

**Natrona Count School Board Subcommittee  
Human Resources  
September 14, 2009  
1:30-3:00**

**AGENDA**

- |      |                              |         |
|------|------------------------------|---------|
| I.   | Board Agenda                 |         |
| II.  | Organizational Assessment    | 15 mins |
| III. | Wellness Program: Route 66   | 15 mins |
| IV.  | Substitute Hiring            | 15 mins |
| V.   | Attrition Process            | 20 mins |
| VI.  | Classified Incentive Program | 20 mins |
| VII. | Future Topics                |         |

## **HR SUBCOMMITTEE MINUTES**

### **9.14.09**

#### **Board topics:**

- What is the purpose of the HR Board Subcommittee?
- Several years ago the Board met to share direction and feedback, to keep open the lines of communication.
- Committee structure came out of the 1990s, keeps Board member hands on, all stakeholders have a different perspective, it's helpful to have Board members opinions and experiences brought forward to look at each issue.
- This is one way to get parties that are concerned together and get some good discussion going for all issues. Helps us make informed decisions.
- Venue for detail on recommendations and decisions, way to be able to discuss all the different sides of the subject. Understanding the whole piece is more likely to happen. Details can be worked out without taking up a lot of time on Board Night.
- It was pointed out that all members are valuable and needed. Public representation is important.
- Efficiency occurs when we all participate on our individual levels. Sharing information is always good. Most importantly, the members provide this service to the Board. HR Board Subcommittee members assist other Board members understand issues. The intent was that they would provide a service to the Board for information.

#### **OA**

- Continued our work to align to the Strategic Plan.
- Please encourage your employees to participate in the OA next week.
- Walk- ins are welcome.
- How do teachers participate? All staff should call Michelle.

#### **ROUTE 66**

- Syd Webb presented results of Route 66 program
- 261 participants
- 198 finished the post-screening
- Intervention with participants who had high blood pressure, helped them make better choices. A few followed up with their doctor and were put on medication
- YMCA partnered by providing a discounted rate for the 16 week duration of the program.

## **SUBSTITUTE HIRING**

- Kendra Brazelton talked about some of the changes to hiring subs: posting the positions, and passing the STEDI assessment
- Testing was discussed.
- Kendra explained that a sub must work once every 30 days to stay active in AESOP. Exceptions: illness, travel, family issues
- Crystal explained that this process assists in increasing the quality of applicant for substitute positions
- Kendra reported on information from the Substitute Conference she attended this summer. The standard for sub pools is 20% of teacher need, for NCSO that would be a pool of 196 subs
- Kendra showed graphs of lead time for assignments: day to fill that most subs are needed (Fridays), and how quickly positions are filled
- Grow Your Own Sub program was discussed. If the program continues we will need to start earlier in the year
- Classified sub hiring was discussed
- Scott asked what determines a classified sub? Are they clerical and classroom only or are they qualified in trades for his department. Kendra is working on that.
- Kendra will bring pass rate to next meeting

## **ATTRITION**

- By Oct. 15<sup>th</sup> all departments are to bring strategies and budget reductions to Steve Hopkins
- We reviewed brainstorming for Insurance and HR
- Question about salary schedule and rumor of possible salary changes
- Explanation: we are trying to be honest and transparent.
- Joel assured us we would need to have these brainstorming ideas
- Steve explained how our funding comes from the oil and gas industry, so we need to plan for the worse
- Doreen has tried not to alarm anyone with the rumors of a budget cut by telling people that the District is still working it out
- Steve and Joel have been meeting with several legislators concerning the Block Grant. Joel talked about 4% ECA built into the budget. He also talked about the cuts our state will have to make and the shift in thinking we'll have to adopt in the future to find alternate ways to fund schools.
- The Employee Data Report chart was presented. This is a preliminary look at the entering and exiting numbers for our district. Good information as we work on attrition.

### **CLASSIFIED INCENTIVE PROGRAM**

- Patty and Cheryl have found many discrepancies in the documentation of rules and regulations concerning upgrades
- Cheryl is having a hard time finding clear definitions of what qualifies for incentives both classified and certified
- A great deal of confusion exists in figuring out upgrades
- Steve Degenfelder asked what we need to do to align this process with Board policy
- A plan of action will be developed and brought to the next meeting
- Changes would need to be made to administrative regulations

Next meeting Oct. 12 from 1:00-3:00

# Natrona County School District

## Timeline for Planning and Implementing Budget Strategies for the Projected Shortfalls in State Education Funding

	Aug-09	Sep-09	Oct-09	Nov-09	Dec-09	Jan-10	Feb-10	Mar-10	Apr-10	May-10	Jun-10	Jul-10
<b>The Plan Phases</b>	Phase I - Development of Strategies and Potential Budget Reductions											
	Phase II - Analysis and Evaluation of Strategies and Potential Budget Reductions											
	Phase III - Implementation of Selected Strategies and Budget Reductions											
<b>Operational Activities</b>	Management of the 2009 - 2010 Budget with Consideration for the Projected Funding Shortfalls											
	Reduction in Personnel Through Attrition											
	Monitoring State of Wyoming Activities and Projections for Future Education Funding											

# **Natrona County School District**

## **Development of Strategies and Budget Reductions for Dealing With a Projected Shortfall in Funding**

**August 2009**

Due to the downturn in the national and state economy, the State of Wyoming is projecting shortfalls in education funding beginning July 2010. Their projections reflect shortfalls for the biennium 2010-2012, with uncertainty about funding in bienniums beyond this one. At this time, there is also uncertainty about the magnitude of the shortfall.

The State of Wyoming will update its revenue forecasts in October 2009. The Governor will prepare the 2010-2012 State budget, which includes K-12 education funding, by December 1, 2009. The Joint Appropriations Committee, of the Wyoming Legislature, will begin their review of the budget in December 2009 and continue into January 2010.

The Wyoming Legislature will be in budget session during February and March 2010. Following the completion of the budget session, the Wyoming Department of Education will begin their analysis of the fiscal impact of the budget session on K-12 funding. They will release a budget version of the funding spreadsheet in late March 2010 or sometime in April 2010.

As this process unfolds, NCSD will be able to obtain more clarity regarding the magnitude and length of the projected funding shortfalls. Once we have the budget version of the funding spreadsheet we will be able to determine the shortfall for the 2010-2011 school year.

In order to deal with the projected K-12 education funding shortfall, NCSD will develop a listing of strategies and budget reductions. These strategies and reductions will be available for the Board of Trustees and Superintendent to use in development of budgets beginning with the 2010-2011 budget.

### **Historical Perspective**

NCSD has dealt with funding shortfalls in the past. We have used a combination of strategies to balance the budget each year. The strategies have included reduction in staff through attrition, program elimination, reduction or suspension, percent reduction in operating budgets and accessing budget reserve. Additionally, the Board has done this work in an open and inclusive manner, which is in accordance with their budget policy. The experience gained from these prior periods of shortfall will be used in our preparation for the projected shortfall for 2010-2011 and perhaps beyond.

## **General Strategies**

### **Strategy 1 - Staff Reduction Through Attrition**

Attrition is the least disruptive method in reducing staff. As a position is vacated through resignation or retirement, the Superintendent explores the District's ability to operate without filling the open position. When he determines it is feasible to do so, the position is not filled and the funding for that position is eliminated, thus reducing the overall budget. Given that approximately 85% of our operating budget is dedicated to staff costs this is the strategy that will generate the largest potential option for consideration.

The recommendation is to begin using this strategy immediately.

### **Strategy 2 - Program Elimination, Suspension or Reduction**

The use of this strategy identifies programs that could be eliminated, suspended for a specific period of time or reduced from its current budget level. Because programs are District wide and school specific, this analysis will be done at all levels. Once the analysis is complete, this strategy could be deployed at any time.

### **Strategy 3 - Percent Reduction in Operating Budgets**

This strategy is the simplest to use and draws on one of the strengths of the District's budget philosophy. To use this strategy school, department and division budget allocations are reduced by a determined percent. The budget committee at each of these levels then determines the best approach for operating on less. This strategy could be used beginning with the 2010-11 budget.

### **Strategy 4 - Accessing Board Priority and Reserve**

There is \$8.9 million dollars in un-earmarked Board Priority and Budget Reserve. These funds can be accessed to assist with funding shortfalls. Because the use of these funds, to balance a budget, is available only once (unless replenished) this strategy is best used at a time when the funding shortfall is projected to be one to two years. It is also appropriate at the beginning of an extended period of funding shortfalls to afford the District more time to employ the other strategies that will yield long-term reductions.

## **Phase I – Development of Budget Reduction Strategies and Potential Budget Reductions (August 2009-October 2009)**

### **Action Steps**

- A. The Board Budget Development Committee and Superintendent will monitor state activities that give clarity to future funding levels. The information from these activities will be reported to the Board of Trustees and District. Additionally, they will facilitate and assist with the completion of all other action steps.
- B. Through the Board Chair and Treasurer, suggested budget reductions will be sought from the Trustees by October 15, 2009.

- C. Schools, departments and divisions will be asked to provide a list of suggested budget reductions at their site and throughout the District. The Budget Committees at these sites will also meet and make plans for managing current budget allocations and potential reductions in future allocations in preparation for projected funding shortfalls. This is to be accomplished by October 15, 2009.
- D. The Superintendent will identify programs to be considered for elimination, reduction or suspension. This will be accomplished by October 15, 2009.
- E. The Superintendent will develop staffing strategies that can be used to reduce staff through attrition. This will be accomplished by October 15, 2009.
- F. The CIC Employee Insurance Study Committee will develop short-term and long-term options for reducing the District cost for employee insurance. This will be accomplished by October 15, 2009.
- G. The Superintendent will develop a report to be presented to the Board of Trustees and the Board Budget Committee on November 9, 2009. The report will include the input gathered from the action steps, a listing of potential budget reductions and related strategies and the plan for using this information in the 2010-11 budget development process.

**Phase II – Analysis and Evaluation of Budget Reduction Strategies and Potential Budget Reductions (November 2009 – March 2010)**

The Board Budget Development Committee and Superintendent will analyze and evaluate the information from Phase I. They will use the District’s strategic plan, goals and Board direction in developing a prioritized list of budget reductions to be used in the development of the 2010-11 and future budgets.

**Phase III – Implementation of Selected Budget Reduction Strategies and Budget Reductions (April 2010 – July 2010)**

The Board Budget Development Committee and Superintendent will implement a combination of strategies and budget reductions that match the shortfall in State education funding and complete the development of the 2010-11 budget.

### **Brainstorming from insurance**

- Increased deductible
- Increased employee contribution
- Increased retiree cost
- Rate retirees separately
- Wellness money
- Raise eligibility hours from 17 1/2 to 25 hrs.
- Leave wellness in tact but eliminate general fund contribution
- Eliminate wellness program
- Insurance office, eliminate general fund subsidy for that office
- Insurance and wellness currently cost \$539,000 from general fund
- Decrease/eliminate subsidy for spouse and children
- Put a cap on benefits
- Decrease/eliminate subsidy for both district employees with children option
- Join state of Wyoming insurance plan
- PPO
- Prevention
- Pay retiree benefits for a certain amount of time, early retirement incentive of district provided health insurance
- Eliminate or reduce Rx plan
- Have on-site wellness clinic
- Waiting period before new employees can get on health insurance
- Pre-existing condition
- Enhance disease management program
- Bid out insurance providers(administration)
- Eliminate disease mgmt program
- Eliminate health coverage – give the employees the money
- Make preventative exams mandatory to maintain coverage
- Pay employees not to be covered
- Eliminate HRA accounts
- Eliminate or reduce preventative dental
- Propose to ban together with Cheyenne and Gillette and have a master large school insurance pool
- Decrease our cap – 100%
- Pay employees travel time to receive medical services also lodging costs out of Casper
- Smokers pay a higher premium
- Eliminate diabetics from the plan
- Eliminate smokers from the plan
- Obesity also pay a higher premium

## HR Quarterly Budget 9.3.09

Crystal, Diana, Kendra, Shona, Kelly, Syd, Carol, Kathi

We reviewed the HR budget.

### **Technical discussion:**

Wellness, Rachel, will not be doing the budget. Syd can come to Shona or Kathi for budget questions.

All food and beverages and catering goes to Kathi.

Syd asked who would take the requisitions, LPOs and DPVs for Comp & Bens? Rachel can enter them and print the DPV, Syd will sign them.

Carol will do her own DPVs and will print them, Crystal will approve.

Shona and Kathi are creators, Kelly and Crystal are approvers.  
Managers sign LPOs and DPVs. Kendra will sign hers.

### **Good News:**

Water coolers have been ordered by Shona for each meeting room.  
Carol ordered four easels for each meeting room with paper and markers. Tables and chairs have been ordered for the Westwood room and each Division at CSF will share the cost.

### **Brainstorming:**

Crystal spoke about saving money, 10% off the top is the suggestion.

Stop Catering and Providing snacks

Use in-house catering

Eliminate Wellness

Grow Your Own Spec Ed Program for Maters Degree

Grow Your Own Sub Program

SODA Program

Compact Office

Fingerprinting

Classified Training

Incentives for Wellness, sub office  
Professional Development  
Market Study Funding  
Slim down technology purchases  
Monitor travel expenses  
Eliminate travel  
Eliminate Blood Draws-Health Fair  
Eliminate hiring training and outside trainers/facilitators  
Eliminate Mileage Reimbursement  
Slim down supply orders  
Limiting dues and fees (subscriptions, memberships)  
Reduce staff-attrition (combine job titles)  
Skip step raise for a year  
Join the State Insurance Plan  
Quit moving  
Eliminate paid trainings  
Focus on safety and work related injuries  
Hand sanitizers on the wall to help cut down on illness  
Increase education on preventative care  
Eliminate phone plans  
Eliminate environment that demands we provide snacks or lunch  
(enforce self care)  
Cut Budget by 10-15%  
Eliminate overtime  
Eliminate use of paper, only use electronic media  
No new hires  
Spend nothing on student teachers  
Eliminate Medallion & Retirements Celebrations  
Eliminate Mentor Program  
Restructure the New Teacher Orientation and New Employee  
Eliminate Long Term Sub incentives  
Do not support on going classes for recertification  
Eliminate retirement incentive  
Increase the awareness of Atomic Learning  
Restructure Supervisory training  
Conserve energy, be conscience of light and water use, install more  
efficient lighting  
No coffee, tea, hot chocolate  
Eliminate Compact training

Eliminate Global Compliance training (do at home instead)  
Support school reform efforts  
No more gifts  
Eliminate Recruitment Fairs  
Eliminate advertising (use web)  
Eliminate using outside sources for recruitment  
No more colored printers and faxes (use print shop)  
Eliminate the EFAP program  
Train employees to think about wants and needs and the difference  
Charge for use of training rooms  
Eliminate our involvement in the Back to School Bash  
Set limits on building absences to limit use of subs  
Eliminate administrator vacation buy-out  
Decrease HR printing cost  
Recycle paper, better use of paper, reuse paper, bring your computer to meetings instead of all the handouts and paperwork  
Eliminate all flip chart pads  
Evaluate inefficiencies to modify programs  
Scan documents that we need to keep (document retention)  
Use web-casts for satellite meetings  
Increase Wellness program  
Continue to hire only the best people  
Look for low cost employee Occupational Health services  
Outsource all sub services  
Outsource HR services  
Eliminate Praxis reimbursement and NBC  
Eliminate all incentive pay  
Employees purchase their own supplies  
Eliminate onsite CPR training  
Make employees pay for their CPR training  
Eliminate testing (sub testing and Para Pro)  
Move typing test to another location (did that in March)  
No new initiatives  
Implement a stress management program  
Eliminate Bereavement Flowers/Plants

Budget cuts due Oct. 1 to Steve H.

Present to HR Subcommittee Oct. 12

# Route 66 Employee Wellness

Participants 261

Completed pre/post Assessment 198

Men 28

Women 233

Most sources agree that the human body requires a certain amount of fat for good health. Fat helps regulate body temperature, store energy, and cushion and insulate organs. The percentage of body weight that makes up this "essential fat" is around 4% of body weight for men and 10% for women. Beyond that, there's a somewhat wide range of what is considered a healthy percentage of body fat.

The American Dietetic Association recommends that men have 15-18% body fat and women have 20-25% body fat. Healthy male athletes might be as low as 5-12% body fat, and healthy female athletes could be as low as 10-20%.

Dr. C. Everett Koop's site, ShapeUp.com, breaks down healthy body fat ranges by both gender and age. Men under 39 years of age should have 8-19% body fat, and women under 39 years of age should have 21-32%. Older men may range from 11% to 24%, and older women may range from 23% to 35%.

Health Check Systems quotes the American Council on Exercise and says men's body fat should be 6-25%, and women's should be 14-31%.

Age Group	Percentage
20-29	11.8%
30-39	14.2%
40-49	27.2%
50-59	27.3%
60-64	5.9%

Body Fat % Range	Percent of Participants	
15-20	4.2%	American Dietetic Assoc. 79.4% Obese
20.1-25	15.9%	American Council on Exer 68.2% Obese
25.1-30	21.2%	Dr. C. Everett Koop 34.3% Obese
30.1-35	23.9%	
35.1-40	13.2%	
40.1-45	14.8%	30.8% participants showed improvements of greater than 1%
45.1-50	6.3%	

# NATRONA

COUNTY SCHOOLS

## Substitute Teacher Application Process

### Overview

We are Natrona County's only school district, serving approximately 11,500 students in preschool through 12<sup>th</sup> grade from Casper to Bar Nunn to Midwest and several small communities in between. Substitute teachers are a vital part of the educational process. They provide an invaluable service to students, parents and staff members of the District. We want to extend our appreciation to you for your interest in becoming a substitute teacher in the Natrona County School District.

### Eligibility

All new candidates interested in substitute teaching in the Natrona County School District must meet the following requirements:

Must possess a current Wyoming Substitute Teaching Permit or a Wyoming Standard Teaching Certificate;

Pass the online SubAssessment with a score of 85% or greater.

### Application Process

The following steps should be completed by the candidate wishing to substitute teach for Natrona County School District.

**Step 1:** A position(s) must first be posted in the careers link on the District's mail website.

**Step 2:** Obtain a copy of your Wyoming Substitute Teaching Permit or Wyoming Standard Teaching Certificate to be attached to the employee application. You will need this before you can be considered for an interview. Information on applying for a Wyoming Substitute Permit is available on the Professional Teaching Standards Board (PTSB) website [ptsb.state.wy.us](http://ptsb.state.wy.us) or through Employee Services.

**Step 3:** Complete the classified employee application available from Employee Services or downloadable online in the Recruitment page of the District website.

**Step 4:** Complete the online assessment.

This assessment was designed by the Substitute Teaching Institute (STEDI) at Utah State University. The SubAssessment may only be taken online. Appointments for testing can be scheduled through Employee Services. Candidates may take the assessment a maximum of four times, to obtain a passing score of at least 85%. It takes an average of 30 minutes to complete each section, with a total of four sections. A copy of test results showing a passing score will be printed for attachment to the employee application. You will need this before you can be considered for an interview. A study guide is available from Employee Services to be used prior to taking the assessment. The study guide, Substitute Teacher

Handbook, is also available for purchase through the STEDI website [www.stedi.org](http://www.stedi.org) or can be purchased through Employee Services.

**Step 5:** Obtain an official copy of education transcripts to be attached to the employee application. You will need this before you can be considered for an interview.

**Step 6:** Submit to Employee Services a completed application with the following documents included: assessment test score, Wyoming Substitute Teaching Permit or Wyoming Standard Teaching Certificate and official education transcripts.

**Step 7:** Upon successful completion of steps 1 – 6, eligible applicants will be placed on the list of candidates for consideration for interview. The Substitute Services Coordinator will schedule interviews.

#### **Rates of pay for Substitute Teachers (per day) for the 2008/2009 school year**

**\$90.00 per day** A Substitute teacher will receive \$90.00 per day. In addition, after 30 non consecutive days of service, within each school year, substitutes are permitted to attend all Staff Development classes at no additional cost. (Cost of transcript credit is paid by the individual)

**\$100.00 per day** A Substitute holding a valid State of Wyoming Teaching Certificate will be paid \$100.00 per day. Teaching certificates from other states will not be accepted. Retired teachers whose Wyoming certificate has not expired may still be paid at this rate when a copy of his or her certificate is submitted to the substitute office.

**\$150.00 per day** A substitute teacher who has been assigned to fill in for a teacher for a qualified long term assignment for more than ten consecutive school days will be paid \$150.00 a day beginning the first day of service.

A substitute teacher hired as a short-term substitute and an unexpected long-term situation occurs, the situation will be evaluated and if it is determined and acknowledged that the situation is to be reclassified as a qualified long-term assignment, the substitute teacher will be paid \$150.00 retroactively to the first day of the assignment.

**\$105.00 per day** Substitute on Daily Assignment (SODA) A substitute teacher that is employed as a SODA will sub daily and will receive health benefits. They do not receive any leave benefits. You must apply for the SODA positions as they are posted. They will be posted in the careers link of the District's main website.

#### **STEDI Assessment**

Applicants must have a Substitute Permit or Standard Teaching Certificate prior to testing. Green cards from PTSB will be accepted.

Assessments will not be scheduled past 10 days from closing of any current posting.

STEDI books can be checked out or rechecked out only if the applicant has a scheduled testing appointment.

Applicants can retake the assessment during their scheduled testing time up to 4 attempts.

Missed questions can be printed at the end of each skill set. If you wish to print this **DO NOT** go on to the next skill set. You have to print missed questions while they are still on the screen.

Applicants may take notes during their scheduled testing time. Notes can not be taken into the testing area. **\*questions are timed at 2 minutes per question. The timer for each question can be viewed in the right hand corner of the screen.**

Applicants successfully passing the assessment are put on the list **for consideration for interview**. Being on the interview list **does not guarantee an interview**.

Applicants that have used their 4 attempts without passing with an 85% or better can go to the website [stedi.org](http://stedi.org) and purchase an additional 4 attempts at their own expense. To access purchasing information click on the Substitute Teaching link on the [stedi.org](http://stedi.org) website. The Substitute Skills Package (which you must have in order to get access to the assessment) is \$39.95. There is no book with this package as it is all on line. Substitutes will have access to the package, after purchase, for two years. If a package is purchased, the book can be purchased for \$19.95. **\*the website tends to run slow...do not double click...this could cause you to be clicked out**

Substitute teacher positions will be reposted again in not less than 30 days and no longer than 60 days from the closing date of the current posting, on an as needed basis, to maintain the District's substitute pool.

If you choose to acquire the Substitute Skills Package to obtain and pass the assessment, we will need to have a copy of the diploma showing your passing score. Diplomas with passing scores will not be accepted unless there is a current open posting for substitute teachers.



username: \_\_\_\_\_ login register  
(this may be your full email address)

password: \_\_\_\_\_ forgot password?

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## SubGuide - An Online Guide to Managing Substitute Teachers

### New To Managing Substitute Teachers?

If you are new to substitute teacher management, below you will find a comprehensive guide to the three major aspects of substitute teacher management:

- Recruiting
- Training
- Retaining

Each section has an overview and links to articles published in the SubJournal: the professional substitute teacher management journal containing best practices in substitute teacher management written by experts in the field.

#### More Tools & Resources

The following pages will also explain the best tools and best practices to help you effectively recruit, train and retain professional and successful substitute teachers:

- [Online Training Tools](#)
- [Tools for On-Site Training](#)

### Preface

This section is a source to be used by HR personnel when working with issues related to substitute teacher management. From recruiting and retention, to legal issues and training the SubGuide provides insightful and useful information (often taken from research) for both novice and experienced SubManagers. You may visit the SubGuide as often as you like. As you visit, read, and reflect on its contents, the more you will come to discover solutions to issues and concerns related to establishing a successful substitute teacher management program.

### Table of Contents

- Introduction
- Recruitment
- Screening
- Training
- Evaluation
- Retention
- Teacher Absenteeism

### Introduction

The initial content of the SubGuide was initiated in 1999 and focused on *Best Practices in Managing Substitute Teaching*. Over time, some issues related to "best practices" have become more critical, some have disappeared, while others continue to act as thorns beneath the skin; proving difficult to resolve. Districts that have been successful in establishing valuable practices have devoted the necessary time, money, and personnel in a plan of action and have not allowed themselves to be stonewalled.

Although substitute teacher quality was not addressed with the current No Child Left Behind legislation, its importance in the educating children cannot be ignored. Particularly when over one full year of every child's K12 education is taught by substitute teachers. Valuable classroom time cannot be wasted with instruction that is inadequate or where the instructor is merely "babysitting." All instructional personnel must demonstrate that they possess the skills and knowledge necessary to warrant their employment. When improvement is deemed necessary, opportunities to improve skills through training must be made available. The goals, objectives, content, and expectations for student achievement and learning cannot be compromised because a substitute is teaching a class. We should never accept the mentality that a substitute teacher is just "holding down the fort."

By carefully studying and implementing the information contained in the SubGuide, districts can maximize the quantity, quality, and effectiveness of the substitute teachers serving in their districts. Information on how some school districts have developed programs of substitute teacher management that address specific concerns can be found in the following articles:

- [Ayling, R. \(2003\) Substitutes = Q x Q: Maintaining the quality while managing the quantity. SubJournal, 4\(2\), 8-11.](#)
- [Lamarque, E. \(2005\) St. Tammany Parish – On the move from good to great. SubJournal, 6\(1\), 9-16.](#)
- [Mikesell, C. \(2003\) Growing the showcase garden. SubJournal, 4\(2\), 42-46.](#)
- [Olson, P. R., & Jensen, J. N. \(2003\) Using permanent site-based substitute teachers to improve student achievement and school environment: A case analysis. SubJournal, 4\(2\), 66-71.](#)

## Recruiting Substitute Teachers

Recruiting a staff of qualified substitute teachers can become a daunting task at times. If attention toward recruitment practices and strategies is weak, then the number and quality of the individuals required will miss the mark. Making sure a school district has a sufficient number of available and trained substitute teachers will ensure that schools are fully staffed. Avoid the pitfall that assumes raising pay will solve a shortage of substitute teachers. Studies have shown that administrators see pay as the number one incentive that draws substitutes to an area, but that substitutes view pay rates as second to both training and recognition for their work (Sorenson, 2001). For more information on how training can be used as an effective recruitment and retention tool, see the Training section of this SubGuide. The following articles address recruitment concerns and issues:

- [Burke, R. M. \(2000\). Substitutes as graduate interns: Everyone becomes a winner. SubJournal, 1\(1\), 57-62.](#)
- [Byers, K. D. \(2003\). SubWays: Ways to track, train, and retain quality substitute teachers. SubJournal, 4\(1\), 42-53.](#)
- [Cardon, P. W. \(2001\). Recruiting and retaining substitute teachers. SubJournal, 2\(1\), 37-44.](#)
- [Cumo, C. \(2002\). Socrates, Jesus and Gandhi: Toward reform in substitute teaching. SubJournal, 3\(1\), 37-44.](#)
- [Ferguson, A. \(2001\). Recruiting strategies for substitute teachers. SubJournal, 2\(1\), 62-71.](#)
- [Smith, G. G. \(2001\). A time of opportunity with increased numbers of substitute teachers. SubJournal, 2\(2\), 21-26.](#)
- [Sorenson, B. L. \(2001\). Money has not solved the problem – Personalizing policies to attain and retain substitute teachers. SubJournal, 2\(1\), 31-36.](#)

## Screening Substitute Teachers

Screening can be a very useful process to ensure that potential employees meet state and district requirements. Screening is a worthwhile tool and so we must ask ourselves this question - since screening involves both man power and time, do we have the necessary resources to commit? Every reasonable precaution should be taken to ensure that students are not placed in harmful situations or with an unqualified person. The screening process ought to be more than submitting fingerprints and a criminal background check. Screening provides administrators with the opportunity to assess an applicant's ability to function as a professional teacher in the classroom. The shortage of teachers throughout the nation cannot be blamed for, nor accepted as a reason for, placing "unqualified substitute teachers in classrooms" (Kakkuri, 2000). By utilizing screening, classrooms can be staffed with a qualified professional each day of the week. The following articles are relevant to screening concerns and issues:

- [Kakkuri, M. \(2000\). Screening substitute teachers. SubJournal, 1\(1\), 24-26.](#)
- [Smith, G. G. \(2005\). Screening teachers and substitute teachers: Best methods for use in prescreening applicants to predict post-employment success. SubJournal, 6\(1\), 17-27.](#)

## Training Substitute Teachers

Training is fundamental to a district's ability to create a dynamic substitute teacher pool. It is a viable tool for both recruitment and retention. Put simply, trained individuals are more willing to substitute teach and less likely to find new employment. Districts often fail to meet the long-term needs of their substitute teachers because substitutes are seen as temporary or fill-in teachers. Training helps to meet these long-term needs and fulfill a substitute's need to be seen as something more than a temporary fix in the school or district. Further, any worthy investment in substitute teacher training benefits both the students and the substitutes. Continual instruction focusing on the best teaching techniques creates strong educators who enter a classroom enthusiastically and are prepared to teach under any set of circumstances.

Requiring substitute teacher to take training is the most effective method to improve your substitute teaching program within your district. Substitute teachers are more prepared to enter the classroom on the first day and tend to stay longer than those who receive little or no training.

Although learning can be accidental, training seldom is. With a little investigation and preparation, a meritorious training program can be arranged for substitute teachers; and it does not need to be expensive or complicated. For tips and information on how training can and has helped in recruiting and retaining substitute teachers, refer to the following articles:

- [Ballard, M. \(2005\). One district's experience in creating an effective substitute training program. SubJournal, 6\(1\), 40-47.](#)
- [Baranowski, C. \(2002\). Training: A little different approach. SubJournal, 3\(1\), 45-53.](#)
- [Byers, K. D. \(2003\). SubWays: Ways to track, train, and retain quality substitute teachers. SubJournal, 4\(1\), 42-53.](#)
- [Coffey, L. A. \(2003\). Working together to solve management issues. SubJournal, 4\(1\), 54-60.](#)
- [Edelmann, P. \(2003\). Substitute teachers: Not just a warm body anymore! SubJournal, 4\(1\), 21-32.](#)
- [Gentry, K. M. \(2005\). The journey of an educational service center into the development of an effective substitute teacher training program. SubJournal, 6\(1\), 28-34.](#)
- [Hardman, S., & Tippets, Z. \(2001\). Permanent teacher preparation for substitute teachers. SubJournal, 2\(1\), 21-25.](#)
- [Latham, G. \(2001\). Behind the schoolhouse door: Eight skills every teacher should have. SubJournal, 2\(2\), 64-84.](#)
- [Latham, G. \(2002\). Management, not "discipline": A wake-up call for educators. SubJournal, 3\(1\), 69-85.](#)
- [Longhurst, M. \(2000\). Enhance "one" year of education. SubJournal, 1\(1\), 40-47.](#)
- [Longhurst, M. L. \(2001\). Handyman training for substitutes: How districts can prepare substitute teachers. SubJournal, 2\(1\), 45-52.](#)
- [Minthorn, R. \(2000\). How one district implemented a substitute teacher training program. SubJournal, Vol.1, No. 1, p.27](#)
- [Platt, J. \(2000\). Preparing substitute teachers for special education settings: Ensuring the quality and continuity of teaching and learning. SubJournal, 1\(2\), 15-24.](#)
- [Smith, G. G. \(2002\). Quick to criticize, slow to train: The irony at the heart of substitute teaching. Education Week, 21\(20\), 34.](#)
- [Sorenson, B. \(2005, May\). No substitute for training. American School Board Journal, 46-47, 63.](#)
- [Thompson, D. K. \(2000\). Substituting in the special education classroom. SubJournal, 1\(2\), 25-30.](#)

## Evaluating Substitute Teachers

Do we or don't we? Should substitutes receive a formal evaluation? No matter what your individual position is, educators agree that feedback concerning the teaching of substitute teachers is desired and can be valuable. Evaluation provides substitutes with the ability to give and receive feedback regarding their teaching experiences. If substitute teachers were evaluated more often, their performance would most likely improve because of the suggestions and feedback received from the evaluator. When substitutes learn to evaluate their own performance, accept suggestions for improvement, and recognize changes that must occur to improve their teaching skills, they are on the path to becoming better teachers and valuable assets to a district. "Substitute teachers cannot become effective if they are not aware they are ineffective" (Ramirez, 1996). For more information concerning evaluation see the following articles:

- [Ramirez, J. P. \(1996, November\). Five ways to improve the quality of substitute teachers. Tips for Principals.](#)
- [Ryan, T. \(2000\). The dangerous practice of evaluating substitute teachers. SubJournal, 1\(1\), 48-49.](#)

## Retaining Substitute Teachers

In today's job market school districts need to continually upgrade and be proactive in maintaining an adequate pool of substitute teachers. Districts that retain substitute teachers have recognized substitutes as valuable to the district. They have provided substitutes with good working environments, included them in professional development opportunities and training, and in Teacher Appreciation Subweek.

One district indicated that the factor that had the largest impact on substitute teacher retention was training. Training proves to be essential to retention. A myth exists that substitutes often leave school districts because of low wages. Research conducted by the Substitute Teaching Institute at Utah State University revealed that the number one reason substitutes are leaving is because of how they are treated, not the dollar amount tied to their services. The second reason for substitutes' leaving "is their inability to manage classroom behavior" (Sorenson, 2001). The following articles deal with retention:

- [Byers, K. D. \(2003\). SubWays: Ways to track, train, and retain quality substitute teachers. SubJournal, 4\(1\), 42-53.](#)
- [Cardon, P. W. \(2001\). Recruiting and retaining substitute teachers. SubJournal, 2\(1\), 37-44.](#)
- [Gonzales, L. M. \(2002\). Inspiring the pinch-hitters: Job satisfaction and dissatisfaction of substitute teachers. SubJournal, 3\(2\), 53-64.](#)
- [Sorenson, B. L. \(2001\). Money has not solved the problem – Personalizing policies to attain and retain substitute teachers. SubJournal, 2\(1\), 31-36.](#)
- [Swetnam, L. A., & Lane, R. \(2001\). Supporting substitute success saves time. SubJournal, 2\(2\), 58-63.](#)
- [Coffey, L. A. \(2003\). Working together to solve management issues. SubJournal, 4\(1\), 54-60.](#)

## Teacher Absenteeism

The driving force behind substitute teacher demand has become teacher absenteeism. With the advent of increased state teacher workshops related to curriculum development, district planning responsibilities, national conference attendance, and regular absent requests, more and more teachers are frequently out of the classroom. It has been found that when the regular classroom teacher is excessively absent from the classroom, the achievement and performance of students suffers and the consistency of the classroom environment is disrupted (Smith, 2001). SubManagers can combat the effects that teacher absenteeism has on student learning. To better understand how to reduce teacher absenteeism and its effects read:

- [Grant, F. D. \(2000\). Staff attendance ... The forgotten key! SubJournal, 1\(2\), 42-47.](#)
- [Lugo, S. \(2004\). No substitute for quality: A time series quasi-experimental study of the effects of a pay for performance remedy for teacher absenteeism. SubJournal, 5\(2\), 9.](#)
- [Pohl, J. M. \(2001\). Teacher absenteeism. SubJournal, 2\(2\), 27-31.](#)
- [Smith, G. G. \(2001\). Increasing teacher attendance. SubJournal, 2\(1\), 8-17.](#)

9/08/2009

Kendra,

I am going to start out with a little background information. The organization started out in 1995 at Utah State University as the Substitute Teacher Institute and quickly became a national authority in substitute teacher training. In 1997 the US Department of Education funded the Institute for three years to study 500 school districts and their common problem of substitute teacher qualification and training. The goal was to find the best way to handle that problem. So, our intention is to encourage school districts give their substitutes adequate training to be able to perform in the classroom, in a nutshell, we want substitutes to be teachers.

Now, your questions: Our SubAssessment is not to assess how any individual performs in the classroom. The SubAssessment is designed only to test one's understanding of the training material presented in the Substitute Teacher Handbook and/or the online SubSkills training. The answers to each question is tracked and compared with other questions as well as those who pass the test and those who don't pass the test.

A national panel of administrators and educator provided the questions that are currently in use with the SubAssessment. Each question is reviewed to bases on this comparison to see if an individual who passed (or failed) the assessment got the question right (or wrong). In other words, is this question a predictor of someone passing the assessment or not? This was done by research on campus by Dr. Matthew Taylor. Since the questions were written only to assess the understanding of the material and is one of many questions asked to come up with a composite score, any one question may not make sense, as it stands alone.

As far as the research goes, the principles, skills and techniques were taken from the published research of many sources, most prevalent is Dr. Glenn Latham's work on classroom management. For over 30 years, he published research-based skills that are used in managing student behavior. His personal work that he did with the Substitute Teaching Institute at Utah State University as well as his previously published research contributed to the content being presented.

Published research over the years was referenced in compiling the handbooks and training that is currently presented. The Substitute Teaching Institute as established in 1995 at Utah State University and STEDI.org pay a royalty as part of the license agreement to the university.

Other research was done and published in the SubJournal by the Substitute Teaching Institute at Utah State University by district personnel in their own districts on the effects of training.

I hope this answers your questions.

**Daniel Bingham**  
Marketing Director  
Substitute Teaching Division  
STEDI.org  
925 West 200 North, Suite A2  
PO Box 3470  
Logan, UT 84323-3470  
800-922-4693  
Office: 435-755-8160  
Cell: 435-213-5348

## 602 Employee Count vs 30 Day Student Count

School Year	30 Day Student Count	Employees reported on 602 report On Oct 1	Type of Employee
<b>2004-05</b>	<b>11532</b>	60	Administrators
		1109	Certified
		987	Classified
		<b>2156</b>	<b>Total</b>
<b>2005-06</b>	<b>11405</b>	60	Administrators
		1066	Certified
		989	Classified
		<b>2115</b>	<b>Total</b>
<b>2006-07</b>	<b>11500</b>	60	Administrators
		1168	Certified
		1024	Classified
		<b>2252</b>	<b>Total</b>
<b>2007-08</b>	<b>11600</b>	60	Administrators
		1073	Certified
		980	Classified
		<b>2113</b>	<b>Total</b>
<b>2008-09</b>	<b>11634</b>	60	Administrators
		1100	Certified
		958	Classified
		<b>2118</b>	<b>Total</b>

### 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 (August 24, 2007) or b) first day of second semester (January 9, 2008). 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. NCS D wishes to encourage and recognize professional development for classified support professionals that goes above and beyond that which is required to gain employment with NCS D 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 MS Study.

- 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:              | <b>100 %</b>  |
| 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:          | <b>50%</b> (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:              | <b>25%</b> (non-Work Unit)   |
| Point(s) Earned:                   | 1/4 point (activity is outside of the work unit and allows for a change in job classification) |

## 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:
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:	
<ol style="list-style-type: none"> <li>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.</li> <li>2.) The employee should keep the original document(s) until enough hours or credits are earned to move to the appropriate incentive level.</li> <li>3.) Make a copy of all documents before submitting to Personnel for the appropriate incentive level.</li> <li>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.</li> <li>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.</li> </ol>	

# NATRONA

## COUNTY SCHOOLS

Central Services Facility - Human Resources  
970 North Glenn Road, Casper, WY 82601  
(307) 253-5226

### Employee Request for Classified Personnel Incentive Increase

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

To: Crystal Mueller, Associate Superintendent of Human Resources

From: \_\_\_\_\_ Employee ID No. E0 \_\_\_\_\_

Subject: I am requesting a pay incentive. I have completed \_\_\_\_\_ credit hours

My transcript(s) will be arriving from:

- University of Wyoming
- Other – please specify \_\_\_\_\_

#### Improvement Incentive for Classified Personnel – Administrative Regulation Code 4230, Revised June 21, 2002

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 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 "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 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 update, 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. A pay increase of \$800 per year will be awarded upon proof of National Board Certification in your professional area and/or validation of advanced proficiency, excluding required licenser. Proof of maintenance and maintaining the certification will be the responsibility of the employee. The certification shall be kept current or the pay increase will be forfeited.
8. The Board reserves the right to revoke or make exception to any of the above stated criteria.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
School/Building

\_\_\_\_\_  
Date Submitted

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**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

**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 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 Associate Superintendent for Human Resources.
3. A pay increase of \$375.00 per year will be awarded upon the successful completion (a "C" or better, or "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 Associate Superintendent 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 Associate Superintendent of Human Resources' Office on or before either of those dates. Incentives added for the second semester will be prorated.
- \* 7. **A pay increase of \$800 per year will be awarded upon Proof of National Board Certification in your professional area and/or validation of advanced proficiency, excluding required licensure.**
8. 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  
Revised: September 01, 2002

**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