

# ***JOB DESCRIPTION PREPARATION PROCEDURE***

## ***PURPOSE***

To define the role staff members play using factual data:

- Φ to determine work assignments, organizational structures, and relationships,
- Φ as a basis upon which selection, compensation, and evaluation systems are based,
- Φ and as a means to assure compliance with state and federal employment statutes.

Data is collected systematically and presented in a structured format.

## ***APPLICATION***

This procedure shall apply to all administrators regardless of their location.

## ***DEFINITION***

This procedure will be consistent with Board Policy Section 5000, state and federal statutes, and provisions of the Master Agreements between the Board and individual bargaining groups.

## ***RESPONSIBILITIES***

### 1.0 Administrators

- 1.1. Conduct job analysis to gather, document, and analyze information about:
  - 1.1.1. The job-content [the duties, responsibilities, and functions of the job].
  - 1.1.2. The job requirements [the knowledge, skills, abilities, and personal characteristics employees need to perform specified tasks and procedures].
  - 1.1.3. The job context [information about work setting, physical demands, working conditions, job purpose, any other information about the job].

Instruments used to conduct a job analysis are contained in Appendix A. Appendix B contains a Glossary of the Action Verbs to describe duties.

- 1.2. Determine measurable performance standards for critical duties [those that assure the job adds value]. Performance standards should align with organizational strategy and direction.
- 1.3 Determine Job Title in one or two words that best reflect the role or function of the position.
  - 1.3.1 If the position is a bargaining unit position, review the Recognition Clause to determine the correct classification and/or position title that best reflect the duties of the position.

- 1.3.2 If the position is a new bargaining unit position not identified in the Recognition Clause, the location of the position (classification) and the rate of pay, are mandatory subjects of bargaining.
- 1.3.3 If the position is a non-bargaining unit position, do not use bargaining unit titles.
- 1.3.4 Where a job title is undefined, the US Department of Labor web site will provide a dictionary of occupational categories, titles, and definitions. The web address is [www.oalj.dol.gov/libdot.htm](http://www.oalj.dol.gov/libdot.htm).

Examples from the site are:

**094.107-010 WORK-STUDY COORDINATOR, SPECIAL EDUCATION (education)**

*Plans and conducts special education work and study program for in-school youth: Establishes contacts with employers and employment agencies and surveys newspapers and other sources to locate work opportunities for students. Confers with potential employers to communicate objectives of the work study program and to solicit cooperation in adapting work situations to special needs of the students. Evaluates and selects program participants according to specified criteria and counsels and instructs selected students in matters such as vocational choices, job readiness, and job retention skills and behaviors. Assists students in applying for jobs and accompanies students to employment interviews. Confers with employer and visits work site to monitor progress of the student and to determine support needed to meet employer requirements and fulfill program goals. Counsels students to foster development of satisfactory job performance. Confers with school and community personnel to impart information about program and to coordinate program functions with related activities.*

**201.362-022 SCHOOL SECRETARY (education)**

*Performs secretarial duties in public or private school: Composes, or transcribes from rough draft, correspondence, bulletins, memorandums, and other material, using typewriter or computer. Compiles and files student grade and attendance reports and other school records. Greets visitors to school, determines nature of the business, and directs visitors to destination. Talks with student encountering problem and resolves problem or directs student to other worker. Answers telephone to provide information, take message, or transfer calls. May order and dispense school supplies. May accept and deposit funds for lunches, school supplies, and student activities. May disburse funds, record financial transactions, and audit and balance student-organization and other school-fund accounts. May take dictation in shorthand and transcribe notes, using typewriter or computer. May maintain calendar of school events. May oversee student playground activities and monitor classroom during temporary absence of the teacher.*

- 1.4. Establish compensation using
  - 1.4.1 market information provided by Staff & Organizational Development
  - 1.4.2 bargaining unit "Appendix A"
- 1.5. Forward data to Staff & Organizational Development

## 2.0 Staff & Organizational Development

- 2.1 Assist Administrators as needed
- 2.2 Evaluate data for accuracy/compliance with Board Policy, Master Agreements, statutes.
- 2.3 Transfer data from job analysis, performance standards, and compensation to structured format [job description].
- 2.4 Review the job description with administrator.
- 2.5 Publish on Hirewhere, and web site as PDF
- 2.6 Periodically revise as needed, i.e., compensation changes, job duty changes, etc.

### ***DISTRIBUTION***

Review with administrators annually or as needed for clarification/revision with communication to new administrators at date of employment.

### ***ATTACHMENTS***

<u>Letter</u>	<u>Description</u>
A	Job Analysis Instrument
B	Glossary of Action Verbs
C	Current BAISD Job Titles
D	

**ATTACHMENT A**

**Job Analysis Questionnaire**

Name(s) of employee: \_\_\_\_\_  
\_\_\_\_\_

Current Job Title/Classification \_\_\_\_\_

Department \_\_\_\_\_

Position Summary

Briefly summarize the primary purpose of the position in a few sentences. Please limit your response to three to five sentences; we are looking for a general overview, not a detailed description.

**Example:** *Process accounts receivable, oversee petty cash disbursements, and prepare miscellaneous tax reports. Work with accountant in performing general ledger reporting and investments.*

**If the general summary on one of the attached job descriptions closely corresponds to the position, please highlight it and you do not have to fill out this section. However, please note any differences.**

**Job Duties and Responsibilities**

In the following section, list each job duty or responsibility in order of importance. Estimate the percentage of working time usually required for each job duty or responsibility and list that in the right column (we do not need an exact time measurement; your best guess will suffice).

**If a duty or responsibility is performed by one of your subordinates and it is listed on the attached job descriptions, please highlight them and write the estimated percentage of working time next to the duty.**

Space has been provided for 10 duties and responsibilities. Positions may perform more or less depending upon the circumstances. If you believe that a position performs more than 10 duties and responsibilities, please use additional paper and attach it to the Job Analysis Questionnaire.

**Job Duties/Responsibilities**

**Time (%)**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

List any job duties and responsibilities that come up only a few times a **month** that may not be in a typical day or week.

List any job duties and responsibilities that come up only a few times a **year** that are not part of the typical day, week, or month.

### **Knowledge and Education**

Please check the level of education that you believe is the **minimum** required for someone to perform satisfactorily in the job. (Indicate what you think is minimally required, not necessarily the current employee's education level.) Do not consider work experience; it is addressed below.

\_\_\_\_ High school or its equivalent

\_\_\_\_ Associate's Degree

\_\_\_\_ Bachelor's Degree

\_\_\_\_ Master's Degree

\_\_\_\_ Master's Degree +

\_\_\_\_ Doctorate

If a degree level was checked, please specify below the name of curriculum or program of study.

### Work Experience

What do you think is the **minimum** level of work experience (in addition to the formal education you may have noted above) a person should have to satisfactorily perform on the job? (In considering work experience, think in terms of "total experience" that may be job related [paid or unpaid], as well as on-the-job experience.)

\_\_\_\_ Up to six months

\_\_\_\_ Six months to one year

\_\_\_\_ Between one and three years

\_\_\_\_ Between three and five years

\_\_\_\_ Between five and eight years

\_\_\_\_ More than eight years

Describe below the nature and specific type of work experience (especially the types of knowledge, skills, or abilities) required for the job.

### Special Employment Requirements

List any legal requirements for licensure or certification that are **required** before an individual can be employed by the Organization in the position (as opposed to the *desirable* standards established or recommended by a professional or occupational association). What does a person have to do to meet the requirements (i.e., experience and/or tests)?

**Please forward this completed questionnaire, any job descriptions and supporting documentation to the Staff and Organizational Development Department.**

**ATTACHMENT A (continued)**  
**Job Requirement Questionnaire**  
**Physical Abilities/Working Conditions**

**Job Title:** \_\_\_\_\_

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

***Instructions:***

This questionnaire asks you to identify the physical abilities and working conditions of District positions. Look at the following items and decide which ones apply to the position you are evaluating. Please rate each item according to the scale below:

- Φ NA = Item is not a requirement of the job
- Φ O = Occasional – up to 33% of time.
- Φ OE = Occasional – up to 33% of time but absolutely essential to the job.
- Φ F = Frequent – between 34 – 66% of time.
- Φ C = Continuous – over 66% of the time.

“OE” Use this rating for physical abilities that are required only occasionally but are absolutely essential to be able to do the job. (For example, a lifeguard swims only occasionally, but it is absolutely essential that a lifeguard be able to swim)

“O” Use this rating for non-essential physical abilities that are required only once in a while.

***Stamina***

- |                      |    |   |    |   |   |
|----------------------|----|---|----|---|---|
| 1. Sitting           | NA | O | OE | F | C |
| 2. Walking           | NA | O | OE | F | C |
| 3. Standing          | NA | O | OE | F | C |
| 4. Sprinting/Running | NA | O | OE | F | C |

***Flexibility***

- |  |    |   |    |   |   |
|--|----|---|----|---|---|
| 5. Bending or twisting at the neck more than the average person  | NA | O | OE | F | C |
| 6. Bending or twisting at the trunk more than the average person | NA | O | OE | F | C |
| 7. Squatting/Stooping/Kneeling                                   | NA | O | OE | F | C |
| 8. Reaching above the head                                       | NA | O | OE | F | C |
| 9. Reaching forward  | NA | O | OE | F | C |
| 10. Repeating the same hand, arm, or finger motion many times    | NA | O | OE | F | C |

***Activities***

- |   |    |   |    |   |   |
|---|----|---|----|---|---|
| 11. Climbing (on ladders, into large trucks/vehicles, etc.) | NA | O | OE | F | C |
| 12. Hand/grip strength                                      | NA | O | OE | F | C |
| 13. Driving on the job                                      | NA | O | OE | F | C |

- |                              |  |    |   |    |   |   |
|------------------------------|--|----|---|----|---|---|
| 14.                          | Typing non-stop  | NA | O | OE | F | C |
| <b>Use Of Arms And Hands</b> |  |    |   |    |   |   |
| 15.                          | Manual dexterity (using a wrench or screwing a lid on a jar) | NA | O | OE | F | C |
| 16.                          | Finger dexterity (typing or putting a nut on a bolt)         | NA | O | OE | F | C |

**Lifting Requirements**

- |     |   |    |   |    |   |   |
|-----|---|----|---|----|---|---|
| 17. | Lifting up to 10 pounds (Mark all that apply)   |    |   |    |   |   |
| -   | Floor to waist  | NA | O | OE | F | C |
| -   | Waist to shoulder   | NA | O | OE | F | C |
| -   | Shoulder to overhead  | NA | O | OE | F | C |
| 18. | Lifting 11 to 25 pounds (Mark all that apply)   |    |   |    |   |   |
| -   | Floor to waist  | NA | O | OE | F | C |
| -   | Waist to shoulder   | NA | O | OE | F | C |
| -   | Shoulder to overhead  | NA | O | OE | F | C |
| 19. | Lifting 26 to 50 pounds (Mark all that apply)   |    |   |    |   |   |
| -   | Floor to waist  | NA | O | OE | F | C |
| -   | Waist to shoulder   | NA | O | OE | F | C |
| -   | Shoulder to overhead  | NA | O | OE | F | C |
| 20. | Lifting 51 to 75 pounds (Mark all that apply)   |    |   |    |   |   |
| -   | Floor to waist  | NA | O | OE | F | C |
| -   | Waist to shoulder   | NA | O | OE | F | C |
| -   | Shoulder to overhead  | NA | O | OE | F | C |
| 21. | Lifting 76 plus pounds (Mark all that apply)  |    |   |    |   |   |
| -   | Floor to waist  | NA | O | OE | F | C |
| -   | Waist to shoulder   | NA | O | OE | F | C |
| -   | Shoulder to overhead  | NA | O | OE | F | C |
| 22. | Can load/items weighing over 50 pounds that are lifted or carried be shared, or reduced into smaller loads? | NA | O | OE | F | C |

**Pushing/Pulling**

- |     |  |    |   |    |   |   |
|-----|--|----|---|----|---|---|
| 23. | 25 to 50 pounds                                | NA | O | OE | F | C |
| 24. | 51 to 75 pounds                                | NA | O | OE | F | C |
| 25. | 76 to 90 pounds                                | NA | O | OE | F | C |
| 26. | Over 90 pounds                                 | NA | O | OE | F | C |
| 27. | List examples of items that are pushed/pulled. |    |   |    |   |   |

- 
- |     |  |                 |                                  |    |   |   |
|-----|--|-----------------|----------------------------------|----|---|---|
| 28. | Are items that are pushed/pulled on wheels?                            | NA              | O                                | OE | F | C |
| 29. | What type of terrain are items pushed/pulled on? (Mark all that apply) |                 |                                  |    |   |   |
|     | ( ) Carpeted floor   | ( ) Tiled floor | ( ) Concrete                     |    |   |   |
|     | ( ) Blacktop/paved road  | ( ) Dirt Road   | ( ) Other rough outdoor surfaces |    |   |   |

**Carrying**

- |     |                 |    |   |    |   |   |
|-----|-----------------|----|---|----|---|---|
| 30. | 10 to 25 pounds | NA | O | OE | F | C |
| 31. | 26 to 50 pounds | NA | O | OE | F | C |
| 32. | 51 to 75 pounds | NA | O | OE | F | C |

- |     |   |    |   |    |   |   |
|-----|---|----|---|----|---|---|
| 33. | 76 to 90 pounds                                       | NA | O | OE | F | C |
| 34. | Over 90 pounds  | NA | O | OE | F | C |
| 35. | List examples of and distance that items are carried. |    |   |    |   |   |
- 
- 

***Working Conditions***

- |     |  |    |   |    |   |   |
|-----|--|----|---|----|---|---|
| 36. | Working inside   | NA | O | OE | F | C |
| 37. | Working outside  | NA | O | OE | F | C |
| 38. | Working in temperatures below 32 degrees   | NA | O | OE | F | C |
| 39. | Working in temperatures above 100 degrees  | NA | O | OE | F | C |
| 40. | Walking on slippery surfaces   | NA | O | OE | F | C |
| 41. | Being soaking wet  | NA | O | OE | F | C |
| 42. | Working over 6 feet off the ground   | NA | O | OE | F | C |
| 43. | Working in confined spaces and/or cramped body positions   | NA | O | OE | F | C |
| 44. | Working in loud noise areas<br>(where you have to raise your voice to be heard)                                      | NA | O | OE | F | C |
| 45. | Close exposure to VDTs or CRTs   | NA | O | OE | F | C |
| 46. | Exposure to sunlight   | NA | O | OE | F | C |
| 47. | Handling or being in machinery that is vibrating   | NA | O | OE | F | C |
| 48. | Working where there are sudden temperature changes   | NA | O | OE | F | C |
| 49. | Risk of getting bitten by animals or insects   | NA | O | OE | F | C |
| 50. | Exposure to infection (germs, bacteria, viruses)<br>(This question refers to a risk greater than the average person) | NA | O | OE | F | C |
| 51. | Exposure to silica, cement or concrete, or other kinds of dust   | NA | O | OE | F | C |
| 52. | Exposure to environmental allergens<br>(grasses, weeds, pollens, trees)  | NA | O | OE | F | C |
| 53. | Contact with oils or other petroleum products  | NA | O | OE | F | C |
| 54. | Exposure to solvents, degreasers, pesticides and/or herbicides   | NA | O | OE | F | C |
| 55. | Exposure to gases, fumes, sprays, etc.   | NA | O | OE | F | C |
| 56. | Meeting deadlines with severe time constraints   | NA | O | OE | F | C |
| 57. | Working irregular or extended work hours   | NA | O | OE | F | C |

***Vision/Hearing/Speech/Communication***

- |     |  |    |   |    |   |   |
|-----|--|----|---|----|---|---|
| 58. | Seeing objects/persons at a distance                         | NA | O | OE | F | C |
| 59. | Seeing close work such as typed or handwritten material      | NA | O | OE | F | C |
| 60. | Being able to tell difference among colors                   | NA | O | OE | F | C |
| 61. | Having very good depth perception (fine muscle control)      | NA | O | OE | F | C |
| 62. | Hearing conversation in a quiet environment                  | NA | O | OE | F | C |
| 63. | Hearing conversation in a noisy environment                  | NA | O | OE | F | C |
| 64. | Ability to tell where a sound is coming from                 | NA | O | OE | F | C |
| 65. | Hearing differences among bells, buzzers, beeps, horns, etc. | NA | O | OE | F | C |
| 66. | Communicating through speech                                 | NA | O | OE | F | C |

**ATTACHMENT A (continued)**  
**Job Requirement Questionnaire**  
**Skills/Abilities**

**Job Title:** \_\_\_\_\_

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

---

---

***Instructions:***

This questionnaire asks you to identify the necessary specialized skills an individual will need to perform the essential functions of the position within the District. It is divided into three main sections:

**Φ Language Skills**

- Reading
- Writing
- Presentation

**Φ Mathematical Skills**

**Φ Reasoning Ability**

For each section, please select the skill level most appropriate for the position. Select the skill level for each section based upon the ability required to perform the essential functions of the position. If a section is not required to perform the essential functions of the position, check ***Not Applicable***.

---

---

***Language Skills***

**Reading**

- \_\_\_\_\_ Not Applicable
- \_\_\_\_\_ Ability to read and comprehend simple instructions, short correspondence, and memos.
- \_\_\_\_\_ Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals.
- \_\_\_\_\_ Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations.
- \_\_\_\_\_ Ability to read, analyze and interpret scientific and technical journals, financial reports, and legal documents.

**Writing**

- \_\_\_\_\_ Not Applicable
- \_\_\_\_\_ Ability to write simple correspondence
- \_\_\_\_\_ Ability to write routine reports and correspondence
- \_\_\_\_\_ Ability to write reports, business correspondence, and procedure manuals.
- \_\_\_\_\_ Ability to write speeches and articles for publication that conform to prescribed style and format.
- \_\_\_\_\_ Ability to write speeches and articles for publication in a variety of formats or styles.

### ***Language Skills (continued)***

#### **Presentation**

- Not Applicable
- Ability to speak effectively with other employees and/or students.
- Ability to present information in one-on-one and small group situations to customers, clients, other employees, and/or students.
- Ability to speak and present effectively before vendors, administration and staff.
- Ability to effectively present information and respond to questions from groups of administrators, managers, employees, clients, customers, and/or the general public.
- Ability to respond to common requests or complaints from customers, regulatory agencies, or members of the business community.
- Ability to effectively present information to administrators, top management, public groups/community, and Board of Education

#### ***Mathematical Skills***

- Not Applicable
- Ability to add and subtract low digit numbers and to multiply and divide with 10's and 100's.
- Ability to apply basic arithmetic calculations using units of American money, weight measurements, volume and distance.
- Ability to add, subtract, and divide in all units of measure, using whole numbers, common fractions, and decimals.
- Ability to compute rate, ratio, and percent, and to draw and interpret bar graphs.
- Ability to calculate figures and amounts such as discounts, interests, commissions, proportions, percentages, area, circumference, and volume.
- Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.
- Ability to apply concepts of basic algebra and geometry.
- Ability to work with mathematical concepts such as probability and statistical inference, and fundamentals of plan and solid geometry and trigonometry.
- Ability to apply financial concepts such as compound interest, time value of money, tax rates and discounts.

#### ***Reasoning Ability***

- Not Applicable.
- Ability to apply simple understanding to carry out detailed but basic written and/or oral instructions.
- Ability to deal with problems involving a few concrete variables in standardized situations.
- Ability to deal with problems involving a variety of concrete variables in standardized situations.
- Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.
- Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.
- Ability to define problems, collect data, establish facts, and draw valid conclusions.
- Ability to interpret a variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

## ATTACHMENT B

### Glossary of Action Verbs

- Act** – To exert one’s powers in such a way as to bring about an effect; to carry out a purpose.
- Add** – To affix or attach; to perform mathematical addition of figures.
- Administer** – To manage or direct the application or execution of; to administrate.
- Adopt** – To take and apply or put into practice; to accept, as a report.
- Advise** – To give advice to; to recommend a course of action (not simply to tell or inform).
- Affirm** – To confirm or ratify.
- Align** – To arrange or form in a line.
- Amend** – To change or modify.
- Analyze** – To study the factors of a situation or problem in order to determine the solution or outcome. Factors studied should be unrelated and then from this information individual makes a decision. To study various unrelated facts to arrive at a conclusion.
- Anticipate** – To foresee events, trends, consequences, or problems.
- Apply** – To adjust or direct; to put in use, as a rule.
- Appraise** – To evaluate as to quality, status, effectiveness.
- Approve** – To sanction officially; to accept as satisfactory; to ratify (thereby assuming responsibility for). Used only when individual has final authority.
- Arrange** – To place in proper order.
- Ascertain** – To find out or learn for a certainty.
- Assemble** – To collect or gather together in a predetermined order; to fit together the parts of.
- Assign** – To fix, specify or delegate. Legally, to transfer or make over to another.
- Assist** – To lend aid; to help; to give support to.
- Assume** – To take to or upon oneself; to undertake.
- Assure** – To confirm; to make certain of; to state confidently.
- Attach** – To bind, fasten, tie, or connect.

- Attend** – To be present for the purpose of making a contribution.
- Audit** – To make a final and official examination of accounts.
- Authorize** – To empower; to permit; to establish by authority.
- Balance** – To arrange or prove so that the sum of one group equals the sum of another.
- Batch** – To group into a quantity for one operation.
- Calculate** – To ascertain by computation.
- Cancel** – To strike out or cross out.
- Carry** – To convey through the use of the hands.
- Center** – To place or fix in or at the center; to collect to a point.
- Chart** – To draw or exhibit in a chart or graph.
- Check** – To examine; to compare for verification.
- Circulate** – To disseminate; to distribute in accordance with a plan.
- Classify** – To separate into groups having systematic relations.
- Clear** – To obtain the concurrence, dissent or agreement of other officers prior to signature.
- Clear** – (Office equipment) to renew a previous accumulation of figures.
- Close** – To end or terminate.
- Code** – To transpose words or figures into symbols or characters (letters or numbers).
- Collaborate** – To work or act jointly with others.
- Collate** – To bring together in a predetermined order.
- Collect** – To gather facts or data; to assemble; to accumulate.
- Communicate**--To give or pass on information; to make others understand one's ideas.
- Compile** – To collect into a volume; to compose out of material from other documents.
- Compose** – To make up; to fashion; to arrange.
- Compute** – To determine or calculate mathematically.
- Consolidate** – To combine into a single whole.
- Construct** – To set in order mentally, to arrange.

- Control** – To exercise, direct, guiding or restraining power over.
- Cooperate** – To act or operate jointly with others; to transfer or reproduce information.
- Coordinate** – To bring into common action, condition, etc.
- Copy** – To make a copy or copies of; to transfer or reproduce information.
- Correct** – To rectify; to make right.
- Correlate** – To establish a mutual or reciprocal relation.
- Cross-foot** – To add across, horizontally.
- Cross-off** – To line out, to strike out.
- Date stamp** – To note the date by stamping.
- Delegate** – To entrust to the care or management of another.
- Delete** – To erase, to remove.
- Determine** – To fix conclusively or authoritatively; to decide; to make a decision.
- Develop** – To evolve; to make apparent; to bring to light; to make more available or usable.
- Direct** – To regulate the activities or course of; to govern or control; to give guidance to.
- Discuss** – To exchange views for the purpose of arriving at a conclusion.
- Disassemble** – To take apart.
- Disseminate** – To spread information or ideas.
- Distribute** – To divide or separate into classes; to pass around; to allot.
- Divide** – To separate into classes or parts, subject to mathematical division.
- Draft** – To write or compose papers or documents in rough, preliminary, or final form, often for clearance and approval by others.
- Edit** – To revise and prepare as for publication.
- Effectively recommend** – To initiate an action or procedure, subject only to the routine or administrative control of some other person.
- Establish** – To set up; to institute; to place on a firm basis.
- Evaluate** – To appraise; to ascertain the value of.

- Examine** – To investigate; to scrutinize; to subject to inquiry by inspection or test.
- Execute** – To give effect; to follow through to the end; to complete.
- Exercise** – To bring to bear or employ actively, as authority or influence.
- Expedite** – To hasten the movement or progress of, to remove obstacles; to accelerate.
- Extract** – To draw forth; to withdraw; to separate; to determine by calculation.
- Facilitate** – To make easy or less difficult.
- Facilitate** – To make easy or easier; to develop/implement strategies and tactics designed to maintain direction, or enhance/alter direction.
- Feed** – To supply material to a machine.
- Figure** – To compute.
- File** – To lay away papers, etc., arranged in a methodical manner.
- Fill in** – To enter information on a form.
- Find** – To locate by search.
- Flag** – To mark in some distinctive manner.
- Follow-up** – To check the progress of; to see if results are satisfactory.
- Forecast** – To predict based on factual evidence and applied experience.
- Formulate** – To put into a systemized statement; to develop or devise a plan, policy, or procedure.
- Furnish** – To provide, supply, or give.
- Gather** – To collect; to harvest; to accumulate and place in order.
- Implement** – To carry out; to perform acts essential to the execution of a plan or program; to give effect to.
- Inform** – To instruct; to communicate knowledge of.
- Initiate** – To originate; to begin; to introduce for the first time, as a plan, policy, or procedure.
- Insert** – To put or thrust in; to introduce, as a word in a sentence.
- Inspect** – To examine carefully and critically.
- Instruct** – To impart knowledge to; to supply direction to.
- Interpret** – To explain the meaning of, to translate; to elucidate.

- Interview** – To question in order to obtain facts or opinions.
- Inventory** – To count and make a list of items.
- Investigate** – To inquire into systematically.
- Issue** – To distribute formally.
- Itemize** – To state in terms or by particulars; to set or note down in detail.
- Line** – To cover the inside surface; to rule.
- List** – To itemize.
- Locate** – To search for and find; to position.
- Maintain** – To hold or keep in any condition; to keep up to date or current, as records.
- Make** – To cause something to assume a designated condition.
- Manage** – To control and direct; to guide; to administer.
- Measure** – To determine length or quantity of.
- Merge** – To combine.
- Mix** – To unite or blend into one group or mass.
- Multiply** – To perform the operation of multiplication.
- Negotiate** – To confer or discuss something in order to reach agreement.
- Note** – To observe, notice, heed.
- Notify** – To give notice to; to inform.
- Obtain** – To gain possession of; to acquire.
- Observe** – To perceive or notice; to watch.
- Open** – To enter upon; to spread out; to make accessible.
- Operate** – To conduct or perform activity.
- Organize** – To arrange interdependent parts; to systemize.
- Originate** – To produce as new.
- Outline** – To make a summary of the significant features of a subject.

- Participate** – To take part in.
- Perform** – To carry on to a finish; to accomplish; to execute.
- Plan** – To devise or project a method or a course of action.
- Post** – To transfer or carry information from one record to another.
- Prepare** – To make ready for a particular purpose.
- Process** – To subject to some special treatment; to handle in accordance with prescribed procedures.
- Program** – To make a plan or procedure.
- Propose** – To offer for consideration or adoption.
- Provide** – To supply for use; to furnish; to take precautionary methods in view of a possible need.
- Purchase** – To buy or procure.
- Rate** – To appraise or assess; to settle the rank or quality.
- Read** – To learn or be informed of by reading.
- Receive** – To take, as something that is offered.
- Recommend** – To suggest courses of action or procedures to other persons who have the primary responsibility for adopting and carrying out the actions or procedures recommended.
- Reconstruct** – To construct again; to restore.
- Record** – To register; to make a record of.
- Refer** – To direct attention; to make reference, as in referring to record.
- Register** – To enter a record; to list.
- Release** – To permit the publication or dissemination of information at a specified date but not before.
- Remit** – To transmit or send, as money in payment.
- Render** – To furnish or contribute.
- Represent** – To take the place of.
- Request** – To ask for something.
- Require** – To demand; to insist upon.
- Requisition** – To make a request for something, usually records or supplies.

- Report** – To furnish information or data.
- Research** – To inquire specifically, using involved and critical investigation.
- Review** – To go over or examine deliberately or critically, usually with a view to approval or dissent; to analyze results for the purpose of giving an opinion.
- Revise** – To make new, improved, or up-to-date version of.
- Route** – To prearrange and direct locations to which an article is to be sent.
- Scan** – To examine point by point; to scrutinize.
- Schedule** – To plan a time table; to set specific times for.
- Screen** – To examine closely, generally so as to separate one group or class from another.
- Search** – To look over and through for the purpose of finding something.
- Secure** – To get possession of; to obtain.
- See** – To make certain of; to learn through observation.
- Select** – To choose from a number of others of similar kind.
- Separate** – To set apart from others for special use; to keep apart.
- Sign** – To affix a signature to.
- Sort** – To put in a definite place or rank according to kind, class, etc.
- Stack** – To pile up.
- Stimulate** – To excite, rouse, or spur on.
- Study** – To consider attentively; to ponder or fix the mind closely upon a subject.
- Submit** – To present, for decision, information for judgement of others.
- Sub-total** – To take interim total.
- Subtract** – To deduct one number from another.
- Summarize** – To make an abstract; to brief.
- Supervise** – To oversee for direction; to inspect with authority; to guide and instruct with immediate responsibility for purpose to performance; to superintend; to lead.

*Types of supervision include:*

- Direct Supervision** – Involves guidance and direction over individuals who report to and are directly responsible to the supervisor. Includes supervision of work, training, and personnel functions.
- Close Supervision** – Individual does not use own initiative. Is instructed by supervisor as to the solution and selection of the proper procedures to follow.
- Limited Supervision** – Individual proceeds on his own initiative in compliance with policies, practices, and procedures prescribed by his immediate supervisor.
- General Supervision** – Involves guidance and direction actually carried out by the intermediate supervisor.
- Supervision of Work** – Includes: work distribution, scheduling, training, answering of questions related to work, assists in solving problems, etc. Does not include any personnel functions such as: salaries, discipline, promotions, etc.
- Training Responsibility** – Involves advice, information and guidance on specialized matters, involves no authority. Gives instruction in regard to procedures.
- Survey--** To determine the form, extent, position, etc., of a situation, usually in connection with gathering of information.
- Tabulate** – To form into a table by listing; to make a listing.
- Test** – To put to proof; to examine, observe, or evaluate critically.
- Trace** – To record the transfer of an application or document; to copy, as a drawing.
- Train** – To increase skill or knowledge by capable instruction, usually in relation to a pre-determined standard.
- Transcribe** – To make a typewritten copy from shorthand notes or dictated record; to write a copy of.
- Transpose** – To transfer; to change the usual place or order.
- Travel** – To go from one place to another relative to a job assignment (auto, air, walking); includes preparation and submission of travel requests, making arrangements, and expense reporting.
- Type** – To typewrite.
- Underline** – To emphasize or identify by drawing a line under the characters or subject.
- Verify** – To prove to be true or accurate; to confirm or substantiate; to test or check the accuracy of.
- Write** – To form characters, letters, or works with pen or pencil; to fill in, as a check or form.

## **ATTACHMENT C**

### **JOB TITLE DIRECTORY**

As of 04/01/02

By Group or Bargaining Unit

#### **Administration**

Superintendent  
Director, Administrative & Support Services  
Director/Principal Career Technical Education  
Director, Instructional Services  
Director, Special Education  
Director, Staff & Organizational Development  
Associate Director, Media & Technology  
Supervisor, Adult & Continuing Education  
Supervisor, Marketing Communication Services  
Supervisor, Special Education  
Assistant Principal Career Technical Education  
Coordinator of Planning/Monitoring/Data Collection  
Manager, Facilities Maintenance & Commodities Management

#### **Academic, Technical, and Administrative Support Group (ATAS)**

##### Academic Support

Research Assessment Evaluation Consultant  
Health Education Consultant  
Instructional Technology Consultant  
Curriculum Consultant  
Staff Development Consultant  
Instructional Development Coordinator  
Special Needs/Technology Consultant  
Guidance Counselor  
Career Education Consultant  
Placement Specialist

##### Technical Support

Computer Technicians-Administrative Systems Specialist  
Computer Technicians  
IMS-CIMS Student Specialist  
Graphic Designer  
Printing Department Specialist  
IMS-CIMS Management/Phones Specialist

## Administrative Support

Administrative Assistant to Superintendent  
Administrative Assistant to Director of Administrative Services  
Administrative Assistant to Director of Instructional Services  
Administrative Assistant to Director of Career Education  
Administrative Assistant to Director of Staff & Organizational Development  
Project Assistant

## **Bay-Arenac Education Association, MEA/NEA (BAEA)**

School Psychologist  
School Social Worker  
Speech Pathologist  
Teacher of the Emotionally Impaired  
Teacher of the Mentally Impaired  
Teacher of the Autistically Impaired  
Teacher of the Visually Impaired  
Teacher of the Hearing Impaired  
Teacher of the Learning Disabled  
Teacher of the Preprimary Impaired  
Teacher Consultant of the Emotionally Impaired  
Teacher Consultant of the Mentally Impaired  
Teacher Consultant of the Autistically Impaired  
Teacher Consultant of the Visually Impaired  
Teacher Consultant of the Hearing Impaired  
Teacher Consultant of the Learning Disabled  
Teacher Consultant of the Preprimary Impaired  
Occupational Therapist  
Physical Therapist  
Registered School Nurse  
Music Therapist  
Work Study Coordinator  
Project Find Coordinator  
Orientation and Mobility Specialist  
Special Education Vocational Evaluator  
Physical Therapy Assistant  
Certified Occupational Therapy Assistant  
Sign Language Interpreter  
Transition Coach

## **Bay-Arenac Education Support Personnel Association, MEA/NEA (MESPA)**

Instructional Support Staff  
Bus Drivers

**Bay-Arenac ISD Service Employees Association, MEA/NEA (SEA)**

A-V Repair Technician

Computer Technician

Graphics & Printing Technician

Printing Technician

Bookkeeper

Bookkeeper  
Payroll Clerk  
Accounts Receivable  
Accounts Payable

Office Professionals

Administrative Specialist, Special Education  
Pupil Accounting, Truancy, Transportation  
Secretary Specialist  
Receptionist/Substitute Placement Secretary  
Secretary

**Michigan Federation of Teachers/American Federation of Teachers, Local 4580 (MFT)**

Teacher, Practical Nurse Training/Allied Health  
Teacher, Health Technology  
Teacher, Computer Networking Technology  
Teacher, Small Engine Repair  
Teacher, Engineering  
Teacher, Commercial Food Preparation & Services  
Teacher, Marketing & Management Technical Academy  
Teacher, Nursing Assistant  
Teacher, Auto Body Repair  
Teacher, Dental Occupations  
Teacher, Truck & Equipment Mechanics  
Teacher, Welding  
Teacher, Agriscience/Horticulture  
Teacher, Early Childhood Education  
Teacher, Financial Technical Careers  
Teacher, Business Information Processing  
Teacher, Building Trades  
Teacher, Building Trades II  
Teacher, Auto Mechanics  
Teacher, Graphics & Printing Communications  
Teacher, Law Enforcement  
Teacher, Heating, Electricity, Air Conditioning Technology  
School-to-Work Coordinator

**United Steelworkers of America AFL-CIO-CLC, Local Union 7380 (Steelworkers)**

Office Professionals

Secretary Specialist  
Secretary

Food Service

Cook/Server/Cashier

Student Support Specialist

Early Childhood Education  
Marketing & Management Technical Academy  
Business Information Processing  
Building Trades  
Commercial Food Preparation & Services  
Heating, Air Conditioning, Building Trades  
Health Technology  
Auto Body/Small Engines  
Agriscience/Horticulture  
Welding/Machine Trades

Building Services

Courier  
Custodian  
Utility/Maintenance  
Journeyman  
Master/Licensed

# ATTACHMENT D

## TECHNOLOGY DUTIES

### 1. TELEPHONE:

*Etiquette* – Outside calls should be answered in a friendly, business-like manner, identifying the institution, department, and self (last name optional). Inside calls should be answered in the same manner as outside calls with the exception of identifying the institution. If unsure of call (inside or outside) answer as if it is an outside caller.

*Employees should be able to:*

- a. ***Transfer calls*** – always give caller transfer information, i.e. extension, department, person’s name to whom they are being transferred. If unsure of where to transfer caller, never just transfer. Make sure that you are sending caller to the right department before you hang up.
- b. ***Place and retrieve a call “on hold”***
- c. ***Manipulate Voicemail*** – check messages (at least once a day, if not more), record a message to reflect schedule and give caller an alternate option, forward a message to another number, place a call directly to a voice mail box, and check voicemail from another location.

#### ***Rationale***

Our first contact with a customer, and may be our only opportunity to make a good impression. By engaging in the above skills, it provides consistency within the ISD and projects a professional image.

### 2. ELECTRONIC CALENDAR:

*Etiquette* - Allow sufficient notification/response time. (If less than 48 hours, additional means of notification may be necessary.) If unable to attend a very small meeting, use face-to-face, e-mail, or phone to notify other participants.

*Employee should be able to:*

- a. ***View daily*** – to acknowledge any new appointments that may have been added.
- b. ***Schedule and edit an appointment***
- c. ***Respond to a group meeting***
- d. ***Schedule a group meeting***
- e. ***Edit access rights*** – to allow others to have access to your calendar.
- f. ***Change preferences***
- g. ***Print calendar (day, week, and month).***

#### ***Rationale***

Electronic Calendar is an efficient tool for scheduling meetings. It increases productivity and improves internal departmental communications.

### 3. FAX MACHINE

**Etiquette** – Follow operating guidelines provided for machine in that area. Never use auto redial, it delays use of the machine and ability to receive incoming faxes. Always use a fax cover sheet with pertinent Bay-Arenac ISD information, i.e. your name, department, office phone number and fax number. Leave machine in “operational” mode. Be courteous, wait patiently, and provide privacy to user ahead of you. Maintain a neat work area and notify person responsible in that area if a problem arises.

*Employee should be able to:*

- a. **Send a fax**
- b. **Load paper**

#### **Rationale**

Faxes have become a primary and necessary communication tool in today’s business environment.

### 4. COPY MACHINE:

**Etiquette** – Follow operating guidelines for machine in that area. Tend to the machine while making copies, do not start machine, then walk away. Leave the machine “operational” and “cleared” for the next person, i.e. reset to default, and return to standard 8 ½ x 11” white paper. Be considerate. Do not make more than 10 copies. Anything over 10 copies should be taken to the printing department. If an occasional need arises to make more than 10 copies, invite persons with smaller quantities to proceed ahead of you. Maintain a neat work area and notify appropriate person if problems arise.

*Employee should be able to:*

- a. **Load paper**
- b. **Input account number**
- c. **If any problems arise, call building copier representative or contact the help desk, Ext. 3221**

#### **Rationale**

In today’s business environment, a copy machine is a necessity. It saves time, money, and increases productivity.

## MEDIA TECHNOLOGY

### 5. PRINTERS

**Etiquette** – Refill paper, clear paper jams, remove specialized paper when finished, report maintenance issues to appropriate personnel, follow Bay-Arenac ISD’s acceptable use guidelines for non ISD related work, and maintain a neat work area. Make sure printers are left in operational mode.

## **PRINTERS (continued)**

*Employee should be able to:*

- a. Turn equipment on and off.**
- b. Load paper**
- c. Remove paper jam**
- d. If problems arise, contact the help desk, Ext. 3221.**

### ***Rationale***

In today's business environment, printers are essential to provide professional, personalized documents for both internal and external clientele.

## **6. PC:**

*Employee should be able to:*

- a. Turn equipment on and off**
- b. Reboot the system**
- c. Use file manager (example: distinguish between different drives, understand difference between folder, file, drive, and path)**
- d. If problems arise, contact help desk at Ext. 3221**

### ***Rationale***

A fundamental foundation for PC literacy maximizes our return on the ISD's technological investment. Most employees have access to a PC, which enables them to perform their job responsibilities more efficiently.

## **7. E-MAIL:**

*Employees should be able to:*

- a. Compose (send) message**
- b. Read messages** – Check at least daily, if not more. If e-mail is not checked at least daily, someone may be missing an important message and by not responding in a timely manner, you may be losing your communication link.
- c. Reply to messages** – Respond to inquiries in a timely manner. Be professional in your replies, automatically use spellchecker. Be able to respond appropriately to a particular person versus a group.
- d. Delete messages in INBOX, sent mail folder, and trash folder.**
- e. Print messages**
- f. Create a folder**
- g. Save messages to appropriate folders**
- h. Attach and retrieve an attachment**
- i. Use signatures**

### ***Rationale***

In today's technological world, e-mail is one of the primary vehicles of communication. People are using e-mail more and more as a means of internal and external communication.

8. **SECURITY MAINTENANCE**

*Employees should be able to:*

- a. *Change own password – Network and Groupwise*
- b. *Set up a password protected screen saver, where appropriate (unattended workstations)*
- c. *Use Virus protection*
- d. *Demonstrate an understanding of electronic resources access and use guidelines*
- e. *Demonstrate an understanding of copyright laws*

**Rationale**

Provides protection to the individual, student, and the ISD.

9. **INTERNET:**

**Etiquette** – follow Bay-Arenac ISD acceptable use guidelines for technology use.

*Employee should be able to:*

- a. *Demonstrate an understanding of World Wide Web (WWW) sites relevant to one's position.*
- b. *Print a web page*
- c. *Use search engine or subject guide to find appropriate information or sites*
- d. *Add a bookmark*
- e. *Locate a Uniform Resource Locator (URL) – (a web page address)*
- f. *Download documents relevant to one's position*

**Rationale**

A useful resource to gain information and conduct research.

10. **WORD PROCESSING SKILLS:**

*Employee should be able to:*

- a. *Create a document (letter/memo) – Make use of basic productivity tool.*
- b. *Create a folder*
- c. *Open, close, and save a document*
- d. *Select text, cut, copy, and paste*
- e. *Use undo and repeat commands*
- f. *Use spellchecker*
- g. *Print a document*
- h. *Demonstrate an understanding of the difference between save and save as.*

**Rationale**

Increases productivity and efficiency within one's job.

## 11. **ISD SUPPORTED SOFTWARE**

*Employee should:*

- a. Know what ISD supported software is available to be used as an appropriate tool for a specific task. (contact the help desk, Ext. 3221, with request to add software)*
- b. Know the purpose of Word, Excel, and PowerPoint.*

### ***Rationale***

Increases productivity and efficiency within one's job.

### **Implementation:**

The implementation and management of these steps shall be the responsibility of the Staff and Organizational Development Department.

1. Assessing current employees.  
Current employees shall be assessed during the annual performance evaluation. An attached sheet should be with the current evaluation to assess the above listed skill levels. The supervisor would attest that the employee was observed, has demonstrated or explained the above mentioned skills by signing the form, keeping a copy for their file and sending a copy to the Staff and Organizational Development Department.

The implementation process should be handled carefully and with a positive approach. It should be approached as an incentive to pursue higher goals and promote model behavior to pursue life-long learning. Implementation must be 100%. An example of a form that could be used is attached to the back of this document.

2. Timelines for training current and new employees.  
Current employees – If implemented with performance evaluation.
  - Three months to gain skill levels for telephone, fax, copy machine, printers, and security maintenance. This would allow ten-month positions to be back on campus.
  - Six months to gain skill levels for electronic calendar, PC, and e-mail. This would allow time to get acquainted with file management.
  - One year to gain skill levels for Internet, word processing skills, and ISD supported software. This would allow time for workshops, and help tip sheets for those employees who need training.New Employees –
  - Three months to get acquainted with Bay-Arenac ISD applications.
3. Methods to acquire skills.
  - Access the employee-training site.
  - Workshops, handouts, manuals, and job shadowing.

4. Review of skill levels.  
These skill levels shall be re-evaluated two years after implemented and then yearly because of the rapid changes in technology. It is recommended that a committee be appointed to re-evaluate these skill levels.
5. Standard Orientation  
The Staff and Organizational Development Department shall develop a standard orientation for all new employees. The standard orientation should include, but is not limited to, setting up accounts for and demonstrating the use of Bay-Arenac ISD's phone system, Groupwise calendar, etc.
6. The above minimum standards are required of all employees, however as standards change, employees will be expected to acquire the new standards and skills as determined by the Bay-Arenac ISD and individual positions. Additionally, individual job descriptions may require that an individual obtain skill levels above the minimum.