

SUPPORT STAFF POLICY (SAMPLE)

SPECIAL EDUCATION PARAPROFESSIONALS

Paraprofessionals may be assigned to work with special education students upon approval of the Director of Student Services/Designee.

The hours of work for special education paraprofessionals may be adjusted according to the needs of students, but will not exceed thirty (30) hours per week without the approval of the Director of Student Services/Designee. The work schedule will be organized so that full-time paraprofessionals are provided with a thirty (30) minute unpaid lunch period and two fifteen (15) minute break periods.

The special education paraprofessional is directly responsible to the Teacher Consultant or Resource Teacher, as assigned by the Director of Student Services/Designee. It is the responsibility of the Teacher Consultant or Resource Teacher to direct and supervise the activities of the paraprofessional in cooperation with the building principal and general education teacher(s) in the classroom to which the paraprofessional is assigned.

CREATING A POSITION

The Board of Education recognizes the need to establish positions which, when filled by competent, qualified staff, will assist the District in achieving the educational goals set by the Board. The Board reserves the right to create new positions and specify the number of persons within each job category.

TEACHER ASSISTANT FOR REGULAR CLASSROOM

When the enrollment in a regular classroom reaches or exceeds the limits specified by the Master Agreement to require relief, and when it is determined that the proper relief shall be the assignment of one unit of paraprofessional time, such assignment shall not take effect until the conditions have existed for one week.

Conversely, in those classes to which a teacher assistant has been assigned for reason of overload, and in which the overload ceases to exist by reason of reduced enrollment, said teacher assistant shall continue in employment for one week after the overload has ceased to exist.

REQUISITION OF NEW POSITION

The Human Resources Department is charged with the responsibility of maintaining budget control on the number of positions in the annual budget. Replacement vacancies will be filled using appropriate procedures, consistent with Board of Education Policies, and appropriate Master Agreements or Personnel Manuals.

If a new position is requested, the Human Resources Department will ensure that the Superintendent/Designee approves each new position before it is posted.

It is the responsibility of the Human Resources Executive Director/Designee to make all employment offers and to ensure all records are completed and recorded. Guidelines for this policy will be developed and administered by the Human Resources Department.

A. When a new position is requested, the following procedures will be used:

1. The originating administrator is responsible for completing the requisition form, and providing rationale for the request.
2. The Human Resources Department will assist in completing the "Qualifications" and "Salary" sections.
3. The form is then reviewed by the Director of Budget and Finance who assesses the budgetary impact of the position being requested.

4. The Executive Staff (Assistant Superintendents and Executive Director) will subsequently review the request/form.
 5. The appropriate Assistant Superintendent then submits the request to the Superintendent for consideration.
 6. The Superintendent of Schools will review the request.
- B. The completed “Requisition of New Position” form is filed in the Human Resources Department.
- C. The position is then posted and the hiring policies and procedures of the District will be followed.

**(SCHOOL DISTRICT)
HUMAN RESOURCES DEPARTMENT
NEW POSITION REQUISITION FORM**

Position: _____ Requested By: _____

Qualifications/Certification: _____

Account Number: _____

Working Schedule: _____

Salary: _____

Approvals:

Superintendent

Date

Assistant Superintendent – Instruction

Date

Assistant Superintendent – Business

Date

Director Budget and Finance

Date

SELECTION AND EMPLOYMENT OF SUPPORT STAFF

The Board of Education recognizes that it is vital to the successful operation of the District to ensure that all positions in the District are filled with qualified and competent individuals.

In creating qualifications for employment, the Board of Education/Designee will not use age, religion, race, national origin, color, heights, weight, marital status, or gender as criteria, except where justified as a bona fide occupational qualification.

Individuals employed in the following categories shall be considered members of the Support Staff:

- A. Secretaries
- B. Para-educators
- C. Custodians
- D. Bus Drivers
- E. Food Service/Cafeteria Workers

The Superintendent/Designee shall be responsible for the employment and placement of all support staff. He/she shall ensure that each individual employed meets all qualifications established by law and by the Board of Education for the position in which he/she is placed.

The immediate family of Board members or administrators may be employed by the Board, provided the member of the Board or administrator involved does not influence the process of their selection. Immediate family includes grandfather, grandmother, father, mother, brother, sister, husband, wife, grandchild, son, daughter, or in-laws. Furthermore, the affected Board member or administrator may not participate in any way in the discussion or vote on authorization for employment.

An employee will not be directly responsible for the supervision or evaluation of a member of his/her immediate family.

The following conditions shall apply to the employment of support staff members:

1. Any misstatement of fact or withholding of information material to qualifications for employment or the determination of salary shall be considered by this Board to constitute grounds for dismissal.
2. Recommendations will be sought from former employers and others who may be of assistance in assessing a candidate's qualifications; such records shall be retained confidentially and be for official use only.
3. Screening tests bearing upon a candidate's ability to perform the tasks for which he/she is being considered may be administered.
4. All candidates shall be properly certified or licensed as required by law.

VOLUNTEERS

The Board of Education directs and encourages the Superintendent to use volunteer workers in the performance of District duties for which certification is not required.

Volunteers shall be expected to maintain schedules and duties as agreed to and should not be used if they fail to do so.

JOB DESCRIPTIONS

In accordance with the policy of the Board of Education, which provides for job descriptions to be written for each job, the guidelines listed below shall be followed:

1. Before approval of a new job title by the Board of Education, the Department of Human Resources shall prepare a job description outlining the qualifications and performance responsibilities of the position, the extent and limits of the position holder's authority, and the relationship between the position holder and other employees of the District.
2. Such job description shall be prepared in conjunction with the Administrator who will supervise the holder of the new position.
3. The proposed job description shall be submitted to the Superintendent for final approval and adoption.
4. The approved job description will be placed into the Job Description Handbook kept on file in the Department of Human Resources.
5. An employee who feels his/her description is inaccurate will bring it to the attention of his/her supervising administrator who will initiate the modification process.
6. When job descriptions are reviewed or modified, a copy of the revised job description will be given to the employee holding that position, and the supervising administrator, and will be placed into the Job Description Handbook.

EQUAL PROTECTION

The Board of Education shall comply with all federal and state laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education.

It is the policy of the Board that no employee or candidate for employment will be subjected to discrimination on the basis of race, color, religion, national origin, creed or ancestry, age, sex, marital status, or handicap. In addition, no employee or candidate for employment will be excluded from, or be denied, the benefits of participation in any program or activity for which the Board is responsible.

The Superintendent shall appoint a compliance officer whose responsibility it will be to ensure that federal and state regulations are complied with and that any complaints are dealt with promptly in accordance with law. She/He shall also ensure that proper notice of non-discrimination for Title II, Title VI, and Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendment Act of 1972, and Section 504 of the Rehabilitation Act of 1973 is provided to students, their parents, staff members, and the general public. Any sections of the District's collectively-bargained, negotiated agreements dealing with hiring and promotion need to contain a statement of non-discrimination similar to that in the Board's statement above. In addition, any gender-specific terms should be eliminated from such contracts.

DRUG-FREE WORKPLACE

The Board of Education believes that quality education is not possible in an environment affected by drugs. It will seek, therefore, to establish and maintain an educational setting which meets the requirements set forth in the Drug-Free Workplace Act of 1988 and is not tainted by the use or evidence of use of any controlled substance.

In compliance with the Act, the Board/Designee shall not permit the manufacture; possession, distribution, or dispensing of any controlled substance, including alcohol by any member of the District's staff any time while on District premises or as part of any of its activities or events. Any staff member who violates this Policy shall be subject to disciplinary action in accordance with District guidelines, the terms of collective bargaining agreements, and applicable local, state, and Federal laws, up to and including dismissal.

The Superintendent/Designee shall establish whatever programs and procedures are necessary to meet the Federal certification requirements. A bi-annual review of district compliance with the Drug-Free Workplace Act will be conducted to ensure consistent enforcement, effectiveness, and to implement needed changes.

SECTION 504 COMPLIANCE

(School District) does not discriminate against individuals on the basis of handicap. This non-discrimination policy arising out of Section 504 of the Rehabilitation Act applies to employment practices, facility accessibility, and educational opportunities for all who wish to participate in the District's programs and activities.

For purposes of this policy, a handicapped individual is any person who presently has, has had, or is regarded as having a physical or mental disability that substantially limits one or more of his/her major life activities. The term "handicapped" does not include:

1. Anyone currently engaging in the illegal use of drugs when the District acts on the basis of that use,
2. Individuals who are alcoholics or have a currently contagious disease or infection where current alcohol use or contagious disease/infection prevents such individual from performing the essential functions of the job or creates a direct threat to property or the health and safety of others.

The Board of Education has designated an employee and a student Section 504 Compliance Officer to coordinate the District's efforts to comply with Section 504 and to investigate and attempt to resolve grievances regarding alleged violations of Section 504 and this policy. A copy of the Rehabilitation Act of 1973 and Section 504 implementing regulations may be obtained from the Section 504 Compliance Officer.

Notice of the Board's policy on non-discrimination in employment and educational practices and the identity of the Compliance Officer are posted throughout the District and published in district recruitment statements or general information publications.

The Board has adopted a Section 504 Complaint Procedure to provide for prompt and equitable resolution of complaints alleging violations of Section 504 and this policy.

SECTION 504 COMPLIANCE PROCEDURES

Employment Practices

A. General

1. No qualified person shall, on the basis of a handicap be subject to discrimination in employment in any District program or activity.
2. As a recipient of assistance under the Individuals with Disabilities Education Act (IDEA) the Board shall take positive steps to employ and advance in employment qualified handicapped persons in programs assisted under that Act.

B. Recruiting/Hiring

No candidate for employment shall be required to answer a question regarding a handicapping condition and no such candidate will be discriminated against on the basis of a handicapping condition that is not directly related to the essential functions of the positions for which he/she has applied. However, this stipulation does not constrain the need to ensure that an applicant is not afflicted with a currently-contagious disease or infection which would constitute a direct threat to staff and students, nor to determine if an applicant is an alcoholic or abuser of drugs whose current use would prevent the applicant from performing the essential functions of the position or constitute a direct threat to property or the safety of others.

C. Reasonable Accommodation

1. The Board will make reasonable accommodations to known physical or mental limitations of an otherwise qualified handicapped applicant or employee unless the accommodation would impose an undue hardship on the operation of its program.
2. The Board has posted a notice regarding reasonable accommodation, including how to obtain Reasonable Accommodation Request Forms (Form "A" attached), on district bulletin boards where vacant positions are posted.

Facility Accessibility

The programs and activities of the District shall be assessable and usable by individuals with handicaps. This includes accommodations to not only handicapped applicants and employees, but also to students and parents desiring to access the student's educational program or meetings pertinent thereto. Programs and activities need to be designed and scheduled so that the location or nature of the facility or area will not deny a handicapped student the opportunity to participate on the same basis as a non-handicapped student. This includes not only academic programs but all extra curricular programs, including athletics.

Educational Implications

A. Identification and Referral Procedure

1. Students who are in need of or who are believed to be in need of, services under Section 504 may be referred for evaluation by a parent, teacher, other certified school employee, community agency, or by self-referral.

2. The District will consider the referral and based upon a review of the student's existing records, including academic, social, testing, and behavioral records, determine whether an evaluation under this procedure is appropriate. Any student who needs, or is believed to need, special education or related services because of a handicap will be evaluated. The District will obtain parental consent to evaluate prior to an initial Section 504 evaluation. If a request for evaluation is denied, the District will inform the parents/guardian of the decision and of procedural rights as stated in this policy.

B. Evaluation

1. The purpose of the evaluation shall be to provide sufficient information to determine the student's eligibility for services as a "handicapped person" under Section 504, including nature and degree of impairment and major life activities affected.

2. The evaluation procedures to be followed may, but need not be, all those evaluation procedures which are followed for evaluating handicapped students who are suspected as handicapped under P.L. 94-142, the Individuals with Disabilities Education Act (IDEA). However, the district's Section 504 evaluation procedures must insure that:

- a. Tests and other evaluation material have been validated for the specific purpose for which they are used and are administered by trained personnel in conformance with the instructions provided by their producer;
- b. Tests and evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient; and
- c. Tests are selected and administered so as best to ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever other factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the tests purport to measure).

3. With regard to a student who is determined to be "handicapped" under Section 504 of the Rehabilitation Act of 1973, but who is not determined to be "handicapped" under IDEA, the district shall conduct a re-evaluation of the student:

- a. Prior to any significant change in placement,
- b. More frequently if conditions warrant, or
- c. If the student's parent or teachers reasonably request an evaluation.

C. Eligibility and Placement

For students who have been identified as handicapped within the meaning of Section 504 and in need of special education or related aids or services, the District shall determine what special services are needed to insure that the student receives a free, appropriate education.

1. In interpreting evaluation data and in making educational decisions, the district shall:
 - a. Draw upon information from a variety of sources including aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background and adaptive behavior;
 - b. Ensure that all evaluation data is documented and carefully considered;
 - c. Ensure that decisions are made by a group of persons, including persons knowledgeable about the child, the meaning of the evaluation data and the placement options; and
 - d. Ensure that the student is educated with non-handicapped students to the maximum extent appropriate to meet the student's individual needs.

2. If the District determines that the student is eligible for special education and related services under both the IDEA and Section 504 of the Rehabilitation Act of 1973, those services shall be delivered pursuant to an Individualized Education Program (IEP) developed pursuant to the Individualized Education Program Team (IEPT) procedures of the IDEA.

3. If the District determines that the student is "handicapped" under Section 504 of the Rehabilitation Act of 1973, but does not also meet the definition of "handicapped" under IDEA, the District will determine through a Section 504 committee meeting whether the student requires services or modifications to his/her regular educational program to allow his/her needs to be met as adequately as the educational needs of non-handicapped students. The services or modifications recommended should be listed in writing on Program Modification Forms (Forms C-F attached) and shall be based on the Section 504 Meeting Summary (Form G attached). It is not necessary to note the program modifications in an IEP.

4. The District may also determine that no special education or related services are appropriate, If so, the record of the District proceedings will reflect the identification of the student as handicapped under Section 504 and state the basis for the decision that no special services are presently needed.

5. No final determination of whether the student is a handicapped individual within the meaning of Section 504 will be made by the District without informing the parent/guardian of the student concerning such proposed determination. Procedural safeguards as defined in policy will be given to the parent/guardian.

D. Procedural Safeguards

With respect to actions regarding the identification, evaluation, or educational placement of a person who needs, or is believed to need, special instruction or related services because of handicap, the following procedural safeguards shall be afforded:

1. Notice (written or oral) of any decision regarding the identification, evaluation, or educational placement of the student.

2. An opportunity for the parents/guardian of the student to examine relevant educational records.

3. An impartial hearing with the opportunity for participation by the student's parents/guardian and representation by counsel.

4. Either party may appeal the decision ordered by the Section 504 hearing officer to the Michigan State Department of Education by filing a written appeal to the Department within ten (10) calendar days of receipt of said decision.

Request for a Section 504 hearing must be made to the District Section 504 Coordinator within ten (10) calendar days after receipt of the Notice of Section 504 Due Process Rights (Form H attached). In each case for which a hearing has been requested, the District will designate a Hearing Officer from the Michigan Department of Education Hearing Officer listing who is willing to conduct Section 504 hearings. The Section 504 Hearing Officer shall render a decision in writing to the District and parents/guardian.

Section 504 Complaint Procedure

The (School District), in compliance with Section 504 of the Rehabilitation Act of 1973 regarding discrimination against the handicapped adopted by the Department of Health and Human Services, publishes the following complaint procedures.

A complaint is defined as an alleged action prohibited under the Act identified above, and a complainant is one who submits a complaint.

Step 1 – Within five (5) school days after the complainant became aware of, or reasonably should have become aware of the complaint, the complainant must submit a signed, written “Statement of Complaint” alleging non-compliance with the Rules and Regulations to the administrator designated to receive and investigate complaints (Complaint Coordinator). The Statement of Complaint shall name the complainant, state the facts giving rise to the complaint, identify all the provisions of the Rules and Regulations alleged to be violated, state the contention of the complainant with respect to those provisions, indicate the relief requested, and be signed by the complainant. The Complaint Coordinator shall give the complainant an answer in writing within ten (10) school days after receipt of the written complaint.

Step 2 – If the complaint is not resolved in Step 1, the complainant must submit it to the Superintendent/Designee within five (5) workdays of receipt of the Step 1 answer. The Superintendent/Designee and the complainant shall meet within a reasonable time, not to exceed fourteen (14) workdays, in an attempt to resolve the matter. The Superintendent/Designee will respond in writing to the complainant within ten (10) workdays after the Step 2 meeting.

Step 3 – If a satisfactory disposition of the complaint is not made as a result of the Step 2 meeting, either party shall have the right to file said complaint with the Secretary of the Board of Education within five (5) work days of the written answer provided in Step 2. The Board shall have forty (40) work days to meet with the concerned parties and will render its decision, in writing, to the parties within ten (10) work days following the meeting.

Step 4 – If the complaint is not resolved in Step 3, either party may further appeal within five (5) workdays of receipt of the Step 3 answer, to the Office of Civil Rights, Department of Education, Washington D.C., 20201.

If a complaint is not filed within the time lines specified in this procedure, the complaint will not be considered. Failure by the parties to appeal the complaint from one step to the next within the time lines shall bar the complaint from further processing.

Designated District Complaint Coordinator

(Designated Person), (Title)
(School District)
(Street Address)
(City, State, Zip Code)
(Area Code) (Phone Number)

REQUEST FOR REASONABLE ACCOMMODATION

Today's Date: _____

Name Phone

Address

Position Immediate Supervisor

DESCRIPTION OF DISABILITY:

WHEN ACCOMMODATION NEEDED: _____

DURATION OF ACCOMMODATION PLAN: _____

ACCOMMODATION REQUESTED

A. Access to Facility, Program or Activity (indicate how access or participation can be accomplished):

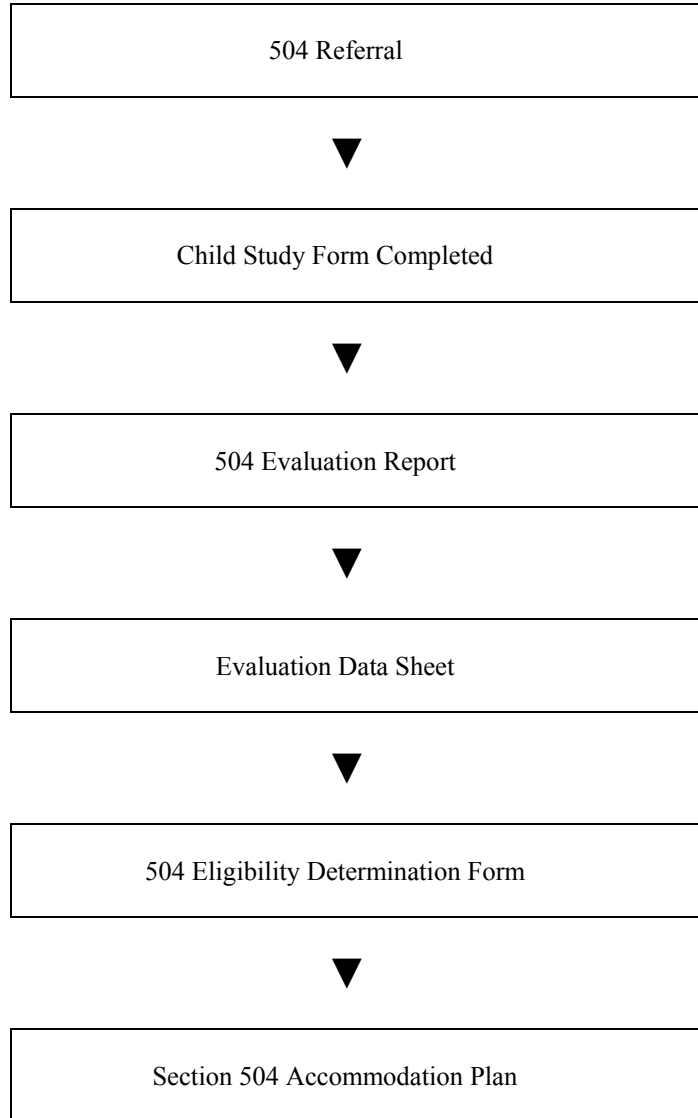
B. Job Restructuring/Modification:

C. Purchase or Modification of Equipment:

D. Work Related Personal Accommodation:

ADDITIONAL INFORMATION:

504 PROCEDURE FLOW CHART



SECTION 504 REFERRAL FORM

Date of Referral: _____

Student's Name: _____

Address: _____

Phone: _____ Date of Birth: _____

School: _____ Teacher: _____

Grade/Class: _____

Reason(s) for Referral:

Pre-Referral Actions to Address Concerns (previous interventions):

Person Making Referral: _____

cc: Principal
Counselor
Learning Consultant

SECTION 504 EVALUATION REPORT

Date of Report: _____

Student: _____

Address: _____

Phone Number: _____

School: _____ Grade: _____

Parent/Guardian: _____

Area(s) of Concern:

Area: _____ Evaluation Method: _____

Findings:

Area: _____ Evaluation Method: _____

Findings:

Area: _____ Evaluation Method: _____

Findings:

Evaluation Committee Members:

_____	_____
_____	_____
_____	_____
_____	_____

EVALUATION DATA

Nature of Mental or Physical Impairment: _____

Major Life Activity	School-Related Description of Impairment*	Source of Information**	Severity					Duration					Substantial Limitation?***	
			Mild			Severe		Mild			Severe		Yes	No
			1	2	3	4	5	1	2	3	4	5		
Caring for oneself			1	2	3	4	5	1	2	3	4	5	Yes	No
Performing Manual Tasks			1	2	3	4	5	1	2	3	4	5	Yes	No
Walking			1	2	3	4	5	1	2	3	4	5	Yes	No
Seeing			1	2	3	4	5	1	2	3	4	5	Yes	No
Hearing			1	2	3	4	5	1	2	3	4	5	Yes	No
Speaking			1	2	3	4	5	1	2	3	4	5	Yes	No
Breathing			1	2	3	4	5	1	2	3	4	5	Yes	No
Learning			1	2	3	4	5	1	2	3	4	5	Yes	No
Working			1	2	3	4	5	1	2	3	4	5	Yes	No
Other****			1	2	3	4	5	1	2	3	4	5	Yes	No

* Description of educational-related behaviors associated with specific major life activities affected by mental or physical condition
 ** Listing of persons and/or evaluation techniques used for identifying behaviors associated with impairment
 *** Based on consideration of the nature, severity and duration of the impairment
 **** Other major life activities might include bending, stooping, reaching

SECTION 504 ELIGIBILITY DETERMINATION FORM

General Information

Student Name _____ Today's Date _____

Address _____ City _____ State _____ Zip Code _____

Parent's Name _____ Home Ph. _____ Work Ph. _____

Building 504 Coordinator _____ School _____

Reason for Meeting

- Initial Evaluation
- Periodic Re-evaluation
- Annual Re-evaluation

Eligibility Criteria and Determination

- Yes No 1. Student has a mental or physical impairment.
- Yes No 2. Student's impairment substantially limits a major life activity

Area(s) where substantial limitation exists:

- Yes No 3. Student meets 504 committee eligibility criteria.

Placement

- Regular Classes
- Regular Classes with Use of Supplementary Services
- Related Services

Committee Members

_____	_____
_____	_____
_____	_____
_____	_____

(SCHOOL DISTRICT)
 (Street Address)
 (City, State, Zip Code)
 (Area Code) (Phone Number)

CONSENT FOR SECTION 504 EVALUATIONS

NAME: _____ DATE: _____
 ADDRESS: _____ STUDENT NO.: _____
 CITY/ZIP: _____ SCHOOL: _____
 PHONE: _____ WORK: _____ TEACHER: _____
 PARENT/GUARDIAN: _____ BIRTH DATE: _____ GRADE: _____
 NATIVE LANGUAGE: _____ STUDENT'S NATIVE LANGUAGE: _____

1. NOTICE:

A referral for a Section 504 educational evaluation has been requested in order to determine the cause, extent or possible remediation for a suspected disability. The reasons for this referral are documented on Student Study Request form and/or parent request.

Proposed personnel/assessment/techniques:

The following personnel will conduct the evaluation: (list) _____

The assessment areas may include:

- Aptitude Achievement Emotional Behavioral Physical Communication
 Other (list) _____

The evaluation techniques may include:

- Classroom observations Individual tests Interviews Rating scales Review of records
 Other (list) _____

2. PERMISSION:

The evaluation will be conducted within thirty (30) instructional days of the receipt of the signed permission for evaluation documented in this form. A 504 conference will be held to discuss the results of the evaluation and any educational program recommendations. I understand the reasons for the referral and the description of the evaluation process and have checked the appropriate area below:

- I have received a copy of the Notice of Parent/Student Rights
 Permission is given for the educational evaluation
 Permission is denied

 Parent/Guardian Signature

 Date

FOR SCHOOL USE ONLY

Date form is received by the school's representative: _____

School representative signature: _____

Make copies for: School, Parent, 504 Coordinator

(SCHOOL DISTRICT)
(Street Address)
(City, State, Zip Code)
(Area Code) (Phone Number)

NAME: _____
ADDRESS: _____
CITY/ZIP: _____
PHONE: _____
PARENT/GUARDIAN: _____

DATE: _____
PRESENT SCHOOL: _____
PRESENT PROGRAM: _____
TEACHER: _____
BIRTH DATE: _____

SECTION 504 MEETING SUMMARY

SIGNATURES OF THOSE PRESENT:

Signature	Title	Date
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Parent informed of due process rights by: _____
Name Date

REASON FOR MEETING: _____

EVALUATION SUMMARY: _____

The Student _____ is _____ is not disabled under Section 504. State reason: _____

ACCOMMODATIONS: _____ Required _____ Not Required Because: _____

DURATION OF EDUCATIONAL ACCOMMODATION PLAN: _____

cc: CA 60, District 504 Coordinator, Classroom Teacher, Counselor, Parent, L.C., Other

IDENTIFIED PROBLEM AREA: _____

STRATEGIES/INTERVENTIONS: _____

IDENTIFIED PROBLEM AREA: _____

STRATEGIES/INTERVENTIONS: _____

IDENTIFIED PROBLEM AREA: _____

STRATEGIES/INTERVENTIONS: _____

IDENTIFIED PROBLEM AREA: _____

STRATEGIES/INTERVENTIONS: _____

504 MANIFESTATION DETERMINATION REVIEW

STUDENT INFORMATION

Student's Last Name	First Name	Initial	ID#	Birth Date	Date of Review	Date of Current 504
_____	_____	_____	_____	_____	_____	_____

PARENT CONTACT

The parent was contacted to participate in the manifestation determination review:

Method of Contact: _____ By: _____ Date: _____ Result: _____

If parent could not be reached, document additional contact:

Method of Contact: _____ By: _____ Date: _____ Result: _____

PARTICIPANTS

The following individuals participated in the Manifestation Determination Review. Additional participants should be noted and attached to this form.

Student (when appropriate)

District Representative/Designee

Parent

General Education Teacher

Parent

Other

504 Coordinator

Other

Considerations for Review

Describe the behavior subject to disciplinary action:

In carrying out a manifestation determination review, the 504 team must consider:

- _____ Evaluation and diagnostic results
- _____ Relevant information supplied by the parent
- _____ Observations of the student
- _____ The student's 504 and placement

(You must have consideration of the above information. The written descriptions are optional.)

Name: _____

Date: _____

Behavior Intervention Plan

Did the agency conduct a functional behavioral assessment and implement a behavior intervention plan? Yes No

Is the behavior subject to discipline included in the student’s behavior intervention plan? Yes No

If the answer to either of these questions is no, the suspension/expulsion process is interrupted and the agency shall convene a 504 meeting to develop an assessment plan to address the behavior subject to discipline.

If student had a current behavior intervention plan, were the interventions in the plan appropriate? Yes No

If the answer is no, the suspension/expulsion is interrupted and the 504 team shall modify the plan as necessary to address the behavior.

Manifestation Determination

Based upon the review of all the above records and information:

1. In relationship to the behavior subject to the discipline:
 a. Is the current 504 Plan and placement appropriate? Yes No

b. Were supplementary aids and services and behavior intervention strategies provided consistent with the student’s 504 plan and placement? Yes No

If the answer to either of these questions is no, the suspension/expulsion process is interrupted.

2. Did the student’s substantial limitation impair his/her ability to understand the impact and consequence of the behavior subject to disciplinary action? Yes No

If the answer to this question is yes, the suspension/expulsion process is interrupted.

3. Did the student’s substantial limitation impair his/her ability to control the behavior subject to disciplinary action? Yes No

If the answer to this question is yes, the suspension/expulsion process is interrupted.

The behavior subject to disciplinary action was:

_____ Not a manifestation of the substantial limitation; the school’s code of conduct will prevail

_____ A manifestation of the disability

Parent Notice and Agreement

_____ I was notified by the district of the decision to take disciplinary action on the day that such action occurred.

_____ I agree with this manifestation determination review.

_____ I disagree with this manifestation determination review and request an appeal to its’ findings

Parent Signature: _____

Date: _____

NOTICE OF SECTION 504 DUE PROCESS RIGHTS

When a student is referred for an evaluation because of a suspected disability, or when a student has been determined to need special instruction or related services, the parent/guardian of that student has certain rights. The purpose of these rights is to help the parent/guardian to be sure that the student has been correctly identified as disabled, and that the special instruction and services are appropriate to meet the student's educational needs.

NOTICE – YOU HAVE THE RIGHT TO:

Receive notice before the District initiates an evaluation of your child, refuses to evaluate your child, makes a decision as to whether your child is handicapped, and makes a decision as to what accommodations are appropriate to meet your child's educational needs.

CONSENT – YOU HAVE THE RIGHT TO:

Agree or disagree to the proposed District action in evaluating, identifying your child as disabled, and determining accommodations.

QUESTIONING THE DISTRICT'S DECISION – YOU HAVE THE RIGHT TO:

1. File a grievance over an alleged violation of Section 504 or the District's Section 504 policy.
2. Request mediation or a due process hearing if you question the District's identification, evaluation, instruction and/or services for your child or provision of a free appropriate public education.
3. Have the due process hearing conducted by an impartial hearing officer and have a record of the hearing.
4. Be accompanied to the hearing and advised by counsel and/or individuals with special knowledge or training in problems of the disabled.
5. Obtain written findings of fact and a written decision.
6. Appeal to the state education agency and receive a written decision from a state-appointed review officer.
7. Appeal a decision from the state education agency in court.
8. Have your child receive his/her present instruction and/or services during the pendency of the administrative proceeding, unless you and the district agree otherwise.

**SALARY GUIDE FOR EMPLOYEES NEW TO THE
(SCHOOL DISTRICT) SYSTEM**

The Department of Human Resources will be responsible for negotiating contractual salaries with new employees of the (School District) in accordance with the Master Agreement or Personnel Manual relevant to the position being filled.

ASSIGNMENT AND TRANSFER

The Superintendent/Designee shall assign duties and responsibilities, transfer, or alter duties or responsibilities of all members of the support staff.

Employees may also be required to perform tasks in addition to those pertaining to the position for which they were initially employed.

TERMINATION

The Board of Education delegates to the Superintendent/Designee the right to terminate the employment of any member of the support staff who is unable to perform his/her assigned responsibilities or duties.

HEALTH EXAMINATIONS

The Board of Education or the Superintendent reserves the right to require any employee or candidate for employment to submit to an examination in order to determine the physical or mental capacity of such employee to perform assigned duties in accordance with the terms of currently valid negotiated agreements.

Reports of all such examinations or evaluation shall be delivered to the Superintendent/Designee, who shall protect their confidentiality. Reports will be discussed with the employee and made a part of the employee's medical record.

The Board shall assume any uninsured fee for required examinations.

The School District may, at any time, request an employee to take an appropriate health examination. This examination will be taken upon request of the Superintendent/Designee or as provided for in the employee's Master Agreement. Cost of any requested examination will be assumed by the Board of Education.

SOCIAL SECURITY NUMBER CONFIDENTIALITY

Pursuant to both state and federal law, it is the policy of this School District to protect the confidentiality of social security numbers. No person shall knowingly unlawfully use the social security number of any employee, student, or other individual.

The Superintendent shall establish rules and regulations to implement this policy. The Superintendent shall ensure that:

1. The confidentiality of social security numbers is maintained to the extent practicable;
2. The unlawful disclosure of social security numbers is prohibited;
3. Access to information or documents containing social security numbers is limited; and
4. Documents containing social security numbers are disposed of properly.

Persons who violate this policy, or the rules that implement it, may be subject to disciplinary action up to and including suspension or expulsion for students and termination for employees and appropriate legal or criminal action.

Public Records

Where a social security number is contained within a document subject to FOIA release, the social security number shall be redacted.

Information Collected

Social security numbers should only be collected where required by federal or state law. Examples of such instances where it is still necessary to collect or report an employee's social security number include:

- A state or federal law or rule or court order which authorizes, or requires a social security number to be included;
- Certain employment application and verification processes; and,
- As part of the administration of health insurance, membership benefits, and retirement programs.

If a unique personal identifier is needed, then a substitute for the social security number shall be used such as a District-created identification number not using the social security number.

Public Display

Social security numbers shall not be placed on identification cards, badges, time cards, employee rosters, bulletin boards, or documents publicly distributed or displayed.

Documents, materials, or computer screens that display social security numbers or other sensitive information shall be kept out of public view and in limited areas.

Social security numbers shall not be required for a District employee, student, or staff member to gain access to the Internet or network.

Information Exchange

Information containing social security numbers shall only be sent where permitted by law.

Mailed Communications: Documents containing social security numbers that are sent through the mail, shall not knowingly print or reveal the number on the outside of the envelope or package.

Electronic Communications: If a social security number must be communicated electronically, e.g., voicemail, fax, or e-mail, the communication shall be accompanied by the District's name, a "*Confidential Notice*" stating that the information included is intended to be privileged and confidential, and that it is only intended for the use of the individual or entity named.

No individual shall be required to send his/her social security number through e-mail unless the connection, or file, is secure or encrypted.

Access to Social Security Numbers

Only those persons authorized by the Superintendent/Designee shall have access to social security numbers.

Storage and Disposal

All documents or files that contain social security numbers shall be stored in a physically secure manner.

Social security numbers shall not be stored on computers or other electronic devices that are not secured against unauthorized access.

Documents or other materials that contain social security numbers shall not be thrown away in the trash; they shall be discarded or destroyed only in a manner that protects their confidentiality, such as shredding.

Improper Disclosures

Any individual who suspects that an improper disclosure of a social security number has been made shall inform the Superintendent/Designee.

If the Superintendent/Designee suspects that an improper disclosure has been made, he/she shall contact the appropriate authorities. Any person who fails to comply with the District's Privacy Policy shall be subject to appropriate discipline as determined by the Superintendent/Designee.

Policy and Regulation Availability

All current and future District employees shall be notified of the Social Security Number Confidentiality Policy. The District Social Security Number Policy shall be published in an employee handbook, procedural manual, or other document, that may be made available electronically.

WORK RELATED INJURIES AND EXPOSURE INCIDENTS

Employees injured in a work-related accident or who are exposed to another person's blood, must report the incident immediately to the administrator in charge. All blood contacts and injuries must be reported no matter how minor.

Administrators receiving such report shall:

1. Send the injured/exposed employee to the District's approved Health Care facility for medical treatment, if necessary.
2. Notify the District's Employee Benefits Coordinator about the incident to ascertain if other action should be taken.
3. Complete and distribute the appropriate paperwork concerning the details of the injury or exposure incident within specified timelines.

SMOKE-FREE ENVIRONMENT

The Board of Education recognizes that smoking presents a health hazard that may have serious consequences for the smoker and for the non-smoker as well and is, therefore, of concern to the Board. For the purposes of this policy, smoking means the use of tobacco in any form and includes the use of cigars, cigarettes, pipe, and chewing tobacco.

In order to protect students and staff from exposure to an unpleasant work/school environment, and in accordance with Senate Bill 459 and the Michigan Clean Indoor Air Act, the use of tobacco products in buildings, on property owned, leased, or otherwise controlled by the District or in school owned vehicles is prohibited, at all times (24 hours a day – 7 days a week).

EVALUATION

The (School District) Board of Education, through its power derived from the General School Laws, is responsible for the employment and discharge of all personnel. To carry out this responsibility, it delegates to the Superintendent/Designee the function of establishing and implementing a systematic program of selection, assignment, and assessment of all personnel.

The Board of Education has determined that each student shall be provided the highest quality instruction possible. Consistent with this goal is the expectation that each member of the staff, given a reasonable degree of assistance, will effectively perform all responsibilities of his/her assignment.

The goal of the evaluation program is early identification of problem performance areas so that appropriate assistance can be provided and performance can be improved.

It is important that evaluations are regularly completed, and that positive as well as negative evaluations be placed into an employee's personnel file. Self-appraisal, an important component in the improvement of employee effectiveness, is encouraged.

If an employee, after receiving a reasonable degree of assistance, fails to satisfactorily perform his/her assigned responsibilities, discipline and dismissal procedures may take place. These procedures shall not deprive the employee of any rights provided by contractual agreement or by state law.

A written record of all discipline and conferences will be maintained. Employees will be given a copy of any document relating to their performance which is placed into their personnel files, and will be notified of any recommendations made regarding their employment status.

Employees who disagree with the contents of an evaluation form will be given the opportunity to attach a written statement to the evaluation within specified timelines. This statement will be placed into the employee's personnel file along with the evaluation.

It is the responsibility of the administrator not only to offer suggestions for improvement to employees under his/her supervision, but to monitor performance to ensure that improvement takes place. Should the employee show no improvement after deficiencies have been identified and assistance has been rendered, all relative evaluation documents may be used in subsequent disciplinary action.

OUTSIDE ACTIVITIES

The Board of Education directs the Superintendent/Designee to promulgate the following guidelines so that employees may avoid situations in which their personal interests, activities, and associations may conflict with the interests of the District. If non-school activities of a staff member have an adverse effect on the students, staff or institution, the Board reserves the right to evaluate the impact of such activity upon the employee's responsibility to the District.

1. Employees should not use work/school time for outside activities when there is no valid reason to be excused from their assigned duties.
2. Employees shall not use school property or school time to solicit or accept customers for private enterprises.
3. Employees shall not campaign on school property on behalf of any political issue or candidate for local, state, or national office other than participation within an activity approved pursuant to Board of Education policy.
4. Employees should avoid conduct and associations outside the school which, if known, could have an adverse or harmful effect upon the school community.
5. Employees should refrain from expressions that would disrupt harmony among their coworkers or interfere with the maintenance of discipline by school officials.

STAFF DEVELOPMENT

The Board of Education encourages members of the staff to continue their training so that each employee may achieve his/her optimum performance on the job.

It is expected that staff members will avail themselves of staff development opportunities offered by the Board of Education. The Board also expects each staff member to independently pursue in-service opportunities on his/her own to further the District's goals and objectives.

STAFF IMPROVEMENT THROUGH STAFF DEVELOPMENT

Stage 1

READINESS

- A positive climate is developed.
- A long-term goal(s) for improvement is collaboratively written.
- The staff adopts and supports the improvement goal.

Stage 2

PLANNING

- Differences between desired and actual practices are examined to determine the in-service needs of staff.
- Resources (time, materials, funds, etc.) are identified.
- Specific objectives are written for staff development activities. Leadership is shared among all staff members.

Stage 3

TRAINING

- Staff members have a choice of objectives and activities when appropriate.
- Administrators participate in staff development activities.
- Peer teaching, peer observation, and small groups are used. As staff members become more competent and confident, leadership becomes less directive.

Stage 4

IMPLEMENTATION

- The supervisor actively supports and recognizes efforts to implement new practices.
- Support is provided through review sessions, small-group problem solving, peer observations, coaching, etc.

Stage 5

MAINTENANCE

- Supervision, self-monitoring, and feedback, among other techniques, are used to maintain the improvements.
- Responsibility for maintenance is shared by both employees and supervisors.

STAGE 1: Readiness

- A. A positive climate is developed before other staff development efforts are attempted.
- B. Goals for improvement are written collaboratively.
- C. List of goals for the improvement of programs during the next three to five years is written.
- D. The staff adopts and supports goals for the improvement of programs.
- E. Current practices are examined to determine which ones are congruent with goals for improvement before staff development activities are planned.
- F. Current practices not yet used are examined to determine which ones are congruent with the goals for improvement before staff development activities are planned.
- G. The staff identifies specific plans to achieve the goals for improvement.
- H. Leadership and support during the initial stage of staff development activity are the responsibility of the supervisor.

STAGE 2: Planning

- A. Differences between desired and actual practices are examined to identify the needs of the staff.
- B. Planning of staff development activities relies, in part, on information gathered directly from staff members.
- C. Planners use information about the learning styles of participants when planning staff development activities.
- D. Staff development programs include objectives for activities covering as much as five years.
- E. The resources available for use in staff development are identified prior to planning staff development activities.
- F. Staff development programs include plans for activities to be conducted during the following three to five years.
- G. Specific objectives are written for staff development activities.
- H. Staff development objectives should include: attitude development (new outlooks and feelings), increased knowledge (new information and understanding), and skill development (new work behaviors).
- I. Leadership during the planning of staff development programs is shared among employees and supervisors.

STAGE 3: Training

- A. Staff development activities include the use of learning teams in which two to seven participants share and discuss learning experiences.
- B. Individual staff members choose objectives for their own learning.
- C. Individual staff members choose the staff development activities in which they participate.
- D. Staff development activities include experimental activities in which participants try out new behaviors and techniques.
- E. Peers help to teach one another by serving as activity leaders.
- F. Supervisors participate in staff development activities with their staff.
- G. Leaders of staff development activities are selected according to their expertise rather than their position.
- H. As participants in staff development activities become increasingly competent, leadership behavior becomes less directive or task-oriented.
- I. As participants in staff development activities become increasingly confident in their abilities, the leader transfers increasing responsibility to the participants.

STAGE 4: Implementation

- A. After participating in staff development activities, participants have access to support services to help implement new behaviors as part of their regular work.
- B. Staff members who attempt to implement new learning techniques are recognized for their efforts.
- C. The leaders of staff development activities visit the job setting, when needed, to help the participants refine or review previous learning.

- D. Staff members use peer supervision to assist one another in implementing new work behaviors.
- E. Resources are allocated to support the implementation of new practices following staff development activities (funds to purchase new instructional materials, time for planning, and so forth).
- F. The supervisor actively supports efforts to implement changes in staff behavior.

STAGE 5: Maintenance

- A. A systematic program of supervision is used to monitor practices behavior.
- B. Staff members utilize systematic techniques for self-monitoring to maintain new work behaviors.
- C. Feedback is used to monitor new practices.
- D. Responsibility for the maintenance of new practices is shared by both employees and supervisors.

DISTRICT CREDIT CARDS

The Superintendent/Designee shall be responsible for the issuance, accounting, monitoring, retrieval, internal controls and generally overseeing the use of district credit cards for Board Members and employees.

Issuance

A Board member may be issued a district credit card for actual and necessary expenses incurred as a result of attendance at board-approved workshops, seminars, conferences, or conventions. The use of the credit card must be in compliance with the Revised School Code, as amended. Presently, members of the Board of Education are not issued District credit cards.

District employees maybe issued a district credit card that shall be used solely for the purchase of goods and/or services needed for official business of the district.

Documentation

When a Board member or employee uses a district credit card, documentation shall be provided the Superintendent/Designee detailing the goods or services purchased, cost of such goods or services, the date of purchase, and the purpose for which such goods or services were purchased.

Lost Credit Cards

Each Board member or employee issued a credit card is responsible for the protection and custody of the district credit card. If a district credit card is lost or stolen, the Superintendent/Designee shall be notified immediately

Return of Credit Cards

A Board member who leaves the Board or a District employee who is no longer employed by the District shall return the credit card upon termination to the Superintendent/Designee, prior to leaving office or the district.

Payment

The Board shall approve all District credit card invoices prior to payment. Such payments shall be made no later than 60 days after receipt of the initial statement date.

Misuse and Unauthorized Use

A Board member who violates a provision of this policy shall have his/her use of that card revoked by the Board. An employee who violates a provision of this policy shall be subject to disciplinary action as determined by the Superintendent.

If the Superintendent violates a provision of this policy, he/she shall be subject to disciplinary action as determined by the Board.

The following regulation governs the use of District credit cards. The Superintendent delegates the responsibility for the administration of credit cards to the Assistant Superintendent for Business Affairs.

1. The Superintendent/Designee shall establish a system of internal accounting controls to monitor the use of District credit cards.
2. The total combined authorized credit limit of all District credit cards issued must not exceed five (5) % of the total budget of the District for the current fiscal year.
3. The Assistant Superintendent for Business Affairs may develop, through operating procedures, categories of the types of purchases made by district employees.

LIABILITY OF STAFF FOR STUDENT WELFARE

Support staff members, because of their proximity to children, are frequently confronted with situations which, if handled incorrectly, could result in liability to the District and personal liability to the staff member.

To qualify for governmental immunity, a staff member must be engaged in a legitimate assignment of the District, be acting or believe to be acting within the scope of his/her authority, and not be guilty of gross negligence.

The purpose of this policy is to direct the preparation of guidelines that would minimize the possibility of staff member liability. The Superintendent/Designee shall prepare regulations to ensure the maintenance of the following standards:

1. Each employee must maintain a standard of care for supervision, control, and protection of students commensurate with assigned duties and responsibilities.
2. An employee should not voluntarily assume responsibility for duties he/she cannot reasonably perform. Such assumption carries the same responsibilities as assigned duties.
3. An employee must provide proper instruction in the safety matters presented in assigned curriculum guides.
4. Each employee must immediately report an accident or a safety hazard to his/her supervisor.
5. An employee must not send students on any personal errands.
6. An employee must not transport students in a personal vehicle without the approval of a principal/designee.
7. A student shall not perform work or services that may be detrimental to his/her health.
8. Pursuant to the laws of the State, each employee must immediately report any sign of suspected child abuse, neglect, or drug abuse to the principal.
9. Each employee must enforce the rules established by the District for the regulation of student activity in high-risk areas.

The Superintendent/Designee shall prepare clearly worded safety regulations for school buildings and playgrounds and review such regulations periodically.

STAFF RESPONSIBILITY FOR STUDENT SAFETY AND WELFARE

Staff members are responsible for the safety and welfare of students whether they are on school property, in a school building, or at a school sponsored event not on school grounds. Specifically, however, employees have a special responsibility for those students who are assigned to them for any particular period of time. The following guidelines are provided in accordance with the Michigan School Code to minimize the occurrence of situations where students' health, safety, and welfare may be jeopardized and in which staff members may incur liability for their actions.

Principals shall ensure there are proper plans, practices, and drills in accordance with Board Policy to prevent accidents and to respond to such emergencies as fire, tornadoes, or other such disasters. Further, principals will ensure the presence of safety devices, first aid, and other medical equipment, in all appropriate areas. Each building (school) will have an established crisis/trauma response team to address issues related to school safety.

Such safety rules as prescribed by the District and/or the building principal pursuant to these goals shall be presented to the staff at the beginning of the school year and shall be reviewed routinely throughout the balance of time students use the facilities.

Each employee must maintain a high standard of supervision, control, and protection of students commensurate with assigned duties and responsibilities. Students must be made aware of safety programs and practices as an initial topic to be addressed in individual classes. In keeping with this tenet, students who are not assigned to a particular class should not be allowed to use related equipment or machinery which might pose a hazard to them or others.

Non-District registered students will not be allowed to attend/visit a school, where school is in session, without supervision by a parent/guardian. The safety and welfare of (School District) students and visitors is a priority of the District. Supervised student visits will be approved by the building administrator.

All staff members are also required to report to their immediate supervisor any accident and/or safety hazard.

SERIOUS ILLNESS OR INJURY

If a student or staff member is injured or becomes seriously ill, the immediate concern is to give aid to that person. A staff member present must assess the nature of the emergency and the need for assistance and immediately contact the administrator or supervisor in charge. If available, the assistance of a trained first aid person in the building shall be obtained. The building principal or responsible supervisor shall immediately:

1. Initiate contact with the parents or legal guardian of any seriously ill or injured student.
2. Obtain the assistance of a building first aid person in determining the seriousness of the injury.
3. If it is determined that further medical assistance of an immediate nature is required, the nearest paramedic unit of the local fire department should be contacted. The nature of the illness/injury should be made known and a support unit requested. A building administrator or staff person shall meet the support unit at an agreed upon entrance to the location of the injured person.
4. If a determination is made that an injured/ill student is to be transported to a hospital, one of the following procedures may be used:
 - a. The parents will come to the school and transport the student.
 - b. Upon the approval of a parent, the student may be transported to the hospital by authorized school personnel.
 - c. If the parent/guardian cannot be contacted, the building principal/supervisor in charge may obtain the use of the paramedic unit on the scene. The District or its agents will not assume responsibility for costs related to the transportation of students or costs associated with the treatment of the illness/injury.

5. Report to the immediate supervisor any injury/illness to a student, staff member or other persons occurring on school district property or during an off-site approved activity, including field trips that require hospital treatment. In case of an athletic injury of such a nature, the coach must report the matter to the building principal.
6. An accident report must be filed in the case of ALL injuries and forwarded to the appropriate office/administrator within forty-eight (48) hours of the incident.

DISCRIMINATION GRIEVANCE PROCEDURE

The purpose of this regulation is to allow all personnel the opportunity to grieve any alleged discriminatory practice in the District. The alleged practice, identified by the individual, must be a direct violation of the employment phase of the District. Should there be a conflict between this procedure and a negotiated master agreement, the master agreement grievance procedure shall be used.

STEP I – Immediate Supervisor

- A. The grievant shall submit the alleged grievance, in writing, to the appropriate supervisor and identify the practice being violated.
- B. The supervisor shall respond, in writing, as to the alleged violation within ten (10) working days of having received the written grievance.
- C. If the grievant is not satisfied with the decision, the grievant may appeal the alleged grievance within ten (10) working days to Step II.

STEP II – Department of Human Resources

- A. The grievant shall submit the alleged grievance, in writing, to the Executive Director of Human Resources and identify the practice being violated.
- B. The Executive Director of Human Resources shall respond, in writing, to the alleged violation within ten (10) working days of having received the written grievance.
- C. If the grievant is not satisfied with the decision, the grievant may appeal the alleged violation within ten (10) working days to Step III.

STEP III – Superintendent of Schools

- A. The grievant shall submit the alleged grievance, in writing, to the Superintendent of Schools and identify the practice being violated.
- B. The Superintendent of Schools shall respond, in writing, to the alleged violation within ten (10) working days of having received the grievance.
- C. If the grievant is not satisfied with the decision, the grievant may submit the alleged violation to the Office of Civil Rights.

All grievance files shall be kept in the Department of Human Resources.

POLICY STATEMENT ON SEXUAL HARASSMENT

The (School District) is committed to a working environment free of discriminatory intimidation. Abuse of the dignity of anyone through sexist slurs, or through other derogatory or objectionable conduct, is offensive behavior which will not be tolerated. It is the policy of the District to provide an environment that is free of sexual harassment. Sexual harassment is a violation of Title VII of the Civil Rights Act of 1964 and the Michigan Elliott-

Larson Civil Rights Act, and applies to all district employees and members of the Board of Education. It is against District Policy for any employee to sexually harass another employee by:

- Making unwelcome sexual advances or requests for sexual favors, or other verbal or physical conduct of a sexual nature, as a condition of an employee's employment; or
- Making submission to or rejection of such conduct, the basis for employment decisions affecting the employee; or
- Creating a sexually intimidating, hostile or offensive working environment which would adversely affect either the work performance or psychological well being of a reasonable person in the complaining employee's situations.

Due to the serious nature of a charge of sexual harassment, the District believes it is also important for employees to understand what does not constitute this offense. Sexual harassment does not refer to behavior or compliments of a socially acceptable nature. It refers to behavior that is unwelcome, that is personally offensive, that fails to respect the rights of others and that, therefore, interferes with our work effectiveness. Sexual harassment may take different forms including the following:

- Verbal: Sexual innuendoes, suggestive comments, jokes of a sexual nature, sexual propositions, threats, etc.
- Nonverbal: Sexually suggestive objectives or pictures, e-mail, graphic commentaries, suggestive or insulting sounds, leering, whistling, obscene gestures, etc.
- Physical: Unwanted physical contact, including touching, pinching, brushing the body, coerced sexual intercourse, assaults, etc.

Sexual harassment by any supervisor and/or employee of the District will not be tolerated. Swift and appropriately firm disciplinary action will be taken against any employee found to have violated this policy against sexual harassment. Based upon the seriousness of the offense, disciplinary action may include a verbal reprimand, a written reprimand, suspension, or termination.

PROCEDURES FOR REPORTING ALLEGED CASES OF SEXUAL HARASSMENT

Any employee who believes he or she is being sexually harassed by a supervisor or a co-worker should promptly take the following steps:

1. Unless it would be futile or you feel uncomfortable doing so, politely but firmly, confront whoever is doing the harassing. State how you feel about his/her actions. Politely request the person cease harassing you because you feel intimidated, offended, or uncomfortable. If practical, bring a witness with you for this discussion.
2. Write a statement about the incident of sexual harassment indicating the date, a synopsis of your conversation with the person you believe is harassing you, and what the person's reaction was when you confronted him/her. Keep this statement for possible use at a later time.
3. If the harassment continues, promptly contact your supervisor. If this would be futile under the circumstances, or if you feel uncomfortable doing so, please make prompt contact with the Human Resources Office at (Street Address), (City, State, Zip Code), (Area Code) (Phone Number).

All complaints will be handled in a timely and confidential manner. Except as required in the context of any legal or administrative agency proceeding, information concerning a complaint will not be released by the District to anyone who is not involved with the investigation. The purpose of this provision is to protect the confidentiality of the employee who files a complaint, to encourage the reporting of any incidents of sexual harassment, and to protect the reputation of any employee wrongfully charged with sexual harassment.

Investigation of a complaint will normally include conferring with the parties involved and any named or apparent witnesses. All employees shall be protected from coercion, intimidation, retaliation, interference or discrimination for filing a complaint or assisting in an investigation.

If the investigation reveals that the complaint is valid, prompt attention and disciplinary action will be taken to stop the harassment immediately and to prevent its recurrence.

The (School District) recognizes that a determination as to whether a particular action/incident is sexual harassment or purely a personal/social relationship requires a thorough review of all facts in the matter. The District also recognizes that accusations of sexual harassment can have serious detrimental effects on the reputation of innocent individuals who are falsely accused.

It is expected that all employees of the (School District) will continue to act responsibly and will work to establish and maintain a discrimination-free working environment for every employee.

SALARY GUIDELINES: SECRETARIAL/CLERICAL SERVICE CREDIT

The following guidelines are the basis on which an individual's secretarial/clerical experience will be judged for placement on the salary schedule:

1. Experience for salary schedule placement will not include experience as a student.
2. Experience will be considered only if it is on a permanent, full-time basis.
3. To be counted as work experience, it must be within the last eight years.
4. The maximum experience allowed is two (2) years.
5. All years of experience will be checked and verified. If, at any time, the results indicate an error in the number of years granted, adjustment will be made immediately and the necessary correction implemented for all present and future pay schedule placement and salary distributions.

EMPLOYEE BENEFITS

- A. To be eligible for benefits, employees must be working and be considered regular employees. Benefit protection, as determined by the negotiated Master Agreements, will begin when the employee has:
 1. actually began employment in accordance with the governing rules of the contracted companies,
 2. completed the probationary period as required in the Master Agreement,
 3. properly completed all the required forms.
- B. Upon termination of employment with the District all benefit coverage will cease as stipulated in the Master Agreements. The opportunity to continue coverage will be extended to persons terminating employment subject to the governing rules of individual insurance carriers and the provisions of COBRA.
- C. Benefits for employees on a general leave of absence will cease as stipulated in the Master Agreement. Health insurance benefits for an employee on a leave of absence covered by the Family and Medical Leave Act of 1993 will be continued for twelve weeks. The opportunity to continue coverage will be extended to persons on leave subject to the governing rules of the individual insurance carriers and the provisions of COBRA.

LEAVES OF ABSENCE

The Board of Education delegates to the Superintendent/Designee the responsibility of determining whether to grant a leave of absence of up to one year's time.

Any employee granted a leave of absence shall be considered to have terminated all work with the District until the completion of the leave. Exceptions may be made by the Superintendent in cases where the best interest of the District might be served

LEAVE OF ABSENCE: SUPPORT STAFF

1. Support staff may be granted a leave of absence of one year or less upon approval of the Superintendent/Designee.
2. Support staff may be granted a leave of absence of one year or more upon approval of the Board of Education.
3. Support staff may be granted an extension of a leave of absence for one year or more upon approval of the Board of Education.

LEAVE OF ABSENCE: WORK STATUS

Any employee granted a leave of absence by the Board of Education will be considered to have terminated all work activity with the Board of Education until the completion of said leave. Exception may be made by the Superintendent in those cases where the best interest of the (School District) might be served.

TEMPORARY LEAVES: APPROVED LEAVE DAY

All regular employees of the (School District) may be granted "Approved Leave Day" privileges outlined hereafter, subject to the controls of the individual contracts for each separate bargaining unit and the conditions stated below:

1. Proper notice (Request for Incentive Day/Approved Leave Day) must be presented to the Superintendent/Designee requesting an Approved Leave Day(s), with or without pay. Authorization for such absences should be secured in advance, if at all possible, from the appropriate administrator/supervisor; otherwise, said request may not be approved.
2. A specific statement as to the reason for the requested day must accompany each request as specified in the negotiated Master Agreement for the employee making such request.
3. If a general statement such as "Personal" is of such a confidential nature, then the following procedure shall be followed:
 - a. Either the immediate supervisor/administrator or Executive Director of Human Resources must be informed of the specific reason for an Approved Leave Day.
 - b. A general statement will follow the request such as: Personal (explanation given and approved by _____). This procedure will help to maintain confidentiality for the employee.
4. Approved Leave Days are granted for activities that require the employee's presence during the workday and are of such a nature that they cannot be attended to at a time when the employee is not working. Approved Leave Days are not provided for casual indiscriminate use.
5. An Approved Leave Day will not be granted the last scheduled work day immediately before and the first scheduled work day immediately after any holiday or vacation period, as well as the first and last days of the school year. An exception to this rule may be granted by the Superintendent/Designee. The Superintendent/Designee's approval for an Approved Leave Day before or after any holiday or vacation period does not mean the employee will receive pay for the holiday.

ANTICIPATED DISABILITY

In accordance with law and Board Policies, the Board of Education shall provide for leaves of absence for a foreseeable disability, such as childbirth or surgery, for employees not covered by the terms of a negotiated agreement. Such provisions shall be governed by consideration for the health of the employee, the need for continuity in classroom instruction, school operations, and the maintenance of a qualified District staff.

The Board reserves the right to approve the point at which such leave shall commence, the length of time for which a leave shall continue after the disabling event, and the conditions of pay during such leave. The Board shall require disclosure of an anticipated disability and of an employee's fitness to return to work at the conclusion of the leave.

An employee shall notify his/her supervisor of the anticipated disability as soon as she/he is under medical supervision for the condition and a date is projected for the anticipated disability. The employee shall present to his/her supervisor a written statement by a physician concerning his/her physical ability to perform duties assigned at the time of notification.

When the performance of an employee anticipating a disability has substantially declined from his/her performance immediately prior to the time when notification was given of the condition, the employee will be required to submit a physician's statement that she/he is physically fit to continue to perform the duties assigned.

The District need not assume that a physician's statement submitted by an employee conclusively establishes fitness and may require an examination by a physician selected by the District. In the event the employee and District's physicians disagree; the two physicians shall agree upon an impartial third physician whose medical opinion shall be conclusive and binding on the issue of medical capacity to continue in the performance of duties.

If, as a result of such examination, the employee is found to be unfit to perform assigned duties, the employee shall be placed on mandatory sick leave with such compensation to which she/he is entitled under the sick leave policies of the Board until satisfactory proof of recovery is furnished to the Board.

Should the employee's physician find that the employee is able to perform the essential functions of the job with reasonable accommodation, it is the employee's responsibility to notify the District concerning the type of accommodation required. Reasonable accommodation shall be provided in accordance with the provisions of the Americans with Disabilities Act.

BENEFITS WHILE ON EXTENDED LEAVE OF ABSENCE OR UPON TERMINATION OF EMPLOYMENT

Employer-provided benefit coverage for employees on an extended leave of absence will cease in accordance with the negotiated Master Agreement for that employee. For employees on a leave of absence covered by the Family and Medical Leave Act of 1993, Health Benefits, including Life and Disability Insurance, will continue as stipulated in negotiated Master Agreements, or for twelve weeks as specified in the Act, whichever is longer.

Upon termination of employment, employer-provided benefit coverage will cease as stipulated in the negotiated Master Agreement for the terminated employee.

Employees who are not eligible for employer-provided benefit coverage shall be given the opportunity to continue coverage at their own expense in accordance with the provisions of COBRA.

LEGAL COMMITMENTS AND TRANSACTIONS: JURY DUTY

An employee who received a jury duty notification must notify the Department of Human Resources within one (1) school day of each notice. To be eligible for jury duty pay differential, the employee must furnish the employer with a written statement from the appropriate public official listing the amount and the dates she/he received pay for jury duty.

- A. The School District shall pay any employee called for jury duty the difference between the amount received from jury duty and the regular salary amount.
- B. Once the Department of Human Resources is notified, a memo is sent to Payroll indicating dates of duties.
- C. At the termination of jury duty, the individual must present statement of amounts earned and dates of service.
- D. If the above-mentioned statement is not received by Payroll, said individual will have his/her pay withheld until evidence is submitted to determine the amount still to be paid by the District. Payroll should inform the Department of Human Resources that the pay of the involved individual will be withheld.

REIMBURSEMENT FOR TRAVEL EXPENSES

The Board of Education encourages its staff to participate in staff development opportunities that will increase the level of competence on the job. However, in order to control both the investment of time and the funds necessary to implement this policy, the Superintendent/Designee shall prepare regulations to ensure that all travel conducted on behalf of the District is properly approved and all expenses are properly vouchered.

It shall be the policy of the Board that any expense which does not meet the criteria for reimbursement will be at the staff member's personal expense.

In accordance with the policy of the Board of Education to provide for the reimbursement of reasonable and proper expenses incurred when on approved travel for the District, the following process shall be followed:

1. Persons attending a conference must submit an approved Out of District Conference Request form to the Business Office which may provide a cash advance for daily expenses. The employee must arrange for registration, travel, and accommodations.
2. At the option of the Office of the Assistant Superintendent for Business, specified carriers or agents may be used to handle travel arrangements with the intent of securing accommodations at the most reasonable, yet acceptable, cost to the District. Travel by commercial air carrier will be permitted when it is in the best interest of the District, with arrangements made through the Business Office.
3. Reimbursement for accommodations will be based upon single-occupancy rates. If two or more District representatives share a room, then one shall claim the room expense and write the name of the other representative on the hotel/motel receipt. If the District representative is staying with someone other than another District representative, the District representative shall have the hotel/motel write a single-person rate on the receipt.
4. Original receipts and invoices must be submitted to verify costs for reimbursement. All travel must be entered on the Out of District Conference Request form.
5. An employee driving his/her own car on District business will be reimbursed at the approved mileage rate. Mileage will be determined by the most direct route between home and the destination. Parking and toll charges are reimbursable upon the submission of receipts.
6. A maximum daily allowance will be permitted for meals and reasonable tips, provided the actual receipt(s) is/are submitted. Costs of meals prescribed by a convention, conference, or special event may be reimbursed at actual costs even though it may be in excess of the foregoing maximum allowance upon the review of the Business Office.
7. Upon return from travel, the District representative must submit a report with original receipts to the Business Office within ten (10) calendar days. Any advance funds not used are to be returned at that time and replaced in the proper account.

(SCHOOL DISTRICT)

**STAFF DEVELOPMENT
TRAVEL GUIDELINES**

In order to respond to the budget requirements and financial limitations imposed by Proposal A and rising costs it is necessary to continue to administratively impose the following travel guidelines, for all staff members. It is recognized these guidelines will have a significant programmatic impact on the continuous professional development of staff members.

1. Travel outside of Michigan will only be allowed for programs that are deemed necessary for legal and or safety reasons, or the result of state or federal mandated program requirements.
2. Reimbursement for each airfare ticket for all such trips will only be reimbursed up to \$200.00 round-trip.
3. In-state mileage will be reimbursed at the IRS rate for the actual number of documented round trip miles. Out-of-state mileage will not be reimbursed. Car pooling to all conferences is encouraged.
4. Meals will be reimbursed at the Board of Education approved rate of up to \$38.00 a day.
5. Lodging will be reimbursed for the actual cost up to a maximum of \$150.00 a day for any hotel/motel.
6. If there are funds available and it is necessary to attend a required and essential program that is outside of these guidelines, the Superintendent or Assistant Superintendent must approve the request at least three weeks prior to its occurrence. Any area that is outside of the guidelines will require approval of the Superintendent or Assistant Superintendent prior to submitting the request to the business department.

VACATION GUIDELINES FOR SECRETARIES

Listed below are some operational guidelines for secretarial vacation consideration:

A. Union Secretaries

1. Secretarial (Association) employees earn accrued vacation days during one fiscal year for use in the next fiscal year. Example: Between July 1 and June 30 (a fiscal year), a secretary accrues "X" number of days. These accrued days may be used during the next fiscal year.
2. Secretarial (Association) employees must take vacation days earned as indicated above or lose them. Secretaries are not allowed to accumulate or carry vacation days beyond the guidelines stated above. Example: If an individual has earned fifteen (15) days and takes only twelve (12), said individual will lose three (3) days because she/he cannot carry three days into the next fiscal year.
3. Secretaries working 10.5 months will receive pay for vacation days immediately following the close of the school year.

B. Confidential Assistants

Secretarial (non-union) employees who are excluded from the bargaining unit may take vacation days in advance.

C. In order to facilitate recordkeeping, the following procedures should be followed:

1. At each July 1, the total number of annual vacation days for the current fiscal year of employment will be added to each individual's vacation bank.
2. At each September 1, a vacation bank cannot exceed the total number of annual vacation days allowed for that fiscal year.

3. Confidential Assistant employees must submit a written vacation request to their immediate supervisor at least two (2) weeks prior to the vacation being requested. Exception to this rule may be made by the immediate supervisor or Superintendent/Designee.

STAFF MEMORIALS

The Board of Education recognizes the value and worth of every employee of the (School District). Whenever an employee dies, members of the school community experience a loss. The Board acknowledges the need for staff, students, parents and the community to memorialize an employee who has died. Guidelines will be established to ensure that memorials are appropriate and consistently applied across the District. These guidelines will ensure that memorial efforts reflect sensitivity for family and friends most strongly impacted by the death. The guidelines will take into account the safety and welfare of all students, staff, parents and community members and will allow the educational process to continue. The Superintendent/Designee will develop guidelines to implement this policy.

Specific memorial tributes, ceremonies, or dedications that may be desired by family or friends, which do not fall in the scope of school policy, should occur outside the school setting. Spontaneous expressions of grief that are part of the normal grieving process are not addressed in this regulation.

Memorial events, activities, and tributes taking place in school buildings are subject to the approval of the Superintendent/Designee and may be selected from the following:

School Newsletter/District Publication/Yearbooks – (District, school and/or PTA publications sent home to all families or current students.) An article will be written and placed in the school newsletter by a member of the crisis/trauma response team, or its designee, to appear in the issue immediately following the death of an employee. To provide consistency in the case of all employees, the article will state facts relevant to the life of the employee and highlight areas of community involvement. Employees, students, and family will all provide input for the article.

Dedications – Those close to the employee who has died may wish to dedicate a program, playbill, book or specific event to the memory of the employee. The dedication should take place within one calendar year of the employee's death and be relevant to event/activities in which the employee participated.

Assemblies – School assemblies involving the entire student body or a large group of students or employees will be approved by the principal.

Memorials – Contributions honoring the life of an employee through a permanent memorial display (i.e., plaque or other memento) should be referred to the (School District) Foundation. The Foundation will make appropriate recommendations to the individual(s) and help to facilitate the selection of appropriate memorials including endowment funds, memorial funds, designated gifts, etc. Temporary displays will be permitted for a limited period of time. Trauma/crisis response team members will supervise any temporary display in a designated area as determined by team members. A (School District) Foundation representative will present memorial awards.

Teacher Recognition – If the teacher dies, there may be mention of the teacher in the yearbook at the school through which she/he taught. This write-up is to be approved by the trauma/crisis response team members and the principal.

Memorial Tributes – Program or planned activities recognizing the birthday or anniversary of the death of the employee may be sponsored by the family, friends, or members of the community and should occur outside of the school setting. Memorial tributes should be referred to the (School District) Foundation.

Monetary Donations/Collections – All memorial contributions will be coordinated through the (School District) Foundation. The Foundation will discuss charitable options with school employees and family representatives. Memorial envelopes will be made available to school employees, families, and appropriate sources.

ASSOCIATION DAYS

The following guidelines have been established to process the use of any “Association Days” granted to Union Officers by the Master Agreement.

1. All requests must be submitted by the Association President, in writing, to the Executive Director of Human Resources.
2. Whenever possible, all requests are to be submitted with at least twenty-four (24) hours advance notice.
3. If an emergency situation develops which presents twenty-four (24) hours advance notice, the Department of Human Resources must be notified so that arrangements can be made.
4. All Association Day requests must be signed by the President of the Association.

COLLECTIVE BARGAINING

The Board shall bargain with recognized bargaining units on wages, hours, terms, and conditions of employment as prescribed by law. The Board shall retain exclusively unto itself those rights and responsibilities granted to it by status which rests outside of the mandatory subjects of bargaining prescribed by law.

The Board recognizes that, though some issues are permissive topics for bargaining, a collective negotiation is not the preferred process for making such determinations. The input of staff is desirable in the making of many decisions. The Board, therefore, shall attempt to provide alternative avenues for input from staff in order to enhance the decision-making process for the benefit of students.

In order to expedite negotiation procedures, the Superintendent is appointed chief representative of the Board of Education for the purpose of determination of negotiation strategies and appointment to the membership of negotiation teams for collective bargaining with recognized unions and employee units.

The appointed chief negotiator shall be fully empowered to reach a tentative agreement on collective bargaining agreements on behalf of the Board with the parameters established by the Board.

The Superintendent shall serve as the liaison between the Board and the bargaining team and shall be responsible for keeping the Board informed on the progress of negotiations. The chief negotiator shall be expected to maintain close communication with the Superintendent on the status of negotiations.