with the public, students, co-workers, district employees, and supervisors.				
Unresponsive or resistant to instructions or suggestions and/or established district and/or department goals. Blunt, discourteous, and negative in manner; poor interaction with others; necessitates frequent supervisory intervention.	Sometimes unapproachable in dealing with others and has some difficulty establishing positive relationships; interactions sometimes require supervisory intervention.	Responds to directions or suggestions and works cooperatively to meet district and/or department goals. Cooperative and pleasant in dealing with people and establishes reasonably positive relationships; communicates well.	Consistently complies with directions and expresses openness to suggestions; cooperates actively to achieve district and/or department goals. Consistently cooperative and pleasant in dealing with people; establishes positive relationships and communicates well; is willing to offer assistance.	Exceptionally responsive; seeks suggestions for improvement and opportunities to cooperate for achievement of district and/or department goals. Exceptionally cooperative; pleasant and helpful in dealing with others, even in the most difficult situations; excellent communication skills.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

GROOMING AND DRESS

The manner in which the employee represents him or her self and the school district.				
Rarely complies with the district uniform policy. Personal hygiene is a concern.	Sometimes disregards the district uniform policy and has occasional hygiene concerns.	Conforms to the district uniform policy almost all of the time.	Consistently conforms to the district uniform policy. No personal hygiene issues.	Always conforms to the district uniform policy. Represents the district very well.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

Professional Growth/Personal Job Goals

NOTE: This section is to be developed jointly by the supervisor and the employee.

Employee's Signature

I certify that this report has been discussed with me; I understand that my signature does not necessarily indicate agreement.

Date Signed

Evaluator's Signature

Date Signed

FACILITIES AND OPERATIONS DEPARTMENT
PERFORMANCE EVALUATION GUIDELINES & PROCEDURES

PURPOSES:

1. To enable the employee to achieve personal and District goals.
2. To enable the employee to recognize and understand their duties and responsibilities.
3. To help the employee identify personal and professional strengths and areas for growth.
4. To provide guidance for the employee in improving areas where growth is needed.
5. To recognize the employee's special talents and contributions to the school program.
6. To serve as a guide for renewed employment or termination of employment.

RESPONSIBILITIES FOR EVALUATION:

The responsibility for evaluation of the employee's performance is placed with team supervisors, site administration and district level administration. The evaluation instrument shall be completed separately by both evaluator, who shall subsequently meet to develop a single rating for the employee's performance. If the evaluators cannot agree on single rating, the reviewer shall resolve difference of opinion. Refer to the chart with Regulation 4610 ES for determining who has responsibility as an evaluator and reviewer by job title.

Probationary/Substitute employee will be evaluated at least biweekly by the immediate supervisor.

A summative evaluation shall occur before the employee completes their probationary period and at least once annually for non-probationary employees.

Should the employee or supervisor feel there is a need for an additional evaluation either party may request another District administrator to evaluate the employee's performance.

The employee may be evaluated on a more frequent basis for the following reasons:

- A new assignment or a significant change in the assigned job
- An unsatisfactory previous written evaluation, and
- If the employee's current performance has significantly declined since the most recent evaluation.

CHANGE OF SUPERVISOR

The former supervisor will attach a brief summary of the employee's performance to the performance plan.

The new supervisor will review the employee's existing performance plan.

GENERAL PROCEDURE:

1. Planning Meeting – The supervisor will meet with employees to familiarize them with the procedures and the instrument to be used in the evaluation.
2. Overall Employee Evaluation Meeting - Will be the result of a joint conference between the supervisor and the employee. One copy of the final evaluation form will be given to the employee, one copy to the supervisor, and ne copy to the Human Resources Department.

The evaluator and the employee will sign the evaluation. Nothing will be added to the evaluation after this meeting. The signature of the employee indicates he/she has read the evaluation and does not necessarily indicate agreement. The employee will have (5) working day to respond in to the evaluation should he /she choose to do so.

3. Comments Area – For each performance category the supervisor may add written comments to provide clarity and detail in explanation of the performance descriptor selected.
4. Professional Growth/Personal job Goals – May be completed, jointly, by the supervisor and employee regarding goals to be achieved over the upcoming performance year.
5. Overall Performance Summary – This section provides an opportunity for the evaluator to record written comments regarding the employee's strengths and areas needing improvement in any of the performance categories. If an employee's performance is described using the descriptors in the first or second box of any performance category, the supervisor must provide an explanation the section in explanation of the marginal rating provided.
6. Marginal Performance – If an employee's performance is described as marginal in any category, he/she will be expected to improve upon the deficiencies or face possible employment action. The supervisor will assist the employee in making plans to improve his/her performance by cooperatively developing a job improvement performance plan. Items not appearing on the evaluation may not be used to discipline or dismiss an employee except as outlined in Regulation 4835 ES – Due Process and Progressive Discipline.

If it is determined that disciplinary action is needed because the employee has not improved upon his/her performance, the progressive disciplinary procedure will be implemented as outlined in Regulation 4835 ES – Due Process and Progressive Discipline.



FRANCIS HOWELL SCHOOL DISTRICT PARAPROFESSIONAL PERFORMANCE EVALUATION

EMPLOYEE NAME:

POSITION:

BUILDING/DEPT:

SCHOOL YEAR:

PERFORMANCE CATEGORIES: (check the box that best describes employee's performance.)

PROFESSIONAL RESPONSIBILITIES

Adherence to Board Policies and Procedures. Knowledge of the position. Complies with confidentiality policies.				
Does not respect confidentiality and student civil rights; divulges information to inappropriate parties. Does not comply with policies and procedures of the District. Assumes no responsibility for job performance. Continually makes derogatory statements about School/District.	Respects confidentiality and student's civil rights only after repeated reminders. Is not knowledgeable of the policies and procedures of the School/District. Performs job duties only after repeated questions and/or reminders. Says nothing positive or negative about the School/District.	Respects confidentiality and student's civil rights. Follows and complies with policies and procedures of the School/District. Effectively performs all assigned duties; uses feedback for improvement. Some job knowledge still to be acquired. Attempts to foster positive image of the School/District through behavior and statements.	Respects confidentiality and student's civil rights; reminds/ assists others to do so. Effectively performs all assigned duties. Understands all aspects of the job. Can cite specific positive attributes of School/District in conveying positive image to others.	Respects confidentiality and student's civil rights; proactively contributes to informing other to do so. Brings non-compliance of School/District policies and procedures to the attention of supervisor. Understands why all job functions are performed and interrelationship with other jobs. Frequently promotes the School/District in a positive way. Is an "expert". A role model for others.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: (Optional)				

PROBLEM SOLVING/DECISION MAKING

The degree to which the employee makes effective use of decision making within the scope of responsibilities.				
Does not make effective decisions within the appropriate scope of responsibilities or follow teacher's direction. Frequently requires supervisor assistance. Inappropriately deals with problem situations. Does not utilize appropriate channels for resolving concerns/problems.	Inconsistently makes decisions within the appropriate scope of responsibilities, or inconsistently follows teacher's direction. Requires regular assistance from immediate supervisor. Inconsistently utilizes a problem solving approach in dealing with situations.	Generally makes effective decisions within the appropriate scope of responsibilities. Consistently follows teacher's direction. Occasionally requires immediate supervisor assistance. Generally utilizes a problem solving approach in resolving concerns/problems.	Above average reasoning ability. Makes effective decisions within the appropriate scope of responsibilities. Seldom requires supervisory assistance. Utilizes a problem solving approach for resolving concerns/problems.	Always makes effective decisions within the appropriate scope of responsibilities. Actively contributes to the decision making process. Outstanding at anticipating teacher's direction. Demonstrates outstanding problem solving skills. Is sought out by others to assist with problem solving.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: (Optional)				

SUPPORT OF STUDENTS

The degree to which the employee supports student educational and social success in the classroom.				
Does not attempt to encourage student(s) or foster appropriate level of student independence; student does not make educational/social progress. Makes no effort to manage student behavior.	Makes minimal attempts to encourage student or attempts to motivate student are unsuccessful. Efforts to manage student behavior are less than effective or negative in nature or outcome.	Consistently attempts to encourage student. Follows classroom routine to manage student behavior. Generally effective in fostering student independence on a daily basis.	Consistently attempts to encourage student process and foster independence. Manages student behavior in a positive manner; gives suggestions about techniques to use.	Work with student is exceptional; consistently attempts to encourage student; gives suggestions to increase student effort/success in the classroom. Proactively manages student behavior; intervenes to prevent undesired behaviors.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: (Optional)				

WORKING RELATIONSHIPS/HUMAN RELATIONS SKILLS

The manner in which the employee interacts with the public, students, co-workers, District employees and supervisors.				
Unresponsive or resistant to instructions or suggestions. Blunt, discourteous, and negative in manner; poor interaction with others; necessitates supervisory intervention.	Sometimes tactless and unapproachable in dealing with others and has some difficulty establishing positive relationships; interactions sometimes requires supervisory intervention.	Responds to directions or suggestions and works cooperatively. Cooperative and pleasant in dealing with others and establishes reasonably positive relationships.	Initiates positive interpersonal relationships; consistently cooperative and pleasant in dealing with others; establishes positive relationships; is willing to offer assistance.	Exceptionally responsive; seeks suggestions for improvement and opportunities to cooperate. Exceptionally cooperative; pleasant and helpful in dealing with others, even in the most difficult situations.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: (Optional)				

PROFESSIONAL DEVELOPMENT

Employee's knowledge of the position and associated policies and procedures required to perform job.			
Does not participate in professional development activities.	Participates in professional development activities only with reminders.	Participates in all required professional development activities.	Participates in professional development activities according to own interests/needs.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: (Optional)			

COMMUNICATION SKILLS

Employee's demonstration of effective communication skills in meeting job role duties and working effectively with others; leading to enhanced success in the classroom.				
Rarely uses effective verbal or written communication skills with students, staff and others. Has difficulty expressing oneself. Vocabulary is inappropriate to the situation. Records and/or reports are poorly prepared.	Sometimes uses effective verbal or written communication skills with students, staff and others.	Generally uses effective verbal or written communication skills with students and others. Vocabulary is generally appropriate to the situation. Records and/or reports are prepared but not always consistently.	Communicates effectively. Initiates the use of verbal and written communications with students, staff and others. Asks clarifying questions and seeks to understand. Articulates ideas in a clear, concise manner. Written communication is consistently clear and neat.	Demonstrates exceptional verbal or written communication skills with students, staff and others. Records and/or reports are descriptive, concise and easily understood. Communication skills are a model for others.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: (Optional)				

The manner in which the employee presents him or herself.			
Rarely presents a neat and well-groomed appearance.	Sometimes needs to be reminded of need to present a well-groomed, neat appearance.	Usually properly dressed and groomed.	Consistently presents a neat and well-groomed appearance.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: (Optional)			

The employee's dependability in reporting for work daily and conforming to work hours.				
	Needs Improvement - Dock time used or concerns with how paid time has been used / several late arrivals, early departures, or misuse break times - Explanation required below.	Dependable - Absences covered by paid time off / rarely or never late to work, leaves work early, or extends break time.	Exceptional - Rarely misses work, arrives to work on-time, completes work shift, and adheres to break times.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: (Optional)				

Supervisors may attach a separate sheet.

Professional Growth/Personal Job Goals

NOTE: This section is to be developed jointly by the supervisor and the employee.

Employee's Signature

I certify that this report has been discussed with me; I understand that my signature does not necessarily indicate agreement.

Date Signed

Evaluator's Signature

Date Signed

PARAPROFESSIONAL & INTERPRETER
PERFORMANCE BASED EVALUATION GUIDELINES & PROCEDURES

EVALUATION PROCEDURES

The purpose of the performance evaluation instrument is to formally document the performance level of the employee. The evaluation process should be a positive interaction of open communication which serves to assist, motivate, guide and evaluate the employee for the purpose of improving the quality of performance on the job.

1. PURPOSES:

- A. To enable the employee to recognize and understand their duties and responsibilities.
- B. To help the employee identify personal and professional strength and areas of growth.
- C. To provide guidance for the employee in recognizing and improving areas of growth.
- D. To recognize the employee's special talents and contributions to the school program.
- E. To serve as a guide for renewed employment or termination of employment.

2. RESPONSIBILITIES FOR EVALUATION:

- A. The responsibility for evaluation the employee's performance is placed with building principal, assistant principal or immediate supervisor. The employee will be made aware of who is responsible for his/her evaluation at the beginning of the year
- B. The employee may request an evaluation by another administrator in the same building if he/she has received an overall performance rating summary with which they substantially disagree.
- C. The employee may be evaluated on a more frequent basis for the following reasons; a new assignment or a significant change in the assigned job, an unsatisfactory previous written evaluation, and if the employee's current performance has significantly declined since the most recent evaluation.
- D. The employee should be evaluated with input of the classroom teacher(s) and special education teachers with whom the employee interacts.

3. CHANGE OF SUPERVISOR

- A. If there is a job performance improvement plan, the former supervisor will attach a brief summary of the employee's performance to performance plan and the new supervisor will review the employee's existing performance plan.

GENERAL PROCEDURE:

1. Planning Meeting – The supervisor will meet with the employee, within the first thirty (30) day of employment, to familiarize him/her with the procedures and the Performance Evaluation Form.
2. Summative Evaluation Meeting – The completion of the performance evaluation form report will be the result of a joint conference between the supervisor and the employee. The employee and Supervisor will sign the evaluation. The signature of the employee indicate he/she has read the evaluation and does not necessarily indicate agreement. The Employee will have five (5) work days to respond in writing to the evaluation should he/she choose to do so. One copy of evaluation will then be given to the employee, one copy retained at building by supervisor, and one copy sent to the Human Resources Department.
3. Performance Categories – For each performance category the supervisor will mark the box that best describes the employee's performance.
4. Comments Area – The supervisor may record written comments regarding the employee's strengths and areas needing improvement in each of the performance categories. If the first or second box is selected, the supervisor must provide explanatory comments.
5. Professional Growth/Personal Job Goals – May be completed, jointly, by the supervisor and employee regarding goals to be achieve over the upcoming performance year.
6. Overall Performance Summary – This section provides an opportunity for the evaluator to record written comments regarding the employee's strengths and areas needing improvement in any of the performance categories.
7. Marginal Performance – If an employee's performance is described as marginal in any category, he/she will be expected to improve upon the deficiencies or face possible employment action. The supervisor will assist the employee in making plans to improve his/her performance by cooperatively developing a job improvement performance plan.
8. Time Line for Overall Employee Summary – All Paraprofessional and interpreter evaluations are due by May 1st if not beginning the year, a minimum of three months employment is required before an evaluation is to occur.



FRANCIS HOWELL SCHOOL DISTRICT INTERPRETER PERFORMANCE EVALUATION

EMPLOYEE NAME:

POSITION:

BUILDING/DEPT:

SCHOOL YEAR:

PERFORMANCE CATEGORIES: (check the box that best describes the employee's performance)

PROFESSIONAL RESPONSIBILITIES

Adherence to Board Policies and Procedures. Knowledge of the position. Complies with confidentiality policies.				
Does not respect confidentiality and student civil rights; divulges information to inappropriate parties. Does not comply with policies and procedures of the District. Assumes no responsibility for job performance. Continually makes derogatory statements about School/District.	Respects confidentiality and student's civil rights only after repeated reminders. Is not knowledgeable of the policies and procedures of the School/District. Performs job duties only after repeated questions and/or reminders. Says nothing positive or negative about the School/District.	Respects confidentiality and student's civil rights. Follows and complies with policies and procedures of the School/District. Effectively performs all assigned duties; uses feedback for improvement. Some job knowledge still to be acquired. Attempts to foster positive image of the School/District through behavior and statements.	Respects confidentiality and student's civil rights; reminds/ assists others to do so. Effectively performs all assigned duties. Understands all aspects of the job. Can cite specific positive attributes of School/District in conveying positive image to others.	Respects confidentiality and student's civil rights; proactively contributes to informing others to do so. Brings non-compliance of School/District policies and procedures to the attention of supervisor. Understands why all job functions are performed and interrelationship with other jobs. Frequently promotes the School/District in a positive way. Is an "expert". Serves as a role model for others.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

PROBLEM SOLVING/DECISION MAKING

The degree to which the employee makes effective use of decision making within the scope of responsibilities.				
Does not make effective decisions within the appropriate scope of responsibilities or follow teacher's direction. Frequently requires supervisor assistance. Inappropriately deals with problem situations. Does not utilize appropriate channels for resolving concerns/problems.	Inconsistently makes decisions within the appropriate scope of responsibilities, or inconsistently follows teacher's direction. Requires regular assistance from immediate supervisor. Inconsistently utilizes a problem solving approach in dealing with situations.	Generally makes effective decisions within the appropriate scope of responsibilities. Consistently follows teacher's direction. Occasionally requires immediate supervisor assistance. Generally utilizes a problem solving approach in resolving concerns/problems.	Above average reasoning ability. Makes effective decisions within the appropriate scope of responsibilities. Seldom requires supervisory assistance. Utilizes a problem solving approach for resolving concerns/problems.	Always makes effective decisions within the appropriate scope of responsibilities. Actively contributes to the decision making process. Outstanding at anticipating teacher's direction. Demonstrates outstanding problem solving skills. Is sought out by others to assist with problem solving.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

SUPPORT OF STUDENTS

The degree to which the employee supports student educational and social success in the classroom.				
Does not attempt to encourage student(s) or foster appropriate level of student independence; student does not make educational/social progress. Makes no effort to manage student behavior.	Makes minimal attempts to encourage student or attempts to motivate student are unsuccessful. Efforts to manage student behavior are less than effective or negative in nature or outcome.	Consistently attempts to encourage student. Follows classroom routine to manage student behavior. Generally effective in fostering student independence on a daily basis.	Consistently attempts to encourage student process and foster independence. Manages student behavior in a positive manner; gives suggestions about techniques to use.	Work with student is exceptional; consistently attempts to encourage student; gives suggestions to increase student effort/success in the classroom. Proactively manages student behavior; intervenes to prevent undesired behaviors.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

WORKING RELATIONSHIPS/HUMAN RELATIONS SKILLS

The manner in which the employee interacts with the public, students, co-workers, District employees and supervisors.				
Unresponsive or resistant to instructions or suggestions. Blunt, discourteous, and negative in manner; poor interaction with others; necessitates supervisory intervention.	Sometimes tactless and unapproachable in dealing with others and has some difficulty establishing positive relationships; interactions sometimes requires supervisory intervention.	Responds to directions or suggestions and works cooperatively. Cooperative and pleasant in dealing with others and establishes reasonably positive relationships. Demonstrates an overall positive attitude.	Initiates positive interpersonal relationships; consistently cooperative and pleasant in dealing with others; establishes positive relationships; is willing to offer assistance.	Exceptionally responsive; seeks suggestions for improvement and opportunities to cooperate. Exceptionally cooperative; pleasant and helpful in dealing with others, even in the most difficult situations. Exhibits an enthusiastic attitude.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

PROFESSIONAL DEVELOPMENT

Employee's knowledge of the position and associated policies and procedures required to perform job.				
Does not participate in professional development activities.	Participates in professional development activities only with reminders.	Participates in all required professional development activities. Can articulate the kinds of learning opportunities accessed throughout the year. Occasionally shares acquired skills & knowledge with others; occasionally integrates new ideas into the classroom.	Not only participates in all professional development activities but actively shares acquired skills & knowledge with other staff. Finds ways to integrate new ideas into the work setting to maximize student learning.	Not only participates in all professional development activities but actively shares acquired skills & knowledge with other staff. Finds ways to integrate new ideas into the work setting to maximize student learning. Making significant progress towards achieving, or maintaining Level V Comprehensive Certification.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

ATTENDANCE

The employee's dependability in reporting for work daily and conforming to work hours.			
Needs Improvement - Dock time used or concerns with how paid time has been used / several late arrivals, early departures, or misuse break times - Explanation required below.	Dependable - Absences covered by paid time off / rarely or never late to work, leaves work early, or extends break time.	Exceptional - Rarely misses work, arrives to work on-time, completes work shift, and adheres to break times.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			

COMMUNICATION SKILLS									
Employee demonstrates effective communication skills in meeting job role duties and working effectively with others, leading to enhanced success in the classroom.									
Rarely uses effective verbal or written communication skills with students, staff and others. Has difficulty expressing oneself. Vocabulary is inappropriate to the situation. Records and/or reports are poorly prepared.		Sometimes uses effective verbal or written communication skills with students, staff and others.		Generally uses effective verbal or written communication skills with students and others. Vocabulary is generally appropriate to the situation. Records and/or reports are prepared but not always consistently.		Communicates effectively. Initiates the use of verbal and written communications with students, staff and others. Asks clarifying questions and seeks to understand. Articulates ideas in a clear, concise manner. Written communication is consistently clear and neat.		Demonstrates exceptional verbal or written communication skills with students, staff and others. Records and/or reports are descriptive, concise and easily understood. Communication skills are a model for others.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:									

GROOMING AND DRESS											
The manner in which the employee presents him or herself.											
Rarely presents a neat and well-groomed appearance.			Sometimes needs to be reminded of need to present a well-groomed, neat appearance.			Usually properly dressed and groomed.			Consistently presents a neat and well-groomed appearance.		
<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>		
Comments:											

[illegible]

Professional Growth/Personal Job Goals

NOTE: This section is to be developed jointly by the supervisor and the employee.

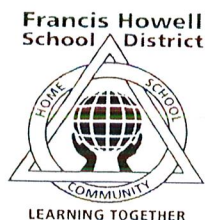
Employee's Signature

I certify that this report has been discussed with me; I understand that my signature does not necessarily indicate agreement.

Date Signed

Evaluator's Signature

Date Signed



**FRANCIS HOWELL SCHOOL DISTRICT
SUPPORT STAFF
PERFORMANCE EVALUATION**

EMPLOYEE NAME:

POSITION:

BUILDING/DEPT:

SCHOOL YEAR:

PERFORMANCE CATEGORIES: (check the box that best describes employee's performance.)

JOB KNOWLEDGE

Employee's knowledge of work procedures and associated District Policies. Knowledge of equipment and materials required to perform job.				
Lacks understanding of basic job concepts; continually repeats mistakes and requires frequent re-training. Unaware or inconsistent in applying Board Policy/procedures.	Has minimal understanding of the job; repeats mistakes and sometimes needs retraining. Fails to routinely follow directions.	Displays basic understanding of the job; retains knowledge and seldom needs training. Fully aware of and consistent in the application of Board Policy/procedures.	Has a comprehensive understanding of the job; consistently retains and displays knowledge. Occasionally serves as an information resource person for others pertaining to job knowledge.	Demonstrates mastery of all phases of the job; seeks advanced knowledge. Routinely serves as an information resource person for others. Demonstrates excellent knowledge and follow-through regarding application of Board Policy.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

PRODUCTIVITY / QUALITY OF WORK

The quality and amount of acceptable work regularly performed by the employee.				
Volume of work does not meet requirements; often is inefficient. Work is frequently incomplete and/or contains excessive errors. Does not do fair share. Slow.	Volume of work is just enough to get by. Inefficient. Work is too often incomplete and/or contains errors. Performance at this level requires improvement.	Volume, timeliness and accuracy of work are satisfactory. Meets job performance expectations for practically all aspects of the job held. Lends support to others when asked.	Volume, timeliness and accuracy of work often exceed that which is required. Often completes assignments ahead of due date.	Productivity excels in virtually all aspects. Productivity is of a rare quality found in only a small percentage of employees. Serves as a model of excellence for others.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

INITIATIVE AND FLEXIBILITY

The employee's ability to originate and share new ideas and methods; acts without being directed; ability to respond to changes; ability to accept direction.									
Exerts little effort to improve work methods or assume any additional responsibility and/or requires frequent supervision. Unable to productively respond to any changes.	Willing to accept the responsibility of the position held; but seldom suggests improved work methods or assumes any additional responsibility and/or requires occasional supervision. Has difficulty responding positively to changes.	Readily accepts responsibilities of the position held. Suggests improved work methods and assumes additional responsibility; performs job related tasks with minimal supervision. Responds appropriately to changes.	A "self-starter," anticipates needs and meets them. Carries out assigned responsibilities independently. Consistently responds positively to changes.	Exceptionally resourceful, originates and develops job related improvements and seeks out additional responsibility; carries out responsibilities independently. Readily accepts challenges, changes. Demonstrates initiative. Often offers help to others.					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
Comments:									

ATTENDANCE

The employee's dependability in reporting for work daily and conforming to work hours.									
	Needs Improvement - Dock time used or concerns with how paid time has been used / several late arrivals, early departures, or misuse break times - Explanation required below.	Dependable - Absences covered by paid time off / rarely or never late to work, leaves work early, or extends break time.	Exceptional - Rarely misses work, arrives to work on-time, completes work shift, and adheres to break times.						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
Comments:									

WORKING RELATIONSHIPS/HUMAN RELATIONS SKILLS

The manner in which the employee interacts with the public, students, district employees, and supervisors.									
Unresponsive or resistant to instructions or suggestions and/or established district and/or department goals. Blunt, discourteous, and negative in manner; poor interaction with others; necessitates frequent supervisory intervention.	Sometimes unapproachable in dealing with others and has some difficulty establishing positive relationships; interactions sometimes require supervisory intervention.	Responds to directions or suggestions and works cooperatively to meet district and/or department goals. Cooperative and pleasant in dealing with people and establishes reasonably positive relationships; communicates well.	Consistently complies with directions and expresses openness to suggestions; cooperates actively to achieve district and/or department goals. Consistently cooperative and pleasant in dealing with people; establishes positive relationships and communicates well; is willing to offer assistance.	Exceptionally responsive; seeks suggestions for improvement and opportunities to cooperate for achievement of district and/or department goals. Exceptionally pleasant and helpful in dealing with others, even in the most difficult situations. Excellent communication skills.					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
Comments:									

GROOMING/DRESS

GROOMING/DRESS			
The manner in which the employee physically presents oneself on the job. Appearance of work station.			
Personal appearance is a chronic concern. Manner of dress attire is a concern. Personal hygiene is a concern.	Have occasional hygiene concerns. And/or sometimes untidy or careless in appearance/dress.	No personal hygiene issues. Properly attends to dress and appearance.	Personal appearance and dress attire at work are always at a high standard.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			

Overall Performance Summary

Supervisors may attach a separate sheet.

[illegible]

[illegible][illegible]

Employee's Signature
I certify that this report has been discussed with me; I understand that my signature does not necessarily indicate agreement.

Date Signed

Evaluator's Signature

Date Signed

Employee's Signature
I certify that this report has been discussed with me; I understand that my signature does not necessarily indicate agreement.

Date Signed

Evaluator's Signature

Date Signed

Employee's Signature
I certify that this report has been discussed with me; I understand that my signature does not necessarily indicate agreement.

Date Signed

Evaluator's Signature

Date Signed

Employee's Signature
I certify that this report has been discussed with me; I understand that my signature does not necessarily indicate agreement.

Date Signed

Evaluator's Signature

Date Signed

Employee's Signature
I certify that this report has been discussed with me; I understand that my signature does not necessarily indicate agreement.

Date Signed

Evaluator's Signature

Date Signed

FRANCIS HOWELL SCHOOL DISTRICT

4545 Central School Road • St. Charles, MO 63304-7113
Phone: 636-851-4000 • Fax: 636-851-4093 • www.fhsdschools.org



Lisa Simpkins
Director of Human Resources
Phone: 636-851-4057
Fax: 636-851-4089
lisa.simpkins@fhsdschools.org

To: FHESPA Leadership Team
From: Lisa Simpkins, Director of Human Resources
Subject: Salaried Year-Round Pay Status for Hourly Staff
Date: March 4, 2013

FHESPA has brought forward, on at least two occasions during annual labor negotiations, paying ten (10) month staff that are deemed hourly and overtime eligible under the Fair Labor Standards Act (FLSA), on

1. A year round twelve (12) month, salaried basis, or
2. On a ten (10) month, salaried basis

The purpose of this document is to permanently record the District's position on this request.

- ❖ The Missouri State Constitution does not permit school districts to pay hourly staff for services prior to those services being rendered. Consequently, the District would not be able to begin payment to FHESPA staff until the start of the student calendar in August of each year. To reach a year round pay process, four pays would be required in the month of June. Assuming an annual salary and dividing that salary by 24 pays would significantly reduce the amount per paycheck each employee receives (approximately 17% less per paycheck). This reduction per paycheck could cause significant issues for those employees with payroll deductions.
- ❖ The current software utilized in payroll is not conducive to year round pay. Each employee's pay assignment would require a manual "over-ride" configuration setting each employee's pay to a semi-monthly rate. The hourly wage would also need to be manually entered into the system to ensure the correct calculation of overtime based upon time and one-half the employee's step should they work over 40 hours in a workweek.
- ❖ Paying hourly employees on a salaried basis does not eliminate their entitlement to overtime pay. Consequently, maintaining timesheets is still required so that the District can accurately calculate and pay overtime.
- ❖ Establishing a nonexempt person in the payroll system with an hourly rate of pay provides the greatest flexibility and accuracy in paying the employee throughout the year. This allows the payroll system to address the variations in work hours that take place each week.
- ❖ A fixed semi-monthly dollar amount would require manual changes by payroll and human resources anytime an employee is docked, goes on an unpaid leave status (educational, medical, personal, suspension) or works over 40 hours per week. Any event that would alter the correct pay due under a semi-monthly amount would require payroll and human resources to end one pay record and create a new record. This would require a minimum of thirty minutes of work per employee. Processing over 300 timesheets per pay period in a window of 3 days does not make this feasible. Delays in processing pay for FHESPA non-exempt staff on a salaried basis risks the timely payment of 2,000+ other employees.
- ❖ Employees who begin with the district after the start of the school year could see an over inflated semi-monthly check amount depending on the number of checks remaining that school year. This could result in that employee's per paycheck amount going down during the second year of employment even with an hourly wage increase.

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- ❖ Paying employees on a semi-monthly basis makes transferring mid-year and dealing with snow days difficult. Under a semi-monthly plan, a yearly salary is assumed for the entire school year. Should an employee transfer to a new position where they will earn more per hour or work a different number of hours per day the current pay record would have to be terminated and a new record created. Again this would require about thirty minutes of work per occurrence for payroll and human resources.
- ❖ Paying employees on a semi-monthly basis also creates an opportunity for the district to overpay an individual. Tracking overpayments and recouping that money from individuals who have been overpaid is difficult.
- ❖ Employees who resign from the district mid-year have the opportunity of being overpaid. This situation is difficult to address as an employee may work several days after receiving a paycheck but, due to the semi-monthly pay system, have already received enough salary to cover what they have actually earned. Therefore, this individual would not receive a final paycheck after submitting their resignation and could potentially owe money back to the district.

In conclusion, having FHESPA employees in the payroll system at an hourly rate, with all the associated software programming built into the system to address all possible pay contingencies best allows the District to comply with the FLSA and pay non-exempt employees correctly for each pay period.

Paying non-exempt employees on a salaried basis has many disadvantages. This is certainly why the majority of employers pay non-exempt employees on an hourly basis and limit salaried status to exempt job titles where paying overtime is not required.

For all the above reasons, the district will continue to pay FHESPA employees on an hourly basis.

"Employees who are interested in individually adjusting their per paycheck amount could consider creating a separate bank account and directly depositing a predetermined amount of money per paycheck into that account for use during breaks and summer months. The direct deposit form is on HowellNet, under forms, in the payroll folder. Please contact me if you have questions about this process."

FRANCIS HOWELL SCHOOL DISTRICT

4545 Central School Road • St. Charles, MO 63304-7113
Phone: 636-851-4000 • Fax: 636-851-4093 • www.fhsdschools.org



To: FHESPA Leadership Team
From: Lisa Simpkins, Director of Human Resources
Subject: Family Medical Leave Questions
Date: March 4, 2013

Lisa Simpkins
Director of Human Resources
Phone: 636-851-4057
Fax: 636-851-4089
lisa.simpkins@fhsdschools.org

Per your request attached is information from the U.S. Department of Labor's Wage and Hour Division about Family Medical Leave and a sheet of Frequently Asked Questions about medical leave in our District (this is from our FMLA packet, and is labeled as "Attachment B").

While the District meets FMLA requirements in all cases, there are a few areas where the District offers more than what the law requires. For instance, FMLA states an eligible employee may take up to 12 workweeks of leave in a 12-month period for one or more qualifying reason. The District increases leave to 16 workweeks.

For more information about Family Medical Leave, District Medical Leaves, short and long term disability please contact the District employees listed on last page of the FAQ sheet.

Fact Sheet #28: The Family and Medical Leave Act

The Family and Medical Leave Act (FMLA) entitles eligible employees of covered employers to take unpaid, job-protected leave for specified family and medical reasons. This fact sheet provides general information about which employers are covered by the FMLA, when employees are eligible and entitled to take FMLA leave, and what rules apply when employees take FMLA leave.

COVERED EMPLOYERS

The FMLA only applies to employers that meet certain criteria. A **covered employer** is a:

- Private-sector employer, with 50 or more employees in 20 or more workweeks in the current or preceding calendar year, including a joint employer or successor in interest to a covered employer;
- Public agency, including a local, state, or Federal government agency, regardless of the number of employees it employs; or
- Public or private elementary or secondary school, regardless of the number of employees it employs.

ELIGIBLE EMPLOYEES

Only eligible employees are entitled to take FMLA leave. An **eligible employee** is one who:

- Works for a *covered employer*;
- Has worked for the employer for at least *12 months*;
- Has at least *1,250 hours* of service for the employer during the 12 month period immediately preceding the leave*; and
- Works at a location where the employer has at least *50 employees within 75 miles*.

* Special hours of service eligibility requirements apply to airline flight crew employees. See Fact Sheet 28J: Special Rules for Airline Flight Crew Employees under the Family and Medical Leave Act.

The 12 months of employment do not have to be consecutive. That means any time previously worked for the same employer (including seasonal work) could, in most cases, be used to meet the 12-month requirement. If the employee has a break in service that lasted seven years or more, the time worked prior to the break will not count *unless* the break is due to service covered by the Uniformed Services Employment and Reemployment Rights Act (USERRA), or there is a written agreement, including a collective bargaining agreement, outlining the employer's intention to rehire the employee after the break in service. See "FMLA Special Rules for Returning Reservists".

LEAVE ENTITLEMENT

Eligible employees may take up to 12 **workweeks** of leave in a 12-month period for one or more of the following reasons:

- The birth of a son or daughter or placement of a son or daughter with the employee for adoption or foster care;
- To care for a spouse, son, daughter, or parent who has a serious health condition;
- For a serious health condition that makes the employee unable to perform the essential functions of his or her job; or
- For any qualifying exigency arising out of the fact that a spouse, son, daughter, or parent is a military member on covered active duty or call to covered active duty status.

An eligible employee may also take up to **26 workweeks** of leave during a "single 12-month period" to care for a covered servicemember with a serious injury or illness, when the employee is the spouse, son, daughter, parent, or next of kin of the servicemember. The "single 12-month period" for military caregiver leave is different from the 12-month period used for other FMLA leave reasons. See Fact Sheets 28F: Qualifying Reasons under the FMLA and 28M: The Military Family Leave Provisions under the FMLA.

Under some circumstances, employees may take FMLA leave on an intermittent or reduced schedule basis. That means an employee may take leave in separate blocks of time or by reducing the time he or she works each day or week for a single qualifying reason. When leave is needed for planned medical treatment, the employee must make a reasonable effort to schedule treatment so as not to unduly disrupt the employer's operations. If FMLA leave is for the birth, adoption, or foster placement of a child, use of intermittent or reduced schedule leave requires the employer's approval.

Under certain conditions, employees may choose, or employers may require employees, to "substitute" (run concurrently) accrued paid leave, such as sick or vacation leave, to cover some or all of the FMLA leave period. An employee's ability to substitute accrued paid leave is determined by the terms and conditions of the employer's normal leave policy.

NOTICE

Employees must comply with their employer's usual and customary requirements for requesting leave and provide enough information for their employer to reasonably determine whether the FMLA may apply to the leave request. Employees generally must request leave 30 days in advance when the need for leave is foreseeable. When the need for leave is foreseeable less than 30 days in advance or is unforeseeable, employees must provide notice as soon as possible and practicable under the circumstances.

When an employee seeks leave for a FMLA-qualifying reason for the first time, the employee need not expressly assert FMLA rights or even mention the FMLA. If an employee later requests additional leave for the same qualifying condition, the employee must specifically reference either the qualifying reason for leave or the need for FMLA leave. See Fact Sheet 28E: Employee Notice Requirements under the FMLA.

Covered employers must:

- (1) Post a notice explaining rights and responsibilities under the FMLA. Covered employers may be subject to a civil money penalty for willful failure to post. For current penalty amounts, see www.dol.gov/whd/fmla/applicable_laws.htm;
- (2) Include information about the FMLA in their employee handbooks or provide information to new employees upon hire;

- (3) When an employee requests FMLA leave or the employer acquires knowledge that leave may be for a FMLA-qualifying reason, provide the employee with notice concerning his or her eligibility for FMLA leave and his or her rights and responsibilities under the FMLA; and
- (4) Notify employees whether leave is designated as FMLA leave and the amount of leave that will be deducted from the employee's FMLA entitlement.

See Fact Sheet 28D: Employer Notice Requirements under the FMLA.

CERTIFICATION

When an employee requests FMLA leave due to his or her own serious health condition or a covered family member's serious health condition, the employer may require certification in support of the leave from a health care provider. An employer may also require second or third medical opinions (at the employer's expense) and periodic recertification of a serious health condition. See Fact Sheet 28G: Certification of a Serious Health Condition under the FMLA. For information on certification requirements for military family leave, See Fact Sheet 28M(c): Qualifying Exigency Leave under the FMLA; Fact Sheet 28M(a): Military Caregiver Leave for a Current Servicemember under the FMLA; and Fact Sheet 28M(b): Military Caregiver Leave for a Veteran under the FMLA.

JOB RESTORATION AND HEALTH BENEFITS

Upon return from FMLA leave, an employee must be restored to his or her original job or to an equivalent job with equivalent pay, benefits, and other terms and conditions of employment. An employee's use of FMLA leave cannot be counted against the employee under a "no-fault" attendance policy. Employers are also required to continue group health insurance coverage for an employee on FMLA leave under the same terms and conditions as if the employee had not taken leave. See Fact Sheet 28A: Employee Protections under the Family and Medical Leave Act.

OTHER PROVISIONS

Special rules apply to employees of local education agencies. Generally, these rules apply to intermittent or reduced schedule FMLA leave or the taking of FMLA leave near the end of a school term.

Salaried executive, administrative, and professional employees of covered employers who meet the Fair Labor Standards Act (FLSA) criteria for exemption from minimum wage and overtime under the FLSA regulations, 29 CFR Part 541, do not lose their FLSA-exempt status by using any unpaid FMLA leave. This special exception to the "salary basis" requirements for FLSA's exemption extends only to an eligible employee's use of FMLA leave.

ENFORCEMENT

It is unlawful for any employer to interfere with, restrain, or deny the exercise of or the attempt to exercise any right provided by the FMLA. It is also unlawful for an employer to discharge or discriminate against any individual for opposing any practice, or because of involvement in any

proceeding, related to the FMLA. *See Fact Sheet 77B: Protections for Individuals under the FMLA*. The Wage and Hour Division is responsible for administering and enforcing the FMLA for most employees. Most federal and certain congressional employees are also covered by the law but are subject to the jurisdiction of the U.S. Office of Personnel Management or Congress. If you believe that your rights under the FMLA have been violated, you may file a complaint with the Wage and Hour Division or file a private lawsuit against your employer in court.

For additional information, visit our Wage and Hour Division Website:
<http://www.wagehour.dol.gov> and/or call our toll-free information and helpline, available 8 a.m. to 5 p.m. in your time zone, 1-866-4-USWAGE (1-866-487-9243).

This publication is for general information and is not to be considered in the same light as official statements of position contained in the regulations.

U.S. Department of Labor
Frances Perkins Building
200 Constitution Avenue, NW
Washington, DC 20210

1-866-4-USWAGE
TTY: 1-866-487-9243
Contact Us

Frequently Asked Questions

Arranging for a Substitute

This is ultimately the responsibility of the building principal/designee. You may work with the building principal/designee to find a substitute who is mutually agreeable. If the position needs to be posted it should be noted on the Disability Leave Form by checking the appropriate box. Please follow the protocol that is established in your building or work group.

Meetings, Professional Development, grading, lesson plans, etc.

While you are on sick leave, you are not to attend meetings, release days, professional development events, etc. Your physician needs to release you before you can attend district events. You are not responsible for developing lesson plans or grading while on leave. However, staff member on disability leave should be prepared, on occasion, to field a telephone call for the purpose of clarifying an issue involving a student.

Short-Term Disability (STD) – How it Works

STD provides a benefit equal to 70% of your basic daily gross wage. There is a 29 calendar day waiting period. On the 30th calendar day, your STD benefit begins, subject to carrier approval. Benefits are paid based on work days, not calendar days, and are calculated based on the number of days your attending physician has indicated you are disabled and unable to work. The maximum benefit period is 9 calendar weeks and is subject to carrier approval. An Employee Benefit Booklet for Group Short Term Disability Insurance is available by logging on to fhdschools.smartben.net. Please refer to Attachment D, step 2, for instructions on how to access SmartBen.

FHSD will not pay you for the days you qualify for STD benefits. The checks from MetLife (the District's STD insurer) will be mailed to your home. Checks from MetLife will not follow our pay schedule. When you receive checks will depend upon your particular situation. Once the STD claim is received in the Benefits Office you will receive a letter with more information that pertains to your particular situation.

Once you become eligible for STD, your pay from FHSD will be adjusted accordingly. If you are a contracted employee, you will be paid for the number of paid contracted days prior to STD. In addition, your FHSD contract will be recalculated by the number of unpaid days upon your return to work. You will be returned to the FHSD payroll when you return to work according to the payroll pay periods. Again your payroll amount will be different than the beginning of the year. That information will be emailed and/or mailed to you.

Attachment B

Sick Leave Bank

If you are a permanent employee who is eligible to receive District-provided paid sick leave and have joined the sick leave bank, you may apply for bank days by completing the application in your packet. You will probably not be able to predict how many days you will need, so you may leave that blank and we will figure it for you. The application is then given to Lisa Kendall for processing. You will receive an email from Lisa verifying your eligibility to use sick leave bank days. There may be times when the application comes or is approved after the payroll deadline and you may have dock days. Once the application is approved, those dock days will be reimbursed on the next payroll.

When does my disability begin?

Your disability will begin on the date that the doctor identifies on the FMLA form that he or she fills out. It is critical that the doctor puts the correct date on this form, as this is the date that many of the calculations regarding your disability leave will be based on.

FMLA leave vs. Short-Term Disability – What is the Difference?

The Family Medical Leave Act allows eligible employees with proper verification from a physician to take time from work for up to twelve work weeks for your own illness/surgery or maternity leave or your spouse's, children's or parent(s)' illness. However, there are certain requirements for eligibility and if you do qualify, the District is more generous and allows 16 weeks of FMLA leave. FMLA allows an eligible employee to return to his/her job or an equivalent position with the same pay and benefits. While FMLA does not assure paid time off, you will be able to use your sick days, vacation and/or non-contract days and your insurance subsidy will continue during this time. You will receive a letter from the Benefits Office if you owe money towards your insurance.

Short-term disability is a part of the FMLA leave but is a FHSD benefit that assures your pay for up to nine calendar weeks after your 29th day out. If you have a break or other time off during the short-term disability time, those weeks will count towards the nine weeks. (See below for medical leave of absence due to maternity.)

How Does a Medical Leave of Absence Work in the Case of Maternity?

Maternity leave is either six- or eight-week disability time depending on the type of delivery. A regular vaginal delivery is six weeks; a cesarean section is eight weeks. If your baby is born during a break, the six or eight week count begins on the day of birth.

If your baby is born late in the school year before the sixteen work weeks are used, FMLA time may be taken the following school year for up to sixteen weeks.

How Much Disability Leave Am I Entitled To and When Is It Paid or Unpaid?

The first twenty-nine calendar days are paid by your available sick days and/or bank days or vacation as illness days. Those twenty-nine days include weekends which are not paid (but would not count against your sick day use). Your physician will determine your time needed. You are paid as long as you have sick and/or bank days or vacation as illness days.

Short Term Disability (STD) begins on the 30th calendar day, subject to carrier approval, and will last for a period of time based on your particular circumstances. After that time, whether or not you are paid will depend upon whether you have personal sick days, sick leave bank days, or vacation days remaining, or whether you have voluntarily elected to purchase Long Term Disability insurance.

You will only be paid by STD for days you would normally be paid through FHSD. For contracted employees, that would include contracted days per the published calendar.

Most Common Maternity Leaves

While some women decide to take the six- or eight-week disability time, others will add on additional weeks. With FMLA, employees can take up to 16 weeks of leave. In addition, after FMLA is exhausted, Board policy allows maximum leave that could be granted for new child or extended family care purposes for the remainder of the then-current school year in which this leave begins.

Please note: The mother shall receive pay for available sick/vacation days and employment benefits for the period of her own disability following the birth in accordance with the District's applicable sick leave policies and regulations. The employee shall provide the Human Resources office with a physician's certification specifying the first and last day of her own period of disability. Should the mother continue leave to care/bond with child after her own disability, only vacation/dock time can be used.

An employee who has been granted new child or extended family care leave under Regulation 4322GE shall continue to receive the District insurance subsidy until they have exhausted all available paid time and coverage as defined in Policy/Regulation 4540 GE. After that time the employee may elect to continue insurance benefits at their own expense for the duration of the leave.

What Happens With my Insurance Contributions and District Insurance Subsidy While on Leave?

During an employee's FMLA covered absence, the District will continue to provide the insurance subsidy for eligible employees who have selected insurance benefits. While on unpaid FMLA, an employee is responsible for remitting any insurance premiums that would have been withheld from the employee's paycheck (coverage for dependent insurance, supplemental insurances, etc.). These premiums must be paid by the 25th of the month for which coverage

applies. Payment must be made in the form of a personal check or money order, payable to FHSD, and should be sent to the FHSD Benefits Office.

The Retirement System requires that the employer-paid portion of insurance premiums must be reported as part of compensation for all PSRS and PEERS members during all unpaid periods of employment. This will impact employees on an unpaid leave of absence who continue to be eligible for the District insurance contribution.

When employees on an unpaid leave of absence return to FHSD pay, retirement contributions on the employer-paid portion of insurance premiums will be withheld from the employees' first FHSD paycheck.

Does a Disability Leave Have an Impact on My Retirement?

Eligible unpaid sick leave may affect your service credit for the school year. You can check with PSRS or PEERS offices. If you wish to buy back time, you will need to contact the Benefits Office after the school year is complete. Eligible unpaid sick leave must be purchased no later than two years after the absence occurred.

Does a Disability Leave Have an Impact on Extra Duty?

Your extra duty pay may be reduced, depending on the timing of your disability leave and the duties connected with your extra duty contract. Lisa Kendall will be able to answer questions about your particular circumstances.

Who Do I Call If I Have Questions?

- Lisa Kendall for questions regarding paperwork, pay, and Short-Term Disability pay (636-851-4042)
- Patricia Fitzgerald for questions regarding remittance of insurance premiums (636-851-4033)
- Erin Poggi for questions regarding retirement (636-851-4058)



Book	FHSD REGULATIONS
Section	4000 PERSONNEL SERVICES/ 4800 Employee Welfare
Title	Due Process and Progressive Discipline
Code	4835ES
Status	Active
Adopted	July 1, 2009
Last Revised	April 6, 2017

Progressive Discipline Procedures

It is the policy of the Board of Education that, in most cases of disciplinary action against employees, a system of progressive discipline will be followed. However, the District reserves the right to discharge an employee for just cause in such cases where the administration and/or Board shall deem such progressive discipline to be inappropriate. Any discipline or reprimand will be delivered in a timely manner, appropriate to the action being disciplined.

Francis Howell Educational Support Professional Association (FHESPA) representatives will be able to use flex time for employee disciplinary meetings conducted outside of the representative's regular work hours.

The employee may request documents be removed from their personnel file after one year of the material being put in the file.

All conversations dealing with constructive criticism or concerns will be conducted in a positive, professional, and private manner with the employee.

Step 1 – Oral Warning

Except as otherwise noted below, the employee will be given an oral warning for the first offense. The oral warning shall be documented and placed in the employee's District personnel file.

Step 2 – Written Reprimand

Except as otherwise noted below, in the event of a second instance requiring disciplinary action, the employee shall receive a written reprimand. The written reprimand shall advise the employee that the next incident calling for disciplinary action shall result in the employee's suspension from work, discharge from work, dock day or a lesser discipline. A copy will be given to the employee.

Step 3 – Recommendation of Disciplinary Action

The third instance requiring disciplinary action shall result in a recommendation of a suspension from work, discharge from work, or a lesser discipline being made by the supervisor to the superintendent/designee.

A reprimand, suspension, or other discipline, including discharge from work, will be given to the employee in a conference with their supervisor. The employee will be informed at least 24 hours in advance of the nature and purpose of the conference. The employee will be informed that they may request representation at the conference. An employee will receive a copy of any written results of the conference prior to the start of the disciplinary action.

An employee may appeal disciplinary action, taken by the superintendent/designee to the third level of the grievance procedure.

Any complaints made against an employee will be promptly called to the attention of the employee. In most cases, any complaint not called to the attention of the employee within five (5) working days of the supervisor's knowledge of the

incident will not be used as a basis for any disciplinary action. However, the Board reserves the right to discipline an employee for a complaint not called to the employee's attention when in the judgment of the Board such discipline may be warranted.

Although in most instances, progressive discipline will be appropriate, the Board recognizes that in some cases either Step 1 or Step 2 as described above, or both may be inadequate to deal with the situation. The following are examples, but not an exhaustive list, of conduct which may give rise to termination of employment, without resort to the progressive steps: fighting, theft, insubordination, falsification of records, intoxication, breach of confidentiality, and inappropriate conduct toward students, staff, parents/guardians and patrons. Furthermore, nothing in this provision, the list set out in this provision, or any other provision in this agreement is intended to alter an employee's at-will status.

When an employee is asked to sign a disciplinary action form, their signature shall be understood to indicate their awareness of the material and not agreement.



Book	FHSD POLICIES
Section	4000 PERSONNEL SERVICES/ 4900 Teacher/Student Interaction
Title	Assault of Paraeducators/Interpreters and Protection of Property
Code	4980ES
Status	Active
Cross References	<u>Regulation 4980ES - Assault on Paraeducators, Interpreters, and Protection of Property</u> <u>Policy 2610 - Behavioral Expectations</u> <u>Regulation 2610 - Behavioral Expectations</u> <u>Policy 2673 - Reporting of Violent Behavior</u> <u>Regulation 2673 - Reporting of Violent Behavior</u>
Adopted	July 1, 2009
Last Revised	March 16, 2017

Physical Assault

Physical assault on a FHESPA Employee is defined as the act of a student deliberately touching, pushing, striking or attempting to physically coerce a staff member.

The investigation, reporting and discipline related to physical assault is outlined in **Policy and Regulation 2610** Behavioral Expectations in **Policy and Regulation 2673** Reporting of Violent Behavior and in **Regulation 4980CR** Assault on FHESPA Employees and Protection of Property.



Book	FHSD REGULATIONS
Section	4000 PERSONNEL SERVICES/ 4900 Teacher/Student Interaction
Title	Assault on Paraeducators/Interpreters and Protection of Property
Code	4980ES
Status	Active
Adopted	July 1, 2009

Physical Assault

A building administrator will promptly investigate any report of a physical assault upon a paraeducator/interpreter and will take appropriate disciplinary action.

The building administrator will supply a paraeducator/interpreter who has been assaulted by a student with a written statement indicating legal resources available and where such resources can be obtained.

In a physical assault, the parent/guardian and police will be contacted immediately. The assaulted paraeducator/interpreter will decide whether charges will be filed. If the assaulted paraeducator/interpreter decides charges will be filed, he/she will file charges individually as the injured party.

Law Enforcement Notification

In the event the student has allegedly committed a felony against an employee on school property, or against the District, the District contacts the law enforcement agency and the individual may file a complaint.

If a weapon is brought to school, the police will be notified and the student recommended for appropriate discipline per Code of Conduct.

Where a student is identified as being responsible for the theft or damage to personal equipment, the student will be requested to compensate the District for the paraeducator's/interpreter's loss.

FRANCIS HOWELL SCHOOL DISTRICT
REQUEST FOR EXPERIENCE PAY

Name: _____

Date: _____

- Please complete this form and attach any/all documents in support of your request for experience pay.
- Submit the completed form and supporting documents to the Director of Human Resources. Keep a copy of this completed form for your records.

I am submitting this request for experience pay under the provisions of Regulation 4505 ES. To qualify for experience pay consideration I understand that:

- This request form must be submitted within 90 days of my start date in the position for which I am requesting experience pay.
- Experience credit may be allowed for outside experience up to Step 9.
- To be eligible for work experience - years of work must be continuous and immediately preceding employment with the FHSD.
- For each year of non-continuous work experience, 1 year of experience will be deducted from any experience credit recognized for the employee.
- A year of experience credit requires a minimum of 1,000 hours of employment in the "qualified occupation" for each calendar year.
- Experience pay increases are only granted on a "going forward basis" never retroactive.
- Should experience pay be considered, internal equity will be a factor when determining the potential increase in salary.

The following documentation is submitted in addition to this form in support of my experience pay request:

W-2 forms for up to 9 Tax Years: _____

1099 forms for up to 9 Tax Years: _____

Reference Letters: attach copies to this form.

Business Contracts: attach copies to this form.

NOTE: Within 25 working days of receipt of this form and all supporting documents; you will be provided a written response from the Human Resources Department pertaining to what work experience pay credit, if any, you will be offered.

Adopted: 3/2010

Revised: 4/2014, 4/2019, 4/2021



Form 4710 ES

*Francis Howell School District
Support Staff
Resignation Form*

Name: _____ IFAS ID #: _____

Department: _____

Job Title: _____

Resignation Effective: _____

Reason for Resignation: (Please check all that apply)

- ☐ Better Pay
- ☐ Better Paid Time-Off Benefits
- ☐ Cheaper Insurance
- ☐ Closer to Home
- ☐ More Hours
- ☐ Less Workload/Stress
- ☐ Family Commitments
- ☐ Personal
- ☐ Other: _____

HOME ADDRESS:

Address: _____

Phone: _____

I certify that this resignation is executed by me voluntarily and of my own free will.

Employee Signature and Date

3/12/2012 12:56:21 PM

FHESPA - ASSOCIATION RELEASE TIME SCHEDULE

Effective 7/1/2012

ACTIVITY	ASSOCIATION RELEASE TIME	PAID FOR IF ON WORK TIME	UNPAID
Labor Management Meetings		X	
Association Conferences	X		
Association Training	X		
Association Workshops	X		
Association Meetings (In area)	X		
Association Meetings (Out of area)	X		
Building Visits (i.e. Member recruitment)	X		
Negotiations		X	
Grievances		X	
Meetings called by the District		X	
Discipline Meetings		X	
District Committee Meeting - Mandated		X	
District Committee Meeting - Volunteer			X

Reviewed: July, 2016