

**NON-CERTIFIED EMPLOYEES
HANDBOOK**

**SANGAMON AREA SPECIAL EDUCATION DISTRICT
2500 Taylor Avenue
Springfield, Illinois 62703**

**ADOPTED 1/14/14
ADOPTED 8/2017**

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INTRODUCTION

WELCOME

Welcome to Sangamon Area Special Education District (herein after referred to as SASED).

Regardless of your work experience, a new job under a new employer always requires certain adjustments. We hope, however, that this handbook will help make these adjustments easier for you.

This handbook does not constitute a contract for employment for any period of time but merely sets forth policies and procedures in effect on the date it was issued.

This handbook may be amended from time to time without prior notice to the employees.

Employment with SASED is at-will. This means that both SASED and employees have the right to terminate the employment relationship at any time, with or without cause of notice.

CONDUCT/PROFESSIONAL ETHICS

All SASED employees are expected to conduct themselves in a professional and appropriate manner. These expected standards of behavior, while not an exhaustive list, serve to provide for the safety and welfare of students and staff and to promote the education of children.

All SASED employees shall:

- 1) Demonstrate regular attendance, punctuality and compliance with SASED's Policy, routine or procedures related to an employee's time on duty.
- 2) Display honesty and integrity in the workplace.
- 3) Exhibit conduct that is respectful of the business and activities conducted by SASED and its member districts, and of the rights of others as related to interactions with students, staff, parents/guardians, and community members.
- 4) Maintain a safe and healthy environment in which students and staff are not subject to harassment, discrimination, intimidation, bullying, violence and/or substance abuse.
- 5) Uphold confidentiality as related to student, personnel, financial records and closed session board meeting discussions/minutes.
- 6) Exhibit truthfulness and responsibility in dealing with public records, funds, and property.
- 7) Demonstrate conduct that is reflective of recognized professional standards or a "reasonable person standard".
- 8) Comply with directives given by supervisors.
- 9) Abide by all state and federal laws and rules/regulations and SASED policies and procedures.
- 10) An employee's general conduct, manner, and personal appearance and grooming reflect upon SASED; therefore, personal neatness and cleanliness are required of our personnel in order to create the best possible impression of SASED.

Standard of Conduct/Discipline

Failure to abide by the standards set forth in this handbook may result in disciplinary action. Disciplinary actions may include verbal warning, written warning, leave with or without pay, or discharge. In arriving at a proper course of action, the seriousness of the infraction, past record of the employee, and circumstances surrounding the matter will be considered.

Although it is impossible to identify every possible violation of standards of conduct, the following is a partial list of infractions which will result in disciplinary action:

- Disobedience
- Misconduct
- Falsifying school records including application for employment
- Revealing confidential information of any kind
- Theft, fraud, or embezzlement
- Using school equipment, material, time or information for unauthorized or personal use
- Abusing, destroying, or wasting school property or equipment
- Carrying concealed weapons or explosives or violating criminal laws on school premises
- Working under the influence of drugs or alcohol or bringing alcohol or unauthorized drugs to the workplace
- Immoral or indecent conduct
- Verbal, visual, or physical conduct constituting sexual harassment
- Willful or repeated violation of safety rules
- Excessive absenteeism or tardiness
- Violation of Board policies or procedures

This list is not inclusive.

Ethics

All SASSED employees are expected to maintain high standards in their professional relationships, to demonstrate integrity and honesty, to be considerate and cooperative, and to maintain appropriate professional relationships with students, parents, staff members, and others.

Ethics and Gift Ban

Board policy: *Ethics and Gift Ban*, applies to all SASSED employees. Students shall not be used in any manner for promoting a political candidate or issue.

Outside Employment and Conflict of Interest

No SASSED employee shall be directly or indirectly interested in any contract, work, or business of SASSED, or in the sale of any article by or to SASSED, except when the employee is the author or developer of instructional materials listed with the State Board of Education and adopted for use by the Board of Directors. An employee having an interest in instructional materials must file an annual statement with the Secretary of the Board of Directors.

For the purpose of acquiring profit or personal gain, no employee shall act as an agent of SASSED nor shall an employee act as an agent of any business in any transaction with SASSED.

Employees shall not engage in any other employment or in any private business during regular working hours or at such other times as are necessary to fulfill appropriate assigned duties.

Equal Employment Opportunity and Minority Recruitment

SASED shall provide equal employment opportunities to all persons regardless of their race, color, religion, creed, national origin, sex, sexual orientation, age, ancestry, marital status, order of protection or arrest record, military status or unfavorable military discharge, citizenship status, provided the individual is authorized to work in the United States, use of lawful products while not at work, genetic information, being a victim of domestic or sexual violence, physical or mental disability, if otherwise able to perform the essential functions of the job with reasonable accommodation, and other legally protected categories.

Persons who believe they have not received equal employment opportunities should report their claims to the Director and/or Complaint Manager(s). The Special Education Director shall be the Nondiscrimination Coordinator. The Complaint Managers shall be the Assistant Director of Special Education and the SASED Central School Principal. No employee or applicant will be discriminated or retaliated against because he or she initiated a complaint, was a witness, supplied information, or otherwise participated in an investigation or proceeding involving an alleged violation of this policy or State or Federal laws, rules or regulations, provided the employee or applicant did not make a knowingly false accusation nor provide knowingly false information.

DEMOGRAPHIC DATA

SASED:

was established July 1, 1967

serves 13 school districts in Sangamon, Menard, Macoupin and Cass Counties

covers 3600 square miles

serves a public school enrollment of over 10,000

PARTICIPATING DISTRICTS:

A-C Central
Athens
Auburn
Greenview

New Berlin
North Mac
Pawnee
Pleasant Plains
PORTA

Riverton
Tri-City
Virginia
Williamsville

State and Federal Legislation requires a free and appropriate education for all children with disabilities between the ages of 3 and 21. To meet these requirements, SASED in cooperation with the local member school districts, provides special education programs and services.

Programs and services are designed to meet the needs of students who have disabilities which adversely affect their success in a preschool or regular classroom setting.

Referrals may be made by parents, teachers, or other concerned individuals. After a comprehensive diagnostic evaluation, a committee of educational personnel determines the child's eligibility for programs and services.

Referral forms may be obtained from the principal in your local district or by contacting Sangamon Area Special Education District, 2500 Taylor Avenue, Springfield, Illinois 62703, (217) 786-3250.

SASED Instructional Programs:

- Supportive Resource Services (SRS) - limited instruction for less than 50% of the school day.
- Supportive Resource Classroom (SRC) - intensive instruction more than 50% of the school day.
- Early Childhood Program ages 3-5
- Community Based Education (CBE) - district based classes for persons with moderate and profound disabilities
- Emotional Needs Program - self contained, resource services.
- Visually Impaired Program - resource and consultative services.
- Hearing Impaired Program - resource and consultative services.
- Speech/Language Program
- Alternative Education Program - self contained
- Autism Program

Specialized Related Services:

- School Social Work Services
- School Psychological Services
- Psychiatric Diagnostic Services
- Vocational Education Services
- Physical/Occupational Therapy
- Orientation and Mobility Training
- Audiological Services

IV. SASSED ADMINISTRATION

A. Director of Special Education

Mark Strawn is the administrative head of all departments and programs.

B. Assistant Director

Carolyn Assalley assists the Director with all administrative operations of SASSED including programs and services provided to the member districts.

C. Special Education Administrators

Colleen Meadows, Gretchen Reimnitz, Kelly Fraase, Ashley Farnsworth, Katie Little, Melissa Cory, and Tami Jones and are assigned to the member districts as the primary special education supervisor. They are responsible for supervising and coordinating all SASSED programs and services within their districts.

D. Technical Supervisors

Melissa Cory is the technical supervisor of speech/language services in each of the 13 districts. Tami Jones is responsible for the supervision and coordination of all SASSED psychologists and social workers.

E. SASSED Central Principal

Liz Horn is the principal of SASSED Central School and is responsible for the supervision and coordination of all SASSED Central School programs and services, including the Autism Program.

F. Comptroller/Business Manager

Gwen Williams is responsible for budget planning and maintenance and preparation of Federal Grants for SASSED. She also coordinates billing and other fiscal needs with Member Districts.

V. SASSED SUPPORT STAFF

A. Student Data/Administrative Report Preparation – Jessica Smith

Jessica is the Student Claims Manager. She is responsible for preparing and maintaining all state and federal reports and student data.

B. Human Resources Coordinator/Administrative Assistant – Nancy Rapps

Nancy is the Human Resources Coordinator and assistant to Mr. Strawn and Ms. Assalley. She is responsible for the overall management of the Human Resources Office and maintains all personnel records. In addition, she is responsible for all Personnel Approval/Claims reports submitted to ISBE.

C. Financial Services – Nick Williams

Nick is SASSED's bookkeeper. He is responsible for the financial services including payroll and expenditure reports, and maintains the cash flow and fund balances. In addition, he is responsible for the report of all staff absences. He also maintains student Medicaid records and reports.

D. Technology Support - Tony Grider

Tony provides technological support, training, and equipment maintenance for SASSED staff both in the central office and in member districts.

PROGRAM DESCRIPTIONS AND RELATED SERVICES

A. Supportive Resource Services (SRS)

The Supportive Resource Service is designed for students with disabilities who are in need of a special education program for less than 50% of the school day. Emphasis is placed on students' needs as in the Supportive Resource Classroom; however, less time is required during the school day to develop an appropriate program in the least restrictive educational environment.

B. Supportive Resource Classroom (SRC)

Supportive Resource Classroom is a cross-categorical program offered for children with disabilities in need of a special education instructional program for more than 50% of the school day. Emphasis is placed on educational needs based on specific disabilities rather than a categorical classification.

C. Combination SRS/SRC

Where enrollments do not warrant separate SRS or SRC programs, a combination of the two services has been instituted. This program flexibility permits students to receive an appropriate educational program in differing degrees of restrictiveness and still maintain identity with a home school district. A combination of programs may also exist in order to provide the same flexibility at different grade levels.

D. ICAN - Individualized Child Adolescent Network

The I.C.A.N. Program, located in Springfield at 2500 Taylor Avenue, serves special education students ranging from first (1) grade through grade eight (8) which exhibit severe behavioral problems which impact their academic success in their regular education school environment. Students must have an eligibility of ED, SLD, or OHI and evidence of LRE to Restrictive, with documented behavioral interventions, before they can be considered for the ICAN program. The program emphasizes consistency, accountability, personal responsibility, and high expectations. This is accomplished through academic/affective education, and a structured behavioral system that is integrated with the multi-faceted interdisciplinary curriculum.

E. PACE - Progressive Adolescent Center for Education

The P.A.C.E. Program, located in Springfield at 2500 Taylor Avenue, serves special education students ranging from ninth (9) grade through grade twelve (12) which exhibit severe behavioral problems which impact their academic success in their regular education school environment. Students must have an eligibility of ED, SLD, or OHI and evidence of LRE to Restrictive, with documented behavioral interventions, before they can be considered for the PACE program. The multifaceted outcome – based curriculum emphasizes self-worth and preparation for life's demands. Programming includes vocational education/preparation, required and elective coursework, affective education, and emphasizes daily expectations of performance, social interaction, and a structured behavioral system.

F. Autism Program

The Autism Program, also located at SASSED Central School, serves special education students that have been identified with Autism and exhibit severe behavioral problems that are impacting their academic success in the regular education school environment. Recommendations for programming can only occur after the Autistic Prescriptive Diagnostic Team has evaluated the student, assisted with accommodations/modifications and methodology in the regular education environment and refers the student.

G. CBE - Community Based Education

The CBE - Community Based Education Program services students who are functioning within the mild to moderately mentally impaired range. The program uses a functional community-based curriculum which integrates this population into the local school system and the local community. A continuum services are provided from direct classroom experiences to consultation from the community-based teacher.

H. Early Childhood Programs

SASED operates Early Childhood Programs throughout the cooperative. The program designed for each child is based on developmental needs in the areas of physical development, cognitive development, communication development, social or emotional or adaptive development. The program serves students ages three to five.

I. Itinerant Services for the Visually Impaired

The Itinerant Visually Impaired Program provides services for students with visual impairments within the local programs of member districts. A continuum of services is provided from direct services with students (including orientation/mobility services as needed) to teacher/parent consultations.

J. Itinerant Services for the Hearing Impaired

The Itinerant Hearing Impaired Program provides services for students with hearing impairments within the local programs of member districts. A continuum of services is provided from direct services with students to teacher/parent consultations.

K. Vocational Education Services

The Vocational Education Program serves all SASED students ages 14 - 21. A continuum of services is provided for students including vocational assessment, guidance and counseling, career planning, transitional planning, and cooperative work-study experiences. The Vocational Coordinator works in coordination with the local districts and functions as a member of the IEP team.

L. Speech and Language Services

Speech/Language services are available for students from age 3 to 21. Services include screening, evaluation, and therapy for various communication disorders and deviations including:

1. Language disorders involving receptive and expressive language;
2. Articulation disorders (difficulty producing speech sounds);
3. Voice quality, resonance, pitch, and intonation.
4. Fluency, rate, and rhythm of speech (includes stuttering);
5. Language and speech disorders accompanying cleft lip and palate, cerebral palsy, hearing loss, and other conditions.

Besides individual and small group therapy, Speech/Language Therapists may serve students through classroom programs for speech and language improvement. Speech/Language therapists also consult with school personnel and parents to create awareness of factors to prevent communication disorders and contribute to the development of communication competencies for all students.

M. Psychological Services

SASED provides comprehensive psychological services for students who require educational/behavioral intervention. These services may include psychological evaluation, teacher/parent consultation for behavior management and learning problems, and counseling.

N. Social Work Services

SASED provides comprehensive school social work services for students who require educational/behavioral intervention. These services may include social-developmental and/or adaptive evaluation, individual/group counseling, teacher/parent consultation, and liaison services with community agencies and practitioners.

O. Residential Services

Sangamon Area Special Education District offers residential placement for children whose disabilities are so profound or unique that their educational needs cannot be met in a public or private day school program. Placement determination is made in an IEP conference and usually in cooperation with other state agencies who have a responsibility for children's services.

P. Occupational Therapy

Occupational Therapy services are provided to address the functional needs of a student related to performance of self-help skills, adaptive behavior and play, sensory, motor, and postural development. Specifically, a therapy program is designed to assist the development of underlying skills that are prerequisites for academic learning and vocational training. It may include improving gross and fine motor skills, improving coordination skills and learning to dress or to feed oneself for independent functioning. Direct service is provided by Certified Occupational Therapists, or under their supervision, by a Certified Occupational Therapy Assistant.

Q. Physical Therapy

Physical Therapy services are provided to address the needs of a student related to performance of self-help skills, adaptive behavior and play, gross motor control and postural development. Direct service is provided by Certified Physical Therapists, or under their supervision by a Certified Physical Therapy Assistant.

R. Specialized Services

SASED uses outside resource to provide services for low incidence disabilities and for needs which would be difficult for the local district or special education district to provide. These diagnostic services include, but are not limited to audiological, psychiatric, and neurological evaluation.

Request for specialized services are made to the SASED Special Education Administrators assigned to member school districts. As with any evaluation paid for by the school, it must be limited to aspects which are educationally relevant.

JOB DESCRIPTIONS

**SANGAMON AREA SPECIAL EDUCATION DISTRICT
JOB DESCRIPTION**

TITLE: Bookkeeper

QUALIFICATIONS:

High School Graduate, Associates in Business or Bachelor's degree preferred.

Must have valid driver's license and access to a reliable, insured vehicle to drive to banking institutions or have other means of transportation to drive to banking institutions.

PRIMARY FUNCTIONS:

The Bookkeeper aids the Business Manager in a variety of ways including record keeping, preparation and processing of payroll as well as other office duties.

REPORTS TO: Director/Assistant Director, Business Manager

RESPONSIBILITIES:

1. Balance cash at the end of each month and keep running cash total.
2. Bi-monthly develops and processes electronically monthly payroll as well as any extra payrolls throughout the year.
3. Maintain and update employee database for current year, i.e. account number salary is to be charged, salary amount, etc.
4. Transmit electronically all federal and state taxes after each payroll and prepare quarterly and yearly returns.
5. Process all garnishments, TRS payroll deductions, child support withholdings, union dues, and annuities, and IMRF.
6. Prepare and transmit TRS report on a yearly basis.
7. Deposit any monies received in the SASSED account.
8. Deal with employees and TRS regarding retirement form, benefits, questions, etc.
9. Maintain payroll files in a database system.
10. Download and submit Teacher Service Record information to ISBE yearly.
11. Closing out books at the end of the month and end of the year.
12. Process W-2 forms for distribution in January of each year and submitting data file to Social Security Administration, State, and Federal IRS.
13. Void, rewrite, and stop payments on accounts payable and payroll checks.
14. Deal with employees regarding insurance services.
15. Prepares Health/Dental Insurance Reports.
16. Maintains accounts payable ledger.
17. Maintains petty cash.
18. Other duties as assigned by the Director/Assistant Director of Special Education.

SANGAMON AREA SPECIAL EDUCATION DISTRICT JOB DESCRIPTION

TITLE: Building Maintenance (Custodian)

QUALIFICATIONS:

High School Diploma or GED; must be at least 18 years of age

Must have valid driver's license and access to a reliable, insured vehicle to drive between Member Districts or have other reliable means of transportation to drive between the Member Districts.

PRIMARY FUNCTIONS:

The Custodian is to maintain the assigned school building and grounds in a condition of efficient and safe operating environment so that building may be used for educational purposes at all times.

REPORTS TO: Director of Special Education, Assistant Director, and SASSED Central Principal

KNOWLEDGE AND ABILITIES:

Knowledge of:

1. Basic cleaning method, procedures and techniques
2. Basic repair and maintenance procedures and techniques
3. Cleaning materials, supplies and equipment
4. Safe working methods and procedures

Ability to:

1. Efficiently and effectively use cleaning materials, supplies and equipment
2. Understand and carry out oral and written directions
3. Establish and maintain cooperative working relationships
4. Work independently

RESPONSIBILITIES:

1. Cleans assigned school facility (e.g. classrooms, offices, restrooms, multipurpose rooms, grounds, etc.) for the purpose of maintaining a sanitary, safe, and attractive environment
2. Inspects school facility for the purpose of ensuring that the site is suitable for safe operations, maintained in an attractive and clean condition, and/or identifying necessary repairs due to vandalism, equipment breakage, weather conditions, etc.
3. Serve as liaison between all service agreement contractors and SASSED to ensure all equipment in the facility is inspected, cleaned and/or repaired as necessary for compliance with appropriate codes.
4. Work with lawn care and snow removal providers
5. Maintains supplies and equipment (e.g. cleaning solutions, paper products, vacuum, mops, etc.) for the purpose of ensuring the availability of items required to properly maintain the facility.
6. Paints interior of classrooms, offices, restrooms, etc. for the purpose of maintaining an attractive facility.
7. Repairs furniture and equipment as maybe required (e.g. faucets, toilets, light fixtures, etc.) for the purpose of ensuring that items are available and in safe working condition.

8. Responds to immediate safety and/or operational concerns (e.g. facility damage, injured and ill students, alarms, etc.) for the purpose of taking appropriate action to resolve immediate safety issues and maintaining a functioning educational environment.
9. Be the first on call in the event of any building related problem.
10. Lock and secure the building after school hours.
11. Secures facility and grounds for the purpose of minimizing property damage, equipment loss and potential liability to the organization.
12. Performs such other duties and additional responsibilities as assigned.

PHYSICAL DEMANDS:

The usual and customary methods of performing the job's functions require the following physical demands: significant lifting, carrying, pushing and/or pulling; some climbing and balancing; significant stooping, kneeling, crouching, and/or crawling.

SUPERVISES:

Summer Employee(s)

**SANGAMON AREA SPECIAL EDUCATION DISTRICT
JOB DESCRIPTION**

TITLE: Business Manager

QUALIFICATIONS:

High School Graduate or GED, Associates in Business or Bachelor's degree preferred.

Must have valid driver's license and access to a reliable, insured vehicle to drive to banking institutions and Member Districts or have other means of transportation to drive to banking institutions and Member Districts.

PRIMARY FUNCTIONS:

The Business Manager is responsible for ensuring that the business operation of SASED is administered in accordance with established Board of Directors policies and regulations. This person serves as the Chief Fiscal Officer of SASED and works with all administrators in developing, implementing, coordinating, and evaluating SASED's program of fiscal management.

REPORTS TO: Special Education Director and Assistant Director

RESPONSIBILITIES:

1. Budget-planning, preparation, analysis, and monitoring.
2. Distribute quarterly billings of Member Districts.
3. Complete State Claims.
4. Prepare, monitor, and report on Federal Grants.
5. Attend monthly Board Meetings and take minutes of such meeting.
6. Coordinates the annual audit of the financial records of SASED by an outside accounting firm.
7. Complete annual financial statement for newspaper publication.
8. Purchase supplies for SASED.
9. Responsible for bills payable.
10. Performs such other duties and responsibilities as assigned.

**SANGAMON AREA SPECIAL EDUCATION DISTRICT
JOB DESCRIPTION**

TITLE: Certified Occupational Therapy Assistant (COTA)
Physical Therapy Assistant (PTA)

QUALIFICATIONS:

Therapy Assistants shall hold an Illinois license valid for the provision of occupational or physical therapy services.

PRIMARY FUNCTION:

Provide direct and consultative therapy services to special education students identified as requiring these related services to benefit from their special education program, under the supervision of a registered therapist from their respective field.

REPORTS TO: Occupational Therapist or Physical Therapist

RESPONSIBILITIES:

1. Duties shall be performed consistent with the *Illinois Occupational Therapy Practice Act* and the *Illinois Physical Therapy Act*. Occupational and physical therapy services in schools are designed to assist students in developing skills necessary to participate in educational activities.
2. Implement Procedural Requirements Associated with Therapy Services
3. Review and organize annual prescriptions and IEP's for students receiving services.
4. Schedule caseloads with teachers and notify teachers of necessary schedule changes
5. Submit schedules to the Special Services Administrator, Supervising Therapist and Receptionist by Week 3 of the school year and as the schedule changes throughout the year.
6. Review student IEPs to understand present levels of performance, goals/objectives and accommodations/modifications.
7. Inventory and track therapy equipment and supplies being used in Member Districts.
8. Complete case notes, progress summaries and third party billing in a timely manner.
9. Attend IEP meetings as a therapy representative.
10. Consult with School Personnel for Collaborative Problem Solving
11. Review student data and implement approved interventions as directed by supervising therapist.
12. Report outcomes to supervising therapist, teachers, parents and other school personnel as appropriate.
13. Provide classroom suggestions to school personnel.
14. Involve other school personnel in provision of supplemental services to reinforce, generalize or document student performance in natural environments.
15. Provide Direct Therapy as Determined by the Supervising Therapist.
16. Assist, instruct and motivate students in ways the support learning and improve functional skills, including but not limited to: mobility in the school environment, transfers, ADLs, writing, cutting, and other fine motor skills required for active participation.
17. Suggest and seek therapist approval for therapeutic interventions and service delivery models to achieve IEP goals.
18. Keep and review progress notes with therapist to determine continuation, change or termination of service.

19. Contact supervising therapist for advice and technical assistance.
20. Make recommendations for equipment based on student needs.
21. Assist in evaluating the effectiveness of interventions and equipment.
22. Participate in Ongoing Professional Development. Attend and participate in appropriate professional development activities to maintain license and improve therapeutic skills.
23. Provide technical assistance to colleagues within the scope of professional standards.
24. Perform additional duties as assigned to facilitate high quality therapy services.

EVALUATION:

Certified Occupational Therapy Assistants and Physical Therapy Assistants will be evaluated by a supervising therapist from the corresponding discipline.

SANGAMON AREA SPECIAL EDUCATION DISTRICT JOB DESCRIPTION

TITLE: Classroom Teacher Aide (Paraprofessional)

QUALIFICATIONS:

High School Diploma or GED and ISBE Licensure (Professional Educator with Stipulation License or Professional Educator License); must be at least 18 years of age.

Must have valid driver's license and access to a reliable, insured vehicle to drive between Member Districts or have other reliable means of transportation to drive between the Member Districts.

PRIMARY FUNCTIONS:

The Classroom Teacher Aide will be responsible for assisting the Special Education Teacher in the general supervision, education, and management of students.

REPORTS TO:

Supervising Special Education Teacher, School Principal or designee, Special Education Administrator and/or Director of Special Education

RESPONSIBILITIES:

1. Assist in the implementation of the daily program under the direction of the Special Education Teacher.
2. Assist in planning and preparing the learning environment and preparing needed instructional materials and supplies.
3. Demonstrate the ability to use technology globally.
4. Assist in supervision of students and management of behaviors.
5. Assist in collecting student data and documentation as directed by supervising Special Education Teacher.
6. Assist with general housekeeping of the classroom.
7. Treat all students with dignity and respect.
8. Maintain professional attitude.
9. Maintain confidentiality about children, families and other employees of the school.
10. Provide individualized and/or small group instruction as directed by Special Education Teacher.
11. Assist student with clarification of directions.
12. Tutor students in specific subject as directed by Special Education Teacher.
13. Participate in required trainings as directed by Special Education Teacher and/or Administrator.
14. Attend all staff or team meetings, and recommended training programs, and conferences as directed by Special Education Teacher and/or Administrator.
15. Participate in professional workshops that relate to current job assignment.
16. Perform non-instructional duties as directed by supervising Special Education Teacher and/or Administrator.
17. Follow directions given by Supervising Special Education Teacher and/or Administrator.

18. Work cooperatively with colleagues, parents, and community personnel as directed by Special Education Teacher and/or Administrator.
19. Perform such other duties and additional responsibilities as assigned.

SUPERVISES:

Students assigned to his/her classroom or students designated by supervising Special Education Teacher and/or Administrator.

**SANGAMON AREA SPECIAL EDUCATION DISTRICT
JOB DESCRIPTION**

TITLE: Educational Interpreter

QUALIFICATIONS:

High School Diploma or GED and a statement of approval from ISBE, which shall be identified as valid either for sign language interpreting or for cued speech interpreting.

Must have a valid driver's license and access to reliable, insured vehicle to drive between Member Districts or have other reliable means of transportation to drive between Member Districts.

PRIMARY FUNCTIONS:

The educational interpreter's primary function is to facilitate communication among students with hearing impairments, their hearing peers, the classroom teacher, and other personnel in the school system.

REPORTS TO:

Supervising Special Education Teacher, School Principal or designee, Special Education Administrator and/or Director/Assistant Director of Special Education.

RESPONSIBILITIES:

1. Interpret for D/HH students who are educated in a variety of educational environments, general education and special education continuum including early childhood environments, community based and vocational instruction.
2. Provide sign to voice/voice to sign interpreting which may include American Sign, a form of manually coded English, and/or oral interpreting depending on the needs of the student at a language level appropriate to the student.
3. Interpreter for parent conference, IEP meetings and other school-sponsored activities as needed.
4. Consult with supervisor and classroom teachers on a regular basis.
5. Participate in meetings, conferences, and in-service training programs as assigned.
6. Provide tutoring and/or note taking and other support services (such as photocopying, typing, record keeping, etc.) when necessary and interpreting is not needed.
7. Maintain confidentiality about student information and communication content, as appropriate to the educational system.
8. Perform other duties and additional responsibilities assigned.

SUPERVISES:

Student(s) designated by the supervising Special Education Teacher and or General/Special Education Administrator

**SANGAMON AREA SPECIAL EDUCATION DISTRICT
JOB DESCRIPTION**

TITLE: Executive Secretary to Director/Assistant Director/Human Resources Coordinator

QUALIFICATIONS:

High School Graduate or GED, Associates or Bachelor's degree preferred.

Must have valid driver's license and access to a reliable, insured vehicle to drive to post office, Member Districts, etc. or have other means of transportation.

PRIMARY FUNCTIONS:

Provides secretarial services for the Director and the Assistant Director. Coordinates human resource activities such as monitoring HR procedures, following HR related federal and state statutes, and implementing all programs related to HR.

REPORTS TO: Director and Assistant Director

RESPONSIBILITIES:

1. Prepares monthly Board meeting agenda and packets for the Member Districts.
2. Performs Personnel Functions including Personnel Record Maintenance:
 - a. Maintain personnel records
 - b. Answer employment verification letters
 - c. Issues employment letters and contracts for new employees
 - d. Documentation of Advanced Studies and Incremental Credit
 - e. Process Professional Development Requests
3. Stays current with federal and state mandates and regulations relating to HR practices and procedures.
4. Administers workers' compensation program.
5. Completes and submits Employment Information System (EIS) reports.
6. Prepare monthly employee newsletter.
7. Completes and files personnel state claims for SASSED and the Member Districts
8. Purchase of office supplies.
9. Prepare and mail letters for teacher and paraprofessional evaluations.
10. Enter Student information for IEP program.
11. Prepare paper bid information for Member School Districts.
12. Other duties as assigned by the Director/Assistant Director.

**SANGAMON AREA SPECIAL EDUCATION DISTRICT
JOB DESCRIPTION**

TITLE: Occupational Therapist (OTR)
Physical Therapist (RPT)

QUALIFICATIONS:

Therapists shall hold an Illinois License valid for the provision of occupational or physical therapy services. Must have valid driver's license and access to a reliable, insured vehicle to drive between service provision locations in various member districts.

PRIMARY FUNCTIONS:

Oversee all aspects of school-based therapy services in their respective fields, insuring that services meet the needs of special education students in the home districts represented in the Sangamon Area Special Education District.

Insure that services are consistent with the provisions of Illinois Occupational Therapy Practice Act, the Illinois Physical Therapy Act, professional standards and state guidelines for school based therapy.

REPORTS TO: Special Education Administrator as designated by the Director.

RESPONSIBILITIES:

1. Request, review and maintain annual prescriptions for those students receiving therapy.
2. Maintain therapy caseload information and submit that information to the Therapy Services Administrator as requested.
3. Assign caseloads to therapy assistants.
4. Keep an inventory of SASED equipment and its distribution in the member Districts.
5. Submit equipment/supply needs to the Therapy Services Administrator.
6. Complete paper work required by the IEP and/or Medicaid including evaluation reports, annual reports and progress reports.
7. Evaluate students referred for therapy and make recommendations for school based therapy as appropriate.
8. Write measurable goals/objectives for each student receiving therapy.
9. Keep accurate documentation of services and review the documentation of assistants.
10. Observe, consult and collaborate with school personnel when therapy expertise is required.
11. Make recommendations to the Therapy Service Administrator to improve the quality and efficiency of service provision.
12. Perform other duties relevant to therapy service as assigned.

SUPERVISES:

Certified Occupational Therapy Assistants and Physical Therapy Assistants as hired by Sangamon Area Special Education District.

EVALUATION:

Will be evaluated by a qualified designee identified by the Director.

SANGAMON AREA SPECIAL EDUCATION DISTRICT JOB DESCRIPTION

TITLE: Receptionist

QUALIFICATIONS:

High School diploma or GED; must be at least 18 years of age.

Primary Functions:

The receptionist will be responsible for responding to inquiries at the school (SASED Central) and Administrative offices from staff, students, parents, and the public, etc.; providing requested information and/or referral to other parties, directing visitors and providing general clerical support to the other SASED staff.

REPORTS TO: Director/Assistant Director

RESPONSIBILITIES:

1. Answers the school telephone system for the purpose of responding to inquiries, transferring call, and/or taking messages.
2. Greets visitors (e.g. public, parents, students, substitutes, etc.) for the purpose of responding to their inquiries and/or directing them to appropriate personnel in accordance with SASED policies regarding building security.
3. Distributes incoming mail to appropriate personnel.
4. Prepares outgoing mail.
5. Prepares report of absence for Central Office Staff.
6. Keep Summary of Performance data (SOP).
7. Logs in EI referrals and keeps data updated.
8. Update principal/superintendent lists.
9. Send faxes for Central Office Staff.
10. Prepares psychologists, social workers, vision/hearing itinerants, and special education administrators' schedules.
11. Distributes special services referrals and maintains current list.
12. Log in OT/PT prescriptions.
13. Input students into the IEP program.
14. Other duties as assigned by the Director/Assistant Director.

**SANGAMON AREA SPECIAL EDUCATION DISTRICT
JOB DESCRIPTION**

TITLE: Technology Specialist

QUALIFICATIONS:

High School Diploma; Associates Degree with technology classes preferred.

Must have valid driver's license and access to a reliable, insured vehicle to drive between Member Districts or have other reliable means of transportation to drive between the Member Districts.

PRIMARY FUNCTIONS:

The Technology Specialist will be responsible for providing support for SASED staff in the use of technology. Keep all SASED computers/iPads functioning and software up to date. Manage the collection and maintenance of technology equipment. Act as a liaison for any electronic systems installed at SASED and their vendors including cable and internet servers.

REPORTS TO:

Director of Special Education, Assistant Director of Special Education and SASED Central Principal

RESPONSIBILITIES:

1. Purchase and maintain all computer related equipment and supplies for SASED.
2. Liaison for electronic systems installed at SASED and their vendors i.e. cable and internet server.
3. Respond to any requests for supplies or hardware by SASED staff.
4. IEP computer related tasks, set up computer lab, computer upgrades and collection of data.
5. Keep inventory of technology items such as computers and iPads.
6. Participate in trainings when needed to keep up with the changes in technology.
7. Communicate with staff related to computer related issues in order to troubleshoot technology issues.
8. Ability to repair computer, printers and office equipment.
9. Help maintain the sased.com website.
10. Other duties as assigned by Director, Assistant Director and SASED Central Principal.

**SANGAMON AREA SPECIAL EDUCATION DISTRICT
JOB DESCRIPTION**

TITLE: Vocational Job Coach

QUALIFICATIONS:

High School Diploma or GED and ISBE Licensure (Professional Educator License); must be at least 18 years of age.

Must have valid driver's license and access to a reliable insured vehicle to drive between Member Districts and job locations or have other reliable means of transportation to drive between the Member Districts and the job locations.

PRIMARY FUNCTIONS:

To assist the Vocational Coordinator as directed in providing a meaningful educational vocational program for students in the Secondary Transitional Experience Program.

REPORTS TO: SASSED Vocational Coordinators, Administrative Staff from SASSED and from Member Districts

RESPONSIBILITIES:

1. Assists the Vocational Coordinator, teachers, and related staff for developing students' vocational skills.
2. Monitor student performance at the work site for the purpose of identifying areas requiring additional training on techniques and methods for maintaining solid work habits.
3. Model and perform specific job skills in training individual students.
4. Direct students in understanding job responsibilities and behaviors appropriate for the work site.
5. Observe and maintain records for purposes of evaluation individual training procedures.
6. Modify and revise programming according to specific needs in coordination with goals and expectations of those by the employer and Vocational Coordinator.
7. Work directly with the employer and Vocational Coordinator in determining when job coach services should be phased out and/or completed.
8. Participate in in-service training regarding vocational educational programming and the Secondary Transitional Experience Program.
9. Perform such other duties and additional responsibilities as assigned.

SUPERVISES:

Students assigned by the Vocational Coordinator and/or SASSED Administration

SANGAMON AREA SPECIAL EDUCATION DISTRICT JOB DESCRIPTION

TITLE: Administrative Assistant, SASSED Central School

QUALIFICATIONS: The Administrative Assistant will have completed a minimum of 60 hours of college course work.

PRIMARY FUNCTION: Provide direct assistance to the Principal of SASSED Central School to maintain efficient and accurate records and insure the smooth operation of the school and it's programs.

REPORTS TO: Principal, SASSED Central School

RESPONSIBILITIES:

1. Daily
 - Answer Phones/check messages
 - Track Attendance (including late arrivals/early dismissals/adds /drops)
 - Communicate with staff and transportation regarding attendance
 - Contact parents regarding attendance
 - Document parent contact
 - Update lists: Daily Attendance/Class List/District List/etc
 - Track and record staff absences and substitutes
 - Update student record files
 - File bus sheets
 - Other duties as assigned (copy, mail, etc.)
2. Weekly
 - Place milk order
 - Mail weekly student reports
 - Provide staff with mailing supplies as needed
 - Update finances using Quicken and online banking
 - Deposit any reimbursement checks or vending income
3. Monthly
 - Send meeting notices/document date
 - Send Copy Count to office machine company
 - Submit absence and substitute reports to bookkeeper
 - Complete student attendance report for Nick
 - Track, file, and submit reimbursement requests
 - Prepare and distribute field trip forms
 - Coordinate buses for field trips
 - Place soda orders
 - Prepare and mail district lunch billing
 - Deposit lunch income

- Pay soda and milk bills
 - Inform parents of school events/holidays
 - Track and submit reimbursement forms
4. Periodically
- Copy/mail/file midterm and report cards
 - Update/File/distribute Transcripts at semester
 - Orders supplies
5. Yearly
- Schedule and coordinate Vision and Hearing testing
 - Prepare registration packets for mailing
 - Update all forms and lists for new school year
 - Collect and file updated student information
 - Coordinate with districts for student health information
 - Print graduation announcements
 - Send graduation mailings

EVALUATION: The Administrative Assistant of SASSED Central School will be evaluated by the Principal.

Abused and Neglected Child Reporting

Any SASED employee who suspects or receives knowledge that a student may be an abused or neglected child shall immediately report such a case to the Illinois Department of Children and Family Services. The employee shall also promptly notify the Special Education Director or Assistant Director that a report has been made. All SASED employees shall sign the "Acknowledgement of Mandate Reporter Status" form provided by the Illinois Department of Child and Family Services and the Special Education Director or designee shall ensure that the signed forms are retained.

Any SASED employee who discovers child pornography on electronic and information technology equipment shall immediately report it to local law enforcement, the National Center for Missing and Exploited Children's CyberTipline at 800-843-5678, or online at www.cybertipline.com. The Special Education Director or Building Principal shall also be promptly notified of the discovery and that a report has been made.

The Special Education Director shall execute the requirements in SASED policy: *Personnel Records*, whenever another special education joint agreement or school district requests a reference concerning an applicant who is or was a SASED employee and was the subject of a report made by a SASED employee to DCFS.

The Special Education Director shall notify the State Superintendent and the regional superintendent in writing when he or she has reasonable cause to believe that a certificate holder was dismissed or resigned from SASED as a result of an act that made a child an abused or neglected child. The Special Education Director must make the report within 30 days of the dismissal or resignation and mail a copy of the notification to the certificate holder.

The Special Education Director or designee shall provide staff development opportunities for school personnel working with students in grades Kindergarten through 12 in the detection, reporting, and prevention of child abuse and neglect.

Each individual member of the Board of Directors must, if an allegation is raised to the member during an open or closed Board meeting that a student is an abused child as defined in the Act, direct or cause the Board to direct the Special Education Director or other equivalent school administrator to comply with the requirements of the Act concerning the reporting of child abuse.

ACKNOWLEDGMENT OF THE STATUTORY REQUIREMENT THAT SCHOOL PERSONNEL REPORT SUSPECTED CASES OF CHILD ABUSE AND NEGLECT AS SET FORTH IN THE ILLINOIS ABUSED AND NEGLECTED CHILD REPORTING ACT - ILL REV. STAT. 1985, CH. 23, PAR. 2051 ET. SEQ.

Any school personnel, including teachers, administrators, nurses, social workers and psychologists, who have reasonable cause to believe a child, known to them in their professional capacity, may be an abused or neglected child are required by law to immediately report the case to the Department of Child and Family Services (DCFS). An abused child@ is one whose parent, or immediate family member, or other person responsible for the child's welfare, or any individual residing in the same home, or a paramour of the child's parent, inflicts upon or creates a substantial risk of physical or emotional injury to the child, commits a sex offense against the child, or commits torture or inflicts excessive corporal punishment upon the child. A neglected child@ is one whose parent or other person responsible for the child's welfare fails to provide the child with the necessary care and support, such as nourishment, medical care, education as required by law, clothing and shelter, or who is abandoned. A child may not be considered abused or neglected solely because a parent or guardian, in good faith, depends upon spiritual prayer alone for the treatment of disease.

A report of suspected child abuse or neglect must be made orally to the DCFS either by calling the statewide 24-hour child abuse hotline number (1-800-252-2873) or by contacting the nearest DCFS office by telephone or in person. The oral report must be confirmed in writing to the appropriate Child Protective Service Unit within 48 hours. School personnel should, but are not required to, inform the school principal that they have reported a suspected abuse or neglect case to the DCFS.

When making a report to the DCFS, the following information is required, if known:

1. The name and address of the child and his or her parents or guardian.
2. The child's age, sex and race.
3. The nature and extent of the abuse or neglect.
4. Any evidence of previous injuries.
5. The names of persons apparently responsible for the abuse or neglect.
6. The family's composition, including the names, ages, sexes, and races of other children.
7. The reporter's name, occupation, and a place where he or she may be reached.
8. The actions taken by the reported.
9. Any other information the reporter believes may be helpful.

Any school personnel who reports a suspected case of child abuse or neglect have complete legal immunity if the report was made in good faith. The name of the reporter is kept confidential. Any school personnel who willfully fails to report a case of abuse or neglect to the DCFS are guilty of a Class A misdemeanor and subject to a \$1,000 fine or up to one year in prison or both. Any school personnel who knowingly transmits a false report the DCFS is guilty of disorderly conduct and may be fined up to \$3000.

ACKNOWLEDGMENT

I, _____, hereby acknowledge that I have carefully read and understand the above statement, entitled Acknowledgment of the Statutory Requirement that School Personnel Report Suspected Cases of Child Abuse and Neglect, as set forth in the Illinois Abuse and Neglected Child Reporting Act. ILL Rev. Stat., 1985, ch. 23, par. 2051 Et. Seq.

Signature

Date

AMERICANS WITH DISABILITIES ACT EMPLOYMENT PROVISIONS SUMMARY

- I. General Purpose: prohibit discrimination of "qualified individuals with disabilities" with regard to job application procedures, hiring, discharge, promotion, salary, training, and other conditions of employment.

- II. Disability - defined
 - a) A physical or mental impairment that substantially limits one or more of the major life activities of an individual, (e.g., blindness, hearing loss) or
 - b) A record of such impairment, (e.g., recovered alcoholic or cancer in remission) or
 - c) Being regarded as having such an impairment, (e.g., disfigurement).
 - d) Specifically includes: MS, HIV positive, cancer, and emotional illness.
 - e) Specifically excludes: current drug users, homosexuals, transsexuals, smokers, among others.

- III. Qualified Individual
 - a) Any person with a disability who "with or without reasonable accommodation" can perform the "essential functions": of the job.
 - b) Two step analysis: Does applicant/employee have requisite education, skills, experience, etc.? If so, can they perform essential job functions with or without reasonable accommodation?
 - c) Job descriptions critical to establish essential job functions.
 - d) Essential functions concern ability to accomplish goal of job, not performance details.

- IV. Reasonable Accommodation
 - a) Job restructuring.
 - b) Part-time or modified work schedules.
 - c) Reassignment to vacant position.
 - d) Acquisition or modification of equipment or devices.
 - e) Appropriate adjustments or modifications of exams, training materials or policies.
 - f) Providing qualified readers or interpreters.

- V. Undue Hardship Defense to Accommodation
 - a) Accommodation which would result in significant expense or difficulty when evaluated against certain enumerated factors.
 - b) Tests, standards, selection criteria, or employer's action in dispute are job related and consistent with business necessity, and that performance of positions essential functions cannot be accomplished even with reasonable accommodations.
 - c) Qualification standards questioned are necessary to protect against individual posing direct threat to health or safety or others in workplace.

- VI. Hiring Procedures
 - a) No pre-employment questions or physical exams regarding disability are permitted.
 - b) No pre-employment inquiries about previous worker's compensation history are allowed.
 - c) Inquiries about ability to perform job-related functions are permitted.

- d) Qualification standards must be related to job functions and consistent with business necessity.
- e) Pre-employment physicals are prohibited until after employment offer has been made.
- f) Physical exam after employment offer may be required if all new employees are examined and medical information collected is maintained in a separate file and kept confidential.
- g) "Drug testing" not considered a "medical examination" under ADA; drug users are not disabled for purposes of ADA.

VII. Enforcement

- a) EEOC - case by case evaluation
- b) Notices to be posted describing provisions of ADA
- c) Compensatory damages limited based on size of employer
- d) Punitive damages and trial by jury

VII. Conclusions/Recommendations

- a) Update/review job descriptions.
- b) Training of supervisory staff.
- c) Safety programs and discipline for violations of safety rules.
- d) Update/review job applications.
- e) Update/review job testing and exam procedures.
- f) Review collective bargaining agreements, contracts with employment or referral agencies, and agreements with fringe benefit providers.
- g) Develop accommodation plans and procedures.

Criminal Background Check

The Special Education Director or designee shall ensure that a fingerprint-based criminal history records check and a check of the Statewide Sex Offender and Violent Offender Against Youth Database (when available) is performed on each applicant as required by State law. The Special Education Director or designee shall notify an applicant if the applicant is identified in either database.

Drug- Alcohol- and Smoke Free Workplace

It is the policy of Sangamon Area Special Education District that smoking is prohibited throughout the work place, including the building and grounds.

It is the policy of the Sangamon Area Special Education District that all SASSED work places shall be free from drugs and alcohol. All employees shall be prohibited from:

1. The distribution, consumption, possession of or being under the influence of alcohol and/or a controlled substance while performing work for SASSED or walking on and off SASSED or member districts' premises, and
2. The unlawful manufacture, distribution, dispensing, possession, use or being under the influence of a controlled substance while performing work for SASSED, or walking on and off SASSED or member districts' premises.

For the purpose of this policy, a controlled substance is one which is:

1. Not legally obtainable;
2. being used in a manner different than prescribed;
3. legally obtainable, but has not been legally obtained; or
4. referenced in any applicable federal or state controlled substance acts.

As a condition of employment, each employee shall:

1. Abide by the terms of SASSED policy respecting a drug and alcohol-free workplace; and
2. Notify his/her supervisor of his/her conviction of any criminal drug and/or alcohol statute for a violation occurring while performing work for SASSED or member districts including while walking on and off SASSED or member districts' premises, within five (5) working days after such a conviction.

In order to make employees aware of dangers of drug and alcohol abuse, SASSED shall:

1. Provide each employee with a copy of the SASSED Drug and Alcohol Policy;
2. Post notice of the SASSED Drug and Alcohol Policy in a place where other information for employees is posted;
3. Make available materials from local, state and national anti-drug and alcohol abuse organizations; and

4. Enlist the aid of community and state agencies with drug and alcohol information and rehabilitation programs to provide information to SASSED employees.
5. Establish a drug-free awareness program to inform employees about:
 - a. The dangers of drug abuse in the workplace,
 - b. Available drug and alcohol counseling, rehabilitation, re-entry, and any employee assistance programs, and
 - c. The penalties that SASSED may impose upon employees violating this policy.

SASSED Action Upon Violation of Policy

An employee who violates the terms of this policy may be subject to disciplinary action, up to and including termination. The initiation of any disciplinary action with respect to an employee convicted of a drug offense in the workplace must commence within thirty (30) calendar days after receiving notice of the conviction.

If SASSED is a current participant in a federal education program in which SASSED is the prime grantee and a direct receiver of federal funds, the Director shall notify the appropriate federal agency from which SASSED receives grant monies of the employee conviction within ten (10) days after receiving notice of the conviction.

The SASSED Board of Directors may require an employee who violates the terms of this policy to satisfactorily participate in a drug or alcohol abuse assistance or rehabilitation program which has been approved by the Board of Directors.

Duties and Qualifications

All support staff: (1) must meet qualifications specified in job descriptions, (2) must be able to perform the essential tasks listed and/or assigned, and (3) are subject to SASSED policies as they may be changed from time-to-time at SASSED's sole discretion.

Paraprofessionals and Teacher Aides

"Paraprofessionals" and "teacher aides" are non-certificated education support personnel with instructional duties; the terms are synonymous. Service as a paraprofessional or teacher aide requires a "statement of approval" issued by the Illinois State Board of Education (ISBE).

A paraprofessional or teacher aide assigned to a member District of SASSED paid with federal funds under Title I, Part A, or in a school-wide program that is supported with such funds, shall hold a "statement of approval", issued by ISBE, for this purpose.

Individuals with only non-instructional duties (e.g., providing technical support for computers or performing clerical duties) are not paraprofessionals or teacher aides and the requirements in this section do not apply. In addition, individuals who are completing their clinical experiences and/or student teaching do not need to comply with this section, provided they otherwise qualify for instructional duties under ISBE rules.

Non-certificated Personnel Working with Students Performing Non-Instructional Duties

Non-certificated personnel performing non-instructional duties may be used:

1. For supervising study halls, long distance teaching reception areas used for instructional programs transmitted by electronic media (e.g., computers, video, and audio), detention and discipline areas, and school-sponsored extracurricular activities;
2. As supervisors, chaperones, or sponsors for non-academic school activities; or
3. For non-teaching duties not requiring instructional judgment or student evaluation.

Employment At-Will

Unless otherwise specifically provided, SASSED employment is at-will, meaning that employment may be terminated by SASSED or employee at any time for any reason, other than a reason prohibited by law, or no reason at all. Nothing in SASSED's policy is intended or should be construed as altering the employment at-will relationship.

Exceptions to employment at-will may include employees who are employed annually, have an employment contract, or are otherwise granted a legitimate interest in continued employment. The Special Education Director is authorized to make exceptions to employing non-certificated employees at-will but shall maintain a record of positions or employees who are not at-will and the reason for the exception.

Employment Termination and Suspensions

Resignation and Retirement

An employee is requested to provide 2 weeks' notice of a resignation. A resignation notice cannot be revoked once given. An employee planning to retire should notify his or her supervisor at least 2 months before the retirement date.

Non-RIF Dismissal

SASSED may terminate an at-will employee at any time for any reason, subject to State and federal law. The Special Education Director or supervisor may recommend an employee's discharge subject to the Board of Directors' approval and Administrative District approval.

Employees who are employed annually or have a contract, or who otherwise have a legitimate expectation of continued employment, may be dismissed: (1) at the end of the school year or at the end of their respective contract after being provided appropriate notice and after compliance with any applicable contractual provisions, or (2) mid-year or mid-contract provided appropriate due process procedures are provided.

Reduction in Force and Recall

This section is applicable whenever the Board of Directors and Administrative District decrease the number of non-certified personnel or to discontinue some particular type of educational support service and, as a result of that action, a non-certified employee is removed, dismissed, or his or her hours reduced.

The Board of Directors shall use a seniority list to determine the order of dismissal or removal. The seniority list, categorized by positions, shall show the length of continuing service of each full-time non-certified employee. The employee with the shorter length of continuing service within the respective category of position shall be dismissed first.

Written notice will be given the employee by certified mail, return receipt requested, at least 30 days before the employee is removed or dismissed, or his or her hours are reduced, together with a statement of honorable dismissal and the reason therefore if applicable. The prior written notice will be shortened to at least 5 days before an employee's hours are reduced as a result of an unforeseen reduction in the student population.

Any vacancies for the following school term or within one calendar year from the beginning of the following school term, shall be offered to the employees so removed or dismissed from that category or any other category of position provided they are qualified to hold such positions.

Final Paycheck

A terminating employee's final paycheck will be adjusted for any unused, earned vacation credit. Employees are paid for all earned vacation. Terminating employees will receive their final pay on the next regular payday following the date of termination, except that an employee dismissed due to a reduction in force shall receive his or her final paycheck on or before the third business day following the last day of employment.

Suspension

Except as provided below, the Special Education Director or Assistant Director is authorized to suspend an employee without pay as a disciplinary measure, during an investigation into allegations of misconduct, or pending a dismissal hearing whenever, in the Special Education Director's or Assistant Director's judgment, the employee's presence is detrimental to SASSED. A disciplinary suspension shall be with pay: (1) when the employee is exempt from the overtime provisions of the federal wage and hour laws, or (2) until an employee with an employment contract for a definite term is provided a notice and hearing according to the suspension policy for professional employees.

Any criminal conviction and removal from employment resulting from the investigation or allegations shall require the employee to repay to SASSED all compensation and the value of all benefits received by the employee during the suspension. The Special Education Director or Assistant Director will notify the employee of this requirement when the employee is suspended.

Evaluation

Each non-certified staff member's job performance shall be evaluated by his/her direct supervisor. The evaluation process includes scheduled annual evaluations, on forms applicable to the job classification, and day-to-day appraisals.

Supervisors shall provide a copy of the completed evaluation to the employee and shall provide an opportunity to discuss it. The original should be signed by the employee and filed with the Special Education Director.

As appropriate, supervisors should discuss job performance issues that require attention with employees.

Family and Medical Leave Policy

It is the policy of the Sangamon Area Special Education District to comply with the provisions of the federal Family and Medical Leave Act of 1993 (the "FMLA") and the regulations promulgated thereunder. Employees are to be able to participate in early child rearing of their children and to care for family members with serious health conditions or be absent from work due to their own serious illness without being forced to choose between such family obligations and their job security. Accordingly, all eligible District employees shall be entitled to a Family Medical Leave, on a gender neutral basis, provided the leave is taken in accordance with the following provisions

1. Eligible Employee

An employee who has been employed for at least twelve (12) months has worked at least 1,250 hours during the previous twelve (12) month period and is employed at a worksite where the Board of Directors employs at least 50 employees within a 75 mile radius and is not included in a recognized collective bargaining unit. Effective February 5, 1994 employees included in a recognized collective bargaining unit and who have worked at least 1250 hours in the previous twelve (12) months shall be eligible for the benefits set forth herein. The twelve (12) month period during which the twelve (12) weeks of leave entitlement occurs shall be calculated based upon the District's fiscal year, except the "single 12-month period" to care for a service member begins on the first day the eligible employee takes FMLA to care for a service member as described below and ends 12 months after that date.

- a. An eligible employee may take job-protected unpaid or paid leave or substitute appropriate paid leave if the employee has earned or accrued it, for up to a total of 26 work weeks in a "single 12-month period" to care for a covered service member with a serious injury or illness. Serious injury must be incurred in the line of duty on active duty that renders the service member medically unfit to perform the duties of his office, grade, rank or rating. This does not apply to former members of the armed forces or former members of the National Guard and members on the permanent disability retired list.

2. Purpose of Leave

Eligible employees shall be allowed Family Medical Leave for one or more of the following:

- a. because of the birth of a child of the employee and in order to care for such child;
- b. because a child has been placed with the employee for adoption or foster care;
- c. in order to care for a family member (spouse, son, daughter or parent) of the employee who suffers from a serious health condition as defined in the FMLA regulations at 29C.F.R.825.113; and
- d. because of a serious health condition (as defined in the FMLA regulations at 29C.F.R.825.113) that makes the employee unable to perform the functions of his/her position.
- e. To manage the affairs of a member of the National Guard and Reserves because of any qualifying exigency arising out of the fact that the employee's spouse, son, daughter, or parent or next of kin as defined in the FMLA regulations is a covered military member on active duty (or has been notified of an impending call or order to active duty) in support of a contingency operation. "Qualifying exigencies" are:

- 1) Short-notice deployment;
- 2) Military events and related activities;
- 3) Child care and school activities;
- 4) Financial and legal arrangements;
- 5) Counseling;
- 6) Rest and recuperation;
- 7) Post-deployment activities; and
- 8) Additional activities not encompassed in the other categories but agreed to by the employer and employee.

3. Term of Leave

Eligible employees shall be entitled to a total of twelve (12) workweeks of unpaid leave during the twelve (12) month period, as set forth in paragraph 1, subject to the following:

- a. the entitlement to leave shall expire at the end of the 12 month period beginning on the date of such birth or placement.
- b. a husband and wife who are both employed by the Board of Directors and both eligible for leave, are only permitted to take a combined total of 12 weeks of leave during any twelve (12) month period if the leave is taken because of the birth or placement of a child;
- c. leave may be taken on an intermittent basis (in separate blocks of time due to a single illness or injury) or reduced schedule (reducing the usual number of hours per week or per day) under the following conditions:
 - 1) if medically necessary when the purpose of the leave is to care for a seriously ill family member or because of the employee's own serious health condition.
 - 2) by joint agreement between the employee and the Board of Directors when the purpose of the leave is the birth or placement of a child for adoption or foster care; and
- d. if the employee requests paid accrued leave the Board of Directors shall notify the employee in writing that the paid leave shall be counted against the twelve (12) weeks of leave. This written notice shall be made before the leave begins or before a leave extension is granted.
- e. if the employee requests paid accrued leave and the Board of Directors determines the purpose of the leave is applicable under this policy, the Board of Directors may notify the employee that the paid leave must be utilized prior to any unpaid leave and will be counted against the employee's twelve (12) weeks of leave granted under this policy. This notice shall be made before the leave begins or before a leave extension is granted, unless the Board of Directors does not have sufficient information to determine the reason for the leave until after the leave has begun.

4. Notice Requirements

When the leave is foreseeable, (i.e., based upon an expected birth or placement for adoption or foster care, or planned medical treatment for the employee or the employee's seriously ill family member), the employee is required to notify the Special Education Director or designee not less than 30 days before the date the leave is to begin of the intention to take leave pursuant to this policy. If the circumstances (i.e., date of birth or planned treatment)

require the leave to begin in less than 30 days, the employee shall notify the Special Education Director or designee as soon as practicable. The employee shall make a reasonable effort to schedule the planned treatment so as not to unduly disrupt operations, subject to the approval of the health care provider involved in administering the treatment. The Board of Directors may deny an employee's leave request until at least 30 days after the date the employee provides notice of the intention to take leave for unreasonable failure to provide timely advance notice for foreseeable leaves.

5. Substitution of Paid Leave

Employees entitled to paid sick leave of less than twelve (12) workweeks within a twelve (12) month period shall also be entitled to the additional weeks of leave on an unpaid basis necessary to attain the total of twelve (12) workweeks of leave granted under this policy. An eligible employee may elect, or the Board of Directors may require the employee to substitute accrued paid sick leave for all or any part of the unpaid twelve (12) weeks of leave granted pursuant to this policy under the following circumstances:

- a. accrued paid vacation or contingency leave may be substituted for leave for any purpose granted under this policy.
- b. accrued paid sick leave may be substituted if the leave is taken in order to care for a seriously ill family member or because of the employee's own serious health condition.

6. Medical Certification

The Board of Directors may require requests seeking leave to care for a seriously ill family member or because of the employee's own serious health condition be supported by medical certification from the family member's or the employee's health care provider. For foreseeable leaves the certification shall be provided to the Special Education Director or designee within fifteen (15) calendar days from the date the Board of Directors requests such certification or as soon thereafter as practicable. For unforeseeable leaves, the employee is required to provide certification as soon as is practicable, under the particular circumstances, after the date of the Board of Directors requests such certification. The certification shall contain the following:

- a. the date the serious health condition began;
- b. the health care provider's best medical judgment concerning the probable duration of the condition;
- c. a diagnosis of the condition and a brief statement of the prescribed treatment regimen, including whether inpatient hospitalization is required;
- d. if the purpose of the leave is to care for a seriously ill family member, a statement that the employee is needed to care for the family member including an estimate of the amount of time the employee will be needed;
- e. if the purpose of the leave is because of the employee's own serious health condition, a statement that the employee is unable to perform the functions of their position;

- f. in the case where intermittent or reduced schedule leave is requested for planned medical treatment, a statement of the dates and duration of such treatment;
- g. in the case where intermittent or reduced schedule leave is requested to care for a seriously ill family member or because of the employee's serious health condition, a statement that the intermittent or reduced leave schedule is medically necessary, as to the seriously ill employee, or necessary for the care of the family member, including the expected duration of its necessity.

In case where the Board of Directors has reason to doubt the validity of a medical certification it may require the employee to obtain a second opinion, at Board of Directors expense. The Board of Directors shall select the health care provider to supply the second opinion. In cases where the medical opinions in the first and second certifications conflict, the Board of Directors may require the employee to obtain a third certification, at Board of Directors Expense. The third health care provider shall be jointly selected by the Board of Directors and the employee and their certification shall be final and binding upon both the Board of Directors and the employee.

7. Medical Recertification

The Board of Directors may request recertification at reasonable intervals, but not more often than once every thirty (30) days except as allowed by FMLA regulations at 29C.F.R.825.308; such certification is at Board of Directors' expense. The Board of Directors may request recertification, regardless of the length of time since the last request, for the following:

- a. when the employee requests a leave extension (at employee expense);
- b. when the circumstances described by the original certification change significantly (i.e., the nature or duration of the illness changes significantly) (at Board of Directors' expense); or
- c. when the Board of Directors receives information that casts doubt upon the continuing validity of the original certification (at the expense of the Board of Directors).

8. Maintenance of Health Benefits

The Board of Directors shall maintain the employee's group health plan coverage for the duration of leave taken pursuant to this policy on the same basis, at the same level and under the same conditions coverage would have been provided had the employee not taken the leave. The Board of Directors and the employee shall continue to pay their respective applicable shares of the health care premiums during the duration of the leave as if the leave had not been taken. The Board of Directors may recover its share of any premium payments for any periods of unpaid leave from the employee if the employee fails to return to work after their leave entitlement has been exhausted. The Board of Directors also may recover any portion of the premium it paid which the employee was obligated to pay. If the employee substitutes paid sick leave for unpaid leave under this policy, their share of the health care premiums shall be paid by the method the Board of Directors normally utilizes during any employee's paid leave. If the leave is unpaid, the employee shall pay their share of the premium under the Board of Directors' existing procedures for employees on unpaid leave. Seniority will accrue during FMLA leaves only for the period of time the employee applies their accrued paid leave.

9. Return to Employment

At the end of the leave period taken pursuant to this policy, the employee shall be returned to the position held immediately prior to taking the leave, except for key employees under the circumstances set forth below. If that position is unavailable, the Board of Directors shall return the employee to an available position the employee is qualified to hold with equivalent pay and benefits and other terms and conditions of employment. The right to reinstatement ceases and the employment relationship between the employee and the Board of Directors will be deemed terminated if the employee unequivocally informs the Board of Directors of their intent not to return to their employment at the end of the leave period.

Key employees as defined by the FMLA shall not be denied any rights to reinstatement.

The Board of Directors may require the employee to submit medical certification from their health care provider that the employee is now able to resume work if the basis for the leave was the employee's own serious health condition that made the employee unable to perform the functions of their job. The certification (fitness-for-duty) shall specifically address the employee's ability to perform the essential functions of the employee's job. The Board of Directors may deny the employee's return to work until the certification is submitted.

10. Special Rules for Instructional Employees

The following rules apply to employees who meet the eligibility requirements in Section 1 of this policy and whose principal function is teaching and instructing in a class, small group or individual setting, including special education aides.

- A. Intermittent or reduced schedule leave: For eligible instructional employees who request leave to care for a seriously ill family member or because of their own serious health condition which is foreseeable, based upon planned medical treatment, and who will be on leave for more than 20% of that employee's total number of working days during the entire period of the requested leave, the Board of Directors may require the employee to:
 1. take leave for a period or periods of a particular duration no longer than the duration of the planned treatment; or
 2. temporarily transfer to an available alternative position the employee is qualified to hold with equivalent pay and benefits which better accommodates recurring periods of leave than their regular position.
- B. Notice Requirements: The notice requirements contained in this policy apply to instructional employees who request foreseeable intermittent or reduced schedule leaves for any of the purposes stated in Section 2 of this policy. If the employee fails to provide timely notice of such leaves the Board of Directors may impose upon the employee either of the requirements contained in paragraphs (A)(1) and (2) of this section of this policy or may deny the employee's leave until the notice requirement is satisfied.
- C. Leave near the end of the school term: The following rules apply to instructional employees who request leaves near the end of the school term.
 1. If the employee requests leave which is to begin more than five (5) weeks before the end of the school term, the Board of Directors may require the

employee to continue taking leave until the end of the school term if:

- a. the leave is at least three (3) weeks long; and
- b. the return to employment will occur during the three (3) week period before the end of the school term.

2. If the employee requests leave for a purpose other than their own serious health condition which is to begin during the five (5) week period before the end of the school term, the Board of Directors may require the employee to continue taking leave until the end of the school term if:

- a. the leave is longer than two (2) weeks; and
- b. the return to employment will occur during the two (2) week period before the end of the school term.

3. If the employee requests leave for a purpose other than their own serious health condition which is to begin during the three (3) week period before the end of the school term, the Board of Directors may require the employee to continue taking leave until the end of the school term if the leave is longer than five (5) working days.

D. Return to Employment: Established Board of Directors policies and practices and existing collective bargaining agreements shall be used as the basis for determining how instructional employees will be returned to employment at the end of an FMLA leave period. The employee will be returned to the same or an equivalent position the employee is qualified to hold with equivalent pay, benefits and other terms and conditions of employment; subject to any additional provisions in any applicable Board of Directors policy or collective bargaining agreement and/or applicable SASSED policy which are not inconsistent with the FMLA.

**SANGAMON AREA SPECIAL EDUCATION DISTRICT
FAMILY AND MEDICAL LEAVE REQUEST FORM**

NAME: _____

TITLE: _____

DATE OF REQUEST: _____

PURPOSE OF LEAVE (Check One):

_____ Birth of Child

_____ Expected placement of child for adoption

_____ Expected placement of child for foster care

_____ Serious illness of family member

Name of family member _____

Schedule requested _____

_____ Reduced schedule

Schedule requested _____

THIS FORM IS TO BE COMPLETED BY THE EMPLOYEE REQUESTING LEAVE. ATTACH ANY WRITTEN LEAVE REQUESTS FROM THE EMPLOYEE TO THIS FORM.

**SANGAMON AREA SPECIAL EDUCATION DISTRICT
NOTIFICATION TO KEY EMPLOYEE**

To: _____

The Board of Directors is in receipt of your request for a leave pursuant to the federal Family and Medical Leave Act (the "FMLA") of 1993. This is to notify you that, pursuant to the Act, you are a key employee. A key employee is defined as a salaried FMLA eligible employee who is among the highest paid 10% of all the employees (salaried and unsalaried; eligible and ineligible) employed by the Board of Directors within a 75 mile radius of your worksite.

The Board of Directors cannot deny your leave request on this basis. However, it is the Board of Directors' obligation to put you on notice that the possibility exists that the Board of Directors will not be required to reinstate you to your current position at the end of your FMLA leave. The Board of Directors will not be so obligated if it determines that your reinstatement will cause substantial and grievous economic injury to the Association's operations. If you choose to take the requested FMLA leave, if it is subsequently approved, and the Board of Directors determines it does not intend to reinstate you at the end of such leave period, you will be so notified in writing.

Director

Date

**SANGAMON AREA SPECIAL EDUCATION DISTRICT
REQUEST FOR MEDICAL CERTIFICATION**

To: _____

The Board of Directors is in receipt of your request for a leave pursuant to the Federal Family and Medical Leave Act (the "Act") of 1993. Pursuant to the Act, because the purpose for your requested leave is [to care for a seriously ill family member] [your own serious illness] the Board of Directors has the right to request that you provide it with medical certification from [your family member's] [your] health care provider. The certification shall be provided to the Board of Directors on or before _____ and should contain the following information:

- a. The date the serious health condition began;
- b. the health care provider's best medical judgment concerning the probable duration of the condition;
- c. a diagnosis of the condition and a brief statement of the prescribed treatment regimen, including whether inpatient hospitalization is required.
- d. If the purpose of your leave is to care for seriously ill family member the certification should also contain the following:
 1. a statement that you are needed to care for your family member and an estimate of the amount of time you will be needed;
 2. if you are requesting intermittent or reduced schedule leave, a statement that such leave is medically necessary; and
 3. if you are requesting intermittent or reduced schedule leave because of your family member's planned medical treatments, the dates and duration of the treatments.
- e. If the purpose of your leave is for your own serious health condition the certification should also contain the following:
 1. a statement that you are unable to perform the functions of your job;
 2. if you are requesting intermittent or reduced schedule leave, a statement that such leave is medically necessary; and
 3. if you are requesting intermittent or reduced schedule leave because of your planned medical treatments, the dates and duration of the treatments.

Director

Date

**SANGAMON AREA SPECIAL EDUCATION DISTRICT
FAMILY AND MEDICAL LEAVE REQUEST APPROVAL FORM**

To: _____

The Board of Directors is in receipt of your request for a leave pursuant to the federal Family and Medical Leave Act (the "Act") of 1993. This is to notify you that your leave request has been granted. Your leave is scheduled to begin on _____ and is scheduled to end on _____. The stated purpose for your leave is _____ and it will be taken on the following basis:

- _____ Continuous basis
- _____ Intermittent basis

Schedule of leave _____

_____ Reduced schedule

Schedule of leave _____

This is also to notify you that the Board of Directors will require you to substitute _____ [days][weeks] of your accrued paid time for _____ [days][weeks] of your unpaid FMLA leave.

Director

Date

**SANGAMON AREA SPECIAL EDUCATION DISTRICT
FAMILY AND MEDICAL LEAVE REQUEST DENIAL FORM**

To: _____

The Board of Directors is in receipt of your request for a leave pursuant to the federal Family and Medical Leave Act (the "Act") of 1993. This is to notify you that your leave request has been denied. Your leave request has been denied for the following reason(s):

_____ The stated purpose for your leave is not a qualifying purpose pursuant to the Act.

_____ You did not properly comply with the notice provisions contained in the Act.

_____ You did not properly comply with the medical certification provisions contained in the Act.

_____ You have exhausted the twelve weeks of FMLA leave time to which you are entitled under the Act.

_____ Other _____

Director

Date

Harassment

Workplace Harassment Prohibited

The SASED workplace environment shall be productive, respectful, and free of unlawful harassment. SASED employees shall not engage in harassment or abusive conduct on the basis of an individual's race, religion, national origin, sex, sexual orientation, age citizenship status, disability, or other protected status identified in SASED policy, *Equal Employment Opportunity and Minority Recruitment*. Harassment of students, including, but not limited to, sexual harassment, is prohibited by SASED policy: *Harassment of Students Prohibited*.

Sexual Harassment Prohibited

SASED shall provide a workplace environment free of unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct, or communications constituting harassment on the basis of sex as defined and otherwise prohibited by State and federal law.

SASED employees shall not make unwelcome sexual advances or request sexual favors or engage in any unwelcome conduct of a sexual nature when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; (2) submission to or rejection of such conduct by an individual is used as the basis for employment, education, or participation in SASED activities; or (3) such conduct has the purpose or effect of substantially interfering with an individual's work or education performance or creating an intimidating, hostile, or offensive working/learning environment. Sexual harassment prohibited by this policy includes verbal or physical conduct. The terms intimidating, hostile, or offensive include, but are not limited to, conduct which has the effect of humiliation, embarrassment or discomfort. Sexual harassment will be evaluated in light of all the circumstances.

Making a Complaint: Enforcement

A violation of this policy may result in discipline, up to and including discharge. Any person making a knowingly false accusation regarding harassment will likewise be subject to disciplinary action, up to and including discharge. An employee's employment, compensation, or work assignment shall not be adversely affected by complaining or providing information about harassment. Retaliation against employees for bringing bona fide complaints or providing information about harassment is prohibited (see Board policy, *Uniform Grievance Procedure*).

Aggrieved persons, who feel comfortable doing so, should directly inform the person engaging in harassing conduct or communication that such conduct or communication is offensive and must stop.

Employees should report claims of harassment to the Nondiscrimination Coordinator/Complaint Managers and/or use the Board policy, *Uniform Grievance Procedure*. There are no express time limits for initiating complaints and grievances under this policy; however, every effort should be made to file such complaints as soon as possible, while facts are known and potential witnesses are available.

Contact Person for Reports or Complaints

The Special Education Director shall insert into this policy the names, addresses, and telephone numbers of SASSED's current Nondiscrimination Coordinator and Complaint Managers.

Nondiscrimination Coordinator:

Name Special Education Director
Address 2500 Taylor Avenue
Springfield, IL 62703
Telephone No. (217) 786-3250

Complaint Managers:

Name Asst. Director for SASSED
Address 2500 Taylor Avenue
Springfield, IL 62703
Telephone No. 217-786-3250

Name SASSED Central Principal
Address 2500 Taylor Avenue
Springfield, IL 62703
Telephone No. 217-529-8849

The Special Education Director shall also use reasonable measures to inform staff members and applicants of this policy, which shall include reprinting this policy in the appropriate handbooks.

Inservice – Teacher Aides

Classroom teacher aides will attend all local assigned school workshop days. However, under specific conditions, another assignment may be made by the supervising teacher and building principals. Hourly aides will not be compensated to attend local district inservices unless approved by the administration (principals/special education administrator).

Insurance Benefits

Non-certified personnel receive the same benefits as provided certified staff in the Professional Agreement. The Board may withhold money from the employee's salary to pay for family insurance costs, according to the provision of the Section 125 Plan.

An employee resigning shall have their health insurance terminated with their last salary payment. The employee shall, upon leaving employment with SASSED, have the option of continuing the group health insurance plan at their expense including SASSED's share for a period of eighteen (18) months under the COBRA Plan.

During any given school calendar year, SASSED staff who are not governed by the SASSED-EA collective bargaining agreement may opt out of the group insurance package provided by SASSED. The conditions for allowing an employee to drop this coverage are as follows:

- A. Each employee dropping SASSED coverage must provide documentation that he/she has health insurance coverage from another source (typically, a current proof of insurance statement from his/her insurance company).
- B. If an employee chooses this option, all coverage under the SASSED insurance package (health, dental & life) will be dropped.
- C. Once dropped, an employee may only choose to re-enroll during the open enrollment period (usually in September of each year).
- E. Each employee planning to drop their coverage must notify the Director by September 30th on SASSED's Opt Out form (included in this policy).

ANNUAL SASED Insurance Package Opt-Out Notification

Name: _____
(please print)

Check one: Non-certified staff ___ Certified staff ___

Beginning date of employment with SASED: _____

I acknowledge that I have been given the opportunity to apply for group coverage available to me and my dependents through my employer.

I understand and agree:

- If I am declining coverage for myself, my spouse/domestic partner, or my dependent child(ren) because of other coverage, I may in the future be able to enroll myself, my spouse/domestic partner, or my dependent child(ren) provided that I request enrollment within 31 days after the other coverage ends.
- If I have a new spouse/domestic partner or child as a result of marriage, birth, adoption, or placement for adoption, I may be able to enroll myself and my new spouse/domestic partner or child provided that I request enrollment within 31 days after the marriage, birth, adoption, or placement for adoption.
- If I decide to request coverage in the future, for a reason other than the termination of other coverage or the addition of a new spouse/domestic partner or child, I may be considered a late enrollee, if applicable, or I may have to wait until the plan's next open enrollment period. I also understand that as a late enrollee, coverage for preexisting conditions may be excluded for up to a period of 18 months. This period may be offset by the time I, my spouse/domestic partner, or my dependent child(ren) was covered under a qualified health plan.

I certify that I was not pressured, forced, or unfairly induced by my employer, the agent, or the insurer(s) into waiving or declining the group coverage.

I DO NOT want, and hereby waive, coverage for: (**initial** next to all that apply)

Medical for: ___ **Myself** ___ **My Spouse/Domestic Partner** ___ **My Dependent Child(ren)**

I am declining group coverage for the following reason(s): (**check** all that apply)

(EMPLOYEE ONLY---You must provide either a statement of insurance from your carrier or a copy of your insurance card.)

___ Spouse/Domestic Partner's Employer Plan ___ Individual Coverage (Non-Group Plan)
___ COBRA/State Continuation ___ Medicare or other Government Program
___ Other (please explain): _____

Employee Signature: _____ Date: _____

Interpreters and Job Coaches

The above-mentioned personnel are scheduled to work every day the student is in attendance and when required by the principal or special education administrator. Attendance at parent-teacher conferences or teacher inservices is at the supervising teacher's or special education administrator's discretion.

If the individual comes to work and the student is sick, the person may go home without pay, or be assigned other duties by an administrator.

If the student is absent for an extended period, the individual does not work until the child returns.

Time Sheet Procedures

Time sheets are to be submitted each pay period. Time sheets are due on the 5th and 20th of each month and must be signed by the building principal or special education administrator.

First "begin time" is the time scheduled to start. First "end time" is when you leave for lunch; next "begin time" is when you return from lunch, and the final "end time" is when you leave school for the day.

Payment will be over a 9 month period (18 pay periods). Your paycheck will be based on number of hours submitted; therefore, the amount you receive each pay period may vary. Hourly rates have been adjusted so there will be minimal change in **annual** pay if you work the full year.

Mileage

Please refer to the Professional Agreement between SASSED and the SASSED-EA.

Miscellaneous Benefits

State Unemployment Insurance

SASED contributes to the State Unemployment Insurance Fund. Employees make no contribution. The purpose of this insurance is to protect the employee from a total loss of wages when unemployed through no fault of their own and assuming he/she is available, able, and actively seeking other employment. Since the amount paid by the District into this fund is affected by our experience rating, all aspects of this program are carefully monitored.

FICA (Social Security and Medicare)

This federal program provides a base requirement income and medical care benefits for all eligible participants. It is financed both by employee and employer. The amount of required contribution depends upon a formula prescribed by law and subject to change.

Worker's Compensation

This insurance protects an employee against economic loss caused by work related accidents or illnesses. The amounts of benefits are determined by law on a case-by-case basis. SASED pays the entire cost of this program, and coverage depends upon prompt reporting of accidents/illnesses and filing claims.

All injuries sustained on the job, regardless of severity, must be immediately reported to the immediate supervisor and an accident form must be completed and filed at SASED within four days. Failure to do so may result in loss of benefits.

It is the responsibility of the employee to keep SASED informed of the status of progress when on Worker's Compensation leave. Fit-for-duty certification may be required before the employee returns to work.

COBRA

COBRA allows an employee to keep their insurance if their employment is terminated for any reason. Please inquire at SASED office for further information.

Court Duty

SASED will pay full salary during the time an employee is on court duty or, pursuant to a subpoena, serves as a witness or has a deposition taken in any school-related matter pending in court. The employee shall surrender to the employer all payments received for serving as juror or under subpoena less any payments for non-duty days, mileage allowance, meal allowance, and parking fee.

The employee should give SASED at least 10 days prior notice of pending court duty.

Personnel Records

The Special Education Director or designee shall manage the maintenance of personnel records in accordance with State and federal law and SASSED policy. Records, as determined by the Special Education Director, are retained for all employment applicants, employees, and former employees given the need for SASSED to document employment-related decisions, evaluate program and staff effectiveness, and comply with government recordkeeping and reporting requirements. Personnel records shall be maintained in SASSED's administrative office, under the Special Education Director's direct supervision.

An employee will be given access to his or her personnel records according to State law and guidelines developed by the Special Education Director. No one else may have access to an employee's personnel files and personal information except for: (1) a supervisor or management employee who has an employment or business-related reason to inspect the record, or (2) anyone who has the employee's written consent

Physical Examinations

New employees must furnish evidence of physical fitness to perform assigned duties and freedom from communicable disease, including tuberculosis. All physical fitness examinations and tests for tuberculosis must be performed by a physician licensed in Illinois, or any other state, to practice medicine and surgery in any of its branches or an advanced practice nurse who has a written collaborative agreement with a collaborating physician that authorizes the advanced practice nurse to perform health examinations, or a physician assistant who has been delegated the authority by his or her supervising physician to perform health examinations. The employee must have the physical examination and tuberculin test performed no more than 90 days before submitting evidence of it to the Special Education Director or Assistant Director.,

Any employee may be required to have an additional examination by a physician who is licensed in Illinois to practice medicine and surgery in all its branches or an advanced practice nurse who has a written collaborative agreement with a collaborating physician that authorizes the advanced practice nurse to perform health examinations, or a physician assistant who has been delegated the authority by his or her supervising physician to perform health examinations, if the examination is job-related and consistent with business necessity. The Board of Directors will pay the expenses of any such examination.

Religious Holidays

SASSED shall grant an employee's request for unpaid time off to observe a religious holiday if the employee gives at least 5 days prior notice and the absence does not cause an undue hardship to SASSED.

Employees may use earned vacation time, or personal leave to make up the absence, provided such time is consistent with SASSED's operational needs. A per diem deduction may also be requested by the employee.

Reporting Attacks on SASED Personnel

- A. Any school personnel may report an incident of aggravated battery committed against teachers, teacher personnel, administrative personnel or non-certified personnel by completing the required SASED Report Form, and submitting the form to the Special Education Director's office.

Because time is of the essence, any incident of aggravated battery must be submitted, on the form provided, to the Special Education Director's office, on the same date as the incident occurred.

- B. Whenever an employee is absent from school for legal consultation with SASED's attorney and subsequent court appearances as a result of an alleged assault and/or battery, the employee shall continue to receive his/her regular salary. Such absence shall not be charged against the employee's personal or sick leave.
- C. The Board of Directors shall indemnify any employee for the destruction of his/her clothing or personal property destroyed as a result of an assault/battery committed against an employee while on school property or on school-related duties. Such reimbursement shall not exceed one hundred twenty-five dollars (\$125.00) per incident.

Salary and Expenses

Compensation and Assignment

- A. The Board of Directors and the Administrative District will approve salary and wages for non-certified personnel. Salary increases are dependent on evidence of continuing satisfactory performance. An employee covered by the overtime provisions in State or federal law, shall not work overtime without prior authorization from the employee's immediate supervisor. Non-certified personnel are paid twice a month, on the 15th and 30th of each month. The Special Education Director is authorized to make assignments and transfers of non-certified personnel.
- B. The Board of Directors shall reimburse employees for expenses necessary for the performance of their duties which have been approved by the Special Education Director. If the anticipated expense amount exceeds budgeted amounts, prior Board approval is required. There shall be no reimbursement for alcohol.

Employees must submit to the Special Education Director or Assistant Director an itemized, signed voucher showing the amount of actual expenses, attaching receipts to the voucher. Expense vouchers shall be presented to the Board of Directors in its regular bill approval process.

Schedules and Employment Year

Twelve-Month Employees

Twelve-month employees work daily (Monday through Friday) except holidays and earned vacation time. The Director of Special Education has the authority to set the work week during school vacation periods and may allow employees an additional day of vacation during such periods.

Custodians and maintenance personnel work a 40-hour week, with the individual time schedule developed by the Director of Special Education and SASSED Central Principal and is subject to building needs. The custodian assumes the additional responsibility for building checks as outlined in his/her job description.

Administrative office personnel work 8 hours per day with the individual time schedule developed by the Director of Special Education and is subject to SASSED's needs.

School Year Employees

School year employees work the school calendar year unless otherwise specified. Teacher aides work a schedule subject to student needs as determined by SASSED and the SASSED Central Principal and/or the member Districts.

Hourly Employees

Work as needed and approved by the Special Education Director or Assistant Director.

Supervisory Staff

The work day and work year for supervisory staff shall be similar to other personnel except that supervisory personnel are employed for specific tasks and such personnel are expected to work beyond the regular work day in order to accomplish such tasks when necessary. No additional remuneration shall be provided for such work.

Breaks

Employees who work at least 7.5 continuous hours shall receive a 30 minute duty-free meal break which begins within the first 5 hours of the employee's work day. SASSED accommodates employees who are nursing mothers according to provisions in the Nursing Mothers in the Workplace Act. P.A. 92-0068.

Seniority Rights of Non-Certified Staff Members

Non-certified staff members shall be assigned to position categories as determined by the Board. In the event the Board transfers the employment of a non-certified employee from one position category to another position category, the seniority of such person within the District shall be retained.

In the event of a reduction in force due to economic necessity or a decision of the Board to decrease or reorganize the educational support service, retention of non-certified employees shall be determined by seniority. If the reduction and/or reorganization causes a reassignment of personnel to other position categories, the more senior non-certified employee must be qualified by education and training in order to take the place of a less senior person in another position category. In the event the more senior non-certified employee is assigned to a position in a different category, he/she is deemed to have accepted said assignment unless he/she rejects the assignment in writing within fifteen (15) days of receiving written notification of the new assignment. If the new assignment is not accepted, the employee shall be deemed to have resigned from the District.

Categories of Non-Certified Personnel

1. Supportive Resource Services/Supportive Resource Classroom (SRS/SRC) and Community Based Education (CBE) Paraprofessional
2. SASSED Central School Classroom Paraprofessional
3. SASSED Business Manager
4. SASSED Bookkeeper
5. Clerical staff
6. Occupational Therapist
7. Physical Therapist
8. Occupational Therapy Assistant (COTA)
9. Physical Therapy Assistant (PTA)
10. Custodian
11. Technology Specialist
12. Interpreter
13. Job Coach
14. Administrative Assistant, SASSED Central School

Sexual Misconduct Policy

Sexual Misconduct Policy Statement

Sangamon Area Special Education District (SASED) will not tolerate and will seek to eradicate any behavior by its employees, volunteers, or students, which constitutes Sexual Misconduct toward another employee, volunteer, or student. "Sexual Misconduct" means any actual, attempted, or alleged sexual molestation, assault, abuse, sexual exploitation or sexual injury. "Sexual Misconduct" does not include "sexual harassment". Sexual Harassment is governed by the SASED Sexual Harassment Policy.

Reporting Procedures and Designated Child Abuse Counselor

It is the express policy of the Sangamon Area Special Education District to encourage victims of Sexual Misconduct, and their parents or guardians in the case of minors, to come forward with such claims. SASED has selected a Designated Child Abuse Counselor who shall remain accountable for the implementation and monitoring of this policy. The identity of the Designated Child Abuse Counselor shall remain on file with the District. In order to conduct an immediate investigation, any incident of Sexual Misconduct must be reported as quickly as possible in confidence, as follows:

1. Employees and Volunteers

Employees and volunteers are required to report any known or suspected incidents of sexual misconduct according to the Illinois mandatory reporting guidelines. They must also report to their direct supervisor, the building principal or the Designated Child Abuse Counselor. If the report is made to the supervisor or building principal, that individual shall immediately notify the Designated Child Abuse Counselor. If the person to whom an employee or volunteer is directed to report is the offending person, the report should be made to the next higher level of administration or supervision.

2. SASED Central Students

Each year, parents or legal guardians of students shall be advised of the contents of this Sexual Misconduct Policy and be instructed to report any incident of known or suspected sexual misconduct to a social worker, the building principal or the Designated Child Abuse Counselor, unless that individual is the offending person. If the complaint is made to the social worker, or the building principal, that individual shall follow Illinois mandatory reporting policy and immediately notify the Designated Child Abuse Counselor.

Investigation and Confidentiality

All formal complaints will be given a full, impartial and timely investigation. During such investigation, while every effort will be made to protect the privacy rights of all parties, confidentiality cannot be guaranteed.

Discipline

Any SASED employee or volunteer who is determined, after an investigation, to have engaged in sexual misconduct in violation of this policy will be subject to disciplinary action up to and including discharge. Any student attending SASED Central School who is determined, after an investigation, to have engaged in sexual misconduct in violation of this policy will be referred to the SASED Central Principal in consultation with the student's local district administration for disciplinary action, including suspension and expulsion.

False accusations regarding sexual misconduct will not be tolerated, and any person knowingly making a false accusation will likewise be subject to disciplinary action up to and including discharge, with regard to employees, volunteers, or referral of students to their local districts.

SASED will discipline any individual who retaliates against any person who reports alleged sexual misconduct or who retaliates against any person who testifies, assists or participates in an investigation, a proceeding or a hearing relating to a sexual misconduct complaint. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment.

Child Abuse

Sexual abuse of a minor is a crime.

Child Abuse Incident Reporting and Follow-up:

Any case of known or suspected child abuse of a minor must be reported immediately in compliance with Illinois mandatory reporting guidelines and to the Designated Child Abuse Counselor and a police officer, or the State's Attorney Office.

In the event that the Designated Child Abuse Counselor is first notified of an incident or known or suspected child abuse, the Designated Child Abuse Counselor shall immediately notify the child's parent or legal guardian as the case may be (unless the suspected abuser is the child's parent or legal guardian), and the appropriate legal authorities as required by state or local law. The Designated Child Abuse Counselor shall prepare a Suspected Child Abuse Standard Report and immediately follow-up to investigate the incident and to ascertain the condition of the child. The Designated Child Abuse Counselor is encouraged to communicate any questions or concerns about any incident with legal counsel for SASED.

Any employee or volunteer involved in a reported incident of Sexual Misconduct or child abuse shall be immediately relieved of responsibilities that involve interaction with minors and/or shall be suspended, as determined by the SASED Board of Directors. Reinstatement of employees or volunteers involved in a reported incident of child abuse shall occur only after all allegations of child abuse have been cleared by SASED.

Maintenance of Record and Documents

The Designated Child Abuse Coordinator shall maintain all records and documentation required by law or otherwise required by this and other such related policies of SASED including all documents related to procedures for hiring-screening, employee/volunteer code of conduct, training, sign-in/sign-out, pick-up and release procedures, incident reporting follow-up and disciplinary action.

THIS POLICY IS TO BE REVIEWED AND SIGNED BY ALL EMPLOYEES AND VOLUNTEERS WHO HAVE OR MAY HAVE CHILDREN ASSIGNED TO THEIR CARE, CUSTODY, OR CONTROL.

The undersigned hereby acknowledges that he/she has read this Sexual Misconduct Policy, understands the contents thereof and agrees to abide by all terms set forth in the policy.

Name: _____

Position: _____

Date: _____

Sick Leave, Vacation, Holidays, Leaves

Each employee shall be granted sick leave days according to the following schedule.

<u>Term of Employment</u>	<u>180 day</u>	<u>190 days</u>	<u>200 day</u>
1 st and 2 nd year of employment	12 days	14 days	15 days
3 rd through 10 yrs. of employment	13 days	14 days	15 days
11 through 20 yrs. of employment	14 days	15 days	16 days
Year 21 through 30	15 days	16 days	17 days
Year 31	16 days	17 days	18 days

Unused Personal Leave Days will be converted to sick leave days in accordance with Board of Directors Policy Section 5DD.

Sick leave shall be interpreted to mean personal illness, quarantine at home, or serious illness or death in the immediate family or household. For purposes of this Article, immediate family shall be defined as: parents, step-parents, spouse, domestic partner, brothers, sisters, children, step-children, grandparents, grandchildren, parents-in-law, brothers-in-law, sisters-in-law, and legal guardians. In addition, sick leave may be used for death or bereavement leave for the employee's aunt, uncle, niece, nephew or any corresponding in-law of immediate family.

Unused sick leave shall accumulate up to a maximum of (340) three hundred forty days, including the leave of the current year.

Employees working for a period of time less than full-time will have their sick leave prorated according to the percentage employed, to the nearest one-half (1/2) day.

Should any person leave SASSED prior to completing a full term of employment, as specified by their contract or type of employment, having used a greater percentage of the annual sick leave days than the percentage of the term of year employed, they shall have their pay reduced by the appropriate number of days, computing both percentages to the nearest half day if they have no accumulated sick leave. If an employee has accumulated sick leave days, those days will be reduced accordingly instead of pay reduction.

For the purpose of sick days, days shall be divided in half. Any time over half the day away from the assignment is to be considered a full day.

Employees who have exhausted their accumulated sick leave and wish to extend their absence may receive from the Board of Directors Extended Leave of Absence. If no request is made by the employee, and the employee does not report for work, it shall be deemed by the Board of Directors that the employee has resigned his/her position.

After 3 days absence for personal illness, or as it may be deemed necessary in other cases, the employee may be required to furnish a physician's certificate of illness as a basis for pay. If such a certificate is required, SASSED shall pay any expenses incurred in securing it.

Vacation

All 12-month, non-exempt employees, shall be eligible for paid vacation days according to the following schedule:

<u>Length of Employment</u>	<u>Maximum Vacation Earned Per Year</u>
After 1 year of employment	10 days
After 5 years of employment	15 days
After 15 years of employment	20 days

Part-time employees who work at least half-time are entitled to vacation days on the same basis as full-time employees, but the pay will be based on the employee’s average number of part-time hours per week during the last vacation accrual year. The Special Education Director will determine the procedure for requesting vacation.

Vacation days earned in one fiscal year are to be used by the end of the following fiscal year. Employees resigning or whose employment is terminated are entitled to the monetary equivalent of all earned vacation.

Employees whose work year is based upon a school term do not receive paid vacation days.

Personal Leave

All 9- month employees shall be granted personal days according to the following:

1 st and 2 nd year of employment	1 day each year
3 rd year through 10 years	2 days each year
11 th year of employment and beyond	3 days each year

All 12 month employees are granted 2 personal leave days per fiscal year. Upon the 11th year of employment and beyond, 3 days each year will be granted. Unused Personal Leave Days will be converted to sick leave days in accordance with the SASSED/SASSED-EA Professional Agreement.

Holidays

Employees will follow the school calendar of SASSED Central School or the member District to which they are assigned.

SASSED office personnel receive all legal holidays according to State law.

SASSED may require non-certified personnel to work on a school holiday during an emergency or for the continued operation and maintenance of facilities or property.

Leave to Serve as a Trustee of the Illinois Municipal Retirement Fund

Upon request, the Board of Directors will grant 20 days of paid leave of absence per year to a trustee of the Illinois Municipal Retirement Fund in accordance with 105 ILCS 5/24-6.3

Leaves for Service in the Military and General Assembly

Non-certified personnel receive military and General Assembly leaves on the same terms and conditions granted professional staff.

School Visitation Leave

non-certified personnel receive school visitation leave on the same terms and conditions granted professional staff.

Leaves for Victims of Domestic or Sexual Violence

Non-certified personnel receive a leave for victims of domestic or sexual violence on the same terms and conditions granted professional staff.

Staff Development Program

All staff members are encouraged to acquire, develop, and maintain the knowledge and skills necessary to properly administer life-saving techniques, first aid, including the Heimlich maneuver, cardiopulmonary resuscitation, and the use of an automatic external defibrillator, in accordance with a nationally recognized certifying organization. The staff development program may include training and services of experts in life-saving techniques to instruct teachers and other school personnel. SASED staff members who work in local districts are encouraged to participate in local district staff development programs.

Reimbursement of Tuition Costs

SASED staff shall be reimbursed for tuition costs at an amount commensurate with the SASED and SASED-EA agreement.

FORMS

REPORT FORM FOR ATTACKS ON SASED PERSONNEL

This form is to be used to report an aggravated battery against school personnel. The administration will review the report to determine if an aggravated battery took place, and if so, report the aggravated battery, as required by statute, to local law enforcement. This form is separate from and in addition to any internal investigation SASED may conduct into any incident of student or personnel misconduct.

Reporter Information

Name of SASED personnel completing this report: _____

Position: _____ Date of Report: _____

Date of Incident: _____

Parties Involved

Name of SASED personnel who was the victim of the attack (if different than the person completing this report):

Position: Teacher Teacher Aide Administrator Other _____

Who was the person who committed the attack?

Name: _____ Student School Personnel Other _____

Reporter's relationship to the incident: Witness Victim Other _____

Were others involved? *If so, please name them and describe in what capacity others were involved.*

Description of the Incident

Where did the incident occur?

On School Property Specify location: _____

Off school property during a school activity. Specify location: _____

Off school property, not during a school activity. Specify location: _____

Description of the Incident (cont'd)

Describe the incident:

What was the victim doing at the time of the incident?

Was the victim using any type of restraint on the attacker at the time of the incident? *If so, please describe type of restraint and reason for use.*

Was there a struggle between the SASSED personnel/victim and the person who committed the attack? *Please describe.*

Injuries Sustained

What physical injuries did the victim sustain?

Did the victim seek medical treatment for the injuries?

Reporter's Signature _____ **Date** _____

-----**Reporting Information (for administrative use only)**-----

Date Report Received: _____ Report verified with victim (if necessary): _____

Was a battery committed against SASSED personnel? ___ Yes ___ No

If so, was this immediately reported to local law enforcement? ___ Yes ___ No

Local Law Enforcement Agency _____ Date _____

If so, was timely report made to the Illinois State Police's Crime Reporting Program?

___ Yes ___ No Date _____

**SANGAMON AREA SPECIAL EDUCATION DISTRICT
REQUEST/REPORT OF ABSENCE**

Date: _____

Approved: _____

Denied: _____

Employee: _____

Reason for Absence: _____
(Use Code)

Dates of Absence: _____

AM PM All Day (Circle One)

CODES

A Accident on Duty

F Death in Family

J Jury Duty

S Sick

V Vacation

L Leave of Absence

PL Personal Leave

PrL Professional Leave

AL Association Leave

ML Military Leave

CL Comp Time Leave

CW Comp Time Worked

Employee Signature

Building Principal Signature

SASED Administrator Signature

If "PrL" code is used, please name conference attended: _____

REPORT OF SUBSTITUTES

Name of Substitute: _____

Address: _____ City: _____ ZIP: _____

Phone: _____ Social Security No. _____

Date Substituted: _____

Total Number of Days: _____

District's Rate of Pay: _____

Amount Due: _____

Substitute Signature

REQUEST FOR PERSONAL DAY

A **REQUEST FOR PERSONAL DAY** must be completed by any employee who is absent from their position for reasons other than illness or pre-approved professional meeting or activities.

Please submit to your immediate supervisor at least two (2) days in advance of the date requested.

NAME _____ PROGRAM _____

SCHOOL _____

DATE(S) ABSENT _____

Employee's Signature

Building Principal's Signature

Action Taken by SASED

Special Education Administrator

**SANGAMON AREA SPECIAL EDUCATION DISTRICT
PROFESSIONAL MEETING REQUEST**

NAME _____ SCHOOL _____ POSITION _____

NAME OF CONFERENCE _____ CONFERENCE DATE _____

LOCATION _____ SPONSORING ORGANIZATION _____

What presentation(s) and activities will you attend?

ANTICIPATED EXPENSES

Transportation Mode _____ Cost _____

Registration Fee _____

Lodging _____

Meals (not to exceed \$30/day) _____

Total _____

Date Requested _____

APPROVED

DISAPPROVED

Principal's Signature _____

Date _____

Special Educ. Administrator _____

Date _____

Director's Signature _____

Date _____

Please submit two copies to the Director of Special Education ten (10) school days prior to the meeting date.

OFFICE USE ONLY

Budget Account _____

Budget Account Approval _____

Signature/Date

**SANGAMON AREA SPECIAL EDUCATION DISTRICT
REQUEST FOR PAYMENT OF EXPENSES**

Please send this completed form and receipts for registration, meals, transportation, and lodging expenses to the Director's office within one (1) week after conference attendance.

NAME OF CONFERENCE: _____

LOCATION: _____

DATE (S): _____

TRANSPORTATION:

Car: _____ Miles _____

Other: Air/Bus/Train Fare _____

REGISTRATION FEE: _____

LODGING: Nights _____ @ _____

MEALS: Actual cost not to exceed \$30/day _____

No reimbursement w/o receipts

OTHER: _____

TOTAL AMOUNT OF REIMBURSEMENT REQUESTED _____

Receipts _____

Employee's Signature/Date _____

Special Education Administrator/Date _____

TOTAL AMOUNT OF REIMBURSEMENT APPROVED _____

Director's Approval/Date _____

OFFICE USE ONLY

Budget Account _____ Item Description _____

Budget Account Approval _____
Signature/Date _____

**SANGAMON AREA SPECIAL EDUCATION DISTRICT
REQUEST FOR COURSE(S) APPROVAL**

All certified personnel are entitled to additional horizontal increments for training beyond the Bachelor's Degree Program when such training applies toward a Master's Degree or training beyond a Master's Degree or when course work applies to an advanced degree or for improving professional performance as related to a staff member's special area or for the benefit of the district. Prior approval from the Director must be obtained for all Master's Degree and Advanced Degree programs.

The Executive Committee will pay for up to twelve (12) semester hours for approved course work per school year for each staff member at a rate not to exceed seventy dollars \$150.00 per semester hour. A maximum of forty (40) hours of approved credit will be allowed for payment during the staff member's employment with the Sangamon Area Special Education Cooperative. (See ARTICLE XV for exact contract language)

I AM REQUESTING THAT THE FOLLOWING COURSE (S) BE APPROVED:

University	Course #	Course Title	Sem.Hours	Date

PLEASE CHECK ONE OF THE FOLLOWING THAT APPLIES TO YOU:

- I have been accepted in an accredited Master's Degree program.
- I have been accepted in an accredited Advanced Degree Program.
- I wish to take course work for professional improvement as it relates to my specialized area.
- Other (Please Specify)_____

After approval and completion of the course(s), I must submit an official transcript and a request for reimbursement form (Appendix VI) to the Director in order to receive proper credit and reimbursement.

Master's/Advanced Degree Program_____

University_____

Applicant's Name (Print)

Applicant's Signature

Date

Administrative Authorization:

Approved Course and Reimbursement Not Approved Approved - Course Only

Director's Signature

Date

REIMBURSEMENT REQUEST FOR COURSEWORK

Staff members completing approved course work as provided in Article XV are entitled to reimbursement of \$150.00 per semester hours for twelve (12) semester hours per school year. A maximum of forty (40) hours of approved credit will be allowed for payment during the staff member's employment with Sangamon Area Special Education Cooperative.

Please complete the following form for reimbursement:

Course Title _____ Semester Hours _____ Completion Date _____

Course Title _____ Semester Hours _____ Completion Date _____

Course Title _____ Semester Hours _____ Completion Date _____

Course Title _____ Semester Hours _____ Completion Date _____

Total Hours Completed _____ Date _____

Total Accumulative Hours Completed _____ Date _____

It is necessary to submit this Reimbursement Request For Course Work and an official transcript in order to receive proper credit and remuneration.

Applicant's Name (Print)

Applicant's Signature

Date

Total semester Hours @ \$150.00 per hour for a total of _____.

Director's Approval

Date

Sangamon Area Special Education District

Paraprofessional Evaluation

Name: _____

Date: _____

Assignment: _____

Completed by: _____

Evaluator's Signature: _____

Paraprofessional's Signature*: _____

*indicates a conference was held

Local Administrator's Signature: _____

Special Education Administrator's Signature: _____

Paraprofessional's Comments (Optional):

Place a mark in the box that best describes the paraprofessional's performance in that area. Ratings of unsatisfactory require written evidence and explanatory comments.

Domain 1: Planning and Preparation	Unsatisfactory	Satisfactory	Proficient	Distinguished
<i>Task Completion</i>	Inefficient and undependable in task completion. <div style="text-align: right;"><input type="checkbox"/></div>	Usually completes assigned work according to timelines/directives. <div style="text-align: right;"><input type="checkbox"/></div>	Completes work efficiently and accurately according to timeline/directives provided. <div style="text-align: right;"><input type="checkbox"/></div>	Exceptionally dependable and conscientious in all tasks assigned. Finds value added tasks to do without being assigned. <div style="text-align: right;"><input type="checkbox"/></div>

Evidence/Explanatory Comments:

Domain 2: Creating an Environment of Respect and Rapport	Unsatisfactory	Satisfactory	Proficient	Distinguished
<i>Interaction with Students</i>	Interactions with some students are negative, sarcastic or inappropriate. May attempt to intimidate students. <input type="checkbox"/>	Student interactions are generally appropriate but may reflect occasional inconsistencies or favoritism. <input type="checkbox"/>	Student interactions are friendly and demonstrate warmth and respect. <input type="checkbox"/>	Consistently models respect and caring for all students. <input type="checkbox"/>
<i>Interaction with School Staff</i>	Does not demonstrate respect toward other staff members. Does not address issues with people directly. <input type="checkbox"/>	Interactions with staff members are usually respectful but may have difficulty working with some individuals. <input type="checkbox"/>	Interactions with staff are friendly; attempts to work through differences and is sensitive to the feelings of others. <input type="checkbox"/>	Demonstrates respect for all staff members. Initiates problem solving. <input type="checkbox"/>
<i>Interactions with Supervising Teacher</i>	Has difficulty providing consistent support to the teacher. Questions the teacher's decisions regarding programming. Fails to fully implement programming as instructed. <input type="checkbox"/>	Completes tasks as assigned by the classroom teacher. Asks questions when needed. <input type="checkbox"/>	Effectively supports the teacher in preparation and instructions. Can anticipate needs. Follows directives regarding programming. <input type="checkbox"/>	Can multi-task to provide quality materials, effectively meet the needs of students and support the classroom teacher. Contributes to problem solving discussions and supports the teacher's decisions regarding programming. <input type="checkbox"/>
<i>Interactions with Parents</i>	Interactions with parents are negative and/or not supportive of the program, teachers or district. Initiates contact with parents without direction from the supervising teacher. <input type="checkbox"/>	Interactions with parents are polite and respectful. Does not contact parents without specific direction from the supervising teacher. <input type="checkbox"/>	Interactions with parents generally support the program, teachers and district. Questions about program are directed to the teacher. <input type="checkbox"/>	Consistently supports the program, teacher and district during interactions with parents. Refers parents to the supervising teacher if questions arise about programming. <input type="checkbox"/>

Evidence/Explanatory Comments:

Domain 3: Service Delivery	Unsatisfactory	Satisfactory	Proficient	Distinguished
Oral and Written Language	Spoken and/or written language is inappropriate for the educational setting, containing grammar and syntax errors. <input type="checkbox"/>	Spoken and written language skills are adequate. <input type="checkbox"/>	Spoken and written language is clear and correct. Vocabulary is appropriate to the developmental levels of students. <input type="checkbox"/>	Spoken and written language is correct and expressive with well-chosen and appropriate vocabulary. <input type="checkbox"/>
Effective Direction of Student Activities	Gives directions to students that are unclear or confusing. Has difficulty rewording to clarify. <input type="checkbox"/>	Generally gives clear directions to students. Provides clarification as needed. <input type="checkbox"/>	Consistently gives clear directions that contain appropriate detail. <input type="checkbox"/>	Anticipates student misunderstanding and adjusts directions for individual students to insure smooth completion of tasks. <input type="checkbox"/>
Productivity and Time Management	Off task during instructional time. Talks with peers, accesses phone, personal use of school computer during work hours. <input type="checkbox"/>	Follows teacher directions for appropriate activities. Stays on schedule with verbal and visual reminders. <input type="checkbox"/>	Knows classroom schedule and remains engaged with students and assigned tasks during work hours. <input type="checkbox"/>	Knows schedule and assists the teacher in smooth operation of the classroom. Seeks out additional tasks to fill "down time." <input type="checkbox"/>
Managing Student Behavior	Does not respond to misbehavior or the response is inconsistent, overly harsh or disrespectful. Is unwilling or unable to follow specified behavior management plans or implement behavioral interventions in spite of multiple explanations by the supervising teacher. <input type="checkbox"/>	Attempts to respond to student misbehavior with occasional inconsistencies. Is aware of behavior management plans and behavioral interventions and follows procedures after clarification by the supervising teacher <input type="checkbox"/>	Response to student misbehavior is consistent and appropriate. Consistently follows behavior management plans and implements behavioral interventions as directed by the supervising teacher. <input type="checkbox"/>	Response to student misbehavior is consistent and responsive to individual student needs. Proactively seek to ensure compliance with behavior management plans and behavioral interventions. Can explain implementation procedures to new staff members. <input type="checkbox"/>
Safety and Emergency Procedures	Has minimal knowledge of emergency procedures. Does not follow protocols for reporting injuries. Unaware of potential hazards. <input type="checkbox"/>	Has knowledge of safety and emergency procedures. Reports injuries promptly. Reports unsafe conditions to administration. <input type="checkbox"/>	Works effectively with students and staff during emergency drills. Anticipates situations that have potential for injury. <input type="checkbox"/>	Provides information on safety and emergency procedures to other staff members. Provides input to improve school safety. <input type="checkbox"/>

Evidence/Explanatory Comments:

Domain 4: Professional Responsibilities	Unsatisfactory	Satisfactory	Proficient	Distinguished
<i>Punctuality</i>	Frequently late to work and building meetings. <input type="checkbox"/>	Arrives on time and leaves at the end of the work day. Occasionally late without explanation. <input type="checkbox"/>	Prompt and ready for work at the beginning of the day. Does not arrive late or leave early without permission from administration. <input type="checkbox"/>	Arrives early to be ready for duties at the beginning or the work day. Prepares materials for the next day prior to leaving for the day. <input type="checkbox"/>
<i>Professional Appearance</i>	Presents an inappropriate appearance. Unprofessional dress. Poor grooming. <input type="checkbox"/>	Generally dressed appropriately. Occasionally careless or inappropriate dress/grooming. <input type="checkbox"/>	Consistently presents an appropriate well groomed appearance. <input type="checkbox"/>	Excellent example of professional appearance. <input type="checkbox"/>
<i>Confidentiality</i>	Frequently fails to respect confidentiality regarding students or school issues. <input type="checkbox"/>	Respects confidentiality. Any breaches are unintentional. <input type="checkbox"/>	Understands and follows standards for confidentiality; corrects those who may breach confidentiality. <input type="checkbox"/>	Demonstrates a high degree of confidentiality. Does not tolerate an environment that violates confidentiality of students, parents or staff. <input type="checkbox"/>
<i>Data Collection/Information Management</i>	Is unable or unwilling to complete data collection accurately. Fails to maintain assigned records. <input type="checkbox"/>	Accurately collects data after instruction. Uses familiar programs after instruction. <input type="checkbox"/>	Maintains accurate data collection and successfully transitions data to computer based programs to generate reports. <input type="checkbox"/>	Instructs other staff members in data collection protocols and troubleshoots issues in software and reports. <input type="checkbox"/>
<i>Response to Supervision</i>	Does not make corrections when asked. Responds negatively to new assignments and/or requests. <input type="checkbox"/>	Attempts to implement changes as instructed. Asks clarifying questions. Accepts new responsibilities/requests with encouragement. <input type="checkbox"/>	Respectful interactions. Implements changes upon request. Readily accepts new responsibilities/assignments. <input type="checkbox"/>	Consistently respectful and cooperative. Embraces new responsibilities/assignments enthusiastically. <input type="checkbox"/>
Evidence/Explanatory Comments:				

Adopted 7/15/14

SANGAMON AREA SPECIAL EDUCATION DISTRICT

Central Office Staff PERFORMANCE EVALUATION

NAME _____ POSITION _____

DATE OF EMPLOYMENT _____ EVALUATION DATE _____

EVALUATOR: See job description to review the work activities of this position. Describe the activities below.

CATEGORY STANDARDS: Please rate the employee according to the following definitions.

1. Above Expectations- Met all the category standards, and in most instances exceeded them for each job duty listed on the front.
2. Satisfactory- Met practically all category standards and in some instances exceeded them for each job duty listed on the front.
3. Below Expectations- Failed to meet most category standards for each job duty listed on the front.
4. Insufficient- Opportunity to Observe

PERFORMANCE REVIEW: To be completed for all employees. Please indicate in the comments space next to each category some of the considerations which influenced your rating. Use additional paper if needed.

JOB KNOWLEDGE: Evaluate the knowledge of information procedures, materials, equipment, and techniques, etc. required for the current job.

QUALITY: Evaluate the accuracy, completeness, and follow-through of work.

PRODUCTIVITY: Evaluate the volume and timeliness of work based on the requirements of the job.

PLANNING/ORGANIZING: Consider area such as varying work demands, developing efficient methods, setting goals, and objectives establishing priorities and utilizing available resources.

DEPENDABILITY: Consider punctuality, regularity in attendance, meeting deadlines and performing work without close supervision.

ATTITUDE: Consider personal attention toward responsibility to the job, personality and the image the employee presents to others in relation to each job duty.

INITIATIVE: Look at self-starting ability resourcefulness and creativity in relation to each job duty on the front.

COORDINATION/COOPERATION: Consider relationships with other employees, with students, and with faculty, as well as a willingness to help others accomplish tasks, in relation to each job duty on the front.

PUBLIC AFFAIRS: Look at ability to communicate in a helpful and informative manner with the public in relation to each job duty listed on the front.

SUPERVISORY PERFORMANCE REVIEW: This section should also be completed (in addition to Part C) for supervisory and managerial employees if the position is not supervisory omit this section and complete Sections E through G.

LEADERSHIP: Sets realistic standards for subordinates, encouraging productive and efficient performance, providing good managerial examples, inspiring enthusiasm for professional goals, interpersonal communication skills, etc.

DELEGATING: Consider areas such as utilizing capabilities of people and resources, shifting resources, distributing work and regulating work flow.

DEVELOPMENT OF SUBORDINATES: Rate aspects such as providing career development resources and offering guidance: communicating priorities, goals, and objectives, and giving clear task instruction.

CONTROLLING: Consider areas such as ensuring assignments are completed accurately and on time: setting priorities, goals, and objectives, etc.

OVERALL EVALUATION OF PERFORMANCE

____ Above Expectations

____ Satisfactory

____ Below Expectations

Comments:

EMPLOYEE COMMENTS: (Use back of form, if necessary)

____ I understand the contents of this performance review

____ I do not understand the contents of this review please state why above)

____ I would like the next level supervisor to talk with my supervisor about evaluation.

OBJECTIVES: (Developed by Employee and Supervisor during performance appraisal): Suggest activities which employee could utilize to increase present job effectiveness or to prepare for promotion. Consider (1) possible self-development activities. (2) areas which the supervisor and employee could work on together, and (3) developmental needs which can be met by training programs (please specify). (Use back of form, if necessary.)

*Employee's Signature Title _____ Date _____

*I have read this evaluation and discussed the results and developmental needs with my Supervisor.

Evaluator Signature _____ Date _____

*The employee and I have discussed this evaluation.