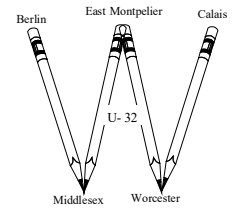


Washington Central Unified Union School District

WCUUSD exists to nurture and inspire in all students the passion, creativity and power to contribute to their local and global communities.

1130 Gallison Hill Road
Montpelier, VT 05602
Phone (802) 229-0553
Fax (802) 229-2761



**Washington Central Unified Union School District
Community Forum
(IN-PERSON w/ VIRTUAL OPTION)
Berlin Elementary
Gymnasium
372 Paine Turnpike N.
Berlin, VT
Wednesday, November 2, 2022 6:15-7:15 PM**

**Option to Participate Virtually
Virtual Meeting Information**

<https://tinyurl.com/vc5wzt7u>

Meeting ID: 881 2132 0824

Passcode: 685420

Dial by Your Location: 1-929-205-6099

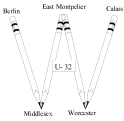
1. Community Forum
 - 1.1. Building a Vision Before Building a Budget – pg. 3 6:15-7:15 PM
2. Call to Order 7:20 PM
3. Board Operations (Discussion)
 - 3.1. Board Learning – Phil Gore – pg.6 45 minutes
4. Reports 15 minutes
 - 4.1. Approve New Teachers, Resignations, Leave of Absence, and Changes in FTE – pg. 8
 - 4.2. Substitute Memo & Approval of Building Daily Sub – pg. 12
5. Adjourn

NOTE: To ensure the board has time to conduct its business, the board will adhere to a strict 1.5 minute public comment time limit per person. Microphones will be muted when time is up. If there is not enough time on the agenda for all members of the public wishing to comment at the beginning of the meeting, there is additional public comment at the end of the meeting.

Washington Central Unified Union School District
WCUUSD Board Norms - Adopted November 18, 2020

- **Public input** –Notify the community about public forums and opportunities for public comment at board meetings.
- **Community involvement during regular meetings of the board** – Every meeting will include at least one opportunity for public comment. Public comment is an opportunity for board members to listen and ask clarifying questions. If a board member feels a concern raised in public comment warrants further board discussion, they may request that the issue be added to a future agenda.
- **Community dialogue** – The board may periodically schedule community forums that allow for dialogue, questions and answers from the board or the district leadership team.
- **Stay on time** – Start and end on time. The chair may appoint a time-keeper.
- **All voices will be heard** – Every board member gets a chance to speak. Some topics warrant having each board member speak in turn to ensure full representation.
- **Reflection** –To allow time for reflection, the chair and agenda steering committee will plan time for complex or contentious issues to be discussed at more than one meeting before the board votes, except where a decision is urgent.
- **Announcements in reports** – Announcements from the administration will appear in the reports and not as discussion items.
- **Role of the board** – At the end of each board meeting reflect on whether the board remained focused on its policy-making and oversight role during the meeting, rather than operational details that are the responsibility of leadership team.
- **Respect each other** – Listen, allow others to be heard, share concerns, assume positive intentions, be present, and celebrate successes.

Agenda Section	Examples	Role/Responsibility	Description
Call to Order	n/a	Board Chair or designee	Formal opening to meeting. Superintendent calls to order during annual reorganization
Public Comment			Opportunity for public comment on items not on the agenda. Board will adhere to a strict 1.5 minute public comment time limit per person. Microphones will be muted when time is up. If there is not enough time on the agenda for all members of the public wishing to comment at the beginning of the meeting, there is additional public comment at the end of the meeting.
Executive Session	Personnel Student Matter Negotiations		Only for discussion of items covered in VSA §313. Formal actions not taken in Executive Session
Reports to the Board	Superintendent/ COLT Student Report	Administration	Both regular/recurring reports and one-time reports happen here. One-time reports are determined by the Board workplan or requested by the will of the Board. Generally, reports invite clarifying questions but not formal discussion/action
Committee Reports	Finance Policy Education Quality	Board	Chair of the committee reports on substance of most recent committee meeting. Generally, reports invite clarifying questions; any discussion or action items would be listed in the respective section of the agenda
Discussion Items		Board with input from administration	Items on the agenda specifically for discussion of the Board. Chair can seek input from audience during discussions. Generally not intended for action (although nothing prevents the Board from taking an action)
Action Items	Personnel approvals	Board	Items formally on the agenda for Board action. Discussion can occur after a motion is on the table
Consent Agenda	Board Orders Minutes	Board	Designed for items that need proforma approval and/or are sufficiently routine. Board acts on all items in the Consent agenda and does not discuss any item unless it is pulled out during Agenda Adjustments



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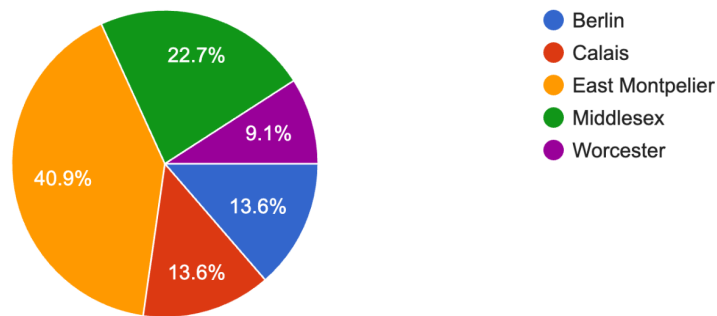
Summary of Community Mapping Data

During our October 5th Community Forum, the Board facilitated an activity designed to better understand how to reach members of our individual communities, with a goal of surfacing those voices that we don't typically hear from. Participants worked at both town-alike and later cross-town table groups and responded to the following questions:

- What are the gathering places in my town?
- What are some key community organizations in my town?
- What are some of the voices we miss? How might we engage them?
- What else would you like us to know?

In addition to in-person participants, 22 individuals responded to the same questions in a survey that was open throughout the month of October. The following summary is offered to the Board to consider as part of their community engagement goal:

I am from:
22 responses



	<i>Gathering Places</i>	<i>Key Community Organizations</i>
Berlin	The school (6), town offices, the grange (5), the town center, Berlin Mall (2), U-32, Chamber of Commerce, the Wayside	PTNA (2), Selectboard
Calais	The school (3), Maple Corner Community Center, Maple Corner store (3), Adamant Coop (3), Calais Town Hall, Curtis Pond (2),	Curtis Pond Association, Maple Corner Board, Friends of Calais, Selectboard, Planning Commission, Development



	Transfer Station, Farmstands, post office, rec fields	Review Board
East Montpelier	The school (8), U-32 (2), 4 Corners School (5), Old Meeting House Church (4), Twin Valley Senior Center (3), neighborhood pot lucks, Fox Market (2), Bragg Farm, Morse Farm (3), Dudley's (2), Town Office, trails & paths (2), fire department, Adamant Coop - Calais (3), other farms	Historical society (2), Signpost (3), fire department (2), faith-based organizations, East Montpelier Trails Association (4), Friends of Washington Central, Rec department, Selectboard
Middlesex	The school (5), Red Hen/Camp Meade (4), town hall, Rumney gazebo, bandstand concerts (2)	Fire department, Hubbard Library, Conservation committee, Selectboard, Historical Society, Board of Civil Authority, PTO
Worcester	The school (3), transfer station (2), LBJ's (3), community lunches (2), town hall (2), Food shelf, Good Heart	Worcester Neighbors Network, Historical Society, Grange, Worcester Rangers, Selectboard, Community Lunch

Voices We Miss and How to Engage Them

There was a significant amount of commonality in the comments and discussions about voices we miss across towns, so this summary is offered based on themes rather than communities:

<i>Voices We Miss</i>	<i>Ideas for Engagement</i>
Senior citizens (5)	Pair teens with seniors (community service?) Board members attend noon lunch at senior center
Families with young children and/or immunocompromised members	Front Porch Forum Newsletters posted on social media Virtual options for meetings In person events with accommodations (masking requirements, outdoor events)
Citizens without children in school	Front Porch Forum Newsletters posted on social media
School-age families who are busy	Maximize school events - perhaps Board members could have tables? Front Porch Forum Newsletters posted on social media



Individuals who work multiple jobs and/or have difficulty attending in person events (2)	Surveys (2) Virtual options for meetings Front Porch Forum Newsletters posted on social media
Teenagers (2)	
Individuals with disabilities	Surveys (2) Virtual options for meetings
Individuals without internet access	
BIPOC and New American community members	Evening events Mentoring

Many respondents continued to voice appreciation for the ability to provide input via surveys and having virtual participation options - individuals are glad the Board is asking these questions.

Improving School Board Effectiveness: A Balanced Governance Approach

Introduction (Discussed in August 8 Board Retreat)

- What school boards do and how they do it can affect student experiences, opportunities, and outcomes.
- There is a need for balance in many aspects of governance, in particular:
 - Functioning as a delegate vs a trustee, and
 - Avoiding extremes of disengagement and micromanagement.

Chapter One – Board Leadership that Matters Most (Discussed on September 21)

- What we believe about what is possible matters when it comes to student achievement.
- The board has important roles for accountability and leadership.
- School boards in high achieving districts believe and act differently.
- Coherence (and alignment) among what the board is doing, administrators' work, teaching, and the community are critical for student academic success.

Chapter Three – School Boards and Their Environment (Discussed on October 5)

- School boards engaging and involving their community in the board's work can be a key to overall district improvement.
- Boards play a critical role as ambassadors from and to their community(ies).
- Strong relationships among board members and between board members and the community are an essential component for developing and sustaining improvement.

Chapter Four – How Board Governance Practices Affect Student Achievement (November 2)

Discussion Questions

1. "Is this in the best interest of our students?" is a key question for board discussion and decision-making. Why is this generally challenging for a citizen-board?
2. What are we asking for school boards to do if they are to govern in the best interest of each and every student? How do they do that?
3. According to Tom Shelton in Chapter 2, *Transforming Beliefs into Action*, (see also the last sentence on p.62) what are some options and approaches for a board to support improved student achievement?
4. According to Chapter 4, what are five broad areas for boards to consider that showed a correlation between board actions and improving academic achievement?
5. What do the authors cite as board behavior that could destabilize district efforts to improve student learning?

6. According to the authors, what are some things individual board members should or should not do that may affect student achievement?
7. How about the board as a whole? What does the collective board need to do to support improved student achievement?
8. Let's tie some things together. What are some steps a school board can take provide a strong community connection, consistent focus on educational equity, and improved student achievement?

WCUUSD School Board
Superintendent Personnel Summary and Recommendations
(as of October 27, 2022)

1. New Teacher Nominations (for 22-23 school year)

2. Retirement

3. Resignations

4. Extended Leave of Absence Request:

5. Change in FTE

6. Long Term Substitutes (22-23 School Year)

Karen Dyer – LTS East Montpelier Classroom Teacher

Lydia Faesy – U-32 School Nurse LTS (3 days per week)

Kathryn “Kate” Biggam – U-32 School Nurse LTS (2 days per week)

7. Change in Position (22-23)

**Washington Central Unified Union School District
Employee Nomination Form**

Name: Karen Dyer

School: East Montpelier Elementary

Department/Area: Grade 2

Position: Long Term Classroom Teacher Substitute

Contract: ☐ Faculty ☐ Educational Support Personnel ☐ Non-Bargaining Unit

Type: ☐ Permanent ☐ Pro-Rated Non-Renewable/ Leave Replacement
☐ Temporary ☒ Long-Term Substitute
☐ Other:

Reason for vacancy: ☐ Resignation/Retirement ☒ Leave of Absence ☐ New Position

[Name of employee replacing for leave of absence or resignation]: FMLA Leave for Noelle Drown

Educational Preparation:

College

Degree

Date Attained

University of Maine, Orono

B.S Environmental Horticulture

August 2022

Experience: August 2022- present: Teacher Intern Grade 3 through UVEI

August, 2020 - Present: Behavior Interventionist and Paraeducator In Grades 2 and 3

Years of Related Experience: 2 years school experience as para

Salary Schedule Placement:

Start Date:

B00-B14 Step A

Anticipated start date January 23, 2023

Salary or Wage Rate:

Date of Board Appointment:

\$ 247.14 /day

FTE: 1.0

Days / Year: xx/190 pro-rated

Hours / Day: 7.5 hr/day

Interviewed by: Alicia Lyford, Noelle Drown

This candidate is recommended for employment by: Meagan Roy, Superintendent

cc: (check as appropriate):

☒ PERSONNEL ☒ PAYROLL ☐ SPED ☐ UNION ☐ BUILDING PRINCIPAL

☒ Emergency leave

**Washington Central Unified Union School District
Employee Nomination Form**

Name: Lydia Faesy

School: U-32

Employer: WCUUSD

Position: School Nurse Long-Term Substitute

Type: ☐ Permanent ☐ One-Year Non-Renewable ☐ Pro-Rated Non-Renewable ☒ Temporary

Contract: ☒ Faculty ☐ Educational Support Personnel ☐ Non-Bargaining Unit

Reason for vacancy: ☐ Resignation/Retirement ☒ Leave of Absence ☐ New Position

[If leave of absence or resignation, name of terminated employee: Mahala Largent RN

Educational Preparation:

College/Technical	Degree/Certificate	Date Attained
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<u>Bastyr University, Seattle WA</u>	<u>Doctoral Degree, Naturopathic Medicine</u>	<u>Jun 1994</u>
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<u>University of Vermont, Burlington VT</u>	<u>B.S. Nursing</u>	<u>May 1986</u>
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<u>University of Vermont, Burlington VT</u>	<u>B.S. Human Nutrition & Foods</u>	<u>May 1986</u>
---	---	-----------------

Experience: 2016-2022 - Naturopathic Physician/Registered Nurse, Montpelier Natural Health, Montpelier, VT; 2015-2016 - Naturopathic Physician/Registered Nurse, Red Clover Natural Health, Montpelier VT; 1995-2015 - Naturopathic Physician/Registered Nurse, Montpelier Naturopathic Clinic, Montpelier VT; 2007-2011 - School Nurse Substitute, East Montpelier Elementary School, East Montpelier VT; 2004-2005 - Per Diem Staff Nurse, Central Vermont Medical Center, Berlin VT; 1994-1995 - Naturopathic Physician/Registered Nurse, Hanover Natural Health Clinic, Hanover NH; 1994-1995 - Per Diem Staff Nurse, Alice Peck Day Hospital, Lebanon NH.

Years of Related Experience: 27+ Years

Salary Schedule Placement:

M30+ Step O

Start Date:

October, 2022

Salary or Wage Rate:

\$407.31 Per Diem (\$77,388.00)

Date of Board Appointment:

n/a

FTE: 1.0 Days / Year: Per Diem Hours / Day: n/a

Contract Comments: Naturopathic Physician, Registered Nurse

Interviewed by: Lisa LaPlante, Amber Larrabee RN

This candidate is recommended for employment by: Meagan Roy

Cc (check as appropriate):

☒ PERSONNEL

☒ PAYROLL

☐ SPED

☒ UNION

☒ BUILDING PRINCIPAL

**Washington Central Unified Union School District
Employee Nomination Form**

Name: Kathryn "Kate" Biggam

School: U-32

Employer: WCUUSD

Position: School Nurse Long-Term Substitute

Type: ☐ Permanent ☐ One-Year Non-Renewable ☐ Pro-Rated Non-Renewable ☒ Temporary

Contract: ☒ Faculty ☐ Educational Support Personnel ☐ Non-Bargaining Unit

Reason for vacancy: ☐ Resignation/Retirement ☒ Leave of Absence ☐ New Position

[If leave of absence or resignation, name of terminated employee: Mahala Largent RN

Educational Preparation:

College/Technical

Degree/Certificate

Date Attained

current sub, application on file

Experience:

Years of Related Experience: 9 Years

Salary Schedule Placement:

Start Date:

B00-B14 Step J

October, 2022

Salary or Wage Rate:

Date of Board Appointment:

\$308.00

n/a

FTE: 1.0

Days / Year: Per Diem

Hours / Day: n/a

Contract Comments:

Interviewed by: Lisa LaPlante, Amber Larrabee RN

This candidate is recommended for employment by: Meagan Roy

Cc (check as appropriate):

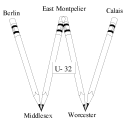
☒ PERSONNEL

☒ PAYROLL

☐ SPED

☒ UNION

☒ BUILDING PRINCIPAL



WCUUSD exists to nurture and inspire in all students the passion, creativity and power to contribute to their local and global communities.

To: WCUUSD Board
From: Meagan Roy, Superintendent
Re: Substitute Teacher Rates & Addition of a Permanent Daily Sub

The Board is aware of the ongoing challenges that Washington Central Schools have had in filling daily vacancies with substitute teachers. Our substitute list remains low, and is often unable to keep pace with typical absences on a given day - and this challenge is exacerbated when normal Fall illnesses crop up amongst our staff. The substitute challenges have continued to strain our system, particularly at U-32. Although our contract does allow for teachers to cover classes (with compensation), this mechanism increases the strain on our educators and is insufficient and unsustainable.

As a result of these challenges, we have investigated several possible solutions. Two of those solutions (adjustment in substitute pay rates and the addition of a building daily substitute position) will be outlined here for the Board.

Currently, WCUUSD's daily substitute rate is \$115/day (\$63 for a half day). Surveying our neighboring districts indicates that this rate is lower than all of our closest districts (Barre Unified (\$125), Harwood Unified (\$120), Montpelier-Roxbury (\$125), Lamoille North (\$125) and Lamoille South (\$125).

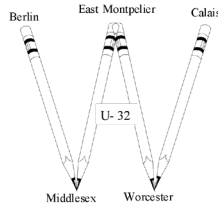
In addition, two of our neighboring districts (Barre Unified and Harwood Unified) employ a Permanent Daily Substitute, paid at a higher daily rate. A permanent daily substitute performs the same functions as a daily substitute, but signs a letter of agreement guaranteeing that they will substitute five days per week. This provides a predictable option for daily vacancies, allowing administrators to count at least on a single position, and supplemented by the substitute list. It is not a licensed teaching position, nor does it fill long-term substitute positions (which are governed by license requirements and the CBA). U-32 has requested that we approve this position this year in order to help remedy the coverage challenges they have experienced. I support this request.

Finally, our substitute nurse daily rate (\$169.50) makes it challenging for us to compete with the Medical Center for this important role. This rate is lower than the few schools who reported a separate rate for nurses.



Next Steps:

1. Per policy [B1](#), which charges the Superintendent with setting pay rates, I will be increasing the daily substitute rate to \$125 and the nurse substitute rate to \$225.
2. I am recommending that the Board approve the addition of a Building Daily Substitute position with a daily rate of \$160. This position would be a temporary, non-bargaining position and currently would be assigned at U-32. If the need is still required in the future, it will be requested as part of the budget process. This position would be classified as a substitute position but would allow for benefits (a single person plan for medical, dental, disability/life insurance and prorated personal and sick leave - ending June 30, 2023). A job description for this position is attached for Board reference.



Washington Central Unified Union School District

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DRAFT Job Description

JOB TITLE:	Building Daily Substitute
FLSA STATUS:	Non-Exempt, non-bargaining
WAGE SCALE:	\$160/day (Defined by Superintendent per B1)
REVISED:	October 26, 2022

POSITION OBJECTIVE(S): Provide predictable daily support to the instructional process by serving as building-based daily sub with specific responsibility for supervising students within the classroom and other assigned areas

ESSENTIAL DUTIES AND RESPONSIBILITIES are listed below. The workload for this position is subject to change, and may involve the assignment of other duties.

- Provides supervision to students in assigned classroom, based on daily vacancies. Position is available daily but would be assigned by the principal to various vacancies
- Implements substitute teaching plans developed by permanent teachers. This may include, but is not limited to:
 - Implementing, proctoring or collecting assessment data
 - Instructs students for the purpose of improving their success in academics
 - Facilitating classroom discussions
 - Collaborating with other instructional staff
 - Counseling students
 - Implementing accommodations and supports as defined by individual student plans
 - Managing student behavior for the purpose of providing a safe and optimal learning environment
 - Facilitating communication with parents or other teachers as directed by the provided substitute plans
 - Preparing a variety of written materials (e.g. grades, correspondence with parents and students, examinations and quizzes, attendance, anecdotal records, etc.) as outlined in substitute plans

- Monitors students in a variety of educational environments (e.g. classroom, cafeteria, playground, school grounds, hallways, restrooms, field trips, etc.) for the purpose of providing a safe and positive learning environment.
- Reports incidents (e.g. fights, suspected child abuse, suspected neglect, suspected substance abuse, harassment, zero tolerance offenses etc.) for the purpose of maintaining personal safety of students, providing a positive learning environment and adhering to state law and board policies regarding mandated reporting.
- Responds to emergency situations for the purpose of resolving immediate safety concerns and/or directing to appropriate personnel for resolution.
- Other duties as assigned by the Principal or designee.

SUPERVISION RECEIVED: This position reports to and receives general administrative direction from the school principal or designee

SUPERVISORY RESPONSIBILITIES: None

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.** Bachelor's Degree or equivalent. Additional years of applicable experience may be substituted for a degree.
- **Computer Skills and Experience.** Experience using Google email, calendar scheduling and document sharing.
- **Communication & Interpersonal Skills.** Excellent verbal and written communication skills. The ability to communicate courteously, efficiently, and effectively with a variety of individuals, including students, faculty, administrators, and outside organizations. The ability to communicate well with internal staff and vendors.
- **Dependability** – reliable, punctual, responsible and fulfilling obligations.
- **Attention to Detail** – careful about detail and thorough in completing work tasks.
- **Integrity** – honest and ethical.
- **Adaptability/Flexibility** – open to change and to considerable variety in the workplace.
- **Independence** – guiding oneself with little or no supervision, and depending on oneself to get things done.
- **Additional Competencies.** The individual in this position must be able to work cooperatively and collaboratively in a team environment. The permanent substitute must be able to manage oneself as well as manage relationships with others, cultivating a high degree of intelligence in the following areas:
 - **Self-Awareness and Self-Control** – the ability to fully understand oneself and one's impact on others and to use that information to manage oneself productively.
 - **Empathy** – the ability to understand the perspective of others.
 - **Social Expertness** – the ability to build genuine relationships and bonds and express caring, concern, and conflict in healthy ways.
 - **Personal Influence** – the ability to positively lead and inspire others as well as oneself.

Frequency	Code	Description
Sometimes	S	activity may exist sporadically, but not on a consistent basis.
Occasionally	O	activity exists on a consistent basis for less than 1/3 of the time
Frequently	F	activity exists from 1/3 of the time up to 2/3 of the time
Constantly	C	activity exists for 2/3 or more of the time
Not Applicable	NA	activity is not present in the PHYSICAL EFFORT AND STRESS:

Employee must have the physical ability to perform the essential functions of the job as outlined above, in addition to the following:

	<i>Frequency Code</i>		<i>Essential</i>	<i>Not Essential</i>
SITTING	F			X
STANDING	F			X
WALKING	F			X
SEEING	C		X	
HEARING	C		X	
TALKING	C		X	
DEXTERITY (hands/fingers)	C		X	
USE OF COMPUTERS AND EQUIPMENT	C		X	
LIFTING				
up to 10 lbs.	F		X	
10-25 lbs.	F			X
25-50 lbs.	O			X
50-100 lbs.	NA			X
100+ lbs.	NA			X
CARRYING				
up to 10 lbs.	O		X	
10-25 lbs.	O		X	
25-50 lbs.	O			X
50-100 lbs.	NA			X
100+ lbs.	NA			X
BENDING/STOOPING	O			X
PUSHING/PULLING	O			X
TWISTING	O			X
CLIMBING	NA			X
BALANCING	NA			X
CROUCHING	O			X
KNEELING	O			X
CRAWLING	NA			X
REACHING (i.e., overhead)	O			X
HANDLING	F			X
DRIVING	O			X
REPETITIVE MOVEMENTS (hands, feet)	O			X
MANAGING STRESS	C		X	
RESOLVING CONFLICTS	C		X	

WORKING CONDITIONS/ENVIRONMENTAL FACTORS: All conditions common to a construction site for residential housing including, but not limited to, the following (Indicate appropriate code from above):

	<i>Frequency Code</i>
EXPOSURE (dust, dirt)	F
EXPOSURE (extreme heat – non-weather, flames)	NA
EXPOSURE (extreme cold – non-weather))	NA
EXPOSURE (fumes, odors)	O
EXPOSURE (viruses, infectious diseases)	O
EXPOSURE (water)	S
EXPOSURE (hazardous equipment)	NA
EXPOSURE (chemicals, hazardous materials)	NA
UNEVEN TERRAIN	NA
OUTDOOR WEATHER CONDITIONS	O
VIBRATION/NOISE	F
HEIGHTS	NA

Definitions: Physical Demands

Sitting: remaining in a seated position

Standing: remaining on one's feet in an upright position at a workstation without moving about

Walking: Moving about on foot

Seeing: Perceiving with the eye

Hearing: Perceiving or listening to sound by ear

Talking: Articulating, speaking or discussing using spoken words

Dexterity: Skill in the use of hands and fingers

Lifting: Raising or lowering an object from one level to another (includes upward pulling)

Carrying: Transporting an object, usually holding it in the hands or arms or on the shoulder

Bending/Stooping: Bending the body downward and forward by bending the spine at the waist. Occurs to a considerable degree and requires full use of the lower extremities and back muscles.

Pushing: Exerting force upon an object so that the object moves away from the force (includes slapping, striking, and kicking)

Pulling: Exerting force upon an object so that the object moves toward the force (includes jerking).

Twisting: Rotating; moving to face in alternate direction.

Climbing: Ascending or descending ladders, stairs, scaffolding, ramps, poles, ropes and the like, using the feet, legs, and/or arms and hands.

Balancing: Maintaining body equilibrium to prevent falling when walking, standing, crouching, or running on narrow, slippery, or erratically moving surfaces; or maintaining body equilibrium when performing gymnastic feats.

Crouching: Bending the body downward and forward by bending the legs and spine.

Kneeling: Bending the legs at the knees to come to rest on the knee or knees.

Crawling: Moving about on the hands and knees

Reaching: Extending the hands and arms in any direction

Handling: Seizing, holding, grasping, turning, or working with hands

Approved by:	Board of School Directors
Date approved:	_____
Revision Approved by:	Meagan Roy, Superintendent

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.

This job description in no way states or implies that these are the only duties to be performed by an employee occupying this position. Employees may be required to perform other related duties as assigned, to ensure workload coverage. Employees are required to follow any other job-related instructions and to perform any other job-related duties requested by their supervisor. This job description does NOT constitute an employment agreement between the employer and employee and is subject to change by the employer as the organizational needs and requirements of the job change. The job specification requirements stated are representative of minimum levels of knowledge, skills, and abilities to perform this job successfully. Any satisfactory equivalent combination of experience and training which ensures the ability to perform the work may substitute for the above so that the employee will possess the abilities or aptitudes to perform each duty proficiently.