

Your October 2004

TASPA Special Report #37

is inside...



Your letter from the Director and the TASPA-Legal Digest Conference on Personnel Law registration form are printed on the inside front and back of this cover sheet.



Texas Association of School Personnel Administrators

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October 15, 2004

Dear TASPA Member:

Enclosed is your October Special Report, "Evaluating Staff Based on Job Descriptions," which was presented at the TASPA Summer Conference July 15, 2004 by Hays CISD Deputy Superintendent of Human Resources Bob Presley, who is also our current TASPA President. Since the presentation was so well received, we felt that other members who could not attend the session would value having the written document. The session will be presented again at the TASPA/TAAE Annual Winter Conference on December 2, 2004, and all the attached forms of this special report are available on our website at <http://taspa.org/newsletter.html> for you to download and modify for use in your district. Job Descriptions and Appraisal Instruments used by Hays CISD can be found at <http://www.hayscisid.net/hr/jobs/jobdesc.htm> and will also be linked to the TASPA website.

Please let us know if there are other topics or past conference sessions you would like to see in a special report. Also, if you would like to submit or write a document on a topic which you feel would be a valuable resource to other TASPA members, please email a copy of the text to amartin@taspa.org for consideration. **We are also welcoming presentation forms for the TASPA/TAAE Annual Winter Conference**, to be held December 1-3, 2004 at the Austin Renaissance Hotel. You can find a presentation form at <http://taspa.org/conferences/proposalform.html> and suggested strands for presentation are listed at <http://taspa.org/news/call-for-presentations.html>.

Note the registration form for the TASPA-Legal Digest Conference on Personnel Law, which is printed on the inside back cover. The conference will be held at the Austin Renaissance Hotel Wednesday December 1st, from 9 AM to 4:35, and will be followed by the TASPA/TAAE Winter Conference, which starts Wednesday December 1st at 6 PM. The outline of the conference and the registration forms for the Winter Conference can be found at <http://taspa.org/conferences/winterconference.html>.

Best,

Dr. Alejandra (Alex) Martin



UPDATE

Texas Association of School Personnel Administrators

Special Report #37

October

2004

Evaluating Staff Based on Job Descriptions

**By Bob Presley, Deputy Superintendent
Human Resources, Hays CISD**

If you are responsible for developing a process for staff evaluation each year, you are in the same boat as many other HR administrators. It is relatively easy to evaluate teachers because there is a state-approved appraisal instrument (PDAS) or other formats approved by the state. What about all other employees? I am not talking about principals and superintendents. I'm talking about all other professionals, paraprofessionals, and auxiliary staff positions.

The following is the confession of this HR administrator. When I became an HR administrator ten years ago, one of my responsibilities was being sure that all staff received an annual evaluation. As I started researching this responsibility, I discovered the following:

- ✓ Not all employees were evaluated on a yearly basis.
- ✓ The evaluation instrument for paraprofessionals and auxiliary staff was a check-off sheet that did not really address the employees' job responsibilities.
- ✓ Upon interviewing several paraprofessional and auxiliary staff, I found that they felt that the whole appraisal process was a joke.
- ✓ Upon interviewing several supervisors, I found that they felt the appraisal process was a necessary evil that either did or did not get done.
- ✓ There did not seem to be any expectation that evaluations should be done on a regular basis.
- ✓ When trying to find out why we used the appraisal instrument and process that we did, I was told, "We have always done it that way."

That was my dilemma regarding evaluations. I was sort of at a standstill, not sure how to proceed with the evaluation process that we had. I felt that the process was broken, but I was not sure how to fix it. I am going to put the evaluation process on hold and come back to it later in this article.

One of my other responsibilities as I came into HR approximately ten years ago was that of developing and updating job descriptions. I asked our Superintendent at the time if I could see our current job description manual. He gave me an old three-ring binder with about ten job descriptions, all dated back in the 1980s. Again, I did not have a clue about job descriptions, how they were developed, what was in a job description, etc.

At the time I became the Director in HR, I was not a member of TASPA and did not realize the networking that would be available to me to get answers to the many questions which I had about evaluations and job descriptions. I also did not realize that TASB had a personnel service division (HR Services) that could also be very helpful. Before I tackled the evaluation process in our school district, I first addressed the job description situation. I needed to learn, and I was not sure whom to ask. At about the same time that I was trying to learn the HR ropes in our school district, we hired a new superintendent. Our new superintendent had an HR background, and he very graciously pointed me toward TASB to get

some help with job descriptions. I contacted Cindy Clegg of TASB HR Services, and she directed me to April Mabry who was responsible for job description development. April sent me a “Job Description Manual,” the green three-ring notebook. My eyes were opened to all the intricacies of job description development. I met with April on a couple of occasions to be sure that I understood the process. By the end of the school year, Hays CISD had a very up-to-date and complete job description manual. Every position had a job description. I was very proud of myself. Just when I was feeling pretty good about what I had accomplished, I made a startling discovery: several job descriptions were out of date a few months after they were completed. Positions changed, new positions were created, and it was difficult to keep our job descriptions up-to-date. Another frustration.

It was about this same time in my early years as an HR administrator when someone encouraged me to join TASPA. I went to my first TASPA Conference and met many people who were willing to help me with the many questions I had. Once I joined TASPA and met other HR administrators, I started asking questions about how other school districts kept up with their job descriptions and how they kept them current. I also started asking questions about how other school districts organized their evaluation process. What I found was that many school districts were in the same boat that we were; they either did not have updated job descriptions or even a process for developing and updating job descriptions. I discovered also that many school districts did not have a formalized employee evaluation process (excluding teachers and principals) or that they used a haphazard appraisal process that was inconsistent, or that the appraisal instrument was just a check sheet, similar to what we were using.

In my search to find a better process, I encountered a few school districts that were basing their employee appraisal (other than teachers and principals) on the employees’ job description. This was an eye opener. I started studying this concept and brainstorming with my fellow Hays CISD administrators, I got input from TASB HR Services and, as a result, we developed the appraisal process we use today in the Hays CISD.

Using this approach, we accomplished the following in the Hays CISD:

- ✓ A formal appraisal process was put in place for every employee in the school district. (This process excluded teachers, principals, and the superintendent, who already had an approved formal appraisal process.)
- ✓ Each employee (note: from this point on when I use the term “each employee” or “employees” I am not referring to teachers, principals, or the superintendent) received a yearly appraisal based on the major duties and responsibilities of his/her job description.
- ✓ A formal yearly updating of job descriptions came about because of this new appraisal process.
- ✓ The appraisal process took on new meaning for all of our employees. They knew that their yearly job performance would be based on measurable indicators.

Now that you have the background of how we arrived at a comprehensive employee evaluation/appraisal process, I will proceed to tell you how it works, what it looks like, and what steps you will need to go through if you are considering a similar appraisal process for your school district. Provided in this article are copies of our actual appraisal instruments, the scoring sheets, and the forms we use to update job descriptions.

STEP 1 is developing an “Appraisal/Job Description Review Calendar and Timeline” for the school year (see Exhibit #1). This timeline is given to all principals and supervisors. You will note that there is a process to update all job descriptions as well as to provide that each employee receive a yearly formal evaluation/appraisal. Review your Board Policy DN (local). Once the timeline is developed, everyone knows the schedule, and everyone is on the same page.

STEP 2 was to determine the employee classifications to be appraised. This was easy because we followed TASB’s recommendation and divided our employees into one of three (3) classifications. Auxiliary staff (food service, transportation, maintenance, custodial, and security personnel), paraprofessional staff (secretaries, clerical, and instructional aides),

and professional staff, excluding principals and the superintendent, (school nurses, librarians, instructional strategists, coordinators, assistant principals, directors, executive directors, assistant superintendents, etc.)

Once all employees were put into these employee classifications, we needed to develop the appraisal instrument for each employee classification. (On a side note, placing all employees in one of these three (3) classifications made it easier for us to develop a pay grade salary structure. But that is for another article.)

Developing the appraisal instrument for all three (3) classifications of all employees took a great deal of time and many meetings with employees and their supervisors. During that process, we discovered that the evaluation/appraisal process should include more than the employee's being appraised on the major responsibilities and duties indicated in his/her job description. As a result, we divided the appraisal instrument into two parts. Part I was comprised of ten (10) indicators of general responsibilities and expectations for all employees in their specific job classification. The Part I indicators were developed with input from employees and their supervisors, and are Exhibits #2, #3, and #4 on pages 6-8 of this report.

For Part II of the appraisal instrument (Part II includes the major responsibilities and duties of the job description), we determined that no job description had more than 50 indicators; hence the forms have 50 rows for listing these indicators. For the sake of space, the forms in this article show 25 lines instead of 50, but the forms on the website are complete, and rows can be added or deleted to fit the number indicators for any job description. Then we developed an appraisal summary sheet, for each appraisal instrument, which provided the formula for scoring the appraisal and determining the overall Summary Performance Rating. This sheet also allows for comments by the appraiser, comments from the employee, and goals for future development. Part II of the appraisal instrument and the appraisal summary sheet, on pages 9 and 10 of this report, are the same for all three staff classifications and are to be used for auxiliary staff, paraprofessional staff, and professional staff.

Once the appraisals are complete, following the appraisal timeline (see Exhibit #1 on page 4), the principal/supervisor sends a completed copy of the Appraisal Summary Sheet on each employee to the HR office. These are then filed in each employee's personnel file. To ensure that the job description has been reviewed with the employee during the appraisal process, the supervisor is required to submit the "Job Description Review Form" (see Exhibit #5 on page 11) with the Appraisal Summary Sheet.

Using this process to appraise all employees has been very helpful to our school district in seeing that all employees receive a fair and specific appraisal on an annual basis. It also allows for at least a yearly updating of all job descriptions. To make this process even easier, all the appraisal instruments, timelines, forms, and job descriptions are online through our web site (<http://www.hayscisd.net/hr/jobs/jobdesc.htm>) for all supervisors and employees to copy as needed.

I would be happy to visit with you about our employee appraisal process using job descriptions. I can be contacted at 512-268-2141, ext. 6008, or by e-mail: presleyb@hayscisd.net. Good Luck!!

About the Author:

Having received a Bachelor's degree from Hardin-Simmons University, a Master's degree from North Texas State University, and done graduate work at West Texas State University and Southwest Texas State University, Bob Presley is now in his 40th year as a Texas public school educator. He has served as a teacher, a coach, a high school assistant principal, a high school principal (for 18 years) and is currently Deputy Supt. of HR in the Hays CISD. He was named outstanding High School Principal in Region XIII in 91-92. As Deputy Superintendent for HR and Administration at Hays CISD since 1997, Bob has developed a renowned Induction/Mentoring Program. We at TASPA know him as our gallant and cheerful leader, never too busy to help out a colleague or accede to a request for an article, conference presentation, or to meet any other association need. Bob is married to the charming Judy Ann, a retired registered school nurse. They have two children, both educators, and four grandchildren.



Exhibit #1

APPRAISAL/JOB DESCRIPTION REVIEW CALENDAR & TIMELINE FOR 2004-2005 SCHOOL YEAR

General information:

By January 21, 2005, the Superintendent, principals, other administrators, and supervisors should review and discuss the appraisal process with all employees (except teachers) under their supervision. Please refer to school Board Policy DN (Local).

Job Description Review:

During your summative conference with each employee, job descriptions must be reviewed. Complete Job Description Review Form (found in the Conference Folder in First Class under "Appraisals" and then under "Information and Forms") and return requested information with Human Resource's copy of appraisal (original copy).

Administrators:

- **February 11, 2005** Appraisals and summary conferences are to be completed on all administrators (Deputy Superintendent, Chief Information Officer, Chief Financial Officer, Executive Directors, directors, coordinators, assistant principals, dean of instruction).
- **February 25, 2005** One copy (the original) of the completed signed appraisal with job description review form is due in the Office of Human Resources for all administrators.

Paraprofessional and Auxiliary Personnel:

- **April 1, 2005** Appraisal and summary conferences are to be completed for all paraprofessional and auxiliary personnel.
- **April 15, 2005** One copy (the original) of the completed signed appraisal with job description review form is due in the Office of Human Resources for all paraprofessional and auxiliary personnel.

Principals, Teachers, and all other Non-Administrative Professional Personnel:

- **May 2, 2005** Appraisals and summary conferences are to be completed for principals, teachers (PDAS), counselors, librarians, nurses, diagnosticians, psychologists, therapists, special ed counselors, technologists, instructional strategists, and grant-funded non-teaching professionals.
- **May 20, 2005** One copy (the original) of the completed signed appraisal (PDAS short form for teachers) is due in the Office of Human Resources for all teachers, counselors, librarians, nurses, and Special Education professional personnel, technologists, instructional strategists, and grant-funded non-teaching professional. For these positions **ONLY**, attach a job description review form if changes are being recommended.

NOTE: Completed appraisals, with attached job descriptions and PDAS evaluations for teachers, should be sent to Human Resources in alphabetical order. Thank you for your help with this process.



APPRAISAL INSTRUMENT RATING SCALE AND INSTRUCTIONS FOR AUXILIARY STAFF, PARA- PROFESSIONAL STAFF, AND PROFESSIONAL STAFF

Name _____

Appraisal Year _____

Position _____

Campus _____

Instructions and Directions: The appraisal instrument is divided into Part I (General responsibilities and expectations) and Part II (Major responsibilities and duties of the job description). The appraiser will rate all performance indicators in Part I and Part II based on the following scale:

Rating Scale:

4.6 - 5 - Clearly Outstanding: Performance is consistently far superior to what is normally expected.

4 - 4.5 - Exceeding Expectations: Performance is consistently above standard.

3 - 3.9 - Meets Expectations: Performance is within standard and presents no significant problems.

2 - 2.9 - Below Expectations: Performance is below standard and problems exist.

1 - 1.9 - Unsatisfactory: Performance is consistently unacceptable.

NOTE: The rating scale listed above is to be used when rating auxiliary staff, paraprofessional staff, and professional staff. Part I of each appraisal instrument is *unique to each job category*; thus Part I on page 6 should be used only for auxiliary staff, page 7 for paraprofessional staff, and page 8 for professional staff.

The form used for Part II of the Appraisal Scoring Sheet (Major responsibilities and duties of the job description), shown on page 9, and the Appraisal Summary Sheet shown on page 10 are generic and are to be used for evaluating auxiliary staff, paraprofessional staff, and professional staff alike.

Complete sets of these forms by job category are available for downloading from the TASPA Website at <http://taspa.org/newsletter.html> and at <http://www.hayscisid.net/hr/jobs/jobdesc.htm>.

Part I - Appraisal Scoring Sheet for Auxiliary Staff Exhibit # 2

Instructions: In the spaces provided below, rate each general responsibility and expectation indicator by placing the number from the rating scale which best describes the employee's performance in each area.

	Indicators of general responsibilities & expectations	Appraisal Rating (5 - 1)	Appraiser Comments
1.	Accuracy: In duty performance. Ranges from requiring minimal supervision and being almost always accurate to that of needing close supervision due to frequent unreliable performance.		
2.	Alertness: In grasping instructions and solving problems. Ranges from being exceptionally alert and creative in problem solving to that of being slow to understand and seldom having new ideas.		
3.	Disposition: In attentiveness and friendliness toward co-workers and everyone else you come in contact with in your job. Ranges from being extremely agreeable and polite to being discourteous and antagonistic.		
4.	Physical Fitness: In the ability to work steadily in all conditions without tiring excessively. Ranges from being able to adapt one's body to heavier work loads and extreme weather to being weak and easily put off by physical challenges.		
5.	Personal appearance: The ability to exhibit pride in one's work and person by maintaining a neat appearance. Ranges from being extremely well squared away, to that of being very disordered and slovenly.		
6.	Attendance: In coming to work daily and conforming to a regular work schedule. Ranges from being regular and on time to being frequently late or absent without good cause.		
7.	Job Knowledge: Information acquired about job specifics and standards. Ranges from complete mastery of various phases of job and desiring to acquire new knowledge to that of allowing oneself to remain uninformed of current methods and having no interest in learning.		
8.	Enthusiasm: In the desire to fulfill job responsibilities. Ranges from exhibiting an eagerness toward accomplishing one's duties to that of disinterest in the job itself.		
9.	Quality of Work: In the grade of work accomplished. Ranges from delivering an excellent finished product through frequent self-inspection to that of continually producing inferior work with no regard to needing to improve. Quantity of Work: In the amount of work done daily. Ranges from accomplishing an exceptional quantity of work to that of not pulling one's own weight and chronically underachieving.		
10.	Safety and Security: Shows initiative in recognizing needs of job and suggests ways to improve efficiency and productivity. Exhibits and demonstrates good safety and security measures.		

Total all points in the "appraisal rating" column from Part I and transfer to the bottom of Part II scoring sheet.

Total Part I _____

Part I - Appraisal Scoring Sheet for Paraprofessional Staff

Exhibit #3

Instructions: In the spaces provided below, rate each general responsibility and expectation indicator by placing the number from the rating scale which best describes the employee’s performance in each area.

	Indicators of general responsibilities & expectations	Appraisal Rating (5 - 1)	Appraiser Comments
1.	Accuracy: In duty performance. Ranges from requiring minimal supervision and being almost always accurate to that of needing close supervision due to frequent unreliable performance.		
2.	Alertness: In grasping instructions and solving problems. Ranges from being exceptionally alert and creative in problem solving to that of being slow to understand and seldom having new ideas.		
3.	Disposition: In attentiveness and friendliness toward co-workers and everyone else you come in contact with in your job. Ranges from being extremely agreeable and polite to being discourteous and antagonistic.		
4.	Physical Fitness: In the ability to work steadily in all conditions without tiring excessively. Ranges from being able to adapt one’s body to heavier work loads and extreme weather to being weak and easily put off by physical challenges.		
5.	Personal appearance: The ability to exhibit pride in one’s work and person by maintaining a neat appearance. Dress according to job needs and area of work.		
6.	Attendance: In coming to work daily and conforming to a regular work schedule. Ranges from being regular and on time to being frequently late or absent without good cause.		
7.	Job Knowledge: Information acquired about job specifics and standards. Ranges from complete mastery of various phases of job and desiring to acquire new knowledge to that of allowing oneself to remain uninformed of current methods and having no interest in learning.		
8.	Enthusiasm: In the desire to fulfill job responsibilities. Ranges from exhibiting an eagerness toward accomplishing one’s duties to that of disinterest in the job itself.		
9.	Quality of Work: In the grade of work accomplished. Ranges from delivering an excellent finished product through frequent self-inspection to that of continually producing inferior work with no regard to needing to improve. Quantity of Work: In the amount of work done daily. Ranges from accomplishing an exceptional quantity of work to that of not pulling one’s own weight and chronically underachieving.		
10.	Safety and Security: Shows initiative in recognizing needs of job and suggests ways to improve efficiency and productivity. Exhibits and demonstrates good safety and security measures.		

Total all points in the “appraisal rating” column from Part I and transfer to the bottom of Part II scoring sheet.

Total Part I _____

Part I - Appraisal Scoring Sheet for Professional Staff

Exhibit #4

Instructions: In the spaces provided below, rate each general responsibility and expectation indicator by placing the number from the rating scale which best describes the employee's performance in each area.

	Indicators of general responsibilities & expectations	Appraisal Rating (5 - 1)	Appraiser Comments
1.	Has a positive attitude and presents a positive role model for students and the community that supports the mission of the school district. Maintains positive school and community relations.		
2.	Is cooperative and works effectively with others.		
3.	Reports to work on time and is reliable for regular and overtime work as needed. Is absent only with good cause.		
4.	Exhibits good judgment in decision making and problem solving.		
5.	Shows initiative in recognizing needs of job and suggests ways to improve efficiency and productivity.		
6.	Complies with policies and procedures.		
7.	Accepts supervision and responds positively to suggestions and/or directives.		
8.	Provides leadership and participates actively in professional growth and development. Disseminates ideas and information to other professionals, and uses evaluative information for improvement of performance.		
9.	Demonstrates fiscal responsibility and understands the budget process.		
10.	Exhibits poise, self control, and uses common sense. Shows enthusiasm for work.		

Total all points in the "appraisal rating" column from Part I and transfer to the bottom of Part II scoring sheet.

Total Part I _____

Part II - Appraisal Scoring Sheet
(Major responsibilities and duties of the job description)

Instructions: In the spaces provided below, rate each major responsibility and duty indicator on the job description by placing the number from the rating scale which best describes the employee’s performance. (The number of major responsibilities and duty indicators will vary with job description.) Attach the job description used in this appraisal.

Indicators of major responsibilities & duties from job description	Appraisal Rating (5 - 1)	Appraiser Comments
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		
21.		
22.		
23.		
24.		
25.		
(Add rows as needed)		

Total of all points in “appraisal rating” column from Part I _____

Total of all points in “appraisal rating” column from Part II _____

TOTAL PART I & II _____

(Transfer total to appraisal summary sheet)

NOTE: This sheet is generic and is to be used for auxiliary staff, paraprofessional staff, and professional staff.



APPRAISAL SUMMARY SHEET FOR _____

(Name of Employee)

Position _____ Campus/Division/Dept. _____

Summary Performance Rating:

Total score for Part I _____ Total score for Part II _____ Total points from Part I & Part II _____

Directions: To determine the overall rating, divide the total points scored for all performance indicators on both Part I and II by the number of performance indicators listed on the job description plus the ten general responsibilities and expectations performance indicators from Part I.

Total points scored in Part I & II	= ()	= Overall Summary Performance Rating _____
Number indicators on job description plus the 10 general responsibilities and expectation performance indicators	= ()	

Clearly Outstanding	(4.6 - 5)
Exceeding Expectations	(4 - 4.5)
Meets Expectations	(3 - 3.9)
Below Expectations	(2 - 2.9)
Unsatisfactory	(1 - 1.9)

Summary comments by the Appraiser:

Comments by Staff:

Goals:

Appraiser Signature _____ Title _____ Date _____

I acknowledge that this appraisal has been discussed with me, and I have received a copy of the appraisal:

Employee Signature _____ Date _____

NOTE: This sheet is generic and is to be used for auxiliary , paraprofessional , and professional staff.



Exhibit # 5

Hays Consolidated Independent School District Job Description Review Form

Note: This form must be completed and returned with appraisal to the Human Resources Office.

Principal/Supervisor _____

Campus/Department _____

Position/Job Reviewed _____

Date _____

_____ Job description reviewed and no changes are recommended.

_____ Job description reviewed and changes noted on attached job description
(make all changes in red)

NOTE: This sheet is generic and is to be used for auxiliary staff, paraprofessional staff, and professional staff.

16th Annual Conference on Personnel Law for School Administrators

Wednesday, December 1, 2004

Austin Renaissance Hotel (tel. 512.343-2626 for reservations, \$130 single room rate)

Agenda

- 7:30 Registration/Continental Breakfast Dave Richards, Moderator
- 9:00 Welcome: Bob Presley, Hays CISD,
President, TASPA
- 9:10 Update On Personnel Law Issues Arising
From The No Child Left Behind Act Jim Walsh, Attorney, Austin
- 9:55 Morning Break
- 10:15 Privacy Issues Concerning School Employees,
Including Searches, Drug Testing, Personnel Files,
And Computer, Internet And E-Mail Use Wayne Haglund, Attorney, Lufkin
- 11:00 The Pre-Employment Process: What Is OK And
What To Avoid In Applications And Interviews Mark Doré, Attorney, El Paso
- 11:45 Lunch (Provided By The Conference)
- 1:15 Practical Tips For Complying With The New FLSA
Overtime Regs And Advice For Avoiding Litigation Chris Elizalde, Attorney, Austin
- 2:00 Personal Liability Of School Personnel
Sued In Their Individual Capacities Jim Raup, Attorney, Austin
- 2:45 Afternoon Break
- 3:05 What To Do When An Employee Claims
Sexual Harassment And Steps To Take To Prevent Such Claims Lynn Rossi Scott, Attorney, Dallas
- 3:50 Top 10 Reasons Why School Districts
Lose Termination And Nonrenewal Appeals Holly Claghorn, Attorney, TASB
- 4:35 Adjourn

Conference registration fee is \$135.00 per person. Registrations will only be accepted when submitted with a purchase order, check, or credit card. **All cancellations will be subject to a \$15.00 processing fee.** No refunds for cancellations received after November 24, 2004. **Registrations will be accepted after November 24, subject to a \$20 late fee.** Fee includes take-home materials, continental breakfast, lunch, and coffee services.

TASPA-Legal Digest Conference on Personnel Law • Wednesday, December 1, 2004

TO REGISTER COMPLETE THE FORM BELOW AND RETURN WITH PAYMENT TO THE *LEGAL DIGEST*.

NAME(S) _____ NO. OF REGISTRANTS _____

TITLE(S) _____

SCHOOL DISTRICT / FIRM _____

ADDRESS _____

CITY / STATE _____ ZIP _____ PHONE _____

Charge to: MasterCard Visa Name and billing address of credit card holder:

Account Number _____ Name _____

Expiration Date ____/____/____ Address _____

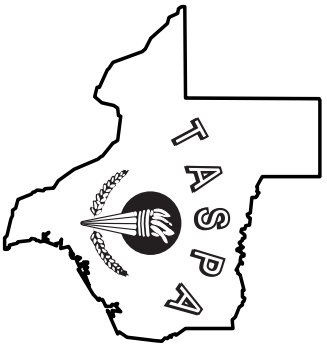
Signature _____ City/State/Zip _____

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FAX: (940) 383-3809

MAKE CHECKS (\$135/person) PAYABLE TO:
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EARLY REGISTRATION IS ADVISED

See facing page for Legal Digest registration form.



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