

8-1965

A Survey of the Administration of Noninstructional Personnel in the Richmond Public Schools and Other School Divisions with Comparable Enrollments

Harold David Gibson

Follow this and additional works at: <https://scholarship.richmond.edu/masters-theses>



Part of the [Educational Administration and Supervision Commons](#)

Recommended Citation

Gibson, Harold David, "A Survey of the Administration of Noninstructional Personnel in the Richmond Public Schools and Other School Divisions with Comparable Enrollments" (1965). *Master's Theses*. 1298.

<https://scholarship.richmond.edu/masters-theses/1298>

This Thesis is brought to you for free and open access by the Student Research at UR Scholarship Repository. It has been accepted for inclusion in Master's Theses by an authorized administrator of UR Scholarship Repository. For more information, please contact scholarshiprepository@richmond.edu.

A SURVEY OF THE ADMINISTRATION OF NONINSTRUCTIONAL PERSONNEL
IN THE RICHMOND PUBLIC SCHOOLS
AND OTHER SCHOOL DIVISIONS
WITH COMPARABLE ENROLLMENTS

A Thesis
Presented to
the Graduate Faculty of
The University of Richmond

In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education

LIBRARY
UNIVERSITY OF RICHMOND
VIRGINIA

by
Harold David Gibson

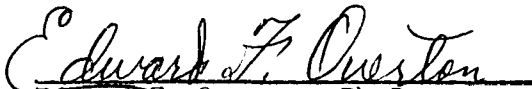
August 1965

APPROVAL SHEET

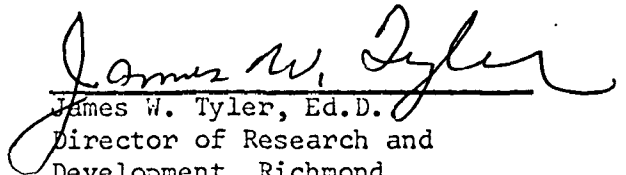
The undersigned, appointed by the Chairman of the Department of Education, have examined this thesis by

Harold David Gibson, B.A.

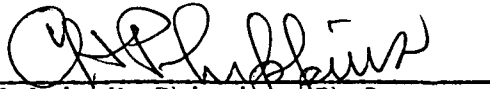
candidate for the degree Master of Science in Education, and hereby certify their approval of its acceptance.



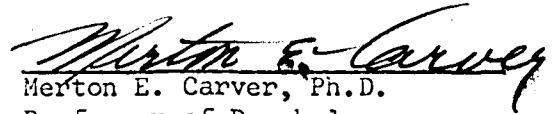
Edward S. Overton, Ph.D.
Professor of Education and
Dean of the Summer School
University of Richmond



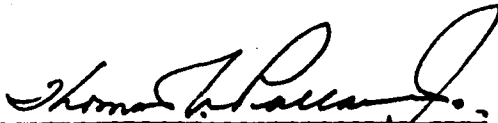
James W. Tyler, Ed.D.
Director of Research and
Development, Richmond
Public Schools
Visiting Lecturer
University of Richmond



Calvin H. Phipps, Ph.D.
Professor of Education
Limestone College
Visiting Lecturer
University of Richmond



Merton E. Carver, Ph.D.
Professor of Psychology
University of Richmond



Thomas N. Pollard, Jr., M.A.
Registrar and Director of
Admissions, Richmond College
University of Richmond

August 1965

Acknowledgements

The writer wishes to express his appreciation to Dr. Edward F. Overton for his direction of this research project and for his encouragement during the writer's graduate career.

The writer is also indebted to the administration of the Richmond Public Schools, and, in particular, to the Personnel Department and its staff. Special appreciation is due Dr. Francis W. Sisson, whose guidance in personnel administration gave impetus to this project.

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
The Problem.	2
Statement of the problem	2
Review of the Literature	3
Definitions of Terms Used	4
Personnel administration	4
Instructional employees.	4
Noninstructional employees	4
Methods and Procedures Used	5
Organization of Remainder of Thesis.	5
Summary	6
II. CATEGORIES OF NONINSTRUCTIONAL PERSONNEL REPORTED IN PROFESSIONAL LITERATURE, THOSE EMPLOYED BY RICHMOND PUBLIC SCHOOLS, AND THOSE EMPLOYED BY OTHER SCHOOL DIVISIONS	7
Introduction	7
Categories of Noninstructional Personnel Reported in Professional Literature	8
Categories of Noninstructional Personnel Employed by Richmond Public Schools	10
Clerical	10
Custodial.	12
Building maintenance and grounds	12

CHAPTER

PAGE

Bus drivers and bus maintenance 13

Cafeteria 13

Health. 13

Other noninstructional personnel. 13

Administrative noninstructional personnel 14

Categories of Noninstructional Personnel Employed by

 Other School Divisions. 15

Summary 18

III. JOB ANALYSIS AND CLASSIFICATION OF NONINSTRUCTIONAL

PERSONNEL 19

Introduction 19

History of Job Classification in the City of

 Richmond and its Public Schools 19

Classified and Unclassified Service in the City of

 Richmond. 20

 Unclassified service. 21

 Classified service 21

The Classification Plan 22

 Class specifications 22

 Allocation list 23

Sample Class Specification. 23

 Essential aspects of job specifications 23

Job Analysis 25

 Reasons for job analysis. 25

 Job analysis of existing positions. 26

CHAPTER

PAGE

Job Classification and Analysis Policies in Other
 School Divisions 27

Summary 29

IV. RECRUITMENT, SELECTION, AND TRAINING OF NONINSTRUCTIONAL

PERSONNEL. 33

Introduction 33

Recruitment Policies in Richmond Public Schools. 34

 Recruitment procedures for classified personnel. 34

 Recruitment procedures for unclassified personnel. 36

Recruitment Policies in Other School Divisions 37

 Primary methods of recruitment 37

 Major recruitment problems 37

 Use of application blank 40

Selection Policies in Richmond Public Schools. 40

 Selection of classified personnel. 41

 Selection of unclassified personnel 42

Selection Policies in Other School Divisions 44

 Primary selection policies 44

 Use of selection criteria 47

Training of Noninstructional Personnel in Richmond
 Public Schools 50

Training of Noninstructional Personnel in Other School
 Divisions 50

Summary. 51

CHAPTER

PAGE

V. PERFORMANCE RATING AND EVALUATION OF NONINSTRUCTIONAL

PERSONNEL 54

Introduction. 54

Performance Evaluation in Richmond Public Schools 55

Performance Evaluation Policies in Other School
Divisions. 57

Summary. 59

VI. PROMOTION, TRANSFER, DEMOTION, AND SEVERANCE OF

NONINSTRUCTIONAL PERSONNEL 60

Introduction and Definitions of Terms Used 60

Promotion Policies Concerning Noninstructional
Personnel in Richmond Public Schools 63

Promotion Policies in Other School Divisions 64

Transfer Policies Covering Noninstructional Personnel
in Richmond Public Schools and Other School Divisions. 66

Demotion Policies Covering Noninstructional Personnel
in Richmond Public Schools and Other School Divisions. 69

Severance Policies Covering Noninstructional Personnel
in Richmond Public Schools and Other School Divisions. 70

Separation by Dismissal in Richmond Public Schools . . 70

Bases for dismissal 70

Voluntary separation or resignation in Richmond
Public Schools 71

CHAPTER	PAGE
Severance policies in other school divisions	71
Summary	73
VII. WAGE AND SALARY ADMINISTRATION AFFECTING NONINSTRUCTIONAL PERSONNEL IN RICHMOND PUBLIC SCHOOLS AND OTHER SCHOOL DIVISIONS.	75
Introduction	75
Wage Administration Affecting Noninstructional Personnel in Richmond Public Schools	76
Salary ranges and their construction	76
Conditions for advancing in the pay range	76
Wage Administration Affecting Noninstructional Personnel in Other School Divisions.	77
Summary.	79
VIII. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS.	80
Summary	80
Conclusions.	83
Recommendations.	84
BIBLIOGRAPHY	86
APPENDIX A	88
APPENDIX B	112
VITA	150

LIST OF TABLES

TABLE	PAGE
I. Categories of Noninstructional Personnel Employed by Forty-four School Divisions with Enrollments Comparable to Richmond, Virginia	16
II. School Divisions Having Written Job Descriptions, by Number and Per Cent.	28
III. School Divisions With Job Analysis Specialists, by Number and Per Cent.	28
IV. School Divisions Which Conduct Job Inventories for Classification and Analysis Purposes, by Number and Per Cent	30
V. School Divisions in Which the Employees Participate in Job Analysis, by Number and Per Cent	30
VI. School Divisions Whose Positions are Civil Service Related By Number and Per Cent	31
VII. Recruitment Methods Used in Other School Divisions by Number of Divisions, Frequency and Per Cent.	38
VIII. Recruitment Problems in Other School Divisions, by Number of Divisions and Per Cent.	39
IX. Selection Policies in Other School Divisions, by Number and Per Cent	45
X. Value of the Interview as a Placement Device, by Number of School Divisions, and Per Cent.	46

TABLE

PAGE

XI. Categories of Noninstructional Personnel Which Are
Required to Take Tests or Examinations as a Selection
Factor, by Number of School Divisions and Per Cent 48

XII. Criteria for Selection of Noninstructional Personnel
in Survey School Divisions, by Degree of Use and
Per Cent 49

XIII. Types of Training Available to Noninstructional Employees
in Other School Divisions, by Number and Per Cent 52

XIV. Categories of Noninstructional Personnel for Which
Rating Instruments are Required, by Number of
School Divisions and Per Cent 58

XV. Reasons for Promotion of Noninstructional Personnel, by
Number of School Divisions and Per Cent 65

XVI. Reasons for Transfer of Noninstructional Personnel, by
Number of School Divisions and Per Cent 68

XVII. School Divisions in the Survey, by Enrollment and
Response 89

CHAPTER I

INTRODUCTION

The expanding role of education in today's rapidly changing society is bringing increasing complexities, mounting pressures, and pressing demands in the field of school administration. Management of the public schools has become a constellation of complex duties requiring a high degree of leadership and dedication. The community expects the schools to teach well, to operate economically, and to employ the best qualified individuals to perform these services. Of major importance, then, is the area of educational leadership concerned with personnel administration.

To many, personnel administration is concerned with the employment and retention of professional personnel, such as teachers and others who may have direct and continual contact with the pupil. It is true that these employees constitute the majority of personnel in the organic structure of the educational process. There should be definite and equitable policies to govern their employment and continuing welfare. Should, however, these same policies be applicable to the non-professional, nonteaching employees, who although they may be fewer in number, certainly contribute greatly to the success of the total effort to educate the child to the limits of his capabilities? This thesis is intended to survey some of the current policies in the administration of noninstructional personnel who are employed by the schools of the City of Richmond and other school divisions with comparable enrollments,

and to aid further in determining just who is considered to be a non-teaching, noninstructional employee.

I. THE PROBLEM

School employees may be easily and superficially classified under one or another of two categories: one is teaching and the other is non-teaching, or supportive in nature. A classroom teacher definitely fits the first category, but which employees fit the latter? Should the same procedures utilized in recruiting, placing, and paying teachers be applied to the nonteaching employee? How and when should such policies differ, and are they different in various school divisions?

The numbers of teaching and nonteaching personnel will naturally vary among a given set of school divisions. School enrollment, population, industry, geographical location, wealth, labor market, political organization, cultural background, and numerous other factors are determinants of the size of the educational enterprise. A fairly definite relationship seems to exist between school enrollment and numbers of employees, as opposed to the population of the school division. In planning the survey, the organization and enrollment of the Richmond Public Schools were selected as the base for comparison, since the investigator is employed as a personnel administrator with the Richmond System. Richmond and its public schools are recognized as having developed a thorough, adequate and efficient set of personnel policies, governing both teacher and nonteacher.

The problem, therefore, is primarily to survey the present policies in the administration of noninstructional personnel in the public schools

of the City of Richmond and in other school divisions of comparable size. A comparative survey of this type is designed to determine just what are the present, active policies governing noninstructional personnel and what similarities or disparities in policy exist within other school divisions in the nation.

This survey would have no value without considering the secondary problem associated with noninstructional personnel. Who, indeed, are noninstructional personnel in Richmond and in other school divisions with approximately the same employee and enrollment patterns? Are teachers who have been promoted to nonteaching duties, such as general administrator, considered instructional or noninstructional? Is the librarian or the guidance counselor, whose contacts with pupils are both instructional and noninstructional at times, considered either one or the other by the school divisions included in the survey? It is well within the province of this study to attempt to provide answers to these questions.

II. REVIEW OF THE LITERATURE

The literature concerning noninstructional personnel administration was surveyed with particular attention being given to textbooks, masters' theses, periodicals, research reports, pamphlets, and surveys of the organization of school administration dealing with the function of personnel administration. Parallel references in the fields of personnel administration in business and industry were also surveyed with careful note being made of employee categories similar to noninstructional

school employees. Except in one educational textbook, no extensive literature on the subject was discovered. James Van Zwoll clearly indicates the dearth of information concerning noninstructional personnel when he says:

The data on nonteaching personnel is virtually nonexistent. The possibility of and the need for recruiting young men and women to serve the school system in a host of nonteaching jobs that exist has not been generally recognized. This is almost virgin territory with all the implications of such territory for exploratory work and experimentation.¹

III. DEFINITIONS OF TERMS USED

Personnel administration. Personnel administration is usually defined as that aspect of public school administration which seeks to effect the employment of highly qualified individuals who will play an important role in the education of the child.

Instructional employees. Instructional employees are usually defined as those persons who are in direct contact with the child in a teaching-learning situation.

Noninstructional employees. Noninstructional employees are usually defined as those employees of a school division who are not certified to teach, or who do not hold other professional certificates. Generally, noninstructional personnel may be classified in the following groups:

- (1) Custodial staff
- (2) Building maintenance and grounds staff

1. James A. Van Zwoll, School Personnel Administration (New York: Appleton-Century-Crofts, 1964), p. 56.

- (3) Bus drivers
- (4) Bus maintenance staff
- (5) Cafeteria staff
- (6) Clerical staff
- (7) Health personnel
- (8) Other noninstructional personnel

IV. METHODS AND PROCEDURES USED

The basic information for this survey was obtained from the responses to a questionnaire sent to approximately sixty-one superintendents of school divisions with enrollments between 30,000 and 50,000 pupils. The pupil enrollment in Richmond Public Schools was 44,000 at the time of the survey. The investigator requested answers to a number of questions regarding current personnel policies relating to noninstructional personnel. The design of the survey instrument was such as to facilitate comparisons between Richmond's policies and those of the questioned school divisions, some of which were counties and some cities. Enrollment data were obtained from the 1963-64 Education Directory, Part 2, published by the United States Office of Education. Other publications of the Office of Education, the National Education Association, and the Association of School Business Officials were used to provide information of a supporting nature.

The remainder of the thesis will consist of chapters devoted to specific areas of personnel policy relating to noninstructional personnel: categories of noninstructional personnel, job analysis and classification,

recruiting and selection, performance ratings, change in status, and wage administration. The final chapter will embody the resulting conclusions and recommendations.

V. SUMMARY

School personnel administration is concerned with two basic categories of employees: teaching and nonteaching or instructional and noninstructional. How they differ in definition and classification and which employees of a school division fall into the respective categories, especially the noninstructional classification, is the purpose for the survey to be reported in the succeeding chapters of this investigation. Little or no professional literature exists to clarify this issue. Consequently, it is the desire of the writer to report and analyze what is presently being done in the administration of noninstructional employees.

CHAPTER II

CATEGORIES OF NONINSTRUCTIONAL PERSONNEL REPORTED IN PROFESSIONAL LITERATURE, THOSE EMPLOYED BY RICHMOND PUBLIC SCHOOLS, AND THOSE EMPLOYED BY OTHER SCHOOL DIVISIONS

The management of noninstructional personnel should be recognized as a major function and responsibility of school administration. Personnel administration in its broadest sense, and within the structure of general school administration, has been necessarily concerned with the instructional program. Most educators would agree that this is entirely proper. There is, however, a growing number of noninstructional personnel whose duties are not directly related to the classroom. Their role in a modern, efficient school system is almost indispensable, for their services are auxiliary and promotional in character, important adjuncts to classroom instruction. Housekeeping, repairing, maintaining, nursing, recording, cooking, driving, and landscaping are but a few of the services provided by noninstructional personnel which make teaching and learning easier and more pleasant.

Chapter II will include information to answer in part the question, which employees of a school division are categorized as noninstructional personnel? The answer will be sought from four points of view:

(1) Professional literature on the subject appears to differ slightly in the definition of the term and in the categories of employees who are considered to be noninstructional personnel. A summary of these

categories and their differences will comprise the beginning of the chapter.

(2) Richmond Public Schools has a relatively large pupil enrollment, requiring extensive noninstructional personnel services. The second part of the chapter will include a listing of noninstructional personnel categories in Richmond, for which persons are actually employed. The appendix will contain job descriptions for these personnel.

(3) As a part of the survey on which this thesis is based, school divisions with enrollments comparable to Richmond's were asked to report those categories of noninstructional personnel actually in their employment. The third part of the chapter will include the responses to that question.

(4) In order to determine whether there were variations among school divisions as to the definition and concept of noninstructional personnel, a question was included in the survey questionnaire regarding which employees were not considered to be noninstructional. The fourth part of the chapter will report those responses.

I. CATEGORIES OF NONINSTRUCTIONAL PERSONNEL REPORTED IN PROFESSIONAL LITERATURE

Cohen, writing for the Association of School Business Officials, defined noninstructional personnel as employees of a school system who do not hold professional certificates. He classified them into eight groups:

1. The custodial staff
2. The building maintenance and grounds staff

3. The bus drivers
4. The bus maintenance staff
5. The cafeteria staff
6. The clerical staff
7. Health personnel
8. Other noninstructional personnel²

Yeager characterized noninstructional personnel as those school employees whose services are auxiliary to the instructional process but not directly related to it.³ He identified six areas of noninstructional personnel, namely:

1. Business and secretarial (clerical) services
2. School plant planning, construction, operation, and maintenance services
3. The attendance service
4. The health services
5. The food service
6. The pupil transportation service⁴

In a national inventory of facilities and personnel of the public schools in 1962, the United States Office of Education simply listed noninstructional personnel as employees other than teachers, guidance

2. Louis Cohen, The Administration of Non-Instructional Personnel in Public Schools (Chicago: Research Corporation of the Association of School Business Officials, 1964), p. 9.

3. William A. Yeager, Administration of the Noninstructional Personnel and Services (New York: Harper, 1959), p. 6.

4. Ibid., p. xiii.

counselors, school librarians, and principals. The report mentioned health, clerical, plant operation and maintenance, and food service personnel as several general categories of noninstructional personnel. An accompanying table reported approximately 460,000 such employees in 1962.⁵

II. CATEGORIES OF NONINSTRUCTIONAL PERSONNEL EMPLOYED

BY RICHMOND PUBLIC SCHOOLS

The purpose for this portion of Chapter II is to illustrate the various categories of noninstructional personnel actually employed by a large school division--Richmond Public Schools. Although the school divisions which participated in the survey were not asked to supply job descriptions for noninstructional personnel positions, the descriptions of such positions in the Richmond Public Schools are included as being representative of noninstructional personnel positions in general. Wherever job descriptions do not exist, an asterisk (*) follows the listed position. Positions are listed alphabetically under the broad categories of clerical, custodial, building maintenance and grounds, bus drivers and bus maintenance, cafeteria, health, administrative, and other noninstructional personnel.

Clerical

Accountant

Administrative Secretary *

5. United States Department of Health, Education, and Welfare--Office of Education, National Inventory of School Facilities and Personnel Spring 1962 (Washington: Government Printing Office, 1964), pp. 6-7.

Audio-visual Assistant *

Audio-visual Booking Clerk *

Auditor

Chief Clerk *

Clerk I

Clerk II

Clerk Messenger

Clerk Stenographer I

Clerk Stenographer II

Clerk Typist I

Clerk Typist II

Elementary School Secretary *

Junior High School Clerk *

Junior High School Secretary *

Keypunch Operator I

Keypunch Operator II

Keypunch Verifier

Library Clerk *

Mail Room Supervisor *

Materials Center Assistant *

Payroll Clerk *

Personnel Clerk *

Receptionist *

Senior Clerk

Senior Clerk Stenographer

Senior Clerk Typist

Senior High School Clerk *

Senior High School Secretary *

Statistical Clerk *

Custodial

Custodian

Elevator Operator *

Head Custodian

Janitor

Maid

Maid-Attendant *

Senior Custodian

Stationary Fireman

Building maintenance and grounds

Brickmason

Foreman Maintenance and Construction

Laborer

Locksmith

Maintenance Carpenter

Maintenance Electrician

Maintenance Mechanic

Maintenance Painter

Maintenance Roofer

Maintenance and Installation Helpers

Motor Equipment Operator

Plasterer

Plumber

Senior Tree Trimmer

Sheet Metal Worker

Tree Trimmer

Truck Operator

Bus drivers and bus maintenance

Auto Mechanic

School Bus Operator

School Bus Operator (Handicapped and Retarded Children)

Cafeteria

Assistant Cafeteria Manager *

Assistant Cook

Cafeteria Manager *

Cook

Kitcher Helper

Health

Medical Director *⁶

School Nurse *

Other Noninstructional Personnel

Assistant Buyer *

Assistant Storekeeper

Assistant Warehouse Manager *

6. Although Richmond Public Schools does not presently have a Medical Director employed, the title is included since such a position is included in the current budget year. The position has not been filled since the former Director passed away a few years ago.

Audio-Visual Equipment Repairman I
 Audio-Visual Equipment Repairman II
 Buyer I
 Buyer II
 Police School Guard
 Pressman *
 Printing Technician *
 Senior Buyer
 Storekeeper
 Warehouse Manager

Administrative noninstructional personnel. The following listed positions do not fit the strict definition of noninstructional personnel, since most of the positions are professional in one sense of the word. Written job descriptions do not exist for these positions. They are not considered as noninstructional personnel by Richmond Public Schools.

Administrative Assistant
 Assistant-in-Personnel
 Assistant Director of Buildings and Grounds
 Assistant Director of Cafeterias
 Assistant Director of Research and Development
 Assistant Supervisor of Data Processing
 Assistant Superintendent
 Director of Buildings and Grounds
 Director of Cafeterias
 Director of Finance
 Director of Research and Development

Director of School-Community Relations
Director of Special Services
Program Analyst
Programmer Systems Analyst
Senior Architect
Superintendent
Supervisor-in-Personnel
Supervisor of Accounting
Supervisor of Data Processing
Supervisor of Carpenters and Painters
Supervisor of Custodians
Supervisor of Electricity
Supervisor of Mechanical Services
Supervisor of Nurses
Supervisor of Purchases
Supervisor of Printing
Supervisor of Stores and Transportation

III. CATEGORIES OF NONINSTRUCTIONAL PERSONNEL EMPLOYED BY
OTHER SCHOOL DIVISIONS

Table I, page 16, shows the responses of the school divisions participating in the survey concerning noninstructional personnel categories actually in their employ. Only two categories, custodial and clerical, were checked as being employed by all the school divisions responding to the survey. A large percentage of the divisions indicated

TABLE I

CATEGORIES OF NONINSTRUCTIONAL PERSONNEL EMPLOYED
BY FORTY-FOUR SCHOOL DIVISIONS WITH ENROLLMENTS
COMPARABLE TO RICHMOND, VIRGINIA

Category (1)	Yes (2)	Per Cent of Total (3)	No (4)	Per Cent of Total (5)	No Answer (6)	Per Cent of Total (7)
Clerical Staff	44	100%	0	0%	0	0%
Custodial Staff	44	100	0	0	0	0
Cafeteria Staff	42	95	0	0	2	5
Bus Drivers	40	91	0	0	4	9
Building Maintenance and Grounds Staff	38	86	0	0	6	14
Supervisors	31	70	10	23	3	7
Administrators	30	68	9	20	5	11
Bus Maintenance Staff	28	64	0	0	16	36
Librarians	25	57	15	34	4	9
Guidance Counselors	24	55	16	36	4	9
Health Personnel	22	50	4	9	18	41

that they employed noninstructional personnel in the categories of cafeteria, bus operation and maintenance, and building and grounds maintenance. Smaller percentages of the divisions employed health personnel, librarians, supervisors, guidance counselors, and administrators as noninstructional personnel. Mount Diablo, California, and Palm Beach, Florida, school systems reported teacher aids as noninstructional personnel. Other noninstructional personnel specified in the responses were engineering employees in Jefferson County, California, and security officers in Spokane, Washington.

The variations in numbers and percentages of noninstructional personnel categories as indicated in Table I could be attributed to a number of factors.

(1) The responses under Column 4 were given in response to the definite question, "Are any of the ... categories of noninstructional personnel not considered in your definition of such personnel?" It is quite clear that some school divisions varied in their definition of the term as related to noninstructional personnel. It is interesting to note that of the five categories receiving negative responses, i.e., health personnel, librarians, supervisors, guidance counselors, and administrators, not one is considered to be noninstructional by the Richmond Public Schools.

(2) In the instances where categories were not checked, and negative responses were absent, the respondent could have had many reasons. One predominant reason for blank responses was that numerous school divisions reported the employment of noninstructional personnel through outside agencies or under Civil Service procedures. Chapter IV

will elaborate on this factor.

IV. SUMMARY

In contrast with instructional personnel categories such as teachers, principals, and subject area supervisors, whose positions are well-defined by most school divisions and in professional literature, the positions found in the noninstructional spectrum are not so clearly outlined.

Noninstructional personnel fall into several distinct categories, upon which the school divisions in the survey generally agree: custodial, cafeteria, health, library, supervisory, transportation, building and grounds maintenance, clerical, guidance, and administrative personnel. School divisions do not agree as to whether health, library, supervisory, guidance, and administrative personnel fit the definition of noninstructional; many report that they do not employ them as such. Two categories, custodial and clerical, were unanimously considered to be noninstructional personnel by all the responding school divisions.

CHAPTER III

JOB ANALYSIS AND CLASSIFICATION OF NONINSTRUCTIONAL PERSONNEL

The multiplicity of noninstructional personnel job categories referred to in Chapter II points to another area in noninstructional personnel administration which deserves careful attention. Even when noninstructional personnel positions are defined in the personnel structure of a school division, how are the duties, work, and qualifications for these positions determined? The task of job analysis and classification becomes quite important as part of the overall policies governing the administration of noninstructional personnel.

Analysis and classification of noninstructional positions may be considered relative to two administrative processes: organization of personnel services and maintenance of such services. It will be the writer's purpose in Chapter III to discuss these processes in light of the policies of Richmond Public Schools toward analysis and classification and those policies reported by other school divisions in the survey.

I. HISTORY OF JOB CLASSIFICATION IN THE CITY OF RICHMOND AND ITS PUBLIC SCHOOLS

Job classification and analysis in Richmond Public Schools and the City of Richmond historically dates from September 7, 1948. A city charter with a council-manager form of government was adopted by the people of Richmond on that date. Under the new government, three elements

of personnel administration were created to help the City employ and retain qualified workers: the Department of Personnel, a citizen's advisory group called the Personnel Board, and the Job Classification Plan. Not all of these elements came into being at one time, for it was one of the duties of the Department of Personnel and its board of advisors to help establish the Job Classification Plan. Utilizing outside consultants, the provisions of the charter, and sound personnel policies, a classification plan was shortly a reality.⁷

From the beginning, the School Board has occupied a unique position within the city governmental structure. As a dependent school board, it has always relied on municipal revenue for its major operating funds. What is somewhat unusual, however, is that the School Board has been independent in the manner in which it has budgeted and expended this income. A similar relationship has existed with regard to School Board personnel and how they are affected by the city personnel policies.

II. CLASSIFIED AND UNCLASSIFIED SERVICE IN

THE CITY OF RICHMOND

A brief look at the classified and unclassified service of the City will clarify the dichotomous application of the policy mentioned above. The newly organized Department of Personnel determined that all municipal employees would be categorized under two distinct plans. One was called the unclassified service; the other, the classified service.

7. Personnel Manual, City of Richmond (Richmond, 1954), p. 103.

Section 11 of the charter gives the following definition of the unclassified service of the city:

Unclassified Service. The service of the city shall be divided into the unclassified and classified services. The unclassified service shall consist of: (a) officers elected by the people and persons appointed to fill vacancies in elective offices; (b) the members of boards and commissions, all officers appointed by the council, and persons appointed by the judges of the courts of record and by officers elected by the people; (c) judges, substitute judges and clerks of the municipal courts and referees of the juvenile and domestic relations court; (d) the high constable and his deputies and the justices of the peace provided for in this charter; (e) the heads of departments appointed by the city manager, and the assistant city manager if there be one; (f) not more than one confidential secretary to the city manager and to the head of each department; (g) employees of the school board performing administrative and educational functions as determined by the school board, provided that any class of such employees may be transferred to the classified service on the request of the school board; (h) assistant city attorneys, special counsel and technical advisors employed by the city attorney; (i) licensed physicians and dentists employed by the city in their professional capacities; (j) patient or inmate help in all hospitals and institutions operated by the city; (k) persons temporarily employed in a professional or scientific capacity or to conduct a special inquiry, investigation, examination or installation, if the council or the manager certified that such employment is temporary and that the work should not be performed by employees in the classified service.

Section 12 uses an exclusion clause to define the classified service:

Classified Service. The classified service shall comprise all positions, including those in the police and fire departments and those under the school board and municipal courts, not specifically included by the preceding section in the unclassified service.⁸

The statement embodied in part (g) of Section 11 above, which defines the unclassified service, distinctly gives the school board the right to determine which employees are to be included in or excluded

8. Ibid., pp. 1702-1703.

from the classified service. It is easy to see that the charter recognized and accounted for a difference between personnel of an instructional character and those of noninstructional character.

III. THE CLASSIFICATION PLAN

The classification plan of the City of Richmond can best be described by quoting the outline of the plan as presented in the Personnel Manual.

Classification Plan is a job inventory which groups under the same title all positions that are sufficiently alike in terms of responsibility and required qualifications. It is the classified service of the City. ...There are two parts of the classification plan, a set of class specifications and an allocation list.

1. Class Specifications - The first part of the classification is a set of written statements describing all of the classes of positions in the City service. These statements are called class specifications. Each contains a description of duties and responsibilities, the training and experience and any special qualifications usually necessary for a person to be able to perform the jobs included in that classification. Each department has at least one set of these descriptions covering all of the classes in the City service. A copy of these class specifications is also available for inspection in the Personnel Department.

A class specification is descriptive only and is not restrictive. It is intended to indicate the kinds of positions that should be included in the class. It is not intended to give a complete array of all the specific duties, tasks, responsibilities, and qualification requirements. It should give a general picture of all positions included in the class, with sufficient allocating factors described to identify all positions in the class.

The use of any particular expression or illustration as to duties, qualifications or other attributes does not exclude others that are not mentioned if these are similar in kind or degree. The class specification in no way prevents the appointing authority from modifying or altering the detailed tasks he assigns to any employee, provided he notifies the Personnel Department.

2. Allocation List - The second part of the classification plan is an allocation list which is a roster that shows the class title under which the position held by each employee is placed (or allocated). This class title is the official title of every position allocated to the class and is used to designate the position on all payrolls and other records of the City in any reference made to the position.

The classification plan serves as the basis for intelligent staffing, personnel selection, salary evaluation, training, planning and budgeting, and the orderly completion of personnel transactions. It is essential for the effective functioning of a sound personnel system.

IV. SAMPLE CLASS SPECIFICATION

The class specification for a senior clerk stenographer which follows is representative of all such specifications for the classified service. Class specifications, or job descriptions as they are usually called, for all noninstructional positions employed by the Richmond Public Schools are included in Appendix B.

In general, the statements recorded in job descriptions concern two essential aspects of each position, (1) the nature of the work to be done, and (2) the type of worker best fitted for the position. The most frequently included criteria in relation to the nature of the job are the following items:

- (1) The job title
- (2) A general description of the job
- (3) A statement as to tools and equipment involved in the work
- (4) A statement of the relationship of the job to the entire school system

9. Ibid., pp. 502-503.

TITLE: SENIOR CLERK STENOGRAPHER

DUTIES: Under general supervision, performs specialized and complex clerical and stenographic duties; and does related work as required.

EXAMPLES OF WORK: (Note: These examples are intended merely as illustrations of various types of work performed in positions allocated to this class.)

Performs stenographic duties for one or more executives; receives and interviews personal callers; answers questions based on knowledge of policy and precedent; directs visitors to appropriate official. Takes and transcribes dictation; receives and reads mail and independently prepares replies to routine inquiries.

Assembles information and compiles periodic and special reports. Reviews applications for privileges, permits or licenses for compliance with statutory or agency requirements.

May prepare or review for acceptability routine reports, payrolls, vouchers, expense accounts and personnel record forms.

DESIRABLE KNOWLEDGES, ABILITIES AND SKILLS:

Extensive knowledge of modern office practices and procedures; of good English usage, spelling, punctuation and grammar. Superior ability to set up and type tabular matter neatly and clearly; to perform relatively difficult clerical tasks, to make difficult and complex arithmetic computations.

Ability to deal with people effectively; to compose correspondence; to take shorthand involving unusual and technical terms with reasonable speed, and transcribe the notes into neat and correct manuscript; and to type from plain copy at a rapid rate of speed.

DESIRABLE TRAINING AND EXPERIENCE:

High school graduation, and courses in typing and shorthand. Three years of stenographic and clerical experience.

Full time term courses in a recognized college or business school may be substituted for up to two years of the required experience. The requirement for stenographic experience may be waived for typists of this level who possess the required shorthand skill.

(5) Training required

Data included regarding the type of worker for the job are the following:

- (1) Age and sex preferences
- (2) Physical characteristics, such as size and weight
- (3) Emotional characteristics desirable
- (4) Mental abilities required
- (5) Educational and experience requirements¹⁰

V. JOB ANALYSIS

Job analysis provides the basic information from which class specifications or job descriptions may be prepared and upon which a sound classification plan may be founded. By determining the characteristics of all positions, it suggests personnel requirements and serves as a preliminary step in overall personnel analysis and control. It allocates responsibility throughout the school system by defining the duties of each position and the interrelationship among positions.¹¹

The analysis of a noninstructional position in the Richmond Public Schools may develop as the result of two separate actions, (1) a new position is created, for which no job description exists, or (2) a director, supervisor, or principal may request that a "position inventory" be made for an existing position to determine the desirability of reclassifying the job.

10. Cohen, op. cit., p. 22.

11. Ibid., p. 21.

Job analyses for new positions are relatively simple to prepare. Most job descriptions for new positions can be determined from a study of the duties and responsibilities found in existing specifications. Should the position be highly complex or technical in nature, considerable research is done and many conferences with supervisors and other administrators are held to clarify the position.

More often, however, job analysis takes the form of studying existing positions in which either the employee occupying the job or the immediate supervisor of the job feels that changes have taken place which would dictate reclassification. The procedures of job analysis in this instance take the following forms:

(1) A formal request for a position inventory may be made by the employee through the supervisor, or by the supervisor himself.

(2) The job analysis specialist (Assistant-in-Personnel) then studies the position by:

- a) Requesting the employee to complete a position inventory form outlining his present duties and responsibilities
- b) Comparing the employee's statement with the actual job description
- c) Considering statements by the employee's supervisor
- d) Watching the employee at work; talking with him, his supervisors, and in some cases with his fellow employees

(3) After such analysis and after weighing all other pertinent factors, the specialist makes a recommendation to the Director of Personnel who either concurs or dissents. Further study is often required

before a decision can be made regarding classification or reclassification, sometimes to the extent that all positions in the department or in the class must be studied.

VI. JOB CLASSIFICATION AND ANALYSIS POLICIES IN OTHER SCHOOL DIVISIONS

Slightly more than 17 per cent of the survey respondents reported carefully defined written job descriptions for noninstructional personnel. See Table II, page 28. Many of the divisions reporting negative responses may have some job descriptions in writing. The survey was not constructed to secure this information. In general, the development of written job descriptions for all noninstructional personnel is yet to come in almost half of the reporting divisions.

Practically the opposite relationship was found between written job descriptions and the existence of a person in the administrative organization whose assignment was that of noninstructional job analysis. Table III, page 28, illustrates this disparity. Sixty-one per cent of the divisions reported the lack of a job analysis specialist. This is not to say that job analysis is not a part of the noninstructional personnel policies in these school divisions. It may mean that someone has this responsibility added to his multitude of other duties.

School divisions which reported written job descriptions (See Table II, page 28) seemed also to consider job analysis as a part of the personnel policies governing noninstructional personnel. Approximately 57 per cent stated that job inventories were conducted in their divisions

TABLE II

SCHOOL DIVISIONS HAVING WRITTEN
JOB DESCRIPTIONS, BY NUMBER AND PER CENT

Response (1)	Number (2)	Per Cent (3)
Yes	25	57%
No	19	43
Total	44	100

TABLE III

SCHOOL DIVISIONS WITH JOB ANALYSIS SPECIALISTS
BY NUMBER AND PER CENT

Response (1)	Number (2)	Per Cent (3)
Yes	17	39%
No	27	61
Total	44	100

for classification and analysis purposes. A rather direct relationship seems to exist between written job specifications and the use of analysis procedures. Table IV, page 30, and Table II, page 28, are identical. This same relationship is carried one step further with the question of employee participation in job analysis policies. See Table V, page 30.

In many states and municipalities, civil service commissions prepare and furnish lists of noninstructional personnel eligible for appointment to public school positions.¹² No civil service commission for this purpose exists in Richmond. In order to determine the prevalence of this type of job classification relationship, the survey participants were asked to report whether their specifications were civil service related. More than three-fourths, or 77 per cent, of the divisions gave negative responses. (See Table VI, page 31.)

VII. SUMMARY

The job classification plan of the City of Richmond and the unique relationship between the municipal Department of Personnel and the School Board date from September 1948. Most of the School Board's noninstructional personnel are employed under the classified service, but the School Board has the right to designate which classes of employees are to be so employed.

Job descriptions are designed to relate to the two types of data most helpful in organizing and maintaining a job classification plan:

12. Ibid., p. 28.

TABLE IV

SCHOOL DIVISIONS WHICH CONDUCT JOB INVENTORIES FOR CLASSIFICATION
AND ANALYSIS PURPOSES, BY NUMBER AND PER CENT

Response (1)	Number (2)	Per Cent (3)
Yes	25	57%
No	19	43
Total	44	100

TABLE V

SCHOOL DIVISIONS IN WHICH THE EMPLOYEES PARTICIPATE IN
JOB ANALYSIS, BY NUMBER AND PER CENT

Response (1)	Number (2)	Per Cent (3)
Yes	25	57%
No	19	43
Total	44	100

TABLE VI

SCHOOL DIVISIONS WHOSE POSITIONS ARE CIVIL SERVICE
RELATED, BY NUMBER AND PER CENT

Response (1)	Number (2)	Per Cent (3)
Yes	10	23%
No	34	77
Total	44	100

(1) the nature of the work involved, and (2) the type of worker that appears best fitted for the job. More than half of the reporting school divisions stated that written job descriptions for noninstructional personnel were a part of their personnel policies.

School divisions having written job specifications also tended to conduct job inventories and to permit employees to take part in these position studies. The percentages of divisions following these policies were the same in every instance. A notable exception was found in the question of the existence of a job analysis specialist as a part of the administrative organization. Only 39 per cent of the divisions reported such a position.

CHAPTER IV

RECRUITMENT, SELECTION AND TRAINING OF NONINSTRUCTIONAL PERSONNEL

Job analysis defines the nature of the job and the type of worker who best can fill the requirements of the job. It further defines the program of recruitment and selection to be undertaken when a school system needs noninstructional personnel. Recruitment, in and of itself, cannot be considered as a separate entity without the necessary final step of selection. Indeed, recruitment of qualified noninstructional personnel is a kind of selection, since it must be organized and evaluated periodically. Recruitment finds workers and makes them available; selects, picks and chooses among them to secure the most likely to succeed on the job.¹³

Selection of noninstructional personnel is one of the most important tasks of school administration. It begins the process of assigning the right worker to the right job. It should be based on sound principles which are subject to revision and evaluation. It should not be based on personal bias or prejudice, favoritism, or preference for members of one group or another. It involves testing, interviewing, setting of personnel standards, and related functions such as placement and follow-up. The selection program makes use of every means to fill positions with individuals whose interests, abilities,

13. Ibid., p. 26.

and other qualifications meet the requirements for particular jobs.

Training of noninstructional personnel provides an effective method of resolving personnel problems. Its chief aim is to increase the efficiency of noninstructional employees. It can help to promote safety; aid in reducing absenteeism, tardiness and stalling; help the employee to deal with children and the public effectively; and help to improve the individual employee in the techniques of his job.

The recruitment, selection, and training policies which affect the noninstructional personnel of Richmond Public Schools and other similar school divisions will be discussed in this chapter.

I. RECRUITMENT POLICIES IN RICHMOND PUBLIC SCHOOLS

The recruitment policies which apply to noninstructional personnel are related to the classification category into which the employee fits, i.e., classified or unclassified. Although the recruitment program for both classified and unclassified is practically the same, enough variation exists for some differences to appear.

All classified positions are subject to the recruitment program administered by the City Department of Personnel. The following procedures constitute the program:

1. The job must be carefully defined by the appointing authority (director or supervisor) when a request is submitted by him to fill the position.

2. Before recruiting begins, the Director of Personnel must determine whether a list of qualified applicants (eligible list) is

available. Some of those available could be former employees, employees who may have been released for lack of work, or temporary employees.

3. If as many as six names are not available, the Personnel Director gives "wide publicity through channels appropriate to each case" of the vacancy and the employment requirements. The City Charter explicitly states that notice of available positions shall be given in a daily newspaper for a period of ten consecutive days. A mimeographed listing of the available positions is distributed to all departments and throughout the City. One of the purposes of this listing is to give present employees of the City the opportunity to pass the information to friends and relatives. The list is also sent to public and private employment agencies.

4. The processes outlined in number 3 are used primarily to recruit for "open appointment" positions, i.e., those vacancies for which personnel outside the City service may apply. "Closed promotional" recruiting will be discussed in Chapter VI.

5. Interested applicants apply for available noninstructional positions by reporting to the Department of Personnel and completing an application blank. The same form is used by all applicants for noninstructional positions.

6. Applicants are then scheduled to take competitive examinations, the passing of which will make them eligible for employment consideration.

7. Before applicants are admitted to qualifying examinations, they must meet certain basic requirements such as age, sex, educational background, citizenship, and any other condition peculiar to the position

for which they are applying. In some instances, satisfactory proof must be offered by the applicant that he meets these requirements.

8. Upon completion and scoring of the examination, the department lists the applicants by the descending order of their test scores. The resulting list is known as the "eligible list."¹⁴

9. The next step is selection.

Noninstructional personnel who are in the unclassified service of the City and Richmond Schools are recruited under a somewhat different set of policies. The major differences lie in the lack of formal selection examinations and consequent eligible lists.

The approach to recruiting secretaries, for example, is more nearly like the procedures used in a commercial enterprise. Secretaries and other similar noninstructional employees are recruited from the School Board Personnel Office, the same one which recruits and employs instructional personnel. No list of available positions is circulated, and any knowledge of such vacancies on the part of friends and relatives of the employee is purely by word-of-mouth.

Newspaper advertising is the chief recruiting method, but some utilization is made of public employment agencies, such as the Virginia Employment Commission. Private employment agencies are discouraged from referring applicants, chiefly because School Board policy will not permit the payment of fees for this kind of service.

14. Personnel Manual, pp. 1704-1705.

II. RECRUITING POLICIES IN OTHER SCHOOL DIVISIONS

To determine the recruitment policies in other similar school divisions, the survey participants were asked to report methods of recruitment they used and the extent to which they were used. Table VII, page 38, shows that resident applications are the most widespread recruiting method. Very frequent use of this method was reported by 84 per cent of the divisions. Only 7 per cent of the participants reported frequent use of nonresident applications. Advertising, scouting (finding employees in nearby school divisions), and employment agencies were infrequently used by more than half of the divisions. One method of recruiting to note in the responses was that of filling a vacancy created by a promotion. Sixty-eight per cent of the divisions reported use of this method.

Recruitment policies are often determined by recruitment problems in finding noninstructional personnel. Table VIII, page 39, indicates that the major recruiting problem for most school divisions is excessive numbers of unqualified applicants and not the lack of applicants alone. Too many unqualified applicants was a problem for 68 per cent of the reporting divisions. On the other hand, 27 per cent reported a lack of available workers. Some divisions, 16 per cent, reported simply too many unsolicited applications. Poor advertising results, low salaries, and competition with government and industry were reported as relatively minor recruiting problems.

In responding to a specific question regarding the number of publications (newspapers, magazines, trade journals, etc.) in which the

TABLE VII

RECRUITMENT METHODS USED IN OTHER SCHOOL DIVISIONS
 BY NUMBER OF DIVISIONS*, FREQUENCY AND PER CENT

Type (1)	Very Fre- quently (2)	Per Cent of Total (3)	Fre- quently (4)	Per Cent of Total (5)	Infre- quently (6)	Per Cent of Total (7)
Resident Applications	37	84%	5	11%	0	0%
Promotion- Fill lower Position	30	68	11	25	0	0
Employment Agencies	7	16	10	23	22	50
Nonresident Applications	3	7	11	25	25	57
Advertising	3	7	4	9	28	64
Scouting	1	2	4	9	28	64

* School Divisions Responding - 44

TABLE VIII

RECRUITMENT PROBLEMS IN OTHER SCHOOL DIVISIONS,
BY NUMBER OF DIVISIONS AND PER CENT

Problem (1)	Number of Divisions Checking it as Problem (2)	Per Cent of Total* (3)
Too many unqualified applicants	30	68%
Not enough workers available	12	27
Excessive unsolicited applications	7	16
Poor advertising results	2	5
Low salaries	2	5
Competition with other government agencies	2	5
Competition with private businesses	1	2

* School Divisions Responding - 44

school division could advertise for noninstructional personnel, most divisions indicated that they were not restricted. Few divisions, as pointed out in Table VII, page 38, even use advertising as a recruitment method.

Only two divisions reported union membership as a restriction to recruitment of noninstructional personnel.

The application blank is a minor factor in recruiting, but some kind of application form is necessary in recruiting all personnel. Since the City of Richmond and the Personnel Department of the School Board do use a uniform application blank, the survey participants were requested to report on this aspect of personnel policy. Almost as many divisions, 48 per cent, reported that they did not use the same application form for all types of noninstructional personnel as those divisions which did. However, forty-two divisions (95 per cent) stated that the application blank was used in conjunction with the initial interview. The average length of time that the applications might remain in active status was reported as approximately two and one-half years. They were usually destroyed after three years.

One factor in recruiting, and in personnel administration in general, is the existence of a separate office or suite of offices for the personnel department. Of the reporting divisions, 58 per cent stated that their personnel office was separate from all other administrative offices.

III. SELECTION POLICIES IN RICHMOND PUBLIC SCHOOLS

Selection policies used by the City of Richmond and the School

Board, just as recruitment policies, vary with the distinction between classified and unclassified noninstructional personnel.

Selection of classified noninstructional personnel takes the following forms:

1. When a request for an employee is received by the Director of Personnel, he certifies to the appointing authority (director, supervisor, or other) the names of two more eligibles than the number of vacancies that have been requested. Therefore, if there is one vacancy, he certifies three names. If there are two vacancies, he certifies four, etc.

2. In certifying the names of eligible applicants, the Director takes into account those employees who have recently been laid off, those who might view the position as a promotion, and those who have requested a transfer to similar positions. If no names are available for certification, the Director recruits and examines applicants in the manner outlined in Part I of this chapter.

3. The appointing authority receives the application blanks, test results, and any other screening information (such as police record check) from the Department of Personnel. He then may investigate the applicant's background further, with the rather frequent result of disqualifying the applicant from the eligible list.

4. A personal interview with the appointing authority is next in order. This initial interview may also become the selection and placement interview, if the applicant is well qualified and immediately available to begin employment.

5. If none of the certified applicants is satisfactory, the appointing authority may request additional names from the Personnel Department.

6. When the appointing authority selects one of the applicants, he arranges for a medical examination, police record check, finger printing, and a chest x-ray. No applicant for a noninstructional position can be finally employed without a satisfactory medical certificate.

7. The first day of the applicant's appointment to the position is his first day of work. At that time he is required to complete a number of employment forms, such as withholding tax exemption forms, retirement forms, appointment forms, etc.

8. The department then begins its induction and training program to help the new employee become an efficient working member of the school or department.¹⁵

As with recruitment methods for noninstructional personnel in the Richmond Public Schools, selection policies vary considerably. Again, there is a similarity between these policies and those of the business world. An unclassified school secretary would be selected in the following manner:

1. The applicants apply through solicited and unsolicited applications. Interviews are held at the time of the application or at a later time at the request of the School Board Personnel Department.

15. Ibid., pp. 514-416.

2. Written reference requests are mailed early in the selection process.

3. Telephone reference requests are accomplished when they are necessary or feasible.

4. The applicants take a simple entrance examination in typing speed and accuracy, knowledge of business English, shorthand skills, and clerical aptitude.

5. After considering the test results, interview conclusions, and reference ratings, the Personnel Department refers the most promising applicants to the principal concerned--one at a time.

6. The principal makes his selection and notifies the Personnel Department of this action. The Department, in turn, notifies the successful applicant. Unsuccessful applicants are also notified at this time.

7. On the effective date of employment the new noninstructional employee is required to complete a number of employment forms such as personnel record card, tax withholding forms, retirement papers, insurance forms, etc. The new employee is also given medical forms requiring a statement of the individual's medical history on one side and the record of a physical examination on the other. The secretary, as an employee of the School Board and in the unclassified service of the City, becomes a member of the Virginia Supplemental Retirement System, rather than belonging to the City Retirement Plan.

8. Induction and training begin at this point.

IV. SELECTION POLICIES IN OTHER SCHOOL DIVISIONS

The scope of selection policies for noninstructional personnel in other school divisions is shown in Table IX, page 45. Although it is readily apparent that most of the policies listed are used in most of the survey school divisions, some of the policies are more universal than others. Completed application forms and written reference forms are used in 87 per cent of the reporting divisions. The interview with the supervisor, department heads, and/or principal is used by 84 per cent of the divisions.

The police record check, referred to in Section III of this chapter, is used in Richmond primarily for classified personnel. Fifty-nine per cent of the reporting divisions use it as a selection policy. Three divisions (7 per cent) reported that they checked the credit standing of the applicant before employment.

Interviews of various types seem to be in general use throughout the school divisions. The preliminary interview was quite prevalent, with 70 per cent of the divisions reporting its use.

The subjective value of the personal interview as a selection and placement device is reported in Table X, page 46. Seventy per cent of the survey participants agreed that the interview is a very useful selection and placement indicator. Thirty-two divisions (73 per cent) reported that their interviewers had been trained for employment interviewing. Fifteen divisions (34 per cent) reported that other agencies interviewed noninstructional personnel for them and referred applicants at their request.

TABLE IX

SELECTION POLICIES IN OTHER SCHOOL DIVISIONS,
BY NUMBER AND PER CENT

Selection Policy (1)	Number of Divisions (2)	Per Cent of Total* (3)
Completed application form	39	89%
Written reference forms	39	89
Interviews with supervisor, department head, or principal	37	84
Preliminary interviews	31	70
Informational interviews	30	68
Telephone reference requests	26	59
Police record check	26	59
Placement interviews	23	52
Selection interviews	23	52
Tests and examinations	21	47
Proof of age and/or education	18	41
Driving record check	10	23
Credit references	3	7

* School Divisions Responding - 44

TABLE X

VALUE OF THE INTERVIEW AS A PLACEMENT DEVICE
BY NUMBER OF SCHOOL DIVISIONS, AND PER CENT

Value (1)	Number of Divisions (2)	Per Cent of Total (3)
Very useful	31	70%
Useful	11	25
Fairly useful	2	5

* School Divisions Responding - 44

Not all reporting school divisions require all categories of noninstructional personnel to take selection examinations. Table XI, page 48, shows that 55 per cent of the divisions require the examination of bus drivers and 57 per cent require the examination of clerical personnel. About one third of the divisions require examinations of custodial and building maintenance applicants.

It is significant to note that smaller percentages of divisions require selection examinations for health personnel (5 per cent), librarians (14 per cent), guidance counselors (16 per cent), and administrators (18 per cent). These categories of personnel are not usually considered to be noninstructional.

Only 39 per cent of the school divisions reported that they provided lists of eligible applicants based on test scores and interviews.

Ten criteria often used as bases for selecting noninstructional personnel are listed in Table XII, page 49. That most reporting school divisions use them to some degree is shown in Column 2. In fact, with the exceptions of age and sex criteria, they seem to be in general use throughout the survey divisions. From a strictly numerical standpoint, experience, mental alertness, and attitude toward employment appear to be the most widely used of the criteria. In a separate question, however, the divisions were requested to designate three of the ten which they used most frequently as bases for selection of noninstructional personnel. Experience was selected as the most frequently used criterion, with education and personality following in that order.

TABLE XI

CATEGORIES OF NON-INSTRUCTIONAL PERSONNEL WHICH ARE
 REQUIRED TO TAKE TESTS OR EXAMINATIONS AS A SELECTION
 FACTOR, BY NUMBER OF SCHOOL DIVISIONS AND PER CENT

Category (1)	Number of Divisions (2)	Per Cent of Total* (3)
Clerical Staff	25	57%
Bus Drivers	24	55
Custodial Staff	14	32
Building Maintenance and Grounds Staff	13	30
Bus and Vehicle Maintenance Staff	10	23
Supervisors	10	23
Administrators	8	18
Cafeteria Staff	8	18
Guidance Counselors	7	16
Librarians	6	14
Health Personnel	2	5

* School Divisions Responding - 44

TABLE XII

CRITERIA FOR SELECTION OF NONINSTRUCTIONAL PERSONNEL
IN SURVEY SCHOOL DIVISIONS, BY DEGREE OF USE,
AND PER CENT

Selection Criterion (1)	Frequent Use (2)	Per Cent of Total* (3)	Infrequent Use (4)	Per Cent of Total* (5)
Experience	40	91%	4	9%
Mental alertness	40	91	0	0
Attitude toward employment	39	89	2	5
Personality	36	82	3	7
Adaptability	34	77	5	11
Appearance	34	77	6	14
Physical characteristics	33	75	9	20
Education	33	75	9	20
Age	18	41	23	52
Sex	16	36	22	50

* School Divisions Responding - 44

V. TRAINING OF NONINSTRUCTIONAL PERSONNEL
IN RICHMOND PUBLIC SCHOOLS

Training programs for noninstructional personnel in the Richmond Public Schools are designed to help employees, new or experienced, perform their work more efficiently; they are also planned to help qualified employees become eligible for promotion to positions of greater responsibility.

Such training programs may include orientation for new employees, on-the-job training, first aid courses, training with new equipment or procedures, supervisory training, or training in any other area when a recognized need exists. The personnel departments of both the City and the School Board supervise all training programs.

Noninstructional personnel are encouraged to take correspondence and night school courses on their own. The City and School Board have a tuition-free plan for night school enrollment. Any City employee may enroll in any evening school course provided it is one which will benefit him in his present position. His only expense is for textbooks and miscellaneous supplies.

VI. TRAINING OF NONINSTRUCTIONAL PERSONNEL
IN OTHER SCHOOL DIVISIONS

More than half (52 per cent) of the reporting divisions indicated a training period for new noninstructional employees when actual training was given. Furthermore, 61 per cent reported that an organized program of in-service training was available to their noninstructional personnel.

The types of training available to noninstructional personnel in other school divisions is reported in Table XIII, page 52. On-the-job training seems to be the most prevalent type with 80 per cent of the divisions reporting it as a part of their training program. Annual training workshops are popular with 55 per cent of the divisions; evening school classes are a part of the program in 45 per cent of the divisions.

VII. SUMMARY

Recruitment, selection and training of noninstructional personnel are three administrative processes in effective personnel management. School divisions would have difficulty finding, employing, and retaining highly qualified workers without adequate policies regarding them.

Recruitment methods vary from school system to school system. The most widely used method appears to be utilizing resident applications for finding workers. Nonresident applicants are rarely considered for noninstructional positions. The use of advertising and employment agencies is limited in the school divisions surveyed, although they are common in Richmond Public Schools. The major recruiting problem among the participating systems is an excessive number of unqualified applicants, not simply the lack of applicants. The presence of low salaries does not seem to affect recruitment success materially.

Selection policies appear to be uniform in the survey school divisions. The application form, written reference forms, and personal interviews are the most universally used policies. Experience, education, and personality, in that order, seem to be the most frequently used

TABLE XIII

TYPES OF TRAINING AVAILABLE TO NONINSTRUCTIONAL
EMPLOYEES IN OTHER SCHOOL DIVISIONS, BY NUMBER
AND PER CENT

Type of Training (1)	Number of Divisions (2)	Per Cent of Total* (3)
On-the-job training	35	80%
Annual training workshops	24	55
Evening school classes	20	45
Safety education	15	34
Apprentice training	11	25
Day classes in trade school	9	20
Summer school classes	8	18
College training	8	18

* School Divisions Responding - 44

criteria for the selection of noninstructional personnel.

More than half of the survey divisions reported orientation training programs, educational opportunities, and in-service training sessions for their noninstructional personnel.

CHAPTER V

PERFORMANCE RATING AND EVALUATION OF NONINSTRUCTIONAL PERSONNEL

When an employee has been recruited, selected, and trained for a particular job, he and the school division are entitled to know how he is measuring up to expected job standards. Therefore, performance evaluation becomes an important facet of noninstructional personnel administration.

Employees are evaluated for many reasons, some of which could be to give them an idea of how they are doing on the job, to identify employees for promotion purposes, to aid in salary administration, to discover areas where additional training is needed, and to aid in the selection process. Certain human qualities such as initiative, persistence, leadership, self-control, perspective, and appearance may influence the successful performance of a particular job. Unfortunately, there are few, if any, objective tests or measurements available which will provide adequate measurement of these characteristics. Personal judgment and opinion become the most frequently used methods. Performance rating instruments have been designed to provide a convenient method of obtaining and recording personal judgments.

If human qualities cannot be objectively weighed or measured, they can at least be compared. The basic purposes of performance ratings are numerous. Perhaps the underlying purpose from the point of view of the school administrator is to give an employee's supervisor a method of

rating a subordinate in terms of particular traits, not just as "a good man" or "a weak person."

Ratings are often used as a basis for advice to employees concerning ways in which they may increase their value to the school systems. In these cases, personal deficiencies discovered by comparative ratings are called to the attention of the employee, with suggestions as to how he may overcome his shortcomings and improve his performance on the job. Frequently, ratings disclose a general need for training programs where a number of employees are characterized by similar deficiencies.¹⁶

The purpose of Chapter V is to report on performance evaluation practices in the Richmond Public Schools and in other similar school divisions.

I. PERFORMANCE EVALUATION IN RICHMOND PUBLIC SCHOOLS

The City of Richmond and the School Board provide for the periodic rating of employees. Briefly stated, the following excerpts from the City Personnel Manual explain the rating plan:

1. Each appointing authority is responsible for administering the service rating program for his employees. He may delegate this responsibility.

2. The most important use of the service ratings is in the training and development of employees. They are also used in making personnel changes and in determining eligibility for pay increases.

16. Cohen, op. cit., pp. 42-43.

3. Service ratings are made on all employees who have probationary (first six months) or permanent status in the classified service. Service ratings may also be made on any other employee, including employees in the unclassified service.

4. The immediate supervisor rates his employees, since he is the person who is most familiar with and responsible for the work of his unit.

5. Before a service rating becomes official it must be reviewed for accuracy and completeness.

6. For employees with permanent status, service ratings are made annually on November 1, unless the employee has had a rating during the previous sixty days.

7. At the time a new employee comes to work and his supervisor introduces him to his job, the service rating program is discussed with him. After he has been on the job sixty days, the new employee is given his first service rating.

8. New employees are rated fifteen days before the end of their probationary period (usually six months).

9. Any appointing authority may rate an employee at anytime if he believes that a special rating would be in the best interests of the employee or of the City Service.

17

A sample copy of the rating form for classified noninstructional employees will be found in Appendix A.

The evaluation program for unclassified noninstructional employees is quite similar in purpose and design to the classified program. A

sample copy of the rating form for school secretaries will be found in Appendix A.

II. PERFORMANCE EVALUATION POLICIES

IN OTHER SCHOOL DIVISIONS

From the survey of other school divisions with similar enrollments to Richmond, it is apparent that not all divisions require all noninstructional personnel to be rated. Table XIV, page 58, confirms this statement. Although most of the divisions require performance evaluations of the categories of noninstructional personnel listed in Table XIV, the per cent of divisions requiring any one class of noninstructional employees to be rated varies greatly and rarely exceeds more than half of the participants in the survey. In the category of custodial employees, 59 per cent require a service rating. Other categories for which a relatively large percentage of the reporting divisions require a rating form are the cafeteria staff (39 per cent), librarians (45 per cent), clerical staff (45 per cent), and the building maintenance and grounds staff (43 per cent). Five divisions (11 per cent) reported that they did not have a formal rating program at the time of the survey.

Annual ratings of noninstructional employees seems to be the most widespread practice among the participating divisions. Twelve divisions (27 per cent) reported the practice of semi-annual ratings.

Twenty-seven divisions (61 per cent) reported that the rating form was completed during a conference with the employee. This is a common practice in rating noninstructional employees in the Richmond Public Schools.

TABLE XIV

CATEGORIES OF NONINSTRUCTIONAL PERSONNEL FOR WHICH
RATING INSTRUMENTS ARE REQUIRED, BY NUMBER OF SCHOOL
DIVISIONS AND PER CENT

Category (1)	Number of Divisions (2)	Per Cent of Total* (3)
Custodial Staff	26	59%
Librarians	20	45
Clerical Staff	20	45
Bus Drivers	19	43
Building Maintenance and Grounds Staff	19	43
Cafeteria Staff	17	39
Supervisors	16	36
Bus and Vehicle Maintenance Staff	14	32
Guidance Counselors	14	32
Health Personnel	12	27
Administrators	10	23

* School Divisions Responding - 44

The rating of a new employee soon after he is employed was reported to be a policy in half of the survey school divisions. As indicated previously, Richmond's new noninstructional employees receive their first evaluation after two months on the job.

As a matter of interest, survey school systems were asked if they utilized a rating form which permitted an employee to rate himself. The answer was generally negative. Richmond does not have such a rating sheet.

The use of ratings as a factor in considering noninstructional personnel for promotion was investigated. Fifty-seven per cent of the divisions replied that they were considered.

Asked to express their opinion about the value of performance evaluation programs in their divisions, the survey school systems gave the following responses:

1. Twenty-seven per cent reported that performance evaluation is widely used and helps the division and employee do a better job.
2. Fifty-nine per cent expressed the feeling that ratings are of limited benefit, but the value of their use is increasing yearly.
3. Two per cent felt that the use of rating devices is a waste of time and serves no real benefit either to the school division or to the employee.

III. SUMMARY

Performance evaluation of noninstructional personnel is a necessary and useful policy in helping the employees of a school division

perform at increasingly more efficient levels. Since human qualities are difficult to measure, rating forms provide a method for expressing comparative opinions of the employees' characteristics and performance on the job.

The service rating plan for noninstructional personnel in the Richmond Public Schools is a systematic, regular program of performance evaluation. It is carried out with the best interests of the school division and the employee in mind. It is used in counseling the employee, aiding in considering him for promotion, and even for determining his continued employment.

Other school divisions have performance evaluation policies which are similar to those in the Richmond program. It is quite clear, however, that many school systems are far from including all noninstructional personnel in their rating plans. Some divisions do not even have an evaluation plan for noninstructional employees. Most of the divisions require annual ratings to be accomplished in conference with the employee. Of even greater significance is the fact that almost two-thirds of the divisions felt the value of performance evaluation is increasing.

CHAPTER VI

PROMOTION, TRANSFER, DEMOTION AND SEVERANCE OF NONINSTRUCTIONAL PERSONNEL

A well administered program of performance evaluation puts the school administration in a better position to develop sound policies of promotion, transfer, demotion, and severance. Promotion and transfer are essential features of any personnel program which seeks to maintain a labor force at a high level of efficiency. Demotion and severance, at opposite poles, are also essential in reprimanding or removing, voluntarily or involuntarily, employees who warrant such action.

Before proceeding further in this chapter, it would be helpful to have definitions of the terms promotion, transfer, demotion, and severance.

Promotion. Promotion and transfer are often so interdependent in definition that a clearcut set of criteria is difficult to list. However, promotion may be best defined as a movement to a position in which responsibilities are increased. Promotion is an increase in rank. Ordinarily, promotion is associated with higher earnings, either immediately or as a promise for the future. Presumably, promotion places the employee in positions which carry greater prestige.

Transfer. There are two chief types of transfer. The most frequent involves the movement of employees from one school to another to meet the needs of the system. The other represents a shift made to meet the needs of the worker rather than those of the administration.

Demotion. As opposed to promotion, demotion may be defined as a movement to a position with less responsibility. An employee may function quite adequately in a lower-ranking position when he is not performing satisfactorily in another position. Demotion can be initiated by either the employee or the administration.

Severance. There are two types of severance in personnel administration. One is considered involuntary on the part of the employee. The most drastic of all disciplinary measures is discharge. It is also the least satisfactory method of solving personnel problems. The modern point of view toward discharge regards it as a means to be utilized only as a last resort after all other possible attempts have been made to secure employee cooperation. The second type of severance, and by far the most usual, is the voluntary resignation of the employee. When he quits, he abandons without basis for further claim on his employer, all seniority and other accrued rights. He voluntarily gives up his vacation pay, sick leave, retirement compensation, insurance benefits, etc. In a few instances, the employee may be allowed to continue some benefits at his own expense, as in the case of insurance policies.¹⁸

Promotion, transfer, demotion, and severance policies in the Richmond Public Schools and other similar school divisions will be discussed in this chapter.

18. Cohen, op. cit., pp. 47-63.

I. PROMOTION POLICIES COVERING NONINSTRUCTIONAL
PERSONNEL IN RICHMOND PUBLIC SCHOOLS

The promotion policies of the City of Richmond and the School Board are based on the premise that every employee has skills and abilities which can best be utilized through the granting of additional responsibilities. Well qualified employees are given first consideration in filling promotional vacancies. The following statements, adapted from the City Personnel Manual, explain promotion procedures more fully:

1. When a vacancy occurs which could be a promotional possibility, the appointing authority requests that "closed promotional" examinations be held. Such a request limits the availability of the position to City employees.

2. Only employees who have attained permanent status in the classified service and whose service ratings are satisfactory are eligible to take closed promotional examinations.

3. In most cases, promotional examinations are open to any qualified permanent City employee. There may be times, particularly in technical or professional positions when an appointing authority believes that only employees of one department meet the requirements of the job. With the approval of the Director of Personnel, examinations may be limited to one group of employees. A closed promotional examination will be limited to a department only when it is known that at least four applicants are qualified to compete.

4. If there is a lack of qualified applicants within the City Service, the position is open to the public.

5. Certification of eligibles for promotion is made in the same manner as certification for a regular appointment.

6. Responsibility for making a selection from the eligibles certified for promotion rests with the appointing authority.

7. An employee must pass a physical examination before he can be promoted.

8. An employee who is promoted serves a three month period of probation in his new position.¹⁹

Promotion policies which apply to unclassified noninstructional personnel are less formalized than those for classified. The opportunities for promotion are not generally advertised and are often publicized informally throughout the school system.

II. PROMOTION POLICIES IN OTHER SCHOOL DIVISIONS

The policies regarding the promotion of noninstructional personnel in other school divisions are partially shown in Table XV, page 65. The primary reason for promoting noninstructional personnel in the survey school systems is outstanding ability on the job, as reported by 89 per cent of the divisions. Meritorious performance is considered a valid reason by 80 per cent of the survey participants. Eighty-six per cent of the divisions consider placing employees in positions of greater responsibility a worthwhile reason for promotion. Accident avoidance, attendance, length of service, personal loyalty, punctuality, and reward

19. Personnel Manual, pp. 430-432.

TABLE XV

REASONS FOR PROMOTION OF NONINSTRUCTIONAL PERSONNEL,
BY NUMBER OF SCHOOL DIVISIONS AND PER CENT

Reason for Promotion (1)	Number of Divisions (2)	Per Cent of Total* (3)
Outstanding ability on the job	39	89%
Placing employees in positions of greater responsibility	38	86
Meritorious performance	35	80
Accomplishments in training programs for self-improvement	25	57
Holding employees of great potential ability	22	50
Attendance	19	43
Longevity of service (Seniority System)	18	41
Reward employees for faithful service	18	41
Punctuality	16	36
Personal loyalty	14	32
Accident avoidance	8	18

* School Divisions Responding - 44

for faithful service seem to be relatively minor reasons for promotion. One division mentioned the ability to perform higher level work as a reason for promotion.

Every school division in the survey reported that the most frequent type of promotion of noninstructional personnel was a vertical promotion. That is, the promotion involved increased responsibility, requirements for additional training, a different classification and title, and more wages.

In response to an inquiry regarding the policy of promoting to higher positions and filling the lower, 93 per cent of the divisions stated that this was their normal policy.

III. TRANSFER POLICIES COVERING NONINSTRUCTIONAL PERSONNEL IN RICHMOND PUBLIC SCHOOLS AND OTHER SCHOOL DIVISIONS

The following transfer policies apply to both classified and unclassified noninstructional personnel in the Richmond Public Schools. They are extracted from the City Personnel Manual:

1. A transfer means the filling of a vacant position in any class by moving an employee who holds a position in that class or in another class at the same pay rate who meets the qualifications for the vacant position, to fill the vacancy.

2. An employee may sometimes, for personal reasons, want to transfer to another position in the same class. If the voluntary transfer is to another position in the same department it need only be approved by his appointing authority. If it is to another department, however,

it must have the approval of the two appointing authorities and the Director of Personnel.

3. Any employee who wants help in obtaining a transfer to another department may send a request in writing to the Director of Personnel.

4. If an appointing authority wishes to have an employee who works in another department transferred to his department, the appointing authority must ask the employee's present employer for permission to discuss the matter with the employee before talking with him.

5. An involuntary transfer may become necessary when work requirements change, or when a department head needs to shift employees for other reasons. At times it may become necessary to transfer an employee when his health or safety might be endangered unless he is changed.

6. Permanent status in the City Service is not affected by transfer, nor is any change in pay rate or leave credit made following transfer.

The most frequent reasons for transfer, as indicated by school divisions in the survey, are listed in Table XVI, page 68. The predominant reason for transfer, applying to 82 per cent of the divisions, is the movement of employees from one school to another to meet the needs of the system. Change in the employee's occupational interests accounts for transfer reasons in 41 per cent of the divisions. Of interest also is the fact that in 36 per cent of the divisions transportation and housing difficulties of the employee is a reason for transfer. Fifteen divisions, or 34 per cent, reported that employees' personal relationships with

TABLE XVI

REASONS FOR TRANSFER OF NONINSTRUCTIONAL PERSONNEL,
BY NUMBER OF SCHOOL DIVISIONS AND PER CENT

Reason for Transfer (1)	Number of Divisions (2)	Per Cent of Total* (3)
Movement of employee from one school to another to meet needs of system	36	82%
Change in the interest of employee since initial employment	18	41
Transportation and housing difficulties on the part of the employee	16	36
Personal relationships with other employees	15	34
Faulty placement	6	14
Physical condition of the employee	6	14
Poor performance	6	14
Age	1	2
Injury or illness	1	2

* School Divisions Responding - 44

other employees is a reason for transfer. Age of the employee, faulty placement, injury or illness, physical condition, and poor performance appear to be somewhat unimportant as transfer reasons.

IV. DEMOTION POLICIES COVERING NONINSTRUCTIONAL PERSONNEL IN RICHMOND PUBLIC SCHOOLS AND OTHER SCHOOL DIVISIONS

A brief outline of the demotion policies covering classified and unclassified noninstructional positions in the Richmond Public Schools follows:

1. Any change of an employee in one class to a position in another class for which a lower maximum rate of pay is prescribed, is considered a demotion.
2. A demotion may be made for cause, may be made on a voluntary basis, or may be made on an involuntary basis.
3. If an employee, for personal reasons wants to be assigned to another position of a lower class, he submits his request in writing to his appointing authority, stating the reason for his request. The appointing authority must be sure that the employee who requests a demotion understands the effect such action will have on his rate of pay.
4. Sometimes it is necessary to demote an employee for reasons such as the abolition of a position or a change in organization.
5. There may be cases when it becomes necessary to demote an employee as a disciplinary measure.

Survey school divisions were requested simply to report the existence or lack of a written demotion policy for noninstructional

personnel. Seventy per cent of the divisions reported that they did not have a written policy for the demotion of an employee.

V. SEVERANCE POLICIES COVERING NONINSTRUCTIONAL PERSONNEL
IN RICHMOND PUBLIC SCHOOLS AND OTHER SCHOOL DIVISIONS

Severance policies as applied to classified and unclassified noninstructional personnel in the Richmond Public Schools are administered under two conditions of separation. The first of these is dismissal, used only as a last resort when other corrective measures have failed. The second and more common of the two is voluntary separation or resignation.

Generally speaking, misconduct of a City employee either on or off duty which works to the detriment of the City service may constitute grounds for disciplinary action leading to dismissal. A few examples are listed:

1. Continued or gross neglect of duty
2. Absence without leave
3. Incompetence, inefficiency, or unwillingness to render satisfactory service in the performance of his duties
4. Insubordination
5. Habitual use of alcohol or narcotics
6. Failure to pay just debts
7. Negligent or willful damage to public property
8. Material falsification of application
9. Conviction of a felony or misdemeanor involving moral turpitude

10. Use of bribery or political pressure to secure promotion, transfer, leave of absence, or increased pay²⁰

Any employee dismissed for the reasons just enumerated or for any other reason, has the right of appeal to the Personnel Board (or School Board). Such a request for review of the case is addressed to the Director of Personnel and must be sent within five days after receiving notice of dismissal.

Some noninstructional employees, from time to time, find it necessary to resign from service with the City. Most of them want to resign in good standing. The only absolute requirement for this is that the appointing authority indicate that he would rehire the resigning employee. Resigning employees are encouraged to give notice of resignation at least two weeks before the effective date of the resignation, to submit a letter of resignation, and to report to the Personnel Office for an exit interview. The separated employee usually forfeits all claims on the City, but in certain instances may be eligible for reappointment.²¹

Severance policies in other school divisions were investigated from the two points of view just discussed--dismissal and voluntary separation. Survey participants were requested to rank the following reasons for dismissal as they might apply to their school systems:

1. Moral turpitude

20. Ibid., pp. 450-451.

21. Ibid., p. 460.

2. Inefficiency or poor performance
3. Failure to follow rules and regulations

Moral turpitude appeared to be the most serious reason for discharge; 52 per cent of the divisions ranked this cause first among the three listed. Inefficiency ranked second among 43 per cent of the divisions and 5 per cent felt that the failure to follow rules and regulations was the least important of the three.

The right of a discharged noninstructional employee to appeal the decision which leaves him without work is almost universally prevalent in the severance policies of the survey school systems. The right of appeal was reported as a policy affecting 98 per cent of the divisions. Fully a third of the school systems limit the time for requesting an appeal to two weeks or less. One system allows six months and another up to two years. Eighty-two per cent of the survey divisions said that the employee may retain counsel in his behalf for the appeal hearing. Almost one-fifth of the divisions (8), stated that the appeals board was associated with Civil Service regulations.

The form in which resignations from noninstructional personnel are submitted was one aspect of the survey of severance policies. Written letters of resignation were required in 77 per cent of the divisions, but 52 per cent stated they would accept verbal resignations.

What is the status of the noninstructional employee who resigns voluntarily? The survey school divisions responded as follows:

1. Eighty per cent said that the employee gives up vacation pay, sick leave, retirement compensations, insurance benefits, etc. In other words, he quits with no further claim on the employer.

2. Fourteen per cent stated that he is allowed to continue some benefits such as insurance or hospitalization.

3. Sixteen per cent replied that he is eligible to return with full benefits within three to nine months.

VI. SUMMARY

Basic to sound personnel administration are the policies which relate to the promotion, transfer, demotion, and severance of employees. That these policies are not uniform in all school divisions is an accepted fact. With local conditions determining many personnel policies in general, there is no reason to assume that the policies reported in this chapter are any different.

The various policies which apply to the promotion, transfer, demotion, and severance of noninstructional employees in the Richmond Public Schools are based on uniform standards which apply in each instance to individual cases. The investigator's experience in school personnel administration leads him to believe in the value of these regulations.

Promotional policies in the survey school divisions appear to be based on the fact that proven ability is the most important consideration in determining eligibility for promotion. Other determinants include meritorious performance and evidence of potential for positions of greater responsibility. Attendance, loyalty, and length of service seem to be relatively unimportant in considering an employee for a more responsible position in the school system.

Moving noninstructional employees from one position to another to meet the needs of the school system is the most frequently used basis for

the transfer of personnel in the survey divisions. Age of the employee, his physical condition, or his performance on the job are rather minor reasons for granting the worker a transfer.

Although demotion of personnel in a school system varies with individual cases, and is probably not an important facet of personnel administration, it is interesting to note that almost three-fourths of the survey participants reported the lack of a written policy governing demotion.

Severance of noninstructional personnel takes two forms: dismissal and voluntary separation. Moral turpitude, inefficiency, and failure to follow rules and regulations, in that order, were ranked among the more serious reasons for discharge of an employee. Practically all the reporting divisions gave evidence of procedures which would permit an employee to appeal a decision to dismiss him. The survey school systems seem to agree generally that when an employee resigns he voluntarily gives up all benefits and has no further claim on his employer.

CHAPTER VII

WAGE AND SALARY ADMINISTRATION AFFECTING NONINSTRUCTIONAL PERSONNEL IN RICHMOND PUBLIC SCHOOLS AND OTHER SCHOOL DIVISIONS

Noninstructional positions range from the supervisory level where professional or semiprofessional skills are necessary, to the common laborer, where the ability to pick up and use a shovel is the ultimate skill required. Consequently, there is great variation in salaries paid to these personnel. The purpose of this chapter is not to discuss salaries paid to noninstructional employees from a quantitative viewpoint; it is concerned rather with the policies which determine the development and administration of wage benefits.

Industry has established many complicated pay systems such as incentive pay, piece work, and sliding scales. These plans are often not applicable to school wage administration. Two methods do apply to noninstructional personnel: (1) the annual wage, and (2) the day rate. The annual wage is a stipulated amount for one year payable on a locally determined schedule consistent with statutory regulations. The day rate is payment on a time basis. This includes hourly, daily, weekly, or bi-weekly systems. Many noninstructional positions fit the day rate, a method of remuneration many employees prefer.

A definite pay scale, with clearly defined steps is necessary in noninstructional wage administration. The scale should reflect the economic status of the local community, the supply and demand for labor, and wage levels in private industry, and nearby school divisions. Such a salary scale should reflect the relationship between job classification

and level of compensation. Pay differentials based on differences in job classification cause few problems when they are clear, formalized, and written.²²

I. WAGE ADMINISTRATION AFFECTING NONINSTRUCTIONAL PERSONNEL
IN RICHMOND PUBLIC SCHOOLS

Pay administration for noninstructional employees of Richmond Public Schools refers to the setting up, maintaining, and carrying out of the provisions of the City's pay plan. Based on the classification plan (Chapter III), the pay plan provides comparable wages for comparable duties and responsibilities. The salary of every position in the classified service of the City is fixed by ordinance, usually known as the pay plan ordinance.

The ordinance is made up of two parts. The first of these is a compensation schedule or scale of rates which provides for a number of salary ranges of approximately twenty per cent from minimum to maximum within the range. Each salary range consists of a minimum and a maximum rate with three intermediate steps. Every position in the city is assigned to one of these ranges. (See Appendix A for a sample page from such a pay plan.)

The second part of the ordinance describes the conditions which must be met to advance to steps beyond the minimum in the pay range. Briefly they are the following requirements:

22. Cohen, op. cit., p. 53.

1. The City must have the funds available.
2. The employee's last service rating must have been satisfactory.
3. The employee must have served the following periods of time in the pay step in order to be eligible for an increase:
 - From step 1 to step 2 - 6 months
 - From step 2 to step 3 - 12 months
 - From step 3 to step 4 - 12 months
 - From step 4 to step 5 - 36 months
4. The step increase must be recommended by the appointing authority.

Although the written pay scale (See Appendix A) also lists salaries by annual, monthly, and hourly rates, most noninstructional employees are paid bi-weekly in twenty-six pay periods throughout the year. Unclassified noninstructional personnel such as school secretaries and others are generally paid monthly. All other provisions of the pay plan also apply to unclassified personnel.²³

II. WAGE ADMINISTRATION AFFECTING NONINSTRUCTIONAL PERSONNEL IN OTHER SCHOOL DIVISIONS

A written, formalized pay scale for noninstructional personnel is recognized as an important factor in wage administration. Of the school divisions participating in the survey, 98 per cent reported the existence of a written wage scale. That it reflects the prevailing

23. Personnel Manual, pp. 508-513.

community rates for the same types of work was indicated by 82 per cent of the school systems.

One of the features of a pay scale which increases its usefulness is the ability to fit the salary for a newly created position into the existing scale. Almost two-thirds of the reporting divisions, or 66 per cent, indicated that their pay plans would permit this to be done.

Richmond's noninstructional pay plan provides for approximately five per cent differential between the steps in each pay range. There was no clearcut percentage differential among the pay plans as reported by the various divisions, although approximately three to seven per cent differential was the average.

The period of time which must elapse between the minimum and maximum steps in Richmond's pay ranges is five and one-half years, provided the increases are approved as scheduled. In other school divisions of similar size the elapsed time factor was so varied that no satisfactory tabulation could be made. The minimum period of time was four years, while the maximum reported was ten.

As in other matters of personnel policy investigated in this survey, participants were asked, as a matter of interest, whether pay administration was in any way affected by union affiliations. Eighty per cent of the divisions gave a negative response.

It has been previously explained that Richmond pays the majority of its noninstructional personnel on a bi-weekly basis. A few unclassified categories are paid monthly. More than half, or 55 per cent, of the survey school divisions pay their noninstructional employees on a monthly basis. The bi-weekly method ranked second in use.

III. SUMMARY

To the noninstructional employee, the tangible result of his training, experience, skill, and efficiency is the amount and method of his pay. Whether he receives it daily, weekly, bi-weekly, or monthly, it is an indicator of his value to the school system. As such it must be developed, maintained, and administered in an efficient and equitable manner.

The pay plan for noninstructional employees of Richmond Public Schools is designed to provide comparable pay for comparable responsibilities. A scale of pay ranges, within which are found orderly steps from minimum to maximum salary amounts, exists and is carried out through a definite set of regulations. Every attempt is made by the City to relate wage scales to prevailing local pay rates.

If there has appeared some lack of uniformity among the survey school divisions in other facets of noninstructional personnel administration, there is certainly no lack in the existence of written, formalized pay scales for such personnel. A majority of the divisions also have wage scales which are adaptable enough to permit the salaries for newly created positions to fit into them.

In the factors of percentages between steps in a pay range and the time elapsing between the minimum and maximum steps, there does seem to be much variation. This is probably due to the effect of local conditions on such provisions.

CHAPTER VIII

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

School personnel administration is concerned with two basic categories of employees: instructional and noninstructional. Instructional employees are those who occupy the classrooms of the nation's schools and those who direct and organize for instruction. Noninstructional employees are those who support the instructional program by performing auxiliary services for the educational enterprise. Since instructional employees comprise the majority of school employees, much is done for them and written about them. This does not appear to be the case with noninstructional employees. Descriptions of the policies which govern their employment and well-being are few.

A listing of the categories of noninstructional personnel which exist in Richmond and in other school divisions of the nation seems almost endless. Instructional categories could be listed on a quarter of a page; noninstructional positions would require many pages before an exhaustive list could be prepared. Even then, not all authorities or all school divisions agreed on a uniform roster of noninstructional positions. That positions in the noninstructional spectrum are not clearly definable can be seen in the general disagreement among the school systems included in this survey as to just who is or who is not a noninstructional employee. Only two categories, custodial and clerical, were unanimously agreed upon as being definitely noninstructional personnel.

Job analysis and classification procedures for noninstructional employees in the Richmond Public Schools date from September, 1948, when a new City Charter was adopted. Since that time, noninstructional employees of the School Board have been under either the classified or the unclassified service of the City. Classified employees are those recruited, selected, employed, rated, and paid directly under the personnel rules of the City Department of Personnel. Unclassified employees are recruited, selected, employed, rated, and paid under the rules of the School Board, but who are basically City employees in so far as wage scales, promotion, transfer, severance, and other policies are concerned.

Other school divisions varied in their policies relating to job analysis and classification. The policy of having a carefully defined job specification for each position was reported by only slightly more than half the survey divisions. This lack of written job descriptions must surely present problems in recruiting noninstructional workers as well as in paying them equitable salaries. To aggravate the problem of a lack of formal analysis and classification methods, almost two-thirds of the divisions reported the lack of a job analysis specialist.

Recruiting, selecting, and training new noninstructional employees are major policies affecting school personnel administrators. How well these policies are implemented may determine to a degree the success of the entire educational program. Recruiting methods were quite varied in scope, but the best source for competent workers appeared to be the applicants from the immediate locality. Non-resident applications

barely counted in a ranking of successful employee sources.

Selection, as an extension of recruitment, is simply the process of assigning the right worker to the right job. The school divisions in the survey seemed to feel that the personal interview is by far the most valuable selection device, especially when a completed application form was present. The applicant's work experience appeared to be the most frequently used criterion for selection.

After a new employee reports for duty, school divisions want to know how well he is performing. Rating the performance of a noninstructional employee is helpful in testing the validity of the recruitment and selection processes. It further aids the employee in assessing his progress and in improving his performance. The service rating plan in Richmond seems to be adequate. The same did not appear to be true in many of the school divisions in the survey, some of which did not have rating plans at all. Most of the divisions did express the feeling that the value of performance evaluation was increasing.

Noninstructional employees need to have opportunities for advancement and for obtaining satisfactory working conditions for their well-being. Promotion and transfer policies help to provide for these needs. The proven ability of an employee was indicated as the most important factor in consideration for promotion. Being at work every day and being on time day in and day out did not count for much when promotional opportunities appeared.

Moving employees from one position to another to meet the needs of the school system was the basic reason for personnel transfers. This was relevant even when the transfer was voluntarily requested. The

employee's age, physical condition, and job performance were considered relatively unimportant by the survey participants.

Demotion policies in written form were almost unheard of in the school divisions questioned. Only eleven school systems reported the existence of such policies in writing.

Severance of noninstructional personnel was reported in two forms: dismissal and voluntary separation. Moral turpitude, inefficiency, and failure to follow rules and regulations, in that order, were ranked among the more serious reasons for discharge of an employee. Practically all the reporting divisions gave evidence of procedures which would permit the employee to appeal the decision to dismiss him. The survey school systems seemed generally to agree that when an employee resigned he voluntarily gave up all benefits and had no further claim on his employer.

Wage administration was perhaps the most uniform policy in non-instructional personnel administration. Only one school division reported the lack of a formalized, written pay scale. Aside from minor local variations in procedures, wage administration was one of the few policies receiving the attention others lacked.

II. CONCLUSIONS

Based on research and study of the current policies governing noninstructional personnel, the investigator has arrived at the following conclusions:

1. Noninstructional personnel administration is an important facet of school administration.

2. Little research has been done in this particular area of school personnel administration.
3. No satisfactory list of school noninstructional personnel categories can be prepared.
4. Job analysis and classification policies are not uniform and consequently create problems in other areas of personnel policy, such as recruitment and selection.
5. Recruitment success depends primarily on local sources.
6. Experience is the major factor in the final selection of a noninstructional employee.
7. Performance evaluation as a formal personnel policy does not exist at all in numerous school divisions.
8. Promotion and transfer policies applying to noninstructional personnel lack general uniformity.
9. Wage administration is one of the few aspects of noninstructional personnel policy that is receiving almost uniform attention.

III. RECOMMENDATIONS

Evidence has been presented to substantiate the fact that wide differences exist in the personnel policies which apply to noninstructional workers in the schools. Evidence has further been presented to show that some differences of opinion exist concerning just which employees are actually noninstructional as compared with instructional. Based on the evidence presented, the following recommendations are hereby made:

1. Further research should be undertaken in the area of nonin-

structional personnel classification.

2. Noninstructional personnel administration should receive more attention in graduate study of school administration.

3. School divisions should strive for more uniformity in noninstructional personnel administration by studying and adopting the best practices in common use.

4. Noninstructional personnel administration should receive greater attention at the local school division level.

BIBLIOGRAPHY

A. BOOKS

- Campbell, William Giles. Form and Style in Thesis Writing. Boston: Houghton Mifflin Company, 1954.
- Good, Carter V. Introduction to Educational Research. New York: Appleton-Century-Crofts, 1959.
- Kindred, Leslie W., and Prince B. Woodard. Staff Welfare Practices in the Public Schools. Washington: Center for Applied Research in Education, Inc., 1963.
- McGrath, G. D., James J. Jelinek, and Raymond E. Wochner. Educational Research Methods. New York: Ronald Press, 1963.
- Whitney, Frederick L. The Elements of Research. New York: Prentice-Hall, Inc., 1950.
- Yeager, William A. Administration of the Noninstructional Personnel and Services. New York: Harper and Brothers, 1959.
- Van Zwoll, James A. School Personnel Administration. New York: Appleton-Century-Crofts, 1964.

B. PERIODICALS

- Newell, Arthur L. "The Custodial Handbook," The American School Board Journal, 141 (August, 1960), 27-28.
- Wolffer, Wilfred C. "Recruiting and Selecting Non-instructional Personnel," The American School Board Journal, 146 (June, 1963), 37-38.

C. PUBLICATIONS OF THE GOVERNMENT, LEARNED SOCIETIES, AND OTHER ORGANIZATIONS

- Cohen, Louis, The Administration of Non-Instructional Personnel in Public Schools. A Special Report Prepared by the American Association of School Business Officials. Chicago: Research Corporation of the Association of School Business Officials, 1964.

National Education Association, The Public School Personnel Administrator, February, 1962.

United States Department of Health, Education, and Welfare - Office of Education, Digest of Educational Statistics, 1964 Edition. Washington: United States Government Printing Office, 1964.

United States Department of Health, Education, and Welfare - Office of Education, Education Directory, 1962-1963, Part 2, Public School Systems. Washington: United States Government Printing Office, 1963.

United States Department of Health, Education, and Welfare - Office of Education, Education Directory, 1963-1964, Part 2, Public School Systems. Washington: United States Government Printing Office, 1964.

United States Department of Health, Education, and Welfare - Office of Education, National Inventory of School Facilities and Personnel, Spring, 1962. Washington: United States Government Printing Office, 1964.

United States Department of Health, Education, and Welfare - Office of Education, School Plant Management, Administering the Custodial Program. Washington: United States Government Printing Office, 1961.

United States Department of Health, Education, and Welfare - Office of Education, Statutory Basis for Administrative and Specialized Service Staffing in Local School Districts. Washington: United States Government Printing Office, 1959.

C. UNPUBLISHED MATERIALS

Personnel Manual. Richmond: City of Richmond, May, 1954.

APPENDIX A

TABLE XVII

SCHOOL DIVISIONS IN THE SURVEY,
BY ENROLLMENT AND RESPONSE

Name of School Division (1)	Enrollment at Time of Survey (2)	Re- turned (3)	Questionnaire		Not Returned (6)
			Usable (4)	Un- usable (5)	
Montgomery Alabama	38,000	X	X		
Tucson #1 Arizona	34,400	X	X		
Fresno City Unified California	48,700	X	X		
Hayward Unified California	29,000	X	X		
Mount Diablo Unified California	32,300	X			
Pasadena City Unified California	29,200				X
Sacramento City Unified California	44,500				X
San Bernardino City California	31,400	X	X		
San Juan Unified California	40,700	X	X		
Stockton City Unified California	33,600	X	X		
Torrance Unified California	29,100	X	X		
Jefferson County Consolidated Colorado	42,200	X	X		
Brevard Florida	32,400	X	X		

TABLE XVII (Continued)

Name of School Division (1)	Enroll- ment at Time of Survey (2)	Re- turned (3)	Questionnaire		Not Returned (6)
			Usable (4)	Un- usable (5)	
Escambia Florida	42,800	X	X		
Osceola Florida	41,100	X		X	
Palm Beach Florida	47,100	X	X		
Polk Florida	45,000				X
Volusia County Florida	36,900	X	X		
Bibb County Georgia	35,600	X	X		
Chatham County Georgia	43,100	X	X		
De Kalb County Georgia	52,200	X	X		
Fulton County Georgia	29,800	X	X		
Muscogee County Georgia	42,800	X	X		
Richmond County Georgia	32,500	X	X		
Evansville-Vanderburgh Consolidated School Corporation Indiana	31,200	X	X		
Fort Wayne Indiana	33,700	X	X		

TABLE XVII (Continued)

Name of School Division (1)	Enroll- ment at Time of Survey (2)	Re- turned (3)	Questionnaire		Not Returned (6)
			Usable (4)	Un- usable (5)	
Gary City Indiana	46,600	X	X		
South Bend Indiana	35,500	X	X		
Des Moines Iowa	42,800	X	X		
Louisville City Kentucky	49,400	X	X		
Calasieu Parish Louisiana	30,100	X	X		
East Baton Rouge Louisiana	49,300	X	X		
Jefferson Louisiana	38,800				X
Anne Arundel Maryland	47,600				X
Worcester Massachusetts	30,500	X	X		
Flint Michigan	41,900	X	X		
Grand Rapids Michigan	31,500	X	X		
St. Paul Minnesota	44,300				X
Jackson Municipal Separate Mississippi	34,100	X	X		

TABLE XVII (Continued)

Name of School Division (1)	Enrollment at Time of Survey (2)	Re- turned (3)	Questionnaire		Not Returned (6)
			Usable (4)	Un- usable (5)	
Clark County Nevada	41,400	X		X	
Jersey City New Jersey	35,000	X	X		
Rochester New York	42,400				X
Syracuse New York	31,200				X
Forsyth County Winston-Salem North Carolina	45,700				X
Columbia No. I South Carolina	32,300	X	X		
Greenville County South Carolina	51,100	X	X		
Chattanooga City Tennessee	29,000				X
Davidson County Tennessee	51,600				X
Knox County Tennessee	33,700	X	X		
Knoxville Tennessee	40,200	X	X		
Nashville City Tennessee	31,300				X
Shelby County Tennessee	36,800				X
Amarillo Texas	29,800				X

TABLE XVII (Continued)

Name of School Division (1)	Enrollment at Time of Survey (2)	Re- turned (3)	Questionnaire		Not Returned (6)
			Usable (4)	Un- usable (5)	
Austin Texas	37,700	X	X		
Corpus Christi Texas	39,700	X	X		
Corsicana Texas	48,000	X	X		
Granite District Utah	42,300	X	X		
Salt Lake City Utah	42,100	X	X		
Spokane Washington	34,600	X	X		
Tacoma Washington	34,000	X	X		
TOTALS		46	44	2	14

CURRENT POLICIES IN THE ADMINISTRATION
OF NONINSTRUCTIONAL PERSONNEL

A. GENERAL INFORMATION

1. Classes of Noninstructional Employees: (Please check those in your employment.)

- | | |
|--|---|
| <u> </u> Custodial Staff | <u> </u> Bus Drivers |
| <u> </u> Cafeteria Staff | <u> </u> Clerical Staff |
| <u> </u> Health Personnel | <u> </u> Guidance Counselors |
| <u> </u> Librarians | <u> </u> Administrators |
| <u> </u> Supervisors | |
| <u> </u> Building Maintenance and Grounds Staff | |
| <u> </u> Bus and Vehicle Maintenance Staff | |
| <u> </u> Other (Specify) _____ | |

Are any of the above categories of noninstructional personnel not considered in your definition of such personnel? If so, please underscore these categories.

2. Which are your major problems in personnel administration? (Please check.)

- | | |
|---|---|
| <u> </u> Wage Administration | <u> </u> Union Affiliations |
| <u> </u> Recruitment | <u> </u> Rating and Evaluation |
| <u> </u> Selection | <u> </u> Employment Policies |
| <u> </u> Job Analysis | <u> </u> Training |
| <u> </u> Promotion and | <u> </u> Other _____ |
| <u> </u> Transfer | |

3. What per cent of the director's time is devoted to the administration of noninstructional personnel and their problems as compared with the instructional personnel and their problems? (Please check.)

- | | |
|---|---|
| <u> </u> Less than 10% | <u> </u> 26% - 50% |
| <u> </u> 11% - 25% | <u> </u> More than 50% |

B. JOB ANALYSIS AND CLASSIFICATION OF NONINSTRUCTIONAL PERSONNEL

1. Do you have a person in the administrative organization whose job is that of noninstructional job analysis? Yes No
2. Is each noninstructional job carefully defined in writing? Yes No
3. Do you conduct job inventories of present positions for purposes of analysis or reclassification? Yes No
4. Are your job classifications in any way Civil Service oriented? Yes No
5. Does the employee participate in job analysis? Yes No
6. Is there, at some level, a conference to acquaint the new employee with the exact duties of his employment? Yes No
7. Do you employ laborers and similar employees "off the street"? Yes No

C. RECRUITMENT, SELECTION, AND TRAINING OF NONINSTRUCTIONAL PERSONNEL

1. RECRUITMENT

a. Which of the following recruitment methods do you use and to what degree? Use (+) as very frequent, (0) as frequently, and (-) as infrequently.

 Transfer of personnel from one job to another when they are of equal rank

- Resident (local) applications
- Non-resident applications
- Promotion of present employees with lower position being filled
- Newspaper and magazine advertising
- Scouting (finding employees in nearby school divisions)
- Employment agencies----public and private
- Other (specify) _____

- b. Which are your primary problems in the field of recruiting: (Please check.)
- | | |
|---|--|
| <input type="checkbox"/> Not enough workers available | <input type="checkbox"/> Poor advertising results |
| <input type="checkbox"/> Excessive unsolicited applications | <input type="checkbox"/> Too many unqualified applicants |
| <input type="checkbox"/> Other _____ | |
- c. In how many different publications may you advertise? No. _____
- d. Are you restricted in recruiting because of union membership? Yes No
- e. Do you use the same application blank for all types of noninstructional personnel? Yes No
- f. Is the application blank used in conjunction with the initial interview? Yes No
- g. For what period of time do your applications remain active? 6 mos. 12 mos. 18 mos. 24 mos. Other (No. of mos. or yrs.) After what period of time are they destroyed? No. of mos. and yrs.)
- h. Is the personnel office separate from all other administrative offices? Yes No

2. SELECTION

- a. Indicate by check marks all of the following which are a part of your selection policies.
- | | |
|--|--|
| <input type="checkbox"/> Completed application forms | <input type="checkbox"/> Written reference forms |
| <input type="checkbox"/> Telephone reference requests | <input type="checkbox"/> Preliminary interviews |
| <input type="checkbox"/> Informational interviews | <input type="checkbox"/> Selection interviews |
| <input type="checkbox"/> Placement interviews | <input type="checkbox"/> Tests and examinations |
| <input type="checkbox"/> Police record check | <input type="checkbox"/> Driving record check |
| <input type="checkbox"/> Documentary proof of age and/or education | |
| <input type="checkbox"/> Interviews with supervisors, department heads, and principals | |
| <input type="checkbox"/> Other _____ | |
- b. How much weight do you give to the interview as a placement device? (Please check) Very useful Useful Fairly useful
- c. Are your interviewers trained for this type of work? Yes No
- d. Do other agencies interview for you and refer applicants? Yes No
- e. To which of the following classes of noninstructional personnel do you administer tests or examinations? (Please check.)
- | | |
|---|--|
| <input type="checkbox"/> Custodial Staff | <input type="checkbox"/> Bus Drivers |
| <input type="checkbox"/> Cafeteria Staff | <input type="checkbox"/> Clerical Staff |
| <input type="checkbox"/> Health Personnel | <input type="checkbox"/> Guidance Counselors |

- Librarians
- Supervisors
- Building Maintenance and Grounds Staff
- Bus and Vehicle Maintenance Staff
- Other (Specify) _____
- Administrators

- f. Do you provide for lists of eligible applicants, based on test scores and interviews? Yes ___ No ___
- g. Following is a list of ten criteria often used for selection of employees. By using (+) as frequently, and (-) as infrequently, mark each item as to the extent it determines selection of noninstructional personnel in your system:

- | | |
|--|---|
| <input type="checkbox"/> 1. Experience | <input type="checkbox"/> 6. Education |
| <input type="checkbox"/> 2. Physical Characteristics | <input type="checkbox"/> 7. Age |
| <input type="checkbox"/> 3. Mental Alertness | <input type="checkbox"/> 8. Sex |
| <input type="checkbox"/> 4. Attitude toward employment | <input type="checkbox"/> 9. Personality |
| <input type="checkbox"/> 5. Adaptability | <input type="checkbox"/> 10. Appearance |

Of the above listed criteria, select the three which you use most frequently as a basis for selection and underscore them.

3. TRAINING

- a. Is there a training period for each new noninstructional employee when actual training is given? Yes ___ No ___
- b. Is there an organized program of in-service training? Yes ___ No ___
- c. Check the following types of training available to the employees in your school division.
- | | |
|--|--|
| <input type="checkbox"/> On-the-job Training | <input type="checkbox"/> Apprentice Training |
| <input type="checkbox"/> Day Classes in a Trade School | <input type="checkbox"/> Annual Training Workshops |
| <input type="checkbox"/> Evening School Classes | <input type="checkbox"/> Safety Education |
| <input type="checkbox"/> Summer School Classes | <input type="checkbox"/> College Training |

D. PERFORMANCE RATING AND EVALUATION OF NONINSTRUCTIONAL PERSONNEL

1. For which of the following classes of noninstructional personnel do you require a rating form? (Please check.)
- | | |
|---|--|
| <input type="checkbox"/> Custodial Staff | <input type="checkbox"/> Bus Drivers |
| <input type="checkbox"/> Cafeteria Staff | <input type="checkbox"/> Clerical Staff |
| <input type="checkbox"/> Health Personnel | <input type="checkbox"/> Guidance Counselors |
| <input type="checkbox"/> Librarians | <input type="checkbox"/> Administrators |
| <input type="checkbox"/> Supervisors | |
| <input type="checkbox"/> Building Maintenance and Grounds Staff | |
| <input type="checkbox"/> Bus and Vehicle Maintenance Staff | |
| <input type="checkbox"/> Other (Specify) _____ | |
2. How often is this rating form completed? Quarterly ___ Semiannually ___
Annually ___ Special ___ Other ___
3. Is the form completed in conference with the employee? Yes ___ No ___
4. Do you rate an employee soon after he is employed? Yes ___ No ___
5. Do you have a form which allows an employee to rate himself? Yes ___ No ___
6. Are ratings used when personnel are considered for promotion? Yes ___ No ___
7. If you could express your opinion about the use of rating forms in

your division, which of the following statements would agree with your feelings? The use of rating forms:

- is widely used, and helps the school division and employee to do a better job.
- is limited, but the value of their use is increasing yearly.
- is a waste of time and serves no real benefit either to the school division or to the employee.

E. PROMOTION, TRANSFER AND DEMOTION OF NONINSTRUCTIONAL PERSONNEL

1. Check all the following reasons you would consider valid for the promotion of personnel in your school division:

<input type="checkbox"/> Reward employees for faithful service	<input type="checkbox"/> Meritorious performance
<input type="checkbox"/> Outstanding ability on the job	<input type="checkbox"/> Attendance
<input type="checkbox"/> Punctuality	<input type="checkbox"/> Accident avoidance
<input type="checkbox"/> Personal loyalty	
<input type="checkbox"/> Accomplishments in training programs of self-improvement	
<input type="checkbox"/> Holding employees of great potential ability	
<input type="checkbox"/> Longevity of service (Seniority System)	
<input type="checkbox"/> Placing employees in positions where they are more valuable to the school system	
<input type="checkbox"/> Other _____	
2. Of the various types of promotions, which of the following is the most frequent in your school division? (Please check.)

<input type="checkbox"/> Horizontal-Change in title or rank with no appreciable change in salary or responsibility.
<input type="checkbox"/> Vertical - Increased responsibility, requirement for additional training, mobility, different classification.
<input type="checkbox"/> Convenience-Better working hours, less rigorous work, additional comforts, privileges, or prestige.
3. Is your normal policy to fill some jobs "from the bottom," i.e., promote to the higher position and fill the lower? Yes No
4. Check the reasons for transfer used most frequently by your school division:

<input type="checkbox"/> Faulty placement	<input type="checkbox"/> Poor performance
<input type="checkbox"/> Age	<input type="checkbox"/> Injury or illness
<input type="checkbox"/> Movement of employees from one school to another to meet the needs of the system	
<input type="checkbox"/> Change in the interest of the employee since initial employment	
<input type="checkbox"/> Personal relationships with other employees	
<input type="checkbox"/> Physical condition of the employee	
<input type="checkbox"/> Transportation and housing difficulties on the part of the employee	
<input type="checkbox"/> Other _____	
5. Do you have a written policy covering demotion of an employee? Yes No

F. SEVERANCE

1. How would you rank the following reasons for discharge as they

may apply to your school division? (Place them in 1-2-3 order.)

- Moral turpitude
 Inefficiency or poor performance
 Failure to follow rules and regulations
2. Does the discharged employee have the right of appeal? Yes No
 3. What time limit is placed on the right of the employee to appeal the decision to discharge him? 1 week 2 weeks 1 month 6 months Other
 4. Does the employee have the right to employ counsel in his behalf? Yes No
 5. Is the appeals commission in any way associated with Civil Service regulations? Yes No
 6. Do you require written letters of resignation? Yes No
 7. Would you accept a verbal resignation? Yes No
 8. When an employee resigns voluntarily, what is his status at that point? (Please check.)
 He gives up vacation pay, sick leave, retirement compensations, insurance benefits, etc. In other words, he quits with no further claim on the employer.
 He is allowed to continue some benefits such as insurance or hospitalization.
 He is eligible to return with full benefits within days.

G. WAGE ADMINISTRATION AND EMPLOYEE BENEFITS

1. Do you use a written, formalized pay scale for noninstructional personnel? Yes No
2. Does it reflect the prevailing community rates for the same types of work? Yes No
3. Is yours a pay scale into which any new position could be fitted? (For example, if the position of Assistant Supervisor of Custodians were created, would there be a pay range already in existence to which you could assign the position?) Yes No
4. What is the differential between the steps in your pay scale? 3% 5% 7% Other (Specify)
5. Over what period of time would the normal steps run? No of yrs.
6. Are you in any way restricted by union contracts in pay administration? Yes No
7. How do you pay your noninstructional personnel? Hourly
 Weekly Bi-weekly Monthly

CITY OF RICHMOND
 EMPLOYEE PROGRESS REPORT

Period covered by this report

NAME: _____ FROM: _____ TO: _____

POSITION TITLE _____ DEPARTMENT _____ BUREAU _____

REASON FOR REPORT: First 60 days Final Probationary Annual Other:

CHECK LIST: Place a check (✓) in the column best describing the employee's performance in each of the following traits.
 (Consider Leadership in rating supervisory positions only)

TRAITS	UNACCEPTABLE	ACCEPTABLE	MORE THAN ACCEPTABLE	OUTSTANDING
	QUALITY OF WORK: The extent to which the individual performs his duties in a thorough, accurate and neat manner.			
DEPENDABILITY: The extent to which the individual can be relied upon to complete his assignments with due regard to the difficulty of any given assignment.				
COURTESY: The extent to which the individual treats all of those with whom he must deal in a manner which is polite, respectful, tactful, considerate and dignified.				
COOPERATIVENESS: The extent to which the individual is a member of the team, is willing to assist other men and superiors to get a job done, and the extent to which his general behavior is such that it promotes harmony and good work relationships.				
PERSONAL APPEARANCE: This refers to appropriateness of dress, personal neatness, hygiene and physique and to the individual's ability to maintain a standard of personal appearance in keeping with the demands and prestige of his position.				

TRAITS	UNACCEPTABLE	ACCEPTABLE	MORE THAN ACCEPTABLE	OUTSTANDING
	LOYALTY: The extent to which the individual supports his fellow workers, superiors, and the programs of his agency.			
INITIATIVE: Extent to which the individual concerned displays the physical and mental energy required to get results without the need of urging on the part of supervision.				
ATTENDANCE & PROMPTNESS: Refers to use of sick leave, number of unauthorized absences, and promptness in reporting for work.				
JUDGMENT: The extent to which the individual considers all available facts before acting and is logical and consistent in his conclusions and actions based on such facts.				
LEADERSHIP: The extent to which the supervisor is capable of organizing, planning, controlling and guiding the work of others in a manner that produces satisfactory results. Also the extent to which the supervisor is able to accept the responsibility of leadership.				

NOTE: Any traits checked either OUTSTANDING or UNACCEPTABLE are to be explained below, using specific examples where possible. If more space is needed, use reverse side of report.

COMMENTS: Performance has been UNACCEPTABLE because:

Performance has been OUTSTANDING with respect to:

RATING: Consider how well the employee performs each of his duties. Then rate his overall performance.

UNACCEPTABLE

ACCEPTABLE

MORE THAN ACCEPTABLE

OUTSTANDING

What, in your estimation, can be done to further aid this employee's development?

PREPARED BY:

NAME

TITLE

REVIEWED BY:

NAME

TITLE

My supervisor has discussed this progress report with me:

NAME

DATE

COMMENTS, continued:

RICHMOND PUBLIC SCHOOLS

Secretarial Appraisal Report

Name _____ Principal or Supervisor _____

Position _____ School or Office _____

I. CLERICAL AND OFFICE SKILLS

A. Verbal

1. Spelling	1	2	3	4	5	N
2. Written grammar	1	2	3	4	5	N
3. Spoken grammar	1	2	3	4	5	N

B. Numerical

1. Accuracy in computation	1	2	3	4	5	N
2. Speed in computation	1	2	3	4	5	N
3. Bookkeeping	1	2	3	4	5	N

C. Typewriting

1. Speed	1	2	3	4	5	N
2. Accuracy	1	2	3	4	5	N
3. Neatness	1	2	3	4	5	N

D. Shorthand

1. Speed	1	2	3	4	5	N
2. Transcription	1	2	3	4	5	N

E. Office Machines

1. Duplicating machines	1	2	3	4	5	N
2. Adding machines	1	2	3	4	5	N
3. Photographic machines	1	2	3	4	5	N
4. IBM machines	1	2	3	4	5	N
5. Transcription machines	1	2	3	4	5	N

F. Telephone Procedure and Manners

1	2	3	4	5	N
---	---	---	---	---	---

G. Organizing and Planning

1. Care and use of equipment	1	2	3	4	5	N
2. Use of materials and supplies	1	2	3	4	5	N
3. Inventorying, ordering, and distributing supplies	1	2	3	4	5	N

II. RELATIONSHIPS WITH PEOPLE

A. Staff

1. Respect from	1	2	3	4	5	N
2. Cooperation with	1	2	3	4	5	N
3. Handling information from or about	1	2	3	4	5	N

B. Pupils

1. Respect from	1	2	3	4	5	N
2. Understanding of	1	2	3	4	5	N
3. Handling information from or about	1	2	3	4	5	N

C. Parents

1. Respect from	1	2	3	4	5	N
2. Cooperation from	1	2	3	4	5	N
3. Handling information from or about	1	2	3	4	5	N

D. Visitors

1. Hospitality towards	1	2	3	4	5	N
2. Cooperation with	1	2	3	4	5	N
3. Handling information from or about	1	2	3	4	5	N

III. PERSONAL QUALIFICATIONS

A. Initiative						
1. Taking of responsibility appropriate to position	1	2	3	4	5	N
2. Making of decisions appropriate to position	1	2	3	4	5	N
3. Starting and completing assignments promptly	1	2	3	4	5	N
4. Showing of foresight in assisting principal or administrator	1	2	3	4	5	N
5. Interest in self-improvement	1	2	3	4	5	N
B. Dependability						
1. Regularity of attendance	1	2	3	4	5	N
2. Punctuality	1	2	3	4	5	N
3. Response under pressure	1	2	3	4	5	N
4. Response to abnormal work load	1	2	3	4	5	N
C. Disposition						
1. Poise	1	2	3	4	5	N
2. Sense of humor	1	2	3	4	5	N
3. Response to criticism	1	2	3	4	5	N
4. Control of emotions	1	2	3	4	5	N
D. Loyalty						
1. Support of school or office programs and procedures	1	2	3	4	5	N
2. Support of practices and policies of the school system	1	2	3	4	5	N
E. Health and Appearance						
1. Physical stamina	1	2	3	4	5	N
2. Appropriate dress and grooming	1	2	3	4	5	N

STATEMENT OF OVERALL EVALUATION OF EMPLOYEE

Comments:

Employee's Signature _____ Supervisor's Signature _____

Date _____ Re-election Recommended (Yes, No) _____

IN-SERVICE GROWTH

- A. Years of experience in the public school system _____
- B. List workshops attended in the administration's in-service training program: _____
- C. List courses taken for credit within the last five years: _____
- D. List committee work, offices held, and membership in professional organizations: _____
- E. Indicate grade of certificate received in the Professional Standards Program of the National Association of Educational Secretaries _____

SAMPLE SALARY SCALE

Range No.		Step I	Step II	Step III	Step IV	Step V
(21)	Annual	2,600	2,730	2,860	2,990	3,120
	Bi-Weekly	100	105	110	115	120
	Hourly	1.25	1.31	1.37 1/2	1.44	1.50
	Monthly	217	228	238	249	260
(22)	Annual	2,730	2,860	2,990	3,120	3,276
	Bi-Weekly	105	110	115	120	126
	Hourly	1.31	1.37 1/2	1.44	1.50	1.57 1/2
	Monthly	228	238	249	260	273
(23)	Annual	2,860	2,990	3,120	3,276	3,432
	Bi-Weekly	110	115	120	126	132
	Hourly	1.37 1/2	1.44	1.50	1.57 1/2	1.65
	Monthly	238	249	260	273	286
(24)	Annual	2,990	3,120	3,276	3,432	3,588
	Bi-Weekly	115	120	126	132	138
	Hourly	1.44	1.50	1.57 1/2	1.65	1.72 1/2
	Monthly	249	260	273	286	299
(25)	Annual	3,120	3,276	3,432	3,588	3,770
	Bi-Weekly	120	126	132	138	145
	Hourly	1.50	1.57 1/2	1.65	1.72 1/2	1.81
	Monthly	260	273	286	299	314
(26)	Annual	3,276	3,432	3,588	3,770	3,952
	Bi-Weekly	126	132	138	145	152
	Hourly	1.57 1/2	1.65	1.72 1/2	1.81	1.90
	Monthly	273	286	299	314	329
(27)	Annual	3,432	3,588	3,770	3,952	4,160
	Bi-Weekly	132	138	145	152	160
	Hourly	1.65	1.72 1/2	1.81	1.90	2.00
	Monthly	286	299	314	329	347
(28)	Annual	3,588	3,770	3,952	4,160	4,368
	Bi-Weekly	138	145	152	160	168
	Hourly	1.72 1/2	1.81	1.90	2.00	2.10
	Monthly	299	314	329	347	364
(29)	Annual	3,770	3,952	4,160	4,368	4,576
	Bi-Weekly	145	152	160	168	176
	Hourly	1.81	1.90	2.00	2.10	2.20
	Monthly	314	329	347	364	381

APPENDIX B

TITLE: ACCOUNTANT I & II

DUTIES: Under general supervision performs bookkeeping, accounting, and fiscal management duties requiring the application of accounting principles and general procedures. The difference between the two grades is not primarily one of specific duties but of levels of skill applied.

EXAMPLES OF WORK: Posts fiscal data in accordance with an established system of accounting and makes extensive adjusting entries in order to determine a proper balance for control of machine accounting on numerous and varied fiscal transactions. Maintains on a City-wide basis control of appropriation allotments, posts expenditures and encumbrances to general ledger each month, and approves purchase orders for funds available. Audits and approves invoices from all departments for payment. Maintains general ledger for all City funds and various subsidiary ledgers on special accounts. Keeps a complete set of books or a major portion of a complex system of accounting such as is required to show the financial position of a major utility.

DESIRABLE KNOWLEDGES, ABILITIES AND SKILLS:

Accountant I. Knowledge of modern office practice and procedures, of principles and practices of municipal and commercial accounting, of laws and regulations relating to accounting and auditing procedures in the unit concerned. Ability to make difficult arithmetic computations, to present comments and opinions clearly and concisely, to deal tactfully with the public, to analyze accounts and make adjusting entries.

Accountant II. Considerable knowledge of modern office practice and procedures, of principles and practices of municipal and commercial accounting, of laws and regulations relating to accounting and auditing procedures in the unit concerned. Considerable ability to make difficult arithmetic computations, to analyze accounts and make adjusting entries. Ability to present comments and opinions clearly and concisely, to deal tactfully with the public.

DESIRABLE EXPERIENCE AND TRAINING:

Accountant I. Two years of successful responsible professional accounting experience and high school graduation with special or post-graduate courses in accounting, or college graduation with a major in accounting or business administration. Any equivalent combination of education and experience.

(continued)

ACCOUNTANT I & II (Continued)

Accountant II. Three years of successful responsible professional accounting experience and high school graduation with special or post-graduate courses in accounting, or one year of successful responsible professional accounting experience and college graduation with a major in accounting or business administration.

TITLE: ADMINISTRATIVE SECRETARY

DUTIES: Under general supervision, serves as a secretarial aide to a major official of the City government; performs difficult and highly complex clerical and stenographic duties; and does related work as required.

EXAMPLES OF WORK: Performs secretarial duties for a major official of the City government; receives personal callers; decides when a conference with the official is necessary; answers questions about and interprets agency rules, regulations and procedures; gives information based on knowledge of agency programs, policies and views of the major official. Takes and transcribes dictation; receives and reads mail; on the basis of policy and precedent, or from brief notes, prepares a variety of correspondence. Establishes and maintains adequate records to keep the major official informed of important work details and of the progress of activities over which he exercises immediate control. Performs office detail tasks such as the compilation of periodic reports to relieve the official of minor administrative work; anticipates his needs by assembling information and providing supplies. Takes and transcribes minutes of important board or committee meetings.

DESIRABLE KNOWLEDGES, ABILITIES AND SKILLS:

Thorough knowledge of modern office practices, procedures and equipment; of good English usage, spelling, punctuation and grammar. Exceptional ability to perform difficult and complex clerical tasks; to make difficult and complex arithmetic computations; to set up and maintain filing systems; to set up and type tabular material neatly and clearly. Superior ability to decide an appropriate course of action in office situations; to deal with people effectively, to compose correspondence; to take shorthand involving unusual and technical terms with rapidity, and transcribe the notes into neat and correct manuscript; to type from plain copy at a rapid rate of speed.

DESIRABLE TRAINING AND EXPERIENCE:

High school graduation, and courses in typing and shorthand. Five years of stenographic and clerical experience.

Full-time term courses in a recognized college or business school may be substituted for up to two years of the required experience.

TITLE: ASSISTANT COOK

DUTIES: Under immediate supervision, assists in the preparation and cooking of food in a school cafeteria; and does related work as required; learns to perform the duties of cook.

EXAMPLES: Assists in the cooking of meats, vegetables and the baking of rolls, hot bread; prepares or assists in the preparation of soup, salads, sandwiches and desserts; serves food at steam table or counter; serves food at counter; cleans kitchens, counter units and tables, benches and chairs; meets public at counter.

DESIRABLE QUALIFICATIONS:

High school graduation and one year of experience in the preparation and cooking of meats, vegetables, soups and other foods; knowledge and skill in the preparation of foods and in the operation and maintenance of kitchen; cleanliness; good health; manual dexterity; mental alertness; cooperative attitude; dependability.

TITLE: ASSISTANT STOREKEEPER

DUTIES: Under supervision, receives, checks, stores, issues, and accounts for materials; reports damages and shortages to the storekeeper; does related duties as required.

EXAMPLES: Performs the work of receiving, checking, storing, issuing and accounting for materials, supplies, and equipment; prepares reports of any damages, shortages, or unusual circumstances to the storekeeper; maintains cleanliness of the storeroom; performs duties of the storekeeper in his absence.

DESIRABLE QUALIFICATIONS:

Either (1) high school graduation and one year of successful experience in handling general stores, supplies, or materials with related clerical work, or (2) any equivalent combination of education and experience; knowledge of materials handling, storing, recording of materials; dependability; honesty; efficiency.

TITLE: AUDIO-VISUAL EQUIPMENT REPAIRMAN I AND II

DUTIES: Under supervision varying from immediate to general, inspects, adjusts, and repairs audio-visual and other electrical equipment; and does related work as required. The two grades differ primarily as to levels of skill applied and supervision required rather than in specific duties performed.

EXAMPLES OF WORK: Inspects, adjusts and repairs radios, recorders, phonographs, television sets, and motion and slide projectors. Assists in setting up public address systems and performs repairs on microphones, controls, amplifiers and other components. Performs maintenance and repairs on electric clocks and bells. Keeps records of equipment repaired and of time and materials expended.

DESIRABLE KNOWLEDGES, ABILITIES AND SKILLS:

Audio-Visual Equipment Repairman I: Knowledge of the principles of audio-visual equipment repair. Ability to read and understand electrical drawings, sketches and wiring diagrams; to understand and follow written and oral instructions; and to keep simple records.

Audio-Visual Equipment Repairman II: Considerable knowledge of the principles of audio-visual equipment repair. Considerable ability to maintain audio-visual equipment in good repair; to work from electrical drawings, sketches and wiring diagrams; to understand and follow oral and written instructions; and to keep simple records.

DESIRABLE TRAINING AND EXPERIENCE:

Audio-Visual Equipment Repairman I: High school graduation. Special training in audio-visual equipment repair including courses in electricity, electronics, and radio and television repair.

Audio-Visual Equipment Repairman II: High school graduation. Special training in audio-visual equipment repair including courses in electricity, electronics, and radio and television repair. Two years of experience in the repair of audio-visual equipment including radios, recorders, phonographs, television, projectors and public address systems. Experience in the repair of audio-visual equipment may be substituted for the required high school graduation and special training on the basis of one year of experience for one year of education.

DESIRABLE SPECIAL QUALIFICATION:

Possession of a valid driver's license.

TITLE: AUDITOR I & II

DUTIES: Under general supervision conducts important audits, examinations and investigations of departmental records and accounts and does related work as required. The difference between the two grades is not primarily one of specific duties but of levels of skill applied and of supervision received.

EXAMPLES OF WORK: Audits financial records and accounts of city departments and agencies. Prepares statements for audit reports. Prepares preliminary drafts of audit reports.

DESIRABLE KNOWLEDGES, ABILITIES AND SKILLS:

Auditor I. Considerable knowledge of the practices and legal phases of municipal accounting and auditing; of modern office practices and procedure; of the theory and practices of higher accounting; of municipal accounting principles and practices. Considerable ability to plan, organize and carry out departmental audits and investigations; to present comments and opinions concisely; to deal tactfully with people; to prepare audit reports.

Auditor II. Extensive knowledge of the practices and legal phases of municipal accounting and auditing; of modern office practices and procedures; of the theory and practices of higher accounting; of municipal accounting principles and practices. Superior ability to plan, organize and carry out departmental audits and investigations; to prepare audit reports. Considerable ability to present comments and opinions concisely; to deal tactfully with people.

DESIRABLE EXPERIENCE AND TRAINING:

Auditor I. Five years of successful professional accounting experience and graduation from high school or two years of successful professional accounting experience and college graduation with specialization in accounting or business administration. Any equivalent combination of education and experience.

Auditor II. Three years of successful experience in conducting important public audits. College graduation with major in accounting or business administration. Any equivalent combination of education and experience.

TITLE: AUTO MECHANIC I & II

DUTIES: Under supervision, maintains, overhauls and repairs cars, light and heavy duty trucks, and heavy construction equipment; and does related work as required. The two grades differ primarily as to levels of skill applied rather than in specific duties performed.

EXAMPLES OF WORK: Repairs passenger automobiles and light and heavy duty trucks; disassembles and overhauls transmissions, clutches, differentials, carburetors, distributors, and other assemblies. Tunes up engines; cleans or replaces spark plugs, replaces distributor points, cleans and adjusts carburetor and times ignition. Disassembles brake systems, replaces brake linings, turns drums, adds brake fluid, bleeds system and checks brake operations. Repairs special equipment such as street sweepers, rollers, bulldozers, graders, tractors, gasoline powered lawnmowers, pumps, and generating equipment. Performs state inspection on automobiles and trucks. Makes service calls to repair or bring in inoperative equipment with a wrecking truck.

DESIRABLE KNOWLEDGES, ABILITIES AND SKILLS:

Auto Mechanic I: Knowledge of the appearance and uses of hand tools. Ability to perform auto mechanic tasks requiring various degrees of physical effort; to read and write; to understand and follow directions; to use and care for tools and equipment; and to establish and maintain harmonious and effective relationships with other employees.

Auto Mechanic II: Considerable knowledge of the methods and procedures involved in the overhaul and repair of standard types of automobiles, trucks, tractors and other motor equipment; of machine shop tools, equipment and practices used in automobile repair. Considerable ability to perform auto mechanic tasks requiring various degrees of physical effort; to braze and solder; to overhaul and repair numerous types of automobiles, trucks, tractors and firefighting equipment; and to establish and maintain harmonious and effective relationships with other employees.

DESIRABLE TRAINING AND EXPERIENCE:

Auto Mechanic I: Elementary education

Auto Mechanic II: Elementary education

Three years of mechanical experience in an automobile repair shop, an engine overhaul shop, or a machine shop.

DESIRABLE SPECIAL QUALIFICATION:

Possession of a valid driver's license.

TITLE: BRICKMASON

DUTIES: Under supervision, places bricks, tile and blocks and mortar for a variety of brick work construction, alteration and repair projects; and does related work as required.

EXAMPLES: Performs brickmason work on the maintenance and repair of water gas machines and boilers; cleans steam and mud drums on boilers; assists in general repair on water gas machines and boilers; keeps records of time and makes reports of work performed.

DESIRABLE QUALIFICATIONS:

Common school graduation and attainment of rank of journeyman brickmason; knowledge and ability in bricklaying work in the maintenance and repair of boilers, furnaces and machines; ability to work to drawings and specifications; strength.

TITLE: CLERK I & II

DUTIES: Under supervision, performs a variety of general clerical duties, including filing, collecting and compiling information for reports, receiving telephone calls and visitors; and does related work as required. The two grades differ primarily as to levels of skill applied and as to supervision required rather than in specific duties performed.

EXAMPLES OF WORK: Prepares or assists in the preparation of material for filing and maintains files in proper order. Collects and compiles information from files and other readily available sources for use in the preparation of routine reports. Receives telephone calls and visitors, giving general information, referring inquiries to the appropriate persons, performing necessary clerical duties, or relaying information to field crews and their supervisors. Receives and distributes incoming mail; collects and prepares correspondence for mailing or distribution, assembling material and inserting it in envelopes. May perform simple typing tasks such as filling out applications and other forms. May deliver intra-office messages or do light manual tasks.

DESIRABLE KNOWLEDGES, ABILITIES AND SKILLS:

Clerk I: Knowledge of modern office practices and procedures; of filing systems; and of good English usage. Ability to understand and follow written and oral instructions; to make simple arithmetic computations; to deal tactfully and courteously with the public; and to do simple typing work.

Clerk II: Considerable knowledge of modern office practice and procedures; of filing systems; and of good English usage. Knowledge of modern office equipment. Considerable ability to understand and follow written and oral instructions; to deal tactfully and courteously with the public; and to do simple typing work. Ability to compile routine reports independently; and to make relatively difficult arithmetic computations.

DESIRABLE TRAINING AND EXPERIENCE:

Clerk I: High school graduation.

Clerk II: High school graduation.
One year of clerical experience.

TITLE: CLERK MESSENGER

DUTIES: Under supervision, delivers inter-office mail and messages, and supplies; may operate motor vehicles in performing these duties; and does related work as required.

EXAMPLES OF WORK: Picks up inter-office mail and supplies at designated offices, sorts it and delivers to destination, using an automobile for transportation between widely scattered offices. Assembles supplies and equipment, prepares them for distribution, and distributes them to various offices. May operate simple addressing, duplicating or trimming machines, and other office equipment. Keeps records of work accomplished and does routine clerical work as required. Takes departmental vehicles to a garage for servicing when necessary. May do light manual tasks in an office, and may run occasional errands.

DESIRABLE KNOWLEDGES, ABILITIES AND SKILLS:

Knowledge of laws and regulations pertaining to the operation of motor vehicles. Ability to understand and carry out written and oral instructions; to perform physical tasks related to the distribution of messages and supplies; to operate a motor vehicle; and to make simple arithmetic computations.

DESIRABLE TRAINING AND EXPERIENCE:

High school graduation.

NECESSARY SPECIAL QUALIFICATION:

Possession of a valid driver's license.

TITLE: CLERK STENOGRAPHER I & II

DUTIES: Under supervision, performs a variety of general clerical and stenographic duties; and does related work as required. The two grades differ primarily as to levels of skill applied and as to supervision required rather than in specific duties performed.

EXAMPLES OF WORK: Takes dictation of a general nature, prepares standard letters and refers them to a supervisor for review and approval. Types letters, manuscripts, reports or memoranda from rough or plain copy or from a recording device. Serves as a receptionist in an office frequented by the public; receives and refers telephone calls or visitors; answers general questions; takes messages. Keeps subject matter files current, establishes additional filing categories as necessary and makes periodic statistical or operational reports from information taken from files. Attends small meetings or conferences and prepares minutes in accordance with notations and advice of a supervisor. May maintain a relatively simple set of financial records; prepares and mails form notices.

DESIRABLE KNOWLEDGES, ABILITIES AND SKILLS:

Clerk Stenographer I: Knowledge of modern office practices and procedures; of good English usage, spelling, punctuation and grammar. Ability to perform clerical tasks; to type from plain copy with reasonable speed; to make clean and correct copies from corrected manuscript; to set up and type tabular matter neatly and clearly; to make arithmetic computations; to take simple shorthand with reasonable speed and transcribe the notes into neat and correct manuscript; to carry out written and oral directions.

Clerk Stenographer II: Considerable knowledge of modern office practices and procedures; of good English usage, spelling, punctuation and grammar. Considerable ability to perform clerical tasks, to type from plain copy with reasonable speed, to make clean and correct copies from corrected manuscript; to set up and type tabular matter neatly and clearly; to make relatively difficult arithmetic computations; to take shorthand with reasonable speed and transcribe the notes into neat and correct manuscript; to carry out written and oral directions.

DESIRABLE TRAINING AND EXPERIENCE:

Clerk Stenographer I: High school graduation, and courses in typing and shorthand.

Clerk Stenographer II: High school graduation, and courses in typing and shorthand.

One year of stenographic and clerical experience.

Full time term courses in a recognized college or business school may be substituted for the required experience.

TITLE: CLERK TYPIST I & II

DUTIES: Under supervision, performs a variety of recurring general clerical duties and in addition performs typing duties requiring the speed and accuracy of a skilled typist; and does related work as required. The two grades differ primarily as to levels of skill applied and as to supervision required rather than in specific duties performed.

EXAMPLES OF WORK: Types reports, statements or memoranda from rough or plain copy. Compiles from the records periodic reports in repetitive form. On record cards or blank forms types material from reports, vouchers, memoranda, applications and other sources. Types correspondence and prepares and mails routine notices. Prepares stencils, and operates duplicating machines and other standard office equipment. Prepares or assists in the preparation of material for filing, and maintains files in proper order. Greets callers in person and on the telephone, gives general information of a factual nature, and refers visitors to persons within the office according to established procedure.

DESIRABLE KNOWLEDGES, ABILITIES AND SKILLS:

Clerk Typist I: Knowledge of modern office practices and procedures; of filing systems; and of good English usage. Ability to perform clerical tasks; to type from plain copy with reasonable speed; to make clean and correct copies from corrected manuscript; to set up and type tabular matter neatly and clearly; to make simple mathematical computations; to understand and follow written and oral instructions.

Clerk Typist II: Considerable knowledge of modern office practices and procedures; of filing systems; and of good English usage. Considerable ability to perform clerical tasks; to type from plain copy with reasonable speed; to make clean and correct copies from corrected manuscript; to set up and type tabular matter neatly and clearly; to make relatively difficult mathematical computations; to understand and follow written and oral instructions.

DESIRABLE TRAINING AND EXPERIENCE:

Clerk Typist I: High school graduation, and courses in typing.

Clerk Typist II: High school graduation, and courses in typing. One year of typing and clerical experience.

The requirement for typing experience may be waived for clerks of this level who possess the required typing skill.

TITLE: CONSTRUCTION ENGINEER

DUTIES: Under general direction, performs difficult professional engineering work in connection with the examination and checking of plans and specifications for erection of buildings and structures or for additions, alterations or repairs to existing buildings and structures, in order to secure compliance with engineering standards and building and zoning ordinances and regulations; and does related work as required.

EXAMPLES OF WORK: Examines plans and specifications of buildings for compliance with zoning and building code and structural safety. Advises building inspectors in difficult cases of compliance. Consults with builders and other interested parties regarding construction, alteration and repair. Checks other structures for compliance and safety. Keeps records of calculations in checking of engineering construction.

DESIRABLE KNOWLEDGES, ABILITIES AND SKILLS:

Knowledge of principles and elements of design and construction and of strength and uses of building materials used in such structures. Thorough knowledge of city zoning and building ordinances and regulations. Ability to prepare and check structural designs, details, estimates, plans and specifications. Ability to consult with others on technical structural engineering problems. Ability to meet with the public.

DESIRABLE EXPERIENCE AND TRAINING:

Five years of successful professional structural engineering experience in the design, construction or the inspection of construction of wood, steel and reinforced concrete structures, three years of which shall have been in responsible charge of such work. Graduation from recognized school of engineering or architecture. Any equivalent combination of education and experience.

DESIRABLE SPECIAL QUALIFICATION:

Possession of a certificate of registration as a professional mechanical, civil, or architectural engineer issued by the Virginia State Board of Registration for Professional Engineers.

TITLE: CUSTODIAN

DUTIES: Under general supervision, has charge of buildings, grounds, playgrounds and equipment and gives guidance and information to patrons and visitors; and does related work as required.

EXAMPLES: Has custody of buildings, grounds and property; keeps playground and buildings in clean condition; maintains order on playground; turns lights on and off; locks and unlocks gates and buildings; cuts grass, trims shrubbery, removes leaves and brush; serves as watchman or janitor as required; washes windows; scrubs, cleans and sweeps buildings; makes minor repairs; guides and gives information to visitors; keeps records and makes reports.

DESIRABLE QUALIFICATIONS:

Common school graduation; two years of experience in the cleaning and general maintenance of buildings and grounds; ability to keep simple records and make reports; ability to deal with the public; tact; good judgment; strength; neatness of work.

TITLE: HEAD CUSTODIAN

DUTIES: Under general supervision, has charge of the work of a large group of custodians and others engaged in cleaning and sweeping school buildings and adjacent grounds, and heating a large school; personally performs such work; and does related work as required.

EXAMPLES: Assigns and supervises work of assistants such as firemen, custodians, janitors and maids; unlocks and locks school buildings; patrols school grounds and buildings for trespassers or intruders to protect property of school, staff, pupils and other lawful users of school facilities; reports damage to or loss of property; monitors grounds, rooms, halls and lavatories for safety and conduct of children as required by principal; requisitions necessary supplies for cleaning and heating services; works with and participates in the work of assistants.

DESIRABLE QUALIFICATIONS:

Common school graduation and three years of successful experience in custodial work; knowledge of the operation of heating plants; supervisory ability; pleasing personality; neatness of work; tact; strength.

TITLE: JANITOR (SCHOOL)

DUTIES: Under immediate supervision, does work in connection with the cleaning and maintenance of public buildings and surrounding grounds; ventilates and occasionally fires and cares for heating plant, does monitorial services; and does related work as required.

EXAMPLES: Sweeps, cleans, dusts and scrubs buildings and furniture; washes windows; polishes floors; requisitions janitorial supplies, checks coal supply and requisitions replenishments; removes snow or ice; cleans grounds; sweeps steps and walks; polishes brass; replaces light bulbs; tends furnace and hot water heater; removes trash; cleans lavatories; makes minor repairs; occasionally relieves elevator operator, watchman, fireman, or custodian; serves as a monitor in the school and its surrounding area; does disciplinary work as required.

DESIRABLE QUALIFICATIONS:

Common school graduation and some experience in cleaning and janitorial work and in firing and caring for heating plants; neatness, strength, good moral, character, ability to get along with children.

TITLE: KEYPUNCH OPERATOR I & II

DUTIES: Under supervision, operates numeric and alphabetic keypunch machines recording accounting or statistical data on tabulating cards from precoded materials; and does related work as required. The difference between the two grades is not primarily one of specific duties but of levels of skills applied.

EXAMPLES OF WORK: Operates an electric keypunch machine punching accounting or statistical data varying from simple to complex on tabulating cards from precoded materials. Examines cards to determine accuracy of perforations. May operate sorting and collating machines to arrange punched cards in specified groups. Performs general clerical duties related to keypunch operation. May operate verifier and such accounting machines as tabulators, reproducers, summary punches and multipliers.

DESIRABLE KNOWLEDGES, ABILITIES AND SKILLS:

Keypunch Operator I. Knowledge of modern office practices and procedures; and of business arithmetic. Ability to understand and carry out written and oral instructions; to perform simple clerical tasks; and to make mathematical computations.

Keypunch Operator II. Knowledge of the operation and use of keypunch equipment; of the coding of data for mechanical recording; and of business arithmetic. Ability to operate keypunch equipment; to understand and carry out written and oral instructions; and to make mathematical computations.

DESIRABLE TRAINING AND EXPERIENCE:

Keypunch Operator I. High school graduation, including a course in typewriting.

Keypunch Operator II. High school graduation. One year of experience in the operation of numeric and alphabetic keypunch machines.

Any equivalent combination of education and experience.

TITLE: KEYPUNCH VERIFIER

DUTIES: Under supervision, operates numeric and alphabetic verifying machines verifying complex and varied accounting or statistical data on tabulating cards; and does related work as required.

EXAMPLES OF WORK: Operates an electrical verifying machine to determine the accuracy of accounting or statistical data punched on tabulating cards. Examines cards to determine accuracy of perforations. Performs general clerical duties related to verification of data. May operate sorting and collating machines to arrange punched cards in specified groups. May operate keypunch machines and such accounting machines as tabulators, reproducers, summary punches and multipliers. Operates electric typewriter card punch recording and verifying accounting or statistical data.

DESIRABLE KNOWLEDGES, ABILITIES AND SKILLS:

Considerable knowledge of the operation and use of keypunch and verifying equipment and of the coding of data for mechanical recording. Knowledge of business arithmetic. Considerable ability to operate keypunch and verifying equipment. Ability to make mathematical computations.

DESIRABLE TRAINING AND EXPERIENCE:

High school graduation.
Two years of experience in the operation of numeric and alphabetic keypunch machines.
Any equivalent combination of education and experience.

TITLE: KITCHEN HELPER (SCHOOLS)

DUTIES: Under immediate supervision, performs work in school cafeteria and kitchen in connection with cleaning kitchen and washing and sterilizing dishes, utensils, and equipment; assists in preparing and serving food; and does related work as required.

EXAMPLES: Cleans and sterilizes dishes, utensils, pots, pans, steam tables, and other equipment. Cleans and scrubs kitchen floors and walls. Helps prepare food by washing, peeling and cutting vegetables and fruits; grinding and cutting meats; assists in preparing and baking bread; making salads, making coffee and tea, and preparing deserts. Serves food and beverages at steam table or counter. Fills food receptacles. Receives and stores food. Performs related work as required.

DESIRABLE KNOWLEDGES, ABILITIES AND SKILLS:

Knowledge of methods and procedures of preparing and serving foods and beverages. Knowledge of food sanitation. Knowledge of the use and care of dishes, food implements, and kitchen utensils. Ability to meet required physical and health standards.

DESIRABLE EXPERIENCE AND TRAINING:

Previous experience in food service work. Common school graduation.

TITLE: LABORER

DUTIES: Under immediate supervision, performs regular manual unskilled labor work; and does related work as required.

EXAMPLES: Loads and unloads various materials, supplies and equipment; cleans streets, sewers and catch basins; digs ditches; loads and unloads dirt, refuse, sand, gravel and building materials; picks up paper, rakes leaves, cuts weeds and grass; fires incinerator; performs incidental janitorial work, including the removal of ashes and cleaning of floor; performs heavy and rough labor work; performs miscellaneous laboring duties.

DESIRABLE QUALIFICATIONS:

Common school education; industry; strength.

TITLE: LOCKSMITH

DUTIES: Under supervision, repairs locks and mechanical devices for closing and locking doors, windows, and lockers; repairs window shades and stage equipment; and does related work as required.

EXAMPLES: Makes repairs and replacements throughout the school system of locks, steel lockers, door closers, panic bolts, holder-arms, scales, window shades, and awnings; repairs gymnasium equipment and does incidental upholstery work; makes keys and changes lock combinations; designs, makes, hangs, and maintains stage curtains; keeps records and makes report of work performed.

DESIRABLE QUALIFICATIONS:

Common school graduation and four years of practical experience in repair of locking devices and carpentry; thorough knowledge of locking devices, shades and some knowledge of builders hardware, stage equipment and rigging; mechanical ability; ability to make estimates for repairs; ability to keep records and make reports; supervisory ability; thoroughness; industry; and strength.

TITLE: MAID

DUTIES: Under immediate supervision, cleans, waxes, sweeps, dusts, mops interior of building, furniture and equipment and occasionally fires stoves; protects building against intruders and cleans around outside of a building; and does related work as required.

EXAMPLES: Cleans, scrubs, waxes floors, washes doors, windows and venetian blinds, cleans rugs, dusts rooms and furniture, polishes brass and woodwork; opens and closes windows; ventilates building; cleans glass and silverware; runs errands; fires stoves; protects property; relays messages.

DESIRABLE QUALIFICATIONS:

Common school graduation and some experience in cleaning and janitorial work; neatness of work; cleanliness.

TITLE: MAINTENANCE AND INSTALLATION HELPER

DUTIES: Under supervision varying from immediate to general, assists a mechanic or craftsman by doing unskilled or semi-skilled work as required by the specialty; and does related work as required.

EXAMPLES OF WORK:

Assists a mechanic or craftsman in maintaining, repairing, cleaning, overhauling, replacing and installing municipal property; keeps shop areas in order; keeps journeyman supplied with tools, equipment and materials; and may be placed on jobs of varying complexity to work independently. May assist a journeyman in drilling holes in structural surfaces to allow passage of various types of tubing and ducting; in sawing raw materials to proper length; in cleaning and replacing parts to electrical devices; in constructing and repairing inlets to basins and in cleaning drainage gutters and ditches; in cutting, punching and rolling sheet metals; and in testing, cleaning, inspecting, installing and removing gas and water meters. Keeps tools in proper location and in good repair; prepares and transfers materials to site of work; and may keep records and make reports.

DESIRABLE KNOWLEDGES, ABILITIES AND SKILLS:

Knowledge of the appearance and uses of hand tools. Ability to perform maintenance and installation tasks requiring various degrees of physical effort; to read and write; to understand and follow directions; to use and care for tools and equipment; and to establish and maintain harmonious and effective relationships with other employees.

DESIRABLE TRAINING AND EXPERIENCE:

Elementary education.

DESIRABLE SPECIAL QUALIFICATIONS:

Driver's permit.

TITLE: MAINTENANCE CARPENTER

DUTIES: Under supervision, does rough and finish carpentry work, including furniture repairing and some milling work; and does related work as required.

EXAMPLES: Repairs, desks, tables, chairs, cabinets and other office furniture; makes and repairs boxes, cases, sign boards, barricades, sash and window frames, and other wooden equipment; makes repairs to stairs, hand railing, roadway decking and stringers and other woodwork on bridges; repairs ladders; operates lathes, planers, power saws; builds and erects sheds, concrete forms, towers, trestles, scaffolding and other work construction; builds and sets arches for brick work; erects office partitions; buildings and repairs playground equipment; lays and renews floors, baseboards and mouldings; puts up shelving; puts locks, door checks, springs, transom bars and other hardware; measures and estimates for repairs; sharpens saws, milling machine knives and other tools; occasionally does brick and cement work; keeps records and makes reports of work performed.

DESIRABLE QUALIFICATIONS:

Common school graduation and attainment of rank of journeyman carpenter; knowledge of and skill in general carpenter work of all kinds on construction and repair work; knowledge of and skill in use of carpenter and milling tools and equipment; knowledge of concrete form work; ability to work to drawings or sketches; ability in framing; sheathing, and door and window work and furniture repair work; ability to direct men; industry; strength.

TITLE: MAINTENANCE ELECTRICIAN

DUTIES: Under supervision, installs, maintains, and repairs electric wiring and equipment commonly found in public buildings, plants and on adjacent grounds, such work requiring the attainment of journeyman rank; keeps records and makes reports; and does related work as required.

EXAMPLES: Performs maintenance electrical work on motors, switchboard and other electrical machinery and equipment; installs, maintains and repairs electrical wiring and apparatus in buildings and at outdoor locations; inspects airport electric transmission lines and repairs and maintains them; rewinds armatures, repairs magnetors, ignition and starting devices of motor equipment; may operate flood pumping station in emergency; makes daily inspections of sewage pumping and disposal stations and plants.

DESIRABLE QUALIFICATIONS:

Common school graduation and attainment of rank of journeyman electrician; knowledge of various types of electrical instruments and equipment and of the installation, operation and maintenance of such electrical equipment and appurtenances; knowledge of the standard Underwriters' rules for electric installations and wiring; ability to work from drawings and sketches; ability to keep records and make reports; mechanical ability; strength.

TITLE: MAINTENANCE FOREMAN

DUTIES: Under general direction, supervises a variety of skilled and semi-skilled workers in construction, maintenance, and repair tasks of equipment, grounds, buildings, and other structures.

EXAMPLES OF WORK: Plans, assigns, and supervises a moderate-sized group of skilled and semi-skilled workers of various trades with an emphasis on building trades tasks including construction, repair, and maintenance of buildings, machinery, lighting system, heating system, plumbing, elevators, shop tools, and equipment. Has charge of work shop, tools and machinery; keeps in good repair, maintains safe working conditions in shop. Requisitions supplies, tools, and materials; keeps records of store of material; makes reports. May supervise cleaning and upkeep of grounds. Performs related work as assigned.

DESIRABLE KNOWLEDGES, ABILITIES AND SKILLS:

Knowledge of the standard practices, processes and materials of one or more of the building or mechanical trades.
Knowledge of the standard practices, processes and materials of a variety of building and mechanical trades. Ability to lay out, assign and supervise the work of others. Ability to work from sketches, blueprints and oral and written instructions. Ability to make accurate estimates of time and materials required for repair and maintenance work. Skill in the use of the tools and operation of machines and equipment used in one or more of the building or mechanical trades.

DESIRABLE EXPERIENCE AND TRAINING:

Attainment of the journeyman level in one or more of the building or mechanical trades including some supervisory experience. Graduation from high school. Any equivalent combination of education and experience.

TITLE: MAINTENANCE MACHINIST

DUTIES: Under supervision, cuts and shapes metal, using hand and precision machine tools in the construction, assembly, installation, and repair of tools, dies, machinery, machine parts, and machine equipment; and does related work as required.

EXAMPLES: Operates lathe, shaper, drill press, power saw and other machinist tools and equipment in maintenance and repair of gas plant machinery and equipment; operates arbor press for making metal tags; operates lathe, drill press, grinders, nipple machine and other machinist tools and equipment for reconditioning meter parts; keeps records and makes reports of work performed.

DESIRABLE QUALIFICATIONS:

Common school education and attainment of rank of journeyman machinist; thorough knowledge of machine shop tools, equipment, materials and practice; ability to do planning, shaping, sizing, boring, punching, chipping filing, tapping, reaming, pipe fitting, key setting; and gear cutting ability to work to drawings and sketches; good eyesight; strength.

TITLE: MAINTENANCE MECHANIC

DUTIES: Under supervision, performs mechanic work in connection with the repair, construction, assembly and installation of machinery and mechanical equipment; may supervise the work of a helper; and does related work as required.

EXAMPLES: Performs general maintenance work on machinery and equipment at gas plants; operates overhead crane, loader and skip hoist; performs pipe fitting work in the maintenance of gas plant equipment; performs general maintenance work including pumping and hydraulic piping installation; occasionally performs plumbing work; makes repairs to gas governors and water regulators; makes repairs to motor equipment and vehicles at airport; repairs, maintains, and overhauls pumps at water pumping and sewage disposal plants; may operate heavy construction and maintenance equipment in the maintenance of roads and grounds; drives truck for transporting materials, supplies, equipment, tools and men; keeps records and makes reports of work performed.

DESIRABLE QUALIFICATIONS:

Common school graduation and four years of practical experience in the maintenance and repair of mechanical equipment and machinery; working knowledge of materials, supplies and tools used in mechanical maintenance work; some knowledge of trade, preferably including plumbing, pipefitting, electricity, heating, carpentry; ability to work to drawings and sketches; mechanical skill; resourcefulness; industry; good judgment.

TITLE: MAINTENANCE PAINTER

DUTIES: Under supervision, does outside or inside painting of buildings, structures, and equipment; and does related work as required.

EXAMPLES: Removes old paint; washes and cleans surfaces preparatory to painting; paints interiors and exteriors of public buildings; varnishes woodwork; paints street equipment, playground equipment, park buildings and equipment, bridges, railings, fences and pumping stations; paints or finishes partitions; fills, shellacs and varnishes desks, tables, and furniture; keeps records and makes necessary reports of work performed and materials used.

DESIRABLE QUALIFICATIONS:

Common school graduation and attainment of rank of journeyman painter; ability to mix paints to proper consistency and color; knowledge of paint vehicles, varnishes, shellacs, driers, and fillers, familiarity with cleaning and removing paint from woodwork and metal for repainting; ability to keep records and make simple reports; ability to work from window and scaffold; strength.

TITLE: MAINTENANCE ROOFER

DUTIES: Under supervision, lays and repairs building roofs of slate, tile, tin or slag, gutters, metal flues and related surfaces; and does related work as required.

EXAMPLES: Makes repairs to slate, tile, tin, copper and built up slag roofs; installs rain leaders and gutters; prepares sky lights and cornices; caulks and points up parapet walls; makes buildings and roofs water tight; cleans out, repairs or removes metal flues and stacks and breechings to hot air furnaces and boilers; does sheet metal work such as making ash cans and metal hoods for kitchen ranges.

DESIRABLE QUALIFICATIONS:

Common school graduation and four years of practical experience in laying and repairing various roofing materials and metal work; thorough knowledge of basic metals and their use; skill in use of roofing and sheet metal tools; supervisory ability; thoroughness; industry; strength.

TITLE: MAINTENANCE AND INSTALLATION HELPER

DUTIES: Under supervision varying from immediate to general, assists a mechanic or craftsman by doing unskilled or semi-skilled work as required by the specialty; and does related work as required.

EXAMPLES OF WORK: Assists a mechanic or craftsman in maintaining, repairing, cleaning, overhauling, replacing and installing municipal property; keeps shop areas in order; keeps journeyman supplied with tools, equipment and materials; and may be placed on jobs of varying complexity to work independently. May assist a journeyman in drilling holes in structural surfaces to allow passage of various types of tubing and ducting; in sawing raw materials to proper length; in cleaning and replacing parts to electrical devices; in constructing and repairing inlets to basins and in cleaning drainage gutters and ditches; in cutting, punching and rolling sheet metals; and in testing, cleaning, inspecting, installing and removing gas and water meters. Keeps tools in proper location and in good repair; prepares and transfers materials to site of work; and may keep records and make reports.

DESIRABLE KNOWLEDGES, ABILITIES AND SKILLS:

Knowledge of the appearance and uses of hand tools.
Ability to perform maintenance and installation tasks requiring various degrees of physical effort; to read and write; to understand and follow directions; to use and care for tools and equipment; and to establish and maintain harmonious and effective relationships with other employees.

DESIRABLE TRAINING AND EXPERIENCE:

Elementary education.

DESIRABLE SPECIAL QUALIFICATIONS:

Drivers' permit.

TITLE: MOTOR EQUIPMENT OPERATOR I AND II

DUTIES: Under supervision, operates a roller, loader, tractor sweeper, trench-digging machine, air compressor truck, flusher, tractor mower or other motorized street equipment on routine construction and maintenance work; gas and water mains, sewers, street construction and other public works; and does related work as required. The difference between the two grades is not primarily one of specific duties but of levels of skill applied.

EXAMPLES OF WORK: Operates rollers, loaders and tractor sweepers in the construction and maintenance of streets, sewers, playgrounds and park areas. Operates a trench-digging machine in connection with the installation and maintenance of gas and water mains and in street construction work. Drives air compressor truck and breaks concrete with paving breaker operated from compressor. Drives a street flushing machine or operates water controls to regulate amount of water applied to streets and to fill flusher tank. Operates tractor with mower attachment to maintain areas along streets and roadways and other public grounds. May assist in the operation of a sweeper, grader, bulldozer, crane truck or other heavy motorized street equipment. Performs minor service tasks on equipment; inspects equipment and reports defects to supervisor. Does manual labor on projects involving the operation of heavy motorized street equipment. Keeps service and work records and makes periodic reports.

DESIRABLE KNOWLEDGES, ABILITIES AND SKILLS:

Motor Equipment Operator I: Knowledge of the mechanical operation of motorized street equipment; of the city streets; and of traffic regulations. Ability to service and make minor adjustments to automotive equipment.

Motor Equipment Operator II: Considerable knowledge of the mechanical operation of motorized street equipment; of the city streets; and of traffic regulations. Ability to service and make minor adjustments to automotive equipment. Skill in the operation of motorized street equipment.

DESIRABLE TRAINING AND EXPERIENCE:

Motor Equipment Operator I: Elementary education.

Motor Equipment Operator II: Elementary education. One year of experience in the operation of motorized street equipment.

NECESSARY SPECIAL QUALIFICATION:

Possession of a valid driver's license.

TITLE: PLASTERER

DUTIES: Under supervision, does rough and finish plastering; and does related work as required.

EXAMPLES: Does rough and finish plastering; patches broken plaster; repairs brick work; lays brick and cinder blocks; does incidental replacing of glass and sash cords and carpentry and painting work.

DESIRABLE QUALIFICATIONS:

Common school graduation and attainment of rank of journeyman plasterer; thorough knowledge of plastering and some knowledge of other trades such as bricklaying, carpentry and painting; ability to use tools and do general building maintenance work; ability to read and interpret plans and layouts; thoroughness; industry; strength.

TITLE: PLUMBER

DUTIES: Under supervision, performs plumbing work in connection with the installation of large gas meters; and does related work as required.

EXAMPLES: Performs plumbing work in setting and reseating large gas meters involving making manifolds and other connections for installation of multiple gas meter service; replaces broken fixtures and installs new fixtures; caulks and packs joints; keeps records of time and materials used and makes reports of work performed.

DESIRABLE QUALIFICATIONS:

Common school graduation and attainment or rank of journeyman plumber; familiarity with general piping, lead pipe work, pipe fitting, caulking joints and making service connections; ability in operation of tapping machines; ability to work to drawings and specifications; strength.

TITLE: POLICE SCHOOL GUARD (PART-TIME)

DUTIES: Under supervision, directs traffic at assigned intersection in order to assist pupils in safe crossing; and does related work as required.

EXAMPLES OF WORK: During specified period, directs traffic at assigned street intersection in order to afford greatest possible degree of protection to school children going to and from school. Notes and reports traffic violations; may testify in traffic court against defendants. Meets with school safety patrols and participates in their program. May talk to school children, parents, and other interested groups in connection with school traffic safety: pedestrian, bicycle and automotive. May participate in conferences concerning children who violate safety regulations. May participate in internal safety program of school in cooperation with designated school officials. Attends training and instruction courses. Keeps records and makes reports.

DESIRABLE KNOWLEDGES, ABILITIES AND SKILLS:

Working knowledge of traffic laws and the regulation of traffic. Ability to drive an automobile. Ability to establish and maintain effective working relationships with school children, school officials, other employees, and the general public. Ability to follow oral and written instructions. Ability to keep simple records and to make reports. Ability to pass required medical and physical standards.

DESIRABLE EXPERIENCE AND TRAINING:

High school graduation or the equivalent.

TITLE: SCHOOL BUS OPERATOR

DUTIES: Under supervision, operates a school bus transporting children to and from school and on educational field trips; and does related work as required.

EXAMPLES OF WORK: Drives bus on a regularly scheduled route transporting children to and from school. Drives bus transporting children on field trips to museums, hospitals, industrial and business establishments, parks and other places of educational interest within the metropolitan area.
Observes safety precautions while loading and discharging passengers and while bus is in operation; maintains discipline among children on bus, and enforces safety regulations.
Cleans and services bus; makes regular inspection of equipment and reports any defects to supervisor. Keeps operational and service records and makes periodic reports.

DESIRABLE KNOWLEDGES, ABILITIES AND SKILLS:

Knowledge of city streets, traffic regulations, and of the mechanical operation of automotive equipment. Ability to make minor repairs to motor vehicles; understand and carry out oral and written instructions; and to obtain certification by State as School Bus Operator. Skill in the operation of a school bus.

DESIRABLE EXPERIENCE AND TRAINING:

One year of experience in the operation of motor vehicles.

DESIRABLE SPECIAL QUALIFICATION:

Possession of a valid chauffeur's license.

TITLE: SENIOR CUSTODIAN

DUTIES: Under supervision, has charge of the work of several employees engaged in cleaning and sweeping school buildings and adjacent grounds, and heating a moderate size school; personally performs wuch work; and does related work as required.

EXAMPLES: Assigns and supervises the work of assistants such as firemen, custodian, janitors and maids, unlocks and locks school building; patrols school grounds and buildings for trespassers or intruders to protect property of school, staff, pupils and other lawful users of school facilities; reports damage to or loss of property and suggest requirements for repairs or replacement; monitors grounds, rooms, halls and lavatories for safety and the conduct of children as required by principal; requisitions necessary supplies for cleaning and heating services; works with and participates in work of assistants as required.

DESIRABLE QUALIFICATIONS:

Common school graduation and two years of successful experience in custodial work; knowledge of the operation of heating plants; supervisory ability; pleasing personality; neatness of work; tact; strength.

TITLE: SENIOR CLERK

DUTIES: Under general supervision, performs specialized and complex clerical duties in one phase of a unit operation; or is responsible for a complete routine clerical operation such as setting up and maintaining unit files; and does related work as required.

EXAMPLES OF WORK: Maintains a large file unit, setting up and preparing files, selecting and interpreting data from files and supervising and performing routine filing work. Interprets standards, regulations, departmental operations, deeds, wills and other agency functions; and explains them to the public by telephone and in person. Prepares routine records and reports, data for land books, and special statistical reports, using available information and collecting additional information when necessary. Maintains activity, personnel and other records and prepares periodic summaries for departmental officials. May supervise personnel in the performance of routine clerical duties.

DESIRABLE KNOWLEDGES, ABILITIES AND SKILLS:

Extensive knowledge of modern office practices and procedures; of filing systems; and of the organization and preparation of clerical information; of good English usage, spelling, punctuation and grammar. Knowledge of typing. Superior ability to understand and follow oral and written instructions; and to deal effectively with the public. Considerable ability to analyze and evaluate situations; and to present verbal information clearly and concisely.

DESIRABLE TRAINING AND EXPERIENCE:

High school graduation. Three years of diversified clerical experience.

TITLE: SENIOR CLERK STENOGRAPHER

DUTIES: Under general supervision, performs specialized and complex clerical and stenographic duties; and does related work as required.

EXAMPLES OF WORK: Performs stenographic duties for one or more executives; receives and interviews personal callers; answers questions based on knowledge of policy and precedent; directs visitors to appropriate official. Takes and transcribes dictation; receives and reads mail and independently prepares replies to routine inquiries. Assembles information and compiles periodic and special reports. Reviews applications for privileges, permits or licenses for compliance with statutory or agency requirements. May prepare or review for acceptability routine reports, payrolls, vouchers, expense accounts and personnel record forms.

DESIRABLE KNOWLEDGES, ABILITIES AND SKILLS:

Extensive knowledge of modern office practices and procedures; of good English usage, spelling, punctuation and grammar. Superior ability to set up and type tabular matter neatly and clearly; to perform relatively difficult clerical tasks; to make difficult and complex arithmetic computations. Ability to deal with people effectively; to compose correspondence; to take shorthand involving unusual and technical terms with reasonable speed, and transcribe the notes into neat and correct manuscript; and to type from plain copy at a rapid rate of speed.

DESIRABLE TRAINING AND EXPERIENCE:

High school graduation, and courses in typing and shorthand. Three years of stenographic and clerical experience.

Full time term courses in a recognized college or business school may be substituted for up to two years of the required experience. The requirement for stenographic experience may be waived for typists of this level who possess the required shorthand skill.

TITLE: SENIOR TREE TRIMMER

DUTIES: Under supervision, trims, cares and cultivates trees in city parks, playgrounds, and street parking strips; and does related work as required.

EXAMPLES: Plants, trims, sprays, cultivates and removes trees in city parks; playgrounds and on city property and streets; feeds and gives first aid to trees; cables and braces trees; makes and paints boxes for trees; performs emergency work in line with the needs of the department.

DESIRABLE QUALIFICATIONS:

Common school graduation and four years of experience in the propagation and care of trees, shrubs and grasses; some knowledge of nursery propagation, planting, fertilizing, and spraying; knowledge of tree diseases and insecticides; willingness to assume the hazards of tree cutting, trimming, and repairing; ability to drive truck and other equipment; good judgment; strength.

TITLE: SHEET METAL WORKER

DUTIES: Under supervision, lays out, fabricates, installs, and maintains in good repair all sheet metal work in school buildings, such as heating and ventilating ducts, cornices, gutters, leaders, scuppers, ventilators, metal roofing, ash and trash cans; and does related work as required.

EXAMPLES: Draws and develops exact patterns and forms in sheet metal according to designs furnished; operates a number of machines used in the fabrication of sheet metal articles or equipment, such as squaring shear, brake, slip roll former, beading machine, crimping machine, setting down machine, double seaming machine, combination rotary machine, portable electric shear, welder, portable electric drill, punch, torches and fire pots; assemble sheet metal parts; bolts, rivets, welds or fits them into units for erection; makes attachments, seams, and joints by welding, riveting, bolting, soldering, mailing, or by fastening with metal ties; keeps records of time and materials used and makes reports of work performed.

DESIRABLE QUALIFICATIONS:

Common school graduation and attainment of rank of journeyman sheet metal worker; familiarity with general duct and roofing work; ability to lay out developments; ability to work to drawings and specifications; resourcefulness; strength; good judgment; appreciation for good workmanship; ability to work with others.

TITLE: STOREKEEPER

DUTIES: Under general supervision, has immediate charge of a small group of employees engaged in receiving, checking, storing, issuing and accounting for materials, equipment and supplies, and personally performs the more difficult work in connection therewith; keeps necessary records and makes reports; and does related work as required.

EXAMPLES: Supervises a small group of employees performing work in receiving, storing and issuing materials, supplies, and equipment; receives and checks materials, supplies, and equipment; inspects materials, supplies, and equipment and prepares inspection and receiving reports and records; checks materials, supplies and equipment out upon proper requisition; prepares requisitions for materials, supplies, and equipment; takes and keeps records of inventory.

DESIRABLE QUALIFICATIONS:

Either (1) high school graduation and four years of successful experience in handling general stores and supplies and materials and related clerical work, or (2) any equivalent combination of education and experience; knowledge of methods of requisitioning, storing, issuing and recording stores; facility in carrying out the manual tasks connected with storekeeping; familiarity with departmental practices and organization; ability in keeping stores records; ability to compile data and prepare reports; supervisory ability; good judgment; tact; orderliness.

TITLE: TREE TRIMMER

DUTIES: Under immediate supervision, trims and cares for trees; and does related work as required.

EXAMPLES: Plants, trims, sprays, cultivates and removes trees in city parks, playgrounds and on city property along streets; cables trees.

DESIRABLE QUALIFICATIONS:

Common school graduation and one year of experience in performing labor work preferably in farming or planting and care of trees and shrubbery; working knowledge of care of trees and shrubs; working knowledge of and skill in care of tree trimming tools; ability to climb and willingness to assume hazards of tree cutting and climbing; courage; strength.

TITLE: TRUCK OPERATOR

DUTIES: Under supervision, operates a light duty truck, usually of the two-axle type, of five tons rated capacity or less, for hauling material, supplies, equipment, and refuse; keeps records and makes reports; and does related work as required.

EXAMPLES OF WORK: Drives dump or flat body truck for transporting workers, tools, materials, supplies, refuse, street sweepings and dirt. After each regularly assigned work period, returns truck to storage area; performs necessary cleaning work. Assists in loading and unloading materials, supplies and tools. Hauls brush from streets and alleys. Operates truck and tractor in the maintenance and construction of grounds and facilities. Cleans and places warning lights at site of work. Performs labor duties including the laying and raking of asphalt on playground and other areas. Helps in maintenance of grounds. Helps keep shop and equipment orderly and clean.

DESIRABLE KNOWLEDGES, ABILITIES AND SKILLS:

Working knowledge of the principles of automotive equipment operation. Working knowledge of the laws and ordinances regulating the operation of vehicles. Some knowledge of the geography of the community. Ability to make minor repairs and adjustments and to service automotive equipment. Ability to understand and carry out oral and written orders. Skill in the operation of automotive equipment.

DESIRABLE EXPERIENCE AND TRAINING:

One year of practical experience in the operation of motor trucks or other motor vehicles. Elementary school education.

NECESSARY SPECIAL QUALIFICATION:

Possession of a motor vehicle operator's license.

TITLE: WAREHOUSE FOREMAN

DUTIES: Under general supervision, coordinates the operation of bulk storage, bin storage and receiving sections of a central warehouse; supervises employees in charge of receiving, arranging and delivering supplies, materials, and equipment; and does related work as required.

EXAMPLES OF WORK: Serves and advises representatives of public and private agencies who visit warehouse to pick up or deliver materials. Supervises the receiving, inspection, storing and issuing and delivery of supplies and equipment. Supervises the arrangement and location of goods and makes recommendations as to the minimum and maximum stock levels required. Makes regular inspections of stock condition for suitability of handling and proper storage. Investigates shortages, damages or other unusual circumstances; makes reports of findings and recommends necessary action. Supervises the taking of periodic inventories. Assists a Warehouse Manager as needed in the various phases of warehouse administration; may act as Warehouse Manager in his absence.

DESIRABLE KNOWLEDGES, ABILITIES AND SKILLS:

Extensive knowledge of storage and warehousing practices, materials handling and space utilization; of methods of requisitioning, receiving, storing and issuing materials, supplies and equipment; and of the nomenclature and characteristics of a wide variety of supplies, materials and equipment. Knowledge of the organization, practices and procedures of municipal government; and of the principles and procedures of accounting involved in inventory control. Superior ability to supervise and train personnel; to deal tactfully and effectively with people; to keep records, prepare reports, evaluate operational data; and to present ideas and recommendations effectively, both orally and in writing.

DESIRABLE EXPERIENCE AND TRAINING:

Five years of warehouse, storage and supply experience.
High school graduation.
Any equivalent combination of education and experience.

VITA

Harold David Gibson, Senior, son of Mrs. George Bloomer and the late Mr. Isaac Newton Gibson, was born August 12, 1933, in Norton, Virginia. He received his diploma from Norton High School, Norton, Virginia, in June, 1952. The following fall he entered Bluefield College in Bluefield, Virginia. After receiving the Associate in Arts Diploma from Bluefield College in June, 1954, he entered Richmond College of the University of Richmond where, in June, 1956, he received the Bachelor of Arts Degree with a major in English. He began his graduate work at the University of Richmond in June, 1962.

He entered the United States Army in June, 1956, and received an honorable discharge in March, 1958. The following fall he began teaching English at Thomas Dale High School in Chesterfield County, Virginia. He then taught English at George Wythe High School in Richmond, Virginia, from September, 1961, until December, 1962, at which time he was promoted to Assistant-in-Personnel with Richmond Public Schools. He became Director of School-Community Relations July 1, 1965. Since September, 1963, he has been a member of the evening faculty of University College of the University of Richmond.

He is a member of the National Education Association, the Virginia Education Association, the League of Richmond Teachers, the Association of Directors and Supervisors, the National School Public Relations Association, Phi Beta Kappa, Kappa Delta Pi, and Pi Delta Epsilon.

He is married to the former Joyce Still of Cascade, Virginia, and has two sons, Harold David, Junior, and James Newton.