



# **Kerrville Independent School District**

## **HUMAN RESOURCES AND SUBSTITUTE TEACHER PROGRAM REVIEW**

**Conducted by MGT of America, Inc.  
for the Legislative Budget Board**

**January 2011**



## LEGISLATIVE BUDGET BOARD

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January 19, 2011

Dr. Dan Troxell  
Kerrville Independent School District

Dear Dr. Troxell:

The attached report reviews the management and performance of the Kerrville Independent School District's (KISD) human resources and substitute teacher programs.

The report's recommendations will help Kerrville ISD improve its overall performance as it manages student behavioral related issues. The report also highlights model practices and programs being implemented in KISD to human resources and substitute teacher programs.

The Legislative Budget Board engaged MGT of America, Inc. to conduct and produce this review, with LBB staff working in a contract oversight role.

The report is available on the LBB website at <http://www.lbb.state.tx.us>.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "John O'Brien", written over a horizontal line.

John O'Brien  
Director  
Legislative Budget Board

cc: Dr. David Sprouse  
Mr. Roger Ayala  
Ms. Katherine Sutherlin  
Mr. Patrick Freedle  
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Mr. Jack M. Stevens, Jr.



# KERRVILLE INDEPENDENT SCHOOL DISTRICT

## HUMAN RESOURCES AND SUBSTITUTE TEACHER PROGRAM REVIEW

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Kerrville Independent School District (KISD) began when its founder, Captain Joseph A. Tivy, garnered community support and provided the land needed to build the first school. The incorporation of the city is the direct result of the desire of dedicated citizens to promote a quality education, which since 1890, has served as the foundation for the community.

Kerr County is located on the Edwards Plateau, the heart of the Texas Hill Country and the Guadalupe River Valley. According to the 2000 U.S. Census Bureau, Kerr County has a total area of more than 1,100 square miles. There are 43,653 people and 12,308 families residing in the county. The population density is 40 people per square mile. The ethnic makeup of the county is 88.9 percent White, 19 percent Hispanic, 1.8 percent African American, 0.6 percent Native American, 0.5 percent Asian, 0.05 percent Pacific Islander, 6.6 percent from other races and 1.6 percent from two or more races.

Almost 23 percent of the county's population is under the age of 18 and the median age is 44 years. The median household income is \$34,000 and the median family income is \$40,000. Males have a median income of \$27,425 versus \$21,149 for females. The per capita income for the county is \$19,767. About 10.3 percent of families and 14.5 percent of the population are below the poverty line, including those under age 18.

Kerrville ISD serves nearly 5,000 students. In 2008–09, 52 percent of students were White, 43 percent Hispanic, and 3.8 percent African American. Slightly more than half of the students were considered at-risk (52.2 percent) and were from economically disadvantaged families (51.3 percent). About five percent were English Language Learners (ELL) and six percent were gifted/talented students. All seven standard campuses in the district (four elementary schools, one sixth grade, one middle school, and one high school) are rated “Recognized” or “Exemplary” according to the latest schools accountability rating. The district also has three other instructional settings including an Early Childhood Center, Hill Country Alternative High School, and a community education center (Club Ed). As of 2009, the Completion I Rate (students who graduated or continued high schools) is 91.9 percent and the Completion II Rate (students who graduated, continued high school, or received General

Educational Development (GED) certificates) is 99.4 percent of the less than 350 high school graduates. In September 2009, the students were distributed across grades as follows:

- Elementary (PreK–5): 2,208
- Sixth Grade (6): 319
- Middle School (7–8): 707
- High School (9–12): 1,381
- Additional Programs, including the Alternative High School Campus: 320

Fifty-three percent of teachers in Kerrville ISD have more than 10 years of teaching experience which is higher than the state average of 42 percent, and four percent of teachers have been teaching less than one year which is lower than the state average of seven percent. Teachers are offered resources and tools for training, including a model lesson website with over 100 lesson plans.

According to the district's website, the members of the Kerrville ISD School Board, seven trustees and one superintendent, have almost 60 combined years of district experience. The board oversees a \$35.7 million budget and spends approximately \$7,500 per student each year. Kerrville ISD is one of Kerr County's largest employers with 742 full-time and part-time staff. On July 31, 2009, Kerrville ISD was given a Recognized District Award for the third year in a row. The district's mission statement is as follows:

The purpose of the Kerrville Independent School District is to educate all students to be successful and productive citizens in a way that meets parent and community expectations through continual improvement in curriculum and instruction, a safe and orderly learning environment, sound fiscal management, and leadership dedicated to excellence.

Kerrville ISD's 2009–10 goals include:

- **Goal 1:** Continue to refine curriculum, instructional practices, professional development, special programs, and instructional leadership to maximize student achievement and individual academic success.

- **Goal 2:** Recruit, develop, and retain high-quality employees.
- **Goal 3:** Implement a districtwide, values-based, safe schools model that incorporates positive campus climates, school safety, accountability, and consequences for behavior.
- **Goal 4:** Continue sound fiscal management of the district.

The human resources department has developed and is implementing a 2010–12 Plan of Action that includes a series of activities to support achieving stated measurable goals. This is a revision of the plan developed for 2008–10 which was developed by the assistant superintendent for administration and human resources, and his staff. The superintendent requires that departments develop plans according to a two year cycle. Each major division is expected to provide a revised plan according to the changing needs of the department and the district. The superintendent then combines these departmental plans into an overall district plan that is used to guide performance within the district according to stated goals and activities. Each division head is required to submit both a mid-year progress report as well as an end-of-year report of results. The superintendent then provides overall mid-year and end-of-year status and results reports to the board of trustees.

Kerrville ISD serves nearly 5,000 students with 721 full-time and 21 part-time employees composed of 355 teachers, 29 administrators, and 358 support services personnel including clerical, facilities, transportation, and food services. On average, the district employs 31 substitute teachers each day at a cost of \$409,395 (see **Exhibit 3** for annual costs 2006–07 through 2008–09). Approximately 25 percent of substitute teacher usage is related to district requirements rather than teacher causes or reasons.

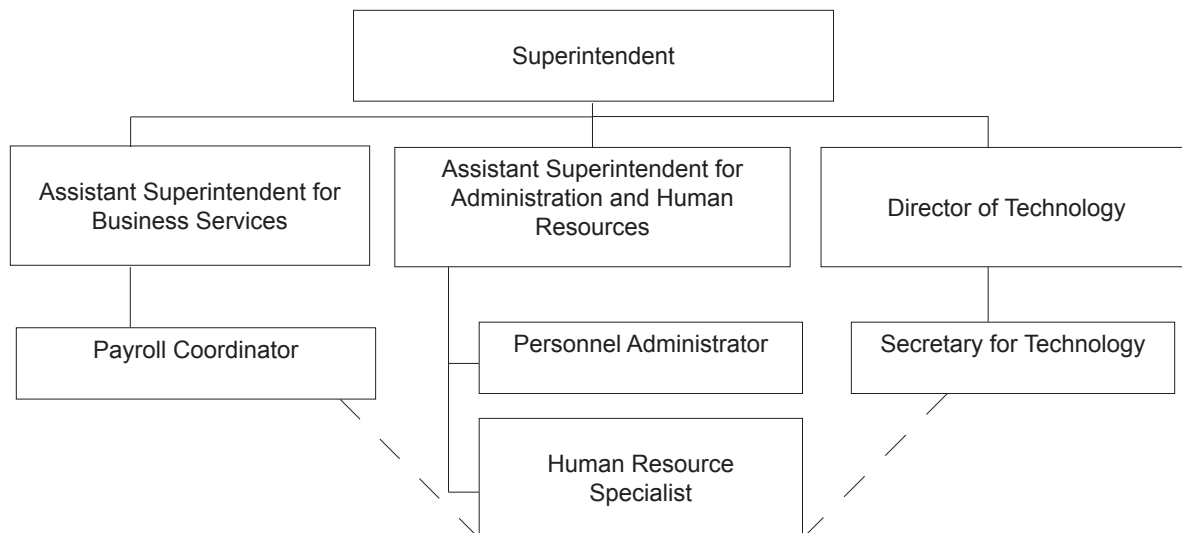
Kerrville ISD and average state teacher attrition rates (turnover) are as follows for the three-year period:

- 2006–07, Kerrville ISD 13 percent, state 15.6 percent;
- 2007–08, Kerrville ISD 16 percent, state 15.2 percent; and
- 2008–09, Kerrville ISD 11 percent, state 14.7 percent.

**HUMAN RESOURCES DEPARTMENT**

The organization of human resource services, as shown in **Exhibit 1**, connects the payroll coordinator and the secretary for technology with a dotted line to the human resource specialist position. This reflects the relationship of coordination of substitute payroll development (payroll coordinator position) and the manager of the SubFinder system (secretary for technology) with the human resources

**EXHIBIT 1  
KERRVILLE ISD HUMAN RESOURCES ORGANIZATION  
2009–10**



SOURCE: Kerrville ISD website and interviews with Human Resources Department personnel documents, March 2010.

department. The formal human resources department is staffed with three positions, an assistant superintendent, personnel administrator, and human resource specialist.

Since the Human Resources Department is made up of only three positions, the department does not have a separate budget showing operational, salary, and benefits allowances or expenditures. The assistant superintendent for administration and human resources interviewed stated that the current staffing level and budget support for the department were adequate and that he does not anticipate the need for additional funding or staff in the near future.

Due in part to the stability of the Kerrville community and student population, the district has not experienced either rapid growth or significant decline over the past several years. The Human Resources Department is responsible for hiring an average of 30–35 teachers each year. Consequently, current human resources staffing levels are adequate to accomplish the human resources service delivery requirements within the district.

Regional Education Service Center XX (Region 20) provides some human resource services to Kerrville ISD. For example, Kerrville ISD participates in both Option I and Option III of the Personnel Services Cooperative.

Option I includes the following:

- Assist with Recruiting and Staff Development by:
  - Providing a specialist to assist the district in filling vacancies;
  - Providing an electronic application for educators;
  - Providing the SearchSoft Application system to post district vacancies and browse candidate applications;
  - Enhancing minority recruitment;
  - Hosting two job fairs exclusively for participating districts;
  - Reducing the cost of recruiting and advertising;
  - Providing two Critical Issues Workshops available at Region 20;
  - Providing two full day Texas Association of School Board (TASB) trainings;
  - Providing one full day School Law Conference; and

- Providing two half-day superintendents secretary trainings.

Option III includes the following:

- Assist with Certification Services by:
  - Providing unlimited access to a specialist to assist the district in determining Highly Qualified status and appropriate assignments for certified and non-certified educators through telephone and e-mail correspondence;
  - Providing unlimited access to a specialist to assist with and trouble shoot State Board for Educator Certification (SBEC) online processes;
  - Providing up to three full day or six half-day onsite visits as needed and requested by the district;
  - Providing personnel record reviews for educator certifications and assignments; and
  - Providing onsite training for personnel staff covering the SBEC website and online applications.

The annual cost to Kerrville for Option I is \$3,252, and the cost for Option III is \$1,100. Additionally, membership in the Region 20 Benefits Cooperative is available; however, Kerrville ISD is not currently a member. There is no cost for membership in the cooperative.

## BUDGET DEVELOPMENT PROCESS

During the annual budget development process, anticipated student enrollment is used to determine the number of teachers needed for the next school year. Due to the stability of the student population, few central office positions have either been added or deleted over the past several years. According to reports, the last new school was opened seven years ago.

The process for adding or removing of positions is incorporated into the annual budget development process. Recommendations for either action would be submitted to the superintendent and must include an acceptable funding source to be considered. According to the assistant superintendent for administration and human resources, given the current fiscal and economic climate, no new funding would be considered and the department head would be required to provide a reorganization of positions within existing funds if a different position was needed.

## PERSONNEL POLICIES

Kerrville ISD personnel policies are current with policy update services provided by TASB. However, there are no local policies governing regular or substitute employee training.

Regular and substitute employment opportunities, contact information, applications and personnel handbooks are available at the district's website. Applications and related forms can be completed for submission to the Human Resources Department via the website. Application forms are appropriate and provide the necessary information for pre-employment screening. Procedures for hiring, maintaining the substitute list, and paying substitutes are written and on file with the Human Resources Department secretary. Policies provide for a range of benefits for all regular employees; however, no benefits other than wages for services rendered are paid to substitute teachers. Substitute pay rates are provided in the Substitute Handbook along with a substitute job description. Pay rates for substitute teaching are as follows:

- \$60 per day for non-degreed,
- \$65 per day for degreed, and \$70 per day for certified teachers.

Substitutes who work in the same assignment for ten days or more have their pay increased to \$70 per day for non-degreed, \$80 per day for degreed, and \$100 per day for certified teachers beginning with the eleventh teaching day, remaining applicable as long as the substitute is continuously in the same position.

Substitute teachers who work on a day-to-day basis and who have worked a cumulative total of at least 65 days during the same school year in Kerrville ISD receive an increase of five dollars additional salary above their assigned rate per day.

The Kerrville ISD Human Resources Department section provides a website with links to a substitute information page, qualifications for substitute teachers, substitute handbook, substitute payroll schedule, tips and resources for substitute teachers, and other useful related information.

All principals and district personnel report that there is no shortage of substitute teachers for the 2009–10 school year and the “preferred list” of substitutes (substitutes most desired) is adequate and meets their needs.

A Kerrville ISD staff directory including all employees, positions, and contact information is available in a published booklet.

## ACCOMPLISHMENT

- Kerrville ISD reduced the percentage of district-required absences of regular teachers for staff development and other activities through the utilization of academic committees that meet after student instructional hours reducing the need for substitute teachers.

## FINDINGS

- Kerrville ISD's lack of strategies to contain costs has resulted in a 7.3 percent increase in total substitute teacher expenditures over a three-year period (2006–07 through 2008–09).
- The Substitute Teacher List does not reflect a substitute teacher's specialized training in areas such as discipline, handling special education students, or students with significant challenges/needs.
- KISD's Substitute Teacher Handbook is not comprehensive.
- District and school-based staff responsible for the automated substitute placement system processes have not cross-trained other personnel to handle their assigned tasks in the event of their extended absences from duty.
- The district's payroll reporting system is inefficient.
- KISD lacks an evaluation checklist to ensure feedback is provided to substitute teachers.
- Kerrville ISD job descriptions list performance responsibilities, but do not distinguish between essential and non-essential job functions and duties, and do not include a statement regarding any required, special, and/or physical requirements.
- Kerrville ISD lacks a local policy addressing staff development needs for professionals providing educational delivery services, including substitute teachers.
- The district does not survey employees to determine the level of satisfaction with human resource services; however, an exit interview is conducted.

- Kerrville ISD lacks a formal district-level orientation or on-going training program for substitute teachers.
- The district does not have a substitute teacher recognition or incentives program.

## RECOMMENDATIONS

- **Recommendation 1: Identify and implement strategies to reduce substitute teaching costs.**
- **Recommendation 2: Redesign the official Substitute Teacher List to include a code or comment column to show successfully completed specialized training or skills not reflected by certification or degree areas.**
- **Recommendation 3: Update the Substitute Teacher Handbook to include, but not be limited to, a subject matter index and sections addressing confidentiality of information, reporting suspected abuse, harassment and bullying, and emergency procedures.**
- **Recommendation 4: Cross-train essential personnel in substitute teacher employment processing and the use of the district's technology based substitute teacher placement system.**
- **Recommendation 5: Convert from a paper substitute teacher payroll reporting system to a technology-based system to increase efficiency.**
- **Recommendation 6: Develop and implement an evaluation checklist to provide substitute teachers with feedback related to the experience.**
- **Recommendation 7: Revise all job descriptions, including the substitute teacher job description.**
- **Recommendation 8: Develop a DMA (LOCAL) policy to include all substitute teachers who provide educational delivery services on a short-term and/or long-term basis.**
- **Recommendation 9: Conduct a customer service survey to determine employee satisfaction with human resource services.**
- **Recommendation 10: Develop and implement a formal substitute teacher orientation and mandatory training program.**

- **Recommendation 11: Develop a recognition and incentives program for substitute teachers.**

## DETAILED ACCOMPLISHMENT

### **REDUCED DISTRICT INITIATED ABSENCES**

Kerrville ISD reduced the percentage of district-required absences of regular teachers for discipline-specific staff development through the utilization of Academic Excellence Committees that meet after student instructional hours reducing the need for substitute teachers. These committees are led by a master teacher and are made up of teachers from the core academic subject areas of language arts, mathematics, sciences and social studies, as well as the visual and performing arts, special education and technical education. These committees meet approximately every three weeks throughout the school year. Agendas are developed with an emphasis on issues, trends, and recent developments in instructional strategies and “best practices” in each discipline.

Kerrville ISD's ability to limit teacher absences is due to district-initiated requirements that discipline-specific professional development and training is provided on a regular basis through the district's intranet e-mail system. Teachers are routinely sent the latest instructional information, requirements, and expectations directly from the Curriculum and Instruction Department. This process keeps teachers informed on a timely basis regarding all aspects of discipline-specific training and development without the need to remove them from student instructional time.

After each committee meeting, summary reports involving issues, resolutions, and expectations are discussed and actions and activities are conducted and then sent via the district's e-mail system to all teachers in their respective areas. Teachers who have questions or who wish to comment on the business being conducted at these meetings are encouraged to respond by e-mail so that all teachers stay current on developments. This either reduces or eliminates the need for teachers to be absent from their assigned classes to attend discipline-specific district professional development.

## DETAILED FINDINGS

### **TOTAL EXPENDITURES FOR SUBSTITUTE TEACHERS (REC. 1)**

Kerrville ISD's lack of strategies to contain costs has resulted in a 7.3 percent increase in total substitute teacher expenditures over a three-year period (2006–07 through 2008–09). In 2008–09, Kerrville ISD expended \$455,888,



or approximately \$93 per student, for substitute teachers. **Exhibit 2** shows the 4,884 student enrollment figure for 2008–09 and **Exhibit 3** shows the expenditures for substitute

**EXHIBIT 2  
KERRVILLE ISD ENROLLMENT  
2006–07 THROUGH 2008–09**

	2006–07	2007–08	2008–09
Teachers	339	349	355
Students	4,756	4,769	4,884

SOURCE: Public Education Information Management System (PEIMS) Staff Counts and Totals, Fall Collection, March 2010.

**EXHIBIT 3  
KERRVILLE ISD’S  
REASON AND COST FOR  
TEACHER ABSENCES REQUIRING SUBSTITUTES  
2006–07 THROUGH 2008–09**

	2006–07	2007–08	2008–09
Teacher*	\$313,163	\$360,488	\$354,563
District**	\$111,675	\$106,013	\$101,325
Total Cost	\$424,838	\$466,501	\$455,888
Substitute Teacher Cost Per Student***	\$89	\$98	\$93

\* Teacher-determined absence.

\*\* District- or school-determined absence.

\*\*\*Substitute Teacher Cost Per Student calculations utilized rounding to the nearest dollar.

SOURCE: Kerrville ISD, Overall Absence Analysis, December 2010.

teachers for the same year.

Kerrville ISD has taken some steps to restructure the time that teachers are required to attend staff development and other trainings by requiring some staff development and training activities to take place after the regular workday and without additional compensation other than for required expenses. Administrative staff reports that this has been feasible because of an abundance of teacher applicants and teachers willing to be involved after a normal workday.

While the district has initiated some steps toward containing costs, the district should further identify and implement strategies to reduce substitute teaching costs. Additionally, Kerrville ISD could ask Region 20 to assist in developing alternatives for member districts to consider as options to reduce costs for substitute teachers.

This recommendation could be implemented at no additional cost to the district and could result in long-term savings. A goal of reducing substitute use by five percent could result in an estimated annual cost savings of \$22,794 ( $\$455,888 \times 0.05 = \$22,794$ ). The five-year cost savings could be \$113,970 ( $\$22,794 \times 5 \text{ years} = \$113,970$ ).

**THE SUBSTITUTE TEACHER LIST (REC. 2)**

The Substitute Teacher List does not reflect a substitute teacher’s specialized training in areas such as discipline handling, special education students, or students with significant challenges/needs. Currently, the district provides only information related to the educational backgrounds or certification status of substitute teachers.

- The Substitute Teacher List provides the following information:
  - Staff identification number and name;
  - Contact telephone number;
  - Educational background and certification areas; and
  - Grade or subject area(s) preferred.

Interviews with central office and school-level personnel reveal that some believe easy access to the status of substitute teachers’ specialized training would assist in deciding on whom to assign to cover classes of challenged students. It would be particularly valuable in placing new substitutes employed at a school for the first time.

The district should redesign the official substitute list to include a code or comment column to show successfully completed specialized training or skills not reflected by certification or degree areas. Classes with special education students and discipline alternative education program (DAEP) students often offer behavioral challenges that can be more effectively managed by personnel with specialized training or preparation.

Codes or comment entries could be as follows:

- A–Student Restraint;
- B–Special Education Student Management;
- C– DAEP Training; and
- D, E, F, and so on (Other areas of training or specialized skills).

Redesigning the Substitute Teacher List can be accomplished with existing personnel at no additional cost to the school district.

### **THE SUBSTITUTE TEACHER HANDBOOK (REC. 3)**

KISD's Substitute Teacher Handbook is not comprehensive.

The KISD Substitute Teacher Handbook currently includes:

- Kerrville ISD board of trustees and central office staff;
- School and campus level administrative staff;
- Substitute teacher job description;
- General information (qualifications, application procedure, substitute list, notification of substitute teacher, pay, dress code for professional staff, professional ethics, general information, classroom instruction, responsibilities of the school, and responsibilities of the regular teacher);
- Individual school information (a section for each of the district's schools and the early childhood programs); and
- Substitute teacher guide.

The Responsibilities of the Substitute Teacher section, page six of the handbook, lists professional ethics, but does not address confidentiality of records and other related matters. Other sections of the handbook, including the individual school's pages, do not provide guidance for harassment, bullying, reporting suspected child abuse, and emergency procedures.

Kerrville ISD should update the Substitute Teacher Handbook to include, but not be limited to, a subject matter index and sections addressing confidentiality of information, reporting suspected abuse, harassment and bullying, and emergency procedures. Including this information would benefit substitute teachers since it would allow for a better understanding of the critical role they play in providing educational delivery services.

A comprehensive handbook would normally include a table of contents, subject matter index, and many of the procedures shown in **Exhibit 4**.

This recommendation can be accomplished with existing personnel and at no additional cost to the district since handbooks are routinely printed and the expenses are included in annual district budgeting. The updating process can be expedited by using best practices samples (**Exhibit 4**)

or by contacting the Utah State University Substitute Teaching Institute at [www.STEDI.org](http://www.STEDI.org).

### **DISTRICT AND SCHOOL-BASED STAFF TRAINING (REC. 4)**

District and school-based staff responsible for the automated substitute placement system processes have not cross-trained other personnel to handle their assigned tasks in the event of their extended absence from duty. At the central office, only one clerk is assigned to implement each phase of the process required for substitutes to be hired, entered into the automated substitute placement system, and paid. This clerk produces a list of approved new substitute names which are submitted to a clerk in the technology department. The clerk enters the substitutes' names into the automated substitute placement system. Another clerk in the business department then performs payroll functions to pay substitutes when they work. Neither of these clerks is trained on the duties performed by the other clerks. In addition, the central office clerk responsible for the automated substitute placement system is also assigned quality control responsibilities to ensure that all substitute applicants have completed the necessary paperwork and background checks prior to being placed in the system. Consequently, if that individual is absent for an extended period, a back-up clerical staff person has not been designated to perform these duties.

At the school-level, the school secretary is usually responsible for the support and assistance to the automated substitute placement system. If the school secretary is reassigned or absent for an extended period of time, the central office staff must conduct the necessary training on an individual basis and also complete their regularly assigned duties. On occasion, school-based personnel, the principal or assistant principal might be required to perform this clerical responsibility, assuming that they are trained to do so, which would be an inefficient use of their time. A more efficient system would be to cross-train additional personnel so as to always have a pool of automated substitute placement system operators available.

The district should cross-train essential personnel in substitute teacher employment processing and the use of the district's technology based substitute teacher placement system. These steps would ensure that essential duties are effectively and efficiently carried out when circumstances require additional support.

Implementing this recommendation can be accomplished by current personnel at no additional cost and during regular working hours.

**EXHIBIT 4  
SAMPLE SUBSTITUTE TEACHER HANDBOOK  
TABLE OF CONTENTS**

TOPIC	CONTENTS
Introduction.	Welcome, Overview, Orientation, Training, Photo Identification (I.D.) Badge, Web-Based Support and Information, and Evaluations.
Substitute Employee Management System (SEMS).	Overview, Registration, Social Security Number, Logging on to WebCenter, Requesting and Pre-Assigning Substitutes, Job Numbers/Calendar of Jobs, Call Out Times, Reviewing and Canceling Jobs, Searching for Jobs, Setting Date of Unavailability/Do Not Disturb, and Lost/Forgotten Personal Identification Numbers (PIN).
Responsibilities of Substitute Teachers.	Ethical Behavior, General Duties, Classroom Duties, and Instructional Responsibilities.
Responsibilities of the District, School, and Full-time Teachers.	District Staff, School Staff, and Full-Time Teachers.
Payroll and Employment Issues.	Rates of Pay, Special Notes Regarding Pay, Texas Workforce Commission, Teacher Retirement Benefits, Retired Teachers, Social Security Options, Equal Employment Opportunity, Free College Tuition/Fees for Qualified Substitutes Teachers, Workers' Compensation, Removal From Service, and Annual Renewal of Service.
District Policies.	Dress/Grooming, Student Surveys/Personal Questions, Sexual Harassment and Bullying, Advancement of Religion, Child Abuse/Neglect, Possession of Firearms and Weapons, Visitors in the Workplace, Cell Phones/Pagers, Smoking/Tobacco Products, Drug-Free Workplace, School Breakfast and Lunch Program, Substitute Employee Agreement for the Acceptable Use of the District's Electronic Communication System, and Criminal Records Check.
Complaints and Grievances.	Purpose, Other Review Processes, Non-Discrimination, Notice to Employees, Definition, Consolidation, Freedom from Retaliation, "Whistleblower" Complaints, General Provisions, Levels One – Four, Presentation, Hearing, and Closed Meeting.
Safety and Health.	Employee Injuries, General Safety, Safety and Protective Equipment, Communicable Diseases, Texas Hazard Communication Act, Asbestos Regulations, Pesticides Regulations, Clean Air Act, Campus Procedures, and Crisis and Emergency Resource Manual.
Closing Comments.	
Acknowledgement of Receipt of Substitute Employee Handbook.	Form.
Substitute Employee Agreement for the Acceptable Use of the District's Electronic Communication System.	Form.
APPENDICES.	Appendices A – K (If needed and/or appropriate).
INDEX.	Subject Matter Index.

SOURCE: Adapted from Northside Independent School District 2009-10 Substitute Teachers Handbook, April 2010.

***SUBSTITUTE TEACHER PAYROLL SYSTEM (REC. 5)***

The district's payroll reporting system is inefficient. While the current system may help correct potential payroll errors, this process requires extensive time to accomplish.

An examination of paper forms by the review team, used for compiling payroll and leave-tracking, reveals an excessive amount of labor is required in accomplishing the substitute payroll function. Interviews conducted with payroll staff reveal that approximately 12 to 15 hours or approximately two business days is required. The clerk first must download substitute payroll information from the automated substitute

placement system and then receive, review and process carbon copy forms to other staff to verify the accuracy of the automated substitute placement system payroll records. This process is also used to identify omissions that might not have been correctly entered into the automated substitute placement system by absent teachers or the substitutes who worked for them.

While the use of the automated substitute placement technology based system is commendable, the district should convert from a paper substitute teacher payroll reporting system to a technology-based system to increase efficiency.

It is estimated that a technology based payroll system compatible with the current employee tracking system can be implemented and maintained for a one-time cost of approximately \$30,000. Additionally, the district would need to purchase a service agreement at an annual cost of \$2,500 beginning in 2011–12, for a total cost of \$10,000 (\$2,500 x 4) over five years with no charge for the first year.

**FORMAL REVIEW CHECKLIST (REC. 6)**

KISD lacks an evaluation checklist to ensure feedback is provided to substitute teachers. Substitute teacher performance is not formally reviewed prior to placement or following an assignment. Consequently, there is no determination of teaching potential or actual effectiveness.

Page 3 of the Substitute Teacher Handbook’s presentation of a substitute teacher’s job description states: “Performance of this job will be evaluated in accordance with administrative policy.” Page 9 of Tivy High School’s substitute teacher information packet further states that each substitute teacher will be evaluated by the teacher following an assignment. However, interviews with principals and an assistant principal, indicated that no formal or regular evaluation of substitute teacher effectiveness is conducted prior to or during teaching. Any judgment related to determining the continued employment of a substitute is informal and may be based merely on information provided by the regular teacher, other teachers, or school staff.

While a formal performance evaluation of substitute teachers is not prevalent in many school districts, some districts are conducting formalized evaluations of substitute teacher performance. For example, Northside ISD provides guidance

by having developed a substitute performance evaluation prior to placement in the classroom and actual classroom performance.

Kerrville ISD should develop and implement an evaluation checklist to provide substitute teachers with feedback related to the experience. Development of an instrument to guide a review of substitute teacher performance is shown in **Exhibit 5**. The exhibit shows criteria for assessment, an overall rating, and provides for specific comments, as a result of work conducted by Northside ISD in conjunction with Utah State University. The review process is conducted by the absent teacher and administrator or designee.

The evaluation form includes directions for using the instrument, dates that the substitute’s duties were performed, subject(s)/grade level taught, and the name of the evaluator.

A substitute teacher that serves a school at Kerrville ISD on a regular basis could be evaluated once or twice each year, or if some unusual performance issues arise, rather than on each occasion of employment.

This recommendation can be accomplished with existing personnel and at a minimal cost for the printing of the evaluation forms, estimated at \$0.10 per form. Printing one ream of forms (500 forms) should be adequate for approximately five years with an estimated one-time cost of \$50 (500 forms x \$0.10 per form = \$50).

**JOB DESCRIPTIONS (REC. 7)**

Kerrville ISD job descriptions list performance responsibilities but do not distinguish between essential and non-essential job functions and duties, and do not include a statement

**EXHIBIT 5  
SUBSTITUTE TEACHER EVALUATION  
NORTHSIDE INDEPENDENT SCHOOL DISTRICT**

CRITERIA	EXCELLENT	GOOD	POOR	UNACCEPTABLE	N/A
Punctuality					
Followed Lesson Plans and Schedule					
Accuracy of Attendance and Other Forms					
Handling of Student Discipline					
Teaching Methods/Instructional Strategies					
Knowledge of Subject Matter Taught					
Professional Behavior With Students					
<b>Overall Rating</b>	<b>Excellent</b>	<b>Good</b>	<b>Poor</b>	<b>Unacceptable</b>	
<b>Comments:</b>					

SOURCE: Created from Northside Independent School District Substitute Teacher Evaluation form, April 2010.

regarding any required, special, and/or physical requirements. Job descriptions should identify the essential job duties and responsibilities expected to be effectively performed with or without reasonable accommodation or additional training. Employees who might be adversely affected by related employment actions by the district may be able to successfully contest such action based on a lack of notice provided by the job description. Affected employees may seek remedy through the Americans With Disabilities Act (ADA) or may obtain unemployment compensation if terminated since it is not clearly stated that they must be able to perform or demonstrate these skills as a condition of employment.

The district does provide job descriptions for various employment positions including substitute teacher. **Exhibit 6** shows the current Kerrville ISD substitute teacher job description.

An examination of other Kerrville ISD job descriptions, including administrative and clerical positions, also show the lack of the same information.

The district should revise all job descriptions including the substitute teacher job description.

**Exhibit 7** provides a sample job description that offers recommended components and additional information including notation of essential job responsibilities, physical requirements, required training, special requirements, and date(s) of adoption or revision.

The sample job description can be easily adapted for use by Kerrville ISD and at no additional cost to the district.

#### **LOCAL STAFF DEVELOPMENT POLICY (REC. 8)**

Kerrville ISD lacks a local policy addressing staff development needs for professionals providing educational delivery services, including substitute teachers.

The district's Human Resources website provides information related to available training for employees. At the time of this review, the website focus for training included the following information:

- Online sexual harassment training;
- Portable Document Format (PDF) document on accessing training;
- Video modules on accessing training;
- How to set up an iLearning account; and
- Region 20 iLearning modules.

The district should develop a DMA (LOCAL) policy to include all substitute teachers who provide educational delivery services on a short-term and/or long-term basis. For example, the district may opt to require training of all instructional staff and personnel who are in contact with students, including substitute teachers, in topics which may include but are not limited to various forms of harassment, student bullying, emergency medical procedures, and other topics or issues of concern. The DMA (LOCAL) policy could address these as requirements or options and include the various delivery options, a timeframe for completing the training, and other pertinent information.

The policy can be created at no additional cost to the district.

Since the review, the district has reported that DMA (LEGAL) outlines the required staff development for a certified professional, including gifted and talented education, adult education, volunteers, extracurricular activity safety training, and resources for staff development. Furthermore, the district states that it relies on the guidance and legal expertise of both TASB and independent counsel, which thus far have not recommended the adoption of a DMA (LOCAL) policy. However, the Human Resources Department will review the necessity of a DMA (LOCAL) policy with TASB and independent counsel.

#### **CUSTOMER SERVICE SURVEY (REC. 9)**

The district does not survey employees to determine the level of satisfaction with human resource services; however, an exit interview is conducted. While the human resources (HR) department has developed a 2010–12 Plan of Action, it does not incorporate important information-gathering techniques, such as those provided by client or customer satisfaction surveys. Client or customer satisfaction survey results provide critical information for making decisions regarding HR service delivery and related customer satisfaction.

The Society for Human Resource Management (SHRM), a management support organization providing services to private and public sector organizations worldwide, suggests that any determination of the adequacy of human resources services requires multiple information gathering techniques. One of the most effective techniques is a well-developed survey. The SHRM website contains the following statement:

*A Customer satisfaction survey is useful in determining the adequacy of the products and services provided by the HR organization. To ensure that you obtain different perspectives, your respondent group should include members of the HR staff;*

**EXHIBIT 6**  
**KERRVILLE ISD SUBSTITUTE TEACHER JOB DESCRIPTION**  
**2009–10**

**TITLE:** SUBSTITUTE TEACHER QUALIFICATIONS:

1. A valid teacher's certificate or
2. A minimum of thirty college hours;
3. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

**REPORTS TO:** Principal

**JOB GOAL:** To enable each child to continue the learning process as smoothly and completely as possible in the absence of the regular teacher.

**PERFORMANCE RESPONSIBILITIES:**

1. Reports to the Principal's office upon arrival fifteen minutes before the official school opening.
2. Maintains as fully as possible the established routines and procedure of the school and classroom.
3. Teaches the lessons as outlined and prepared by the absent teacher.
4. Consults with the building principal before initiating any teaching or other procedures not specified by the regular teacher.
5. Follows all policies, rules, and procedures to which regular teachers are subject and which good teaching practice dictates.
6. Writes a note about work completed at the end of each teaching day, and leaves it for the regular classroom teacher.
7. Reports to the building principal at the conclusion of the teaching day, and verifies whether or not the substitute will be needed on the next teaching day.
8. Displays tolerance necessary for accepting supervision for and criticism of duty performance.
9. Works in harmony with supervisory and peer personnel.
10. Uses professional information discreetly and judiciously.
11. Supports administrative and Board policy.
12. Represents the school system to the community in a positive, professional way.
13. Maintains a sincere, friendly attitude toward parents and pupils to ensure communication.
14. Performs such other duties as may be requested.

**TERMS OF EMPLOYMENT:** Per diem, at rates established by the Board.

**EVALUATION:** Performance of this job will be evaluated in accordance with administrative policy.

**SOURCE:** Kerrville ISD Website; Substitute Teacher section, Substitute Handbook, Page 4, 2010.

*line managers, senior management and employees. Survey questions should address all areas where the HR organization has responsibilities to adequately assess the quality and value of services being performed. In designing these surveys, HR should not omit obtaining respondent demographic information and data on the frequency/nature of interaction with HR.*

The district should conduct a customer service survey to determine employee satisfaction with human resource services. **Exhibits 8** and **9** show basic and easy-to-complete surveys designed to yield client/customer satisfaction related

to services received. Surveys may be administered in their current forms to all staff or revised into sections or specific questions may be asterisked to denote items to be answered by specific categories of employees or management leaders.

**Exhibit 10** shows another survey instrument that is easy to administer and that can provide additional customer service data for planning purposes. The survey can be amended to designate items or develop categorical headings designed for responses by, for example, all participants, specific categories of employees, or management leaders.

**EXHIBIT 7  
SAMPLE JOB DESCRIPTION**

Code: XXX

**LEVEL/POSITION: ADMINISTRATIVE ASSISTANT****REPORTS TO: DIRECTOR****DISTINGUISHING CHARACTERISTICS OF WORK:**

This position requires confidentiality, discretion, and good interpersonal skills. This employee serves as assigned, and requires considerable initiative in carrying out assignments. This position reports to and is supervised by assigned personnel.

**EXAMPLES OF WORK PERFORMED:**

NOTE: These examples are intended only as illustrations of the various types of work performed in a position allocated to this class. The omission of specific statements of duties does not exclude them from the position if the work is similar, related, or a logical assignment to the position.

Maintain assigned calendars, scheduling various appointments, and activities.

Make arrangements for meetings and conferences, including space, time and place when requested. \*

Process incoming mail. Distribute and maintain records. \*

Compose and/or prepare routine correspondence. \*

Assist the Director as requested.

Receive and screen incoming calls. \*

Prepare complex reports and documents for the organization, clients, state, and federal agencies. \*

Maintain files, data, and reports.

Maintain copies of documents and manuals as assigned.

Attend and take minutes at meetings as requested by the Director. \*

Perform related duties as assigned.

\* Essential job responsibilities which the employee must be capable of successfully completing upon initial employment.

**PHYSICAL REQUIREMENTS OF THE JOB:**

May be required to push, pull, climb or lift 20+ pounds.

**MINIMUM TRAINING AND EXPERIENCE:**

Graduation from a standard high school. Five (5) years verifiable experience in secretarial work, or successfully completed classroom studies in secretarial science or commercial subjects.

**NECESSARY SPECIAL REQUIREMENTS:**

Advanced levels of computer literacy. Ability to type at a rate of 60 words per minute (WPM). Transcription and word processing skills desirable. Professional telephone and people skills.

**TERMS OF EMPLOYMENT:**

Salary and benefits shall be paid consistent with the approved compensation plan. Length of the work year and hours of employment shall be those established by the Board. Extended hours beyond the regular work day may be frequently required.

**EVALUATION:**

Performance of this job will be evaluation in accordance with provisions of the policy on evaluation of personnel.

**DATES OF DEVELOPMENT:**

Original Document:

Revised:

Board Approved:

SOURCE: Prepared by MGT of America, Inc., 2010.

**EXHIBIT 8  
SAMPLE CUSTOMER SERVICE SURVEY (A)**

**TELL US WHAT YOU THINK!**

**(Use the Back of the Paper if Necessary)**

**How Are We Doing?**

Does the Human Resources (H.R.) Department respond to your questions/concerns in a timely manner?

Yes

No – explain \_\_\_\_\_

Other \_\_\_\_\_

Does the H.R. Department provide information that is accurate?

Yes

No – explain \_\_\_\_\_

Other \_\_\_\_\_

Does the H.R. Department honor your request for confidentiality?

Yes

No – explain \_\_\_\_\_

Other \_\_\_\_\_

Does the H.R. Department treat you with respect and courtesy?

Yes

No – explain \_\_\_\_\_

Other \_\_\_\_\_

How would you rate the professionalism of the H.R. Manager?

Poor Satisfactory Excellent

**How Can We Be More Helpful?**

What could the H.R. Department do that would make your job easier?

The most important issue the H.R. Department needs to address is:

The service I would most like to see offered by the H.R. Department that currently is not:

**Additional:**

The thing the H.R. Department does best is:

Other comments:

SOURCE: Society for Human Resource Management website, 2010.



**EXHIBIT 9  
SAMPLE CUSTOMER SERVICE SURVEY (B)**

**As a result of your recent interaction with Human Resources, we would like to have your feedback about our service(s).**

Do you know with whom you spoke? If yes, staff person's name:

\_\_\_\_\_

Was your contact via (check all that apply) \_\_\_phone or \_\_\_in-person or \_\_\_e-mail?

If via phone, was your call answered within 5 rings? (Check one)

\_\_\_Yes \_\_\_No

Comments: \_\_\_\_\_

If you left a message, was a return call made within one business day? (Check one)

\_\_\_Yes \_\_\_No

Comments: \_\_\_\_\_

If via e-mail, was your message answered within one business day? (Check one)

\_\_\_Yes \_\_\_No

Comments: \_\_\_\_\_

If you visited HR in-person, were you helped promptly? (Check one)

\_\_\_Yes \_\_\_No

Comments: \_\_\_\_\_

Was the staff courteous and friendly when dealing with you? (Check one)

\_\_\_Yes \_\_\_No

Comments: \_\_\_\_\_

Were your questions and/or concerns addressed? (Check one)

\_\_\_Yes \_\_\_No

Comments: \_\_\_\_\_

How would you rate your overall experience? (Check one)

\_\_\_1/poor \_\_\_2/fair \_\_\_3/good \_\_\_4/very good \_\_\_5/excellent

Comments: \_\_\_\_\_

Any comments on how we could improve the service to our customers?

\_\_\_\_\_

\_\_\_\_\_

Your name: (OPTIONAL) \_\_\_\_\_

SOURCE: Society for Human Resource Management website, 2010.

**EXHIBIT 10**  
**SAMPLE SURVEY FOR RECRUITED EMPLOYEES**


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The Human Resources Department would like feedback about your experiences during your recent job search as they relate to the recruitment and hiring practices employed at XYZ. This will assist the Human Resources Department in providing quality service to both the hiring administrator and the applicant. Please complete the questions below and return this survey at your earliest convenience. Thank you in advance for your cooperation

**Position Information**
**Type of Position Last Recruited**

Administrative  Instructional  Non-instructional

**Category:**

School Level

Central Office

Information Tech

Office/Clerical/Library

Service/Maintenance

Transportation

Food Service

Other (please specify) \_\_\_\_\_

**Optional Information:**

Department: \_\_\_\_\_

Position: \_\_\_\_\_

Title: \_\_\_\_\_

**Survey Questions**

1. During your initial contact with Employment, how satisfied were you with the information received about the Recruitment Process?  
 Very Satisfied     Satisfied     Not Satisfied
2. Based on the position description submitted, how satisfied were you with the accuracy of the job posting Employment prepared?  
 Very Satisfied     Satisfied     Not Satisfied
3. How satisfied were you with the quantity of applications/resumes?  
 Very Satisfied     Satisfied     Not Satisfied
4. How satisfied were you with the quality of the applicants?  
 Very Satisfied     Satisfied     Not Satisfied
5. How satisfied were you with the response time from Employment in processing applications/resumes?  
 Very Satisfied     Satisfied     Not Satisfied
6. Did Employment assist you to your satisfaction throughout the hiring process?  
 Very Satisfied     Satisfied     Not Satisfied
7. What could Employment have done to make this hiring process more efficient and effective for you as a Hiring Manager?
8. Please add any additional comments (use the reverse side or additional pages if needed):

***Please Return Completed Survey to: Human Resources Department.***

SOURCE: Society for Human Resource Management website, 2010.

The district should conduct a customer survey to determine employee satisfaction with Human Resource services. Customer surveys tailored to the district's requirements can be obtained through a membership to SHRM. An annual membership fee of \$140 includes access to the organization's template website.

Since the review, Kerrville ISD provided documentation on an employee workplace survey conducted regarding salary and health benefits for all district employees with results being shared and reported to the Board of Trustees prior to the start of the 2010–11 school year. While commendable, the district should take additional steps to develop and conduct a more encompassing survey of employees regarding satisfaction with Human Resource services. **Exhibits 8, 9, and 10** provide a list of questions that may be used by the district to conduct a more extensive customer satisfaction survey.

#### ***SUBSTITUTE ORIENTATION AND TRAINING (REC. 10)***

Kerrville ISD lacks a formal district-level orientation or ongoing training program for substitute teachers. Substitute teachers are currently being given only basic information for the automated substitute placement system. In addition, individual school's administration are responsible for ensuring substitutes receive some form of orientation and training.

Job announcements for substitute teachers are listed on the district's website. Candidates who wish to be considered must complete the online application and submit it electronically.

Once applicants who meet minimum qualifications and requirements (including background check and fingerprinting) for employment as substitutes have been approved, they are then assigned their automated substitute placement system Personal Identification Number (PIN) and notified that their names are on the approved list for employment as substitutes. Throughout this entire process, the only information provided to new substitutes is how to access and use the substitute placement system to find and accept daily substitute jobs. The district also provides a Substitute Teacher Handbook which is made available on the district's substitute teacher website. It is the responsibility of a substitute teacher to print, read, and understand the information in the handbook.

When new substitutes arrive for the first time at each school, they are provided an orientation to the school and notified of

job expectations. This orientation and notification of job expectations varies by school with no overall standardization among schools. Thus, substitute teachers who work at more than one school must become knowledgeable of the requirements and expectations at each.

The lack of formal district orientation and substitute teacher training regarding job requirements and expectations may expose both the substitute and the school district to a variety of potential legal issues. Substitutes should be aware of policies and laws regarding their own personal conduct with students as well as laws, for example, that require the reporting of suspected child abuse, how to identify and handle bullying, medical emergencies, and other matters.

Kerrville ISD should develop and implement a formal substitute teacher orientation and mandatory training program. An interview with district administration indicated that preparations are underway to establish a formal comprehensive orientation program and require basic training in identified areas using prepared video training packets. This recommended training could be offered by Region 20 or included as part of the district's ongoing staff development program at no additional cost to the district.

In addition, substitutes should be provided training on both the control of student behavior and classroom management. Substitutes also must understand instructional content and delivery of lessons according to the absent teacher's lesson plans. Interviews with principals revealed that one of the most frequent complaints by absent teachers is the failure of the substitute to adequately implement the lesson plan provided.

This recommendation can assist the administration as they develop the proposed orientation and training by using information and materials from other Texas school districts. One such district is Northside ISD, located in San Antonio. Northside ISD has a substitute teacher office within their human resources department and has offered its information to other districts. Contact can be made through the Northside ISD website.

There is no cost to the district to implement this recommendation.

#### ***SUBSTITUTE TEACHER RECOGNITION (REC. 11)***

The district does not have a substitute teacher recognition or incentives program. While the district has programs that recognize regular teachers, substitute teachers are not provided organized recognition, incentives, or fringe benefits.

Regular teachers are formally recognized through district- and school-level programs with Teacher of the Month and Year programs, Apple for the Teacher, parent-teacher organizations, band and athletic booster groups, and other prepared programs. At retirement, a districtwide recognition program provides each retiring teacher with a rocking chair. Additionally, special recognition programs are conducted for maintenance, custodial, food service, and other employees. However, no such recognitions are given to substitute teaching personnel.

The Substitute Teaching Division (STEDI) of the Utah State University conducted a poll of what a school district can do to help substitute teachers feel more appreciated. **Exhibit 11** shows a summary of the results.

A National Substitute Teacher Appreciation Week has been held annually since 2003 and the ninth annual events are scheduled for May 2–6, 2011. The STEDI of the Utah State University reports details of events and provides a menu of ideas, activities, and resources to assist schools and districts in planning effective substitute teacher recognition. The website (<http://stedi.org/subm/events/subweek/>) provides downloads of documents including:

- SubWeek planning schedule;
- Activities for local schools, administrators, and faculty;

- Activities for local parents, students, and the community;
- Activities for school districts and personnel offices;
- Featured daily activities for SubWeek;
- Helping substitute teachers feel more appreciated;
- National Substitute Teacher Week Proclamation;
- Public service announcement – 30 seconds;
- Public service announcement – 60 seconds;
- Sample “Letter to the Editor;” and
- Sample press release.

Some school districts, such as Broward County Public Schools, Florida, have adopted a substitute teacher incentive program that provides a one-time bonus of \$500 for “Super Sub” status. “Super Sub” status is defined as having worked a minimum of 90 full days or more within the current school year.

St. Tammany Parish Public Schools, Louisiana, conducts a Substitute Appreciation Day throughout the school system and recognizes a substitute employee of the year for each school. A select committee then designates one substitute to represent the district, a special reception is held, and an award is presented at a school board meeting. Recognition of

**EXHIBIT 11  
SUBSTITUTE TEACHING DIVISION (STEDI) POLL OF SUBSTITUTE TEACHERS**

**RESPONSES**

- Three percent of substitute teachers said they would appreciate contact from the school principal.
- Only seven percent of substitute teachers requested higher pay.
- Eight percent of substitute teachers requested a breakfast or luncheon periodically or once a year.
- 10 percent of substitute teachers said a small gift would be greatly appreciated.
- 17 percent of substitute teachers said something that makes them feel appreciated is when teachers and staff are welcoming and inviting.
- 23 percent of substitute teachers requested increased communication.
- 27 percent responded with other suggestions, including:
  - I feel most appreciated when I am allowed to teach instead of just babysit!
  - the district should be a little more discriminate in their hiring process, --- so teachers might have more faith in substitutes.
  - At least hearing that you did a good job would really help.
  - I would feel much more comfortable and valued if I received at least some training. It would demonstrate the district’s commitment to providing quality substitutes ---.
  - It would be nice to receive a certificate following a long-term assignment.
  - I would like to know if my efforts were received well and if not, what could I do to improve as a substitute.

SOURCE: Substitute Teaching Division (STEDI) of the Utah State University website, May 2010.

the importance of substitute teaching is included on the district’s website ([http://www.stpsb.org/employment\\_intro.php](http://www.stpsb.org/employment_intro.php)).

Monetary and certificate recognition can be considered as an incentive for substitutes to participate in training deemed important by the school district.

The district should develop a recognition and incentives program for substitute teachers. A review of the suggestions shows that many recognition activities can be accomplished

at no cost to the district while certificates of recognition can be prepared with existing word processing software and printed for a minimal cost. A reasonable budget for this recognition could be less than \$100 per year for each school for certificates and other selected items. The annual cost for Kerrville ISD’s ten schools could be \$1,000 or \$5,000 for five years. The cost for substitute recognition and incentives could be paid for with cost savings gained by reducing teacher absences.

**FISCAL IMPACT**

RECOMMENDATION	2010–11	2011–12	2012–13	2013–14	2014–15	TOTAL 5-YEAR SAVINGS (COSTS)	ONE TIME SAVINGS (COSTS)
1. Identify and implement strategies to reduce substitute teaching costs.	\$22,794	\$22,794	\$22,794	\$22,794	\$22,794	\$113,970	\$0
2. Redesign the official Substitute Teacher List to include a code or comment column to show successfully completed specialized training or skills not reflected by certification or degree areas.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3. Update the Substitute Teacher Handbook to include, but not be limited to, a subject matter index and sections addressing confidentiality of information, reporting suspected abuse, harassment and bullying, and emergency procedures.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4. Cross-train essential personnel in substitute teacher employment processing and the use of the district’s technology based substitute teacher placement system.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5. Convert from a paper substitute teacher payroll reporting system to a technology-based system to increase efficiency.	\$0	(\$2,500)	(\$2,500)	(\$2,500)	(\$2,500)	(\$10,000)	(\$30,000)
6. Develop and implement an evaluation checklist to provide substitute teachers with feedback related to the experience.	\$0	\$0	\$0	\$0	\$0	\$0	(\$50)
7. Revise all job descriptions, including the substitute teacher job description.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
8. Develop a DMA (LOCAL) policy to include all substitute teachers who provide educational delivery services on a short-term and/or long-term basis.	\$0	\$0	\$0	\$0	\$0	\$0	\$0

**FISCAL IMPACT (CONTINUED)**

<b>RECOMMENDATION</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>TOTAL 5-YEAR SAVINGS (COSTS)</b>	<b>ONE TIME SAVINGS (COSTS)</b>
9. Conduct a customer survey to determine employee satisfaction with human resource services.	(\$140)	(\$140)	(\$140)	(\$140)	(\$140)	(\$700)	\$0
10. Develop and implement a formal substitute teacher orientation and mandatory training program.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
11. Develop a recognition and incentives program for substitute teachers.	(\$1,000)	(\$1,000)	(\$1,000)	(\$1,000)	(\$1,000)	(\$5,000)	\$0
<b>TOTAL</b>	<b>\$22,254</b>	<b>\$19,754</b>	<b>\$19,754</b>	<b>\$19,754</b>	<b>\$19,754</b>	<b>\$100,070</b>	<b>(\$30,050)</b>