

Administrative Assistant to Director of Curriculum, Instruction and Technology

Job Title: Administrative Assistant to Director of Curriculum, Instruction and Technology

Classification: Non-exempt under the Fair Labor Standards Act

Salary range: \$17-\$22 per hour

Reports to: Director of Curriculum, Instruction and Technology

Date Updated: March 25, 2019

Summary/Objective:

Assists the Director of Curriculum, Instruction and Technology. Performs a variety of other tasks and secretarial duties to enhance the smooth and efficient operation of the office. Functions as a liaison between the Supervisory Union and greater school community.

Essential Functions:

Performs a variety of basic and specialized secretarial and clerical functions, and key administrative support functions for the Director of Curriculum, Instruction and Technology.

- Designs, implements, and maintains department filing, record keeping and reporting systems, including computer applications for curriculum and instruction services, and for Consolidated Federal Grants (CFG), Curriculum and Technology.
- Organizes and coordinates various curriculum, instruction and technology activities/events: schedules appointments, organizes and coordinates facilities and meeting arrangements, makes and coordinates travel arrangements, and advertising for Director of Curriculum, Instruction and Technology.
- Keeps current with GISU policies and procedures related to CFP Grant and other relevant CFP regulations and legislation, and helps to communicate and enforce compliance with such.
- Attends and participates in various meetings and training sessions related to curriculum, instruction and technology.
- Photocopies, collates, labels, and distributes written materials as requested for curriculum, instruction and technology purposes.
- Orders supplies for the Director of Curriculum, Instruction and Technology.
- Types, proofs, and edits correspondences, reports and other materials upon request; regularly drafts routine correspondence for signature for curriculum, instruction and technology.
- Develops, updates, maintains and distributes various written documents related to CFG, Curriculum, Instruction and Technology, such as letter, agenda, and memos.

- Supports Director of Curriculum, Instruction and Technology in preparing for in-service activities, such as making name tags, copies of PowerPoints, copies of materials, ordering materials, purchasing supplies needed for sessions.
- Creates, disseminates and synthesizes results from surveys for Director of Curriculum, Instruction and Technology.
- Supports Network and Systems Administrator with data entry, vendor selection, communication and other related tasks.

GENERAL OFFICE DUTIES

- Performs primary receptionist functions for the central office.
- Effectively operates the central switchboard and answers incoming calls on the main default line; greets, screens and assists callers; redirects callers as necessary; takes and delivers messages indicating date and time of call, caller's name, return phone number, and reason for call.
- Greets and assists visitors and guests of the central office. Notifies appropriate staff member of visitor(s) and routes visitor to appropriate staff member if available. Re-routes/re-directs visitor if staff member is not available, or takes a detailed message.
- Assists callers and visitors with a variety of basic and specialized questions about procedures, schedules, board meetings, substituting, job vacancies, events and the like. Provides directions to various locations, as well as directions to the school from various locations. Distributes standard information to callers or visitors upon request including forms, brochures, copies of policies and procedures, board agendas, and other public documents/information.
- Maintains general knowledge and understanding of other departments within the GISU to effectively answer basic questions; to properly and efficiently direct callers and visitors; and to provide effective clerical support to other offices within the GISU.

Competency:

Proficient in the use of office technology including word processing, spreadsheets and databases, has strong verbal and written communication skills, and is deadline-oriented with attention to detail. Experience with finance, grants management, and special education preferred.

Supervisory Responsibilities:

None

Work Environment:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be

made to enable individuals with disabilities to perform the essential functions. Duties are performed in an office environment. The noise level in the work environment is usually moderate.

Physical Demands:

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

Must have the ability to sit and stand for extended periods of time; exhibit manual dexterity to dial a telephone, to enter data into a computer; to see and read a computer screen and printed material with or without visual aids; hear and understand speech at normal conversational levels, outdoors, and on the telephone; speak in audible tones so that others may understand clearly in normal classrooms, outdoors, and on the telephone; physical agility to lift up to 25 pounds to shoulder height and 50 pounds to waist height; and to bend, stoop, sit on the floor, climb stairs, walk and reach overhead.

Position type and expected hours of work:

Part-time to be completed Monday through Friday 8-4, some overtime may be required. Typically work to be completed within the Central Office, but travel to other locations may be required.

Required Education and Experience:

Associate's Degree, plus 3 years' experience

Preferred Education and Experience:

Bachelor's Degree, plus 1 year experience

Additional Eligibility Qualifications:

Excellent time-management skills and ability to multi-task.

Affirmative Action Plan/ Equal Employer Opportunity Statement:

Grand Isle Supervisory Union is committed to maintaining a work and learning environment free from discrimination on the basis of race, color, religion, national origin, pregnancy, gender identity, sexual orientation, marital/civil union status, ancestry, place of birth, age, citizenship status, veteran status, political affiliation, genetic information or disability, as defined and required by state and federal laws. Additionally, we prohibit retaliation against individuals who oppose such discrimination and harassment or who participate in an equal opportunity investigation.

This general outline illustrates the type of work, which characterizes the Job Classification. It is not an all-encompassing statement of the specific duties, responsibilities and qualifications of individual

positions assigned to the classification. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The undersigned acknowledges that they have reviewed the job description and understands and approve of the requirements, essential functions, and duties of the position.

Employee _____

Date _____

Supervisor _____

Date _____

Administrative Assistant to Director of Student Support Services

Job Title: Administrative Assistant to Director of Student Support Services

Classification: Non-exempt under the Fair Labor Standards Act

Salary range: \$17-\$22 per hour

Reports to: Director of Student Support Services

Date Updated: March 25, 2019

Summary/Objective:

Assists the Director of Student Support Services. Performs a variety of other tasks and secretarial duties to enhance the smooth and efficient operation of the office. Functions as a liaison between the Supervisory Union and greater school community.

Essential Functions:

Performs a variety of basic and specialized secretarial and clerical functions, and key administrative support functions for the Director of Student Support Services.

- Answers the incoming calls for the Director of Student Support Services; greets and assists callers and visitors; schedules appointments; returns phone calls as requested, etc.
- Designs, implements, and maintains department filing, record keeping and reporting systems, including computer applications for special education purposes.
- Develops, updates, maintains and distributes various written documents related to special education, such as letters, agenda, and memos.
- Organizes and coordinates various special education activities/events: schedules appointments, organizes and coordinates facilities and meeting arrangements, makes and coordinates travel arrangements and advertising for Director of Student Support Services.
- Keeps current with GISU policies and procedures related to CFP Grant and other relevant CFP regulations and legislation, and helps to communicate and enforce compliance with such.
- Attends and participates in various meetings and training sessions related to special education.
- Opens and properly distributes mail for the Director of Student Support Services daily; monitors items that are time sensitive or require immediate attention.
- Photocopies, collates, labels, and distributes written materials as requested for special education purposes.
- Orders supplies for Director of Student Support Services and special education staff.
- Types, proofs, and edits correspondences, reports and other materials upon request; regularly drafts routine correspondence for signature for special education purposes.
- Troubleshoot routine special education problems when Director of Student Support Services is not available.

- Serves as a liaison with faculty, staff, parents, independent contractors, and/or other key internal and/or external constituency for special education purposes; presents information on assigned programs; explains, interprets and enforces standard policies and procedures; processes special requests; referring to Director of Student Support Services.
- Tracks and maintains files for IEP, 504 and middle and high school students.
- Coordinates informational needs; requests and compiles information; processes data to develop the Service Plan; confers with Director of Student Support Services to complete Plan; submits the Plan.
- Troubleshoots technical questions from special educators referring to Director of Student Support Services as necessary for more complex issues.
- Performs and reports Child Count to the Agency of Education.
- Reviews and critiques special education paperwork for errors.
- Manages student transportation for special education services. Troubleshoot problems regarding students scheduling, etc.
- Set up and assist with the coordination of Professional Development training for special educators and instructional assistants under the direction of the Director of Student Support Services.
- Tracks special education tuition students for high school and Tech centers.
- Tracks, troubleshoots and arranges technology needs with Director of Information and Technology for special educators (i.e. purchasing computers, printers, and software programs).
- Schedule Time Studies twice per year for special education staff and reviews the Time Studies and takes information from the Time Studies and puts the information on the Agency of Education Spreadsheet.
- Reviews all information with Director of Student Support Services.
- Sets up and assists with the coordination of Summer School Program for students receiving extended school year services per IEPs under the direction of the Director of Student Support Services.
- Processes SEER Reports to the Agency of Education October, February, estimates May, July
- Responsibilities include outcomes for ALL students.
- Compiles data and assists with preparation and maintenance of special education budgets for school districts and the GISU in collaboration with the Director of Student Support Services
- Assists with the development and oversight of student services related grants (IDEA-B).

GENERAL OFFICE DUTIES

- Performs primary receptionist functions for the central office.
- Effectively operates the central switchboard and answers incoming calls on the main default line; greets, screens and assists callers; redirects callers as necessary; takes and delivers messages indicating date and time of call, caller's name, return phone number, and reason for call.

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- Maintains general knowledge and understanding of other departments within the GISU to effectively answer basic questions; to properly and efficiently direct callers and visitors; and to provide effective clerical support to other offices within the GISU.

Competency:

Proficient in the use of office technology including word processing, spreadsheets and databases, has strong verbal and written communication skills, and is deadline-oriented with attention to detail. Experience with finance, grants management, and special education preferred.

Supervisory Responsibilities:

None

Work Environment:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Duties are performed in an office environment. The noise level in the work environment is usually moderate.

Physical Demands:

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Must have the ability to sit and stand for extended periods of time; exhibit manual dexterity to dial a telephone, to enter data into a computer; to see and read a computer screen and printed material with or without visual aids; hear and understand speech at normal conversational levels, outdoors, and on the telephone; speak in audible tones so that others may understand clearly in normal classrooms, outdoors, and on the telephone; physical agility to lift up to 25 pounds to shoulder height and 50 pounds to waist height; and to bend, stoop, sit on the floor, climb stairs, walk and reach overhead.

Position type and expected hours of work:

Part-time to be completed Monday through Friday 8-4, some overtime may be required. Typically work to be completed within the Central Office, but travel to other locations may be required.

Required Education and Experience:

Associate's Degree, plus 3 years' experience

Preferred Education and Experience:

Bachelor's Degree, plus 1 year experience

Additional Eligibility Qualifications:

Excellent time-management skills and ability to multi-task.

Affirmative Action Plan/ Equal Employer Opportunity Statement:

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This general outline illustrates the type of work, which characterizes the Job Classification. It is not an all-encompassing statement of the specific duties, responsibilities and qualifications of individual positions assigned to the classification. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The undersigned acknowledges that they have reviewed the job description and understands and approve of the requirements, essential functions, and duties of the position.

Employee _____

Date _____

Supervisor _____

Date _____

Accounts Payable and Food Service Administrative Assistant

Job Title: Accounts Payable & Food Service Administrative Assistant

Classification: Non-exempt under the Fair Labor Standards Act

Salary range: \$17-\$22 per hour

Reports to: Business Manager

Date Updated: March 25, 2019

Summary/Objective:

To effectively serve and assist the Finance and Accounting Team by coordinating and performing a variety of key administrative and clerical support functions. To assist in maintaining a professional, friendly, positive and respectful work atmosphere with an emphasis on team work and providing effective and timely direct service to the central office clients and customers, and other service groups as needed or requested.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Other duties may be assigned.

FINANCE AND ACCOUNTING

- Coordinates and carries out accounts payable and receivable accounting tasks for assigned school district(s).
- Reviews and matches up requisitions and invoices.
- Prepares invoices for payment, ensuring that payment deadlines are met; enters all invoice amounts into computer system; checks invoice edits and correct errors.
- Prints checks to pay invoices.
- Verifies checks and warrants.
- Contacts appropriate staff or outside vendors/contractors regarding questions or discrepancies, referring unusual problems to *Finance and Accounting Specialist*
- Researches questions regarding invoices.
- Performs regular monthly accounts payable reconciliation and general ledger posting; bring any unusual problems or issues to the attention of the *Finance and Accounting Specialist*.
- Records voided checks on computer and bankbook register and adjust totals.
- Prepares and distributes 1099 forms for assigned school district(s).
- Transfers cash receipts.
- Prepares purchase orders for invoices, ensuring that payment deadlines are met for such purchases as office supplies, employee reimbursements, lease payments and insurance payments as requested.
- Assists with various special projects in Finance and Accounting as requested.
- Maintains vendor files for all districts: files paid invoices; creates new vendor files; performs year-end closing procedures and prepares files for new year.

- Bills, collects, tracks and processes payments of tuition for all non-resident students in accordance with district policy or State statute for K-12 and Technical Center students ensuring proper deadlines are met; collects and processes tuition for special education costs; reports totals at year end for Stat Report.
- Collects building rental fees and pursues overdue invoices.
- Orders, tracks, invoices and enters paper purchase orders.
- Processes inter-district purchase orders and journal entries for assessments, shared costs, etc.
- Serves as liaison with vendors, outside contractors, government agencies, school offices, and/or other key internal and/or external constituents presents information on assigned programs; explains, interprets and enforces standard policies and procedures; processes special requests; discusses, investigates and resolves problems, refers to supervisor and advises on appropriate action to be taken as necessary.
- Obtains enrollment and birth figures annually for the preparation of projected enrollment figures.
- Assists in the production and dissemination of annual reports obtains price quotes, collects and/or creates information for the report, formats the layout of the report, coordinate printing and timely delivery.
- Collects, processes and files data from schools and reports information to DoE: Enrollment numbers, ADMs, end of year register reports, etc.
- Obtains, processes and/or provides information related to the renewal of insurance policies (i.e. Workers' Compensation, liability insurance, unemployment insurance, etc.); acts as liaison with insurance agent related to claims, certificate of insurance, etc.; processes and pays insurance premiums.
- Assists in designing, implementing and maintaining departmental filing, record keeping and reporting systems, including computer applications.
- Assists with the development of various written documents related to Finance & Accounting, such as specialized reports; coordinating the implementation of new program plans or operating policies/procedures/manuals/instructions/schedules; and the like.
- Confers regularly with immediate supervisor and Finance and Accounting personnel to plan, coordinate and evaluate programs/projects/activities/policies, exchange information, resolve problems, and the like.
- Monitors for overdue invoices and follows up with schools to avoid unnecessary late charges.
- Assists with performing and managing the accounts payable functions for GISU, Alburgh, Grand Isle, Isle LaMotte, North Hero and South Hero School Districts.
- Performs and/or assists with a variety of general clerical tasks and projects as requested by the Business Manager such as typing memos, reports, forms, and the like; scheduling appointments and meetings and making necessary arrangements; compiling data for reports; computer data entry and routine report production; sorting/coding forms; preparing purchase orders; sending out correspondences including photocopying, collating, stapling, labeling; basic filing tasks; routine record keeping tasks; placing outgoing calls; distributing various written materials; opening and sorting mail; etc.
- Processes purchase orders for reimbursement of travel expenses for the Central office.
- Keeps abreast of relevant GISU policies, procedures, operating practices and federal and state laws and helps enforce and ensure compliance with such.

CHILD NUTRITION/FOOD SERVICE DUTIES

- Provide administrative support related to Child Nutrition programs for the supervisory union.
- Work with the school administrative assistants to ensure that all student free. Reduced and direct certification applications are completed on time.
- Support the Business Manager during the state Administrative Reviews and assisting with the annually required on-site monitoring.
- Escalate any issue with the Food Service Management Company (FSMC) as required.

GENERAL OFFICE DUTIES

- Performs primary receptionist functions for the central office.
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 - Maintains general knowledge and understanding of other departments within the GISU to effectively answer basic questions; to properly and efficiently direct callers and visitors; and to provide effective clerical support to other offices within the GISU.
- Distributes and/or collects forms, correspondences and other materials.
- Creates P.O. and processes payment of invoices; orders equipment and special printing projects or supplies as requested
- Troubleshoots problems with the office equipment (i.e. copiers, fax machine, printers, scanner, postage meter, etc.). Contacts service representative as necessary for repairs.
- Keeps forms up-to-date.
- Assists with special projects as requested.
- Maintains professionalism and confidentiality.
- Effectively serves as backup to the *Executive Assistant* and the *Student Support Services Assistant* in their absence for the performance of general clerical and administrative tasks.

Competency:

Proficient in the use of office technology including word processing, spreadsheets and databases, has strong verbal and written communication skills, and is deadline-oriented with attention to detail. Experience with finance, grants management, and special education preferred.

Supervisory Responsibilities:

None

Work Environment:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Duties are performed in an office environment. The noise level in the work environment is usually moderate.

Physical Demands:

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Position type and expected hours of work:

Full-time to be completed Monday through Friday 8-4, some overtime may be required. Typically work to be completed within the Central Office, but travel to other locations may be required.

Required Education and Experience:

Associate's Degree, plus 3 years' experience

Preferred Education and Experience:

Bachelor's Degree, plus 1 year experience

Additional Eligibility Qualifications:

Excellent time-management skills and ability to multi-task.

Affirmative Action Plan/ Equal Employer Opportunity Statement:

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The undersigned acknowledges that they have reviewed the job description and understands and approve of the requirements, essential functions, and duties of the position.

Employee _____

Date _____

Supervisor _____

Date _____

Business Manager

Job Title: Business Manager

Classification: Exempt under the Fair Labor Standards Act

Reports to: Superintendent

Date Updated: March 25, 2019

Summary/Objective:

To plan and manage the overall finance and accounting services – to include cash management, accounting, payroll, contracts, and oversight of the districts' insurance programs – of Grand Isle Supervisory Union and its member districts, and to assure the school districts are in compliance with School Board policy, state regulations and industry best practices.

Essential Functions:

General:

- Direct and manage the operation of all financial and business affairs of the supervisory union and individual districts,
- records management and risk management. Serve as the chief financial adviser to the Superintendent and school boards
- Keep the Superintendent informed on the business affairs of the Supervisory Union and individual districts
- Evaluate accounting procedures, systems, and controls in all district departments and recommend improvements in
- their design, implementation and maintenance
- Ensure that accounting systems comply with applicable laws, regulations and accounting principles

Human Resources:

- Review master contracts and personnel contracts as needed
- Review benefit packages and research alternatives as requested during contract negotiations
- Recruit, train and supervise finance department personnel
- Develop training options as needs arise
- Evaluate job performance of finance department employees in accordance with board policy

Accounts Payable, Voucher Warrants, Purchase Orders and Sales Invoices:

- Review and approve voucher warrants for Grand Isle Supervisory Union
- Record accrued expenses as necessary to match revenues and expenses in the same accounting period
- Accounts Receivable and Revenue Reports
- Record monthly revenue/cash receipts by districts

- Record accounts receivable on a quarterly basis for shared district expenses, grant revenues receivable, pass through grants, consolidated federal program grants, etc.
- Record accounts receivable as necessary to match revenues and expenses in the same accounting period
- Cash Flow/Management
- Develop periodic cash flow analysis to aid in determining cash available for investment and payment of bills
- Administer the GISU budget and ensure that programs are cost effective and funds are managed prudently

Consolidated Federal Programs (CFP):

- Responsible for consolidated federal program reporting for Title programs
- Work with curriculum director to file annual CFP application
- Work with curriculum director to amend CFP program throughout year and ensure that funds are allocated to appropriate strategies
- Prepare SDE 1.1's for CFP programs in compliance with state requirements

Financial Reporting/Accountability:

- Responsibility for and oversight of regulatory reporting requirements to ensure reports are filed by the due dates imposed by government agencies
- Prepare annual statistical reports for Supervisory Union and all districts by August 15th
- Prepare complete and audit ready financials statements for supervisory union and all districts by August 31st
- Provide boards with monthly financial reports to include balance sheet, revenues compared to budget and expenses compared to budget; explaining major variances and highlights for the month
- Prepare announced tuition information and submit to state annually by 2/1
- Prepare Special Education Expenditure Reports (SEER) within the state filing requirements
- Maintain computerized inventory record of district's fixed and movable assets
- Keep Superintendent informed of status of reports due and any changes in work schedule
- Other duties as requested by superintendent

Child Nutrition Programs

- Serve as School Food Authority (SFA) for the Grand Isle Supervisory Union and member districts.
- Ensure compliance with all USDA and State rules and regulations.
- Coordinate annual free/reduced enrollment.
- Ensure all school food programs are monitored and verified in accordance with the Vermont Appendix.
- Verify that the Food Service Management Company (FSMC) is fulfilling their obligations as contracted for.

Competency:

Proficient in the use of office technology including word processing, spreadsheets and databases, has strong verbal and written communication skills, and is deadline-oriented with attention to detail. Experience with finance, grants management, budgeting, and fiscal management.

Supervisory Responsibilities:

Supervises finance department employees- including Finance and Accounting Specialist and the AP & Food Service Administrative Assistant.

Work Environment:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Duties are performed in an office environment. The noise level in the work environment is usually moderate.

Physical Demands:

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Must have the ability to sit and stand for extended periods of time; exhibit manual dexterity to dial a telephone, to enter data into a computer; to see and read a computer screen and printed material with or without visual aids; hear and understand speech at normal conversational levels, outdoors, and on the telephone; speak in audible tones so that others may understand clearly in normal classrooms, outdoors, and on the telephone; physical agility to lift up to 25 pounds to shoulder height and 50 pounds to waist height; and to bend, stoop, sit on the floor, climb stairs, walk and reach overhead.

Position type and expected hours of work:

Full-time to be completed Monday through Friday, some overtime may be required. Typically work to be completed within the Central Office, but travel to other locations may be required.

Required Education and Experience:

Bachelor's Degree, plus 3 years' experience

Preferred Education and Experience:

Master's Degree, plus 1 year experience

Additional Eligibility Qualifications:

Excellent time-management skills and ability to multi-task. Experience with finance management and accounting systems.

Affirmative Action Plan/ Equal Employer Opportunity Statement:

Grand Isle Supervisory Union is committed to maintaining a work and learning environment free from discrimination on the basis of race, color, religion, national origin, pregnancy, gender identity, sexual orientation, marital/civil union status, ancestry, place of birth, age, citizenship status, veteran status, political affiliation, genetic information or disability, as defined and required by state and federal laws. Additionally, we prohibit retaliation against individuals who oppose such discrimination and harassment or who participate in an equal opportunity investigation.

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Employee _____

Date _____

Supervisor _____

Date _____

Director of Curriculum, Instruction and Technology

Job Title: Director of Curriculum, Instruction and Technology

Classification: Exempt under the Fair Labor Standards Act

Reports to: Superintendent

Date Updated: March 25, 2019

Position Objectives

To direct and coordinate the selection, development, and evaluation of standards-based curriculum, assessment, instructional programs, and professional development opportunities of the GISU and its affiliated school districts; to assist the superintendent in long range planning for instruction, curriculum, assessment, and professional learning; to collaboratively lead the supervisory union and its member districts in comprehensive planning for continuous improvement; to facilitate the integration of educational technology into curriculum to enhance and transform teaching and learning; to serve as liaison between the GISU and community, interpreting activities and policies of the district and encouraging community involvement with the district; to collaboratively lead the administration of elementary, middle, and to supervise related programs including but not limited to: Title I Supplemental Programs, English Language Learners(ESL).

Essential Functions:

Curriculum Position Responsibilities:

- Designs and coordinates the development, implementation, and evaluation of PreK-8 standards-based curriculum and the progression of curricular programs (including the Program of Studies) in all academic and academic support-related areas other than Special Education.
- Keeps abreast of the literature and research on the relationship between curriculum design and implementation and student learning.
- Maintains liaison and active participation status within educational leadership organizations in curriculum at the regional, state, and national levels.
- Monitors school progress in implementing local curriculum, meeting the goals of the supervisory union and site-base action plans, and aligning outcomes with state and federal requirements. Interprets and implements all Board policies, administrative regulations, and aspects of negotiated agreements related to curriculum.
- Is knowledgeable of governmental statutes, regulations, and rules relating to curriculum administration.
- Prepares district curriculum reports that are required by law or are requested by the superintendent.
- Attends School Board meetings as needed.

Instruction and Assessment:

- Coordinates the formulation of a philosophical direction, teaching and learning intentions, and outcomes for the instructional programs.
- Directs the development, implementation, and evaluation of curriculum, instructional, and assessment practices and programs.

- Develops and coordinates the sections of the budget that pertain to curriculum, instruction, and assessment
- Directs the development, implementation, and evaluation of professional learning programs (including but not limited to in-service for professional staff).
- Communicates the approved curriculum to the professional staff and provides research and embedded professional learning experiences for approved instructional materials.
- Observes teachers in the classroom with principals during Learning Walks and offers insight for the enhancement of teaching and learning using designated tools
- Directs the administration, review, and evaluation of results of school-based, district-wide, and state assessments and other evaluative measures used.
- Oversees the design and implementation of local assessment plans.
- Coordinates the analysis of student achievement data from multiple sources for the establishment of annual and multi-year school improvement goals.
- Studies, evaluates, and recommends adoption of instructional materials, methods, programs, and related professional development plans, and assists in budget development to support these.

Grants Management:

- Develops all applications for Federal and/or Grant funds including CFP, Title I & IIA.
- Manages the budgets and expenditures for all curriculum-related revenues
- Advises interested parties of the provisions of the law as related to grants.

Competency:

Proficient in the use of office technology including word processing, spreadsheets and databases, has strong verbal and written communication skills, and is deadline-oriented with attention to detail.

Experience with grants management, curriculum development, instruction assessment, and instruction development.

Supervisory Responsibilities:

Supervises the implementation of curriculum-related programs and services.

Supervises and evaluates Curriculum Assistant, other professionals and support staff working in the GISU Office of Curriculum, Instruction, and Assessment, or other personnel at the request of the GISU Superintendents or building Principal.

Trains and assigns/coordinates the professional activities of principals and teachers; advises on hiring; and supports principals in their performance appraisals of teachers when applicable.

Work Environment:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Duties are performed in an office environment. The noise level in the work environment is usually moderate.

Physical Demands:

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

Must have the ability to sit and stand for extended periods of time; exhibit manual dexterity to dial a telephone, to enter data into a computer; to see and read a computer screen and printed material with or without visual aids; hear and understand speech at normal conversational levels, outdoors, and on the telephone; speak in audible tones so that others may understand clearly in normal classrooms, outdoors, and on the telephone; physical agility to lift up to 25 pounds to shoulder height and 50 pounds to waist height; and to bend, stoop, sit on the floor, climb stairs, walk and reach overhead.

Position type and expected hours of work:

Full-time to be completed Monday through Friday, some overtime may be required. Typically work to be completed within the Central Office, but travel to other locations may be required.

Required Education and Experience:

Bachelor's Degree, plus 3 years' experience

Preferred Education and Experience:

Master's Degree, plus 1 year experience

Additional Eligibility Qualifications:

Excellent time-management skills and ability to multi-task. Experience with curriculum development and instructional assessment and coaching.

Affirmative Action Plan/ Equal Employer Opportunity Statement:

Grand Isle Supervisory Union is committed to maintaining a work and learning environment free from discrimination on the basis of race, color, religion, national origin, pregnancy, gender identity, sexual orientation, marital/civil union status, ancestry, place of birth, age, citizenship status, veteran status, political affiliation, genetic information or disability, as defined and required by state and federal laws. Additionally, we prohibit retaliation against individuals who oppose such discrimination and harassment or who participate in an equal opportunity investigation.

This general outline illustrates the type of work, which characterizes the Job Classification. It is not an all-encompassing statement of the specific duties, responsibilities and qualifications of individual positions assigned to the classification. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The undersigned acknowledges that they have reviewed the job description and understands and approve of the requirements, essential functions, and duties of the position.

Employee _____

Date _____

Supervisor _____

Date _____

Director of Information & Technology

Job Title: Director of Information & Technology

Classification: Exempt under the Fair Labor Standards Act

Reports to: Superintendent

Date Updated: March 25, 2019

Summary/Objective:

Directs, coordinates and maintains local area and wide area network activities of the Grand Isle Supervisory Union and its member districts.

Essential Functions:

- Provide day-to-day network server administrative and maintenance tasks for the GISU network
- Provide network support to users and remote locations.
- Develop working relationships with and make effective use of outside vendors in supporting the GISU network environment.
- Evaluate products and services; create bid lists and subsequent purchase orders.
- Negotiates contracts with and coordinates activities of hardware, software, telecommunications, support, and training vendors.
- Develop and maintain network operating systems release upgrade plan.
- Manage all Information Technology infrastructure projects
- Create and coordinate project plans; estimate the scope of project, determine resources needed, coordinate timeline with staff and external resources, etc.
- Designs, specifies, configures, installs and maintains local area network hardware, software, and telecommunications services such as personal computers, system software, software applications, printers, servers, routers, bridges, switches, cabling, and Internet service providers.
- Develops and implements policies and procedures related to network hardware and software acquisition, use, support security, and backup.
- Trains staff on software and equipment usage.
- Develops and communicates standards for use, operations, and security of network, personal computers, and data.
- Consults with Superintendent and School Administrators to develop system solutions consistent with organizational objectives.
- Develops and implements disaster recovery procedures.
- Provide on-call support on an as needed basis.
- Keeps abreast of current GISU policies and procedures, school operating practices, and other relevant regulations & legislation, and helps communicate and enforce compliance with such.

Supervisory Responsibilities:

Oversees and directs the Network Administrator

Physical Demands:

Physical ability to perform the essential functions of the job as outlined above, in addition to the following:

While performing the duties of this job, the employee is regularly required to stand; walk; sit; use hands to, handle, or feel; and talk or hear. The employee is frequently required to reach with hands and arms. The employee is occasionally required to climb or balance; push and pull, stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 75 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, depth perception, and ability to adjust focus.

WORKING CONDITIONS:

While performing the duties of this job, the employee is occasionally exposed humid conditions; high, precarious places; heavy dust; outside weather conditions; and risk of electrical shock. The noise level in the work environment is usually moderate to loud.

Position type and expected hours of work:

Full-time to be completed Monday through Friday 8-4, some overtime may be required. Typically work to be completed within the Central Office, but travel to other locations may be required.

Required Education and Experience:

Associate's Degree, plus 3 years' experience

Preferred Education and Experience:

Bachelor's Degree, plus 1 year experience

Additional Eligibility Qualifications:

Excellent time-management skills and ability to multi-task. Experience with network administration and management.

Affirmative Action Plan/ Equal Employer Opportunity Statement:

Grand Isle Supervisory Union is committed to maintaining a work and learning environment free from discrimination on the basis of race, color, religion, national origin, pregnancy, gender identity, sexual orientation, marital/civil union status, ancestry, place of birth, age, citizenship status, veteran status, political affiliation, genetic information or disability, as defined and required by state and federal laws. Additionally, we prohibit retaliation against individuals who

oppose such discrimination and harassment or who participate in an equal opportunity investigation.

This general outline illustrates the type of work, which characterizes the Job Classification. It is not an all-encompassing statement of the specific duties, responsibilities and qualifications of individual positions assigned to the classification. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The undersigned acknowledges that they have reviewed the job description and understands and approve of the requirements, essential functions, and duties of the position.

Employee _____ Date _____

Supervisor _____ Date _____

DIRECTOR OF STUDENT SUPPORT SERVICES

Job Title: Director of Student Support Services

Reports to: Superintendent

Location: Superintendent's Office

Updated: January 29, 2019

Position Objectives

To ensure that all students have an appropriate educational program. The Director of Student Support Services reports directly to the Superintendent while working independently for the most part, planning and implementing broad programs within the organization. Work is checked primarily through consultation and agreement with others rather than by specific directives from supervisors.

Essential Duties and Responsibilities

- Oversees the special education, psychological, Occupational, and Physical Therapy services of the district.
- Responsible for the development, operation and evaluation of all special education programs. Works with principals, special and regular staff to assure delivery of appropriate services in the least restrictive environment.
- Prepares and administers all special education budgets and the disbursement of special education funds.
- Academic program.
- Develops and implements the Local Education Agency Plan for Special Education, as required by P.L. 94-1142.
- Conducts and/or coordinates in-service training workshops for regular and special education personnel as it applies to special education.
- Provides for the implementation and supervision of procedures that maintain the district's compliance with all state and federal regulations pertaining to special education
- Consults with Principals on Special Education programs and supervision and evaluation.
- Collect data for Child Identification and Child Count activities.
- Collects data for evaluating student progress, program effectiveness and resource utilization.
- Defines and improves under general direction of the Superintendent, the Administrative structure of special education services to clarify line and staff operations and define job descriptions.
- Upon request of the building principal, the Director of Student Support Services may assist in the evaluation and/or suspension of special education personnel in accordance with district standards and procedures. Director supervision and evaluation are the responsibility of the building principal in whose building special education staff work.
- Established workload and assignments of special education personnel in cooperation with administrators.
- Is responsible for annual reports or special reports as needed.
- Contributes and develops policies related in any way to special education services.
- Participates in and contributes to the Administrative Cabinet.
- Arranges transportation services for eligible special education students.
- Participates in appropriate local, state and national meetings.

- Recruits, screens, and recommends selection of special education personnel in cooperation with the Principals.
- Disseminates to the public and staff information relative to special education services, objectives, and programs.
- Oversees IDEAB; completes the annual applications and evaluations for these programs, chairs appropriate committees and recommends to the Superintendent appropriate expenditures for these reports.
- Is responsible for the selection, scheduling, and follow-up of any diagnostic procedures necessary to identify students eligible for special education services.
- Is responsible for the selection, paperwork, and regularly scheduled meetings with appropriate personnel of all children placed in outside residential facilities.
- Supervises curriculum development in special education programs, coordinates special education curricula with the curricula for non-handicapped students and sees that it is delivered in the least restrictive environment.
- Serves as a consultant or delegates consultation from a Student Support Service perspective to curriculum development committees.
- Coordinates with other Directors of Special Education.
- Maintains confidential files of special education students in locked file cabinet at the Grand Isle Supervisory Union's Central Office. Assures confidentiality of school-based special education files in each building.
- Plans, conducts, and/or supervises orientation for new special services staff.
- Provides for own professional development through keeping current with the literature, new research findings, and improved techniques in specialized area and by attending appropriate professional meetings.
- Sits on boards or committees and attends meetings to establish effective liaison with the various offices and agencies within the community and state that may provide specialized or professional help to students and their families, and serves as the referral agent to those offices and agencies when deemed appropriate.
- Performs such other duties or assignments as directed by the Superintendent.
- Works cooperatively with the school district attorneys in regard to matters of due process in special education.
- Responsibilities include outcomes for ALL students.

Supervisory Responsibilities:

- Establishes and maintains an effective learning climate for all students, teachers and instructional aides by making decisions and recommendations to the Superintendent regarding all financial matters, special education teacher and instructional assistant assignments and program development.
- Establishes with Principals, the supervision of the School's educational programs for students with special needs.
- Coordinates the development, determination of appropriateness, and monitoring of special education programs and support services.
- Coordinates the District's special education services with other districts and agencies as appropriate.
- Conducts in-service workshops and development programs for collaborating teachers, members of the support staff and for selected classroom teachers as necessary.

- Trains, assists, and/or directs special education staff, including but not limited to Occupational and Physical Therapists whether employed or contracted. Establishes and implements in collaboration with building administrator procedures in the recruitment, screening, and assignment of special education staff. The Building Principal in collaboration with the Special Education Director will assist a Supervisor who will meet with the Instructional Assistants, Behavioral Interventionist/Specialist and Behavioral Analyst on a regular basis to provide supervision, planning to review lesson plans, and to share feedback.
- Collaborates with principals, teachers, parents, and students as well as, with other school and community personnel in representing the district's special education needs, as well as, a focused understanding of a particular student's needs.
- Establishes liaison with the various offices and agencies within the community that provide specialized or professional services to staff, students, and their parents regarding special evaluation.
- Establishes and maintains procedures in location and out of district placements for students who have severe needs or out of district educational programs.
- Is responsible for implementing State department regulations and in developing general, special, and remedial education programs.
- Is responsible for preparing Federal and State grant applications, budget, child count and various other reports regarding the special education program.
- Represents the district's special education position in regionally and nationally sponsored research projects.
- Is responsible for professional development in collaboration where appropriate with building principals (both staff and individual) for keeping current with the literature, law, new research findings, and improved techniques in instruction and staff development.
- Attends local administrative, faculty, EST, other appropriate meetings as needed or requested.
- Collaborates and assists principals with implementation of principal's teacher/staff supervision and evaluation process.
- Serves secondary student population a case manager, LEA, or designates case manager or LEA as approved by the Superintendent.
- Closely monitors Medicaid service program and facilitates reporting for district billing and revenue.
- Other responsibilities as assigned by the Superintendent.

Competency:

Proficient in the use of office technology including word processing, spreadsheets and databases, has strong verbal and written communication skills, and is deadline-oriented with attention to detail. Experience with grants management, curriculum development, instruction assessment, and instruction development.

Supervisory Responsibilities:

Supervises the implementation of special education programs and services. Supervises and evaluates Student Services Assistant, other professionals and support staff working in the GISU Office of Student Services, or other personnel at the request of the GISU Superintendents or building Principal.

Trains and assigns/coordinates the professional activities of special education staff; advises on hiring; and supports principals in their performance appraisals of special educators when applicable.

Work Environment:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Duties are performed in an office environment. The noise level in the work environment is usually moderate.

Physical Demands:

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

Must have the ability to sit and stand for extended periods of time; exhibit manual dexterity to dial a telephone, to enter data into a computer; to see and read a computer screen and printed material with or without visual aids; hear and understand speech at normal conversational levels, outdoors, and on the telephone; speak in audible tones so that others may understand clearly in normal classrooms, outdoors, and on the telephone; physical agility to lift up to 25 pounds to shoulder height and 50 pounds to waist height; and to bend, stoop, sit on the floor, climb stairs, walk and reach overhead.

Position type and expected hours of work:

Full-time to be completed Monday through Friday, some overtime may be required. Typically work to be completed within the Central Office, but travel to other locations may be required.

Required Education and Experience:

Bachelor's Degree, plus 3 years' experience

Preferred Education and Experience:

Master's Degree, plus 1 year experience

Additional Eligibility Qualifications:

Excellent time-management skills and ability to multi-task. Experience with special education regulations and program management, as well as state reporting and budgeting.

Affirmative Action Plan/ Equal Employer Opportunity Statement:

Grand Isle Supervisory Union is committed to maintaining a work and learning environment free from discrimination on the basis of race, color, religion, national origin, pregnancy, gender identity, sexual orientation, marital/civil union status, ancestry, place of birth, age, citizenship status, veteran status, political affiliation, genetic information or disability, as defined and required by state and federal laws.

Additionally, we prohibit retaliation against individuals who oppose such discrimination and harassment or who participate in an equal opportunity investigation.

This general outline illustrates the type of work, which characterizes the Job Classification. It is not an all-encompassing statement of the specific duties, responsibilities and qualifications of individual positions assigned to the classification. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The undersigned acknowledges that they have reviewed the job description and understands and approve of the requirements, essential functions, and duties of the position.

Employee _____

Date _____

Supervisor _____

Date _____

Executive Assistant to the Superintendent

Job Title: Executive Assistant to the Superintendent

Classification: Non-exempt under the Fair Labor Standards Act

Salary range: \$20-\$26 per hour

Reports to: Director of Student Support Services

Date Updated: March 25, 2019

Summary/Objective:

To effectively serve and assist the executive office by coordinating and performing a variety of key administrative and clerical support functions; coordinate executive office and board communications; maintain positive public relations; and to assist with other central office functions as requested.

Essential Functions:

Executive Office Functions - Performs a variety of general and specialized secretarial and clerical functions, and key administrative support functions for the Superintendent:

- Answers incoming phone lines for the Superintendent, greets visitors; assists callers and visitors as appropriate; redirects callers or visitors or takes detailed message if unable to assist; schedules appointments; returns phone calls as requested; etc.
- Designs, implements and maintains currency and completeness of departmental filing, databases, record keeping and reporting systems, including computer applications.
- Assists with the development, update, maintenance and distribution of various written documents related to Superintendent functions, such as agendas, memos, general forms, reports, policy statements, procedure manuals and other informational materials as needed or requested.
- Participates in planning activities and special projects related to Superintendent functions, with a focus on: researching and/or compiling background information/data; drafting outlines, policies, procedures, schedules, forms, and other related material; creating and running specialized reports; coordinating the implementation of new program plans or operating policies/procedures/schedules; and the like.
- Organizes and coordinates various Central Office activities/events: Schedules appointments, organizes and coordinates facilities and other meeting arrangements, makes and coordinates travel arrangements, organizes and coordinates staffing, advertising/promotion, picks up supplies/materials/food, and the like.
- Confers regularly with immediate supervisor and Central office personnel to plan, coordinate and evaluate programs/projects/activities/policies, exchange information, resolve problems, and the like.
- Manages School Choice program and residency issues, and tracks/manages requests for tuition waivers in accordance with GISU policy and state law.
- Coordinates and assists with various special projects as requested.
- Opens and properly distributes mail for the Central office daily; monitors for items that are time sensitive or require immediate attention.
- Photocopies, collates, labels and distributes a variety of written materials as requested.

- Types, proofs and edits correspondences, reports and other materials upon request; regularly drafts routine correspondence for signature.

Board Related Duties - Provides administrative support functions to all school boards, committees, and various community groups:

- Warns, prepares and arranges for meetings.
- Prepares, copies, collates, and distributes agendas, warnings, and informational materials to board members, the community, media, and administrators.
- Maintains board and committee files to include minutes and reports.
- Makes or schedules travel or conference arrangements.
- Types correspondences and reports and performs other general and basic clerical duties.
- Research projects as needed per board request.

Communications/Public Relations Coordinator

- Develops, updates and maintains school board web pages including agendas, minutes (current and archival), School Action Plans, calendars, etc.
- Assists with the development and execution of various communication plans related to special projects.

General Office Duties

- Performs backup receptionist and clerical functions for the central office when the Administrative Assistant is absent or away from his/her desks.
- Assists other administrators with special projects as requested.
- Serves as a general "to go" person in the central office for issues.
- Keeps abreast of current GISU policies and procedures, and other relevant regulations & legislation, and helps communicate and enforce compliance with such.
- Schedules and assists with the development and training of school clerical assistants on new procedures.
- Maintains professionalism and confidentiality.

Competency:

Proficient in the use of office technology including word processing, spreadsheets and databases, has strong verbal and written communication skills, and is deadline-oriented with attention to detail. Experience with finance, grants management, and special education preferred.

Supervisory Responsibilities:

None

Work Environment:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be

made to enable individuals with disabilities to perform the essential functions. Duties are performed in an office environment. The noise level in the work environment is usually moderate.

Physical Demands:

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

Must have the ability to sit and stand for extended periods of time; exhibit manual dexterity to dial a telephone, to enter data into a computer; to see and read a computer screen and printed material with or without visual aids; hear and understand speech at normal conversational levels, outdoors, and on the telephone; speak in audible tones so that others may understand clearly in normal classrooms, outdoors, and on the telephone; physical agility to lift up to 25 pounds to shoulder height and 50 pounds to waist height; and to bend, stoop, sit on the floor, climb stairs, walk and reach overhead.

Position type and expected hours of work:

Part-time to be completed Monday through Friday 8-4, some overtime may be required. Typically work to be completed within the Central Office, but travel to other locations may be required.

Required Education and Experience:

Associate's Degree, plus 3 years' experience

Preferred Education and Experience:

Bachelor's Degree, plus 1 year experience

Additional Eligibility Qualifications:

Good general understanding of public education organizational and governance structures.

Language Skills: ability to read and interpret documents such as policies, operating practices, and procedure manuals. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from parents, students, community members, board members, administrators or employees of organization.

Mathematical Skills. Ability to calculate percentages, proportions, averages, and other concepts of basic algebra.

Computer Skills and Experience. Proficient word processing and web page management skills. Microsoft Office and desktop publishing experience and skills preferred. Experience with Web-page maintenance & design knowledge.

Reasoning Ability/Mental Requirements: Demonstrated ability to use discretion and independent judgment. Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret and apply a variety of instructions/policies/procedures/practices furnished in written, oral, diagram, or schedule form.

Communication & Interpersonal Skills. Excellent oral and written communication skills. Proven ability to work cooperatively and effectively as part of a team. Ability to communicate courteously, efficiently and effectively with a variety of individuals, including faculty, staff, administrators, co-workers, community members, parents, students, media and representatives of outside organizations.

Other Personal Characteristics. High accuracy & attention to detail. Strong organizational skills. Proven ability to work effectively without specific direction, and with minimal supervision.

Affirmative Action Plan/ Equal Employer Opportunity Statement:

Grand Isle Supervisory Union is committed to maintaining a work and learning environment free from discrimination on the basis of race, color, religion, national origin, pregnancy, gender identity, sexual orientation, marital/civil union status, ancestry, place of birth, age, citizenship status, veteran status, political affiliation, genetic information or disability, as defined and required by state and federal laws. Additionally, we prohibit retaliation against individuals who oppose such discrimination and harassment or who participate in an equal opportunity investigation.

This general outline illustrates the type of work, which characterizes the Job Classification. It is not an all-encompassing statement of the specific duties, responsibilities and qualifications of individual positions assigned to the classification. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The undersigned acknowledges that they have reviewed the job description and understands and approve of the requirements, essential functions, and duties of the position.

Employee _____

Date _____

Supervisor _____

Date _____

Finance and Accounting Specialist

Classification: Non-exempt under the Fair Labor Standards Act

Salary range: \$20-\$26 per hour

Reports to: Business Manager

Date Updated: March 25, 2019

Summary/ Objectives

The Finance and Accounting Specialist's primary responsibilities will be to ensure that the daily accounting functions run accurately and effectively. Supporting the business office functions in all areas will also be key. The Finance and Accounting Specialist should be familiar with all accounting procedures, have extreme attention to detail, be deadline oriented, technologically savvy, and have an excellent "can do" team attitude.

Essential Functions:

General Administration Functions

- Assists with directing all financial accounting.
- Supports the set up and controls for the accounting system, including loading of the annual approved budgets.
- Assists the Business Manager with obtaining annual budget requirements for all districts and programs and with the preparation of the annual budgets by providing reports for year to year comparisons.
- Enter fiscal year budgets for all funds at the district level.
- Assists with annual audits for the GISU and five districts.
- Prepares and oversees the collection of tuition, rental and other money's due to the districts.
- Prepares and delivers the quarterly assessment invoices to all districts.
- Review budget monthly for invoices that need to be billed back, and pull copies of invoices.
- Reconciles and verifies bank statements for all funds in six entities.
- Post receipts for small schools. Pull and print deposits from online banking site for back up.
- Assist with fixed assets verification, and help with asset preparation for audit.
- Manages chart of accounts to ensure consistency among five school districts.
- Maintain a good working relationship with peers and administrators.
- Processes, when necessary as a backup Accounts Payable
- Performs a variety of clerical and key administrative support functions for the Finance and Accounting Office:
- Assists with planning and implementation of various finance and accounting special projects as requested: compiles data for special reports; prepares and completes various reports, surveys & census information; researches necessary data and information; and the like.
- Compiles, presents, explains, and analyzes data related to assigned function, including frequent recommendation of action to be taken by *Business Manager*.

- Assists with the implementation, design and maintenance of the Payroll and Accounting I.S. database.
- Keeps abreast of relevant GISU policies and procedures, and regulations & legislation, and assists with ensuring compliance with such.
- Assists with the design, compilation, and maintenance of the Finance and Accounting operating practices and training manual.
- Assists in the training of school secretaries and other staff members on the use of the payroll/accounts payable software, and on proper methods and techniques as they relate to the accounting, payroll, and accounts payable functions employed by the Supervisory Union. Prepares and issues regular correspondences to keep them informed of changes and/or to assure consistency of reporting.
- Keeps abreast of best practices in the field; identifies priorities or special objectives consistent with such.
- Maintains professionalism and confidentiality.
- Performs other duties as assigned or requested.

Payroll Functions - Coordinates and performs all centralized payroll functions for assigned school district(s) and/or entities:

- Compiles all information needed for processing the payroll for each pay period including pay rate changes, deduction changes, new hires, terminations, etc.
- Coordinates and carries out the processing of the employee payroll, and organizing of checks for pick-up, distribution or mailing. Prepares and issue re-cap sheets for each pay group reported.
- Monitors accuracy of timesheets as reported.
- Sets up deductions and issue payments for the District's retirement and tax-sheltered annuity programs.
- Maintains various payroll-related ledgers, journals and other accounting records, and performs necessary account balancing and reconciliation tasks.
- Prepares payroll encumbrance reports, and other administrative reports on payroll as requested.
- Ensures employees are being paid from valid accounts. Periodically monitors and audits accounting codes assigned to employees to verify accuracy.
- Prepares payroll-related government reports and records (e.g. quarterly reports, W-2 and W-3 forms).
- Provides payroll information to insurance and government auditors.
- Fills special requests for payroll data from faculty and staff for banks, credit agencies, schools, and so forth.
- Organizes and maintains various files and records related to payroll accounting functions, such as correspondence, timesheets, personnel action forms, deduction authorizations, and the like.
- Compiles and summarizes salary and wage survey data.
- Deals regularly with insurance carriers, government agencies, and others outside the District regarding payroll matters.
- Prepares and transmits bi-weekly tax deposits, ACH payroll deposits, and report for the VT State Teachers' Retirement System.
- Informs employees in advance of any issues or changes impacting his/her paycheck.
- Records voided checks on computer and bankbook register, and adjust totals

- Creates, monitors, and updates contribution and deduction codes for assigned school districts.
- Works with Programmer/Analyst to develop and utilize auditing tools to ensure the accuracy of payroll.

Accounting Functions - Performs a variety of basic and advanced level bookkeeping and accounting tasks for assigned school district(s) and/or entities:

- Implements accepted accounting principles, practice and procedures in performing or reviewing accounting transactions as directed by the *Business Manager*.
- Prepares general ledger entries and other required accounting and financial documents for the *Business Manager* to enter and reconciles accounts with source documents/transactions to insure accuracy.
- Is responsible for daily cash control, balances cash to the Treasurer's month end cash statement, and reconciles bank statements for assigned school district(s).
- Posts all cash deposits to ensure proper classification and maintain accounts receivable.
- Runs monthly financial reports, performs reasonableness testing and quality assurance on the reports to ensure accuracy, and prepares adjusting entries.
- Assists with the coordination for the execution of the annual audit by independent and/or elected auditors to fulfill local, state, and federal audit requirements. Prepares and provides access to backup data related to accounts payable and payroll as requested by the auditor(s); prepares and provides reports and financial statements to be audited.
- Prepares written financial reports, memos, letters involving moderate to complex accounting, and financial issues as requested.
- Performs, or assists with the performance of periodic internal audits to ensure compliance with district policy, State law, established accounting practices, or departmental operating practices. Identifies areas of concern, appraises the *Business Manager* of issues and risk, suggests methods of improvement, and implements agreed upon solutions.

Competency:

Proficient in the use of office technology including word processing, spreadsheets and databases, has strong verbal and written communication skills, and is deadline-oriented with attention to detail. Experience with finance, grants management, and special education preferred.

Supervisory Responsibilities:

None

Work Environment:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Duties are performed in an office environment. The noise level in the work environment is usually moderate.

Physical Demands:

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

Must have the ability to sit and stand for extended periods of time; exhibit manual dexterity to dial a telephone, to enter data into a computer; to see and read a computer screen and printed material with or without visual aids; hear and understand speech at normal conversational levels, outdoors, and on the telephone; speak in audible tones so that others may understand clearly in normal classrooms, outdoors, and on the telephone; physical agility to lift up to 25 pounds to shoulder height and 50 pounds to waist height; and to bend, stoop, sit on the floor, climb stairs, walk and reach overhead.

Position type and expected hours of work:

Full-time to be completed Monday through Friday 8-4, some overtime may be required. Typically work to be completed within the Central Office, but travel to other locations may be required.

Required Education and Experience:

Associate's Degree, plus 3 years' experience

Preferred Education and Experience:

Bachelor's Degree, plus 1 year experience

Additional Eligibility Qualifications:

Excellent time-management skills and ability to multi-task. Experience with finance and accounting systems.

Affirmative Action Plan/ Equal Employer Opportunity Statement:

Grand Isle Supervisory Union is committed to maintaining a work and learning environment free from discrimination on the basis of race, color, religion, national origin, pregnancy, gender identity, sexual orientation, marital/civil union status, ancestry, place of birth, age, citizenship status, veteran status, political affiliation, genetic information or disability, as defined and required by state and federal laws. Additionally, we prohibit retaliation against individuals who oppose such discrimination and harassment or who participate in an equal opportunity investigation.

This general outline illustrates the type of work, which characterizes the Job Classification. It is not an all-encompassing statement of the specific duties, responsibilities and qualifications of individual positions assigned to the classification. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The undersigned acknowledges that they have reviewed the job description and understands and approve of the requirements, essential functions, and duties of the position.

Employee _____

Date _____

Supervisor _____

Date _____

Human Resources

Job Title: Human Resources

Classification: Non-exempt under the Fair Labor Standards Act

Salary range: \$20-\$26 per hour

Reports to: Superintendent

Date Updated: March 25, 2019

Summary/Objectives:

To assist with implementing, overseeing, supporting and evaluating the Human Resource functions of the GISU. To effectively serve and assist the GISU by performing key benefit management functions, and by performing a variety of key technical and specialized administrative, secretarial, and clerical duties. To maintain a professional, friendly, positive and respectful work atmosphere with an emphasis on team work and providing effective and timely direct service to the central office clients and customers.

Essential Functions:

General Administrative Functions – Human Resources

- Assists the Business Manager & Superintendent with planning & implementing various special projects as requested.
- Compiles, presents, explains, and analyzes data related to assigned function, including recommendation of action.
- Assists with the implementation, design and maintenance of the HR database.
- Researches, compiles reports and makes recommendations on salary and benefits comparisons, new benefit programs, and policies.
- Prepares and completes various reports, surveys & census information as requested.
- Keeps abreast of relevant GISU policies and procedures, and regulations & legislation, and assists with assuring compliance.
- Assists with the design, compilation, and maintenance of a Human Resource training manual.
- Assists with development, defining, modifying and implementing personnel policies, procedures, and operational practices balancing organizational interests and employee needs.
- Assists Administrative Assistants with interpretation of master agreements and district policies/procedures as they apply to personnel. Provides consultation, advice, and processes leaves, FMLA, benefits and other personnel issues.
- Assists employees to resolve complaints and other matters related to personnel management. Assists and advises on payroll functions as needed.
- Provides regular updates related to benefits management to allow for effective backup coverage.

- Ensures that computerized and paper files are organized, easily accessible and understandable to enable others to effectively perform backup coverage when necessary; creates checklists and other useful tools for those performing backup coverage to ensure effective coverage.
- Participates in interviewing committees as requested.
- Maintains professionalism and confidentiality.

Personnel Management

- Assists with initiating and communicating changes in personnel practices that help create efficiencies and ensure compliance with GISU policies, procedures and operating practices; helps develop and maintain necessary tools for effective and efficient personnel management. Plays a key role in institutionalizing "best practices" as related to personnel.

Job Descriptions

- Develops, modifies, & updates job descriptions for assigned positions in accordance with established templates & guidelines, with both supervisor & employee involvement. Designs job descriptions to effectively communicate job expectations and qualifications. Ensures job descriptions are accurate and up-to-date.

Criminal Record Checks

- Coordinates, maintains and oversees the Criminal Records Check process in compliance with state law; processes, logs and files requests for criminal records background checks and requests for secondary dissemination ensuring proper completion of forms and timely processing; maintains confidential file of record check results and pending checks; collects result from VCIC and from secondary dissemination requests; log and file results.

Employee Separations

- Processes employee separations; requests and collects letters of resignation/retirement; issues notification to employee; issues COBRA letter; informs employee of benefit cancellation and other rights and obligations; issues exit interviews; calculates pro-rated leaves and other benefits; notifies payroll of the separation and payments/deductions due upon separation; cancels insurance policies consistent with operating practices; files with inactive employees; updates I-9 file; etc.

Benefits Management

- Plays a key role in administering, managing and communicating employee benefits programs including insurance benefits, retirement programs, tuition reimbursement, workers' compensation, section 125 and 105 plans, COBRA, and other employee benefits to new and existing employees; assists the Business Manager in researching and provides advice on benefit programs.

Employee Communications_- Serves as primary contact person for employee benefit programs.

- Keeps up to date on benefit and program offerings and effectively communicates benefit programs and offerings to eligible employees; assists with updating and developing the benefits pages of the HR website; organizes and participates in

- information meetings and presentations for employees to discuss new programs, changes to the program, open enrollment and the like; etc.
- Serves as primary liaison with employees to answer questions related to employee benefit programs and plan comparisons; meets individually with employees to discuss benefits as requested if practicable.

Employee Orientations

- Obtains new hire approval from the Superintendent. Contacts new employee to inform him/her of the criminal records check procedure; schedules a time for him/her to come in to complete the required employment paperwork; informs the individual of the items s/he must bring to the orientation session.
- Updates the applicant database related to the status of the position and individual hired.
- Prepares a personnel file for the new hire consistent with established protocols.
- Meets with employee to complete required employment paperwork (I-9, W-4, CRC, etc.); reviews benefits in which the employee is eligible; completes required enrollment forms; distributes and briefly reviews employment contract/master agreement; issues employment contract and obtains signature; issues copy of job description; and other details consistent with the established protocols; files completed I-9.

Insurance Benefits

- Serves as primary liaison with the insurance benefits carriers to answer questions related to enrollments. Interprets plan agreements and benefit policies.
- Assists with recommendations regarding the implementation, elimination, or alterations of services. Completes and processes benefit enrollments and changes by the enrollment deadlines.
- Computes changes to employee contributions and informs payroll.
- Notifies eligible employees of corresponding open enrollment dates at least 30 days prior to the enrollment deadline.
- Assists with the computation of employee payroll deductions, contributions, or imputed income related to participation on our insurance plans; notify payroll of corresponding amounts.
- Distributes Certificates of Coverage, Identification cards and other membership materials to employees as received by carrier.

Cash-in-lieu Insurance

- Notifies eligible employees of the annual election period; assists with the creation, update and distribution of election forms and informational materials; tracks cash-in-lieu of insurance elections and adjustments; calculates benefit amount; notifies payroll of corresponding payments and adjustments.

COBRA

- Manage and process the collection of COBRA payments; create and issue COBRA notices to separating employees and to dependents of employees who no longer qualify; enroll/re-enroll participants who elect COBRA; maintain and update database files, and file paperwork; collect payments and submit to treasurer monthly for deposits; create and send out collection notices for late payments; create and send out reminder letters

6 months prior to cancellation date; process COBRA changes and cancellations; create and distribute rate change update notices to participants; answer employee questions related to COBRA.

Section 125/Cafeteria Plans

- Notify eligible employees of annual election period; compile, update, copy, collate and distribute forms and informational materials to eligible employees annually by November 1st; track, process and report cafeteria plan elections and applicable payroll deductions; process approval reimbursements monthly; distribute monthly statements to participants.

Worker's Compensation

- Receives and reports workers' compensation claims ensuring compliance with state law; follows up with supervisor as needed for additional details; maintains a separate file for claims.
- Assists in the investigations of claims for effective claims management as necessary.
- Assists with the development, implementation and enforcement of the state laws and GISU policy, procedures and operating practices related to workers' compensation.
- Follows up with employees on lost time claims to ensure accurate attendance reporting and to expedite a return to work.
- Assists employees, providers, and carrier with questions related to a claim.

Retirement

- Assists with the administration and communication of the various retirement plans offered (including VMERS, Non-Teachers Retirement Plan, Vermont State Teachers Retirement Plan, and Tax Deferred Annuities); distribute informational and application materials to employees; explain eligibility and basic information about the plan; assist employees with the completion of the enrollment forms; provide employees with contact names, phone numbers, or sources to call for more specific questions or information.

Competency:

Proficient in the use of office technology including word processing, spreadsheets and databases, has strong verbal and written communication skills, and is deadline-oriented with attention to detail. Experience with finance, grants management, and special education preferred.

Supervisory Responsibilities:

none

Work Environment:

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

are performed in an office environment. The noise level in the work environment is usually moderate.

Physical Demands:

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

Must have the ability to sit and stand for extended periods of time; exhibit manual dexterity to dial a telephone, to enter data into a computer; to see and read a computer screen and printed material with or without visual aids; hear and understand speech at normal conversational levels, outdoors, and on the telephone; speak in audible tones so that others may understand clearly in normal classrooms, outdoors, and on the telephone; physical agility to lift up to 25 pounds to shoulder height and 50 pounds to waist height; and to bend, stoop, sit on the floor, climb stairs, walk and reach overhead.

Position type and expected hours of work:

Part-time to be completed Monday through Friday 8-4, some overtime may be required. Typically work to be completed within the Central Office, but travel to other locations may be required.

Required Education and Experience:

Bachelor's degree in Human Resources, Business Administration, Management, or other related field, plus 4 to 5 years of directly related experience (including recruitment & benefits administration experience), or a combination of education and experience from which comparable knowledge and skills are acquired. Demonstrated success in a supervisory/leadership capacity preferred.

Additional Eligibility Qualifications:

Language Skills: ability to read and interpret documents such as policies, operating practices, procedure manuals, and governmental regulations. Ability to write reports, advertisements, business correspondence, newsletters, and procedure manuals. Ability to effectively present information and respond to questions from applicants, parents, students, community members, board members, administrators and employees of organization.

Mathematical skills: ability to calculate percentages, proportions, averages, and other concepts of basic algebra.

Computer Skills and Experience: excellent computer skills including proficiency with Microsoft Word, Excel and Access.

Reasoning Ability/Mental Abilities: demonstrated ability to use discretion and independent judgment. Ability to solve practical problems and deal with a variety of concrete variables in

situations where only limited standardization exists. Ability to interpret and apply a variety of instructions/policies/procedures/practices furnished in written, oral, diagram, or schedule form.

Communication & Interpersonal Skills: excellent oral and written communication skills. Proven ability to work cooperatively and effectively as part of a team. Ability to communicate courteously, efficiently and effectively with a variety of individuals, including faculty, staff, administrators, co-workers, applicants, community members, and representatives of outside organizations.

Other Interpersonal Skills: high accuracy & attention to detail. Strong organizational skills. Proven ability to work effectively without specific direction, and with minimal supervision.

Affirmative Action Plan/ Equal Employer Opportunity Statement:

Grand Isle Supervisory Union is committed to maintaining a work and learning environment free from discrimination on the basis of race, color, religion, national origin, pregnancy, gender identity, sexual orientation, marital/civil union status, ancestry, place of birth, age, citizenship status, veteran status, political affiliation, genetic information or disability, as defined and required by state and federal laws. Additionally, we prohibit retaliation against individuals who oppose such discrimination and harassment or who participate in an equal opportunity investigation.

This general outline illustrates the type of work, which characterizes the Job Classification. It is not an all-encompassing statement of the specific duties, responsibilities and qualifications of individual positions assigned to the classification. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The undersigned acknowledges that they have reviewed the job description and understands and approve of the requirements, essential functions, and duties of the position.

Employee _____

Date _____

Supervisor _____

Date _____

Network Administrator

Job Title: Network Administrator

Classification: Exempt under the Fair Labor Standards Act

Reports to: Director of Information Technology

Date Updated: March 25, 2019

Summary/Objective:

To effectively serve and assist the Information Technology Department. To perform backup, Help -desk duties. To assist in maintaining a professional, friendly, positive and respectful work atmosphere with an emphasis team work and providing effective and timely direct service to the clients and customers, and other service groups as needed or requested.

Essential Functions:

Performs a variety of basic and specialized secretarial and clerical functions, and key administrative support functions for the Information Technology Department:

- Plans, coordinates and carries out all daily activities/operations related to assigned administrative functions.
- Assists in departmental budget planning. Monitors expenditures and process budget documents.
- Designs, implements and maintains departmental filing, record keeping and reporting systems, including computer applications.
- Coordinates, initiates, prepares, processes, and/or monitors a variety of forms, records, schedules, reports, and other documents related to assigned administrative functions, ensuring timely and accurate completion/review of documents by department/District personnel, students, parents, and/or individuals outside of the District.
- Participates in planning activities and special projects related to I.T. functions, with a focus on: researching and/or compiling background information/data; drafting outlines, policies, procedures, schedules, forms, and other related material; creating and running specialized reports; coordinating the implementation of new program plans or operating policies/procedures/schedules; and the like.
- Plans and prepares a variety of regular and special reports related to assigned functions, involving background research, compiling and analysis of data from a variety of sources, and so forth.
- Keeps abreast of current GISU policies and procedures, school operating practices, and other relevant regulations & legislation, and helps communicate and enforce compliance with such.
- Confers regularly with the I.T. personnel, school administrators, staff, and faculty to plan, evaluate and coordinate programs/activities/projects/policies, exchange information, investigate and resolve problems, and the like.
- Performs other specialized/technical tasks related to assigned functions

- Functions as the secondary contact for the I.T. department and facilitates and prioritizes work orders.

Supervisory Responsibilities:

none

Physical Demands:

Physical ability to perform the essential functions of the job as outlined above, in addition to the following:

While performing the duties of this job, the employee is regularly required to stand; walk; sit; use hands to, handle, or feel; and talk or hear. The employee is frequently required to reach with hands and arms. The employee is occasionally required to climb or balance; push and pull, stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 75 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, depth perception, and ability to adjust focus.

WORKING CONDITIONS:

While performing the duties of this job, the employee is occasionally exposed humid conditions; high, precarious places; heavy dust; outside weather conditions; and risk of electrical shock. The noise level in the work environment is usually moderate to loud.

Position type and expected hours of work:

Full-time to be completed Monday through Friday 8-4, some overtime may be required. Typically work to be completed within the Central Office, but travel to other locations may be required.

Required Education and Experience:

Associate's Degree, plus 3 years' experience

Preferred Education and Experience:

Bachelor's Degree, plus 1 year experience

Additional Eligibility Qualifications:

Excellent time-management skills and ability to multi-task. Experience with network administration and management.

Affirmative Action Plan/ Equal Employer Opportunity Statement:

Grand Isle Supervisory Union is committed to maintaining a work and learning environment free from discrimination on the basis of race, color, religion, national origin, pregnancy, gender identity, sexual orientation, marital/civil union status, ancestry, place of birth, age, citizenship status, veteran status, political affiliation, genetic information or disability, as defined and

required by state and federal laws. Additionally, we prohibit retaliation against individuals who oppose such discrimination and harassment or who participate in an equal opportunity investigation.

This general outline illustrates the type of work, which characterizes the Job Classification. It is not an all-encompassing statement of the specific duties, responsibilities and qualifications of individual positions assigned to the classification. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The undersigned acknowledges that they have reviewed the job description and understands and approve of the requirements, essential functions, and duties of the position.

Employee _____

Date _____

Supervisor _____

Date _____

Parent Liaison

Job Title: Parent Liaison

Classification: Non-exempt under the Fair Labor Standards Act

Salary range: \$20-\$26 per hour

Reports to: Director of Student Support Services

Date Updated: March 25, 2019

Position Objectives

Parent Liaison to work with our Title 1 schools, families, and communities to increase the amount and quality of interactions, information, and involvement between home, community and school. To serve as liaison between the GISU and community, interpreting activities and policies of the district and encouraging community involvement with the district.

Essential Duties and Responsibilities include the following. Other duties may be assigned.

- Serve on CFP Advisory Committee
- Sponsor parent involvement training sessions to help parents work with their children at home.
- Conduct trainings with school staff to determine school needs and shares updates on parent involvement best practices and proper administration
- Be knowledgeable on the Title I parent involvement requirements in law.
- In coordination with the Curriculum Director and principal, work with Title I parents to update the district and school parent involvement policies and the school-parent compact on a yearly basis.
- In coordination with interventionists and classroom teachers, plan classes/workshops for parents that model effective instructional strategies.
- Provide regular communication with parents to apprise them of events and opportunities at the school.
- Help to develop a family friendly environment at the school.
- Help families understand their rights and what quality education looks like in Vermont
- Work with teachers to develop programs, activities, and events geared to reach the families of Title I students.
- Provide school administration and teachers with research articles and handouts for parents.
- Ask parents to evaluate parent involvement workshops and trainings.
- Survey parents to assess the effectiveness of the school's parent involvement program and identify community needs.
- Compile materials and create files for documentation of compliance with the Title I parent involvement components.

Competency:

Proficient in the use of office technology including word processing, spreadsheets and databases, has strong verbal and written communication skills, and is deadline-oriented with attention to detail. Experience with finance, grants management, and special education preferred.

Supervisory Responsibilities:

None

Work Environment:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Duties are performed in an office environment. The noise level in the work environment is usually moderate.

Physical Demands:

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

Must have the ability to sit and stand for extended periods of time; exhibit manual dexterity to dial a telephone, to enter data into a computer; to see and read a computer screen and printed material with or without visual aids; hear and understand speech at normal conversational levels, outdoors, and on the telephone; speak in audible tones so that others may understand clearly in normal classrooms, outdoors, and on the telephone; physical agility to lift up to 25 pounds to shoulder height and 50 pounds to waist height; and to bend, stoop, sit on the floor, climb stairs, walk and reach overhead.

Position type and expected hours of work:

Full-time to be completed Monday through Friday 8-4, some overtime may be required. Typically work to be completed within the Central Office, but travel to other locations may be required.

Required Education and Experience:

Associate's Degree, plus 3 years' experience

Preferred Education and Experience:

Bachelor's Degree, plus 1 year experience

Additional Eligibility Qualifications:

Excellent time-management skills and ability to multi-task.

Affirmative Action Plan/ Equal Employer Opportunity Statement:

Grand Isle Supervisory Union is committed to maintaining a work and learning environment free from discrimination on the basis of race, color, religion, national origin, pregnancy, gender identity, sexual orientation, marital/civil union status, ancestry, place of birth, age, citizenship status, veteran status, political affiliation, genetic information or disability, as defined and required by state and federal laws. Additionally, we prohibit retaliation against individuals who oppose such discrimination and harassment or who participate in an equal opportunity investigation.

This general outline illustrates the type of work, which characterizes the Job Classification. It is not an all-encompassing statement of the specific duties, responsibilities and qualifications of individual positions assigned to the classification. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The undersigned acknowledges that they have reviewed the job description and understands and approve of the requirements, essential functions, and duties of the position.

Employee _____

Date _____

Supervisor _____

Date _____

State Board Certified Behavioral Analyst (BCBA)

Job Title: State Board Certified Behavioral Analyst (BCBA)

Classification: Exempt under the Fair Labor Standards Act

Reports to: Director of Student Support Services

Date Updated: March 25, 2019

Summary/ Objective:

BCBA will assist school personnel in the triage and prioritization of referrals for behavior modification services for students needing Tier III and Tier II Interventions. The BCBA will help lead and design evidence-based practices/support plans for Behavioral Interventionist that are working with students needing Tier III Interventions. The BCBA will also support MTSS Teams needing consultation regarding students needing Tier II Interventions. This may include but not limited to facilitating professional learning for staff, parents/guardians and administrators. The BCBA is responsible for collaborating and maintaining positive working relationships with Administrators and building staff within Grand Isle, Isle La Motte, North Hero, Alburgh and South Hero school systems.

Essential Duties and Responsibilities

- Assist in the assessment and development of functionally based behavior change procedures, as known as, Functional Behavioral Assessments (FBA) for identified students requiring Tier II Interventions (individualized support and behavioral programming).
- Collaborate with home, school, and outside agencies who work with students who have complex behavioral needs and are placed in out of district therapeutic day schools or may be at risk for such.
- Actively participate in Individual Education Plan (IEP) meetings regarding students with Tier III and/or Tier II Interventions, interagency meetings, administrative meetings when requested, and staff meetings.
- Facilitate and coordinate Coordinated Service Plan meetings with Northwestern Counseling and Support Services, Department of Children and Families and other agencies for students needing Tier III Behavioral Interventions.
- Facilitate researched-based social skill programs and implementation, behavior management plans, crisis support, life space skill instruction, and other Tier III Interventions that will support student functioning and success.
- Consultation (via phone or on-site services) with identified schools managing a student crisis as outlined in the students individualized behavioral plan.
- Model and lead direct supervision and intervention practices with Behavioral Interventionist and identified students as needed minimum of 30 minutes per week with supporting documentation regarding consultation.
- Maintain all timely documentation for required services provided, assessments, data collection, district wide physical management procedures, etc. outlined by the Grand Isle Supervisory Union procedures or policies.
- Provide annual training through Handle With Care, Inc. Behavior Management Systems, establishing certification per the State of Vermont's Rule 4500 requirement for staff tasked with

responding to dangerous behavior through the use of physical intervention. Ongoing recertification for staff members will be hosted as well.

- Collaborate with building administrator in interviewing and hiring of qualified applicants to fill the Behavioral Interventionist position.
- Responsibilities include outcomes for ALL students.
- Collaborate with Director of Extended School Year Services regarding planning of behavioral services for students as outlined by their Individualized Education Plan or MTSS Plan.
- Supervise Behavioral Interventionist during the Extended School Year.
- Participate when invited to school leadership team meetings to discuss MTSS Behavioral Programs for each individual school.
- Provide schedule of the previous week to the Director of Student Support Services

Supervisory Responsibilities

- The Behavior Specialist will help to lead and co-supervise all Behavioral Interventionist providing Tier III and Tier II Interventions.

Working Conditions and Physical Requirements:

- The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodation may be made to enable individuals with disabilities to perform essential functions.
- Must have the ability to sit and stand for extended periods of time; exhibit manual dexterity to dial a telephone, to enter data into a computer; to see and read a computer screen and printed material with or without vision aids; hear and understand speech at normal conversational levels, outdoors and on the telephone; speak in audible tones so that others may understand clearly in normal classrooms, outdoors and on the telephone; physical agility to lift up to 25 pounds to shoulder height and 50 pounds to waist height; and to bend, stoop, sit on the floor, climb stairs, walk and reach overhead.

Work Environment:

- The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Duties are performed in an office environment. The noise level in the work environment is usually moderate

Qualifications

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily, in addition to the following:

- **Education and Experience.** Master's Degree in applicable field of behavior management/education with five (5) years of related experience and preferably Board Certified as a Behavior Analyst.
 - Will maintain current certification as a Board Certified Behavior Analyst by obtaining and maintaining 32 educational/behavior analytic credits per 2-year recertification

cycle. Behavior Specialist will maintain certification in a State approved behavior management program. Currently with Handle With Care, Inc. programming.

- **Language skills.**
 - Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals.
 - Ability to write routine reports and correspondence.
 - Ability to speak effectively.
 - Ability to provide effective instruction and receive constructive feedback.
- **Mathematical skills.** Ability to apply basic math concepts may be necessary.
- **Computer skills and experience.** Good basic computer skills and experience with word processing programs required.
 - Experience with Microsoft Office and Excel preferred.
 - Ability to use adaptive equipment preferred.
- **Reasoning ability/mental requirements.**
 - Ability to apply common sense understanding to carry out instructions furnished in written, oral or diagram form.
 - Ability to deal with problems involving several concrete variables in standardized situations.
 - Ability to anticipate and diffuse emotionally explosive situations.
- **Communication and interpersonal skills.**
 - Ability to communicate courteously, efficiently and effectively with a variety of individuals, including students, faculty, administrators, parents, and representatives of outside organizations.
 - Ability to work cooperatively and effectively with peers, subordinates, supervisors, parents, and outside agencies.
 - Ability to show patience, respect and compassion in working with students. Ability to effectively resolve conflicts and handle stress.

Affirmative Action Plan/ Equal Employer Opportunity Statement:

Grand Isle Supervisory Union is committed to maintaining a work and learning environment free from discrimination on the basis of race, color, religion, national origin, pregnancy, gender identity, sexual orientation, marital/civil union status, ancestry, place of birth, age, citizenship status, veteran status, political affiliation, genetic information or disability, as defined and required by state and federal laws. Additionally, we prohibit retaliation against individuals who oppose such discrimination and harassment or who participate in an equal opportunity investigation.

This general outline illustrates the type of work, which characterizes the Job Classification. It is not an all-encompassing statement of the specific duties, responsibilities and qualifications of individual positions assigned to the classification. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The undersigned acknowledges that they have reviewed the job description and understands and approve of the requirements, essential functions, and duties of the position.

Employee _____

Date _____

Supervisor _____

Date _____

Behavioral Services Coordinator

Job Title: Behavioral Services Coordinator

Classification: Exempt under the Fair Labor Standards Act

Reports to: BCBA & Director of Student Support Services

Date Updated: March 25, 2019

Summary/Objectives:

Behavioral Services Coordinator will assist school personnel in the triage and prioritization of referrals for behavior modification services. The Behavioral Services Coordinator will assist the BCBA with leading and designing evidence-based practices/support plans for Behavioral Interventionist that are working with identified at-risk students.

Essential Duties and Responsibilities

- Will assist in the assessment and development of functionally based behavior change procedures, as known as, Functional Behavioral Assessments (FBA) for identified students requiring individualized support and behavioral programming.
- Behavioral Services Coordinator will assist BCBA in serving as a liaison in the collaboration and work between home, school, and outside agencies involved in the case management of students with complex behavioral needs that are placed out of district or at risk for such.
- Full participation in Individual Education Plan (IEP) meetings, interagency meetings, and staff meetings.
- Full participation with social skill development, behavior management plans, crisis support, life space skill instruction, and other modalities that will aid in higher student functioning and success will be targeted goals.
- Will offer immediate consultation (via phone or on-site services) with identified schools managing a student crisis as requested.
- Will model and lead direct supervision and intervention practices with Behavioral Interventionist and identified students as needed.
- Will maintain timely documentation for required services provided, assessments, data collection, district-wide physical management procedures, etc. (Adherence to all outlined procedures and policies)
- Will build relationships and time with all students on case load through observation and 1:1 time.
- Will assist BCBA in providing annual training through Handle With Care, Inc. Behavior Management Systems, establishing certification per the State of Vermont's Rule 4500 requirement for staff tasked with responding to dangerous behavior through the use of physical intervention. Ongoing recertification for staff members will be hosted as well.
- Responsibilities include outcomes for ALL students.
- Other related duties as assigned.

Supervisory Responsibilities

- None

Working Conditions and Physical Requirements:

- The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable

accommodation may be made to enable individuals with disabilities to perform essential functions.

- Must have the ability to sit and stand for extended periods of time; exhibit manual dexterity to dial a telephone, to enter data into a computer; to see and read a computer screen and printed material with or without vision aids; hear and understand speech at normal conversational levels, outdoors and on the telephone; speak in audible tones so that others may understand clearly in normal classrooms, outdoors and on the telephone; physical agility to lift up to 25 pounds to shoulder height and 50 pounds to waist height; and to bend, stoop, sit on the floor, climb stairs, walk and reach overhead.

Work Environment:

- The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Duties are performed in an office environment. The noise level in the work environment is usually moderate

Qualifications To perform this job successfully, an individual must be able to perform each essential duty satisfactorily, in addition to the following:

- **Education and Experience.**
 - Master's Degree in applicable field of behavior management/education with five (5) years of related experience and preferably Board Certified as a Behavior Analyst.
- **Language skills.**
 - Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals.
 - Ability to write routine reports and correspondence.
 - Ability to speak effectively.
 - Ability to provide effective instruction and receive constructive feedback.
- **Mathematical skills.** Ability to apply basic math concepts may be necessary.
- **Computer skills and experience.**
 - Good basic computer skills and experience with word processing programs required. Experience with Microsoft Office preferred.
 - Ability to use adaptive equipment preferred.
- **Reasoning ability/mental requirements.**
 - Ability to apply common sense understanding to carry out instructions furnished in written, oral or diagram form.
 - Ability to deal with problems involving several concrete variables in standardized situations.
 - Ability to anticipate and diffuse emotionally explosive situations.
- **Communication and interpersonal skills.**
 - Ability to communicate courteously, efficiently and effectively with a variety of individuals, including students, faculty, administrators, parents, and representatives of outside organizations.
 - Ability to work cooperatively and effectively with peers, subordinates, supervisors, parents, and outside agencies.
 - Ability to show patience, respect and compassion in working with students.

- Ability to effectively resolve conflicts and handle stress.

Affirmative Action Plan/ Equal Employer Opportunity Statement:

Grand Isle Supervisory Union is committed to maintaining a work and learning environment free from discrimination on the basis of race, color, religion, national origin, pregnancy, gender identity, sexual orientation, marital/civil union status, ancestry, place of birth, age, citizenship status, veteran status, political affiliation, genetic information or disability, as defined and required by state and federal laws. Additionally, we prohibit retaliation against individuals who oppose such discrimination and harassment or who participate in an equal opportunity investigation.

This general outline illustrates the type of work, which characterizes the Job Classification. It is not an all-encompassing statement of the specific duties, responsibilities and qualifications of individual positions assigned to the classification. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The undersigned acknowledges that they have reviewed the job description and understands and approve of the requirements, essential functions, and duties of the position.

Employee _____

Date _____

Supervisor _____

Date _____

Superintendent of Schools

Job Title: Superintendent of Schools

Classification: Exempt under the Fair Labor Standards Act

Reports to: GISU Board Chair

Date Updated: March 25, 2019

Summary/ Objective:

To inspire, lead, guide and direct every member of the administrative, instructional and supportive services team in setting and achieving the highest standards of excellence, so that each individual student enrolled in the district may be provided with a complete, valuable, meaningful and personally rewarding education.

Further, to oversee and administer the use of all district facilities, property, and funds with a maximum of efficiency, a minimum of waste, and an ever-present, overriding awareness of and concern for their impact upon each individual student's education.

Essential Functions:

The Superintendent shall devote his/her entire time to the duties of the office and shall divide his/her time among the towns of the supervisory union, as nearly as may be feasible, in proportion to the number of teachers in each town. He/she shall have general supervision of the public schools in the supervisory union and perform such duties as are prescribed by the laws of the state and by the school directors of the supervisory union (Title 16, Sec.303).

Leadership

- Builds with others a shared vision of standards-based learning and teaching
- Identifies the need for systemic change/growth and serves as an agent for that change
- Defines and articulates the GISU vision to the school community
- Establishes current and long-range goals, objectives, plans and policies, subject to approval by the Board.
- Effectuates the development and implementation of a Comprehensive Plan for Continuous Improvement that uses individual student and systems data.

Management

- Plans, coordinates and controls the daily operation of the GISU and member school districts through subordinate managers.
- Identifies the educational goals and objectives of the school district and prepare plans to achieve those goals and objectives for adoption by the School Board (Title 16, Sec.24).
- Administers the development and maintenance of an educational program designed to meet the needs of the community.
- Promotes effective communication throughout the school system.

- Attends or is represented at all meetings of the Board of Education and participate in all deliberations, except when such deliberations involve his/her own employment.
- Enforces all provisions of law and all rules and regulations of the Board of Education.
- Establishes such procedures, regulations, rules, or administrative directives as are necessary to carry out his/her responsibilities as the chief executive officer of the school system.
- Dispenses advice, guidance, direction, and authorization to carry out major plans, standards and procedures, consistent with established policies and Board approval.
- Meets with school district and GISU senior staff members to ensure that operations are being executed in accordance with the district's policies and procedures.
- Reviews operating results of the district, compares them to established objectives, and takes steps to ensure that appropriate measures are taken to correct unsatisfactory results.
- Plans and directs all investigations and negotiations pertaining to master agreements, mergers, joint ventures, the acquisition of businesses, or the sale of major assets with approval of the Board.

Policy

- Carries out the policies adopted by the School Board, relative to the educational or business affairs of the school district (Title 16, Sec. 242).
- Establishes and maintains an orderly system for the development and codification of board policy.
- Recommends policies on organization, finance, personnel, instruction, school plant, and other phases of the school program.
- Encourages board participation in the development of policies to meet the systems' needs.
- Insures staff and community awareness of all existing and proposed policies.

Budget

- Oversees the adequacy and soundness of the district's financial structure.
- Develops the system necessary for budget preparation that clearly shows the relationship of program to expenditures.
- Supervises the preparation of the annual budget, and the fiscal administration of the budget.
- Makes recommendations concerning the budget to the Board for approval.
- Assists the board in the presentation and explanation of the budget.
- Develops and maintain systems to insure the continuous monitoring of all budgets in providing the Board with sufficient data for accurate decision-making.
- Ensures the planning and management of resources is consistent with the GISU vision and local school district action plans.

Public Relations

- Directs a public relations program designed to enlist the understanding, support, and participation of the community in solving the major problems of the school system.
- Represents the school system wherever and whenever necessity or opportunity allows, in order to further the support and understanding of the system's needs and problems.
- Establishes and maintains a positive working relationship with local and state agencies.

- Represents GISU and member school districts interests with the Board, faculty, staff and the public.

Work Environment:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Duties are performed in an office environment. The noise level in the work environment is usually moderate.

Physical Demands:

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

Must have the ability to sit and stand for extended periods of time; exhibit manual dexterity to dial a telephone, to enter data into a computer; to see and read a computer screen and printed material with or without visual aids; hear and understand speech at normal conversational levels, outdoors, and on the telephone; speak in audible tones so that others may understand clearly in normal classrooms, outdoors, and on the telephone; physical agility to lift up to 25 pounds to shoulder height and 50 pounds to waist height; and to bend, stoop, sit on the floor, climb stairs, walk and reach overhead.

Position type and expected hours of work:

Full-time to be completed Monday through Friday, some overtime may be required. Typically work to be completed within the Central Office, but travel to other locations may be required.

Required Education and Experience:

Master's Degree, plus 3 years' experience

Additional Eligibility Qualifications:

Excellent time-management skills and ability to multi-task. Experience with education law and administration.

Affirmative Action Plan/ Equal Employer Opportunity Statement:

Grand Isle Supervisory Union is committed to maintaining a work and learning environment free from discrimination on the basis of race, color, religion, national origin, pregnancy, gender identity, sexual orientation, marital/civil union status, ancestry, place of birth, age, citizenship status, veteran status, political affiliation, genetic information or disability, as defined and required by state and federal laws. Additionally, we prohibit retaliation against individuals who

oppose such discrimination and harassment or who participate in an equal opportunity investigation.

This general outline illustrates the type of work, which characterizes the Job Classification. It is not an all-encompassing statement of the specific duties, responsibilities and qualifications of individual positions assigned to the classification. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The undersigned acknowledges that they have reviewed the job description and understands and approve of the requirements, essential functions, and duties of the position.

Employee _____

Date _____

Supervisor _____

Date _____