

1973

Formulation of Job Descriptions for the East Richland Public School System

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Eastern Illinois University

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FORMULATION OF JOB DESCRIPTIONS FOR THE

EAST RICHLAND PUBLIC SCHOOL SYSTEM

(TITLE)

BY

OWEN E. (GENE) STRAIN

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

SPECIALIST IN EDUCATION

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1973

YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

11-30-73

DATE

11/30/73

DATE

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CHAPTER I

INTRODUCTION

A. Statement of the Problem

Job descriptions have long been utilized in business, industry and government but have played a role of relative unimportance in our nation's public school systems until recent years.

It has been recognized by school administrators and boards of education that job descriptions can and should be formulated and used for public schools, and many school systems now are undertaking the task of establishing job descriptions for their employees.

The author, under the auspices of the board of education and superintendent of East Richland Community Unit School District No. 1, Olney, Illinois, has undertaken such a responsibility for District No. 1 in relation to completion of requirements for the degree of Specialist in Education.

The East Richland unit consists of 10 attendance centers. In the city of Olney there are three elementary schools, each offering grades kindergarten through 6; a junior high school, grades 7 and 8; and a high school, grades 9 through 12. There are five village schools, located at Dundas, Stringtown, Claremont, Calhoun and Parkersburg, each

offering grades kindergarten through 8. Kindergarten students from these village schools attend classes established at Claremont and Calhoun. There is a total of 3,323 students in the 10 attendance centers, utilizing a staff of 214 certified and non-certified employees.

The East Richland Board of Education and its superintendent, Mr. Leslie E. Purdy, have been considering the establishment of job descriptions for unit employees for some time and took official action at the June 14, 1973, board meeting. The board minutes state that, "The district will develop job descriptions specifying responsibilities of each position within the system, including both certified and non-certified employees. Each person involved in the total operation of the school program needs to be informed of job responsibilities in order for proper evaluation to occur. By March 1, 1974, the administration will furnish each individual with his respective job description approved by the Board of Education, and will confer with each individual regarding his particular duties and responsibilities therein described." (1)

The Board of Education adopted this position on job descriptions as part of the Illinois plan for education.

Previously, the Board of Education had developed job descriptions only for the superintendent and principals, as set forth in the district's handbook, Board of Education Policies, adopted January 14, 1971. (2, pp. 11-12, 15)

School personnel have resisted job descriptions in the past, being aware of the use of job descriptions in industry and government to identify jobs to be "rated," a word which is not commonly liked well among most

professional educators. These people probably have not been aware that industry and government have utilized job descriptions to everyone's advantage and protection. (3, p. 8)

It is pointed out, however, in Action Goals for the Seventies: An Agenda for Illinois Education, that "A simple parallel cannot be drawn between industry and the schools as to raw materials and end results as such a parallel dangerously ignores the individuality of each learner." (4, p. 63)

Boards of education are legally responsible for performance of their employees and are being made accountable by the American public for efficiency of the school operation and the quality of education. Administrators and teachers need and want to know, and the taxpayers are demanding to know, what each public school position means in precise, accountable detail. This is a significant reason why job descriptions hold such importance, why they are a basic instrument for implementing and carrying out school board policies--important documents to be used for hiring, awarding tenure, dismissing, promoting, evaluating, and budgeting. (3, p. 11)

Many school boards have not developed job description programs, a regrettable phenomenon when it is a fact that American school boards are the nation's second largest employer with a payroll that includes more than two million personnel. A job description program is a school board's most effective method of accounting for the work performance of its employees to an increasingly public attitude of "show me." (3, p. 10)

Superintendent Purdy expressed his thoughts concerning the value of job descriptions in the following manner:

The basic premise that I see, as far as job descriptions are concerned, is to, in a tangible way, fix accountability in relation to the individual and to the position. Now, this serves a two-fold purpose: it enables an individual, within his realm, to develop responsibility and to be responsible for his activities; at the same time, within the greater organization, it provides him with internal security of expectations. In other words, it also implies a responsibility to the school system--it's a two-fold approach.

Whereas, when you fit the segments of your job description together as you build the administrative or instructional team, you have everyone operating in close coordination but yet no overlapping of duties or responsibilities. I have a firm belief, also, that when you give a man a job description and he's assigned this job description, then the authority must go with that particular position. In other words, he should receive the praise and the credit, and if there are any shortcomings, then of course he's got to take the responsibility of shortcomings. (5)

Dr. Michael J. Bakalis, Superintendent, Office of the Superintendent of Public Instruction, State of Illinois, related his ideas on job descriptions in this way:

It is just as important for the public school or my office to have job descriptions as it is for business or industry. Certainly these descriptions shall serve as guidelines for the employer as to what qualities an applicant should possess to be efficient in the position. At the same time they shall serve to inform the employee precisely what duties are expected of him. I do believe job descriptions would enhance the efficiency of public school administration. (6)

As the author previously mentioned, and as Dr. Bakalis implies, business and industry are in the practice of making use of job descriptions. Donald L. Ginder, Personnel and Industrial Relations Manager, AMF, Incorporated, Olney, Illinois, has some strong feelings concerning the importance and utilization of job descriptions at AMF and describes his feelings like this:

It is important to all employers and employees alike that some type of guidelines are present and available to both employer and employee on the job requirements and expectations of the job.

We use job descriptions at AMF to evaluate the job in setting a salary range; the job content; in evaluation the employee's performance; and as a means of communication.

Working without a job description is like taking a vacation without a road map. (7)

It is the author's opinion that Mr. Ginder's final statement, "Working without a job description is like taking a vacation without a road map," perhaps points up the importance of job descriptions as clearly and concisely as any statement encountered relative to this study.

B. Definition of Terms

Certain terms used throughout this paper and/or in studying the subject of job descriptions have the following meanings:

Job Description--a permanent record of a management decision that somebody is to do certain work. An effective job description has seven characteristics:

1. Identifies concretely the job's title.
2. Indicates the kind and extent of skills, knowledge, and abilities required in the job.
3. Makes clear the job's position in the chain of supervision.
4. Relates each job to its ultimate client--the student--and his goals.
5. Presents the major performance responsibilities which make up the job.

6. States the terms of employment and the evaluative criteria for the job.

7. Provides for a review procedure and the incumbent's acknowledgement of the details of his job description. (3, pp. 6-7)

Job Specification--includes basic information on every task covered in the job description, plus additional facts that must be considered when an individual is being selected for the job. (8, p. 3)

Job Analysis--collects information to be used in writing the job description. A listing of the specific functions and responsibilities of a position. (8, p. 2)

Job Classification--an orderly arrangement of similar jobs into classes or grades which are recognizably different. (9, p. 5)

Job Evaluation--the complete operation of determining the value of an individual job in relation to the other jobs in the organization. It begins with job analysis to obtain job descriptions and job specifications and includes the process of relating the descriptions by some system designed to determine the relative value of the job or groups of jobs. (10, p. 89, quoted in 9, p. 8)

Rating Scale--a subjective method of recording estimates in personnel evaluations. (9, pp. 16-17)

C. Hypothesis of the Study

The hypothesis of the study is that job descriptions, once formed for the East Richland school district, will become an invaluable administrative tool, will encourage better utilization of all staff members,

provide greater teamwork, and give a more thorough sense of personal security to staff members. The job descriptions will, most importantly, increase effectiveness in the district's continuing efforts to better serve its students.

D. Scope of the Study

It is unrealistic to expect that initially job descriptions be prepared for every employee in the district because of the time required to prepare these statements. Working on this premise, Superintendent Purdy designated 20 job descriptions to be written in connection with this field study, with other job descriptions for positions in the unit to be undertaken in 1974 prior to the March 1 deadline mentioned previously in relation to the June 14, 1973 minutes of the East Richland board.

The job descriptions to be written for this study are listed as follows in alphabetical order:

1. Administrative Secretary
2. Assistant High School Principal
3. Assistant Superintendent
4. Athletic Supervisor, District
5. Board of Education Secretary
6. Business Manager of School Lunch Program
7. Curriculum Coordinator
8. Elementary Principal, K-6
9. Guidance Director
10. Health Supervisor, District
11. High School Principal

12. Instructional Materials Director, District
13. Junior High School Principal
14. Maintenance Man
15. Music Supervisor, District
16. Special Education Director
17. Superintendent of Schools
18. Supervisor of Accounts
19. Supervisor of Fleet Transportation
20. Vocational Coordinator

E. Review of Related Literature

A review of the literature points up one concrete fact concerning job descriptions for public school systems--there has been little emphasis placed on the subject until recent years. Consequently, no significant writings were published on job descriptions until the Educational Service Bureau, Inc., released Job Descriptions: How to Use Them, How to Write Them (8) in 1966, and the National School Boards Association (NSBA) published its Job Descriptions in Education (3) this year.

The NSBA publication is without a doubt the most useful tool made available to date to aid public school systems desiring to establish job descriptions. Job Descriptions in Education is divided into three major sections as follows:

1. The Handbook--this describes what job descriptions are, the need for them, procedures used to establish and write them, how to use them after they are written, and how to keep them updated.

2. Model Job Descriptions--170 job descriptions covering 98 separate occupational titles are listed. These are meant to serve as guides for school districts desiring to write job descriptions.

3. Quarterly Supplement--each quarter, 15 to 20 additional job descriptions are sent to subscribers of Job Descriptions in Education to add to the district's job description reference manual. Updated models of job descriptions already issued also are provided. The Quarterly Supplements portion must be renewed annually.

Job Descriptions in Education points out that a common understanding can be gained through use of job descriptions by everyone involved--the superintendent, school board and employees; that difficulties oftentimes encountered in management-employee relationships may be eliminated before they start. Job descriptions enable school boards to correlate their goals with the performance goals of their employees. (3, p. 8) These points are substantiated in the School Executive's Guide, (11, p. 151) Profiles of the Administrative Team, (12, p. 45) Organization of Public Schools, (13, p. 100) School Personnel Administration, (14, p. 43) Organizing Schools for Effective Education, (15, p. 150) and the Personnel Function in Educational Administration, (16, pp. 149-51)

One publication stresses that without the precise definition and task allocation which job descriptions can provide, there probably will be a lot of buck passing, especially on the "hot" issues, and that team members will likely be subject to role confusion. (12, p. 44-45)

The same publication points out that as job descriptions become more precise, the generalist in administration will disappear. (12, p. 45)

Castetter speaks of the position guide, similar to the job description, as a means to help strengthen administrative efforts to resist community pressures to employ unqualified personnel. (16, p. 198)

Job Descriptions in Education points out that job descriptions are useful in eliminating incompetent employees, both those on tenure and those not yet on tenure. (3, p. 43)

It is noted in one publication that when a superintendent has job descriptions available while seeking new applicants, the school system can appraise the candidate and at the same time the prospective employee has a means to appraise the school system. (17, p. 117) It is important that both parties have knowledge which can be conveyed through job descriptions. (18, p. 122) Job Descriptions in Education supports this reasoning. (3, p. 42) Once the employer and prospective employee have reached an agreement, then the superintendent can proceed with recommendations for employment to the board of education. (17, p. 117)

In The Public Administration of American School Systems, it is pointed out that there must be a more active approach to getting people to enter teaching as a profession if the districts wish to have the kind of teachers they want for their selection process. The nature of information presented to students to help them consider teaching as a career can easily be provided through the use of job descriptions. (19, p. 178)

Wynn speaks of the institutional versus individual dilemma. He says this issue frequently arises from conflict between the purposes, values, and expectations of the individual and the purposes, values, and expectations which the institution places upon his position. Wynn points out that in a perfect state of affairs, the personal and the institutional expectations and values would be congruent, but that this often is not the case.

The institutional concept, Wynn writes, centers attention upon job descriptions which define the work assignments of positions in terms of institutional purposes closely related to the total organizational plan, deriving strength from its contribution to the logical, orderly, systematic distribution of authority and responsibility within the organization. The institutional concept facilitates orderly decision-making by clarifying lines of responsibility and areas of jurisdiction. (13, pp. 99-100)

Job descriptions are not only unnecessary but undesirable, according to the individual or "personal" concept. Arguments for this concept state that such efforts are not appropriate for jobs in a complex and dynamic social institution where the artistic dimension of a position is at least as large as the scientific dimension. It claims that efforts to prescribe limits of responsibility and action are likely to limit creativity and initiative. Instead of using job descriptions, the individual concept suggests, the organization should instead hire broadly qualified employees and let them work out their own assignments to

accommodate their own interests and expectations as nearly as possible with those of the organization. (13, p. 100)

Wynn concludes by saying that the institution can hardly evade establishing job descriptions, in the interest of distributing authority and responsibility in an orderly manner. He notes, however, that the job descriptions should be general enough in most instances to permit employees to use a reasonable amount of imagination and initiative. (13, pp. 100-01)

It is mentioned in The Superintendency Team that job descriptions must be reviewed and continuously updated in order to be effective. The two main reasons are change and the inability to anticipate all tasks, both which may produce gaps in the total administration of the school system and contribute to overlapping responsibilities. (20, p. 103) This view is supported in Job Descriptions in Education. (3, p. 10)

Lewis, in reporting on selecting members for a differentiated teaching staff, writes that job descriptions are important for this function in two respects. First, Lewis says, the prospective teacher can be personally present during the screening process and should be asked his point of view and reactions on how he would view his role according to the job descriptions. Secondly, the applicant can be asked to develop written performance objectives based upon a particular job description. (21, pp. 85-86)

In speaking of teaming, one group of authors note that this concept is not likely to gain much success if the members of the team

do not clearly understand the contributions to be made by the individual teachers as group members. (22, p. 170)

Thompson stated that "principals and supervisors who have job descriptions synchronize their behaviors more than those incumbents who do not have one available." (23, p. 177, quoted in 22, p. 170) She also said that "those incumbents who were involved in the development of their job descriptions were more likely to synchronize behaviors with their colleague(s) than if they had not been involved." (23, p. 179, quoted in 22, p. 170) Thompson further pointed out that "if no (job) description was available, the interviewees were not sure how they were evaluated, or if, in fact, they were evaluated at all." (23, p. 180, quoted in 22, p. 170)

Stradley, in his book on the middle school, states that coordinators, supervisors and teachers must change if they are to be effective participants in middle school development, and that this change may complicate their job responsibilities. Job descriptions are important in this respect, Stradley says, in order to help these employees realize that the various aspects of the duties and responsibilities of their jobs are going to have to take on new dimensions. (24, p. 181)

Fensch and Wilson write that the job analysis is more popular than job descriptions in school systems. He says a mere listing of specific responsibilities of each job is adequate and that the format is not of significance. What is important, these authors note, is that it be done, that it shows clearly what is expected of the employee, that it

also describe duties which are not his responsibility, that it be in writing, that each employee have a copy of his duties, and that, perhaps through in-service workshops, each employee is assured of reading it. (20, p. 55)

Wilson, in Educational Administration, again points out the importance of job analysis. However, he also states that without written job descriptions, there can be no accountability. (25, p. 82)

Moore writes that "The complexities of the administration of the non-teaching personnel require a system of job classification to bring order into a personnel field that has been characterized by considerable chaos." He lists eight points which he feels are important in improving services in the non-teaching fields and states that as a companion to the classification of jobs, a job description is needed for each one of them. (26, pp. 24-25) Van Zwoll agrees with Moore that job classifications are important. (14, p. 52)

The ultimate purpose of job descriptions in the public schools, as pointed out in Job Descriptions in Education, is to help employees make a greater contribution to the needs of students, and as an end result will enable those students to be taught by personnel who know what they are doing and why they are doing it, and what methods they can use to become better in what they are doing. (3, pp. 13-14)

Concerning business and industry, Patton, Littlefield and Self describe the importance of the evaluation of jobs. "Evaluation of jobs begins with job analysis. Information regarding jobs is carefully

obtained, then written up in job descriptions and specifications. Next comes the actual work of evaluating jobs." Job evaluations make possible the setting up of grades or classes of jobs in terms of relative difficulty, and for each grade, a range in wage or salary can be established which is adequate to reward both merit and seniority. "For all levels of jobs," the authors write, "modern job evaluation methods provide a systematic approach to the problem of establishing fair pay differentials. (27, pp. 45) Otis and Leukart are congruent with these ideas. (9, p. 257)

In Defining the Manager's Job, Bennet states that "Today, almost every well-managed business maintains some formal descriptions of the content of production jobs. Such descriptions are accepted because they have proved useful in recruitment and selection of new workers, appraisal, wage and salary administration, training, and many other subsidiary activities." (28, p. 9) Bennet notes that "Descriptions are kind of like a mirror, whereas a company may take a candid look at itself." (28, p. 22)

CHAPTER II

METHOD OF ATTACK

A. Procedure

The procedure used in this study to gather data on job descriptions was as follows:

Each member of the East Richland unit for whom a job description was written received a portfolio containing his or her name and the title of the job involved. Five forms in the portfolio contained the following information: (Verbatim copies of the forms are shown in Appendix A)

1. A copy of a memo from Superintendent Purdy stating, "Mr. Gene Strain will be doing a joint project for the district and himself relative to the development of job descriptions for specified positions in the district. Your position is one that we would like to set down in a job description. Would you please extend him your cooperation."

2. A form explaining what the portfolio includes. Information on this form asked that the job descriptions be returned to

the author within 15 days, by October 26, 1973, and earlier if possible. It was explained that the participants were free to contact the author at any time relative to any questions they might have.

3. A form listing instructions and suggestions for preparing job descriptions. It was pointed out that when writing job descriptions, the participant should attempt to be specific, to use simple sentences and to use plain English, avoiding educational jargon whenever possible. It also was noted that the job description will be reviewed and revised each year as necessary. Also provided on this form was information relative to the type of information wanted under the eight different headings when actually writing the job descriptions.

4. Samples of a job description(s) similar to the position involved. These samples were procured from Job Descriptions in Education. (3) It was pointed out specifically that these samples were to be used only as a guide to help the individual to develop his own job description as it applied to the East Richland school unit and were not meant to be completely representative of any one particular position.

5. A form with pages to be used when writing the job description. Information included spaces for the title, qualifications, terms of employment, to whom the person reports, who he supervises, evaluation, and position responsibilities.

As each portfolio was given to the person writing the job description(s), information contained in the portfolio was discussed between the author and that person and questions were answered as they arose.

B. Treatment of Results

After the individual job descriptions were returned to the author, each was edited for clarity and grammatical accuracy. If the author felt that any of the content needed to be changed, he consulted with the person who wrote the job description regarding the possible change.

The job descriptions were then reviewed by immediate supervisors, who, in the East Richland unit, are either a superintendent, assistant superintendent, administrative assistant, or principal. After both the supervisor and the person being supervised agreed on the content, the job description was typed, the supervisor and incumbent signed the document, a date was affixed, and the job descriptions were filed for eventual inclusion in the East Richland Job Description Manual. Each person will receive a copy of his or her job description.

Following completion of all job descriptions for the unit, the district Job Description Manual will be divided into three sections. These three sections will be (1) administrative personnel, (2) certified personnel other than administrative, and (3) non-certified personnel.

Copies of the Job Description Manual will be distributed to key members of the administrative staff and will be available on loan for

members of the school board, or for members of the general public who are interested. The superintendent will retain the master copy.

The 20 job descriptions involved in this study will appear in Chapter III.

CHAPTER III

JOB DESCRIPTION MANUAL

EAST RICHLAND COMMUNITY UNIT SCHOOL DISTRICT NO. 1

OLNEY, ILLINOIS

TABLE OF CONTENTS

1. Administrative Secretary
2. Assistant High School Principal
3. Assistant Superintendent
4. Athletic Supervisor, District
5. Board of Education Secretary
6. Business Manager of School Lunch Program
7. Curriculum Coordinator
8. Elementary Principal, K-6
9. Guidance Director
10. Health Supervisor, District
11. High School Principal
12. Instructional Materials Director, District
13. Junior High School Principal
14. Maintenance Man
15. Music Supervisor, District
16. Special Education Director
17. Superintendent of Schools
18. Supervisor of Accounts
19. Supervisor of Fleet Transportation
20. Vocational Coordinator

JOB DESCRIPTION
EAST RICHLAND COMMUNITY UNIT DISTRICT NO. 1

- TITLE: Administrative Secretary
- QUALIFICATIONS: 1. High school diploma.
2. Experience and proficiency in secretarial skills as determined by the Superintendent.
- TERMS OF EMPLOYMENT: 12 months, with three weeks vacation.
- REPORTS TO: Superintendent.
- EVALUATION: Performance of this job will be evaluated annually in accordance with the provisions of the Board's policy on Evaluation of Personnel.
- POSITION GOAL: To assist the Superintendent and Assistant Superintendent in handling paper work and such other duties that will allow them to devote a maximum amount of time to the problems of education and educational administration.
- POSITION RESPONSIBILITIES:
1. Take and transcribe dictation, including correspondence, reports, notices, radio and newspaper releases.
 2. Receive incoming calls and messages for all personnel in the office, including the Superintendent, Assistant Superintendent, Supervisor of Fleet Transportation and other office personnel.
 3. Place local and long distant phone calls for Superintendent.
 4. Receive and welcome visitors coming to administration office and attempt to take care of their needs.
 5. Make appointments when necessary.
 6. Sort mail for administration office staff. Open and sort mail for Superintendent.
 7. Keep a compiled attendance report each month for the district schools. Figure ADA for each month from these reports.
 8. Keep separate Special Education reports for pertinent information needed for the final yearly report.

9. Send attendance sheets out to other districts each month on each Special Education student who attends Special Education classes in the East Richland unit.
10. Type and mimeograph agendas and minutes of previous Board of Education meetings and mail to each board member one week before the regular meeting, which is held the second Thursday of each month, and the adjourned meeting, usually held the fourth Thursday of each month.
11. Allocate each invoice according to state rules and the district's official budget. Separate accordingly and type stencils of invoices so board may inspect and pass on them.
12. Compile Petty Cash Report - allocate each petty cash slip from reports turned in from each of the 10 schools, Guidance and IMC. Type stencil and mimeograph report to the board.
13. Compile and type stencil for Activity Report from each school for each board member.
14. Type stencil and mimeograph Superintendent's Monthly Report to Board of Education.
15. Fix board members' books by inserting information (items 11 through 15, and additional reports from other bookkeepers.)
16. Arrange Board room.
17. On day following Board meeting, take care of materials which have been passed on at the meeting.
18. Send out all checks passed on at Board meeting, listing invoices, etc., on separate sheet.
19. Make list of all Capital Outlay for Assistant Superintendent in order to up-date his inventory each month.
20. Keep duplicate copies of all Title I, Title II, and NDEA invoices. Make list of company, check number, date paid and amount and send to state for reimbursement after project is completed.
21. File all bills in a current file. At end of fiscal year transfer these into a permanent file.
22. Make alphabetical list of each check written each month, the allocation and amount, so these can be compiled and typed for the Annual Newspaper Report.

23. Type state reports.
24. Type reminder cards to each principal and send out one week prior to principal's meeting. Type and mimeograph agenda for meetings.
25. Type and mimeograph agendas and minutes of previous Citizens Consulting Committee meetings and send to each committee member. Fix members' books and arrange room for meetings.
26. Type purchase requisitions in triplicate for district personnel, sending one to company, one to person placing order, and keeping one for office use.
27. Type personnel contracts and distribute after board passes on them. Give pertinent data to each as needed.
28. Sort payroll for district and send out.
29. Answer all letters of application and send application forms to applicants. Make appointments for applicants when necessary.
30. Type stencils and mimeograph Annual School Budget.
31. Send out notices, etc., to election judges for all school elections.
32. Send out notices for bids. Notify all bidders of bids accepted and rejected.
33. Compile, type, and mimeograph annual "Your School" booklet.
34. Type W-2's for district personnel for income tax purposes.
35. Type bus license and other vehicle license applications.
36. Type lists and order diplomas for district schools. Type final list for newspaper release at end of school.
37. Send out physical examination forms to personnel required to receive a physical examination for the coming school year. After exam is completed and the Board acts on bills, return reimbursements and ask for return receipts.
38. Keep report on all tuberculin tests on district personnel.
39. Type, mimeograph and send out "Opening of School Letter" to all school personnel in July.

40. Type items for "Back to School Issue" of newspaper.
41. Contact substitute teachers before opening of school and remind them to renew certificates. Type substitute list for principals.
42. Work with auditors as needed.
43. Clean out files during summer months.
44. Type, mimeograph and replenish supply of forms as needed.
45. Order supplies for office.
46. Type Assistant Superintendent's correspondence.
47. Do other mimeographing, duplicating and filing as needed.
48. Perform other duties as may be assigned from time to time by the Superintendent.

Approved by: _____ Date _____

Reviewed and agreed to by: _____ Date _____
(Incumbent)

JOB DESCRIPTION
EAST RICHLAND COMMUNITY UNIT DISTRICT NO. 1

- TITLE: Assistant High School Principal
- QUALIFICATIONS:
1. Masters degree.
 2. Valid certification as an administrator or supervisor.
 3. Minimum of four years of teaching experience.
 4. Ability to work effectively with teachers, students, parents and administration.
- TERMS OF EMPLOYMENT: 10 months. Tenth month to be arranged cooperatively with building principal.
- REPORTS TO: Principal.
- EVALUATION: Performance of this job will be evaluated annually in accordance with the provisions of the Board's policy on Evaluation of Administrative Personnel.
- POSITION GOAL: To assist the Principal in carrying out aims and policies of the school and relieve him of many of the routine phases of administration.
- POSITION RESPONSIBILITIES:
1. Assist the Principal in the general administration of the school, and in his absence, make decisions he normally might make.
 2. Assume major responsibility for attendance.
 - (a) Readmit students following absence.
 - (b) Supervise the keeping of attendance records.
 - (c) Identify attendance problems and consult with parents.
 - (d) Investigate truancy problems and carry out the school's policy regarding truancy.
 3. Assume major responsibility for maintaining discipline.
 4. Supervise ticket sales at all athletic contests and musicals.
 5. Assume supervision role at athletic contests.

6. Certify eligibility of athletes.
7. Assist in coordinating all local and state series tournaments.
8. Serve as administrative sponsor of the Student Council.
9. Coordinate club activities.
10. Coordinate special events such as Homecoming, Pow Wow, Awards Day, and May Day Parade.
11. Assist in scheduling assembly programs and make necessary arrangements.
12. Assist in Commencement and Baccalaureate arrangements.
13. Supervise Commencement awards by contacting donors and serving as chairman of Faculty Awards Committee.
14. Supervise the selection of Illini Girl's State, Boy's State, D. A. R., and S. A. R. citizenship winners.
15. Make staff assignments for athletic ticket sales, for supervision, and other extra-curricular functions.
16. Prepare informational bulletins to faculty and make announcements on intercom twice daily.
17. Assist in preparing school's master schedule.
18. Compile High School Staff Load Figures and Drop Out Rate figures.
19. Recommend policy changes to Principal.
20. Perform other duties as may be assigned from time to time by the Principal.

Approved by: _____ Date _____

Reviewed and agreed to by: _____ Date _____

(Incumbent)

JOB DESCRIPTION
EAST RICHLAND COMMUNITY UNIT DISTRICT NO. 1

- TITLE: Assistant Superintendent
- QUALIFICATIONS:
1. Masters degree.
 2. Teaching experience.
 3. Administrative certificate (general administrative endorsement) or all-grade supervisory certificate.
 4. Other qualifications as the Board may designate.
- TERMS OF EMPLOYMENT: 12 months.
- REPORTS TO: Superintendent.
- SUPERVISES:
1. Transportation personnel.
 2. Building maintenance personnel.
 3. Such other personnel as the Superintendent may designate.
- EVALUATION: Performance of this job will be evaluated annually in accordance with the provisions of the Board's policy on Evaluation of Personnel.
- POSITION GOAL: To assist the Superintendent substantially and effectively in the task of providing leadership in developing and maintaining the best possible educational programs and services; maximum relief of the Superintendent from details of day-to-day operation is assumed.
- POSITION RESPONSIBILITIES:
1. Attend all regular meetings of the Board and submit a monthly report.
 2. Supervise non-teaching staff and such other staff as the Superintendent may direct.
 3. Supervise operation and maintenance of the district transportation system.

4. Direct custodial services of the district.
5. Supervise summer custodial and maintenance activities.
6. Collect data and information as requested by the Superintendent.
7. Attend meetings as directed by the Superintendent.
8. Review reports as assigned by the Superintendent.
9. Assist in preparation and administration of the district budget.
10. Serve in the absence of the Superintendent as the chief administrative officer of the district.
11. Assist in curriculum study and development.
12. Assist in development of district policies and administrative rules and in their interpretation.
13. Interpret, administer, and assist in the development of personnel policies.
14. Assume major responsibility for the recruitment and selection of a competent non-certified staff.
15. Contribute to the school's program of public relations.
16. Meet with Citizens Consulting Committee.
17. Prepare state reports and claims.
18. Prepare specifications, bid documents, and requisitions for district supplies and equipment.
19. Maintain inventory, warehousing and distribution system for district supplies.
20. Examine buildings regularly and schedule necessary maintenance and improvements.
21. Prepare specifications and bid documents for major repair and renovation projects not requiring a professional architect.
22. Receive calls for and direct emergency maintenance work.

- 23. Direct the operation of the district textbook rental system.
- 24. Prepare specifications and bid documents for all school insurance programs.
- 25. Select election judges for all school district elections.
- 26. Coordinate use of school facilities by community groups.
- 27. Perform other duties as may be assigned from time to time by the Superintendent.

Approved by: _____ Date _____

Reviewed and agreed to by: _____ Date _____
(Incumbent)

JOB DESCRIPTION
EAST RICHLAND COMMUNITY UNIT DISTRICT NO. 1

- TITLE: Athletic Supervisor, District
- QUALIFICATIONS:
1. Bachelors or masters degree, with courses in the organization and administration of athletic and physical education programs.
 2. Valid teaching certificate.
 3. At least five years of successful experience as a head coach.
- TERMS OF EMPLOYMENT: Nine months.
- REPORTS TO: Principal of high school concerning high school athletic programs and Superintendent concerning district athletic programs.
- SUPERVISES:
1. High school coaches.
 2. Elementary athletic coordinator.
 3. Elementary athletic coaches.
- EVALUATION: Performance of this job will be evaluated annually in accordance with the provisions of the Board's policy on Evaluation of Personnel.
- POSITION GOAL: To provide each enrolled student of the district an opportunity to participate in an extracurricular athletic activity that will foster physical skills, a sense of worth and competence, a knowledge of sports, and the principles of fair play.
- POSITION RESPONSIBILITIES:
1. Organize and administer the overall program of extracurricular interscholastic athletics for the district.
 2. Provide leadership in the selection, assignment, and evaluation of athletic coaches and staff members.
 3. Foster good school-community relations by keeping the community aware of and responsive to the athletic program.

4. Assume responsibility for the organization and scheduling of all inter-scholastic athletic events.
5. Recommend officials, team physicians, and assume general responsibility for the proper supervision of home games.
6. Arrange transportation for athletic contest participants.
7. Arrange for meals for athletes and coaches when necessary.
8. Develop and place into operation appropriate rules and regulations governing the conduct of athletic activities.
9. Verify physical and academic requirements of eligibility for participation in each sport, and verify each athlete's eligibility.
10. Recommend athletic program budget.
11. Requisition, in cooperation with appropriate staff members, supplies, uniforms, and equipment for athletic program.
12. Supervise cleaning, storage, and care of all athletic equipment.
13. Arrange all details of visiting teams' needs, including lodging, meals, towels, gymnasium services, and field assistance, as appropriate.
14. Make all necessary arrangements for the use of non-school playing fields and facilities.
15. Arrange practice schedules for coaches on the field and in the gymnasium.
16. Provide for the physical examination of all athletes prior to the beginning of each season.
17. Give orientation to athletes and coaches on insurance procedures.
18. Keep records of the results of all elementary, junior and senior high school athletic contests. Maintain a record file of all award winners, stating the date and type of the award, including athletic scholarships.
19. Direct an in-school, extracurricular program designed to foster support for the athletic teams and school spirit among non-participants.

20. Plan an annual recognition program for school athletes.

21. Perform other duties as may be assigned from time to time by the Superintendent or Principal.

Approved by: _____ Date _____

Approved by: _____ Date _____

Reviewed and agreed to by: _____ Date _____
(Incumbent)

JOB DESCRIPTION
EAST RICHLAND COMMUNITY UNIT DISTRICT NO. 1

TITLE: Board of Education Secretary

QUALIFICATIONS: Such qualifications as deemed necessary as determined by the Board of Education and Superintendent.

TERMS OF EMPLOYMENT: Employed for fiscal year, July 1 through June 30, by Board of Education, upon recommendation of the Superintendent. Salary established annually.

REPORTS TO: President of Board of Education, entire Board of Education when in session, and Superintendent.

EVALUATION: Performance of this job will be evaluated annually in accordance with the provisions of the Board's policy on Evaluation of Personnel.

POSITION GOAL: To keep all records and conduct school elections as mandated by the School Code of Illinois and as determined by the Superintendent and the Board of Education. Handle correspondence and paper work assigned by the Board of Education or Superintendent.

POSITION RESPONSIBILITIES:

1. Attend all regular, adjourned, and special meetings of the Board.
2. Keep record of actions taken and topics discussed at Board meetings, and prepare official minutes of all meetings for a permanent public record. On actions regarding expenditure of funds, and on all roll call votes, the name of each Board member is recorded with the 'yea' or 'nay' vote.
3. Mail summary of the minutes and actions taken to each Board member.
4. Conduct all regular and special elections held under Article 9 of the School Code of Illinois, including preparation of resolutions, publication of legal notices, instructing of election judges, furnishing of all ballots and election supplies and materials; conduct absentee voting for school elections; supervise the official election canvass; keep custody of election ballots and supplies for the time required by law.

5. Notify Board members of all special meetings, and give public notice of all meetings as required by the Illinois Open Meetings law.
6. Prepare all necessary resolutions for Board action.
7. Handle all Board correspondence and legal notices.
8. Make available for public inspection each year the tentative school district budget, as prepared by the Superintendent. Give notice of the public hearing on the budget and arrange for the public hearing.
9. Make all reports to the Superintendent of Educational Service Region relative to school district business, as required by the School Code of Illinois.
10. File Certificate of Tax Levy with the County Clerk before the last Tuesday of each September.
11. Keep on file in the District Administration office the official Board of Education minutes and signed copies of the monthly payroll and bills approved by the Board. Keep a separate file of all Board correspondence.
12. Perform other duties as may be assigned from time to time by the Superintendent or Board of Education.

Approved by: _____ Date _____

Approved by: _____ Date _____

Reviewed and agreed to by: _____ Date _____

(Incumbent)

JOB DESCRIPTION
EAST RICHLAND COMMUNITY UNIT DISTRICT NO. 1

TITLE: Business Manager of School Lunch Program

QUALIFICATIONS: Experience and proficiency in bookkeeping.

TERMS OF EMPLOYMENT: 12 months, approximately 30% of time required for lunch program.

REPORTS TO: Superintendent.

SUPERVISES: Business affairs of cafeterias in five schools.

EVALUATION: Performance of this job will be evaluated annually in accordance with the provisions of the Board's policy on Evaluation of Personnel.

POSITION GOAL: To provide a smooth, efficient operation in the process of providing nutritious lunches for school children. To maintain accuracy on all records and reports to Board of Education and state office.

POSITION RESPONSIBILITIES:

1. Interview, screen, and recommend appointments of all cafeteria personnel.
2. Prepare contracts and retirement papers for lunch personnel for five schools.
3. Prepare and distribute monthly payroll for lunch personnel.
4. Keep payroll ledger totals to issue W-2's at end of calendar year.
5. Maintain records of physical examinations and tuberculin tests.
6. Responsible for furnishing substitutes when absences occur in the five schools, and for figuring their hourly earnings.
7. Maintain records of absentees and sick leave.
8. Prepare state and federal applications for approval for lunches, milk, and government surplus commodities.
9. Make monthly report to state office, Educational Service Region and Board of Education.

10. Maintain records for audit by state auditors and local school audit.
11. Prepare bids for purchases of major quantities of staple food items, prepare and process prior to opening of school each year.
12. Keep inventory of supplies on hand.
13. Make all requisitions for foods and supplies during the school year.
14. Standardize records in five schools for compilation at end of each month as to number of lunches and deposits made.
15. Make deposits of monies received at high school.
16. Type menus for distribution.
17. Evaluate requests for purchase of new equipment and replacement of equipment for presentation to Superintendent.
18. Refigure and classify all lunch program invoices for presentation to the Board of Education for approval of reimbursement.
19. Write and mail checks in payment of all approved lunch invoices, post in ledger for audit, file invoices and keep them five years as requested by the state.
20. Make retirement reports, to be sent in monthly, and social security reports, to be sent quarterly, and write checks for same.
21. Write insurance, federal and state tax checks for lunch employees in relation to item No. 20.
22. Balance bank statements at end of month, checking with District Treasurer's report of deposits and expenditures.
23. Compile annual reports of all five schools' operation as to lunches served, deposits, government commodities received, etc., at end of fiscal year, June 30.
24. Keep up-to-date record of all expenditures for Annual Report for publication.
25. Balance of time spent in general Secretarial and Bookkeeping duties.
26. Perform other duties as may be assigned from time to time by the Superintendent.

Approved by: _____ Date _____

Reviewed and agreed to by: _____ Date _____

(Incumbent)

JOB DESCRIPTION
EAST RICHLAND COMMUNITY UNIT DISTRICT NO. 1

- TITLE: Curriculum Coordinator
- QUALIFICATIONS:
1. Masters degree.
 2. Valid certificate.
 3. Advanced graduate work in education in the areas of curriculum development, supervision, and/or instructional practices.
 4. Five years of successful experience as a department head or in another combined teaching-supervisory position.
- TERMS OF EMPLOYMENT: 11 months.
- REPORTS TO: Superintendent.
- SUPERVISES: Elementary school professional staff.
- EVALUATION: Performance of this job will be evaluated annually in accordance with the provisions of the Board's policy on Evaluation of Administrative Personnel.
- POSITION GOAL: Provide leadership and coordination of the entire instructional program of the district.
- POSITION RESPONSIBILITIES:
1. Survey curriculum in terms of unmet needs.
 2. Determine areas for improvement and their order of priority.
 3. Formulate long term objectives.
 4. Define problems in detail.
 5. Set up criteria or general principles to guide work in areas which need improvement.
 6. Provide an interchange of ideas among faculty groups.

7. Foster articulation between all levels.
8. Write, edit, and publish guides, handbooks, and other instructional or program material.
9. Disseminate philosophy basic to curriculum or program improvement.
10. Make provisions for resource help, including conference materials, contacts with individuals experienced in the field, community agencies, printed and audiovisual material.
11. Arrange for committee study in curriculum and program development.
12. Visit classrooms and schools of the district for the purpose of help, guidance, and evaluation.
13. Interpret the educational program and curriculum procedures to parents and the general public.
14. Utilize and organize district communication in area of curriculum and instruction.
15. Make reports to principals, district administration, and Board of Education regarding progress and problems.
16. Perform other duties as may be assigned from time to time by the Superintendent.

Approved by: _____ Date _____

Reviewed and agreed to by: _____ Date _____
(Incumbent)

JOB DESCRIPTION
EAST RICHLAND COMMUNITY UNIT DISTRICT NO. 1

- TITLE:** Elementary Principal, k-6
- QUALIFICATIONS:**
1. Masters degree.
 2. Administrative certificate (General Administrative Endorsement.)
 3. 20 semester hours of graduate credit in administration and supervision.
 4. Two years of experience as a teacher.
- TERMS OF EMPLOYMENT:** 10 months as principal and teacher.
- REPORTS TO:** Superintendent.
- SUPERVISES:** All personnel in building.
- EVALUATION:** Performance of this job will be evaluated annually in accordance with the provisions of the Board's policy on Evaluation of Administrative Personnel.
- POSITION GOAL:** Provide innovative instructional leadership within the building for the educational development of each student.
- POSITION RESPONSIBILITIES:**
1. Responsible to the Superintendent for all organization, administration, and supervision in the building.
 2. Responsible for directing the development of the curriculum and provide leadership for planning and adopting the courses of study to the needs and interests of the students.
 3. As the instructional leader, encourage professional advancement for the staff and faculty of the school.
 4. Consult with the Superintendent and the faculty in developing rules and regulations for the school.
 5. Keep the Superintendent and the faculty informed on the operation of the school.

6. Supervise the curriculum and extra curricular activities in order to promote accepted standards of achievement.
7. See that all faculty members are properly orientated and that each understands current policies, rules, and regulations of the District.
8. Be responsible for schedule making and school registration.
9. Arrange for the assignment of substitute teachers selected from an eligible list submitted by the Superintendent.
10. Assist the Superintendent in the selection of new personnel for the building.
11. Appraise the work of faculty members on his staff and submit reports as required to the Superintendent.
12. Arrange for the visitation of teachers in their rooms, as necessary, to keep himself informed concerning instruction.
13. See that proper discipline is maintained in the school. He may suspend, for not to exceed 10 days, any student who persistently violates the rules of the school. No pupil may be expelled without the approval of the Board. This also includes conduct of students to and from school including those who ride buses.
14. Approve all requisitions submitted by staff members in the building and inform the administration by proper procedure when materials have been received.
15. Cooperate with parent organizations and other community organizations and assist in promotion of the activities.
16. Conduct fire drills and disaster drills in compliance with local administration requirements and state laws.
17. Be responsible for the proper transmission of attendance reports, activity reports, petty cash reports, revolving fund reports and such other reports as may be required from the school.
18. At the close of the school year, see that property of the school is properly taken care of and accounted for.
19. Cooperate with the Assistant Superintendent in all matters pertaining to property and maintenance.

- 20. Encourage innovative professional involvement.
- 21. Approve lunch menu within the range of available supplies.
- 22. Assist in recognition, placement, staffing, and parental feedback of exceptional children.
- 23. Perform other duties as may be assigned from time to time by the Superintendent.

Approved by: _____ Date _____

Reviewed and agreed to by: _____ Date _____

(Incumbent)

JOB DESCRIPTION
EAST RICHLAND COMMUNITY UNIT DISTRICT NO. 1

- TITLE: Guidance Director
- QUALIFICATIONS:
1. Masters degree.
 2. Certification in guidance.
 3. Teaching experience preferred.
- TERMS OF EMPLOYMENT: 11 months.
- REPORTS TO: Superintendent.
- SUPERVISES: All guidance personnel in district.
- EVALUATION: Performance of this job will be evaluated annually in accordance with the provisions of the Board's policy on Evaluation of Administrative Personnel.
- POSITION GOAL: To execute a conscious and concentrated effort to help students make the most of their abilities, mental, physical, emotional and social.
- POSITION RESPONSIBILITIES:
1. Organize and administer a system-wide service in individual and group counseling.
 2. Develop and organize a system-wide testing program of group and individual testing.
 3. Develop, organize and monitor a system-wide student records system.
 4. Establish working relationships with various local and state agencies.
 5. Develop a full range of parent conference procedures concerning student behavior achievement and special needs.
 6. Develop policy concerning test results interpretation for individuals and for district use.
 7. Develop and monitor a system-wide occupational information program.

8. Develop a close working relationship with departments and personnel of other student services areas.
9. Administer various phases of provisions for Special Services, such as homebound instruction, referral procedures for psychological testing, confidential records handling, and special class placement.
10. Set assignments of personnel under his direct supervision.
11. Interview and recommend candidates for job openings.
12. Evaluate performance of staff.
13. Serve as consultant to various educational groups.
14. Perform other duties as may be assigned from time to time by the Superintendent.

Approved by: _____ Date _____

Reviewed and agreed to by: _____ Date _____
(Incumbent)

JOB DESCRIPTION
EAST RICHLAND COMMUNITY UNIT DISTRICT NO. 1

TITLE: Health Supervisor, District

QUALIFICATIONS:

1. A baccalaureate degree or currently be working toward that goal.
2. A current, valid certificate to practice professional nursing.
3. Meet state certification requirements for school nurses.
4. Minimum of two years of experience in public health nursing, preferably in a school district.
5. Certified vision technician credentials.
6. Certified audiometric technician credentials.

TERMS OF EMPLOYMENT: Nine months.

REPORTS TO: Superintendent.

SUPERVISES:

1. Volunteer vision and audiometric technicians.
2. Health care aides.
3. Candy Strippers.
4. Student nurses observing in schools.
5. Business clerical students.

EVALUATION: Performance of this job will be evaluated annually in accordance with the provisions of the Board's policy on Evaluation of Personnel.

POSITION GOAL: To create a climate of health and well-being in the district schools in order to allow the fullest educational opportunity for each student by minimizing absence due to illness or other reasons.

POSITION RESPONSIBILITIES:

1. Participate in the formulation and periodic review and revision of objectives, standards, policies, and functions of school nursing services and the total school health program.
2. Coordinate school programs in accordance with state guidelines and recommendations from the Department of Public Health.
3. Obtain current standing orders in regard to emergency treatment of accidents or illness from advisory board of local medical society.
4. Alert school administrators and others to legal provisions as they pertain to the school situation.
5. Supervise compliance with immunization and communicable disease regulations.
6. Acquaint school administrators and other personnel concerning health trends and problems.
7. Participate in the development of school policies regarding the health of school personnel.
8. Plan and carry out appraisal activities to assess the health status of students in regard to their health needs and problems.
9. Review and interpret medical and dental reports, including immunization status. Physical, dental forms, immunization recommendations, and failure referrals for audiometric and vision testing are mailed to the parents by the school nurse.
10. Compile current list on students with diagnosed disabilities or physical limitations for reference purposes.
11. Plan for vision and hearing screening programs and followup of deviations.
12. Evaluate health and developmental status in order to make a nursing diagnosis and establish priority for action.
13. Participate in the planning and followup of screening programs, such as immunization, tuberculin, diabetic and heart, by agencies outside the school to assure that they meet ethical and educational standards.
14. Counsel with pupils in dealing with their personal health problems.

15. Recommend educational adaptations as necessary for individual needs.
16. Help parents, school personnel and pupils to understand and adjust to physical, mental, and social limitations.
17. Use direct health services as a vehicle for health counseling.
18. Counsel staff members regarding personal and family health.
19. Utilize each opportunity, in the process of providing health services, to present health information to students, teachers, parents and community groups.
20. Act as consultant and resource person to the staff for the total health program.
21. Compile and maintain a file of current health educational materials for students and faculty.
22. Assist classroom teachers to teach health more effectively by serving as a consultant and participating in team teaching and classroom demonstrations.
23. Encourage and assist with in-service health education programs for students, parents, and community groups, encouraging the use of mass media (physical education, HCC and Candy Stripers.)
24. Cooperate with the school staff in establishing policies and procedures for providing emergency care for illness and/or injuries occurring while student is under jurisdiction of the school.
25. Provide for the implementation of medically-approved emergency care procedures, the instruction of school personnel, and plan for the reporting of accidents.
26. Participate in the review of accident reports and confer with school personnel to assure corrective action.
27. Promote effective communications between the community, health professions, and the school.
28. Participate in local comprehensive health planning.
29. Serve as a full, participating faculty member, attend and participate in faculty, staff, and community meetings.

30. Join and participate in activities of professional nursing, health, and educational organizations.
31. Maintain up-to-date cumulative health records on all students.
32. Assist in providing appropriate health services for pregnant girls, married or unmarried, according to the Office of the Superintendent of Public Instruction.
33. Provide services to indigent children by secure relationships with members of the local medical and dental professions, social and public health agencies, volunteer groups, service clubs and other community groups.
34. Plan and provide professional services for physical examinations of all school athletes participating in interscholastic sports.
35. Make requisitions for the purchase and subsequent distribution of all health supplies and equipment.
36. Compile and use records, and report all statistical information to school administration, local public health department and to state authorities.
37. Provide all consent forms and current information forms for use within the district.
38. Perform other duties as may be assigned from time to time by the Superintendent.

Approved by: _____ Date _____

Reviewed and agreed to by: _____ Date _____
(Incumbent)

JOB DESCRIPTION
EAST RICHLAND COMMUNITY UNIT DISTRICT NO. 1

TITLE: High School Principal

QUALIFICATIONS:

1. Masters degree in Educational Administration and five years of teaching experience.
2. Administrative certificate (General Administrative Endorsement.)
3. Five years experience as an administrator in a similar position.
4. Twenty semester hours of graduate credit in administration and supervision.

TERMS OF EMPLOYMENT: 12 months.

REPORTS TO: Superintendent and/or designated assistant.

SUPERVISES:

1. Assistant Principal(s).
2. Teaching staff, paraprofessionals and/or teacher aides.
3. Other professional Service Staff (Guidance, Special Teachers, etc.)
4. All non-professional building staff.
5. Any other service or professional staff member when assigned to the building.

EVALUATION: Performance of this job will be evaluated annually in accordance with the provisions of the Board's policy on Evaluation of Administrative Personnel.

POSITION GOAL: Assume leadership responsibility for directing the development of curriculum, educational planning, and auxiliary services provided in the building.

POSITION RESPONSIBILITIES:

1. Responsible to the Superintendent for all organization, administration, and supervision in the building.
2. Instructional leader of the building.
3. Plan with his staff and direct research toward adoption of courses of study reflected by the needs and interests of the students.
4. Properly orients all faculty and staff to current policies, rules, and regulations of the district.
5. Recommend new staff and conduct any disciplinary action involving existing staff.
6. Supervise all scheduling programs and procedures.
7. Arrange visitation to instructional areas and keep informed concerning instruction in the building.
8. Evaluate his staff and submit reports to the superintendent, as required.
9. See that proper discipline is maintained in the building.
10. Control the budget for district accounts active within the building.
11. Serve as custodian of all high school activity accounts.
12. Organize and support positive involvement of lay citizens councils in curriculum studies and promotion of other specified activities of the school.
13. Transmit all required reports as may be required.
14. Accept responsibility for all school properties of the building.
15. Provide for life safety regulations and procedures.
16. Develop rules and regulations complimentary to Board and Administrative policies.
17. Plan assignments to responsible personnel to insure school functions in the absence of the principal.
18. Budget school time to provide for efficient conduct of instruction and extracurriculars.

19. Maintain high standards of student conduct by enforcing discipline as necessary, according due process to the rights of students and staff.
20. Assert leadership in times of crisis to maintain order and safety of the school within established Board policy.
21. Assist staff to develop appropriate in-service education.
22. Clear all "Building Use" requests so as to assure the ongoing educational program.
23. Approve all contracted uses of his building and charge appropriate rental as per Board policy.
24. Is the ultimate responsible authority for the proper conduct of the school.
25. Is responsible for the proper care of and use of the school building and grounds.
26. Prepare an annual budget estimate for the forthcoming year.
27. Delegate certain responsible administrative functions to members of his staff.
28. Assign all teachers to the instructional program within their legal area of competency and for the most effective utilization of staff to best benefit education for students.
29. Serve as an active member of the Administrative Council to work toward solutions to identified problems.
30. Recommend teaching techniques as an assist to the teachers.
31. Inaugurate or approve designs of experimentation of teaching or learning exercise methods.
32. Encourage professional study by members of the staff.
33. Make recommendations to District Administration for retention or separation of staff.
34. Perform other duties as may be assigned from time to time by the superintendent.

Approved by: _____ Date _____

Reviewed and agreed to by: _____ Date _____
(Incumbent)

JOB DESCRIPTION
EAST RICHLAND COMMUNITY UNIT DISTRICT NO. 1

- TITLE:** Instructional Materials Director, District
- QUALIFICATIONS:**
1. Masters degree, with preparation in Instructional Media.
 2. Valid teacher certification.
 3. Special K-14 Teaching and Supervising Certificate with "Instructional Materials" endorsement.
 4. Successful classroom teaching experience.
- TERMS OF EMPLOYMENT:** 11 months.
- REPORTS TO:** High School Principal and Superintendent.
- SUPERVISES:**
1. High school materials center.
 2. Junior high library.
 3. Elementary instructional materials.
 4. Federal projects.
 5. Textbook library.
- EVALUATION:** Performance of this job will be evaluated annually in accordance with the provisions of the Board's policy on Evaluation of Personnel.
- POSITION GOAL:** To effectively organize and implement a district-wide school media program to provide students and teachers in all attendance centers the widest range of services and resources available.
- POSITION RESPONSIBILITIES:**
1. Participate in curriculum staff meetings and serve in a consultant capacity.
 2. Develop policy recommendations in the evaluation, selection and use of media and equipment, budget expenditures, and personnel practices.

3. Plan, develop and justify long-range district media programs.
4. Plan, schedule and conduct media-related in-service and continuing education programs for students and faculty.
5. Interview, evaluate and make recommendations for staff appointments related to media and federal programs.
6. Supervise and evaluate media center processing, repair and maintenance facility, media collections, equipment testing and production of instructional materials for district-wide use.
7. Act as district liaison in interpreting and carrying out media directives and policies as formulated by the Superintendent and/or Board.
8. Continually evaluate new developments in the field of media and related technology through participation in various organizations, workshops, conferences, and advanced university training.
9. Continually evaluate and appraise existing school media programs to determine their continuing feasibility and effectiveness in meeting established district objectives.
10. Prepare, recommend, and justify annual district budget for evaluations and approval by district superintendent.
11. Write proposals, supervise, and respond to all correspondence or evaluations related to E.S.E.A., Title I.
12. Prepare E.S.E.A., Title II application, and report and evaluate same.
13. Order, process and inventory district textbooks.
14. Perform other duties as may be assigned from time to time by the Superintendent.

Approved by: _____ Date _____

Reviewed and agreed to by: _____ Date _____

(Incumbent)

JOB DESCRIPTION
EAST RICHLAND COMMUNITY UNIT DISTRICT NO. 1

- TITLE: Junior High School Principal
- QUALIFICATIONS:
1. Masters degree in School Administration.
 2. Supervisory certificate.
 3. Five years of teaching experience.
- TERMS OF EMPLOYMENT: 10 months.
- REPORTS TO: Superintendent
- SUPERVISES:
1. Teaching staff.
 2. Itinerant staff.
 3. Pupil personnel services staff while functioning in building.
 4. All other employees assigned to building.
- EVALUATION: Performance of this job will be evaluated annually in accordance with the provisions of the Board's policy on Evaluation of Administrative Personnel.
- POSITION GOAL: To create an atmosphere for learning so that each child will progress according to his abilities.
- POSITION RESPONSIBILITIES:
1. Be responsible to the Superintendent for all organization, administration, and supervision in the building.
 2. Be responsible for directing the development of the curriculum and provide leadership for planning and adopting the courses of study to the needs and interest of the students.
 3. As the instructional leader, encourage professional advancement for the staff and faculty of his school.
 4. Consult with the Superintendent and the faculty in developing rules and regulations for the school.

5. Keep the Superintendent and the faculty informed on the operation of the school.
6. Supervise the curriculum and extra curricular activities in order to promote accepted standards of achievement.
7. See that all faculty members are properly orientated and that each understands current policies, rules, and regulations of the District.
8. Be responsible for schedule making and school registration.
9. Arrange for the assignment of substitute teachers selected from an eligible list submitted by the Superintendent.
10. Assist the Superintendent in the selection of new personnel for the building.
11. Appraise the work of faculty members on his staff and submit reports as required to the Superintendent.
12. Arrange for the visitation of teachers in their rooms, as necessary, to keep himself informed concerning instruction.
13. See that proper discipline is maintained in the school. He may suspend, for not to exceed 10 days, any student who persistently violates the rules of the school. No pupil may be expelled without the approval of the Board. This also includes conduct of students to and from school including those who ride buses.
14. Approve all requisitions submitted by staff members in the building and inform the administration by proper procedure when materials have been received.
15. Cooperate with parent organizations and other community organizations and assist in promotion of the activities.
16. Conduct fire drills and disaster drills in compliance with local administration requirements and state laws.
17. Be responsible for the proper transmission of attendance reports, activity reports, petty cash reports, revolving fund reports and such other reports as may be required from the school.
18. At the close of the school year, see that property of the school is properly taken care of and accounted for.

19. Cooperate with the Assistant Superintendent in all matters pertaining to property and maintenance.
20. Participate in administration meetings, principal's meetings, and educational meetings which are appropriate to this position.
21. Visit classrooms to assist and encourage teachers in implementing programs of individualized instruction.
22. Assume responsibility for attendance and health of students.
23. Supervise the maintenance of records on the progress of students.
24. Coordinate pupil personnel services activities in the building.
25. Plan and coordinate all school assemblies.
26. Maintain and control funds generated for student activities.
27. Make arrangements for special conferences between parents and teachers.
28. Aid students in solving problems.
29. Perform other duties as may be assigned from time to time by the Superintendent.

Approved by: _____ Date _____

Reviewed and agreed to by: _____ Date _____

(Incumbent)

JOB DESCRIPTION
EAST RICHLAND COMMUNITY UNIT DISTRICT NO. 1

TITLE: Maintenance Man

QUALIFICATIONS:

1. High school diploma
2. Experience in wide variety of maintenance crafts, including those of plumbing, electrical and welding.

TERMS OF EMPLOYMENT: 12 months. On 24 hour call.

REPORTS TO: Assistant Superintendent

SUPERVISES:

1. District custodians in their maintenance functions.
2. Summer maintenance work crews.

EVALUATION: Performance of this job will be evaluated annually in accordance with the provisions of the Board's policy on Evaluation of Personnel.

POSITION GOAL: To complete assigned jobs in a professional craftsman's way.

POSITION RESPONSIBILITIES:

1. Repair inoperative and leaking plumbing fixtures.
2. Repair electrical fixtures and wiring.
3. Do some minor carpentry, such as hanging doors and patching up different pieces of equipment made of wood.
4. Do non-pressure welding and cutting necessary to do this welding.
5. Fill holes in parking lots and roads with road pack and blacktop.
6. Lay block and tile.
7. Do concrete finishing.
8. Repair and replace ceiling and floor tile.

9. Check out and repair air-operated heating controls.
10. Build fences.
11. Check burner controls and replace or repair defective parts.
12. Repair locks, door and window hardware.
13. Rod out sewer lines.
14. Cut glass, glaze windows and doors.
15. Patch roof leaks.
16. Install and repair guttering and drops.
17. Do painting.
18. Locate and purchase material for replacement or repairs.
19. Remove snow.
20. Clean and lubricate all high school mechanical equipment.
21. Take care of emergency light and fire alarm batteries at the high school.
22. Assist the assistant superintendent in planning needed maintenance and renovation work.
23. Direct district custodians in proper operation and maintenance of mechanical equipment.
24. Perform other duties as may be assigned from time to time by the assistant superintendent.

Approved by: _____ Date _____

Reviewed and agreed to by: _____ Date _____

(Incumbent)

JOB DESCRIPTION
EAST RICHLAND COMMUNITY UNIT DISTRICT NO. 1

- TITLE: Music Supervisor, District
- QUALIFICATIONS:
1. Masters degree.
 2. Valid teacher's certificate.
 3. Demonstrated skills and talents in both vocal and instrumental music.
 4. Five years of successful teaching experience.
- TERMS OF EMPLOYMENT: 11 months.
- REPORTS TO: Curriculum Coordinator.
- SUPERVISES: District music staff.
- EVALUATION: Performance of this job will be evaluated annually in accordance with the provisions of the Board's policy on Evaluation of Personnel.
- POSITION GOAL: To provide a program in music education in the district that furnishes an opportunity to learn about and enjoy music through performance and listening with understanding.
- POSITION RESPONSIBILITIES:
1. Advise teachers in selection and use of instructional materials.
 2. Coordinate instructional practices of all staff.
 3. Coordinate music instruction with other areas of instruction.
 4. Arrange workshops involving teaching of music.
 5. Oversee all district music performances.
 6. Provide leadership in planning and execution of music activities.
 7. Assist in determining staff additions and recruiting and screening such personnel.
 8. Serve as consultant to any extracurricular activities of a musical nature.

9. Maintain necessary records for proper management.
10. Confer with music staff on conditions of equipment.
11. Advise on purchase of major equipment.
12. Perform other duties as may be assigned from time to time by the Superintendent.

Approved by: _____ Date _____

Reviewed and agreed to by: _____ Date _____
(Incumbent)

JOB DESCRIPTION
EAST RICHLAND COMMUNITY UNIT DISTRICT NO. 1

- TITLE: Director of Special Education
- QUALIFICATIONS:
1. Masters degree.
 2. Certification as administrator in Special Education.
 3. Teaching experience preferred.
 4. Administrative experience in Special Education preferred.
- TERMS OF EMPLOYMENT: Eleven months.
- REPORTS TO: Superintendent.
- SUPERVISES:
1. All personnel designated as Special Education staff.
- EVALUATION: Performance of this job will be evaluated annually in accordance with the provisions of the Board's policy on Evaluation of Administrative Personnel.
- POSITION GOAL: To provide sound educational programs and services for exceptional children as mandated under state legislation and as the district demands and/or requires.
- POSITION RESPONSIBILITIES:
1. Supervise and coordinate Special Education classroom instructional programs.
 2. Supervise and coordinate all Special Education support services.
 3. Establish procedures for referral, evaluation, assignment and re-appraisal of students.
 4. Establish record keeping and handling procedures for all confidential records pertaining to Special Education services.
 5. Organize and lead all staffings related to needs of children eligible for Special Education services.

6. Establish working relationships with various local and state agencies related to Special Education services.
7. Serve as consultant to various educational groups.
8. Interview and recommend candidates for job openings in Special Education.
9. Evaluate performance of all personnel under his direct responsibility.
10. Assume responsibilities as member of Student Personnel Services team.
11. Consult with and interpret Special Education program and services to parents and public.
12. Perform other duties as may be assigned from time to time by the Superintendent.

Approved by: _____ Date _____

Reviewed and agreed to by: _____ Date _____
(Incumbent)

JOB DESCRIPTION
EAST RICHLAND COMMUNITY DISTRICT NO. 1

TITLE: Superintendent of Schools

QUALIFICATIONS:

1. Masters degree, with preparation in such fields as educational philosophy, psychology, supervision, curriculum and administration.
2. Minimum of five years of successful professional experience.
3. Hold a valid All-Grade Supervisory Certificate, or a valid State Limited Supervisory Certificate, or a valid State Life Supervisory Certificate, or a valid Administrative Certificate with the Superintendent Endorsement.
4. Meet current required North Central Association standards or have met them prior to September 1, 1968.
5. Hold or obtain memberships in the Illinois Association of School Administrators and the American Association of School Administrators.

TERMS OF EMPLOYMENT: 12 Months.

REPORTS TO: Board of Education.

SUPERVISES: All district employees, either directly or indirectly.

EVALUATION: Performance of this job will be evaluated annually in accordance with the provisions of the Board's policy on Evaluation of Administrative Personnel.

POSITION GOAL: To provide leadership in developing and maintaining the best possible educational programs and services.

POSITION RESPONSIBILITIES:

1. Serve as chief executive officer of the Board of Education.
2. Administer the schools in conformity with adopted policies of the board, rules and regulations of the Office of the Superintendent of Instruction, and the School Code of Illinois.

3. Make regular reports to the Board of Education, keep it informed of educational developments, furnish leadership to the Board and to the profession.
4. Develop plans for maintenance and improvement of an educational program to meet the needs of the community.
5. Consult with his staff on the recommendations of the educational advancement of the schools.
6. Nominate for appointment, assign and define the duties and responsibilities of all school personnel.
7. Inform the Board concerning the methods of recruiting the staff, and report periodically concerning staff needs and available candidates.
8. Have immediate and direct supervision of the Assistant Superintendent, Administrative Assistants and Principals.
9. Assign teachers to the position where in his judgment they serve the District to the best advantage and may transfer teachers or other employees at any time, when in his judgment, such transfers will be to the best interest to the school system.
10. Require the attendance of employees of the district at such regular meetings as he may call for instructions in their duties and in methods in carrying out their teaching, management, supervising their other duties, or for mutual improvement.
11. Recommend salary schedules for adoption by the Board.
12. Prepare, with the assistance of his staff, the annual budget.
13. Attend and participate in all meetings of the Board, except when his own employment is under consideration or when by mutual consent his absence is authorized by the Board.
14. Be responsible for a program of public information so the citizens may be informed of school achievement, significant educational development, needs, and cost.
15. Be responsible, with the aid of his staff, for the selection of textbooks, instructional supplies, and equipment used in the schools.
16. Coordinate the programs and activities of the various units of the school system and be responsible for the school calendar.

17. Establish a working relationship with the staff and the public which will permit frank discussion of common problems. Provide an avenue for bringing unsettled issues to the Board. Participate in conferences and seminars for the purpose of being informed concerning current educational developments.
18. Participate, as a part of the public information program, in such civic organizations and projects for the purpose of developing their strong community support for the educational program of the District.
19. Accept professional leadership responsibility when requested.
20. Be responsible for preparing the agenda for Board of Education meetings.
21. Be responsible for the establishment and maintenance of the system of accounting for various school funds which must conform to requirements of the School Code.
22. Complete all records as required by law and/or the Board.
23. Designate the relationship of his assistants or supervisors to the school staff.
24. Perform such other duties as the Board may from time to time determine.

Approved by: _____ Date _____

Reviewed and agreed to by: _____ Date _____

(Incumbent)

JOB DESCRIPTION
EAST RICHLAND COMMUNITY UNIT DISTRICT NO. 1

TITLE: Supervisor of Accounts - Administrative Bookkeeper,
Payroll Clerk, Assistant Treasurer

QUALIFICATIONS: 1. High school diploma.
2. Experience and proficiency in typing, short-hand and bookkeeping.

TERMS OF EMPLOYMENT: 12 months.

REPORTS TO: Superintendent.

SUPERVISES: 1. Payroll clerk.
2. Posting clerk.

EVALUATION: Performance of this job will be evaluated annually in accordance with the provisions of the Board's policy on Evaluation of Personnel.

POSITION GOAL: To insure that the Superintendent, Board and school district have an accurate, up-to-date record of all receipts and expenditures and a readily-available report of financial status.

POSITION RESPONSIBILITIES:

1. Assume responsibility for posting receipts and writing checks for expenditure of school district funds.
2. Provide monthly accounting of all income and expenditures.
3. Prepare financial statements.
4. Reconcile all bank accounts maintained by the Board.
5. Maintain a continuous internal auditing program for all funds.
6. Prepare reports to Superintendent and Board concerning the status of budgetary accounts.
7. Maintain general, revenue, and appropriations ledgers.

8. Assume responsibility for insurance records and insurance accounting.
9. Prepare payroll.
10. Write checks for payroll.
11. Assume responsibility for all deductions and for the reporting of deductions to payee. Prepare all reports monthly, and some also are quarterly and annually, and include:
 - a. Federal tax
 - b. State tax
 - c. Teachers' pension
 - d. Illinois Municipal Retirement and Social Security
 - e. Health insurance
 - f. Life insurance
 - g. Accident insurance
 - h. Cancer insurance
 - i. Dues
 - j. Annuities
12. Sign checks in absence of Treasurer.
13. Keep accounting of sick leave for all employees and notify each of status.
14. Perform other duties as may be assigned from time to time by the Superintendent.

Approved by: _____ Date _____

Reviewed and agreed to by: _____ Date _____
(Incumbent)

JOB DESCRIPTION
EAST RICHLAND COMMUNITY UNIT DISTRICT NO. 1

TITLE: Supervisor of Fleet Transportation

QUALIFICATIONS:

1. High school diploma.
2. Experience in automotive repair.
3. Experience in driving a school bus.
4. Thorough knowledge of road network in district.

TERMS OF EMPLOYMENT: 12 months.

REPORTS TO: Assistant Superintendent.

SUPERVISES:

1. Automotive mechanics.
2. Bus drivers.
3. Bus riders.
4. Bus routes.

EVALUATION: Performance of this job will be evaluated annually in accordance with the provisions of the Board's policy on Evaluation of Personnel.

POSITION GOAL: To maintain a safe transportation system for the school district.

POSITION RESPONSIBILITIES:

1. Supervise repair and maintenance of the bus fleet and other cars, trucks and tractors.
2. Help drivers solve discipline problems.
3. Develop recommendations for future equipment.
4. Check bus routes for load conditions.
5. Assist in checking road hazards for decisions on school closings.
6. Keep monthly reports on each bus' route mileage.

7. Assign drivers and buses for extra trips.
8. Set up first aid instruction for drivers, both new and old.
9. Give training to new drivers and assist in any way possible.
10. Keep records of overtime pay for extra driving.
11. Keep records of extra trips and costs for both educational and athletic events.
12. Assist the assistant superintendent in laying out routes.
13. Assist the assistant superintendent in recruiting drivers.
14. Assist in preparation of state reports and claims.
15. Perform other duties as may be assigned from time to time by the assistant superintendent.

Approved by: _____ Date _____

Reviewed and agreed to by: _____ Date _____
(Incumbent)

JOB DESCRIPTION
EAST RICHLAND COMMUNITY UNIT DISTRICT NO. 1

- TITLE:** Vocational Coordinator
- QUALIFICATIONS:**
1. Masters degree with an undergraduate major or minor in a vocational field.
 2. Three years experience in vocational and technical education as an approved teacher and/or supervisor.
 3. An appropriate valid State Supervisory Certificate.
 4. One year (2,000 hours) employment experience in an occupational field.
- TERMS OF EMPLOYMENT:** Nine months. Two periods per day released time for coordinating activities.
- REPORTS TO:** High School Principal.
- EVALUATION:** Performance of this job will be evaluated annually in accordance with the provisions of the Board's policy on Evaluation of Personnel.
- POSITION GOAL:** To be responsible for the implementation and operation of vocational and technical education, subject to state and federal regulations.
- POSITION RESPONSIBILITIES:**
1. Coordinate planning efforts of the five vocational education departments.
 2. Write the One and Five Year Plan for Vocational and Technical Education each year.
 3. Complete and submit vocational reimbursement claims for each semester of school and for summer sessions.
 4. Prepare and tabulate information for vocational student followup.
 5. Keep current on changes in the state plan for Vocational and Technical Education, and see that our local plan meets the state requirements.

6. Prepare and submit the annual Information and Statistical Report to the state.
7. Provide consultant personnel for vocational departments through the Division of Vocational and Technical Education.
8. Keep current on state vocational bulletins and distribute and relay this information to vocational teachers.
9. Chair the Executive Vocational Advisory Council.
10. Develop vocational guidance visuals for orientation of junior high students to the vocational programs.
11. Prepare information for visiting team members for D.V.T.E. on sight evaluations.
12. Prepare and keep on file materials needed for state auditors for vocational reimbursement forms.
13. Seek advice from business, industry, lay citizen councils and other agencies in determining occupational requirements.
14. Organize and direct studies and surveys to determine local and area needs, and recommend and develop new course offerings and evaluate existing offerings.
15. Correlate middle school and secondary programs.
16. Correlate secondary and junior college programs.
17. Develop programs for all people, including drop outs and individuals with special needs.
18. Be responsible to the local administration for the overall planning, administering and coordinating of the total vocational education program.
19. Attend conferences on Vocational Education which are authorized by the State Board of Vocational Education and Rehabilitation.
20. Conduct conferences and in-service training for teachers and counselors of vocational education.
21. Coordinate activities of advisory councils for the various occupational areas.
22. Promote and publicize the total program of vocational education.

23. Investigate and report on funding opportunities available for vocational programs.
24. Serve as a consultant to the professional staff on matters pertaining to vocational information and on interpretation of laws affecting vocational education.
25. Perform other duties as may be assigned from time to time by the Principal.

Approved by: _____ Date _____

Reviewed and agreed to by: _____ Date _____
(Incumbent)

CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

A common understanding of what the employee's performance responsibilities really are is shared by both the employee and his supervisor when they jointly undertake the task of writing a job description.

Most of the East Richland employees participating in the district's initial phase of writing job descriptions expressed the opinion that job descriptions really are a good idea and that they felt the job descriptions would help them become better at their jobs and as a result would help the students involved.

Participants in this field study were quite cooperative and enthusiastic. They produced a commendable effort and most of the job descriptions required little changing or editing. The author contributes this to the fact that solid groundwork was laid before asking the employees to write their job descriptions.

The administrative staff, especially Superintendent Purdy, cooperated to the fullest in getting the East Richland job description

project launched. When job descriptions for the unit are completed, they will become a valuable tool for implementing and executing school board policies.

The East Richland unit recently okayed a bond issue for two and a half million dollars, most of which will go for construction of a new middle school. It is planned to write job descriptions for employees of the new middle school staff before the school begins operation. Since the new middle school will operate under the "open" concept, administrators, supervisors and teachers will have to take on new dimensions because of their changing roles. Job descriptions will help make this transition an easier one.

A long-time educational leader in southern Illinois, the East Richland public school system will remain in stride with the times with the completion of the job description project.

In conclusion, the author makes the following recommendations:

1. Job descriptions should be written for the remaining certified and non-certified positions in the East Richland unit not covered in this study. This should comply to the time table established at the June 14, 1973, board of education meeting.
2. Each spring each incumbent and his supervisor should review his or her job description.
3. If it is necessary to revise the job description, the revisions should be discussed and agreed upon by the employee and supervisor.

Copies of the revised job description should be signed by both parties, dated and placed in the district's Job Description Manual, in copies of the manuals issued to key administrative personnel, and in the manuals used for loan purposes.

4. Job descriptions should be used in personnel evaluation procedures as established by the board of education.

5. Job descriptions should be formulated for anticipated new positions or roles in the East Richland unit as they arise.

FOOTNOTES

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2. Board of Education Policies. East Richland Community Unit School District No. 1, Olney, Illinois. January, 1972.
3. Job Descriptions in Education. Evanston, Illinois: National School Boards Association, 1973.
4. Action Goals for the Seventies: An Agenda for Illinois Education. The Office of the Superintendent of Public Instruction, State of Illinois. May, 1972.
5. Interview with Leslie E. Purdy, Superintendent, East Richland Community Unit School District No. 1, Olney, Illinois, September 28, 1973.
6. Letter from Michael J. Bakalis, Superintendent, Office of the Superintendent of Public Instruction, State of Illinois, October 10, 1973.
7. Letter from Donald L. Ginder, Personnel and Industrial Relations Manager, AMF, Incorporated, Olney, Illinois, October 9, 1973.
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APPENDIX A
DATA GATHERING FORMS

MEMORANDUM

EAST RICHLAND COMMUNITY UNIT DISTRICT NO. 1

OINEY, ILLINOIS

Date September 28, 1973TO: Staff Member ContactedFROM: Office of the Unit SuperintendentSUBJECT: Job Description Project

MESSAGE: Mr. Gene Strain will be doing a joint project for the
district and himself relative to the development of job descriptions
for specified positions in the district. Your position is one that
we would like to set down in a job description. Would you please
extend him your cooperation.

Signed/ Leslie E. Purdy

THIS FOLDER INCLUDES:

- (1) Memo from Mr. Leslie Purdy relevant to this job description project.
- (2) Instructions and suggestions to help you in developing your own job description.
- (3) Samples of a job description(s) similar to your position. (NOTE: these samples are to be used only as a guide to aid you in developing your own job description as it applies to the East Richland unit and are not meant to be completely representative of your position).
- (4) Forms to be used in completing your job description. (Additional pages may be used if necessary).

Please be sure to return all materials in your folder to me by NO LATER than Friday, October 26, and EARLIER IF POSSIBLE.

If you have any questions, please contact me during evening or weekend times at my home, phone 393-8506, or at my high school office, phone 393-2191, during working hours.

Gene Strain

INSTRUCTIONS AND SUGGESTIONS FOR PREPARING YOUR JOB DESCRIPTION

The following instructions and suggestions are offered as a guide to aid you in preparing a job description for your position. The sample job description(s) in your folder are meant as a review for you.

In writing your job description, attempt to be specific and to use simple sentences. In other words, use factual information written in plain English. Try to avoid the use of the words "should" or "shall" when possible. To write that a department chairman "shall review all new textbooks" is not as effective as the use of the active verb "reviews."

Do not include opinions as to the importance or difficulty of your position. Avoid using educational jargon--write so everyone will be able to understand what you're saying.

When you have finished the draft of your job description, it will be reviewed with you by your immediate supervisor and will become an official document of the East Richland Community Unit District No. 1 when it is signed by both you and your supervisor. The job description will be reviewed and revised as necessary each year.

TITLE: Indicate your job title.

QUALIFICATIONS: List any special certification, education, training or skills required for your job..

TERMS OF EMPLOYMENT: Indicate the length and terms stated in your contract.

REPORTS TO: Indicate your immediate supervisor by title, not by name.

SUPERVISES: If your job calls for supervisory responsibilities, indicate those titles under your realm of responsibility.

EVALUATION: Indicate the process as you understand it for evaluation your job.

POSITION GOAL: Indicate the goal(s) of your position as it relates to the East Richland school system.

POSITION RESPONSIBILITIES: Indicate separately in sentence form the various main or major responsibilities of your position. Attempt to list them in order of importance. A good rule of thumb as to what constitutes a major responsibility is to consider if that responsibility occupies 10 percent or more of your time. Indicate the extent and complexity of your responsibilities for the work of others.

JDE LOCATOR: 3.08.1

EPS Reference: GBBA-R

TITLE: Librarian

QUALIFICATIONS: As set by state certification authorities

REPORTS TO: Principal

SUPERVISES: Library Aides

JOB GOAL: To provide all students with an enriched library environment containing a wide variety and range of materials that will invite intellectual growth, and to aid all students in acquiring the skills needed to take full advantage of library resources.

PERFORMANCE RESPONSIBILITIES:

1. Operates and supervises the library to which assigned.
2. Assists teachers by making library materials available to supplement the instructional program.
3. Provides educational experiences for students in the area of library resources.
4. Works with teachers and district librarian in the selection and acquisition of appropriate books, periodicals, and other resource material.
5. Supervises the work of assigned library aides.

TERMS OF EMPLOYMENT: Ten, eleven, or twelve month year. Salary and work year to be established by the Board.

EVALUATION: Performance of this job will be evaluated annually in accordance with provisions of the Board's policy on Evaluation of Professional Personnel.

Approved by: _____ Date: _____

Reviewed and agreed to by: _____ Date: _____
(Incumbent)

JOB DESCRIPTION
EAST RICHLAND COMMUNITY UNIT DISTRICT NO. 1

TITLE:

- QUALIFICATIONS:
- 1.
 - 2.
 - 3.
 - 4.
 - 5.
 - 6.

TERMS OF EMPLOYMENT:

REPORTS TO:

- SUPERVISES:
- 1.
 - 2.
 - 3.
 - 4.

EVALUATION:

POSITION GOAL:

POSITION RESPONSIBILITIES:

- 1.
- 2.
- 3.

(page 2, Job Descriptions)

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(page 3, Job Descriptions)

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APPENDIX B
LOG OF ACTIVITIES

LOG OF ACTIVITIES

- 9/28/73 Met with Superintendent Purdy and discussed job description project for the East Richland unit. He designated 20 job descriptions to be written for the initial phase of the project and issued a statement to the author relative to his opinion on the importance of job descriptions in public school systems.
- 9/28/73 Received memo from Superintendent Purdy instructing the 20 participants to cooperate with the author in formulating the job descriptions.
- 10/4/73 Met with Don L. Ginder, Personnel and Industrial Relations Manager, AMF, Incorporated, Olney, Illinois, concerning the use of job descriptions at AMF.
- 10/6/73 Researched library at Eastern Illinois University for related literature pertaining to job descriptions.
- 10/8/73 Prepared 20 portfolios for participants in the East Richland job description project. The portfolios contained information relative to writing the job descriptions.
- 10/9/73 Issued the portfolios to the participants.
- 10/10/73 Received letter from Michael J. Bakalis, Superintendent, Office of the State Superintendent of Public Instruction, State of Illinois, expressing his feelings on the importance of job descriptions.
- 10/11/73 Received three job descriptions.
- 10/15/73 Received one job description.
- 10/15/73 Met with Superintendent Purdy concerning progress of the project.
- 10/17/73 Met with Superintendent Purdy concerning the project.
- 10/18/73 Received one job description.
- 10/27/73 Met with Dr. Robert Shuff, Head, Education Department, Eastern Illinois University, Charleston, Illinois, concerning my prospectus.

11/6/73 Met with Dr. Shuff and presented prospectus.

10/26/73 Received nine job descriptions.

10/29/73 Received four job descriptions.

10/30/73 Received remaining two job descriptions.

10/31/73 Edited job descriptions.

11/1/73 Secretary typed rough draft of job descriptions.

11/2/73 Secretary typed rough draft of job descriptions.

11/5/73 Secretary typed rough draft of job descriptions.

11/6/73 Issued job descriptions to supervisors for approval.

11/9/73 Received job descriptions from supervisors and had participants to look them over and approve changes.

11/16/73 Met with Dr. Shuff concerning prospectus. Received permission to proceed.

11/19/73 Distributed copies of field study to Dr. Shuff for committee evaluation.

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