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The strategic focus of every public school district or college is to develop, set and implement goals that will create a successful education environment for its students and more broadly, its community. The success of the education environment is measured by enhanced student achievement that is the result of all the work that is done in the school district on a daily basis.

Goals cannot be achieved without the work, support, participation and inclusion of Education Support Professionals (ESP). Success of the education environment as a whole is intrinsically linked to daily accomplishments. Education Support Professionals are “daily players” in the achievement and success of students and of public education. They are essential school employees who interact daily with students, teachers, parents and the community, providing a link between all the individuals and jobs that are done in the school environment and the ability of students to learn and thrive. The obvious importance of Education Support Professionals is clear. What has not yet been achieved is the necessary recognition by administrations and communities of the unique and vital role ESP play in the education environment.

Building the Pyramid: Results-Oriented Job Descriptions is designed for use by Local Association leaders, members and staff to introduce a new approach for defining the work that Education Support Professionals do as public employees in a public school. With more meaningful, appropriate and accurate definition will come better recognition of the importance of Education Support Professionals.

The classic method used to define the work function of an employee is called a “Job Description.” This manual introduces the “Results-Oriented Job Description” (ROJD): what it is, why it is important, and how members can achieve it in their local school district. This manual provides the information, training and process by which ESP can, in a careful and informed way, develop, and then initiate within their schools, a more accurate definition of their work.
ESP are sometimes hired by administrators and supervisors who have little or no knowledge or understanding of what ESP do in their work function or how they contribute to the school environment. Traditional job descriptions for ESP are often sorely inadequate, usually irrelevant, frequently outdated, and many times nonexistent. These traditional job descriptions and their use by administrations creates many issues that affect the individual employee, including contract enforcement, grievance handling, job evaluation, budget considerations, professional development and job security.

The introduction of a new approach, the Results-Oriented Job Description in this manual, enables appropriate individuals in a school district to develop and write job descriptions for ESP. These appropriate individuals are ESP members themselves.

*Building the Pyramid: Results-Oriented Job Descriptions* has been designed to train how to develop the Results-Oriented Job Description and how it will provide the necessary bridge between an individual employee's job description and her/his job evaluation. Because job descriptions and job evaluations are inherently linked, it is essential to have a *successful process* in order to achieve a *successful result*. A successful result is about two things: 1) the improvement and success of student achievement in communities everywhere in this country and 2) the daily job districts and higher education campuses in every community in this country.

An accurate and meaningful job description is the basis for an employee's work identity and job security. They are two of the most basic measurements of success in an employees' daily function. In order to accomplish the maximum possible of each measurement for an employee, the job description must be carefully crafted, paying attention to the quality, value and importance of each and every job function. *Building the Pyramid: Results-Oriented Job Descriptions* recognizes that the greatest success is achieved when Education Support Professionals are included in the development and implementation of the process that defines who they are and what they do. It's time for ESP to take the initiative in coordinating a new approach for job descriptions and evaluations in their work environment. In order to begin to effect a change toward a more appropriate and useful description of the work ESP really do, ESP must become the movers and the shakers of the process.
Building the Pyramid: Results-Oriented Job Descriptions finally provides the mechanism for Education Support Professionals to express **who we really are and what we really do!**
Introduction

Job Descriptions

A job description, when it exists, is traditionally a formalized statement of qualifications, duties and tasks of a job to be performed. For Education Support Professionals, often the job description is nothing more than a “posting notice” or a document used by supervisors as part of the discipline process.

Job descriptions, and their use by administrators and supervisors, affect many areas of an employee’s work life, including contract enforcement, grievance handling, job evaluation, budget considerations, professional development and job security. Job descriptions should be helpful and positive for applicants, employees, supervisors, administrators and all personnel staff, at every stage of the employment relationship.

Job descriptions should be a prerequisite for accurate and meaningful job evaluations, wage and salary surveys, part of an equitable wage and salary structure, and a useful tool for developing relevant and meaningful professional development for employees.

The confusion and lack of understanding by supervisors and administrators about what ESP really do in their job functions, and the inadequate expression of their job performance in job descriptions, creates dangerous and difficult consequences for ESP members. For example, when the education budget is under attack, ESP often are considered just “extra numbers of employees,” and their jobs are the first to be either privatized or cut in order to meet budget goals. This outcome is inevitable as long as ESP jobs remain poorly described and inadequately understood by administrations and the community.

Recent surveys found that roughly 75% of Education Support Professionals live in the communities in which they work. Research shows that ESP are more likely to be integral members of the communities where they live and work: they are active in religious organizations, clubs, the PTA, band and/or sports booster organizations,
and they volunteer in their schools where they work and where their children are students. ESP are often the first and the last school staff with whom students interact each day. School bus drivers, security officers and food service personnel play critical roles in readying and maintaining the students’ daily ability to learn and achieve. The daily contact for parents is most likely a security officer, custodian or secretary. Many ESP voluntarily assume the responsibility of strengthening contact with parents.

As public schools come under greater pressure to meet standards and demonstrate higher student performance, teachers are being forced to focus more on curriculum and student test preparation. This pressure exists simultaneously with no reduction in class size. ESP paraeducators, education technicians and teaching assistants continue to assume greater responsibility for supporting students in the classroom environment.

These increased challenges, coupled with their unique job characteristics, give ESP a perspective that is critical to many situations during the school day, such as mediation of disputes, and communication between administration and parents, or parents and school staff. ESP continue to perform duties and tasks far beyond the narrow limits and definitions of their job descriptions. All these critical and unique skills directly affect student achievement in the public school. **Education Support Professionals are the “resident roots of the neighborhood school.”**

**To the administration, your JOB DESCRIPTION is your work identity.**

**To the school community, the RESULT OF YOUR WORK is your work identity!**

It is time that ESP take the initiative in coordinating a new approach to job descriptions in their work environment. ESP need to be more assertive about communicating who we are and what we really do. *Building the Pyramid: Results-Oriented Job Descriptions* introduces a new approach to accomplish and effect change for Education Support Professionals.
Job Evaluations

A job evaluation should be a written record of the quality of an employee’s performance of the tasks, duties, responsibilities and skills of a particular job. An evaluation attempts to insure that there is communication between the employee and the supervisor about job expectations and performance. An employee’s evaluation should always be an affirmation of the skills and strengths he or she brings to the job, and should include a plan for enhancement and improvement through professional development. A successful job evaluation must be built on the foundation of a meaningful, accurate, relevant and complete job description. In order to appropriately evaluate the employee, the job description must describe the performance results of a job.

Many ESP members currently do not receive job evaluations. Some who do have evaluations describe them as irrelevant, negative and meaningless. Some supervisors and administrators use the evaluation process to discipline employees, rather than using the discipline procedure. Other times evaluations occur only when transfers or reclassifications are the administration’s objective. In many of these cases meaningful communication between employee and supervisor, and a method for improvement and professional development, is completely absent.

The evaluation process should be accurately and concisely set forth, either by negotiation when possible, or as part of the school board policy, designed with Association input. The evaluation process must be for praise and remediation and never for discipline. The employer has other methods with which to discipline an employee and these methods must be kept separate from the evaluation process. The evaluation process should be developed with objective standards and should identify accomplishments and goals. This process should always include a specified time frame with a beginning and ending date clearly delineated.

Know your rights, protect yourself with information and preparation, and always advocate for accuracy, openness and fairness in all evaluation situations.

Building the Pyramid: Results-Oriented Job Descriptions is designed to help Local Association leaders develop and implement a substantial and meaningful evaluation process that will achieve recognition, success and job security for members. This process will help employees achieve results in their job performance and be successful in their job evaluation.
Professional Development

Teachers alone in the classroom cannot possibly meet all the needs and requirements of students. The interrelationship between all staff in an education setting is growing in importance as communities expect more from their public schools and public school staffs. Education Support Professionals’ vital contribution to enhanced student achievement should be recognized and appreciated.

In the school environment, it’s often the ESP staff person who first greets students on a daily basis. The school bus driver is “the first line of defense” for parents and teachers alike in determining the state of mind and well-being of each and every student they transport. Secretaries interact regularly with the students throughout the day, and are often role models and confidants, making students feel comfortable and wanted in the school community. Paraeducators, who are often one-on-one with the neediest of school children, may “know” those children and their parents and guardians better than anyone in the school. Custodians play an expanded and essential role, not only in maintaining cleanliness, but also providing security and a sense of “safe haven” for all students and faculty in the building. Food service personnel often provide students with their primary source of nourishment for the day, and safeguard their health and well-being in order for them to be able to learn and achieve. Education Support Professionals are undeniably essential to the healthy, safe and productive learning environment.

It has long been recognized by both employees and employers that skills training and professional development in a career-enhancing environment is vital to achieving a quality workforce. Professional development for Education Support Professionals clearly affects student achievement. All employees should have the opportunity to be lifelong learners. When supervisors, administrators and communities perceive ESP as people who perform only the tasks that they deliver (custodians are “cleaners,” food service employees are “women who cook”), little thought is given to meaningful and relevant career professional development programs. The lack of professional development opportunities and meaningful in-service programs for ESP is particularly ironic when noted that these are school employees.

Building the Pyramid: Results-Oriented Job Descriptions provides the process for members to finally make the concrete link between ESP job performance and the larger goals and vision of the entire school district community. Results-Oriented Job Descriptions will bridge the gap be-
tween job descriptions, job evaluations and professional development. Who ESP are, why ESP are essential, and what ESP need for professional development in order to do their jobs requires recognition, identification and meaningful career enhancement programs. **Good professional development programs get the best results for everyone involved.**
Traditional Job Descriptions

The National Education Association classifies Education Support Professionals into **nine basic job families** with over **60 job sub-groups**:

1. **Building & Grounds, Maintenance/Repairs**
   Custodians, Housekeepers, Mechanics, Repairers, Groundskeepers, Laborers, Helpers, Warehouse Employees, Crew Leaders, Other Maintenance, etc.

2. **Security Services**
   Security Guards, Special School Police, Security Employees, Attendance Officers, Truant Officers, Security Crossing Guards, etc.

3. **Food Services**
   Cooks, Food Preparation Employees, Cashiers, Dieticians, Dietary Technicians, Food Service Employees, etc.

4. **Health and Student Services**
   Registered Nurses, Licensed Practical Nurses, Medical Aides, Nurse Aides, Health or Therapist Aides, Health or Therapist Technicians, Medical Technicians, Community Family Parent Welfare Services Employees, etc.

5. **ParaEducators: Instructional and Non-Instructional**
   Teacher’s Aides, Instructional Aides, Program Aides, Library Aides, Media Aides, Technicians, Teacher Assistants, Pre-school Caregivers, Monitors and Monitor Assistants, (building, bus, and playground), Dorm Attendants, Crossing Guards, etc.

6. **Secretarial, Clerical, Administrative Services**
   Secretaries, Stenographers, Typists, Word Processors, Clerks, Administrative Assistants, Office Assistants, Bookkeepers, Accounting and Financial Assistants, Data Entry, Statistical, and Computer Clerks, Registration, Records, Admissions, and Attendance Employees, Receptionists, Phone Operators, etc.

7. **Technical Services**
   Technicians, Computer Operators, Computer Programmers, Computer Systems Analysts, Data Processors, Data Specialists, Media Specialists, Public Relations Specialists, Writers, Editors,
Designers, Photographers, Graphic Arts, Audio-Visual, Language Technicians, Language Assistants, etc.

8. Trades, Crafts, Machine Operators
   Electricians, Carpenters, Painters, Glaziers, Plumbers, Heating Specialists, Ventilation Specialists, Air Conditioning Mechanics, Machine Operators, Assemblers, Inspectors, Printing Services, and other Trades & Crafts, etc.

9. Transportation, Delivery, Vehicle Maintenance
   Vehicle Mechanics, Bus Drivers, Truck Drivers, Van Drivers, Special Vehicle Drivers, and other Transportation Services, etc.

The variety and number of jobs on even this incomplete list graphically demonstrate that Education Support Professionals are vital to nearly every aspect of a school Quality Workforce. It would be difficult to describe almost any function or outcome in the school environment without including the important contribution by an Education Support Professional.

Most traditional job descriptions were created by school districts at a time when narrow, task-oriented definitions were considered the best way for an employee to understand and complete his or her duties. As school populations increased, some administrators mistakenly assumed that while the numbers of students had changed, ESP duties had not. Additional positions were created, but job descriptions remained the same. Appropriate and current modifications are rarely done, and very simple and incomplete updates are often haphazardly added one at a time as vacated positions are posted. Job descriptions are generally regarded as a qualifications and tasks list. Little attention is paid to the complexity of the jobs ESP accomplish or the results they achieve.

Traditional job descriptions written by supervisors and administrators are usually oriented towards “behaving well on the job,” emphasizing only those competencies and qualifications necessary to “do the job.” When job requirements change and evolve, which happens often in an education environment, making job descriptions relevant and accurate is of utmost importance to everyone. But writing and updating job descriptions often only occurs when the Personnel Department needs them in order to post a position. Supervisors and administrators rarely do the kind of careful analysis necessary to write an accurate and relevant job description. They must be made aware of or given information
about the changes in the work, the reality of the work, and the evolution of that job function.

**Most traditional job descriptions currently consist of qualifications and tasks:**

For example:

**QUALIFICATIONS:** (in order to get hired to a particular position)
- Commercial drivers’ license
- Black seal license
- An associate degree or equivalent
- A high school diploma
- Minimum age: 18 Yrs.

For example:

**TASKS:**
- Complete assigned school bus run by getting back to the Transportation Center at a specified time, or
- Lower all window shades in the classroom at a specified time

A traditional job description states **tasks** to be done such as, “answer all central office phones.” We can assume that the secretary in the central office understands that this really means several things that go far beyond just picking up the phone when it rings. The secretary understands the need to be courteous, informative, comprehensive, accurate, and helpful to the caller. Obviously, in this example, a job description that limits what an employee actually does to “answer all central office phones” is grossly inadequate and incomplete.

When this inadequacy and incompleteness directly affects an employee through contract enforcement, grievance procedure rights, evaluation process, school district budget considerations, job security and professional development, clearly a **new approach** and vision is necessary.
Results-Oriented Job Descriptions: A New Approach

In the past 15 years, school boards and administrations have been experimenting with different approaches to school funding. The basic motivation is usually to appease the “political will” that dictates improving public schools without expanding current budgets. As a result, decisions have been made that negatively impact ESP, such as cutting ESP positions, privatization, failure to develop quality professional development programs, and not providing the resources to develop relevant and meaningful job descriptions and evaluations.

Because school administrations usually base the progress of ESP employees on the completion of tasks and the behavior of individuals, the real results of the work that ESP perform is obscured. Without a meaningful and accurate job description, there is little chance that the ESP’s valuable and unique daily contribution will be acknowledged. An ESP’s job description is the cornerstone for salary and contract negotiations, employee evaluation, budget issues, job security and professional development.

This manual will provide the information, training and process to move from narrow and demeaning traditional job descriptions to important and relevant Results-Oriented Job Descriptions.

A Results-Oriented Job Description is written and implemented through a careful process. This process clearly and accurately describes the result desired from the completion of the responsibilities and tasks of a particular job, and the skills and abilities needed by the individual in that position. It is much different from a traditional job description in scope, depth and relevance to the entire school community. In reality, your job description should reflect all that you really do, and that your job function contributes invaluably to the desired overall result.

A job description should be an accurate and meaningful guide for employees and supervisors. It is essential that ESP actively participate in
creating, writing and implementing their own job descriptions in cooperation with administrations. This will eliminate the inherent problem of traditional job descriptions: What is written is all that is required, and all that is required is grossly inadequate.

In order to impact administrations and change the status quo, Education Support Professionals must actively participate in communicating “**who we really are and what we really do.**” This particular slogan is not just a rallying call to ESP. It focuses the development and purpose of the ROJD process.

The following are three essential elements of the ROJD process:

1. **Create a Mission Statement**

   School boards hire employees for two reasons. The first is the most obvious—to perform a task. The second is more subtle—to fulfill a mission. The mission in educational institutions is to create a quality workforce in order to enhance student achievement. In order to contribute effectively, **the employee needs to understand and to be included in the mission and the goal.** ESP members often understand the “mission” far better than the administration because they are more likely to be a resident of the community in which they work. Education Support Professionals are most likely to live in the school district, work in the school district, and vote in the school district. Many ESP are also parents in the school system where they work, live, vote — and pay taxes. The ESP member has a unique ability to help delineate the mission of the educational institution or school district. The mission statement should provide the answer to the following questions for each and every employee:
   - What is the purpose of my work?
   - Whom does it benefit?
   - How am I “unique” in what I do?

2. **Define and Label Job Results**

   The public employee is most definitely a part or integral component of the public school as a whole. Each part contributes to the success of the whole. The parts must have the ability to interact, communicate effectively with each other, and be flexible and current. Schools are far more effective when everyone understands the job results necessary to produce success.
When the mission is clear and school boards and administrations are focused, integrated, inclusive and visionary, everyone succeeds. Important school district, job and employee flexibility begins with nontraditional definitions of jobs as results to be accomplished by tasks to be performed. A Results-Oriented Job Description clarifies expectations by explaining why job tasks and responsibilities are important. By clarifying job results, the bar is raised for everyone in the school environment.

3. Define and Label Job Outcomes

Administrations, supervisors, employees, parents and the entire community will recognize success when it’s defined in terms of potential job outcomes. A Results-Oriented Job Description describes the purpose of the work in order to accomplish a desired result. When the purpose of the work is clear, the employee and the supervisor remain better focused and more cooperative—not to mention more accurate—about what the employee is really accomplishing in the school district. Expectations become mutual for both the employee and the supervisor and therefore more important to everyone. Accomplishing is emphasized over doing. The process of the work and the outcome of the work are separate and clear.

Job outcomes complete the ROJD process by defining and labeling the challenges and identifying the changes necessary to enhance performance.

Job outcomes should never include behavior or discipline.

Job outcomes form the basis for relevant and meaningful professional development.

In far too many cases, administrations use generic and vague behavioral scales and language for employee evaluation, such as “marginal,” “unacceptable,” “minimal,” “ineffective,” “unproductive,” “excellent,” “good,” “better,” “bad,” “poor,” “unreliable,” “reliable,” “dependable,” “infrequent,” “fair,” “unfair,” etc. Most or all of these words when used individually and without explanation, narrative or reference to results accomplished, merely address behavioral aspects of an employee’s performance. Even when attempts are made in good faith to define generic scales, the explanations apply too broadly and vaguely to all jobs. It is always important to make job outcome standards job-specific, clear and behavior-free. Terminology used to describe job outcomes which are based solely
on behavioral scales and used as disciplinary tools cannot help to create appropriate and meaningful professional development for employees.

There are three fundamental problems with focusing on behavior:

1. The first is the most obvious, that is, behavior leads to discipline. **Discipline should be separate from job accomplishment.** In Locals with collective bargaining agreements, the difference is defined in contract language and is somewhat easier to control. In Locals without collective bargaining agreements, different approaches may be necessary in order to protect the employee’s rights.

2. Secondly, **lists of behaviors are imprecise.** Behavior should only be judged in regard to work rules that apply to all employee/employer situations. For example, no fighting, no drinking, no swearing, etc. on the job. Universal work rules should always be separate from job descriptions, job evaluations and professional development. Accomplishment of tasks required to achieve job outcomes are the only appropriate measure to be made by the employer and the employee in an evaluation situation.

3. Thirdly, because people generally behave in ways they believe are sensible, **challenging a person’s choice of behavior questions his/her rationality.** Most employees go to their jobs every day with a sincere intention to “do a good job.” When a challenge occurs rather than a positive communication, the job outcome result becomes mired in negativity and discipline. No one involved achieves anything constructive. No appropriate or meaningful professional development occurs.

With the ROJD process, qualifications, behavior, and discipline are separate from job description, evaluation, and professional development. With the clarity and mutual understanding created by the use of an ROJD, tasks become more meaningful for both the employee and the administration. Emphasizing and describing results elevates the attitude of everyone involved, which in turn creates an understanding of why the job exists and what the job accomplishes for the school district, the students and the community.

One factor affecting the link between an employee’s job description and his/her job evaluation is whether the Local Association exists in a bargaining or a non-bargaining school district. Because not all states have bargaining laws in place, contract language bargained in the stan-
A Stronger Local Association and More Job Security: Part of the Successful Result

The Results-Oriented Job Description approach creates a multitude of advantages and an atmosphere of advocacy for the Local and its members. This new approach, a more inclusive process for establishing job descriptions and conducting the job evaluation process, is a “Strengthening Local” exercise. When attention is paid to how jobs are defined and how employees are evaluated, the Local can only be more inclusive in all its work, and the member can only be more successful individually as an employee.

With greater attention paid, increased inclusion within the Local, and cooperation of purpose with the administration, the outcome that will result is the most important single component for members and the Local, that is, greater job security.

Once all the traditional methods of defining public education jobs are abandoned, a new agenda with a higher purpose is adopted. ESP positions are elevated to a more professional status. Thus the work that ESP accomplish becomes more respected and appreciated. Once that higher purpose is understood and accepted jointly by employees and the administration, enhanced student achievement and greater community recognition of the accomplishments of the school district are inevitable.
What’s the Difference?

What will the difference be with Results-Oriented Job Descriptions?

- The ROJD advocates in all its components for the ESP member and the Local.
- The ROJD is comprehensive and inclusive.
- The ROJD is positive, active, and provides for career growth.
- The ROJD is free of employee discipline and behavior references.
- The ROJD builds the bridge between job descriptions and job evaluations.
- The ROJD defines the evolution of job performance.
- The ROJD elevates and focuses everyone on what is really important, THE RESULT.
- The ROJD provides the vehicle for meaningful and appropriate professional development.
- The ROJD becomes a key for the member, the Local, the Administration and the community to focus on, accomplish, and succeed at “enhancing student achievement.”
Building the Pyramid

A Results-Oriented Job Description describes the purpose of the work and the desired result. When the purpose of the work is clear, the employee and the supervisor are more cooperative, focused and accurate about what is really being accomplished on the job. With understanding, recognition and clarity comes the ability to have a meaningful and effective job description for an employee.

The process of building the pyramid for an ROJD includes several steps. The sequence of these steps is critical to the success of the process. The sequence is also established as a training method and a safety mechanism to safeguard the Local and the member as development and implementation occur. The steps are illustrated below. Step 1 is the base of the pyramid. The pyramid then builds upward to the result.
**Locate and Label Positions**

Locate and label all jobs being done that have existing designated titles. These titles may exist in a variety of locations, for example: the Board Policy Book, the personnel office, inter-departmental files, and, in a bargaining local, in the recognition article of a negotiated contract. In some locals, even very sophisticated ones, some jobs may exist that have no title at all. This phenomenon is often unique to ESP positions because of the nature and variety of work ESP do. In smaller locals particularly, a single employee often constitutes an entire job category. As a result, that “category” bears little resemblance to the stereotypical existing job family. It has become its own category by virtue of the nature of the work performed and the responsibilities required. Recognizing each and every job—and listing it—is very important.

**STEP #1: LIST THE TASKS**

Once all jobs have been listed, then the first step is to develop a Tasks List for each of them. In a traditional job description, qualifications and tasks are often described together. That is often the extent of the employee’s job description because that is all the school district un-
derstands or recognizes about the job. Basic task statements like “clean the lavatory,” “lock the building,” or “complete the run” do nothing but state the obvious. “Just stating the obvious” is clearly inadequate and meaningless. However, these “basics” are an important component of the First Step in the ROJD Pyramid, so they must be defined and listed.

**Gather Data**

Comprehensive and complete data must be gathered in order to recognize, define and separate the job qualifications, and then develop the **Tasks List**. The following are some examples of what should be considered when separating and then listing components for the First Step in the ROJD Pyramid:

- Data describing basic qualifications for employment
- Work activities
- Work tasks and duties required
- Machine and equipment usage
- Time schedule requirements
- When applicable, contract terms and conditions
- Special skills or unique tasks of an individual in a particular job

The Tasks List for each job should consist of “the basics,” including every task performed.

**The qualifications necessary to be hired for a specific job should always be listed separately.**
Example of Step #1: School Bus Driver

QUALIFICATIONS LIST:
- Valid and current Commercial Driver’s License
- No criminal record
- Age 18 or older
- Can drive a school bus
- Physical examination

CURRENT TASKS LIST:
- Complete a “run,” leaving the Transportation Center and returning within a specified time.
- Pick up and drop off all children within that specified “run.”
- Follow specified route at all times.
- Follow certain “rules of the road” as specified by the Transportation Supervisor, i.e., may not make any unauthorized stops (7-11 for coffee, etc.).
- Maintain a safe vehicle, check and maintain gas and oil, report vehicle repairs, maintain specified “vehicle check list.”
- Maintain and report repairs needed on all communication devices on the bus, i.e., CD radio, 2-way radio, cellular phone, etc.
- Complete “end of run checklist” as specified by Transportation Supervisor.

By identifying and gathering the data that describes the tasks involved for the essential responsibilities of each and every job performed, the foundation is laid to begin developing the Results-Oriented Job Description. With this basic data properly in place, the First Step of the PYRAMID for a Results-Oriented Job Description has begun.

NOTE: It is very important to insure that the Tasks List is relevant, current, and complete for every employee in the district.
STEP #2: DEFINE ESSENTIAL RESPONSIBILITIES

When Step #1—the tasks list and a separate qualifications list—is complete for each and every job within the district, then Step #2 can begin.

An Essential Responsibility is the result to be accomplished by the tasks performed.

“Essential Responsibility” is a heading that describes an area of work that usually requires several individual tasks to complete. Once this phrase is developed that describes required accomplishments, the tasks can then be sorted logically under each Essential Responsibility.

Build the Pyramid: First, list all tasks. Second, recognize and then write the Essential Responsibility as the heading for those tasks.

Carefully examine the list of tasks for each job title that has been developed through data gathering. Then identify and attach the tasks performed under the appropriate Essential Responsibility. A particular job may have many or few Essential Responsibilities.
Second Step Changes the Focus

An ROJD includes the obvious—tasks—but only as the first step in building the pyramid. The second step shifts the focus of the work to the result desired. The ROJD states clearly what the tasks of a specific job are, and then places the focus of the job description on the result to be accomplished—why the work is being done. When we change the focus of the job description, we enable and empower members to increase and enhance recognition of who we really are and what we really do. We also move from the passive to the active, which elevates and refines the focus and definition of a job function.

For example, an Essential Responsibility for a Custodian may be:

**CLEAN THE BOYS’ LAVATORY**

Now take the task list and change all the passive verbs (sanitize, clean, scrub, maintain, wash) to active verbs by adding the active ending, “ING.” The verbs then become sanitizing, cleaning, scrubbing, maintaining, washing, etc.

As we change verbs from passive to active it becomes clear that the Pyramid’s Step 2—Essential Responsibility—involves a great deal more valuable work and results in more accomplishment for the students and staff of a school than was previously recognized.

A custodian doesn’t just “clean the lavatory.”
He/she is responsible for:
- Sanitizing the floors, walls, toilets, urinals, sinks, etc.
- Cleaning the windows
- Maintaining the doors and latches, etc.
The Writing Method for a ROJD

The language and the writing method used in a Results-Oriented Job Description are very important. Describing jobs with the focus on results is not just a writing method to increase workload. When the results of work are clearly written and defined, the extent and value of the work becomes obvious. Everyone in the process comes to know why the work is being done and finally recognizes and defines ALL the work that DOES get done.

The method of writing the Essential Responsibility involves the use of the connector word, **BY**.

1. List the ESSENTIAL RESPONSIBILITY.
2. Add the connector word—**BY**.
3. And then list the TASKS, using the active ending **ING**.

**EXAMPLE (CUSTODIAN):**

1. ESSENTIAL RESPONSIBILITY
   *Clean the boys’ lavatory*
2. **BY**
3. TASKS:
   - Handling safely all chemical compounds
   - Maintaining the doors and latches
   - Replenishing the paper supplies
   - Reporting any student use of contraband substances
   - Sanitizing the floors, walls, toilets, urinals and sinks
   - Cleaning the windows
   - Maintaining all the lavatory fixtures
   - Maintaining pipes and drains
   - De-clogging pipes and drains
   - Repairing breakage
   - Ordering new fixtures when needed
   - Etc., etc.
Five Important Parts of Step #2:

1. With the completed TASK LIST, determine what the “broader” ESSENTIAL RESPONSIBILITIES would be and then list them.

2. Add the active ending “ING” to the passive verbs used in the task list.

3. Attach appropriate TASKS to ESSENTIAL RESPONSIBILITIES.

4. Use the connector word “BY” to actually connect the TASKS to the ESSENTIAL RESPONSIBILITIES, clearly labeling the results accomplished.

5. The focus of the job description has now changed from the PASSIVE—tasks performed—to the ACTIVE—results accomplished.

To distinguish between the TASKS to be performed and the RESULT ACCOMPLISHED, answer these questions:

- “Why are we doing this job?” (THE RESULT.)
- “What must actually be done to produce the desired result?” (THE TASKS.)

The writing of an ROJD using the prescribed method almost insures a shift of focus and enhancement of purpose for every job it describes. When you actually write the ROJD, print the results to be accomplished in boldface letters in order to emphasize the statement.

The employee, the supervisor, and the community can for the first time understand and recognize the connection between the work being performed daily and the employee’s specific contribution to the mission of the school community, that is, enhanced student achievement.
**STEPS #3, #4 & #5:**

As you build the pyramid, from the tasks list at the foundation to the job category at the top, the focus changes in sequence, from passive TASKS to active RESULT. Meaningful employee evaluation and professional development will then follow easily and with more purpose than in any other method of job description.

**Step # 3: IDENTIFY THE JOB PURPOSE**

The **job purpose** is the goal of the entire school district. The purpose of the work done by all ESP is enhancing student achievement, which is the same purpose for all education employees in a public school district.

**Step # 4: ENTER THE JOB TITLE**

(See the sample ROJD for a school bus driver, page 29.) Job titles are usually already established, and are easily accessible from many sources, such as the Board policy book, inter-departmental files, any existing negotiated contract, or in the personnel office. It should be noted, however, that it is always important to reference member employee lists in the event that an ESP person is working in a job that in fact is not titled.

**Step # 5: ENTER THE JOB CATEGORY**

Step #5 simply derives from the department or area in which an employee is assigned. Again refer to the sample ROJD for a school bus driver. Clearly the school bus driver’s job category is **Transportation**.
With the completion of Step #5, the Results-Oriented Job Description is complete and the PYRAMID IS BUILT!

Please see the following sample Results-Oriented Job Description.

**Note:** The Action Plan section of this manual (the Results-Oriented Job Descriptions Toolbox beginning on page 45) includes all the Forms and Worksheets (Tools) necessary to work through this process.
SAMPLE ROJD — School Bus Driver

JOB CATEGORY: TRANSPORTATION

JOB TITLE: SCHOOL BUS DRIVER

JOB PURPOSE: ENHANCE STUDENT ACHIEVEMENT

BY

DRIVING A SCHOOL BUS TO AND FROM SCHOOL

ESSENTIAL JOB RESPONSIBILITIES:

1. PROVIDE A SAFE VEHICLE

   BY
   ■ Observing and maintaining the vehicle checklist.
   ■ Maintaining the oil and fuel level.
   ■ Observing and reporting visual defects of the bus.

2. MAINTAIN COMMUNICATIONS WITH DISPATCHER

   BY
   ■ Using correctly all communication equipment on the bus.
   ■ Maintaining and reporting the condition of all communication equipment on the bus.
   ■ Performing all required check-ins to the dispatcher.

3. TRANSPORT CHILDREN TO AND FROM SCHOOL

   BY
   ■ Picking up children at assigned stops.
   ■ Instructing children about boarding safety and procedure
   ■ Observing and overseeing safety of children arriving at bus stop.
   ■ Ensuring that all children are picked up and dropped off.
   ■ Creating a safe boarding environment for the children.
   ■ Maintaining respectful and interested communication with any parents at the bus stop.
   ■ Following a specified route when picking up and dropping off students.
   ■ Informing the dispatcher of any need to change the specified route for appropriate or emergency reasons.

4. MAINTAIN SAFE CONDITIONS WHILE TRAVELING

   BY
   ■ Enforcing safety rules when children are on the bus.
Maintaining discipline while children are on the bus.
Enforcing safety regulations, such as seat belts where applicable, for the students on the bus.
Reporting disruptive students to the proper authority, i.e., the dispatcher or supervisor.
Completing incident reports.

5. TEACH CHILDREN SAFETY PROCEDURES
   BY
   ■ Reminding them to cross the road in front of the bus.
   ■ Conducting practice evacuation drills.
   ■ Instructing them to use their seat belts.

6. DELIVER CHILDREN TO SCHOOL
   BY
   ■ Following a specified route.
   ■ Checking the bus for lost articles.
   ■ Checking that all children departed the bus.
   ■ Maintaining a specified schedule so that all children arrive on time for school.

7. TRANSPORT CHILDREN HOME
   BY
   ■ Following the specified route.
   ■ Insuring the children’s safety off the bus.
   ■ Insuring that children are safety off the road and out of harm’s way.
   ■ Interacting with any parents or guardians along the route when dropping off children.

8. CONDUCT END-OF-DAY SAFETY AND SECURITY CHECK
   BY
   ■ Completing end-of-route checklist.
   ■ Checking the bus for any lost items or children.
   ■ Parking the bus in specified manner.
   ■ Conducting outside end-of-day inspection.
   ■ Reporting any problems or defects to the dispatcher or supervisor.
   ■ Reporting any end-of-day student problem to the dispatcher or supervisor.

9. IMPLEMENTS EMERGENCY PLAN IN EVENT OF AN ACCIDENT
   BY
   ■ Communicating instantly with dispatcher or supervisor.
   ■ Implementing specified emergency communication plan.
Notifying police or other appropriate authority, including ambulance or first aid personnel.
- Administering first aid until help arrives.
- Maintaining control of entire bus environment during emergency.
- Safeguarding all children, including those not injured.
- Initiating and implementing evacuation plan.
- Comforting children.
- Comforting adults if any present.
- Communicating with and comforting parents, if any present.
- Communicating with police or other authorities present.
- Completing a specified or required accident repo.
- Representing the school district in a professional manner in an emergency.

10. CONTINUE JOB PERFORMANCE ENHANCEMENT THROUGH PROFESSIONAL DEVELOPMENT

- Participating in in-service programs when available.
- Seeking educational opportunities relating to job performance.
- Reading and studying new and updated transportation journal.
- Knowing new and updated safety regulations.
- Seeking and knowing new driving regulations.
- Enhancing first aid and emergency skills continuously.

11. ENHANCE AND CONTRIBUTE TO OVERALL STUDENT ACHIEVEMENT IN THE SCHOOL DISTRICT

- Accepting responsibility for student well-being and safety while they are in driver's care.
- Being flexible and attentive to student needs.
- Participating in students' daily school experience in a constructive manner.
- Observing student demeanor and attitude.
- Being alert to the possibility of any substance abuse or child abuse, based on daily observation.

12. MAINTAIN A HIGH LEVEL OF ETHICAL BEHAVIOR AND CONFIDENTIALITY OF ANY INFORMATION REGARDING STUDENTS, PERSONNEL AND ALL JOB-RELATED MATTERS.
Professional Development

Because of the connection between employee success and student success, ESP continually try to nudge administrations to provide and improve professional development programs for employees. Meaningful professional development equals improved and enhanced job results. Improved job results by employees creates a successful Quality Workforce. A successful Quality Workforce improves and enhances student achievement, thus accomplishing the greater goal and mission of the school district.

Professional development is generally defined as “programs designed to enhance the attitudes, skills, knowledge and performance of employees in specific positions” within the school environment. Professional development exists in many forms, but for this manual’s purpose, can be divided into three general categories:

1. Orientation Programs

These programs provide the new employee with essential information about the school district, such as its mission, goals, policies, priorities and the “climate or culture” of a specific school community. ESP continually hope that while employers use orientation programs to integrate or socialize new employees, they will also learn from the new employees. ESP are most often the “climate and culture” of the community, so they can contribute a great deal to the orientation program.
Orientation programs should give the new employee an understanding of “who benefits from what we do?” In the case of ESP, they are both the provider and the recipient of the benefit, because they are the employee, the resident, the taxpayer, and the voter, all in one. (“I Live Here, I Work Here, I Vote Here.”) This is a very empowering position, but one not generally recognized by Boards and other education employers.

2. Specific Job Development Programs (In-Service Programs)

In-service programs help employees learn how to perform their specified job more effectively and efficiently. Effectiveness is doing the right things and concentrating on results. Efficiency is doing things right and concentrating on the best way to do tasks used to obtain those results. ESP constantly desire to be more professional within their job function as well. Professionalism is a bit more elusive to define, but the same elements apply for ESP as for any other job family. As jobs are recognized to be professional, increased emphasis will be placed on licensing and certification, and employees will enjoy greater job security. In-service programs continually enhance ESPs’ effectiveness, efficiency, and professionalism, benefiting the students, the school and the community.

3. Personal Development Programs

- Help employees enhance their personal and interpersonal skills.
- Improve written and oral communications and listening skills.
- Train stress management.
- Enhance the ability to empathize when necessary.
- Develop conflict resolution skills—adult-to-adult and adult-to-student.
- Develop time management skills in the work environment.

The greater the personal development skills of employees, the more they will be able to communicate what is appropriate and meaningful. As members communicate more effectively, the Local can be clearer about what professional development programs the Board of Education should make available for employees. Better skills create better communication, which in turn creates more trust and understanding between employee and employer. These programs will help ESP to communicate
with students, teachers and administrators and articulate the mission of the school to the community.

Education Support Professionals are most often classified in nine major job families that can be further divided into at least 60 subgroups. A few of these job groups have a long history of professional development. But professional development for the remainder (the majority) has largely been ignored. There are three major reasons for this:

1. **A lack of understanding** by supervisors, administrators and often the community as a whole, as to who ESP really are and what ESP really do. As a result, the employer doesn’t push for professional development for ESP. Understanding of the job is essential for meaningful training. When the Board of Education doesn’t have a clue, even basic orientation programs become inappropriate and meaningless.

2. **Budget constraints** often hamper efforts to generate and fund professional development for ESP, especially where none exists at all. Even where professional development does exist, budget issues make it difficult or impossible to find support or interest to fund programs for ESP.

3. **Certification and licensing** for ESP is often hazy and unclear, and can sometimes become a “Pandora’s Box.” Different laws, standards and certification processes across the nation require that these issues be dealt with state by state. Locals should carefully prepare when they broach this subject.

It has long been recognized that skills training and professional development in a career-enhancing environment are vital ingredients in achieving a Quality Workforce. **Every employee should have the opportunity to be a lifelong learner.** The scarcity of ESP professional development opportunities and meaningful in-service programs is particularly ironic because **ESP are school employees.** When supervisors, administrators and communities think education support staff contribute only the tasks they are perceived to perform, (custodians as cleaners, food service as women who cook, etc.) little thought is given to meaningful and relevant career-enhancing professional development programs. Even less consideration is given when those who control the opportunities to initiate and develop programs don’t understand who ESP really are and what ESP really do.
The ROJD changes the focus of the job description to the results desired, causing everyone involved in the process to understand why the tasks are being done, and creating clearer goals and objectives. With this clarity, the process provides for a link or connection to how to achieve goals and objectives. When the link is made, professional development is recognized as a necessity for achievement, rather than a luxury.

Building the Pyramid: Results-Oriented Job Descriptions is a new approach to define meaningful work done and results achieved. It is a process that includes evaluation and the enhanced opportunity for professional development. The Local and its members should invite the administration and the board to become a full partners in this new and exciting endeavor.
Unlike many other initiatives undertaken by Locals, Building the Pyramid: Result-Oriented Job Descriptions does not require “crisis mode.” What it does require is careful, deliberate, and well-planned action by motivated leaders and members to achieve enhanced job performance, greater job security and recognition for ESP. When leaders and members are informed and trained in the Result-Oriented Job Descriptions process, the best possible results can be achieved.

Implementing Building the Pyramid: Result-Oriented Job Descriptions is most effective when the Association and the Administration work together. As in any action plan, cooperation, understanding, communication and trust between the employer and the employees directly contribute to a successful outcome. Care and planning by the leaders and members of the Local Association in the process of achieving Result-Oriented Job Descriptions will determine the degree of success for the Local.

It should not, however, be assumed that ROJDs will cure all ills and fix all problems between the Board of Education and the Local Association.

- **The ROJD process is not a panacea for every issue in the Local!**

- **The ROJD process is not a bargaining or negotiating tool!**

- **The ROJD process is not “reclassification”!**

- **And, the ROJD process is not to raise salaries!**

When the Local undertakes to modify job descriptions, some will think it's simply a “reclassification” opportunity, that is, moving a position to a higher ranking due to recognition of additional tasks and responsibilities. Some employees believe that reclassification is the only method they have available to include all the tasks/duties they know they perform. In some Locals, this perception is accurate, based on the
existing situation, i.e., traditional or nonexistent job descriptions. Other employees may think this process may create a “demotion” for them, as some positions move up while others do not. With full involvement by leaders and members in a careful ROJD process, these perceived problems can be dealt with successfully.

In Action Planning the ROJD process, it is important to understand what the process is and can be for the Local Association. The ROJD process is a strengthening Locals activity. By building Results-Oriented Job Descriptions, the Local Association will achieve greater solidarity and job security for its members. The Local will be able to work with the Board more effectively, whatever the issue.

The ROJD process is not a bargaining tool, but much of the information and data gathered to work the process will prove invaluable when or if the Local bargains a contract. Even in a non-bargaining Association, the strengthened and united Local will be far more effective with the Administration in any situation in which it participates.

The primary purpose of the ROJD process is to determine and describe accurately and completely the work that ESP really do every day in their jobs. Who ESP are and what ESP do are critical components of the education process for students. By developing and implementing ROJDs, the Local Association changes the focus of the work done and thereby enhances members’ job security, respect and professionalism within the school district and the community.

The Local Association should approach the ROJD process as a “total member” initiative. Likewise, the outcome or goal must be completely inclusive. It is essential to success that all members and employees in all categories be informed, included, and participate in the entire process and in the final outcome.

**Following the “Blueprint”**

To successfully build anything, one needs a “blueprint” of plans and steps to follow. In developing and implementing the ROJD process, the Action Plan “Blueprint” is essential.

The “Blueprint” consists of specific components and timelines. Local leaders should fully understand how to use and implement the
“Blueprint” and its components before moving ahead with the ROJD process.

The ROJD process is a “serious” action plan and requires “serious” work to implement. The result of this serious work is valuable and important for ESP.

The Components of the Action Plan

1. Building the Pyramid: Results-Oriented Job Descriptions Manual

2. The “ROJD LINC Committee” (Local Initiative to Navigate Change Committee)

3. The Results-Oriented Job Descriptions Toolbox

How Do We Begin?

- Read this manual completely.
- Move forward on a decisive vote of the Local Association Executive Board or governing body.
- Designate, elect, or otherwise select the members of the “ROJD LINC Committee” (“Local Initiative to Navigate Change Committee”).
- The LINC Committee begins work. Timelines and outcomes are determined. The LINC Committee shall determine, with informed consent of the Executive Board, when to approach each “participating audience” to whom they must speak.

“AUDIENCES” INCLUDE:
1. Association members
2. All employees included in the categories affected
3. The administration
4. The board of education or employer
5. The community (optional)

4. Member Empowerment: Professionalism, Respect, Security
The Process

1. The Local Association leaders read, discuss, and review this manual. The Association may also seek a joint initiative including the Board of Education and the Administration.

2. After careful consideration, the Association decides to move forward with the Building the Pyramid: Results-Oriented Job Descriptions program. Based on the manual and the process, Local leaders, the executive board, or the otherwise appropriate Local governing body establishes the LINC Committee ("Local Initiative to Navigate Change" Committee).

   This committee will be responsible for developing the work and the timelines and will develop and “navigate” all changes regarding the ROJD process. The LINC Committee should be representative of the membership and in constant communication with leaders, members and the employer (when included). The name of this committee (LINC) is important as a reminder that the development of ROJDs, evaluation and professional development are linked together and must be a local initiative.

3. The LINC Committee determines the major aspects of the process:

   - Communicating with Members
     It is very important to present the ROJD concept to the entire membership in order to build membership trust, credibility in the process, and awareness of the goals for the entire Local.

     The Local Association leadership and the LINC Committee may decide to introduce the ROJD concept at a general membership meeting. Presentation materials (video, slides, etc.) should be included. Always allow and encourage all questions and answers at the meeting.

     The Local Association should follow up this general membership meeting with its normal communication systems, i.e., newsletters, building meetings, flyers, etc., determined in advance by the LINC Committee with the knowledge and approval of the Executive Board or Association leadership.

     A consistent “communication format” is essential in order to achieve continuity between the leadership and the membership. It becomes even more critical when approaching the Administration and the school board. The “communication format” should be determined by the leadership and the LINC Committee before the ROJD process is presented to the membership.
What categories of ESP should be considered for inclusion?
What is the impact of ROJDs in our district? (bargaining vs. non-bargaining)
How will ROJDs impact evaluations in our district? (contract impact)
What is the impact on job security in “our district”? (bargaining and contract impact)

The LINC Committee should meet as often as necessary to investigate and consider all material and information, understanding that the process should not be rushed.

The LINC Committee should endeavor to keep the process as non-political as possible!

4 The LINC Committee expands its membership to include representatives from every employee category that will be impacted by the ROJD process. This expansion may also include the Administration (joint effort). A more coherent result will be achieved if all positions and categories are included carefully from the beginning of the process so that everyone will want to participate in the result.

The LINC Committee should take as much time and hold as many meetings as necessary to make sure every committee member is familiar with the Results-Oriented Job Descriptions “Blueprint.”

5 The LINC Committee creates a timetable. It should begin by determining a work calendar. There should be a timetable for data, information and Toolbox materials to be completed and gathered by the LINC Committee. However, if extra time is needed for better communication or more complete data, the timetable and schedules should be changed. The information is the important thing, not the timetable.
The LINC Committee begins to gather data. The ROJD process should include a schedule and procedure for interviewing every employee face-to-face to gather job description information, employee data and member concerns. This meeting should be called the “ROJD Data Exchange Interview.”

The LINC Committee should inform the membership about the data gathering system that will be used—the ROJD Toolbox. If members are given samples of the ROJD Toolbox materials in advance, they will be better prepared and can be more helpful in the process. By using these samples, the membership will have a better understanding of the expanded material needed in order to accomplish Results-Oriented Job Descriptions.

The membership will begin the learning process of accurately gathering data, updating tasks and recognizing essential responsibilities.

Keeping Members Informed

The key to success in every step of this process is complete inclusion and regular communication.

The LINC Committee should regularly make progress reports to the Association leadership and general membership. Flyers and similar materials should continue to be distributed to the members at regular times. These progress reports are significant for another reason as well: they serve as continuous reminders to the membership, which will help in achieving compliance and cooperation.

In addition, it is extremely important for members to speak directly to LINC Committee members whenever they need to. This direct contact will help create trust and also increase the availability and accuracy of information. The opportunity to speak directly to a LINC Committee member will increase input on work-related data and decrease member anxiety.

At every juncture, members should be made aware that the ROJD process is not a “quick fix” for individual problems. The LINC Committee must constantly communicate that the work will take time and effort to complete. Progress reports and all other forms of communication should constantly emphasize that this is a collective effort to achieve improvements for the whole membership.
The LINC Committee completes work. The process of gathering data and building Results-Oriented Job Descriptions will take a great deal of time and patience from both the Leadership and the membership. It is imperative that members be aware of the ongoing process. The LINC Committee will continue to make progress reports to keep the Leadership and the membership completely informed.

When the LINC Committee has completed its work, a full and complete report shall be made to the Association Leadership.

General Membership Meeting. Following a complete review and analysis, the Local leadership will present the LINC Committee's ROJD full report and a specific ROJD Plan to the general membership.

All concerns, questions and inquiries about the ROJD Report and Plan shall be dealt with by the LINC Committee (at the General Membership Meeting, if possible). Any individual member's special or specific issues will be investigated and resolved or corrected if in error, by re-interviewing that individual or individuals. Direct and complete contact with members is essential.

The corrected or altered ROJD Report will again be issued to the membership for final approval.

Local Association Strategy

When to approach the Administration and Board of Education is a strategy decision for the Local. While there are many methods of approach in order to achieve implementation of the Results-Oriented Job Descriptions Process, the three most obvious strategies appear to be:

The Ideal
The Association leadership contacts the Administration very early—before beginning the ROJD Process separately—seeking to jointly develop Results-Oriented Job Descriptions. The Board of Education and the Local Association move forward jointly with a shared agenda and vision.

Two Alternatives
1. The Association leadership completes the ROJD Process within the Local and with the Local membership first, and then presents the completed work to the Administration and the employer, seeking their cooperation in order to implement Results-Oriented Job Descriptions.
2. The Local Association may be required to negotiate the process, (not the job descriptions) in order to implement Results-Oriented Job Descriptions.

**Member and Leader Concerns**

For many years, Education Support Professionals have diligently pursued some sign of recognition and appreciation for **what they really do** in the public school community. The Results-Oriented Job Descriptions Process provides, for the first time, an opportunity to create accuracy and clarity in job descriptions for ESP. With a Results-Oriented Job Description, an Education Support Professional can finally record all the valuable and unique contributions she/he makes toward **building a quality workforce and enhancing student achievement in the public school community**.

Association strategy in seeking Results-Oriented Job Descriptions for members appropriately rests with the Local Association leadership. How the ROJD Process is initiated and finally implemented will depend on recognizing that some administrators have misconceptions about Education Support Professionals. Hopefully, the Local leadership can navigate the negatives and will of course know best what approaches to pursue with the Administration and school board.

This manual, *Building the Pyramid: Results-Oriented Job Descriptions*, has been developed to inform, educate, train and help Local Association leaders and members make informed decisions about how to enhance recognition and increase understanding of what ESP really do.

It’s important for Local leadership to recognize that altering or modifying job descriptions should be done with great care. Among other things, a job description is personal and particular to an individual. Nonetheless, developing and implementing the Results-Oriented Job Descriptions Process assures greater job security for members. Other bonuses include enhanced **dignity, pride and performance** for the employee and ultimately for the school community as a whole.

**CONGRATULATIONS! YOU ARE ABOUT TO EMBARK ON AN EXCITING AND IMPORTANT STEP FORWARD FOR YOUR LOCAL MEMBERSHIP, YOUR LOCAL ASSOCIATION, YOUR LOCAL SCHOOL DISTRICT, AND YOUR PUBLIC SCHOOL COMMUNITY!**
The ROJD Toolbox
THE STEPS GUIDE

**JOB CATEGORY:** TRANSPORTATION

**JOB TITLE:** SCHOOL BUS DRIVER

**JOB PURPOSE:** ENHANCE STUDENT ACHIEVEMENT BY DRIVING A SCHOOL BUS TO AND FROM SCHOOL

**ESSENTIAL JOB RESPONSIBILITIES:**

1. PROVIDE A SAFE VEHICLE BY
   - Observing and maintaining the vehicle checklist.
   - Maintaining the oil and gasoline level.
   - Observing and reporting visual defects of the bus.

2. MAINTAIN COMMUNICATIONS WITH DISPATCHER BY
   - Using all communication equipment on the bus correctly.
   - Maintaining and reporting the condition of all communication equipment on the bus.
   - Performing all required check-ins to the dispatcher.
List Tasks

Complete this form for each employee and position in the unit or category by listing tasks currently being performed.

Include all work, activities and services performed. Be sure to add other services and additional work performed that are not now contained in your job description.

Employees should bring their job description with them to the data exchange (interview).

Job Title

Department or Category

<table>
<thead>
<tr>
<th>List tasks performed every day.</th>
<th>List tasks performed periodically.</th>
</tr>
</thead>
</table>
Additional service and/or tasks performed (not otherwise contained in current job description):

Interview Date ____________________

Position Code _____________________

LINC Interviewer ___________________________________________________

Date of Revision or Completion ______________________________________

ROJD attached ___

CC: Association LINC Committee
    Association Executive Committee
    Board of Education/Administration Contact
Based on the list of tasks, create and list Essential Responsibilities.
Distribute tasks under the appropriate Essential Responsibility.
Refer to Driver Sample ROJD contained in this manual.
Essential Responsibilities can be written in any order.
There is no “right” or “wrong” way to list tasks.

1. ESSENTIAL RESPONSIBILITY______________________________________
   Task_______________________________________________________________
   Task_______________________________________________________________
   Task_______________________________________________________________
   Task_______________________________________________________________

2. ESSENTIAL RESPONSIBILITY_____________________________________
   Task_______________________________________________________________
   Task_______________________________________________________________
   Task_______________________________________________________________
   Task_______________________________________________________________

3. ESSENTIAL RESPONSIBILITY_____________________________________  
   Task_______________________________________________________________
   Task_______________________________________________________________
   Task_______________________________________________________________
JOB PURPOSE: ENHANCE STUDENT ACHIEVEMENT

BY

1. (ESSENTIAL RESPONSIBILITY)

(list tasks)

(list tasks)

(list tasks)

2. (ESSENTIAL RESPONSIBILITY)

(list tasks)

(list tasks)

(list tasks)

3. (ESSENTIAL RESPONSIBILITY) ETC.

(list tasks)
JOB CATEGORY:

JOB TITLE

JOB PURPOSE:
ENHANCE STUDENT ACHIEVEMENT

BY

1. (ESSENTIAL RESPONSIBILITY)

(list tasks)

(list tasks)

2. (ESSENTIAL RESPONSIBILITY)

(list tasks)

(list tasks)

3. (ESSENTIAL RESPONSIBILITY) etc.

(list tasks)

(list tasks)
Sample ROJD: Custodian

JOB CATEGORY: BUILDINGS AND GROUNDS MAINTENANCE
JOB TITLE: CUSTODIAN
JOB PURPOSE: ENHANCE STUDENT ACHIEVEMENT
BY MAINTAINING A CLEAN AND SAFE ENVIRONMENT FOR STUDENTS AND STAFF

ESSENTIAL JOB RESPONSIBILITIES:

1. MAINTAIN A CLEAN CLASSROOM
BY
- Sweeping or dry mopping classroom floors daily.
- Dusting furniture and cleaning chalkboards after school, unless otherwise directed.
- Emptying trash receptacles daily or as needed.
- Sweeping and cleaning corridors daily after school and during the school day when necessary.
- Reporting necessary repairs to supervisor or building principal.

2. MAINTAIN CLEAN OUTSIDE AREAS
BY
- Maintaining school grounds free of rubbish.
- Removing snow or ice as necessary.
- Applying sand or salt to walks and driveways as necessary.
- Maintaining clean building entrances and exits.
- Maintaining clean playgrounds and other outside student and staff areas.
- Reporting necessary repairs to supervisor or building principal.

3. ASSIST IN MAINTAINING BUILDING SECURITY
BY
- Insuring that exit doors are working properly.
- Insuring that panic bars and safety features are in operation.
- Insuring that entrance and egress areas are functioning properly.
Arriving early each day to open the building and make ready for students and staff.
At the close of the regular school day, securing and locking all entrances not needed for evening events.
Assisting with your assigned school emergency evacuation plan.
Reporting any violent student situation to a teacher or supervisor.

4. MAINTAIN CLEAN AND SAFE PUBLIC AREAS, i.e., CORRIDORS, FOYERS ETC.
   BY
   ■ Sweeping and dry mopping as often as necessary when not in peak use.
   ■ Buffing and polishing floors after regular school hours as often as necessary.
   ■ Removing stains and spills as necessary.
   ■ Reporting any damage or repair needs to the building principal.

5. MAINTAIN CLEAN AND SAFE LAVATORY FACILITIES
   BY
   ■ Scrubbing and disinfecting toilet floors as necessary.
   ■ Cleaning and maintaining toilets and all sanitary fixtures and drinking fountains.
   ■ Collecting and disposing of all paper waste.
   ■ Maintaining all paper supplies as required.

6. MAINTAIN A SAFE AND COMFORTABLE BUILDING ENVIRONMENT
   BY
   ■ Properly regulating heat, ventilation and air conditioning systems.
   ■ Providing appropriate temperatures for the season.
   ■ Insuring economical use of fuel, water and electricity.
   ■ Removing chemical or laboratory spills, while strictly adhering to district clean-up policy.
   ■ Promptly reporting any system failures or accidents to the supervisor and/or building principal.

7. MAINTAIN A COMPLETE JANITORIAL SUPPLY INVENTORY
   BY
   ■ Completing the weekly checklist of supplies and submitting to supervisor.
   ■ Informing supervisor of any special need supplies.
- Receiving and signing for delivery of cleaning supplies.
- Maintaining a list of cleaning chemicals for posting notice of chemical content.
- Reporting any inconsistencies or errors to the supervisor.

8. MAINTAIN A HIGH LEVEL OF ETHICAL BEHAVIOR AND CONFIDENTIALITY OF ANY INFORMATION REGARDING STUDENTS, PERSONNEL AND ALL JOB-RELATED MATTERS.
Sample ROJD: Security Guard

JOB CATEGORY: SECURITY SERVICES

JOB TITLE: SECURITY GUARD

JOB PURPOSE: ENHANCE STUDENT ACHIEVEMENT
BY PROVIDING A SAFE AND SECURE ENVIRONMENT FOR STUDENTS, STAFF AND VISITORS IN A SCHOOL DISTRICT

ESSENTIAL JOB RESPONSIBILITIES:

1. ENFORCE LOCAL, STATE AND FEDERAL STATUTES RELEVANT TO A PUBLIC SCHOOL ENVIRONMENT
BY
■ Protecting confidentiality of records and information about students and staff.
■ Insuring discretion when legally sharing any information during inquiries and investigations.
■ Assuring all information is dispersed or withheld according to legal confines.
■ Preparing and completing accurate and thorough reports of crimes and other vandalistic incidents as necessary and according to legal requirements.

2. PROVIDE LEGAL AND SECURE PROTECTION OF LIFE AND PROPERTY FOR STUDENTS AND STAFF
BY
■ Patrolling and monitoring hallways, stairwells, lavatories, outside facilities and other school areas.
■ Securing proper identification of all visitors and non-staff individuals upon arriving on campus.
■ Assisting visitors with directions, information and security procedures on school property.
■ Encouraging students to maintain order, cooperate with authority and be adverse to lawlessness.
3. ASSIST OTHER SCHOOL STAFF IN THE SUPPRESSION OF CRIMINAL ACTIVITY ON THE SCHOOL CAMPUS

BY

- Alerting appropriate administrators and staff to situations that might disrupt the daily school operation.
- Reporting to appropriate administrators and staff incidences of illegal smoking, vandalism or disruptive behavior on the school campus.
- Alerting appropriate staff and emergency personnel of threatening visitors on the school campus.
- Assisting other staff when needed and appropriate in crowd control activities.
- Assisting other law enforcement officers on the school campus when needed.
- Providing proper referrals for incidents occurring outside the officers’ area of authority or jurisdiction.
- Communicating with students, staff, parents and the community to exchange information when appropriate.
- Coordinating school activities that require extraordinary order or law enforcement intervention in order to resolve issues and conflicts.
- Providing explanation and training of laws, rules, school policy and procedures when required and appropriate to students and/or staff.

4. APPROPRIATELY ASSIST IN APPREHENSION AND PROSECUTION OF OFFENDERS

BY

- Maintaining appropriate information, records and forms required by law and/or school policy, in regard to violations on campus.
- Providing information, records and/or forms to appropriate administrators and other law enforcement agencies in regard to criminal and non-criminal activities on Campus.
- Appearing when legally required, in court or other law enforcement environments, in regard to criminal activity on the school campus.

5. PROVIDE EMERGENCY ASSISTANCE WHEN NEEDED

BY

- Assisting injured or violated persons on the school campus.
- Determining appropriate action toward injured or violated persons in a timely manner.
- Determining appropriate action toward destroyed or violated property in a timely manner.
- Maintaining all assigned equipment and emergency services as appropriate.
Participating in or providing for a campus security plan that includes all students and staff.

Coordinating the professional security services included in a campus security plan.

Accessing all appropriate emergency services during a campus emergency.

6. INSURE THE PEACE AND SECURITY OF THE PUBLIC SCHOOL CAMPUS

BY

Displaying ethical, legal and professional behavior in working with students, staff and outside agencies when necessary.

Attending and conducting parent and staff conferences regarding student criminal or code of conduct violations.

Communicating and interacting professionally with students, staff and the community in all aspects of school campus safety and security.

7. MAINTAIN A HIGH LEVEL OF ETHICAL BEHAVIOR AND CONFIDENTIALITY OF ANY INFORMATION REGARDING STUDENTS, PERSONNEL AND ALL JOB-RELATED MATTERS.
Sample ROJD: Cafeteria Worker

JOB CATEGORY: FOOD SERVICES

JOB TITLE: CAFETERIA WORKER

JOB PURPOSE: ENHANCE STUDENT ACHIEVEMENT BY ASSISTING IN THE PREPARATION OF PLANNED NUTRITIONAL MEALS SERVED IN A PLEASANT SANITARY MANNER

ESSENTIAL JOB RESPONSIBILITIES:

1. OPERATE FOOD PREPARATION EQUIPMENT BY
   - Being aware of the location and operation of all safety equipment.
   - Preparing the steam tables and all hot food serving equipment.
   - Inspecting equipment for cleanliness and functional operation.
   - Reporting any equipment failure to the Food Service Manager.

2. MAINTAIN THE HIGHEST STANDARDS OF SAFETY AND CLEANLINESS
   BY
   - Scrubbing counters and work areas daily or as necessary.
   - Washing and cleaning all serving utensils.
   - Wearing appropriate uniform, gloves, etc.
   - Maintaining a positive attitude while serving students and staff.

3. ASSIST WITH COOKING AND PREPARING MEALS ON DAILY MENU
   BY
   - Preparing soups, meats, vegetables, salads, dressings and dessert.
   - Preparing and serving beverages.
   - Preparing food according to a planned menu and tested recipes.
   - Assuring food is of the best quality, flavor and appearance before it is served.
   - Recording all food withdrawn from storage.
   - Assuring that unused foods are properly stored.
   - Properly disposing of all food not used.
4. MAINTAIN A CORRECT MONTHLY INVENTORY

BY
- Recording all food requisitions from the storeroom.
- Keeping record of all meals served.
- Preparing all reports needed by the supervisor for daily and weekly ordering.
- Updating food supply reports on a daily basis.
- Reporting to supervisor any inferior quality food supplies delivered.
- Checking food shipments into inventory.
- Signing invoices after order verification procedure.
- Determining quantities of each food to be prepared daily.
- Overseeing the locking of all storerooms.
- Maintaining all data for accurate and current storeroom records.
- Making daily or weekly inventory requisitions when necessary.

5. SERVE STUDENTS AND STAFF IN A CONSISTENT AND PLEASANT MANNER

BY
- Maintaining the highest standards of safety and cleanliness according to guidelines established by supervisor.
- Reporting to supervisor any unclean situation that may occur.
- Assembling food and supplies for service to students.
- Assembling necessary trash and garbage collection containers for student use.
- Carrying food and meals to assigned rooms.
- Setting up tables and eating areas in cafeteria or all-purpose rooms.
- Assuming responsibility for students from teachers during the designated eating time frame.
- Assisting students during meal periods.
- Monitoring student behavior during meal periods.
- Monitoring student food consumption during meal period.
- Serving food and supplies to students.
- Checking attendance of students during meal periods.
- Organizing, supervising and effecting clean-up of eating areas by students during meal period.
- Assisting in trash collection and delivery of trash bags to collection points.
- Returning children to classroom teacher at end of meal period.
- Returning supplies and unused materials to kitchen.
- Maintaining any required recordkeeping during designated meal periods.
6. ASSIST WITH CLEANING ALL FOOD SERVING AREAS  

BY

- Performing major cleaning of refrigerators, storerooms and food preparation areas.
- Storing and/or disposing of all unused food.
- Storing and/or disposing of all unused supplies.
- Maintaining all kitchen equipment in maximum condition.
- Sterilizing all kitchen equipment.
- Sterilizing all dishes, silverware and utensils.
- Following all state laws and regulations in regard to cleaning of food serving areas.

7. MEET ALL SPECIFICATIONS OF HEALTH DEPARTMENT REGULATIONS  

BY

- Knowing all Health Department regulations.
- Following all Health Department regulations.
- Overseeing high standards and maximum cleanliness according to all Health Department regulations.
- Reporting any violations of Health Department regulations to supervisor.
- Requiring all staff to follow regulations as outlined by the Health Department.
- Recording all violations of Health Department regulations.
- Reporting any violations of Health Department regulations to the appropriate agencies.

8. MAINTAIN A HIGH LEVEL OF ETHICAL BEHAVIOR AND CONFIDENTIALITY OF ANY INFORMATION REGARDING STUDENTS, PERSONNEL AND ALL JOB-RELATED MATTERS.
Sample ROJD: Health Assistant

JOB CATEGORY: HEALTH & STUDENT SERVICES, HEALTH TECH, RN, LPN

JOB TITLE: HEALTH ASSISTANT (RN)

JOB PURPOSE: ENHANCE STUDENT ACHIEVEMENT BY PROVIDING HEALTH CARE AND HEALTH SERVICES TO STUDENTS AND STAFF, AND ASSISTING IN THE MANAGEMENT OF THE HEALTH OFFICE UNDER THE DIRECTION OF THE CERTIFIED SCHOOL NURSE (CSN)

ESSENTIAL JOB RESPONSIBILITIES:

1. RECORD AND MAINTAIN HEALTH OFFICE FORMS AND PAPERWORK

   BY
   - Keeping daily logs of all students and individuals requiring attention in the Health Office.
   - Maintaining any other records or logs designated and directed by the CSN.
   - Assisting in scheduling of screenings (i.e. vision, hearing, etc.) required by state law or specified by the CSN.
   - Maintaining required and assigned daily Health Office clerical records and information.
   - Maintaining required level of supplies for the Health Office.
   - Performing any specified functions necessary to maintain the “Nurses’ Office” as determined by the CSN.

2. ASSIST THE CERTIFIED SCHOOL NURSE IN ESTABLISHING RESPECT AND CONFIDENTIALITY FOR ALL INDIVIDUALS WHO REQUIRE ANY HEALTH CARE SERVICES ON THE SCHOOL CAMPUS

   BY
   - Maintaining accurate and confidential records for all individuals receiving health care services on the school campus and in the Health Office.
Referring all questions and inquiries regarding health care services policy to the CSN.

Referring all questions and inquiries regarding individuals' specific health care and information to the CSN.

Providing accurate and specific information about rules, regulations and laws regarding information requested about health care provided by the Health Office to any individual on the school campus.

Maintaining respect and confidentiality for everyone receiving health care in the Health Office.

3. ADMINISTER APPROPRIATE AND MEDICALLY NECESSARY HEALTH CARE TO STUDENTS AND STAFF AS SPECIFIED BY THE CSN

BY

Supervising students taking prescribed medications per instructions from the CSN and a designated physician.

Assisting with preparing and recording of all screening programs as directed by the CSN.

Providing health care services for specified procedures per the CSN such as: catheterizations, suctioning, nebulizer treatments, etc.

Accurately recording all information necessary in regard to prescribed medication use or procedures for individuals seeking medical care.

Providing assistance in administration of inoculations, vaccinations, etc.

4. PARTICIPATE IN ASSIGNED AND APPROPRIATE HEALTH-RELATED CLASSES WITH STUDENTS AS DESIGNATED BY THE CSN

BY

Assisting in classroom instruction about such topics as sex education, STDs, substance and alcohol abuse, smoking, pregnancy, etc.

Providing appropriate and current information to teachers and parents in regard to health areas relating to sex education, STDs, substance and alcohol abuse, smoking, pregnancy, etc.

Insuring current, accurate and confidential health care services information to students making inquiries to the Health Office about such topics as sex education, STDs, substance and alcohol abuse, smoking, pregnancy, etc.

Insuring accurate recordkeeping and complete confidentiality for individuals making inquiries either in the classroom setting or in the Health Office regarding health care areas relating to sex education, STDs, substance and alcohol abuse, smoking, pregnancy, etc.
5. PROVIDES EMERGENCY HEALTH CARE AND FIRST AID SERVICES WHEN NECESSARY AND APPROPRIATE 

BY

- Administering appropriate and immediate first aid and medical care during a medical emergency or accident.
- Recording and maintaining accident reports and records within the guidelines of the law and the instructions of the CSN.
- Initiating parent contact when necessary to report or communicate information regarding accidents, illnesses or health emergencies occurring on the school campus.
- Alerting or reporting to necessary parties or agencies when any communicable disease is present in the school district.
- Providing emergency first aid to any individuals in need within the School District.
- Participating in the implementation of a “School Emergency Plan” when necessary and so designated by the CSN, or prescribed by law.

6. IMPLEMENT AND PROVIDE PUBLIC HEALTH SERVICES WHEN NECESSARY AND SPECIFIED BY LAW AND/OR THE CSN 

BY

- Assisting with the preparation of records and information for any public health screening programs.
- Administering any medical care in regard to any public health screening required as designated by the CSN.
- Recording accurately and currently all required information for public health screening programs.
- Transmitting accurately and currently to required outside agencies any information regarding public health screening programs.
- Maintaining confidentiality of records for all individuals participating in any public health screening programs or required medical care services by the school Health Office.

7. MAINTAIN A HIGH LEVEL OF ETHICAL BEHAVIOR AND CONFIDENTIALITY OF ANY INFORMATION REGARDING STUDENTS, PERSONNEL AND ALL JOB-RELATED MATTERS.
Sample ROJD: School Secretary

JOB CATEGORY: SECRETARIAL, CLERICAL, ADMINISTRATIVE SERVICES

JOB TITLE: SECRETARY

JOB PURPOSE: ENHANCE STUDENT ACHIEVEMENT BY ENSURING THE EFFICIENT OPERATION OF THE SCHOOL OFFICE

ESSENTIAL JOB RESPONSIBILITIES:

1. MAINTAIN ALL STUDENT RECORDS AND FILES
   BY
   ■ Completing and maintaining student attendance records consistent with regulations.
   ■ Maintaining student subject and grade records.
   ■ Maintaining all parent correspondence.
   ■ Maintaining records using the office desktop computers.

2. MAINTAIN DAILY TEACHER ATTENDANCE LOG AND SUBSTITUTE TEACHER RECORDS
   BY
   ■ Completing daily log accurately.
   ■ Preparing biweekly reports for principal and central office.
   ■ Proofreading and double checking all log entries.
   ■ Organizing entry data for efficient entry and accuracy.
   ■ Reporting log summary daily to the payroll department.

3. MAINTAIN ALL ASSIGNED OFFICE MACHINES
   BY
   ■ Keeping office machines clean.
   ■ Maintaining on-site machine supplies.
   ■ Determining new supply orders for office machines.
   ■ Ordering supplies needed for office machines.
   ■ Notifying repair agencies when necessary.
   ■ Communicating effectively with repair individuals on-site.
Assisting other personnel in office machine on-site use.

4. MAINTAIN ALL ASSIGNED OFFICE MEMOS, REPORTS AND RECORDS

   BY
- Filing correspondence and other records and documents according to method the specific school office prescribes.
- Completing all assigned memos, reports and records.
- Maintaining all assigned memos, reports and records according to office requirements.
- Participating in all receiving and routing of assigned memos, reports and records.

5. MAINTAIN AN APPROPRIATE AND LEGAL LEVEL OF CONFIDENTIALITY OF INFORMATION REGARDING STUDENTS, STAFF AND OTHER INDIVIDUALS HAVING BUSINESS WITH OR ACCESS TO THE SCHOOL OFFICE

   BY
- Maintaining a high level of ethical behavior in regard to any information available in the school office.
- Communicating, when appropriate, what information is “public” and what information is “private and confidential” when inquiries are made.
- Consulting supervisors or appropriate staff when inquiries are made about school office information.
- Maintaining a log of all visitors to the school building.
- Monitoring any surveillance or other identity equipment that may be functioning within the school office, as assigned.

6. PREPARE PURCHASE ORDERS AND PERFORM BOOKKEEPING FUNCTIONS AS ASSIGNED

   BY
- Maintaining complete and systematic sets of records of all financial transactions in various fund journals.
- Recording details of school financial transactions in appropriate journals and subsidiary ledgers.
- Summarizing entries recorded.
- Balancing entries recorded.
- Transferring data as required to general ledgers.
- Preparing monthly cash reports pertinent to assigned bookkeeping procedures.
- Receiving all deposits of monies in departments assigned.
- Recording all deposits of monies in departments assigned.
- Verifying and recording all cash receipts summaries.
Preparing cash receipt report.
Reconciling assigned account monthly bank statements.
Processing requests for payment of invoices.
Writing checks to various assigned account vendors.
Preparing appropriate sales tax reports.
Working cooperatively with auditors when necessary.

7. PROCESSES ALL CHANGES AND ADJUSTMENTS IN STUDENT SCHEDULES AS IS RELEVANT TO ASSIGNED STUDENT ACTIVITY RECORDKEEPING

BY
Maintaining all relevant student schedules.
Recording all changes to relevant schedules.
Routing and filing all assigned student schedules.
Processing new information in regard to assigned student schedules.
Updating existing records.
Pre-planning and recording of future changes in student records and schedules per assigned student activity areas.
Maintaining confidentiality of all information contained in recordkeeping for student schedules.

8. IS RESPONSIBLE FOR COURTEOUS AND PROFESSIONAL COMMUNICATION AND CONTACT WITH ALL PARENTS AND VISITORS TO THE SCHOOL OFFICE

BY
Greeting all visitors and guests to the school office.
Providing courteous and appropriate information to visitors and guests.
Being attentive and professional to all parents and visitors to the school office.
Providing comprehensive and accurate information to parents.
Maintaining security and safety in regard to visitors to the school office by following rules and regulations of engagement determined by law and school policy.
Participating in drills and other exercises in regard to the school office function during activation of a School Campus Emergency Plan.
Clearly knowing and fulfilling assigned and designated functions of the school office personnel during a School Campus Emergency Plan.

9. MAINTAIN A HIGH LEVEL OF ETHICAL BEHAVIOR AND CONFIDENTIALITY OF ANY INFORMATION REGARDING STUDENTS, PERSONNEL AND ALL JOB-RELATED MATTERS.
Sample ROJD: Media Aide

**JOB CATEGORY:** TECHNICAL SERVICES: MEDIA SPECIALISTS, COMPUTER OPERATORS, PUBLIC RELATIONS SPECIALISTS, WRITERS, EDITORS, DATA PROCESSING

**JOB TITLE:** PART-TIME LIBRARY MEDIA AIDE

**JOB PURPOSE:** ENHANCE STUDENT ACHIEVEMENT BY PARTICIPATING AS A MEMBER OF THE LIBRARY MEDIA TEAM OF SPECIALISTS ASSISTING STUDENTS IN LEARNING LIBRARY MEDIA SKILLS, FUNCTIONING EFFECTIVELY IN A LIBRARY SETTING, IMPLEMENTING EFFECTIVE COMMUNICATION AND READING ABILITIES, AND IN GENERAL CONTRIBUTING TO THE ENHANCEMENT OF STUDENT COMMUNICATION, READING, RESEARCH, AND MEDIA SKILLS EFFECTIVENESS.

**ESSENTIAL JOB RESPONSIBILITIES:**

1. **ASSISTS THE MEDIA SPECIALIST**
   - Maintaining the card catalog.
   - Handling book checkout when so assigned.
   - Sorting returned books and library papers.
   - Sorting and shelving returned books.
   - Cataloging new books and material.
   - Ordering new books and materials when assigned by media specialist.
   - Working with students in the library media setting as assigned.

2. **WORKS WITH INDIVIDUAL STUDENTS OR SMALL GROUPS WHEN SO ASSIGNED**
   - Implementing lesson or reading skill assigned by teacher.
- Reinforcing material or media assigned by media specialist.
- Assisting with media lesson plan for individually assigned student.
- Reinforcing lesson plan or learning material in a small group setting.
- Achieving one-on-one with individual student based on assigned media lesson.

3. ASSIST THE MEDIA SPECIALIST WITH SPECIAL STRATEGIES FOR INDIVIDUAL STUDENTS

BY
- Developing special media skill training for individual students.
- Helping to recognize individual student needs with media skills.
- Addressing the specific concerns of individual students based on their needs.
- Recognizing the specific needs of students based on their interests in the library.
- Recognizing the specific needs of students based on their abilities in the library or media area.
- Demonstrating an ability to understand individual students success levels within the media area.

4. ASSIST THE MEDIA SPECIALIST WITH STUDENTS BASED ON SPECIAL TEACHER ASSIGNMENTS

BY
- Guiding assigned independent media skill study.
- Guiding teacher-assigned independent media enrichment work.
- Developing independent student remedial work based on teacher assignment.
- Implementing individual student remedial work based on teacher assignment.

5. ASSIST WITH STUDENT LARGE GROUPS AS SO ASSIGNED

BY
- Conducting large student group reading sessions.
- Conducting large student group storytelling sessions as assigned.
- Conducting large student group library tours as assigned.

6. COMMUNICATE TO THE MEDIA SPECIALIST ANY INDIVIDUAL STUDENT PROBLEMS OR SPECIAL INFORMATION

BY
- Evaluating student media skills as advised by the teacher.
- Communicating that evaluation to the teacher or media specialist.
- Alerting the teacher or media specialist to problems with a student.
Advising the media specialist of special needs or information regarding an individual student.

7. MAINTAIN A HIGH LEVEL OF ETHICAL BEHAVIOR AND CONFIDENTIALITY OF ANY INFORMATION REGARDING STUDENTS, PERSONNEL AND ALL JOB-RELATED MATTERS.
Sample ROJD: Carpenter

JOB CATEGORY: TRADES, CRAFTS, MACHINE OPERATORS, ETC.

JOB TITLE: CARPENTER

JOB PURPOSE: ENHANCE STUDENT ACHIEVEMENT BY PARTICIPATING AS AN IMPORTANT MEMBER OF THE TEAM OF EMPLOYEES RESPONSIBLE FOR THE MAINTENANCE OF PUBLIC SCHOOL BUILDINGS SO THAT THEY ARE STRUCTURALLY, AESTHETICALLY AND SAFELY MAINTAINED FOR THE STUDENTS, STAFF AND COMMUNITY.

ESSENTIAL JOB RESPONSIBILITIES:

1. PLAN WORK ORDERS FOR CONSTRUCTION JOBS EVALUATED AND ASSIGNED BY THE SUPERVISOR

   BY

   ■ Preparing time estimates for assigned jobs.
   ■ Preparing material estimates for assigned jobs.
   ■ Selecting materials needed to complete assigned job (lumber, flooring, nails, screws, glues, dowel pins, etc.)
   ■ Reading blueprints, sketches or building plans to determine extent of materials needed.
   ■ Evaluating the need for special materials, such as fire board, as required.
   ■ Calculating dimensions of structures or fixtures to be fabricated.

2. CONSTRUCT, ERECT, INSTALL AND REPAIR STRUCTURES AND FIXTURES ON ANY BUILDINGS OR STRUCTURES ON THE PUBLIC SCHOOL CAMPUS AS ASSIGNED BY A SUPERVISOR

   BY

   ■ Using carpenter’s hand tools and power tools.
   ■ Using fixtures of wood, plywood, wallboard, fireboard, sheetrock, etc.
   ■ Applying knowledge of specific building codes and requirements.
   ■ Preparing layout using rule, framing square and calipers.
   ■ Marking, cutting and assembling lines on material, using pencils, chalk and marking gauge.
Shaping materials to prescribed measurements, using saws, chisels and planes.

Assembling, cutting and shaping materials and fastening them together with nails, dowel pins or glues.

Verifying “true” of various structures, using plumb bob and carpenter’s level.

Erecting framework and laying sub-flooring.

Building stairs and laying out and installing partitions and cabinet work.

Covering sub-flooring with smoothing paper to keep out moisture, and laying hardwood, parquet and wood strip block floors by nailing floors to sub-floor or cementing or gluing them to mastic or asphalt base.

Applying shock absorbing sound-deadening and decorative tiling to ceilings and walls.

Fitting and installing prefabricated window frames and doors, door frames, weather stripping, interior and exterior trim and finish hardware such as locks, letter drops and kick-plates.

Constructing forms and chutes for pouring concrete and erecting scaffolding and ladders for assembly structures above ground level.

3. COORDINATE WORKLOAD AND SUPPLY REQUIREMENTS FOR SPECIFIC ASSIGNED WORK ORDERS

BY

Keeping time sheets for personnel assigned to specific work order job.

Managing workload and time schedules for each assigned job.

Providing input regarding the trade skills necessary to complete an assigned work order.

Preparing the supply list for the supervisor in order to prepare bids for work orders.

4. PROVIDE SKILLED TRADE WORK IN THE EVENT OF ANY EMERGENCY WORK ORDERS OR EMERGENCY BUILDING SITUATIONS WHEN NEEDED

BY

Providing skilled and professional trade assistance in an emergency.

Assessing building emergency in a professional and appropriate manner.

Cooperating with other staff in an emergency situation.

Providing skilled, effective carpentry work in an emergency situation.

5. MAINTAIN A HIGH LEVEL OF ETHICAL BEHAVIOR AND CONFIDENTIALITY OF ANY INFORMATION REGARDING STUDENTS, PERSONNEL AND ALL JOB-RELATED MATTERS.
Sample ROJD: Bus Driver

JOB CATEGORY: TRANSPORTATION

JOB TITLE: SCHOOL BUS DRIVER

JOB PURPOSE: ENHANCE STUDENT ACHIEVEMENT BY DRIVING A BUS TO AND FROM SCHOOL

ESSENTIAL JOB RESPONSIBILITIES:

1. PROVIDE A SAFE VEHICLE
   BY
   ■ Observing and maintaining the vehicle checklist.
   ■ Maintaining the oil and fuel level.
   ■ Observing and reporting visual defects of the bus.

2. MAINTAIN COMMUNICATIONS WITH DISPATCHER
   BY
   ■ Using correctly all communication equipment on the bus.
   ■ Maintaining and reporting the condition of all communications equipment on the bus.
   ■ Performing all required check-ins to the dispatcher.

3. TRANSPORT CHILDREN TO AND FROM SCHOOL
   BY
   ■ Picking up children at assigned stops.
   ■ Instructing children about boarding safety and procedure.
   ■ Observing and overseeing safety of children arriving at bus stop.
   ■ Ensuring that all children are picked up and dropped off.
   ■ Creating a safe boarding environment for the children.
   ■ Maintaining respectful and interested communication with any parents at the bus stop.
   ■ Following a specified route when picking up and dropping off students.
   ■ Informing the dispatcher of any need to change the specified route for appropriate or emergency reasons.
4. MAINTAIN SAFE CONDITIONS WHILE TRAVELING
   BY
   - Enforcing safety rules when children are on the bus.
   - Maintaining discipline while children are on the bus.
   - Enforcing safety regulations, such as seat belts where applicable, for the students on the bus.
   - Reporting disruptive students to the proper authority, i.e. the dispatcher or supervisor.
   - Completing incident reports.

5. TEACH CHILDREN SAFETY PROCEDURES
   BY
   - Reminding them to cross the road in front of the bus.
   - Conducting practice evacuation drills.
   - Instructing them to use their seat belts.

6. DELIVER CHILDREN TO SCHOOL
   BY
   - Following a specified route.
   - Checking the bus for lost articles.
   - Checking that all children departed the bus.
   - Maintaining a specified schedule so that all children arrive on time for school.

7. TRANSPORT CHILDREN HOME
   BY
   - Following the specified route.
   - Insuring the children’s safety off the bus.
   - Insuring that children are safety off the road and out of harm’s way.
   - Interacting with any parents or guardians along the route when dropping off children.

8. CONDUCT END-OF-DAY SAFETY AND SECURITY CHECK
   BY
   - Completing end-of-route checklist.
   - Checking the bus for any lost items or children.
   - Parking the bus in specified manner.
   - Conducting outside end-of-day inspection.
   - Reporting any problems or defects to the dispatcher or supervisor.
■ Reporting any end-of-day student problem to the dispatcher or supervisor.

9. IMPLEMENT EMERGENCY PLAN IN EVENT OF AN ACCIDENT

BY

■ Communicating instantly with dispatcher or supervisor.
■ Implementing specified emergency communication plan.
■ Notifying police or other appropriate authority, including ambulance or first aid personnel.
■ Administering first aid until help arrives.
■ Maintaining control of entire bus environment during emergency.
■ Safeguarding all children, including those not injured.
■ Initiating and implementing evacuation plan.
■ Comforting children.
■ Comforting adults if any present.
■ Communicating and comforting parents, if any present.
■ Communicating with police or other authorities present.
■ Completing a specified or required accident report.
■ Representing the school district in a professional manner in an emergency.

10. CONTINUE JOB PERFORMANCE ENHANCEMENT THROUGH PROFESSIONAL DEVELOPMENT

BY

■ Participating in in-service programs when available.
■ Seeking educational opportunities relating to job performance.
■ Reading and studying new and updated transportation journals.
■ Knowing new and updated safety regulations.
■ Seeking and knowing new driving regulations.
■ Enhancing first aid and emergency skills continuously.

11. ENHANCE AND CONTRIBUTE TO OVERALL STUDENT ACHIEVEMENT IN THE SCHOOL DISTRICT

BY

■ Accepting responsibility for student well-being and safety while they are in driver’s care.
■ Being flexible and attentive to student needs.
■ Participating in students’ daily school experience in a positive, constructive manner.
Observing student demeanor and attitude.

■ Being alert to the possibility of any substance abuse or child abuse, based on daily observation.

12. MAINTAIN A HIGH LEVEL OF ETHICAL BEHAVIOR AND CONFIDENTIALITY OF ANY INFORMATION REGARDING STUDENTS, PERSONNEL AND ALL JOB-RELATED MATTERS.
Notes
Notes