

**Natrona County School Board Subcommittee**  
**Human Resources**  
**August 10, 2009**  
**1:00-3:00**

**AGENDA**

- |      |                                     |            |
|------|-------------------------------------|------------|
| I.   | Board Agenda                        |            |
| II.  | Organizational Assessment           | 20 minutes |
| III. | Recruitment Update                  | 10 minutes |
| IV.  | HIPAA Privacy and Security Policies | 45 minutes |
| V.   | Classified Incentive Program        | 45 minutes |
| VI.  | Future Topics                       |            |

## **HR Subcommittee 8/10/09 Minutes**

**No new items for the agenda.**

### **Recruitment Update:**

Cyndee reported on the certified hiring report (pulled from a data base)

Will re-evaluate going to recruitment fairs and if we'll participate

Discussion on teacher hires: what's filled and not filled, where did the teachers come from, if they were experienced.

### **OA:**

Working on improvement to bridge employees and CSF

Discussed changes to re-structure, where are people sitting, what seat on the bus was best for each, what titles go with whom, Cheryl explained what Melinda's position entails, using common language with the other departments. Some questions asked: Why is this under HR instead of C&I? It will be a team effort. Why grades 3-11? It's where we are starting and trying to align with PAWS.

Crystal explained changes on the flow chart and explained division of schools between the HR Generalists. Shannon would like rural schools listed on breakdown (Deborah will change listing). Another secretary has been hired to help ES at the front window.

Mission statements were reviewed. Goals for each department will be looked at next meeting

### **HIPAA:**

Arlene explained the reasons why we made the binders—HIPAA Privacy & Security manual. Need to name the Privacy & Security officers, should be Crystal and Mark Antrim. Crystal read the draft document and encouraged discussion and questions.

Doreen asked if this covered students; no, this is for employees. Changed wording in the body of the Board Policy Statement, changed the title, also. Please forward the changes to the Technical Subcommittee for their next meeting.

### **Classified Incentive:**

Carol explained the compensation IBAP and how it came to be. Crystal went over the history of practices for classified incentives. Doreen explained that this document, the Professional Development for Classified Support Professionals readopted 10/23/00, has ran into a wall, no changes yet. This document is in addition to the Board policy.

Classified employees aren't always tied into college credits like a certified employee, they often try to get an incentive with a points program. Mike P. suggested retroactive dates for classified incentive since this document has not gone forward. Mike B. asked where the money is budgeted. CIC has it budgeted. Diana asked about guidelines for administrators and how to track it. Who's keeping track now, how can the rules for an upgrade apply to everyone? How can we make it fair for all? All buildings are different and job descriptions (assigned duties) per building are different in regards to whether a class counts for points. Can one person be in charge of upgrades and approval of classes?

Appeal process falls to OD. Do they have that process? No. This discussion was about classes that are not college credits but courses that can be approved for points to work towards incentives. Cheryl gave Patty all the documents she had so they could work together on this. Shannon would like to meet with Crystal and some of the leaders to hash out the incentive. Shannon is concerned about budget issues and wants to do the work fast. Crystal wants to really look at it in depth and understand what this needs to be for the employees and how to go forward. Doreen says we did give classified employees a fair market analysis raise if we do not honor the incentive program and wants more time to get educated on this so she can represent people confidently. Carol says we shouldn't take away what people have done so far this year thinking they would be able to count these efforts to earn points towards an incentive. Diana says don't make it public yet, wait until we have more info and firm decisions can be made. Tracylee wants Crystal and Shannon to consider 'banking points' at their meeting. Anne LaPlante would be a great resource.

**Future topics:**

None.

Submitted by Kathi Hawley

## Professional Development for Classified Support Professionals

The Natrona County School District Board Policy 4230 currently provides for improvement incentive for classified personnel. The incentive provides for an annual salary increase dependent upon the number of accrued points/credits that must be taken while in the employ of the Natrona County School District. No hours will count prior to July 1, 1997.

Paperwork for increments may be submitted twice each year: a) fifth student contact day or b) first day of second semester. It is the responsibility of the individual employee to make the request in writing for the upgrade, and to present all transcripts and/or documentation of points to Human Resources.

The improvement incentive provides for incentive after the first 8 points/credits are earned and provides for up to \$2,250 once 45 points/credits are accumulated. Breakout for points/credits:

8 points/credits	\$375 total per year
7 additional points/credits	\$750 total per year
15 additional points/credits	\$1,500 total per year
15 additional points/credits	\$2,250 total per year

**Purpose of Compensation System:** To improve the success of support professionals and the district by attracting and retaining high ability, highly skilled employees using market-based, competitive, and sustainable salary schedules that foster:

- Acquiring and using identified skills, knowledge, certificates, licenses, and degrees
- Enhancing our professions, crafts, and occupations

**Rationale:** The Natrona County School District Board of Trustees recognizes that continued training and education is important for each and every employee. NCSD wishes to encourage and recognize professional development for classified support professionals that goes above and beyond that which is required to gain employment with NCSD and/or remain in one's current position.

### **Definitions of Terms:**

**Job required:** Those skills, knowledge, education, licenses and/or certifications that are essential and included on the Educational Management Systems (EMS) job description.

**Job related:** The knowledge, skills and actions that improve or enhance professional practice directly aligned with current job responsibilities.

**District/Division/Department/Work Site Goals:** The knowledge, skills, and actions that align with *written* District/Division/Department/Work Site goals.

**Change in Job Classification:** The knowledge, skills and actions that are outside of one's current job classification and allow the potential to allow a change in job classification. Work units are those defined in the EMS Study.

1. Work Unit Change in Job Classification: Enhancement of the knowledge, skills, and actions needed to perform day-to-day job responsibilities. Change within work unit may be supervisor- or employee-initiated.
2. Non-Work Unit Change in Job Classification: Attainment of the new knowledge, skills, and actions to increase employee's marketability within the District. Change in non-work unit professional development may be supervisor- or employee-initiated.

Personal Interest: Employee-initiated knowledge, skills, and actions that are not directly related to:

- a. one's job responsibilities,
- b. any existing District job families, or
- c. any District/Division/Department/Work Site goals, and/or
- d. any advancement opportunities within the District.

EMS Study Work Units: Administrative Services, Instructional Services, Maintenance and Operations, Nutritional Services, and Transportation Services.

**Formula** for determining points earned for incentive pay: Classified Incentive Compensation System: Incentive Points = Sum of the Weight given times number of Contact Hours divided by 15.

Sum of: (Weight) times (Contact Time) divided by 15

- 1.00 = Job Family Related Professional Development or District/Division/Department/Work Site Goals
- 0.50 = Job Family Advancement
- 0.25 = Non-Job Family Advancement
- 0.00 = Job Required or Personal Interest

Category	Percentage of hours toward one (1) Point	Hours required to earn one (1) Point/Credit
Job required	0%	N/A
Job related	100%	15
Dist/Div/Dept./Work Site Goals	100%	15
Change in Job Classification:		
Work Unit	50%	30
Non-Work Unit	25%	60
Personal Interest	0%	N/A

**Process** to earn points:

1. The *supervisor must pre-approve* the professional development opportunity that the employee wants to use toward incentive pay.
2. Evidence of *use of learning*  
For training weighted **1.00 (100%)**, the employee must provide evidence of *use of the learning* and present it to the supervisor prior to earning the point(s). Options for providing evidence include, but are not limited to:

- write 2-3 sentences (no more than one paragraph) to inform supervisor of how learning is being used in the work setting
- collegial conversation with supervisor
- work product

For training weighted **.50 (50%)** and **.25 (25%)**, no evidence of use is required before earning points.

3. Supervisor signs off that the learning is being *used* for 1.00 weighted training.
4. Points for 1.00 weight are awarded upon evidence of *using* the learning gained in the professional development activity(ies).
5. Employee keeps documentation until enough points are acquired to qualify for an increment. Employee sends documentation of points earned to the Personnel Office.
6. Employee notifies the Personnel Office per District procedures of their desire and eligibility to be granted a pay incentive.

**Examples of varying weights for a professional development activity:**

A. Job-Related:

Work Unit: Instructional Services  
 Job Title: Library/Media Technician  
 Professional Development Activity: Class on "How to Use the Internet in your Library"  
 Number of Hours: 15 hours  
 Weight for Work Unit: **100 %**  
 Point(s) Earned: 1 point (activity is within the work unit and is directly related to one's job)

B. Change in Job Classification within the Work Unit:

Work Unit: Instructional Services  
 Job Title: Student Monitor  
 Professional Development Activity: Class on "How to Use the Internet in your Library"  
 Number of Hours: 15  
 Weight for Non-Work Unit: **50%** (because in Work Unit)  
 Point(s) Earned: ½ point (activity is within the work unit and allows for a change in job classification)

C. Change in Job Classification outside of the Work Unit:

Work Unit: Administrative Services  
 Job Title: Secretary  
 Professional Development Activity: Class on "How to Use the Internet in your Library"  
 Number of Hours: 15 hours  
 Weight for Work Unit: **25%** (non-Work Unit)  
 Point(s) Earned: 1/4 point (activity is outside of the work unit and allows for a change in job classification)

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## Most Frequently Asked Questions

1. If a class is offered for credit, may a classified support professional opt to take the class for points and not pay for transcript credit or CEUs?

**Yes.** Professional development activities will continue to be offered for credit and CEUs. If credit/CEUs are offered, the employee should weigh the benefit of taking it for credit or CEU. If an individual chooses not to pay for the optional credit or CEU, the individual may apply professional development according to the classified weighted point system.

2. If it takes me longer to complete the professional development event/activity than others engaged in the same activity for transcript credit, do I count all of my hours?

**No.** When the activity/event is offered for credit/CEUs, the number of hours earned through the point system cannot exceed the number of contact hours of the course.

3. How do I track my hours for credits/points? Can I bank points?

A. Training between 4 and 14 hours:

Professional development that can be applied towards points must be a *minimum of four hours* in length. Multiple 4-or more-hour trainings can be combined and applied toward points. For example:

Training "A": 5 hours (separate topic)

Training "B": 8 hours (separate topic)

Training "C": 4 hours (separate topic)

TOTAL of A+B+C equals 17 hours. 15 hours may be applied toward point system and the additional two hours cannot be banked.

B. Training between 15 and 29 hours / 30 and 44 hours, etc:

Professional development that can be applied towards points must be a *minimum of four hours* in length. If a single training/class exceeds 15 hours in length, but is less than 30 hours, excess hours for that training cannot be applied toward incentive points. In other words, time from one training cannot be banked toward future points/credits. Example: One training that lasts 19 hours = 15 hours toward credit/points (4 additional hours cannot be banked).

4. Does the requirement of using one's learning apply to .50 (50%) and .25 (25%) categories?

**No.** When an individual is engaged in professional development that will allow the potential for job change, it may not be possible for the employee to *use* the learning until he/she is employed in that new position.

**Appeal Process:** Appeals may be submitted to the Organizational Development Office. A subgroup with representation from employee groups will review the appeal and recommend further action.

## Natrona County School District Classified Employees Incentive Improvement Request

Name:		Date:	
Site:		Position:	
Supervisor Name:			
Title of the Workshop/Course			
Date(s) of the Workshop/Course:			
Location of the Workshop or Course			
Description of the Workshop or Course:			
If this is a workshop, please indicate how many hours the workshop lasted:			
If this is a college course taken for credit, please indicate how many credits were attempted:			
College Credit Paid:	Yes	No	Transcript Verified:
			Yes
			No
Approved (please choose one):	100%	50%	25%
Supervisor Signature:			Date:

The knowledge, skills, and actions improve or enhance professional practice, and are directly aligned with current job responsibilities.		
Job Related (100%):	Yes	No

The knowledge, skills, and actions are aligned with written District/Division/Department/Work Site goals.		
Meets District/Division/Department/Work Site Goals (100%):	Yes	No

The knowledge, skills, and actions are outside of one's current job classification; however, do allow the potential to allow a change in job classification. Work units are those defined in the EMS study.		
Change in Job Classification:	Work Unit (50%):	Non-Work Unit (25%)

- Please Note:**
- 1.) If requesting 100% of hours/credits earned, please fill out the Evidence of Learning portion, page 2, including the Supervisor signature and date before submitting the request.
  - 2.) The employee should keep the original document(s) until enough hours or credits are earned to move to the appropriate incentive level.
  - 3.) Make a copy of all documents before submitting to Personnel for the appropriate incentive level.
  - 4.) Job Required skills, knowledge, education, licenses, and/or certifications that are essential and included on the Educational Management (EMS) job description are not eligible to be used for Incentive Improvement.
  - 5.) Personal Interest, employee-initiated knowledge, skills, and actions that are not directly related to one's job responsibilities, any existing District job families, or any District/Division/Department/Work Site goals, and/or any advancement opportunities within the District are not eligible to be used for Incentive Improvement.

## Natrona County School District Classified Employees Incentive Improvement Request

The knowledge, skills, and actions improve or enhance professional practice, and are directly aligned with current job responsibilities.		
Job Related (100%):	Yes	No
Evidence of use of the learning for training weighted 100%:		
Supervisor Signature for Evidence of Learning:		Date:

The knowledge, skills, and actions are aligned with written District/Division/Department/Work Site goals.		
Meets District/Division/Department/Work Site Goals (100%):	Yes	No
Evidence of use of the learning for training weighted 100%:		
Supervisor Signature for Evidence of Learning:		Date:

IMPROVEMENT INCENTIVE POLICY FOR CLASSIFIED PERSONNEL

The Natrona County School District Board of Trustees recognizes that continued training and education is important for all employees. To support this goal, the District administration is authorized to develop guidelines and procedures for implementing an adequate financial incentive for additional college training.

To this end, the District authorized the Personnel Department to implement procedures to recognize additional training and supervise the incentive awards for employees.

For the purposes of this policy, training is defined as transcript college courses helpful to the position held or useful to qualify for a better position within the District.

Adopted: June 11, 1984  
Revised: April 25, 1988  
Revised: October 23, 1989  
Revised: June 23, 1997  
Reviewed: June 1, 2000  
Readopted: October 23, 2000

## IMPROVEMENT INCENTIVE FOR CLASSIFIED PERSONNEL

1. Credits must be helpful to the position held, or to be useful to qualify for a better position within the District. Examples of courses that may be taken are as follows: computer course work, Seven Habits of Highly Effective People, ADHD training, Boys Town, CPR and First Aid, Teaching Assistant for Paraprofessional Program courses, education related courses, etc. All courses must be college hours and transcript credit.
2. Approval for a college course must be obtained from the immediate supervisor. Human Resources personnel will determine the eligibility of courses in the event of questionable application. An appeal can be made to the Executive Director for Human Resources.
3. A pay increase of \$375.00 per year will be awarded upon the successful completion (a "C" or better, or an "S" grade), of eight (8) college credits. A pay increase of an additional \$375.00 per year will be awarded upon the successful completion of an additional seven (7) college credits, making a total of \$750.00 for fifteen (15) credits. An additional pay increase of \$750.00 per year will be awarded for each fifteen credits thereafter up to a total of \$2,250.00 per year for the completion of forty-five (45) college level credits.
4. Hours must be taken while in the employ of the Natrona County School District. No hours will count prior to July 1, 1997.
5. The yearly increment will be added twice each year. It will be the responsibility of the individual employee to make the request in writing for the upgrade, and to present all transcripts to the Executive Director for Human Resources.
6. Application for the incentive may be made twice per year effective the fifth day of school in the fall or the first student contact day of the second semester, provided the coursework has been completed and the request has been received in the Executive Director of Human Resources' Office on or before either of those dates. Incentives added for the second semester will be prorated.
7. The Board reserves the right to revoke or make exceptions to any of the above stated criteria.

Revised: August 20, 1998

Reviewed: June 1, 2000

Readopted: October 23, 2000

Revised: August 20, 2001

Board Policy

Code ????

## HIPAA SECURITY & PRIVACY STANDARDS

The Health Insurance Portability and Accountability Act (HIPAA) of 1996 was reauthorized in April 2003. The intent of the legislation was to increase the protection for individuals' privacy regarding their health information.

In its role as a plan sponsor of a health plan, the Natrona County School District #1 Board of Trustees has chosen to adopt protocols and practices, which address the HIPAA privacy and security rules. The Board recognizes the Privacy Official and Security Official. The duties of these positions and the processes associated with adhering to the HIPAA regulations are the official documents of the district.

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# **NATRONA**

## **COUNTY SCHOOLS**

### **MISSION**

#### **Natrona County School District**

The Natrona County School District empowers every learner to grow, excel, and be successful contributors to the local/global community.

#### **Human Resource Division**

The Human Resource Division provides positive, efficient, and effective HR customer service to all stakeholders by applying the Compact through a systems approach to continuous improvement.

#### **Compact**

The Compact Office ensures the enculturation of the Compact to NCEA, NCAESS, SEIO, NCASE, Cabinet, Board of Trustees, Parents, Community and students with a systems approach for continuous improvement.

#### **Compensation and Benefits Department**

The Compensation and Benefits Department provides an effective, competitive, and compliant compensation and benefits program for all stakeholders by utilizing a systems approach to continuous improvement.

#### **Employee Group Insurance Benefits Department**

The Employee Group Insurance Benefits Department provides and administers appropriate insurance benefits effectively and efficiently to all stakeholders through a systems approach to continuous improvement.

#### **Employee Services Department**

Provide positive, efficient and effective resources for the recruiting, retaining and exiting of personnel for all stakeholders by utilizing a systems approach to continuous improvement.

#### **Human Resources Information Systems Department**

The Mission of Information Systems is to maintain accurate employee information for all stakeholders by using a systems approach to continuous improvement.

**Natrona County School District  
Employee Services**

**Certified Hiring Report  
As of August 6, 2008**

	<b>Intitial I Teachers for 2009-2010</b>	<b>Intitial 2 Teachers for 2009-2010</b>	<b>Intitial 3 Teachers for 2009-2010</b>	<b>New One Year Only Teachers for 2009-2010</b>	<b>Total Number of Teachers Hired for 2009-2010</b>	<b>Returning One Year Only Teachers from 2008-2009</b>
Elementary	31	15	0	4	57	12
Secondary	39	7	2	10	49	12
Special Education	5	3	0	0	8	1
District Positions*	1	0	0	1	4	0
<b>Total</b>	<b>76</b>	<b>25</b>	<b>2</b>	<b>15</b>	<b>118</b>	<b>25</b>

\* Positions include Special Education Coordinator, Speech Language Pathologist, Psychologist and Social Worker

**Recruitment Fairs  
Spring 2009**

<b>Recruitment Fair Location</b>	<b>Number of New Hires Who Attended Each Fair</b>
University of Wyoming	25
Minnesota Statewide	4
Sioux Falls Statewide	0
Montana State-Billings	2
Utah - Salt Lake	0
Utah - Provo	0
University of Nebraska	0
None	87
<b>Total</b>	<b>118</b>

<b>New Hires Come From The Following States:</b>
Arizona
California
Colorado
Minnesota
Montana
North Dakota
Oregon
South Dakota
Tennessee
Texas
Wyoming

**Cyndee Guthmiller**

CSF – HR

CSF – BUSINESS

EVANSVILLE ELEMENTARY SCHOOL

FRONTIER MIDDLE SCHOOL

FORT CASPAR ACADEMY

NORTH CASPER ELEMENTARY

PARK ELEMENTARY

PARADISE VALLEY ELEMENTARY

ROOSEVELT HIGH SCHOOL

SAGEWOOD ELEMENTARY SCHOOL

WOODS ELEMENTARY SCHOOL

SOUTHRIDGE ELEMENTARY SCHOOL

SUPERINTENDENT

VERDA JAMES ELEMENTARY SCHOOL

SUBS – M-R

WIA – M-R

**Deborah Hudson**

BAR NUNN ELEMENTARY SCHOOL

GRANT ELEMENTARY SCHOOL

CY JUNIOR HIGH SCHOOL

DEAN MORGAN JUNIOR HIGH SCHOOL

MILLS ELEMENTARY SCHOOL

MOUNTAIN VIEW ELEMENTARY SCHOOL

PINEVIEW ELEMENTARY SCHOOL

POISON SPIDER SCHOOL

TRANSPORTATION

SUBS – A-F

WIA – A-F