

**SCHOOL DISTRICT OF MANAWA  
POLICY & HUMAN RESOURCES COMMITTEE MEETING  
AGENDA**

**Google Meet joining information**

Video call link: <https://meet.google.com/umy-udxy-jvd>

Or dial: (US) +1 984-664-1417 PIN: 543 409 591#

**Date: April 25, 2023**

**Time: 5:00 p.m.**

**Hybrid Meeting Format (In-person Meeting for Board of Education at MES Board Room, 800 Beech Street & Virtual Components)**

**Board Committee Members: Reiersen (C), Riske, and Krueger**

**In Attendance:**

**Timer:** \_\_\_\_\_ **Recorder:** \_\_\_\_\_

1. Discuss St. Paul Lutheran School Perspective on School Resource Officer (Information / Action)
  - a. Expectations
  - b. Activities
2. Discuss and Consider Endorsement of Job Descriptions For GUIDANCE CLERICAL SUPPORT (Information / Action)
3. Discuss Maintenance Coordinator Job Description as Presented (Information / Action)
4. Discuss Food Service Manager Job Responsibilities (Information / Action)
5. Discuss what would need to be put in place to have a Daycare area within the District buildings (Informational)
6. Define list of Board Member responsibilities that have been assigned to staff, i.e.; receipt of notices, issuing of notices, contract issuance, etc. - Needed to ensure coverage of responsibilities going into the 2023-24 school year. Discuss needed computer requirements and programs to support Board member responsibilities. (Information / Action)
7. Discuss Orientation and On-Boarding Process (Information / Action)
8. Discuss compliance of Website based on July 2022 P&HR committee meeting notation  
->> *Special note regarding Handbook Annual Review: Handbooks will be posted to the School District of Manawa website following Board of Education approval of substantive language changes as presented. The Manawa Board of Education will be notified of the date that this handbook (or plan as appropriate) is converted to a version considered compatible for use by individuals with visual impairments or limited vision as per the Office of Civil Rights requirements and posted to the School District of Manawa website. This OCR compatible conversion may impact the appearance of the document (i.e. change in fonts, font sizes, paging in the table of contents, etc.) resulting in technical changes but no substantive changes will be made. Should a substantive change be required, the handbook (plan) will be brought back to the Board of Education for approval. Has our legal responsibility been approved?*

9. Discuss defining Subject Matter Experts (SME's) to write Standard Operating Procedures (SOP's). Development of SOP's is important for supporting existing job duties and for supporting new employees who may be coming into new job duties.
10. Discuss and propose a method to address Salary Advancement Points for Professional Educators who are part of the equity adjustment process. (Information / Action)
11. Discuss and propose an update to the mileage and reimbursement process. (Information / Action)
12. Set Next Meeting Date May 8, 2023 at 5:00 p.m.
13. Next Meeting Items:
  - a. Neola Update - Mr. LaVallee
  - b. Consider Adding Policy Regarding Artificial Intelligence
  - c. Other
14. Adjourn



# SCHOOL DISTRICT OF MANAWA

## Job Description

### GUIDANCE ADMINISTRATIVE ASSISTANT ATHLETIC & ACTIVITIES CLERICAL SUPPORT DISTRICT ADMINISTRATIVE CLERICAL SUPPORT

#### QUALIFICATIONS:

1. High School Diploma
2. Above average technology use skills
3. Knowledge of student information system
4. Exemplary interpersonal and intrapersonal skills
5. Positive and effective verbal and written communication skills (including telephone manners)
6. Ability to maintain confidentiality
7. Hold a valid driver's license
8. Ability to read and interpret a variety of documents, spreadsheets, and data files
9. Ability to handle multiple tasks and prioritize responsibilities independently
10. Ability to operate office equipment

#### JOB GOALS:

1. To assist the School Counselor in the daily operations of the guidance office.
2. To complete reporting for the Board of Education and the State of Wisconsin as assigned by the District Administrator.
3. To assist the Athletic & Activities Director in general office activities.

#### REPORTS TO:

Building Principal, District Administrator, Athletic & Activities Director

#### EVALUATED BY:

Building Principal with input from the District Administrator and Athletic/Activities Director

#### TERMS OF EMPLOYMENT:

12-month position - 28.75 hours per week or hours as assigned; Salary and benefits as determined by the Board of Education and Employee Handbook

#### PERFORMANCE RESPONSIBILITIES:

- Maintains confidentiality to the School District of Manawa
  - Promotes a positive image of the District at all times
1. Guidance Administrative Assistant
    - Prepare correspondence and reports, receive visitors, take telephone calls for the guidance office. ✓
    - Update and create forms for guidance. ✓
    - Follow up on requested records for students. ✓
    - Print, date, stamp and emboss student transcripts with seal. ✓
    - Mail transcripts and requested information to post-secondary institutions or prospective employers. ✓

(NEEDS LOTS OF WORK!)

NEVER DONE!  
NOT EVER SEEN  
AN IEP NOR  
SHOULD I ←

- Enter grades/credits for transferring students for Little Wolf High School and Manawa Middle School. ✓
- Create transcripts for new students who enter the district. ✓
- Update special education transcripts history so that exceptions relating to graduation requirements identified in the student's IEP are correct on the transcript.
- Update data and make corrections in the student information system throughout the year. ✓
- Create new courses/sections for special circumstances in the student information system. (e.g. Start College Now, Early College Credit Program, PLATO). → NON STOP → ALMOST DAILY! ✓
- Enter credit recovery course and driver education classroom summer school grades. ✓
- Run graduation requirement report. (NOT AWARE OF A "REPORT" BUT NEM AUDIT PROCEDURES HELP)
- Update, post to the district website, and print (on a limited basis when needed) the course of study guide once it is Board of Education approved. ✓
- Maintain and update all scholarship information on the District webpage and inform students via email. ✓ (GOOGLE CLASSROOM → NEED MORE TIME FOR WEBSITE ADDS)
- Assist school counselor with getting Start College now applications for students. ✓ (SUPER TIME CONSUMING)
- Update and mail requested courses to colleges, and order necessary books and materials. ✓
- Enter Early College Credit Program grades. ✓
- Complete job-related training as needed. ✓
- Compile and input ACT test scores into the student information system. (ONE A YEAR UPLOAD, FEW CLICKS)
- ~~Proctor testing as needed following required training. (NEVER)~~
- Organize Senior Awards Night. Communicate with contributors for verification of scholarships. Print scholarship certificates, programs, and winners' list. ✓
- Compile information for high school awards (CWC, Presidents, ect.) and print award certificates. ✓
- Prepare and copy graduation inserts. ✓
- Print 8th grade recognition certificates and awards. ✓
- Assist with the calculation of Laude Points for seniors using GPA/Rank for principal approval. ✓
- Enter ACT scores into the student information system as they are to appear on the student transcript. → Refer to Zenra, should NOT be on there, NOT REQUIRED & DOING DISSERVICE!
- Assist in the maintenance of student cumulative files. ✓
- Assist with roll-over Skyward course/curriculum master. ✓ (DAYS & MONTHS OF FIXING) HUGE UNDERTAKING
- Perform other duties as assigned. ✓

2. Reporting (All reports are sent to one or more of the administrators for data accuracy and approval to submit the report.)

- Add/delete/maintain student enrollment system data and assign student WISEid as required. (NOPE! DISTRICT!)
- Maintain enrollment numbers and prepare a monthly Board of Education enrollment report. (NOPE! DISTRICT!)
- Complete CTEERS reports. (NOPE! PRINCIPLE & COUNSELOR!)
- Prepare and file WISEdata: (Third Friday Count, Oct. 1, Discipline, Roster, Attendance, and Year-End.). SIB DISTRICT
- Create custom reports using the student management system tools.
- Generate September Third-Friday PI 1563 Pupil Count. (MOVED TO DISTRICT)
- Generate January Second-Friday Membership Report PI 1563 Pupil Count. (MOVED TO DISTRICT)
- Process Open Enrollment Reporting as needed February through June. (DISTRICT CURRENT HAS)
- Complete Open Enrollment Verifications in October and February. (DISTRICT CURRENT HAS)

IN WORKS PRIOR TO JANINE  
LEAVING → THIS WAS PER CONV W/ CARMEN & MELANIE

- Process Tuition Waivers and Alternative Applications to the District. (IN DISTRICT OFFICE)
- Complete Home-based Education Reporting (HOMER) updates to school counselors. (NEVER HAD)
- Enter the Summer School Report using data provided by the summer school coordinators.
- Upload Annual Reporting data to include enrollment, attendance, and the school year calendar based on the "snapshot" data. (SB DISTRICT)
- Complete the Transportation Report due in July. → NEVER HAD, NOT SURE WHO DOES
- Process the annual CRCD Federal Reporting of Financial Expenses and Wages using data provided by the Payroll/Accounts Payable Clerk. (NEVER HAD CRCD FINANCIAL)
- Complete the annual CRDC report regarding bullying and harassment. → SB DISTRICT
- Check WISEdata daily and report warnings and errors with staff when information needs to be added/changed/verified. → NEEDS DEDICATED EMPLOYEE WHO UNDERSTANDS SKYWARD
- Submit CTE follow-up report in March-April. (DID QUESTIONNAIRE NEVER REPORT)
- Attend the weekly webinar hosted by DPI for updates on WISEdata. → NEVER BEEN! DIDN'T KNOW EXISTED! → IT!

↓  
WAS  
W/ FRONT  
OFFICE  
↓  
NEVER  
IN  
GUIDANCE

Help, not complete  
↓  
DIST ADMIN!  
↓  
w/ help from principle

3. Athletic and Activities Clerical Support

- Assist Athletic/Activities Director in routine office functions to include, but not limited to: email communications, telephone communications, materials preparation, and the like. (NEVER)
- Assist with student emergency contact records maintenance for participation in co-curricular activities. (NEVER, NURSE)
- Assist in updating the Code of Conduct, Coaches Handbook, and other related official district documents. (NEVER)
- Update and create forms for the ~~guidance~~ and athletic departments as needed. (NEVER)
- Work with the Athletic Director with the scheduling of officials and event workers and arranging transportation for the SDM athletic teams. Records must be entered into RSchool. (NEVER)
- Track student eligibility for co-curricular activities in a spreadsheet format. (NEVER) (NURSE)
- Maintain physical documentation that must be entered into Skyward and send parent reminders when student physicals are due. (NEVER)
- Prepare and duplicate programs, handouts, and other communication materials. (NEVER)
- Telephone referees for the coming week as a reminder and confirm they will be present. (NEVER)
- Assist in scheduling/maintaining the gym use/athletic complex calendar. (NEVER)
- Coordinate related services such as concessions, custodial support, etc. as needed for the success of scheduled events. (NEVER)
- Assist in filing incident reports for injured students or with the Business Manager for personnel injuries. (NEVER) (NURSE)
- Assist A.D. to plan, organize, and prepare materials for District student-athlete registration and physical documentation. (NEVER) (NURSE)
- Assist A.D. in preparing for coach orientation meetings. (NEVER)
- Assist with athletic fees collection and recordkeeping. → FRONT OFFICE, ON STUDENT FEES
- Assist in sending out eligibility letters under direction of A.D. → NEVER, FRONT OFFICE
- Generate athletic requisitions as needed for supplies.
- Other duties as assigned by the Activities Director. (NEVER)

THIS WAS ONLY THING I EVER HELPED WITH

Description

REQUIRED QUALIFICATIONS:

- Valid State of Wisconsin certification.
- An earned Master's degree in School Counseling from an accredited university.
- Demonstrated ability to work with people and some experience in organizing and implementing a developmental guidance and counseling program built on an understanding and knowledge of child development, theories of counseling, group dynamics, and classroom teaching and in alignment with the WDM.

(All "Doing" items still need to be taught to Mrs Chambers)

PERFORMANCE RESPONSIBILITIES:

- Counsel individual students with educational, social, and personal concerns.
- Counsel groups of students to provide opportunities to grow through social interaction.
- Counsel parents/guardians of students as necessary.
- Serves as District Section 504 Plan Coordinator. → Currently entering into SKYWARD + A liaison to have Mrs U do the 504
- Act as a Building Consultation Team facilitator and note-taker per the District Response to Intervention (RtI) Plan.
- Participate on IEP teams as requested.
- Serve as McKinney-Vento (homeless) liaison and report qualifying students/families to the District Homeless Coordinator (elementary counselor).
- Provide guidance and counseling-related inservice to teachers as necessary.
- Serve as a liaison for school, home, and community.
- Coordinate the screening, identification and referral of children with suspected Section 504 needs. → LIASON
- Develop program adaptations for students identified as needing services under Section 504 requirements.
- Facilitate and supervise the development of a comprehensive school counseling program by providing inservice needs, conducting individual teacher meetings, locating resources, etc. on an as needed basis.
- Function as referral agent to appropriate outside resources; locate speakers as necessary on educational topics.
- Orient incoming 6th grade students to Junior High and support the 8th grade transition into high school. → DOING w/ Guidance
- Participate in the interagency child abuse and neglect prevention effort.
- Promote community awareness of available guidance and counseling services.
- Provide post-secondary, college, and military information. → DOING w/ GUIDANCE
- Coordinate and provide financial aid information and disbursement to parents and students. → DOING - NO GUIDANCE
- Provide orientation, scheduling and placement of new and transfer students. → DOING - NO GUIDANCE
- Collaborate with the Building Principal in the development of the academic master schedule. → DOING ON OWN
- Assist students in grades 6-12 in the development of an Academic Career Plan. → implementing Built-Back Process w/ some help from Principals
- Conduct individual student-led learning plan meetings with parents in grades 8 and 10. Attend meetings as necessary to be current with school counseling issues and trends. → DOING w/ GUIDANCE
- Maintain up-to-date information on scholarship opportunities in conjunction with program secretary and promote such opportunities with eligible students. → DOING ON OWN
- Review cumulative files of students moving from K-6 building and transfer students. → DOING ON OWN
- Maintain and update school counseling website in conjunction with program secretary. → DOING
- Review transcript information for accuracy for students in grades 9-12; provide copies as necessary. → DOING ON OWN
- Assist students with applications to IHE's and mailing current and final transcripts (summer). → DOING ON OWN
- Provide classroom instruction in areas of career information, suicide awareness etc. as needed.
- Explore and provide learning opportunities for staff and students in conjunction with school principals and the Curriculum and Instruction Director

- Conduct annual Awards ceremony, ACT preparation classes, Financial Aid nights in conjunction with program secretary. → **Doing**
- Facilitate scholarship selection committee meetings and record their selections for Awards Night. → **Doing**
- Provide crisis response services as needed. → **Helping**
- In conjunction with High School Principal, maintain Carl Perkins grant requests with CESA #6. → **DOING**
- Provide information on scheduling and opportunities at LWHS to students and parents from St. Paul's Lutheran School and/or feeder schools. → **DONE**
- Knowledge of district policies on Start College Now, Graduation Requirements, Student Handbook, Laude System, Scholarships, Attendance, Student Records, etc. and policies related to students and instruction. → **DONE + DOING**
- Perform such other school counseling tasks that may be assigned by the principal. → **DOING!**

The employee shall remain free of any alcohol or non-prescribed controlled substance abuse in the workplace throughout his/her employment with the District. The School District of Manawa does not discriminate against individuals on the basis of sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability. Federal law prohibits discrimination in education and employment on the basis of age, race, color, national origin, sex, religion, or disability. Applicants requesting a reasonable accommodation for a disability should contact the District Office by email.

## Candidate Requirements

Years of Experience

1

Degree

Master

Licenses

- School Counselor

Additional Requirements

- Cover Letter
- Resume
- Letters of Recommendation
- Transcripts & Licenses/Certifications

Random Notes to Discuss in Support Staff Meeting, but never got to:

- 1.) Reminder of why Jenny & Tori left? Feel that their comments in their exit interview would be helpful in learning the history of the position and why the turnaround.
- 2.) Current Counselor job duties are intermingled with assistant - will need time to transition the new counselor into the role and support from the admin
- 3.) Academic master schedule is a massive undertaking that was a collaborative effort that was principal, counselor, guidance assistant. However, all entry and rollover is on the assistant.
- 4.) CTE & Carl Perkins reporting on DPI should not be the assistant, it should be the counselor and principal along with the teaching staff of the CTE classes.

Regarding the current job description:

- 1.) Handed all AD back to Brad last year - Was told by Brad and Dan that my assistance was not needed. Krystal did bussing because she did school bussing, so worked with AD on athletic bussing. I never did it. Only thing I ever helped Brad with was the Requisitions for purchases, but eventually, even those, were taken by the front desk and Mary Johnson. All documentation and items AD related were removed from the desk last year and handed back to AD and Front Office staff.
- 2.) Thought in Conversations with Melanie (at the time of the support staff conversations and also in regards to what should be at the District). Was told the job descriptions would be updated, but never saw that, even though jobs were transferred, and now with new descriptions, they are all back on Guidance.
  - a.) Open Enrollment went to District
  - b.) WISE s/b a group effort and a team should be created
  - c.) HOMER (Home Schooling) was never at the Guidance desk and has always been the District responsibility
  - d.) Census was never at the Guidance desk and has always been the District responsibility.
  - e.) HOMER, Census, Enrollment should all be at District as they are all District Wide and very closely intertwined.
  - f.) Tarala has been trained on these items and they were transferred at the beginning of the 22-23 school year
- 3.) Support Staff Meeting (with board members that started earlier this year)
  - a.) Lots of Discussions
  - b.) Carmen and Melanie were aware of job description changes - it was discussed in depth both when contracts were re-signed last year and also when I was approached for the "District Secretary" position prior to them hiring Tarala.

(Attached current job description with the notes I hand wrote into margins. Also attach the Support Staff notes I created before, but never sent. And attached the WISE doc that I created)



# WISEdata

## Reference Guide for Administrators



This guide provides a reference tool for WISEdata, a web-based portal and application programming interface (API) which receives student data from your local school information system(s) or SIS, performs data validation, and provides feedback through error messaging and visual metrics. WISEdata is the primary student data collection mechanism for state and federal reporting requirements of the School Performance Report (SPR) and ESSA.

### What does WISEdata do?

#### Purpose

- Provides access to the data submission process
- Provides opportunity for school and district staff immediate verification of data
- Supports resource allocation to ensure complete, accurate, and timely data submission
- Encourages review by a broad range of staff including principals and directors of curriculum and special education
- Provides a secure platform to collect student data

### How does WISEdata help administrators?

#### Using WISEdata

WISEdata is a multi-vendor, open data collection system that allows school districts, charter schools, and private schools participating in a parental Choice program to submit data to the Department of Public Instruction (DPI) from the SIS vendor of their choice.

Once data is entered into your local SIS, your system will push the information to WISEdata for DPI data quality review and reporting. The metrics displayed in WISEdash and in accountability report cards originate from the data you input to your SIS, which is then transmitted to DPI. Examples of these metrics include enrollment, attendance, dropout, and graduation rates. The WISEdata Portal is for your school's use in evaluating your data and the validation messages that may require attention and/or action on your part. You will need to log in to the WISEdata Portal to review your data and check for inaccuracies that need correcting.

### What do administrators need to do?

#### Administrator Tasks

##### Fall

- As the District Security Administrator make sure your staff has the access they need to work on state reporting. DPI recommends that directors, principals and state reporting staff have access to both WISEdata Portal and WISEdash for Districts.
- Log in to WISEdata to review your data and check for inaccuracies that need correcting.
- Understand the [WISEdata Snapshot Acknowledgment](#) process and review email confirmations have been received for all snapshots.
- Review submission of Third Friday of September Enrollment and October 1 Child Counts.
- Review SIS/SPED vendor WISEdata submission reports/logs to verify what you are sending to WISEdata is getting to the state (i.e. not erroring before it gets to WISEdata). Contact your SIS vendor to start and WI DPI will assist as needed.

- Perform data quality review within WISEdata Portal and WISEdash Advanced Analysis Snapshots.



### What do administrators need to do (cont)?

#### Winter/Spring

- Review on-going submission of attendance, discipline, and coursework information.
- Perform data quality review within WISEdata Portal and WISEdash Advanced Analysis Snapshots.

#### Summer

- Review submission of high school completion and exiting or transfer information.
- Perform data quality review within WISEdata Portal and WISEdash Advanced Analysis Snapshots.
- Gather WISEid's for new and transfer students.





Kara's Recommendations on building a state reporting team for Student Management in Skyward (direct daily transfer to WISE @ DPI)

Build a State Reporting Team: The guidance secretary cannot possibly be responsible for entering and reviewing for accuracy if the information is not coming across that desk. None of the areas listed below, that are included in state reporting, are actually entered into Skyward by the guidance office. If several roles have access to correct information in WISE, they would have a better understanding of how their entering on information into the SIS (Skyward) transfers to DPI and how it can or will create errors and why. They will never learn how to enter the information correctly if the guidance secretary is responsible for fixing the errors and researching why and how the data was entered. Additionally, it takes 10 times the time for the

guidance secretary to backtrack the data than it would for the person who entered it to remember what they did!

Registration – Mary Johnson & Kris Thompson

Enrollment – Mary Johnson, Kris Thompson, Tarala Jackson

Special Education – Tarala Jackson, Dani Brauer

Career & Tech Ed (CTE) – Michelle Johnson, Sarah Chambers, Sandy Cordes, Meria Wright, Dan Koehler (plus Cesa involvement)

Attendance – Kris Thompson & Mary Johnson (was Krystal)

Roster – Mary Johnson & Kris Thompson

Discipline – Building Principals, Jeff Bortle

English Language Learners (ELL) – Was Michelle Johnson, now not sure?

“Primary” contact in WISE Data should only be Building Principals – not support staff

WISEsecure Roles are listed on the DPI site – each application will give roles of staff that should have access to those areas to assist in data collection, reporting, reviewing etc.

Without an understanding of how all these DPI data systems work with Skyward, and who and how the information is getting entered, we cannot work towards submitting accurate data.



1.) What do Support Staff Members hope will come out of the Support Staff Meetings?

To start with, I am hoping that there is a broader understanding of what exactly the support staff does, to who certain jobs are assigned, clearer direction of responsibilities and flow between positions, etc.

I believe that there is a lot of miscommunication and overflowing job responsibilities because of bad job descriptions and a lack of understanding of administration on what exactly the support staff is doing.

I think there is a lack of reality in what it takes to start a support position and the lack of training, guidance, time, etc. Skyward alone is a huge beast that we are literally given a login to and told to figure it out with zero direction.

In any other position I have taken in the past, there has always been either a training period, where I sat directly with a mentor, for several days/weeks, to learn the job. If the "Person" wasn't available, there were step by step procedure manuals and calendars for every aspect of the job to be able to perform it exactly as the last person had. My resources when starting were access to the last person's email to search out things for myself and seriously hectic webinar watching on unpaid time to try and learn what I was supposed to be doing or at least learn the basics in order to stumble through.

2.) What are the good points concerning their jobs? What are areas of concern?

For me personally, the good points are the students. I do this job for them. If it weren't for their smiling faces or for the concern that they won't get what they need any other way, I would not be doing this job, for this pay, and this stress level.

The areas of concern are:

Training – or lack thereof

Hiring Requirements – or lack thereof, it seems we hire unqualified all the time just to fill gaps

Communication – probably the biggest area of concern, there is none, zero – doors are open but there is zero time in the day to talk to anyone else due to the overwhelming requirements of the position – so much stuff is being double and triple done, and so much time is wasted, because there are not clear descriptions

Trust – None – There are 2 people that I can count, personally, that I can trust in this entire district. Everyone talks behind everyone else's back and there is no trust because of it. I think this is something that exists in other jobs, but I have never seen such distrust and lack of communication as I have since taking this position.

Micro Management – This goes back to the trust and the lack of training. I recall a conversation about a helicopter hovering in a previous board meeting. Because there is such deep trust and communication issues and lack of training, administration is constantly hovering over levels,

down to support staff to double check that the jobs are being done. It isn't necessary! We are all adults. I feel like there are too many hands in the cookie jar. So much so, that you can't focus on the real job because you are too busy over analyzing and micro managing other. If there was trust and clear definitions of job responsibilities, when missteps happen, it would be clear who was responsible. Right now, administration (who should hover over principles, etc) are hovering over all levels of staff and support staff. For Example, and I am going to be completely transparent:

My supervisor is Abe. I report to him, my time cards go to him, and my concerns should also go to him. He is also the person who is to be following me to make sure my job is being done. And quite honestly, because he doesn't know the day to day functions of my job, my real supervisor should honestly be whoever is the Guidance Counselor. However, I have directions coming to me from the district administrator, the it administrator, almost none from the principal and zero from the Guidance Counselor and mostly am self directed.

Here is how I feel it should be: (And Vice Versa)

Support Staff – Direct report to person they are supporting

People with Support Staff – Direct report to Building Principal

Teaching Staff – Direct Report to Building Principal

Building Principal – Direct Report to District Administrator

District Administrator – Direct Report to Board

Instead it is:

Support Staff – No Direct Report and all levels of staff are sending mixed messaging to them

People with Support Staff – Should have support staff reporting to them, but support staff is getting direction from higher levels, so can barely focus on the person they are to be supporting

Building Principal – Direct Report to District Administrator – Direct Supervisor of the Teaching Staff, but still is working with the day to day staff, which he shouldn't have to, because that information should come to him, in limited form, because he trusts the support staff supervision to do their job, so he can focus on his higher level function and not day to day petty.

District Administrator – Should trust her building principles and her administration staff, but does not, so oversees down to the support staff level with directives, so often, at the support staff level, we are getting directives from 3 different people and are not sure who we work for. She should focus on the "District" level and have trust in her administrators and building principles to work down the line to us "little guys".

Just how I see things. From coming from the outside of education environment. It is no wonder there is so much turn around. If the turn around can be reduced, so would all the micromanagement and time and efficiency would increase and so would staff morale.

3.) What is support staff training like? When does training happen?

It doesn't. I can say with 100% honesty, that everything I learned about my job, came from researching old emails, past history, google drives, and webinars. I was provided a timeline of my duties and when they were due, but absolutely no follow up on how to perform those tasks. I learned on the job and honestly did not have anyone that I could ask questions to. Either I got the "I don't know" answer or the flat out "I never did that" or "I never handled that" or someone else did it and they aren't here anymore. I got sent a lot of deadlines and told to not miss things, but zero training in how to use it. Training currently happens on the job and completely on your own. And it is based off of how much time you are willing to put in to it outside of work. And believe me, I put in 100's of hours off the record to view webinars, training docs, etc, just to try to understand how to do my job. And if I didn't have to search so hard on what and how to do my job, I would have more time to actually do the job and excel in learning more about it or increase my skills. Or at least fit it into my scheduled hours as advanced training.

How effective do Support Staff find the training?

It isn't effective because there isn't any. I am bringing tonight, the document I was given, on how to do my job. You can see there is a bunch of directive but no clear training. And honestly, it was a doc that the previous person, the one that did the job for years, put together as her reminder. It was not meant as a training document. Furthermore, when a person leaves their position, in every job I have had in the past, we were required to leave up to date procedures and in detail directives, so if there was not overlap of the two positions, there was plenty of directive for the new person to start the job. That does not happen here. We aren't left anything and I have no idea what the supervisor tells them to leave for the next person or if they even care.

4.) How do support staff perceive the communication concerning their jobs and in general communication about District concerns?

I don't even know how to answer that question. I can't get, from the District, the items I need to even do my job on a daily basis. Nothing is communicated, unless it has to do with a deadline and financing involved, then we are told to do the job and do it right, but not how to do the job. For example, I currently oversee Open Enrollment, which has absolutely zero to do with the Guidance Office, but for some reason it is in my hands. When I have completed all paperwork from requests in or out, part of the process for in's requires board approval. I do my part and send the request in, but I never get the courtesy back, from the district, letting me know if and when the approval takes place. I have to search on my own to find out if it was approved because no one follows up on the request to let me know what the outcome was. And to make matters worse, the minutes of the meeting are never posted on time, so I have to call around until I find someone who knows anything, when it should be passed along to me after the meeting or the next day.

Every time we have a group meeting with current office staff and the principal, we keep getting told changes will happen, but absolutely nothing happens or changes because there are so many more pressing concerns and because everyone is overbooked, no one has time for constructive changes. Even if they are more effective or efficient! Its just a mess that keeps getting bigger as

turnover happens and the lines of communication and clear understanding of job responsibilities becomes less and less clear and understood. Because honestly no one knows anymore!

(This was written in October, so this does not apply anymore, but it show the frustration and the lack of communication that was happening at the time and proves some of my other points, so I am leaving it in)

Guidance Secretary Timeline – Can send a copy if needed? Shows job tasks, but no training on how to complete the tasks.

Currently – the Timeline that Janine left for the new counselor – Counselor Timeline – I can send a copy – I can show how much of that I am currently doing because her backup, the principle, is not trained or available, and it is left on me. 50 to 75% of what Janine was doing when she left is currently left on my shoulders. I received no notice of “having” to do these things, no compensation for doing them pre-emptively and on my own good will, and am still doing them in her absence even though a new counselor has been hired, because the new counselor is not trained. It should not be my job to train a new counselor. The only piece that I am not participating in currently is the Social Worker aspect and Counseling aspects. That is handled completely by her, but leaves her with little time during the day to focus on actual job tasks. Additionally, there is no communication between her and I because her door is closed all day long. And I have no idea if she is in, out, in a classroom, or where she is because she does not tell me. Janine always told me where she was going, when she wasn't in her office, so I could direct students who stopped by in her absence. I feel 100% stepped over and feel like all the work I did to hold that office together over the past 6 months has just been swept under a rug. This new counselor has not a clue on how much work I am still doing for her, because I don't have time to train her, but yet I am not being given credit for the work being done.

Specific Examples:

All the back work on Skyward with class information, building classes, course master, course of study guide updates, etc.

Start College Now – and everything associated with ERVING and WVS – she has not even touched yet. And I am currently in the process of almost having the Spring requests completed and submitted to the Board. She hasn't even asked about them.

Credit Deficient – we are continually doing the same job twice. I have already done it, and then she reaches out with the same question again, when I had already handled it.

Senior Presentations – Don't know if they are done or scheduled, are they getting the required information that they need



I see FAFSA is scheduled, but only was announced to students and nothing sent out to parents. Additionally, they do not have all "Seniors" on their list. Not due diligence done in checking the email against the roster to make sure all kids are receiving information.

I have 100% done all the work for AP audits, testing, etc. I am working with the teachers to make sure students are registered properly. I am answering technical questions and am reading a 130 page book about AP coordination as Abe does not want to do this and Katherine does not have time and I don't have time to teach her.

Pre Act and ACT testing have not even been discussed yet. Not sure any MS or HS testing has been planned or scheduled yet because I have not been included in any conversations and don't know if it is even on anyone's radar even though it is on Janine's timeline.

Should be starting college tours again, now that COVID is over, but no one has reached out to schedule those.

All this just gets me to the end of November. There is still a ton more to discuss.

Projects Given and Not completed/ignored:

- 1.) FAFSA night to the District Calendar never happened.
- 2.) DAC Coordination Meeting w/Abe
- 3.) File creation system for tracking students – Still not created – Requested by Zehra 9/20/22
- 4.) No AP location has been selected or booked yet – Masonic Center was chosen last year
- 5.) No interest in learning more about the ERVING, WVS, or Start College Now processes, even though those items are on the counselor timeline and have deadlines due to board approvals.
- 6.) No update on how many parents showed to Senior night? Have we reached everyone we need to? No direct note to parents, or email, or announcement. Only given to kids to tell their parents. Kara asked Katherine to give parents access to the Google Classroom. It has not been completed yet.
- 7.)



<b>Job title:</b>	<i>Maintenance Coordinator</i>
<b>Reports to:</b>	<i>District/Business Administrator</i>
<b>FLSA Status:</b>	
<b>Management:</b>	
<b>Date Last Reviewed:</b>	
<b>Travel Required:</b>	<i>Yes, between buildings and to local supply stores. The SDM supplies a District-owned pick-up truck.</i>

### **Job purpose**

Under the direction of is responsible

### **Duties and responsibilities**

#### **Section Title**

- A. Conduct weekly walk through of buildings and grounds to assess for safety or maintenance concerns and address concerns as needed.
- B. Review and prioritize maintenance requests daily.
- C. Assign in-house "Work Tickets"/maintenance tasks to SDM custodial/maintenance personnel.
- D. Monitor completion of in-house maintenance tasks to include routine maintenance such as: replacing filters and belts, checking grease traps, installing equipment, and the like.
- E. Contact contractors/vendors to provide the needed services based on the preferred contractors/vendors spreadsheet.
- F. Update the preferred contractors/vendors spreadsheet as needed.
- G. Maintain the 20-year Maintenance Plan and have it annually approved by the Board of Education.
- H. Confirm satisfactory completion of contracted services.
- I. Approve invoices for payment upon successful completion of the work or receipt of the product in good working order.
- J. Write and process "Request for Proposals" related to maintenance projects.
- K. Seek bids, process orders, and approve purchasing requests for custodial products and equipment.
- L. Review the MacNeil Environmental Inspection reports, relay corrective actions to the appropriate principal/supervisor, and confirm correction is made.
- M. Review annual fire department inspection reports, relay corrective actions to the appropriate principal/supervisor, and confirm correction is made.
- N. Monitor the District-owned vehicle upkeep by reviewing all "Vehicle Usage Reports", scheduling routine care, annual safety checks, and replacement schedule.
- O. Serve as the District's asbestos and lead trained designee.
- P. Monitor the heating and cooling systems electronically for MES and LWHS/MMS; take steps as necessary to address any observed malfunctions.
- Q. Schedule annual inspections and take corrective actions as needed.

- a. Lifts
- b. Bleachers
- R. Meet with City of Manawa City Council to review and approve the agreement for the use of Lindsey Field.
- S. Review annual contracts for: (includes submitting invoices and meeting with contractors as needed)
  - a. Irrigation Services
  - b. Lawn Mowing
  - c. Lawn Weed/Feed
  - d. Snow Removal
  - e. Pest Control
- T. Arrange for custodial and maintenance safety training such as but not limited to:
  - a. Asbestos
  - b. Lead
  - c. Blood-borne Pathogens
  - d. Lift Usage
  - e. Child Abuse and Neglect Mandated Reporting
  - f. Acts of School Violence Mandated Reporting
  - g. Seclusion and Restraint
  - h. Employee Handbook and Applicable Board Policies/Administrative Guidelines.
- U. Maintain an inventory of all District-owned maintenance equipment.
- V. Other duties as assigned.

**Section Title**

- A. Details
- B. Details

**Education and Experience**

**Experience:** Has worked at least five years in a maintenance-related career.

**Education:** High School Diploma

**Preferred Experience:** Has basic practical experience with plumbing, electrical, small engine, woodworking, and the like. Has working knowledge of spreadsheets and basic technology communication skills.

**Supervision Responsibilities**

**Certifications**

**Skills**

**Language:** Ability to read and comprehend simple instructions, short correspondence, and memos. Ability to write simple correspondence. Ability to

effectively present information in one-on-one and small group situations to customers, clients, and other employees of the District. Ability to read and write English. Reading, writing, hearing, listening, and speaking effectively with the ability to analyze data.

**Mathematical:** Ability to calculate and provide strategic metrics as well as basic math.

**Reasoning Ability:** Ability to apply common sense understanding to carry out detailed but uninvolved written or oral instructions. Ability to work with problems involving a few concrete variables in standardized situations.

### Physical Demands

Activity	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Stand				X
Walk				X
Sit				X
Use hands to finger, handle or feel				X
Reach with hands and arms				X
Climb or balance				X
Stoop, kneel, crouch, or crawl				X
Talk or hear				X
Taste or smell	X			

**Lifting:** This position may occasionally be required to lift up to 25lbs.

**Vision:** Requires close vision, distant vision, and depth perception.

### Work Environment

Environmental Conditions	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Wet or humid conditions (non-weather)			X	
Work near moving mechanical parts			X	
Work in high, precarious places			X	
Fumes or airborne particles		X		
Toxic or caustic chemicals				
Extreme cold (non-weather)		X		
Extreme heat (non-weather)		X		
Risk of electrical shock		X		
Work with explosives	X			

Risk of radiation	X			
Vibration		X		

**Noise:** The noise level typical for the work environment of this job is moderate.

In addition to the essential duties and responsibilities listed above, all positions are also responsible for:

- Performing all work related tasks in a manner that is in compliance with all Federal, State, District policies and administrative guidelines and local standards and regulations.
- Adhering to District policies, procedures, and directives regarding safety and standards of workplace behavior in completing job duties and assignments.

**Notice**

All requirements are subject to modification to reasonably accommodate individuals with disabilities. Requirements are representative of minimum levels of knowledge, skills, and experience required. To perform this job successfully, the worker must possess the abilities and aptitudes to perform each duty proficiently.

This document in and of itself does not create an employment contract, implied or otherwise. The District retains the discretion to add duties or change the duties of this position at any time.

It is the policy of the School District of Manawa to provide equal employment opportunity to all individuals regardless of their race, color, religion, sex, age, national origin, creed, sexual orientation, gender identity, disability, veteran status or any other characteristic protected by state or federal law.

<b>Approved by:</b>	
<b>Date approved:</b>	
<b>I understand my responsibilities.</b>	
<b>Date Signed:</b>	