

**PERSONNEL
SERIES 500**

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511.1- EXHIBIT A - EMPLOYEE DISCRIMINATION COMPLAINT FORM

SCHOOL DISTRICT OF ALGOMA
Employee Discrimination Complaint Form
(For Local Use)

Name _____ Date _____

Address _____
(Street)

_____ (City) _____ (Zip)

Telephone _____ (Home) _____ (School or work location)

Status of person filing complaint: _____ Student _____ Employee
_____ Parent _____ Other

Filing complaint alleging discrimination on the basis of : _____

Statement of complaint (include type of discrimination charged and the specific incident(s) in which it occurred):

Signature of complainant: _____

Date complaint filed: _____

Signature of person receiving complaint: _____

Date received: _____

Submit all copies to (employee designated to receive complaints), or the immediate supervisor. The person receiving the complaint will sign and date the complaint. One copy will be returned to the complainant, one copy will be sent to the school or department affected by the complaint, and one copy will be sent to the complaint investigation officer.

Distribution: 1st copy – Complaint investigation officer
2nd copy – School/department
3rd copy – Complainant

Adopted: July 23, 2001

511 – EQUAL OPPORTUNITY EMPLOYMENT

The Algoma School District is an equal opportunity employer. Therefore, It is the policy of the Algoma School District to provide equal employment opportunities to all qualified persons without regard to age, race, creed, color, disability, marital status, sex, national origin, ancestry, sexual orientation, arrest record, conviction record, membership in the national guard, state defense force or any other reserve component of the military forces of the United States or this state or use or nonuse of lawful products off the employer's premises during nonworking hours.

Reasonable accommodations shall be made for qualified individuals with a disability or handicap, unless such accommodations would impose an undue hardship to the District.

It is the intent of the District to comply with both the letter and spirit of the law in making certain discrimination does not exist in its employment policies, regulations and practices. Discrimination complaints shall be processed in accordance with established procedures.

Adopted: September 26, 1988

Revised: June 18, 2001 and January 24, 2005

LEGAL REF: Title IX, Education Amendments of 1972
Titles VI and VII, Civil Rights Act of 1964
Section 504 of the Rehabilitation Act of 1973
Age Discrimination Act of 1975
Americans with Disabilities Act of 1990
Immigration Reform and Control Act
Civil Rights Act of 1991
Sections: 111.31 – 111.395 Wisconsin Statutes
 118.195
 118.20

CROSS REF: 511 – RULE, Employee Discrimination Complaint Procedures Current Employee Contracts

511 – RULE – EMPLOYEE DISCRIMINATION COMPLAINT PROCEDURES

If any person believes that the School District or any part of the school organization has inadequately applied the principles and/or regulations of Title VI, Title IX, Section 504 or Americans with Disabilities Act or in some way discriminates on the basis of sex, race, color, religion, national origin (including LEP), ancestry, creed, pregnancy, marital status, parental status, sexual orientation or physical disability, mental disability, emotional disability or learning disability/handicap or homeless status, s/he may bring forward a complaint to the Title IX, Section 504 or equal opportunity coordinator at his/her office in the School District of Algoma, Algoma, WI.

The coordinators for the Title II, Title IX and Section 504 are: William Bush, PK-12 Principal, 1715 Division Street or 514 Fremont Street, Algoma, WI 54201, Phone number 920-487-7001 Ext 404 or 920-487-7010 Ext 1103, wbush@alghs.k12.wi.us; Merlyn Burkard, High School Guidance Counselor, 1715 Division Street, Algoma, WI 54201, 920-487-7001 Ext 306, mburkard@alghs.k12.wi.us; and Kasie Gerlikowski, Elementary School Guidance Counselor, 514 Fremont Street, Algoma, WI 54201, 920-487-7010 Ext 1255, kgerlikowski@alghs.k12.wi.us

INFORMAL PROCEDURE

The person who believes s/he has a valid basis for complaint shall discuss the concern with the local Title IX, Section 504 or equal opportunity coordinator, who shall in turn investigate the complaint and reply to the complainant in writing with five (5) school/business days. If this reply is not acceptable to the complainant, s/he may initiate formal procedures according to the steps listed.

FORMAL GRIEVANCE PROCEDURES

- Step 1: A written statement of the grievance shall be prepared by the complainant and signed. This grievance shall be presented to the local Title IX, Section 504 or equal opportunity coordinator within five (5) school/business days of receipt of the written reply to the informal complaint. The coordinator shall further investigate the matters of the grievance and reply in writing to the complainant within ten (10) school/business days.
- Step 2: If the complainant wishes to appeal the decision of the local Title IX, Section 504 or equal opportunity coordinator, s/he may submit a signed statement of appeal to the school district's administrator within five (5) school/business days after receipt of the local coordinator's response to the grievance. The school district administrator shall meet with all parties involved, formulate a conclusion, and respond in writing to the grievance within ten (10) school/business days.
- Step 3: If the complainant remains unsatisfied, s/he may appeal through a signed, written statement to the Board of Education within five (5) school/business days of his/her receipt of the school district administrator's response to Step 2. In an attempt to resolve the grievance, the Board of Education shall meet with the concerned parties and their representatives at the next regular Board meeting or within fifteen (15) school/business days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent by the Board Clerk to each concerned party within ten (10) school/business days of this meeting.
- Step 4: If, at this point, the grievance has not been satisfactorily settled, further appeal may be made within 30 days to the Department of Public Instruction, Equal Educational Opportunity Office, P.O. Box 7841, Madison, WI 53707.

A complaint or appeal may also be made on some of the above bases (Title IX, Title VI, Section 504, Americans with Disabilities Act) to the Office of Civil Rights, **U.S. Department of Education, 111 North Canal Street, Suite 1094, Chicago, Illinois, 60606-7204, Telephone: 312-353-8192, FAX: 312-353-5147.**

GRIEVANCE PROCEDURE – SPECIAL EDUCATION

Discrimination complaints relating to the identification, evaluation, educational placement or the provision of free appropriate public education of a child with exceptional educational need shall be

processed in accordance with established appeal procedures outlines in the district's special education handbook.

GRIEVANCE PROCEDURE – FEDERAL PROGRAMS

Discrimination complaints relating to programs specifically governed by federal law or regulation shall be referred directly to the State Superintendent of Public Instruction.

DISSEMINATION OF DISCRIMINATION GRIEVANCE PROCEDURES

The adopted discrimination grievance procedures shall be disseminated to student, parents, employees and others to inform them about the proper process of making a complaint. The information shall be published in student/parent/staff handbooks, news articles before the start of school and other appropriate times, Board policies posted in staff lounges and guidance offices, and course offering booklets/curriculum guides.

MAINTENANCE OF GRIEVANCE RECORDS

The coordinators (Title IX, Section 504, equal opportunity) shall keep records of all formal and informal complaints for the purpose of documenting compliance and past practices. The records shall include information on all levels of the complaint and any appeals. The records should include:

1. The name of the grievant or complainant and his/her title or status.
2. The date the grievance was filed.
3. The specific allegation made and any corrective action requested by the grievant.
4. The name(s) of the respondents.
5. The levels of processing followed, and the resolution, date and decision making authority at each level.
6. A summary of facts and evidence presented by each party involved.
7. A statement of the final resolution and the nature and date(s) of any corrective or remedial action taken.

Adopted: July 27, 1987

Revised: December 18, 2000 and January 24, 2005

LEGAL REF.: Section 118.13 Wisconsin Statutes
PI 9 and PI 41, Wisconsin Administrative Code
Title IX, Education Amendments of 1972
Title VI, Civil Rights Act of 1964
Section 504 of the Rehabilitation Act of 1973
Americans with Disabilities Act of 1990
Individuals with Disabilities Education Act
Civil Rights Act of 1991

CROSS REF: 411 – Equal Educational Opportunities

512.1 – EXHIBIT A– EMPLOYEE COMPLAINT RECEIPT FORM

School District of Algoma High School
1715 Division Street
Algoma, WI 54201

I have received written determination by the school board of my complaint alleging violation of s111.36, WI Statutes. I understand that I have the right to appeal a negative determination to the State Superintendent within 30 days and that to make such an appeal I would contact the following:

Complaint Officer
WI Department of Public Instruction
125 South Webster Street
PO Box 7841
Madison, WI 53707-7841

Signature of complainant

Date

Distribution: 1st copy – Local employee designated to receive complaints
2nd copy – Complainant

Adopted: June 18, 2001

512 – EMPLOYEE SEXUAL HARASSMENT AND DISCRIMINATION

All School District of Algoma employees must be allowed to work in an environment free from unsolicited and unwelcome sexual overtures. It refers to behavior which is not welcome, which is personally offensive, which debilitates morale, and which therefore interferes with the working or learning effectiveness of its victims.

Sexual harassment is generally defined as any unwelcome requests for sexual favors, physical conduct of a sexual nature including (1) sexually explicit derogatory statement, or a sexually discriminatory remark which is offensive or objectionable to the recipient or which causes the recipient discomfort or humiliation or which interferes with the recipient's job performance. Sexual harassment can take the form of any unwanted sexual conduct directed at a person of the same or opposite gender as the harasser.

Sexual harassment is a prohibited action. It is possible for sexual harassment to occur at various levels: among peers or co-workers, between supervisors and subordinates, between employees and students, or imposed by non-employees on employees and/or students. In fulfilling our obligation to maintain a positive and productive working and learning environment, the district will make every effort to halt any harassment of which they become aware of, by calling attention to this policy or by more direct disciplinary action, if necessary.

Any person who believes he or she has been sexually harassed may file a written or oral complaint with the superintendent or the designated complaint officer.

Adopted: May 7, 1994

LEGAL REF.: Title VII
Section 111.36 Wisconsin Statutes
Section 118.13 Wisconsin Statutes
Wisconsin Act 427

CROSS REF.: 411.1A Discrimination Complaint Form
411.1B Receipt of Complaint Form

520 – PERSONNEL POLICIES GOALS

The personnel policies of the school district are an essential part of the program of public education in the community. The philosophy of a school district and the community is generally reflected in these policies.

Through its personnel policies, the Board wishes to establish conditions that will attract and hold the best-qualified personnel for all positions who will devote themselves to the education and welfare of our students.

Provisions for the implementation of adopted personnel policies should include channels of communication and procedures for the handling of professional and ethical problems, through which all persons or groups affected may voice their opinions.

To keep its personnel policies and the corresponding administrative regulations in the highest state of effectiveness to achieve the above purposes, the district administrator is directed to establish the procedures needed.

Adopted: July 23, 2001

521.1 - BOARD-STAFF COMMUNICATIONS

The Board desires to maintain open channels of communication between itself and the staff. The basic line of communication will, however, be through the superintendent.

Staff Communications to the Board

All communications or reports to the Board or any Board committee from principals, supervisors, teachers, or other staff members shall be submitted through the superintendent or to the board with notification to the superintendent. This necessary procedure shall not be construed as denying the right of any employee to appeal directly to the Board from administrative decisions on important matters, provided that the superintendent shall have been notified of the forthcoming concern and that it is processed in accordance with the Board's policy. Staff members are also reminded that Board meetings are public meetings. As such, they provide an excellent opportunity to observe at first hand the Board's deliberations on problems of staff concern.

Board Communications to Staff

All official communications, policies, and directives of staff interest and concern will be communicated to staff members through the superintendent, and the superintendent shall employ all such media as are appropriate to keep staff fully informed of the Board's problems, concerns, and actions.

Visits to Schools

Individual Board members interested in visiting schools or classrooms will inform the principal(s) of the school (s). Such visits shall be regarded as informal.

Adopted: August 27, 2001

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Visits to Schools

Individual Board members interested in visiting schools or classrooms will inform the principal(s) of the school (s). Such visits shall be regarded as informal expressions of interest in school affairs.

Adopted:

522.5 – PROFESSIONAL STAFF COMMUNITY RELATIONS

Because of their intimate working knowledge, every employee should be an “ambassador of good will” for the school in his/her contact with district residents. Employees who constructively enlighten their friends on the living tempo of the school can be a valued asset. All personnel must, however, be careful to protect the privacy of students in conformity with the laws regarding confidentiality of student records and performance.

Adopted: September 26, 1988

CROSS REF: Current Professional Staff Contract

523.1 – STAFF PHYSICAL EXAMINATIONS

Unless exempt for religious reason, all employees shall provide a certificate of good health after receiving an offer of employment. A physical examination should include a tuberculin test as prescribed by law.

The cost, of the part of the physical examination required by law, will be paid for by the school district upon receipt of the physical certificate from the examining physician.

Revised: July 23, 2001

Adopted: September 26, 1988

LEGAL REF: Sections 103.15 Wisconsin Statutes
118.25
121.52(3)
American with Disabilities Act of 1990

CROSS REF: Current Professional Staff Contract

**523.21 – EMPLOYEES OCCUPATIONALLY EXPOSED TO BLOODBORNE
PATHOGENS**

The School District of Algoma and its employees shall follow current procedures as listed in the compliance manual.

Adopted: July 23, 2001

LEGAL REF: Part 1910 of Title 29 Code of Federal Regulations

**523.41 – EMPLOYEE’S RIGHT TO KNOW
(e.g. about infectious agents)**

The School District of Algoma Board of Education will be in compliance with all state and federal laws

Adopted: July 23, 2001

LEGAL REF; Wisconsin Administrative Code Ch.ILHR32
Federal Law 40CFR part 300.

524 – EMPLOYEE GAINS FROM THE SALE OF GOODS AND SERVICES

Under Wisconsin law, school district employees are prohibited from receiving anything of value for their own benefit that results from selling, soliciting or promoting the sale of any goods or services to any public school public school pupil while on school property or at school-sponsored events. Prohibited items of value include gifts, benefits or compensation, in the form of money or otherwise; but do not include employer-provided compensation or benefits.

Examples of selling, soliciting or promoting the sale of goods or services include student trips chaperoned by teachers, athletic camps run by coaches who receive a share of the registration fees, band instruments leased from a store in which the bank instructor has a pecuniary interest, book sales to students that result in teachers benefiting personally, etc. An employee may not gain any benefit from requesting students to buy books or to join a book club. All incentives or “points” garnered by the sale of the books must go directly to the school and not to any individual teacher.

A school district employee may solicit the school board to initiate or approve a program or activity that will provide him or her a personal benefit. If the school district is sponsoring an event as part of its regular curriculum, the district can provide an employee with some personal benefit as long as the value of the benefit comes from the school district, even though a third party may be involved.

In the event that Wisconsin law is violated, the offending school district employee will be subject to a forfeiture of not more than \$200 for each offense. The Board President will have the responsibility of prosecuting an action for the recovery of the forfeiture and must do so in conjunction with the State of Wisconsin through the Attorney General’s office.

Adopted: August 26, 2002

526 – PERSONNEL RECORDS

3.1.0 Employee Records	Retention Period *	Historical Value **
3.1.1 Teaching Certificates (including permits and certifications)	Permanent	
3.1.2 Transcript of College Credit	Until termination	
3.1.3 Certificate of Previous Experience	1 year after initial employment	
3.1.4 Evaluation Records	10 years after date of retirement, resignation or termination	
3.1.5 Individual Teaching Contracts	10 years after termination	
3.1.6 Other Individual Employment Contracts	10 years after termination	
3.1.7 Applications (Hired)	10 years after date of retirement, resignation or termination	
3.1.8 Applications (Not Hired)	3 years	
3.1.9 Immigration and Nationalization Service INS 9 Forms	3 years from date of hire, or one year after termination, whichever is later	
3.1.10 Staff Accidents Reports		
3.1.10.1 Injury Claims	1 year after settlement	
3.1.10.2 Workers Compensation	1 year after settlement	
3.1.10.3 Public Liability	1 year after settlement	
3.1.10.4 Settlements	Permanent	
3.1.11 Injury Frequency Charts (DIHLR)	7 years	
3.1.12 Health and Safety Bulletins	Until superseded	
3.1.13 Medical records		
3.1.13.1 Physical Examinations	Until superseded	
3.1.13.2 TB Tests	3 years or until superseded	
3.1.13.3 Other Medical Records	3 years or after separation	

*Retention periods begin at the time the records are created.

** Transfer the record to the State Historical Society if it will not be kept permanently by the district.

LEGAL REF: Section 19.21 (6)

118.125 (1)(2m) and (3)

527 - ALGOMA SCHOOL DISTRICT'S FAMILY AND MEDICAL LEAVE ACT POLICY

Algoma School District complies with all applicable state and federal laws relating to family and medical leave. This policy describes the provisions of the state and federal Family and Medical Leave Act (FMLA). When both laws apply, the provision more generous to the employee will govern the leave.

Eligibility

Any employee who has been employed by Algoma School District for at least 12 months and who has worked at least 1,250 hours within the previous 12-month period is eligible for federal FMLA if Algoma School District employs at least 50 people within a 75-mile radius of the employee's worksite. Any employee who has been on the payroll for 52 consecutive weeks, and has worked at least 1000 hours in the preceding 52-week period is eligible for Wisconsin FMLA.

Employees eligible for federal FMLA may take up to 12 weeks of leave in a 12-month period for the employee's own serious health condition; the serious health condition of an employee's spouse, dependent child, or parent; or the birth, adoption or foster placement of a child with the employee. Employees eligible for Wisconsin leave may take up to 2 weeks of leave for the employee's own serious health condition; 2 weeks for the serious health condition of an employee's spouse, dependent child, parent or parent-in-law; and 6 weeks for the birth or adoption of the employee's child. If both parents work for Algoma School District, leave for the birth or adoption or to care for a sick parent will be limited to 12 weeks total between the 2 employees.

The employee may be eligible to take intermittent or reduced-schedule leave in the event of his/her serious health condition or that of the employee's family member, and may obtain such information from the District Office. The employee should work with his/her immediate supervisor and the District Office to plan his/her leave and return from leave to help ensure that the employee receives the proper leave, benefits and return privileges available without unnecessary complication.

Notice and Certification

Algoma School District administers its 12-month period for purposes of both laws on a calendar year basis. Leave which qualifies under both the federal and state FMLA is to be used simultaneously. An employee wishing to take FMLA leave must notify the Algoma District Office, which will determine the employee's eligibility and provide the employee with the necessary paperwork. If the need for FMLA leave is foreseeable, it must be requested by the employee in advance at least 30 days prior to a federal FMLA leave unless it is not practicable to do so. If the need for leave is unforeseeable, the employee must notify the Algoma District Office as soon as practicable. Specifics should be worked out with the employee's immediate supervisor in advance of the leave, wherever possible.

Any employee requesting leave for the serious health condition of the employee or the employee's family will be required to have the serious health condition certified by the affected individual's health care provider. The form will be provided by the Algoma District Office, and must be returned within 15 days of the request, or the employee's leave may be delayed. Second or third opinions may be required in certain circumstances. Any employee taking leave because of the employee's serious health condition will also be required, prior to the employee's return to

work, to provide a “Fitness for Duty” certification filled out by the employee’s health care provider.

Paid Leave Substitution and Benefits

FMLA leave is unpaid leave. Any employee using Wisconsin FMLA leave may choose to substitute any of the employee’s accrued paid leave for unpaid FMLA leave. Once the period of Wisconsin leave has expired, any employee using federal FMLA leave will be unpaid leave. If leave is for personal illness, available sick days may be used until eligible for Long Term Disability Insurance. During FMLA leave, an employee’s group health benefits will be maintained, provided that the employee continues to pay required employee premium contributions during the leave. If a required employee contribution is more than 30 days late, the employee’s health care coverage will terminate. Additional information regarding premium payments will be provided by the Algoma District Office upon an employee’s request for leave.

Reinstatement

An employee returning from FMLA leave is entitled to be reinstated to the employee’s prior position, or if that position is no longer available, an equivalent position with the same pay, benefits, and other terms and conditions of employment. Employees’ benefits will be reinstated after FMLA leave as though a leave had not been taken. If an employee wishes to return to work before the leave was to end, the employee must notify the Algoma District Office at least two days prior to the desired return date.

Failure to Return after FMLA Leave

If an employee, without approval from the Algoma District Office, does not return from FMLA leave on the day indicated on the original application or in any approved change of that date, or within three (3) days of release by the employee’s health care provider if such release is required, the employee will be considered to have voluntarily resigned from employment with the Algoma School District as of the day on which the employee’s FMLA was to end. In the event this occurs, Algoma School District reserves the right to collect from the employee any employer-paid benefits payments made while employee was on leave, unless the employee’s failure to return to work is due to circumstances outside of the employee’s control (e.g., the continued serious health condition prevents returning to work).

Failure to Meet Policy Requirements

If an employee fails to meet the requirements laid out in this policy, the request for family or medical leave may be denied or delayed until the requirements are met.

Adopted: April 16, 2007

Revised: July 25, 2011

531.1 - CLASSROOM INSTRUCTOR (JOB DESCRIPTION)

JOB TITLE: Classroom instructor
WORK YEAR: Negotiated school calendar
REPORTS TO: Building Principal/Superintendent

QUALIFICATIONS: The minimum qualifications include but are not limited to licensure by the Wisconsin Department of Public Instruction.

JOB RESPONSIBILITIES AND DUTIES:

- . Each teacher shall be under the general direction of the Superintendent and is responsible for implementing Board of Education policies and administrative procedures.
- . Each teacher shall state expectations for all learners to succeed, provide all learners with an opportunity to learn and hold learners accountable for learning.

AREAS OF EXPECTATIONS:

Each teacher shall:

A. INSTRUCTIONAL PLANNING

1. Apply/incorporate district curriculum guides.
2. Develop unit, weekly and daily lesson plans consistent with objectives.

B. INSTRUCTIONAL DELIVERY

3. Demonstrate correct written and oral communication.
4. Carry out instructional plans.
5. Use an effective instructional process to include the use of strategic learning techniques.
6. Use teaching methods which respond to learner needs.
7. Use positive reinforcement.
8. Promote transfer so that students can see what they have previously learned and why.
9. Promote the use of higher order thinking skills. (i.e., problem solving)

C. CLASSROOM MANAGEMENT

10. Teach in an efficient manner that provides maximum use of available learning time.
11. Create an appropriate learning atmosphere.
12. Maintain a physical environment for good instruction and learning.
13. Develop reasonable rules for classroom behavior and maintain order in the classroom in a just manner.
14. Use space, equipment and materials to support instruction.

531.2 - LIBRARY/MEDIA SPECIALIST (JOB DESCRIPTION)

JOB TITLE: Library-Media Director
WORK YEAR: Negotiated School Calendar
REPORTS TO: Building Principal/District Administrator

QUALIFICATIONS: Licensure by Wisconsin DPI as a Librarian/A.V. Director.

JOB RESPONSIBILITIES:

- . Provide leadership in all aspects of the district A-V media program.
- . Provide an attractive atmosphere conducive to learning activities.
- . Provide instruction in library use skills.
- . Provide access to all instructional media through a centralized card catalog.
- . Provide access to the facility before, during, and after school.
- . Develop circulation procedures designed to meet user needs.
- . Organize the selection of materials for purchase through requests from administration, staff, library personnel and various committees.
- . Actively assist students in the acquisition of research materials for a class or personal use.
- . Provide materials of varying formats and levels of difficulty on a wide variety of subjects.
- . Provide equipment for groups and individual access to materials.
- . Develop requisitions for Purchase Orders for the acquisition of books, magazines and other materials to improve the collection and submit them to the building principal.
- . Route new library acquisitions of particular interest to staff.
- . Develop and keep an accurate inventory of materials, equipment and supplies.
- . Initiate and supervise the maintenance of the reference materials to keep them current and in the areas of interest of the library users.
- . Actively encourage library usage through promotions to the faculty, students and administration.
- . Develop a bibliography of materials for each curricular area to correspond to the course offerings.
- . Carry out other tasks as assigned by the principal or district administrator.

LEGAL REFERENCE: Sections 118.19 Wisconsin Statutes
121.02 (1) (a)
P1 3, Wisconsin Administrative Code

CROSS REFERENCE: Employee Agreement

Adopted: August 27, 2001

531.3 - QUALIFICATIONS AND DUTIES OF ATHLETIC DIRECTOR

Job Description

July 20, 2009

TITLE: Athletic Director

QUALIFICATIONS:

- 1) Knowledge of the overall operation of the athletic program.
- 2) Previous coaching experience (required).
- 3) Wisconsin teacher certification (recommended).

REPORTS TO: Principal

PERFORMANCE RESPONSIBILITIES:

- 1) Schedule athletic contests for Grades 7 – 12 including cancelling and rescheduling duties.
- 2) Hire all game officials for Grades 7 – 12 and arrange payment prior to season (minus any official hired by conference commissioner).
- 3) Schedule and arrange transportation for athletic games and practices.
- 4) Plan and coordinate tournaments with involved coach.
- 5) Coordinate set-up for home interscholastic events including all workers and volunteers.
- 6) Assume primary responsibility for insuring supervision of all middle/high school interscholastic athletic events.
- 7) Arrange athletic schedules to eliminate internal conflicts.
- 8) Complete appropriate WIAA correspondence.
- 9) Insure school adherence to all WIAA and school rules governing athletic participation.
- 10) Help maintain a positive and knowledgeable coaching staff in all activities. Discuss all head coach performance with MS/HS Principal and determine if want to return for next year's season. Discuss all assistant/volunteer coaches with head coach and determine if want to return for next year's season. Follow-up on all reports of inappropriate conduct by coaches with the assistance of Principal.
- 11) Conduct pre-season meeting with Principal for staff and lay coaches and go over coach's handbook. Provide advice on proper conduct with students, staff and community.
- 12) Explain and clarify the athletic code to parents and students as needed.
- 13) Develop budget for all interscholastic programs.
- 14) Receive and account for physical cards and co-curricular codes of conduct forms.
- 15) Record list of student participants and letter winners and provide a copy to MS/HS office.
- 16) Supervise and order athletic awards and end of year program awards.
- 17) Provide input for update and revisions of the Co-Curricular Handbook as needed.
- 18) Report all paid workers for all events to business office prior to seasons.
- 19) Coordinate service with Athletic Trainers.
- 20) Prepare yearly Activities Calendar for printing/publishing.
- 21) Coordinate production of programs for all home events.
- 22) Tabulate & present both male & female athlete of year awards and WIAA Packerland Scholar Athlete Awards.
- 23) With principal, coordinate and conduct fall and winter athletic award programs.
- 24) Recommend new/revised athletic policies to Principal to take to School Board.
- 25) Work with head coach to coordinate higher level competition.
- 26) Provide visiting teams with locker room key and recommendations via event supervisor.
- 27) Complete coaches end of year checklist regarding equipment, etc.
- 28) Send team rosters for away events.
- 29) Assist with Tuesday weekly grade check for eligibility.
- 30) Identify all coaching needs as far in advance as possible and coordinate with Business Office to post open positions both internally and externally. Applications will come to the Athletic Director first.
- 31) All other duties as discussed with Principal(s).

LEGAL REFERENCE:

Sections 118.19 Wis. Statutes

121.02 (1) (a)

PI Wisconsin Administrative Code

Adopted: August 27, 2001

1st reading of revision: August 26, 2002 – not approved

1st reading of revision: September 28, 2009

Adopted: October 19, 2009

531.4 - High School Counselor (Job Description)

JOB TITLE: Counselor, High School
WORK YEAR: Negotiated school calendar
REPORTS TO: Building Principal

SUMMARY: To provide a comprehensive guidance program for students in grades 9-12 and specifically provide activities to meet the needs of their assigned case-load; consult with teachers, staff and parents to enhance their effectiveness in helping students; and provide support to other high school educational programs.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Counsel groups or individual students through the development of educational and career plans.
Counsel small groups and individual students with problems; refer severe problems to appropriate community resources.
Consult with teachers, staff and parents regarding meeting the developmental needs of students.
Evaluate and revise the building counseling program.
Conduct counseling activities in the classroom in conjunction with administration and teachers.
Facilitate work experience/school to work program.
Develop master schedule.
Consult with teachers to facilitate the infusion of counseling learning activities into the regular education curricula.
Group facilitator for SADD.
Responds to crisis situations when appropriate.
Proctors all testing (EX: PSAT, PACT).
Facilitates 8th grade orientation (Freshman Orientation) February.
Attends all parent information meetings.

SUPERVISORY RESPONSIBILITIES:

Supervise guidance/office secretary.

QUALIFICATION REQUIREMENTS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE:

Master of Arts degree counseling, counselor endorsement.

CERTIFICATES, LICENSES, REGISTRATIONS:

Counseling endorsement.

LANGUAGE SKILLS:

Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations, Ability to write reports, business correspondence, and procedure manuals, Ability to effectively present information and respond to questions from groups of manager, clients, customers, and the general public.

MATHEMATICAL SKILLS:

Ability to work with mathematical concepts such as probability and statistical inference, and fundamentals of plan and solid geometry and trigonometry. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.

REASONING ABILITY:

Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

OTHER SKILLS AND ABILITIES:

Ability to apply knowledge of current research and theory to instructional program; ability to plan and implement lessons based on division and school objectives and the needs and abilities of students to whom assigned. Ability to establish and maintain effective relationships with students, peers, and parents; skill in oral and written communication.

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is continuously required to sit and talk or hear. Occasionally the employee will repeat the same hand, arm or finger motion many times. The employee must be able to attend meetings in the evening and at other locations.

Specific vision abilities required by this job include close vision such as to read handwritten or typed material, and the ability to adjust focus. The position requires the individual to meet multiple demands from several people and interact with the public and other staff.

WORK ENVIRONMENT:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually quiet.

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.

Adopted: December 17, 2001

531.5 – ELEMENTARY AND MIDDLE SCHOOL COUNSELOR (Job Description)

JOB TITLE: Counselor Middle School
WORK YEAR Negotiated School Calendar
REPORTS TO: Building Principal

SUMMARY:

Counsels individuals and provides group educational and vocational guidance services by performing the following duties.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *Other duties may be assigned.*

Provides support services for students in the areas of academic programs, team teaching, registration, course planning, school rules and other matters.

Assesses and counsels students based on observations, conversations and test results.

Provides personal counseling for students, families and groups to help them learn greater self-understanding, acceptance of responsibilities and better decision-making skills

Provides group counseling for interaction, communication and support skill development.

Interprets post-high school opportunities and available information regarding career, college, military and life style decision.

Administers tests and diagnoses results in areas such as organization, memory skills, aptitude and preferences.

Evening conferences for support groups, test interpretations with parents, new student orientation/with parents.

SUPERVISORY RESPONSIBILITIES:

Student and student helpers.

QUALIFICATION REQUIREMENTS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE:

Master of Arts in counseling. Specific course work related to Middle School.

CERTIFICATES, LICENSES, REGISTRATIONS:

Degree or endorsement in counseling. Valid Elementary or Secondary Teaching Certificate with Middle School Endorsement.

LANGUAGE SKILLS:

Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations, Ability to write reports, business correspondence, and procedure manuals, Ability to effectively present information and respond to questions from groups of manager, clients, customers, and the general public.

MATHEMATICAL SKILLS:

Ability to work with mathematical concepts such as probability and statistical inference, and fundamentals of plan and solid geometry and trigonometry. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.

REASONING ABILITY:

Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

OTHER SKILLS AND ABILITIES:

Ability to apply knowledge of current research and theory to instructional program; ability to plan and implement lessons based on division and school objectives and the needs and abilities of students to whom assigned. Ability to establish and maintain effective relationships with students, peers, and parents; skill in oral and written communication.

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is continuously required to sit and talk or hear. Occasionally the employee will repeat the same hand, arm or finger motion many times. The employee must be able to attend meetings in the evening and at other locations.

Specific vision abilities required by this job include close vision such as to read handwritten or typed material, and the ability to adjust focus. The position requires the individual to meet multiple demands from several people and interact with the public and other staff.

WORK ENVIRONMENT:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually quiet.

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.

Adopted: December 17, 2001

**531.6 –READING SPECIALIST
(Job Description)**

JOB TITLE: Reading Specialist – Middle School
WORK YEAR: Negotiated School Calendar
REPORTS TO: Building Principal

SUMMARY:

Teaches reading at various levels, works cooperatively with staff and is responsible for assisting in the planning, developing, implementing, coordinating, and evaluating reading support services to students. Provides Chapter 1 services for qualified students.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *Other duties may be assigned.*

Provides reading to individual and small groups of students
Supervises reading support materials center/students.
Work with students in academic classes.
Provides inclusive service to Chapter 1 students.
Work with students in reading lab to improve skill/ability.
Provides diagnostic, evaluative, interpretive services for individual students and staff.
Attends evening activities coordinating/operating multimedia equipment.
Test all incoming students and teacher referrals.
Provides reading orientation and guidance for staff members.
Selects and requisitions instructional materials.

SUPERVISORY RESPONSIBILITIES:

Student and student helpers. Directs para-pro interaction with staff/students.

QUALIFICATION REQUIREMENTS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE:

Master's degree (M.A.) or equivalent; Reading Specialist degree or endorsement seniority for position.

CERTIFICATES, LICENSES, REGISTRATIONS:

Valid Teaching Certificate and Reading Specialist degree or endorsement.

LANGUAGE SKILLS:

Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations, Ability to write reports, business correspondence, and procedure manuals, Ability to effectively present information and respond to questions from groups of manager, clients, customers, and the general public.

MATHEMATICAL SKILLS:

Ability to work with mathematical concepts such as probability and statistical inference, and fundamentals of plan and solid geometry and trigonometry. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.

REASONING ABILITY:

Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

OTHER SKILLS AND ABILITIES:

Ability to apply knowledge of current research and theory to instructional program; ability to plan and implement lessons based on division and school objectives and the needs and abilities of students to whom assigned. Ability to establish and maintain effective relationships with students, peers, and parents; skill in oral and written communication.

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is continuously required to sit and talk or hear. Occasionally the employee will repeat the same hand, arm or finger motion many times. The employee must be able to attend meetings in the evening and at other locations.

WORK ENVIRONMENT:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually quiet.

532 – PROFESSIONAL STAFF CONTRACTS AND COMPENSATION PLANS

- A. The Board of Education shall enter into and maintain a Master Contract Agreement with the professional staff's representative group, currently the Algoma Education Association regarding wages, hours, and conditions of employment in the Algoma Public School.
- B. The Board of Education shall adopt a Salary Schedule which shall become a part of the Master Contract Agreement.

Adopted: September 26, 1988

LEGAL REF.: Sections 111.70 Wisconsin Statutes
118.21
121.02 (1)(a)

CROSS REF.: Current Professional Staff Contract

533 – PROFESSIONAL STAFF RECRUITING/HIRING

When a vacancy occurs all letters and placement office credentials shall be sent to the Superintendent's office or designee.. Unsolicited applications or letters of interest for future or potential employment positions will not be accepted by the district. It will be the responsibility of the District Administrator, along with the building principals, and other appropriate personnel to interview and evaluate potential candidates. Employment shall be conditioned on drug testing and a criminal background check. The District Administrator or designee shall make a final recommendation to the Board of Education.

All teachers shall have a minimum of a Bachelors' Degree with majors in their field of employment, satisfying certification requirements. Satisfactory previous experience is an asset to all teachers. The Board regards good moral character and physical fitness as primary qualities of all teachers.

Revised: July 23, 2001

Adopted: September 26, 1988

LEGAL REF: Sections 111.31 – 11.39 Wisconsin Statutes

118.195

118.20

118.24

120.12 (1)

120.44

121.02 (1)

Americans with Disabilities Act of 1990

Immigration Reform and Control Act of 1986

CROSS REF: 511, Equal Opportunity Employment

Current Professional Staff Contract

535 – PROFESSIONAL STAFF

Any teacher entering into a contract with the Board of Education shall, with full purpose and interest, teach whatever classes may be assigned by an administrator, including services as class advisor, hall duty, bus duty, and any other which may be necessary for the welfare of the pupils and the district.

Adopted: July 23, 2001

CROSS REFERENCE: Employee Agreements

536.1 – RESIGNATION OF PROFESSIONAL STAFF

When resignations are offered for sufficient reason, they will be honored subject to conditions set forth, in the individual's contract or negotiated master agreement.

A teacher who shall leave the services of the School Board in violation of their contract after June 1, shall pay to the District liquidated damages as identified in the Master Agreement.

Adopted: September 26, 1988
Revision Adopted: October 22, 2001

CROSS REF: Current Professional Staff Contract

537 – RULE - PROFESSIONAL DEVELOPMENT GUIDELINES

The Board of Education recognizes the value of employee's attendance at workshops and conferences as they relate to their curricular area. If an individual would like to request attendance at such an in-service activity, the following steps should be followed:

1. A written statement giving the educational rationale must be given to the building principal at least two weeks prior to attendance.
2. Included with this statement should be the necessary registration material and an estimate of the costs using the following criteria:
 - A. The school district will pay up to the cost of a single room per attendee. Doubling up is encouraged whenever practical. A check for the motel expenses may be picked up prior to departure. A receipt must be turned in to the office upon return.
 - B. The school district shall pay up to the following amounts for meal reimbursement.
(Attach all receipts to expense claim when submitting for reimbursement.)

<i>Breakfast</i>	<i>\$ 8.00</i>
<i>Lunch</i>	<i>\$10.00</i>
<i>Dinner</i>	<i>\$16.00</i>
 - C. The school vehicle shall be used whenever possible. If the school vehicle is not available, the IRS rate per mile will be paid for the use of one personal vehicle.
 - D. In the event that there are more than four attendees, mileage may be paid on a second vehicle.
3. The Board will only pay the professional membership registration fee. If an individual teacher does not belong to the particular professional organization, he/she shall be expected to pay the difference in rate.
4. The principal's decision regarding attendance shall be based upon the following criteria:
 - A. The quality of the educational rationale presented.
 - B. Budget limitations.
 - C. The number of staff members anticipated to be absent on the requested days, along with the availability of subs.
 - D. Frequency of requests.

Adopted: September 25, 2006

537.1 RULE - GUIDELINES FOR ATTENDANCE AT WORKSHOPS/CLINICS

Steps and procedures to be followed for requesting attendance at a workshop/clinic.

Notification to building principal at least two weeks prior to attendance (if possible). Release time will be allowed for one clinic only. Coaches who coach teams at the middle or elementary school level will be allowed to attend a clinic or state tournament only if they pay for their own substitute teacher and pay their own expense. Employees shall not be excused from their classroom responsibility for more than two (2) days per approved activity.

Expenses must be turned in by expense voucher. Keep these guidelines in mind:

The school district will pay up to the cost of a single room per attendee. Doubling up is encouraged whenever practical. A check for the motel expenses may be picked up prior to departure. A receipt must be turned in to the office upon return.

The school district shall pay up to the following amounts for meal reimbursement. (Attach all receipts to expense claim when submitting for reimbursement.)

Breakfast - \$ 8.00 ***Lunch*** - \$10.00 ***Dinner*** - \$16.00

The school makes no provisions for spouses expenses.

The use of school vehicles shall be used for transportation, in as few vehicles as possible, whenever available. Requests must be done in advance. If the school vehicle is not available, the current IRS rate per mile will be paid for the use of one personal vehicle. In the event that there are more than four attendees, mileage may be paid on a second vehicle.

The Board additionally recognizes that occasionally a beneficial summer clinic or workshop may become available. Additional monies may be granted if the Board, upon review, deems it appropriate. Written applications for additional monies must be submitted at least one month prior to attendance.

Adopted: September 25, 2006

537 – PROFESSIONAL STAFF DEVELOPMENT OPPORTUNITIES

The school board shall establish a procedure by which its teachers, supervisors, administrators, and other professional staff members formulate a long-range in-service plan and operate an annual in-service program for all professional staff members. The plan and program shall be directed toward meeting the cooperatively identified needs of the school district and of individual staff members.

A. Teachers shall take part in such activities as teacher institutes, curriculum studies, and other meetings assigned by the school administration.

B. In-service meetings will be held according to annually approved calendar dates. School will be dismissed at the proper time in order to allow all teachers to attend these meetings.

Revised: July 23, 2001

Adopted: September 26, 1988

LEGAL REF: Section 121.02 (1)(6) Wisconsin Statutes
PI 8.01 (2)(6) Wisconsin Administrative Code

CROSS REF: Current Professional Staff Contract

541.11 Head Custodian (Year Round Salaried Position)

GENERAL SUMMARY

The Head Custodian is responsible for the overall maintenance and cleanliness of the district's facilities at both buildings. It is the responsibility of the Head Custodian to insure that the facilities are maintained in a condition of operating excellence, cleanliness, and safety. The Head Custodian has supervisory responsibility over the other custodial/cleaning staff including seasonal custodial/cleaning employees. Safety, cleanliness and continued efficiency of operation shall be a major goal at all times.

ESSENTIAL JOB FUNCTIONS

Depending upon the individual assignment, the Head Custodian may perform all or a combination of the following:

1. Provides leadership, supervises and assigns work to building custodial/cleaning staff. Manages overall work schedules for custodial/cleaning staff and coordinates additional tasks with building administrators including weekends and holidays. Recommend and aid in hiring summer cleaning help.
2. Performs all duties and ensures custodial/cleaning staff maintains high standards of safety, cleanliness and efficiency: dusts and cleans classrooms and offices, washes walls and woodwork, washes windows, sweeps, mops, scrubs and waxes floors, shampoos and vacuums carpets, and washes and sanitizes bathroom fixtures and replenishes supplies.
3. Oversees maintenance of exterior grounds including lawn care and snow removal.
4. Maintains and manages supplies and materials to ensure custodial/cleaning support to buildings. Maintain an inventory and recommends purchase of suitable supplies, tools, and equipment. Ordering supplies for entire year is recommended to maximize savings.
5. Trains new employees in proper cleaning and maintenance including summer workers.
6. Routinely inspects buildings, grounds and mechanical equipment to insure proper maintenance and safety.
7. Maintains security and safety of building as outlined by Board policy
8. Inventories, maintains and orders custodial materials and equipment for the building.
9. Routinely inspects, services, and troubleshoots in areas of controls as relates to air handling units and/or air conditioning, as well as all other equipment. Provide performance reports of systems, energy usage, etc.
10. Keeps records on regular maintenance of motors, pumps, fans, elevators, etc.
11. Assists building administrators in working with special groups who use the building in the off hours and schedules custodian for events.
12. Maintains all custodial and grounds equipment such as mowers, edgers, weed eaters, etc. as well as custodial power equipment. Maintain fleet of vans and plow truck.
13. Other duties as assigned.

REPORTING RELATIONSHIPS

This position reports to the Business Manager and/or Principal of each building

MENTAL DEMANDS

Knowledge of computerized systems and technology required to operate them.

PHYSICAL DEMANDS

Required to stand for prolonged periods; sometimes required to move heavy objects such as furniture or equipment; required to operate power equipment such as buffers and scrubbers; may need to take precautions to avoid exposure to cleaning and stripping compounds and fumes; exposed to noise from power equipment; positions occasionally performing grounds maintenance may require periodically working outdoors in inclement weather; potentially exposed to ordinary diseases carried by students; may need to take precautions to avoid exposure to student bodily fluids; may be required to be on call to return to work off hours for emergencies; may need to take precautions when inspecting cause of fire alarms; may deal with distraught or difficult individuals.

The employee must frequently lift and/or move up to 50 pounds such as cleaning supplies, pails, and unloading trucks. Occasionally the employee will lift and/or move up to 100 pounds such as salt and bulk furniture. The employee will sometimes push/pull items such as tables, bleachers, scrubbing machines. Specific vision abilities required by this job include close vision, color vision, peripheral vision, depth perception and the ability to adjust focus.

QUALIFICATIONS

1. A high school education or the equivalent, with established leadership plus exceptional organizational skills.
2. Ability to troubleshoot maintenance issues to ensure buildings are safe and repair mechanical/electrical problems as possible.
3. Demonstrated leadership ability with a multi-person staff, i.e. can plan, organize, provide leadership, communicate, manage tasks simultaneously, develop a work schedule for self and others, and accomplish work on time and within an established schedule.
4. Demonstrated initiative, flexibility, dependability and skill in custodial duties in previous years.
5. Possesses computer and word processing skills.
6. Current First Aid knowledge; current on Bloodborne Pathogens training.
7. Familiarity with all materials and equipment used in the care of the school, gym and grounds.
8. Possesses the ability to maintain congenial, positive and productive working relationships with students, staff and the public.
9. Knowledgeable of gas-fired hot water and steam heating systems.
10. Possesses general knowledge of school's electrical and mechanical operations.
11. Has good communications skills; can follow written and oral instructions.
12. Computer skills to include Microsoft Outlook and Word. If no or limited computer skills willingness to take classes within first month of employment.

CONDITIONS

The preceding list of essential functions is not exhaustive and may be supplemented as necessary.

Adopted: April 22, 2013

541.12 Maintenance/Driver

JOB TITLE: Maintenance/Driver
WORK YEAR: 12 month
REPORTS TO: Building Principal/Head Custodian/District Administrator/Business Manager

QUALIFICATIONS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required.
Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE:

High School diploma or general education degree (GED). Must have no points on driving record and be able to pass physical including drug test.

LANGUAGE SKILLS:

Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. Ability to write routine reports and correspondence. Ability to speak effectively before groups or employees of organization.

MATHEMATICAL SKILLS:

Ability to add and subtract two digit numbers and to multiply and divide with 10's and 100's. Ability to perform these operations using units of American money and weight measurement, volume and distance.

REASONING ABILITY:

Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

OTHER SKILLS AND ABILITIES:

Ability to establish and maintain effective working relationships with students, staff, and the community. Ability to perform duties with awareness of all district responsibilities and Board of Education policies.

RESPONSIBILITIES AND DUTIES:

1. Daily:
 - a. Plans and directs all daily cleaning activities.
 - b. Sweep and dust all instructional areas and hallways.
 - c. Empty refuse.
 - d. Clean chalkboards.
 - e. Clean desks, chairs, and cabinets.
 - f. Clean bathrooms: floors, fixture, walls, and mirrors.
 - g. Clean drinking fountains.
 - h. Inspect for health and safety hazards.
 - i. Lock and unlock all doors as scheduled.
 - j. Operates, inspects, and maintains filters, ventilating system and boiler, in season.
 - k. Drives a school vehicle safely and professionally.
 - l. Performs and properly completes daily pre-trip inspections.
 - m. Complies with all traffic ordinances.

- n. Complies with discipline policies set forth in the School Code of Conduct for Transportation.
 - o. Participates in on-site training.
 - p. Shows proficiency in handling and maneuvering school vehicle.
 - q. Supervises students while transporting them.
2. Periodic:
- a. Plans and directs all periodic custodial activities.
 - b. Cleans all windows, light fixtures, lockers, shelving, ventilating grilles, and filters.
 - c. Scrub and seal floors, shampoo carpets.
 - d. Make minor repairs to furniture and equipment.
 - e. Make minor electrical repairs (bulbs, fuses, etc.)
 - f. Make minor plumbing repairs (drains, faucets, etc.)
 - g. Painting and patching when necessary.
 - h. Replace broken floor tiles, replace damage ceiling tiles.
 - i. Perform other minor maintenance as assigned.
 - j. Complete snow removal as required.
 - k. Complete lawn maintenance as required.
 - l. Set up gymnasium and lunchroom equipment as assigned.
 - m. Deliver heavy material to location.
 - n. Maintain storage areas in clean, safe condition.
 - o. Inventory and requisition janitorial supplies in accordance with district policy.
3. Other duties as directed by the building principal, head custodian, district administrator, or Business Manager.

PHYSICAL DEMANDS: While performing the duties of this job, the employee is regularly required to stand; walk; use hands and finger to handle, or feel objects, tools, or controls; and talk or hear. The employee frequently is required to reach with hands and arms. The employee is occasionally required to sit. The employee frequently must squat, stoop or kneel, reach above the head, and reach forward. The employee continuously used hand strength to grasp tools and climbs on the ladders. The employee will frequently bend or twist at the neck and trunk more than the average person while performing the duties of this job.

The employee must frequently lift and/or move up to 50 pounds such as cleaning supplies, pails, and unloading trucks. Occasionally the employee will lift and/or move up to 90 lbs such as salt and bulk furniture. The employee will sometimes push/pull items such as pails, bleachers, scrubbing machines. Specific vision abilities required by this job include close vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

WORK ENVIRONMENT: While performing the duties of this job, the employee regularly works indoors and will occasionally work outdoors. While performing the duties of this job, the employee occasionally works in temperatures above 100 degrees and below 32 degrees and occasionally will walk on slippery surfaces. The employee will work near or with moving mechanical equipment. The employee may occasionally work with toxic or caustic chemicals such as petroleum products, degreasers, and sprays. The employee must be able to meet deadlines with severe time constraints. The employee has direct responsibility for the safety and well-being of others. The noise level in the work environment is usually moderate, however the level can be loud to where you have to raise your voice to be heard.

Adopted: September 24, 2001

The information contained in this job description is for compliance with the American and Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.

541.13 JANITOR

JOB TITLE: Janitor
WORK YEAR: 12 Month
REPORTS TO: Head Custodian/Building Principal/District Administrator

QUALIFICATIONS: High School diploma preferred
General Mechanical skill in use of tools, equipment, and Cleaning techniques.
Knowledge of plumbing, heating, and electrical systems.
Ability to lift and handle objects and furniture.

GENERAL DESCRIPTION:

This position involves work in all phases of building cleaning including, but not limited to, sweeping, dry mopping, wet mopping, cleaning of restrooms, furniture, windows and other portions of the building area to which the individual is assigned. Janitors will also be expected to perform minor maintenance activities encountered within their assigned areas, or communicate needs that go beyond the scope of their abilities. During the school year the normal workday shall be during the late afternoon and evening. During school vacation periods and summer months the normal workday will be similar to the custodians.

RESPONSIBILITIES AND DUTIES

1. Daily:
 - a. Vacuum carpeted areas of building and entryway rugs.
 - b. Clean blackboards and desks in all classrooms.
 - c. Check and fill all paper towel/tissue dispensers.
 - d. Clean commons and wipe down all tables.
 - e. Clean all classrooms and hallways.
 - f. Clean gymnasium and locker rooms.
 - g. Clean band room and steps in band room.
 - h. Wipe down all drinking fountains, sinks, and urinals.
 - i. Make note of any needed repairs to classrooms or equipment. (Do needed repairs if able and if time permits)
 - j. Secure all doors prior to leaving building for the evening and turn on security system.
2. Periodic:
 - a. Clean bulletin boards in corridors and classrooms.
 - b. Wash all glass as needed to maintain a cleanly appearance.
 - c. Clean marks on lockers.

- d. Remove stray marks from wall tiles and bathrooms. (Report excessive marking to building Principal)
 - e. Mop and buff floors and remove excessive dirt spots as needed.
 - f. Clean and disinfect bathrooms, shower areas, etc.
 - g. Clean entryways and properly de-ice them on evenings that activities will be taking place within the building.
 - h. Set-up gymnasium or classroom areas as needed for special events.
 - i. Assist, when necessary, the preparation for athletic, extra-curricular, and other public events.
 - j. Items that would affect the health and safety of persons using the school should be corrected and/or reported to the building custodian.
 - k. Maintain the school grounds in a neat, orderly and safe condition including removal of trash, moving of lawns, trimming of trees, weed control, snow removal and all other grounds maintenance activities as shall be required.
3. Other:
- a. Perform other duties as directed by head custodian/building principal/district administrator.
 - b. Ensure that office area is kept locked at all times unless otherwise directed by the administrator.

Adopted: September 24, 2001

**541.14 – EXHIBIT A - GUIDELINES FOR VAN DRIVER
ALGOMA SCHOOL DISTRICT**

This Van Driver Guidelines document is for the Algoma School District Van Drivers. The Driver agrees to provide student transportation as described below:

1. The Driver shall use a District owned motor vehicle for the specific purpose of transporting students and other persons to and from activities as authorized by the School District.
2. The Driver understands that the Driver shall not use the motor vehicle provided by the District for unauthorized purposes.
3. The Driver agrees that she/he shall be the sole driver of her/his motor vehicle used to transport students and other persons, and shall not permit other drivers to drive the motor vehicle unless such individual has received permission from the School District.
4. The Driver agrees to:
 - a. Possess a valid Wisconsin operator's license and provide the School District with proof of such license, which shall also validate that the Driver is at least 18 years of age.
 - b. Have sufficient use of both hands and the foot normally employed to operate the foot brake and foot accelerator.
 - c. Notify the School District of any medical condition that should arise that would affect the Drivers ability to provide safe transportation for students. The School District reserves the right to require that the Driver provide such evidence as it deems necessary in its sole discretion if a medical condition exists and there is any question of the Driver's ability to provide safe transportation.
5. The Driver agrees that the motor vehicle shall not be used to transport more persons than can be seated on the permanently mounted seats and/or booster seats as required by law.
6. District will obtain a background check at the beginning of employment and periodically during the course of employment, as deemed necessary.
7. District will review Driver's operating record from the Department of Transportation or from Circuit Court records, as deemed necessary or at a minimum of every six (6) months.
8. The Driver agrees that she/he shall report to the School District in writing within 10 days of the occurrence of any of the following:

a. Any accident in which the Driver was involved as the operator of a motor vehicle, regardless of whether the individual was issued a uniform traffic citation or charged with any offense or whether the Driver was operating a vehicle to transport students; and

b. Any conviction or operating privilege revocation that makes the individual ineligible to be an operator of a motor vehicle to transport students; and

c. Any suspension or revocation of the Driver's operating privilege by the state of Wisconsin or another jurisdiction.

9. Driver will have no physical contact with students, with the exception of helping student into booster seat. If physical assistance is needed by student to get on or off the van, written parent approval is needed.

10. Driver agrees to obey all traffic and state laws.

Algoma School District has provided this document to Van Driver _____,
on this _____ day of _____, _____.

School District Representative

Driver acknowledges reading the guidelines by signing this document.

Driver Signature

Date

First Reading; September 28, 2009

Adopted: October 19, 2009

541.14 VAN DRIVER

JOB TITLE: Van Driver
WORK YEAR: School year when children are present
REPORTS TO: Business Manager/PK-12 Principal/PK-12 Assistant Principal/District Administrator

QUALIFICATIONS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required.
Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE:

High School diploma or general education degree (GED). One major violation or two minor violations on license are limit to be considered. Must be able to pass physical including drug test.

LANGUAGE SKILLS:

Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. Ability to write routine reports and correspondence. Ability to speak effectively before groups or employees of organization.

MATHEMATICAL SKILLS:

Ability to add and subtract two digit numbers and to multiply and divide with 10's and 100's. Ability to perform these operations using units of American money and weight measurement, volume and distance.

REASONING ABILITY:

Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

OTHER SKILLS AND ABILITIES:

Ability to establish and maintain effective working relationships with students, staff, administration and the community. Ability to perform duties with awareness of all district responsibilities and Board of Education policies.

RESPONSIBILITIES AND DUTIES:

1. Daily:
 - a. Drives a school vehicle safely and professionally.
 - b. Be on time for all scheduled pick-ups.
 - c. Performs and properly completes daily pre-trip inspections of vehicle.
 - d. Complies with all traffic ordinances.
 - e. Complies with discipline policies set forth in the School Code of Conduct for Transportation.
 - f. Participates in on-site training.
 - g. Shows proficiency in handling and maneuvering school vehicle.
 - h. Supervises students while transporting them.
 - i. When on district time any down time will be used for delivering of items between schools, delivering or picking up items in the community, dusting, sweeping or helping in other areas as needed within the schools.
 - j. Inform supervisor of any problems or issues in a timely manner.

2. Periodic:
 - a. Clean all school vans to include vacuuming, washing windows, and disposing of any garbage left in the van.
 - b. Keep vehicles in proper working order.
 - c. Schedule oil changes and maintenance as needed for ALL vehicles.
 - d. Keep Van Garage in a neat and orderly fashion, including sweeping out dirt and leaves that accumulate.
3. Other duties as directed by the business manager, building principals, or district administrator.

PHYSICAL DEMANDS: While performing the duties of this job, the employee is regularly required to stand; walk; use hands and finger to handle, or feel objects, tools, or controls; and talk or hear. The employee frequently is required to reach with hands and arms. The employee is occasionally required to sit. The employee frequently must squat, stoop or kneel, reach above the head, and reach forward. The employee continuously uses hand strength to grasp tools and climb on the ladders. The employee will frequently bend or twist at the neck and trunk more than the average person while performing the duties of this job.

The employee must lift and/or move up to 50 pounds such as transporting a student who is not capable of getting out of a vehicle on their own. Occasionally the employee will lift and/or move up to 90 lbs such as salt and bulk furniture. The employee will sometimes push/pull items such as pails, boxes and delivery items. Specific vision abilities required by this job include close vision, peripheral vision, depth perception, and the ability to adjust focus.

WORK ENVIRONMENT: While performing the duties of this job, the employee regularly works indoors and outdoors. While performing the duties of this job, the employee occasionally works in temperatures above 100 degrees and below 32 degrees and occasionally will walk on slippery surfaces. The employee will work near or with moving mechanical equipment. The employee may occasionally work with toxic or caustic chemicals such cleaning materials. The employee must be able to meet deadlines with severe time constraints. The employee has direct responsibility for the safety and well-being of others. The noise level in the work environment is usually mild; however the level can be loud to where you have to raise your voice to be heard.

See Exhibit A

The information contained in this job description is for compliance with the American and Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.

First Reading: September 28, 2009
Adopted: October 19, 2009

541.15 CLEANER

JOB TITLE: Cleaner
WORK YEAR: 9-12 Month
Classification: Cleaning Person
Reports to: Business Manager and/or Administrator

Qualifications:

- 1) Must be able to do duties as assigned and maintain good work habits.
- 2) Must be familiar with equipment and cleaning materials.
- 3) Must maintain confidentiality and be loyal to his/her employer.
- 4) Must have valid Wisconsin driver's license.
- 5) Must comply with school board policy and any federal or state law regarding physical requirements. This would include but not be limited to tuberculosis tests.
- 6) Must present the school and school matters in a favorable light to the public.
- 7) High School Graduate

Purpose:

Under supervision, perform general cleaning, housekeeping and related work as required. Operate and maintain school facilities in orderly manner. Help to keep building safe and protect it from fire, water and other deterioration.

Regular duties and responsibilities may include:

- 1) Sweeping, mopping, scrubbing, sealing and waxing floors.
- 2) Washing windows, walls, sinks, toilets, drinking fountains, furniture, woodwork, etc.
- 3) Being responsible for general dusting of building.
- 4) Vacuuming and cleaning carpeting.
- 5) Emptying trash and garbage containers.
- 6) Cutting and trimming grass and shoveling snow when needed.
- 7) Operating school vehicles.
- 8) Performing projects including painting.
- 9) Help preparing supply and equipment inventories.
- 10) Setting up and cleaning for designated school events.
- 11) Assisting with loading and unloading of trucks, vans or other vehicles.
- 12) Maintaining building security (i.e. lock doors, etc.)
- 13) Obeying all safety rules and regulations.
- 14) Perform other duties as assigned by the Business Manager or his/her designee.

PHYSICAL DEMANDS: While performing the duties of this job, the employee is regularly required to stand; walk; use hands and finger to handle, or feel objects, tools, or controls; and talk or hear. The employee frequently is required to reach with hands and arms. The employee is occasionally required to sit. The employee frequently must squat, stoop or kneel, reach above the head, and reach forward. The employee continuously used hand strength to grasp tools and climbs on the ladders. The employee will frequently bend or twist at the neck and trunk more than the average person while performing the duties of this job.

The employee must frequently lift and/or move up to 50 pounds such as cleaning supplies, pails, and unloading trucks. Occasionally the employee will lift and/or move up to 90 lbs such as salt and bulk furniture. The employee will sometimes push/pull items such as pails, bleachers, scrubbing machines. Specific vision abilities required by this job include close vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

WORK ENVIRONMENT: While performing the duties of this job, the employee regularly works indoors and will occasionally work outdoors. While performing the duties of this job, the employee occasionally works in temperatures above 100 degrees and below 32 degrees and occasionally will walk on slippery surfaces. The employee will work near or with moving mechanical equipment. The employee may occasionally work with toxic or caustic chemicals such as petroleum products, degreasers, and sprays. The employee must be able to meet deadlines with severe time constraints. The employee has direct responsibility for the safety and well-being of others. The noise level in the work environment is usually moderate, however the level can be loud to where you have to raise your voice to be heard.

It is the policy of the Algoma School District to provide equal employment opportunities to all qualified persons without regard to age, race, creed, color, disability, marital status, sex, national origin, ancestry, sexual orientation, arrest record, conviction record, membership in the national guard, state defense force or any other reserve component of the military forces of the United States or this state or use or nonuse of lawful products off the employer's premises during nonworking hours.

541.20 HANDICAPPED AIDE

JOB TITLE: Handicapped Aide
WORK YEAR: School Year
REPORTS TO: Building Principal

SUMMARY: Handicapped aides shall work under the supervision of the teacher and assist in the special education students daily training program.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *Other duties may be assigned*

Regularly lifts 40 lb. individually and or pushes over 100 lb. students.
Assist in student's educational plan including development and implementation of instruction program.
Understand and be aware of medical needs of students.
Assist with behavior management programs and techniques.
Feed or help students feed themselves
Assists student with toileting.
Manage required forms and records.
Assist with loading and unloading of students on the buses and/or school van.
Sanitation of room and equipment

SUPERVISORY RESPONSIBILITIES:

Supervises students when the teacher is not present.

QUALIFICATION REQUIREMENTS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE:

High school diploma or general education degree (GED) and experience with severely handicapped children. Be certified or be willing to get certified as a special education aide through the Department of Public Instruction (DPI).

LANGUAGE SKILLS:

Ability to read and comprehend simple instructions, short correspondence, and memos.
Ability to write simple correspondence. Ability to effectively present information in one-on-one and small group situations to parents, students, and other employees.

MATHEMATICAL SKILLS:

Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent and to draw and interpret bar graphs.

REASONING ABILITY:

Ability to apply common sense understanding to carry out instructions furnished in written, oral, or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.

OTHER SKILLS AND ABILITIES:

Ability to work with severely handicapped children. The ability to interact with public and other staff is required. The ability to tell where sound is coming from is essential in this job. The ability to meet multiple demands from several people. Ability to develop effective working relationships with students, staff, and the school community. Ability to communicate clearly and concisely, both orally and in writing. Ability to perform duties and awareness of all district requirements and Board of Education policies.

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job. The employee is regularly required to stand, walk, and talk or hear. The employee frequently is required to use hands to finger, handle, or feel objects, tools, or controls and stoop, kneel, crouch, or crawl. The employee is occasionally required to sit and reach with hands and arms. The employee must regularly lift up to 40 lbs. Individually push or pull up to 100 pounds. Specific vision abilities required by this job include close vision, distance vision, peripheral vision, and the ability to adjust focus. The position is exposed to infection and injury at a greater risk than the average person.

WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions

While performing the duties of this job, the employee occasional works near moving mechanical parts in some vocational settings. The noise level in the work environment is usually moderate.

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties my be assigned.

Adopted: October 22, 2001

541.30 – HEAD COOK

JOB TITLE: Head Cook for District (Duties performed at Middle/High School)
WORK YEAR: School Year to include summer training
(193 days) - Salaried Position
REPORTS TO: Business Manager/Building Principals

SUMMARY: Responsible for all aspects of food service menus, ordering, production, keeping within sanitation guidelines, food cost, and scheduling guidelines.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *Other duties may be assigned*

Menu planning that correlates with Federal and State requirements and documentation of all needed information.
Plans and directs the ordering, preparation and serving of all food at the middle/high school and elementary school.
Participates in preparation and serving of food.
Plans work schedules, arranges for subs when required, maintains employee time records.
Fulfills all required food service sanitation trainings, directs sanitation procedures, and informs staff when required training is needed.
Inspects the kitchens, cooking and mixing utensils, and employees for cleanliness and sanitary purposes.
Responsible for end of year inventory and cleanup.
Maintains accurate production records conforming to federal/state/department guidelines.
Evaluates all food service employees yearly and provides results and copy to business manager and building principal.
Approves invoices for payment and evaluates food costs.
Coordinates the Sanitation Inspection and State Inspection.
Oversees and participates in cleaning of kitchen and related areas daily.
Any other kitchen/supervisory duties as assigned.

SUPERVISORY RESPONSIBILITIES: Supervises all kitchen help and completes yearly evaluations.

QUALIFICATION REQUIREMENTS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION AND/OR EXPERIENCE:

High School diploma or general education degree (GED) is required. Previous experience with meal planning, nutrition requirements, dietitian type experience, and willingness to learn is preferred. Complete all State, Department of Education, School Food Service Statewide Training Program or equivalent as needed and/or required. In addition if DPI classes are offered head cook will be required to complete classes. Some travel may be required.

LANGUAGE SKILLS:

Ability to read and comprehend simple instructions, short correspondence, and memos. Ability to write simple correspondence including menus in electronic format. Ability to effectively present information in one-on-one and small group situations to students, parents, and other employees of the organization.

MATHEMATICAL & COMPUTER SKILLS:

Ability to add and subtract two digit numbers and to multiply and divide with 10's and 100's. Ability to perform these operations using units of American money and weight measurement, volume and distance. Computer skills to include Microsoft Suite. (Outlook, Word and Excel)

REASONING ABILITY:

Ability to apply common sense understanding to carry out detailed but basic written or oral instructions. Ability to deal with problems involving a few concrete variables in standardized situations.

OTHER SKILLS AND ABILITIES:

Ability to work in a friendly manner with co-workers and students. Ability to perform job and communicate in a noisy environment. Ability to establish and maintain effective working relationships with students, staff, and the community. Ability to perform duties with awareness of all district, state and federal requirements and Board of Education policies.

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is frequently required to walk and continuously required to stand. The employee will frequently bend or twist at the neck and trunk while performing the duties of this job. The employee is occasionally required to reach with hands and arms and repeat the same hand/arm/finger motion. The employee continuously uses hand strength to grasp tools. The employee must occasionally lift and/or move up to 50 pounds such as milk crates, frozen foods, canned food etc. Specific vision abilities required by this job include close vision, and depth perception and peripheral vision and color vision.

WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee occasionally works in temperatures above 100 and occasionally will walk on slippery surfaces. The employee must be able to meet deadlines with severe time constraints and interact with public and other workers. The noise level in the work environment is frequently loud to where you have to raise your voice to be heard. The employee has a greater than average risk of getting a minor injury such as a cut or burn while performing the duties of this job.

Adopted: May 20, 2002

Revised: April 22, 2013

The information contained in the job description is for compliance with the American and Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.

541.31 – COOK

JOB TITLE: Cook
WORK YEAR: School Year
REPORTS TO: Head Cook/Building Principal

SUMMARY: To assist in the preparation and service of quality food to students in a quick and pleasant manner.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *Other duties may be assigned*

Assists with the daily cleaning of all kitchen equipment to ensure cleanliness and sanitary conditions are met.

Serve food.

Reports inferior quality of food or faulty equipment to the appropriate authority.

Prepares food according to a planned menu. (Ex. Slicing meats)

Report needed supplies to the Head Cook.

Cleanup to include: wiping tables, cleaning coolers, scrubbing floor and any other cleaning that is needed.

Fill in where needed.

If assigned to Power Lunch Computer Program, keep track of daily lunch costs per pupil to include regular hot lunch and ala carte. Sends out letters for free and reduced meals. Notify parents of low balance in lunch accounts. Other duties as needed.

SUPERVISORY RESPONSIBILITIES: none

QUALIFICATION REQUIREMENTS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION AND/OR EXPERIENCE:

High School diploma or general education degree (GED) is required. Previous experience with serving is preferred. If assigned to Power Lunch, previous computer knowledge is preferred.

LANGUAGE SKILLS:

Ability to read and comprehend simple instructions, short correspondence, and memos.

Ability to write simple correspondence. Ability to effectively present information in one-on-one and small group situations to students, parents, and other employees of the organization.

MATHEMATICAL SKILLS:

Ability to add and subtract two digit numbers and to multiply and divide with 10's and 100's. Ability to perform these operations using units of American money and weight measurement, volume and distance.

REASONING ABILITY:

Ability to apply common sense understanding to carry out detailed but basic written or oral instructions. Ability to deal with problems involving a few concrete variables in standardized situations.

OTHER SKILLS AND ABILITIES:

Ability to work in a friendly manner with co-workers and students. Ability to perform job and communicate in a noisy environment. Ability to establish and maintain effective working relationships with students, staff, and the community. Ability to perform duties with awareness of all district requirements and Board of Education policies.

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is frequently required to walk and continuously required to stand. The employee will frequently bend or twist at the neck and trunk while performing the duties of this job. The employee is occasionally required to reach with hands and arms and repeat the same hand/arm/finger motion. The employee continuously uses hand strength to grasp tools. The employee must occasionally lift and/or move up to 50 pounds such as milk crates, frozen foods, canned food etc. Specific vision abilities required by this job include close vision, and depth perception and peripheral vision.

The employee must occasionally lift and/or move up to 50 pounds such as milk crates, frozen foods, canned food etc. Specific vision abilities required by this job include close vision, and depth perception and peripheral vision and color vision.

WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee occasionally works in temperatures above 100 and occasionally will walk on slippery surfaces. The employee must be able to meet deadlines with severe time constraints and interact with public and other workers. The noise level in the work environment is frequently loud to where you have to raise your voice to be heard. The employee has a greater than average risk of getting a minor injury such as a cut or burn while performing the duties of this job.

Adopted: May 20, 2002

The information contained in the job description is for compliance with the American and Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.

541.32 – DISHWASHER/SERVER

JOB TITLE: Dishwasher/Server
WORK YEAR: School Year
REPORTS TO: Head Cook and Building Principal

SUMMARY: To assist in the serving of quality food to students in a quick and pleasant manner. To perform cleanup of all dishes used on a daily basis.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *Other duties may be assigned*

Assist with the daily cleaning of all kitchen equipment to ensure cleanliness and sanitary conditions are met
Properly serves food items according to health regulations
Abide by rules and regulations for food service

SUPERVISORY RESPONSIBILITIES:

None

QUALIFICATION REQUIREMENTS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION AND/OR EXPERIENCE:

High School diploma or general education degree (GED) is required. Previous experience with serving/dishwashing is helpful.

LANGUAGE SKILLS:

Ability to read and comprehend simple instructions, short correspondence, and memos. Ability to write simple correspondence. Ability to effectively present information in one-on-one and small group situations to students, parents, and other employees of the organization.

MATHEMATICAL SKILLS:

Ability to add and subtract two digit numbers and to multiply and divide with 10's and 100's.

REASONING ABILITY:

Ability to apply common sense understanding to carry out detailed but basic written or oral instructions. Ability to deal with problems involving a few concrete variables in standardized situations.

OTHER SKILLS AND ABILITIES:

Ability to work in a friendly manner with co-workers and students. Ability to perform job and communicate in a noisy environment. Ability to establish and maintain effective working relationships with students, staff, and the community. Ability to perform duties with awareness of all district requirements and Board of Education policies.

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is frequently required to walk and continuously required to stand. The employee will frequently bend or twist at the neck and truck while performing the duties of this job. The employee is occasionally required to teach with hands and arms and repeat the same hand/arm/finger motion many times as in operating a cash register.

The employee must occasionally lift and/or move up to 50 pounds such as milk crates, frozen foods, canned food etc. Specific vision abilities required by this job include close vision, and depth perception and peripheral vision and color vision.

WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee occasionally works in temperatures above 100 and occasionally will walk on slippery surfaces. The employee must be able to meet deadlines with severe time constraints and interact with public and other workers. The noise level in the work environment is frequently loud to where you have to raise your voice to be heard. The employee has a greater than average risk of getting a minor injury such as a cut or burn while performing the duties of this job.

Adopted: October 22, 2001

The information contained in the job description is for compliance with the American and Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.

542 – NON-CERTIFIED STAFF CONTRACTS AND COMPENSATION PLANS

The Board of Education shall enter into and maintain a Master Contract Agreement with the non-certified staff's representative group, currently the Educational Auxiliary of the School District of Algoma, regarding wages, hours and conditions of employment in the Algoma Public Schools.

Adopted: August 27, 2001

CROSS REF: Current non-certified employee contract

