

# 2015 Achievement Awards Virginia Association of Counties

## APPLICATION FORM

All applications must include the following information. Separate applications must be submitted for each eligible program. **Deadline: June 1, 2015.** Please include this application form with electronic entry.

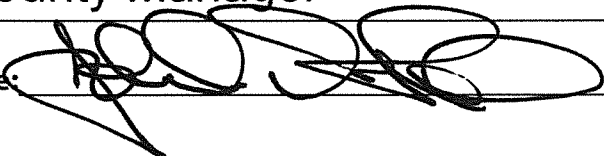
### PROGRAM INFORMATION

Locality: Henrico County  
Program Title: HCPS Operations Professional Development Initiative  
Program Category: Organizational Development

### CONTACT INFORMATION

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### SIGNATURE OF COUNTY ADMINISTRATOR OR CHIEF ADMINISTRATIVE OFFICER

Name: John A. Vithoukias  
Title: County Manager  
Signature: 

## **Overview/Summary of the Program**

Henrico County Public Schools' (HCPS) theme "The Right to Achieve, the Support to Succeed" captures our belief that all students are entitled to a positive and productive learning experience, regardless of where they begin. This theme also applies to our employees.

To support this theme, it's essential to ensure that our operations team – our school division's backbone – has ongoing professional development opportunities. Consequently, the HCPS Operations Professional Development Initiative was implemented.

The initiative is an in-house professional development program for the pupil transportation, construction and maintenance, custodial services and technology departments. It was developed by the human resources department in collaboration with Henrico County Legal Services.

Human resources and operations leaders used a team survey to identify the most needed areas of training: candidate interviews; investigations and documentation; the U.S. Family and Medical Leave Act; social media; the Americans with Disabilities Act; sexual harassment; Google Docs; and the PowerSchool online portal. Using the survey, a program was developed and is being implemented during the 2014-15 school year.

The program has yielded cost savings in training; improvements in the quality of candidates hired; documentation in discipline-related matters; and efficiencies in

managing data. Using in-house expertise has enhanced relationships among our teams.

### **Problem or Challenge**

In the past, organizations like the HCPS Operations Department used outside consultants and training organizations on an ad-hoc basis for individualized personnel or professional development training. These typically ranged in price from \$150-\$500 per employee. Because of the recession and budgetary constraints, little to no professional development has occurred in the operations department.

With changes in the U.S. Family and Medical Leave Act, the Americans with Disabilities Act, social media, child protective services and other employment law issues, it has become necessary to update our operations team managers and supervisors with current employment information and practices. This is to protect not only HCPS but also our supervisory employees.

The HCPS Operations Professional Development Initiative content was developed based on feedback from the operations leadership and supervisory team. A survey was provided to ask team members what areas of professional development they thought needed updated training or content, or general development.

The objective of the program is to make low-cost professional development options available to the HCPS operations leadership/supervisory team. The

project took one month to develop, and is being implemented during the 2014-15 school year. It is targeted at the HCPS operations leadership/supervisory team, which consists of about 30 employees.

The school division attorney provided legal support for training involving the U.S. Family and Medical Leave Act, social media, the Americans with Disabilities Act, sexual harassment, child protective services and other employment law issues.

From that survey, the professional development was divided into three segments or training sessions based on the following outline:

**Part I**

- A. Technical v. behavioral interviews
  - Activity: role play
- B. New supervisor roles and expectations
  - Scenarios: handling difficult employees and situations
- C. Employee Investigations and documentation
  - Scenarios: how and what to document
- D. The U.S. Family and Medical Leave Act
  - Scenarios
- E. The Americans with Disabilities Act
  - Scenarios

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Henrico County, Virginia

F. Sexual harassment

- Scenarios

G. Social media

- Case studies

**Part II**

A. Child protective services

- Scenarios

B. Intermittent Family and Medical Leave Act v. performance issues

- Scenarios

C. Toxic employees

- Scenarios

D. Substance and alcohol abuse

- Scenario

E. Success case study: great documentation

**Part III**

A. Google Docs

B. The PowerSchool online communications portal

C. Technology issues

## **Response to Economic Downturn**

Obviously, support for instructional personnel takes priority in any school division. However, HCPS, with fairly consistent full-time equivalent employees, began to see an increase in the number of negative personnel-related incidents in our operations department.

Because budget constraints of recent years became our new economic reality, the operations and human resources departments brainstormed solutions. We believed our in-house colleagues could provide best-practices training and professional development. The result was a sustained, in-house program designed to update operations supervisory personnel on key employment law issues, HR hiring practices, documentation, employee relations and performance management.

All of the program development was done in-house during HR staff meetings and delivered through peer-to-peer training sessions in three segments. The training took place at HCPS school facilities, using in-house equipment.

## **Use of Technology**

- HCPS intranet
- CPS website
- Google Docs
- PowerSchool online communications portal

## **The Cost of the Program**

While the true cost of the program can't be measured, the value achieved in improving colleague relationships and making HR staff visible and integrated with the operations team continues to be immensely valuable.

## **Results**

- More termination appeals have been upheld.
- Documentation of investigations has become more thorough.
- U.S. Family and Medical Leave Act call-volume has decreased (supervisors fielding employee questions).
- More qualified candidates have been hired because interview panels are more skilled.
- Relationships between the operations and human resources departments are better because of training interactions.
- Supervisor/subordinate relations have improved because of scenario-based training on handling difficult employees and situations.

In an era where there are so many options for businesses and organizations to find professional development resources, the HCPS Operations Department only had to look within its own school division to find the help and support it needed.

The operations and human resources departments forged a collaboration by implementing the HCPS Operations Professional Development Initiative.

The program dovetailed well with the HCPS theme, “The Right to Achieve, the Support to Succeed.”

This program cost the school division no outlay of funds – only the sweat and creativity of its human resources subject matter experts, along with the sage legal expertise of the school’s legal services team. With input obtained from the operations team survey, the HR department identified professional development topics, created content and divided the program into three parts. This allowed the department trainers to space the development training over three sessions during the 2014-15 school year.

Once the segments were identified, the content was developed and activities and scenarios were added to bring life to the subject topics. Most beneficial of all, was the two-way dialogue that ensued throughout the sessions, held in casual and comfortable settings. Operations employees got answers to specific questions and real-life situations. The reward for our employees was that they left knowing that they too, like our students, have the “right to achieve” as employees. Now, with the HR and legal teams on their side, they have the “support to succeed,” as well.



### **Supplemental Materials**

- Part I presentation: Team B
- Part I presentation: Team A – U.S. Family and Medical Leave Act, social media
- Copies of scenarios from part II
- Case study on documentation from part II

**Program Category:** Organizational Development

**Submitted by:** Mandy Baker, human resources director

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# Child Protective Services

The Legal  
Requirement to Report

# What is Child Abuse?

- Virginia recognizes and defines 5 types of child abuse and neglect:
  1. Physical Abuse
  2. Neglect
  3. Sexual Abuse
  4. Emotional Maltreatment (Virginia Code calls this "mental abuse")
  5. Substance-Exposed Newborns



# Mandated Reporter

- As a school employee, **you** are mandated to report suspected child abuse and neglect that comes to your attention.
- Reports **MUST** be made to Child Protective Services as soon as possible but within 24 hours.
- There are penalties for failure to report



# How to Report



- Reports should be made immediately. Mandated reporters are required to report as soon as possible, but no later than 24 hours after having a suspicion of a reportable offense. **Reports are made to (804) 501-KIDS or (804) 501-5437.**

# Know Your School's Reporting Policy

- It is important that you know your department's reporting policies and procedures. Check with your supervisor to find out the procedure. **Principals are the designated point of contact for these reports.**
- If the principal is not available or cannot be reached, the report must still be made within 24 hours. You must report the suspected abuse to his/her designee. If you can not reach the designee, you must then make the report and follow up with the principal.
- If you are made aware of suspected child abuse and/or neglect, it is important for you to promptly report the information to the principal or designee via face to face or voice to voice.  
**Do not report information via e-mail.**

# School Personnel As Caregivers

- Caregivers are not always parents. Teachers and other school staff are considered to be in a care giving position when the child is in school or involved in a school-related activity.
- It is possible that it will come to your attention that one of your colleagues has done something that could be considered abusive or neglectful toward a student. The law **and school board policy** requires that you report these suspicions just as you would any other.





# Allegation of Inappropriate Contact Between an HCPS Staff Member and a Student



- Handled somewhat differently than those involving family or external persons.
- Must report incidents directly to principal or any other administrator.
- Administrator will **first** contact CPS at 501-KIDS or the Virginia State Child Abuse Hotline (1-800-552- 7096) for reports made after hours, **AND**
- Principal will then contact HR. **The principal should not initiate the investigation process until CPS or Human Resources has instructed them to do so.**
- Investigation process can include any additional agencies that may be necessary, such as DSS, CPS and the police.
- See School Board Policy **P6-09-012**



# Allegation of Inappropriate Contact of a Sexual Nature between an HCPS Staff Member and Student

- Principal or Designee will contact CPS **immediately** at 501-5437 (501-KIDS) or after hours to the Virginia State Child Abuse Hotline (1-800-55-7096), **AND**
- Contact the SRO or police non-emergency number at 501-5000, **AND**
- Contact HR – **Principal should not initiate the investigation until CPS or Human Resources has instructed him/her to do so.**



# Scenario #1

You overhear a student, Johnny, telling some other children about how he was caught shoplifting over the weekend and his father gave him a beating with his belt for it. You take Johnny aside and tell him what you overheard. You ask if the nurse can examine him, and he agrees. The nurse finds no bruises or marks on Johnny. You call Johnny's father and he confirms that he did indeed hit Johnny with a belt, as punishment for shoplifting. Johnny's father picks him up from school as usual, and Johnny seems happy to see his father.



# Scenario #2

You notice that Eric has been shifting in his seat all day. When you ask him what's wrong, he tells you that he fell down and hurt his bottom. You take him to the nurse. Eric has strap-shaped welts and bruises on his bottom and his lower back in various stages of healing. When you question him about it again, he admits that he sometimes gets "spanked" by his father when he makes a mess in the house. He is very afraid that you might call his father.



# Scenario #3

Susan, a six-year-old girl, has a bruise on her cheek, her upper arm, and her torso. She tells you that over the weekend she fell down the stairs. Susan often has bruises on her upper arms. Her mother confirms that she fell down the stairs—she says Susan is a tomboy and is always falling down.

# Scenario #4

Craig has arrived at school with bruises on his elbows and a bad scrape on his knee. When you ask what happened, he tells you that he was riding his bike on a busy street where his father had told him not to, he swerved to avoid a car, and he fell off. When you ask how he got hurt, he says it was in the fall.



# Scenario #5

- You are an ITRT in a classroom assisting a student with his laptop. You observe a teacher and a different student engaging in a verbal altercation. The teacher yells at the student to exit the classroom. As the student is exiting the classroom, the teacher aggressively pushes the student in the hallway. The student angrily leaves the classroom.

# Scenario #6

- You are an exceptional education teacher in the classroom who is facilitating the toileting process of a student. The teacher assisting who is there to help with this process has worked with you for several years. The teacher assistant pulls out her personal cell phone and begins to take multiple pictures of the student's private area. When the teacher assistant notices that you saw her taking the pictures, she quickly puts her phone away as if nothing happened.
- The teacher assistant was voted "Staff Member of the Month" last month by the faculty.
-

# HCPS Drug and Alcohol Policies



# HCPS Policy P4-06-007

## Drug-Free Workplace

An employee **CAN NOT:**

- manufacture,
- distribute,
- possess,
- consume,
- use, or
- sell alcoholic beverages, illegal drugs on HCPS property or when the employee is engaged in HCPS business or participating in a school activity.

# What is the “workplace”?

- any school building and all school premises;
- any HCPS-owned vehicle or other school-approved vehicle used to transport students to and from school or school activities;
- all other property during any school-sponsored or school-approved activity, event or function, (such as a field trip or athletic event) where students are under the care and custody of HCPS.

# Employee's Responsibilities

- employee must notify his/her supervisor whenever he/she is taking a prescribed or over-the-counter drug that the employee has been advised will or is likely to impair job performance (e.g., drowsiness or diminished ability to focus).
- employee may possess prescription medication in the workplace when used as prescribed by a physician.
- employee **must notify supervisor** if there is reasonable concern that another employee exhibits examples of impairment.
- HCPS employees shall notify their supervisor of a conviction for a criminal drug offense no later than five (5) days after such conviction.

# Testing for “Reasonable Suspicion”

1. Employee demeanor should be observed and confirmed by at least **2 individuals** (supervisor, assistant principal, principal, resource teacher, custodial zone foreperson, etc.)
2. A supervisor should determine “reasonable suspicion” exists based on the specific, contemporaneous, articulable observations concerning the appearance, behavior, speech, and/or body odors of the employee, such as:
  - Unexplained inability to perform normal job functions;
  - Physical manifestations such as slurred speech, bloodshot eyes, or dilated pupils;
  - Smell of alcohol or drugs on breath;
  - Unusual lack of coordination or loss of equilibrium;
  - Unexplained hyperactivity or depression and withdrawal;
  - Unexplained inability to think or reason at the employee’s normal level;
  - Unusual or bizarre behavior



# Testing for “Reasonable Suspicion”

- If employee refuses to be tested, contact Human Resources at once, this may be a cause for immediate dismissal. An employee’s refusal to submit to a drug or alcohol test immediately when requested will be considered the same as a positive test result.
- After the test, the employee must not be allowed to drive. Two (2) individuals may take the employee home or have the employee’s family member come to the hospital to pick up the employee.
- If the employee insists on driving, contact the Henrico County Police Department as soon as possible.
- Do not discuss the details of what has occurred with other employees or subordinates

# Testing for “Reasonable Suspicion”

- Within 24 hours of making a report of reasonable suspicion to Human Resources, a supervisor shall make a written report of the observations supporting his or her finding of reasonable suspicion. The report should immediately be sent to Human Resources.
- HCPS reserves the right to search handbags, totes, packages, desks, cabinets, toolboxes, vehicles, including employees' personal vehicles brought onto HCPS property, or any other property located on HCPS property when HCPS has reasonable suspicion to believe an employee has violated its alcohol and/or drug policy.

# Employee Assistance Program

HCPS recognizes that the early recognition and treatment of drug and alcohol abuse are essential to successful rehabilitation. An Employee Assistance Program (EAP) is available to assist HCPS employees with alcohol and drug abuse problems.

Employees **voluntarily** seeking assistance for a substance abuse problem through the EAP or another medical resource will not be disciplined as a result of their disclosure of prior drug or alcohol use, and the employee's treatment or assistance through the EAP will be confidential.



# What do you know?

**An employee receives a DUI/DWI charge over Spring Break. Does the employee need to inform HCPS?**

**Can an employee drink water before drug/alcohol testing?**

**Are employees obligated to inform a supervisor if they suspect a colleague of being intoxicated at the workplace?**

**Is an employee required to inform a supervisor if they are taking prescription medication?**

**How many individuals should observe and confirm “reasonable suspicion”?**





### **Performance v. Intermittent FMLA Scenario:**

A full-time 3<sup>rd</sup> grade teacher, with five years HCPS service and overall excellent performance, has had increasing absence issues. In the past two years, by mid-January, she has used up all of her sick leave for head-ache and sinus related sick days. This year, the AsP is overseeing this grade level. The AsP notices the two year trend and decides to be proactive in communicating concerns to the employee.

What should the AsP make sure is included in the conversation with this employee?

### **Part 2**

The employee had never considered FMLA a possibility because the absences were sporadic. When the teacher is told she can't "go in the hole" on her absences and the issue is raised regarding potential termination, the HR Specialist in charge of FMLA inquires if the employee has ever been asked if her absences are related to a chronic condition like migraines, for which she may be eligible for intermittent FMLA and consequently her absences would be protected.

What are next steps for the AsP?

## **Alcohol Scenario**

A custodial worker who has been with the county for many years has been rumored multiple times to have had boundary issues with students. Unconfirmed rumors include inviting students to his house where alcohol is served, going to social events with groups of students. Custodian has been reprimanded over the course of his tenure for driving alone with a student in the car, which is against School Board policy, and for discussing his personal life with students.

One day a student reports to Staff Member #1 that Custodian smells like alcohol. Staff Member #1 does not report this to Principal until several weeks later because it was hearsay. Today, Staff Member #2 tells Principal that Custodian sometimes smells like alcohol. Principal notifies the custodial field supervisor.

What should you do next?

## Part 2

Staff Member #1 reports that Custodian seems unsteady on his feet and Staff Member #2 notes a suspicious odor around Custodian but is not sure it is alcohol. Principal calls custodial field supervisor who is in the area and they meet with Custodian. When talking with him, they too smell an odor. They ask him if he has had any alcohol and he responds that he drank the night before but stopped by 10pm. It is now 1:00 p.m. He seems out of sorts, just not himself and is now very agitated as a result of this conversation. The presence of an odor remains.

Is this enough for reasonable suspicion? What are next steps?

## **New Supervisor Scenario**

James has been with HCPS for 15 years and has built strong relationships with his teammates. He is known for his positive attitude and often hosts cook outs or get-togethers at his house for the other warehouse staff. He is known as the “peacemaker” but also knows when to mind his own business and stay out of drama.

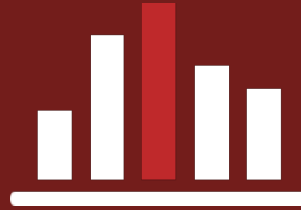
Three months ago, James interviewed and was selected to be the new Warehouse Supervisor. While everyone was happy for James’ promotion, James noticed a shift in his relationships with the warehouse crew.

One day, on the way to visit a school, two team members have a disagreement over what radio station to listen to. The unwritten rule is that whoever is driving has control of the radio. Upon arriving at the school, the two continue the disagreement in front of other staff members. James is present and witnesses the heated conversation. The confrontation escalates and profanity is exchanged between the two staff members, including comments of a physical threat. James is disappointed by the exchange, shakes his head and walks away, leaving the two to sort things out among themselves.

The principal of the school was out on the playground, overhears some of the exchange and calls the C&M Supervisor.

What are next steps for James and the C&M Supervisor?

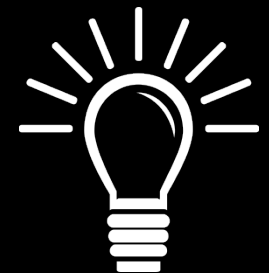
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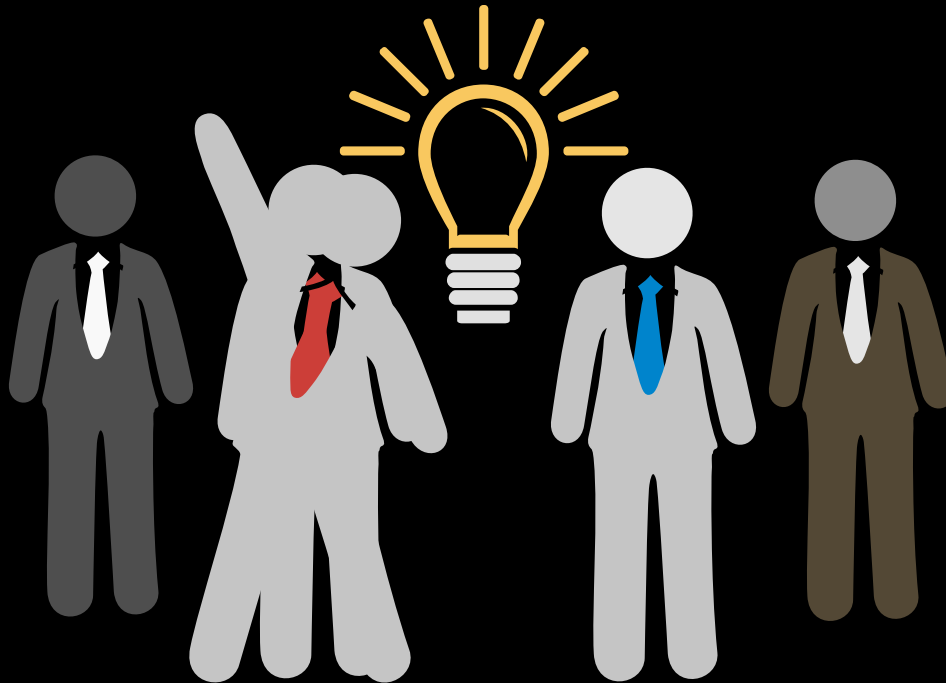
# Operations Manager Training

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Nov.





**We need the  
RIGHT people to  
support our  
school division.**



**Technical Interviews**  
**Behavioral Interviews**



Ever experienced this?  
[https://  
www.youtube.com/  
watch?v=TYMHmY-IgCs](https://www.youtube.com/watch?v=TYMHmY-IgCs)



# Behavioral Interviewing

Past experience is a strong predictor of future performance



## Critical Thinking

- Tell me about a time when you needed to think “outside the box” in order to accomplish a task.
- Tell me about a time when you had to analyze information and make a recommendation. What kind of thought process did you go through?
- Tell me about a time when you had to carefully analyze a situation in order to be effective in guiding your actions.
- Tell me about a time when you encountered a problem and your supervisor was not available to help you. What did you do?

## Personal Responsibility

- Please share an example of a time in which you had to be relatively quick in coming to a decision.
- Tell me about a time when you had to adjust to a colleague’s working style in order to complete a project or achieve your objectives.
- Tell me about a time when you had to settle a dispute between co-workers. How did you go about identifying the issues? What was the result?
- Tell me about a time when a coworker did not report to work and you had to take on extra duties to help out in the absence of the coworker.



# Behavioral Interviewing

Past experience is a strong predictor of future performance



## Professional Interaction

- Tell me about an accomplishment that you are very proud of and why it means so much to you.
- Tell me about a situation where you had to use your ability to negotiate.
- What was your most challenging decision in the last six months? What made it challenging?
- Give me a recent example of a stressful situation on the job. What happened? How did you handle it?

## Achievement

- Please give me an example of a time when one of your suggestions was put into practice by your supervisor.
- Please share a goal you set for yourself and what you did to accomplish it.
- Describe for me a job experience when you had to serve as the leader in order to accomplish a goal.

## Commitment

- Give an example of a specific occasion where you had to enforce a policy in which you or others did not agree.
- Please share an example when you went above and beyond to help a co-worker learn something new.
- Tell me about a time when your initiative caused a change to occur.
- Tell me about a time when you needed to build trust with a co-worker.





# Behavioral Interviewing

Past experience is a strong predictor of future performance



## Communication

- Describe a time in which you felt you were able to build motivation among your team.
- Tell me about a time when you found it necessary to verbally communicate critical information to an employee or employees. What was the issue? How did you determine the success of that communication?
- Give me an example of a situation when your ability to listen was critical in solving a problem.

## Constant Learning

- Described a situation when you failed to meet a deadline. What things did you fail to do? What did you learn?
- Describe a scenario in which you worked diligently on a project and it did not produce the desired results. Why didn't you get the desired results? What did you learn from the experience?
- Give an example of the time when you had to learn some new procedure. How did you become proficient in its use?

# Activity

Break up into groups  
of 2-3 people



# 01



Read one of the BI  
questions to a  
partner.

# 02



# 04

Now switch and  
repeat the exercise.



# 03



Is the person giving  
you a specific example  
and fully answering  
the question?



# New Role Expectations



You are  
now  
the  
boss!

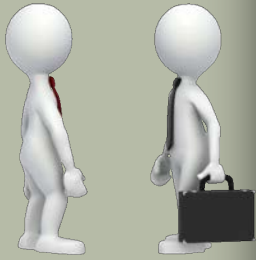




# How Do You Handle Your New Role?



- Pull your friends aside and explain to them that business comes first.
- Give them time to adjust.
- Keep the social life out of the workplace.
- Avoid whispering and private conversations.
- Be prepared to be snubbed by some of your friends.
- Don't let emotions sway you.
- Show that you will still work with them and not above them.



# Scenario 1

## How Do You Handle This New Role?



When I became the boss and began to supervise friends with whom I used to “party with,” one of my friends began to make a habit of coming to work late, talking on the phone throughout the day on personal calls, and taking time off despite me telling her that she couldn’t.

**What should I do?**



# Steps to Handling Difficult Conversations



- Be clear about the issue
- Know your objective
- Adopt a mindset of inquiry
- Manage the emotions
- Be comfortable with silence
- Be consistent
- Try to preserve the relationship
- Choose the right place to have the conversation
- Know how to begin the conversation
  - “I need your help with what just happened. Do you have a few minutes to talk.”
  - “I need your help with something. Can we talk about it (soon)? If they say, “Sure, let me get back with you,” follow up with them.
  - “I’d like to see if we might reach a better understanding about .....I really want to hear your feelings about this and share my perspective as well.”



## Scenario 2

### Steps to Handling Difficult Conversations



You have been asked to tell an employee that he/she is emitting an aroma which is not pleasant to other employees. Fellow employees had previously left deodorant and soap on the employee's desk.

**How should this matter be handled?**



# Investigations And Documentation



**Know what to  
do and take  
the time to  
write it all  
down.**







# Types of investigations

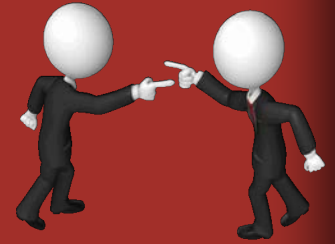
## Individual Employee



- Supervisor conducts investigation to determine validity of the allegation or incident and whether an HR investigation is warranted.
- If the Supervisor determines that an HR investigation is warranted, the Supervisor should contact their Director and the appropriate HR Specialist immediately.
- The Supervisor's completed investigation report should be presented to the Director and HR and then HR will collaborate with you to further pursue the matter and help move toward a resolution.
- Example: Employee has been reported coming to work 15 minutes late every day yet his timecard reflects he has been on time.



# Types of investigations Employee vs. Employee(s)



- The supervisor should investigate to fully understand the issue.
- When possible, get written statements from each party.
- Are there any witnesses? Their written statements are needed too.
- Can this be resolved through a conversation and the parties agreeing upon future behavior? If so, document this and have all parties sign it.
- All documentation MUST be sent to HR for scanning into employee(s) file.
- **WHENEVER IN DOUBT, CALL YOUR HR SPECIALIST!**

# Types of investigations ANYTHING involving a student



- Did you know that any physical contact (of a negative nature) with a student must be reported to Child Protective Services. (CPS) **As an employee of HCPS we are ALL mandated reporters and can be held liable if we do not report.**
- ANYTHING involving a student must be reported to the HR Specialist, Director and Principal immediately.
- HR/Principal will work with you to determine who calls CPS.
- DO NOT collect statements. CPS/HR will determine who is interviewed and who conducts the interview.

# Asking questions and taking notes

- Before meeting with your interviewee, think of questions that you will need answered. Write those down so that you can refer back to them.
- Ask open ended questions. For example: “Tell me what happened last Thursday, October 16, 2014, when you were delivering mulch that was supposed to go to Hermitage HS.” Instead of asking, “Do you remember last week when you delivered mulch to the wrong school?”
- When your interviewee is talking, try to write down as much as possible verbatim. You won’t get every word but feel free to ask the person to slow down so that you can catch up. You can also repeat what was just said so that you can ensure your notes are accurate.
- You can write your notes or type them as the person is speaking. What is critical to know is that any handwritten notes must be kept as evidence. If the grievance ends up going to an employment hearing, your written notes will be referenced.

# Wrapping up the meeting

- Once you feel you have all of the information necessary from the employee, it is important to summarize what has been discussed.
  - Provide a summary of the employee's version
  - Inquire if you've left anything out or if there is anything the employee would like to add.
- Tell the employee what comes next if you are able.
  - Are you giving a verbal warning? Are you going to document the event and add to the employee HR file? Do you need more time to digest the event? Do you need to further investigate?
- Remind the employee that the conversation you just had is confidential.
  - You can ask them not to share with others but you cannot stop them from doing so.
  - Thank them! Let them know you appreciate their time and honesty in discussing the events.



# Interviewing Tips



- Interview the complainant first, taking notes of the conversation. (notes should be as detailed as possible)
- Explain your role as a neutral ‘collector of facts.’
- Document facts only. Not emotions. (You can document that complainant said he/she was angry but not that complainant seemed angry)
- Ask about the problem/issue (allow the person to speak without interrupting).
- Ask questions to probe, but be careful not to prompt
- Use open ended questions, relating back to the person for clarification.
- Don’t rush – collect as many details as possible from each primary witness.



# Interviewing Tips

(con't)



- Ask witnesses to write, date and sign a written statement
- Review your notes as soon as practical after the initial interview
- Conduct additional interviews as necessary
- Isolate the facts and list facts in chronological order
- Describe the supporting policy, law, procedures, etc., for the infraction
- Prepare the report and make a recommendation for resolving
- Assume that if you did not reflect the information in the investigative documents, the events did not occur

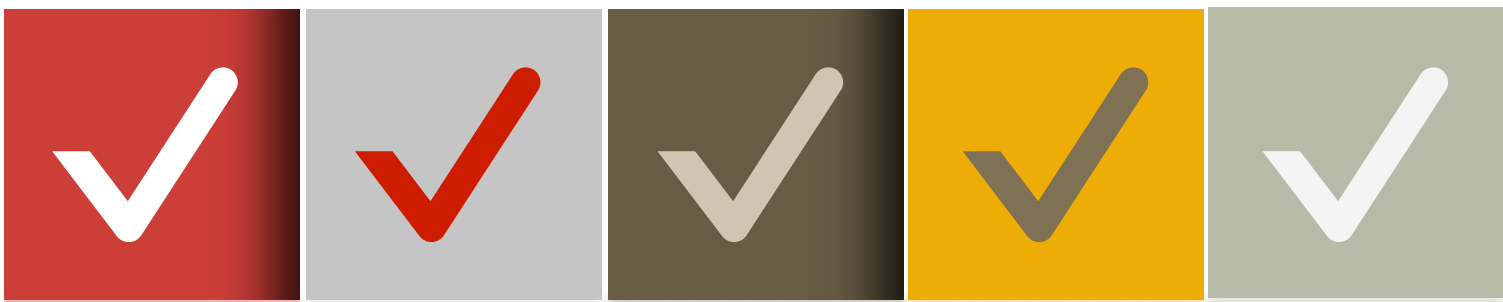


## Next Steps



- If you have not already contacted HR, do so and provide them with your investigation report, which should include a summary.
- MAINTAIN CONFIDENTIALITY AT ALL TIMES.
- Additional interviews or research may be conducted by HR in consultation with legal, DLT.
- Human Resources will determine next actions related to the employee's employment status – administrative leave to complete the investigation, a return to work if resolved, or termination of employment.
- Supervisors will be updated by HR.





## What you didn't write down didn't happen.

### When

Include the complete date.  
(10/23/2014)

### Who

Include who is present in the meeting. Ex. Supervisor, employee and additional witness

### Why

State the reason for the meeting. (Performance issue, Behavior issue, Employee complaint, Investigation)

### Notes/ Yes

When taking notes focus on the following:

- Facts
- Being Neutral
- Not forming opinions
- Write in ink

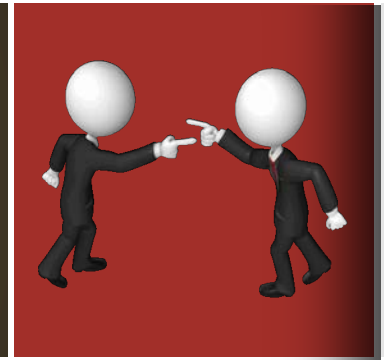
### Notes/ No

Avoid:

- Subjective comments
- Personal feelings
- Judgments
- Writing down personal comments



# Scenarios



## Group 1

A parent calls about their kindergarten child who is alleging that a bus aide has pinched their daughter to get her to behave on the bus while transporting her to school. How do you respond to the parent and what steps should be taken so that this parent does not escalate this further?

## Group 2

A non-probationary custodian habitually arrives late to work. He uses his sick leave and annual leave as soon as he earns it. How do you document and set expectations for this employee? At what point should HR be engaged?

## Group 3

A Maintenance Asst-II and a Maintenance Asst-I get into a heated discussion about how to complete a work order at Shady Grove ES. The two exchange words, including profanity in front of the office staff and potentially some students. What steps should be taken to investigate and document this incident?



Your HR Team is here  
to help!



Other questions?

