

## Human Resources - Regular School Board Meeting

Duluth Public Schools, ISD 709

### Agenda

Tuesday, September 20, 2016

District Services Center

709 Portia Johnson Dr.

Duluth, MN 55811

6:30 PM

- |   |          |
|---|----------|
| <b>1. Staffing Report Action Items</b>  | <b>2</b> |
| <b>2. Other Action Items</b>  |          |
| A. *Placeholder - Approval of Collective Bargaining Agreement<br>Paraprofessionals Contract - effective dates 7/1/16 - 6/30/17 - Resolution<br>HR-9-16-3393 | 4        |
| B. Approval of New Position - System Specialist/Application Analyst -<br>Executive Employees Association Collective Bargaining Agreement                    | 5        |
| C. Approval of New Position - Special Education Paraprofessional Check<br>and Connect Mentor - Paraprofessional Collective Bargaining Agreement             | 8        |
| D. Approval of New Position - Manager of Facilities - Collective<br>Bargaining Agreement Executive Employees Association.                                   | 12       |
| <b>3. Informational Items</b>   |          |
| A. BMS order regarding the Integration Specialist   | 16       |
| B. Approval of Individual Contract for William Gronseth, Superintendent - effective<br>dates - July 1, 2017 - June 30, 2020                                 |          |
| <b>4. Future Items</b>  |          |
| A. There are no HR Future Items at this time.   |          |

**HUMAN RESOURCES ACTION ITEMS FOR: 9/20/2016**

<b><u>CERT APPOINTMENT</u></b>	<b><u>POSITION/LOCATION/CLASS&amp;STEP/REPLACING</u></b>	<b><u>EFFECTIVE DATES</u></b>
ANSTETT, DIANA	OJIBWE IMMERSION/LOWELL, IV 4, NEW POS	08/30/16 2
BANGS, LEAH	CULINARY ARTS/DENFELD, III 8, TRANSFER	08/30/16
BROSELL, CHRISTOPHER	.2 MATH/DENFELD, IV 9, ADDL STAFF	08/30/16
BROSELL, CHRISTOPHER	.8 MATH/LINCOLN PARK, IV 9, J PERKINS	08/30/16
DEARTH, PENELOPE	SCHOOL PSYCHOLOGIST/DW, IV+45 9, S SCHREIBER, TO BE DETERMINED	08/30/16
DEETZ, SUSAN	SPEC ED LD RESOURCE/MYERS-WILKINS, IV+30 9, B MATTSON	08/30/16
DICKINSON, JENNA	.6 FAMILIES IN TRANSITION/CONDGON PARK, III+45 5, NEW POS	08/30/16
FLETCHER, MOLLY	TRANS ENGLISH/LINCOLN PARK, III 6, NEW POS	08/30/16
GOOSE, MICHELLE	.4 OJIBWE/DENFELD, .4 OJIBWE/EAST, III+30 5, D ANSTETT	08/30/16
HELLA, LINDSEY	MATH/WOODLAND HILLS, III 2, NEW POS	08/31/16
HEWITT OROBONA, STACEY	.4 ENGLISH/DENFELD, .4 ENGLISH/ORDEAN EAST, V+45 7, P LELAND	09/20/16
HILL, REBECCA	SPEC ED EBD/LAURA MACARTHUR, III 2, L ROSE	08/30/16
HOESCHEN, KEVIN	.7 ORCHESTRA/ORDEAN EAST, IV+30 9, N STACK	08/30/16
LEHIGH, JOSHUA	.8 BAND/DENFELD, III+45 8, S BOYNTON	08/30/16
MCGOWAN, TODD	SPEC ED SOCIAL WORKER/DW, IV 4, K DANIELSON	08/24/16
MCKECHNIE, KAITLYN	EARLY CHILDHOOD/LESTER PARK ECFE, IV 9, TEMP POS	08/30/16 06/09/17
MORAN, COLLEEN	GIFTED AND TALENTED TOSA/DW, IV 8, M ORVILLE	08/30/16
NELSON, COLLEEN	.2 ART/ORDEAN EAST, IV 9, Z BURNINGHAM	01/23/17 06/09/17
NELSON, COLLEEN	.6 ART/EAST, IV 9, S RANFRANZ	08/30/16 01/20/17
NORTON, ABBY	GR 3/CONGDON, III 5, D VELANDER	08/30/16
PIERRE, MARGARET	CHILD CARE COLL/LAURA MACARTHUR HS, III 2, M BOYLE	07/21/16
ROMANO, KARILYN	.6 MATH/EAST, III 2, NEW POS	08/30/16
STRESOW, KATIE	GR 2/LAKEWOOD, III+15 4, A LOISELLE	09/20/16
SWANSON, BARBARA	.75 INSTRUCTOR & DATA COACH/ABE, IV 7, NEW POS	08/22/16
TINSLEY, CALLIE	SPEC ED LD/STOWE, III 4, S PLESHA	08/30/16
TOKARCZYK, KAREN	GR 2/MYERS-WILKINS, III 5, B ANTONICH	08/30/16
WANG, RENFEI	.5 MANDARIN CHINESE/DENFELD, .5 MANDARIN CHINESE/EAST, III+30 8, NEW POS	08/30/16
WATTERS, ANGELA	SPEC ED/PIEDMONT, IV+30 8, REALLOCATE FTE	08/30/16
Total: 28		

<b><u>CERT LEAVES</u></b>	<b><u>POSITION/LOCATION/LEAVE TYPE</u></b>	<b><u>EFFECTIVE DATES</u></b>
HULL, CHRISTEN	GRADE 5/LAKEWOOD, 1.0 FTE POLICY #4125 LWOP	08/30/16 06/09/17
KLABER-HARTL, CATHERINE	ENGLISH/EAST/ .6 FTE SUPERINTENDENT APPROVED LWOP	08/30/16 06/09/17
OSTHUS, CHRISTINE	MATH/EAST/0.2 VOLUNTARY LEAVE LWOP	08/30/16 06/09/17
RUD, BRIAN	PHYSICAL EDUCATION/DENFELD/0.4 VOLUNTARY LEAVE LWOP	08/30/16 06/09/17
VELNER, TIMOTHY	SCIENCE/ EAST 0.4 VOLUNTARY LEAVE LWOP	08/30/16 06/09/17
Total: 5		

<b><u>CERT LONG TERM SUB</u></b>	<b><u>POSITION/LOCATION/CLASS &amp; STEP/REPLACING</u></b>	<b><u>EFFECTIVE DATES</u></b>
GRENBERG, SARAH	SCIENCE/ORDEAN EAST, IV 2, R TERESI	08/30/16 09/13/16
GRENBERG, SARAH	.5 SCIENCE/ORDEAN EAST, IV 2, R TERESI	09/14/16 10/12/16
VUKELICH, MAYA	SCHOOL SOCIAL WORKER/DW, IV 5, E BACZKIEWICZ	09/15/16 10/31/16
WALSH, REGAN	.6 MUSIC SPEC/LESTER PARK, .4 MUSIC SPEC/HOMECROFT, III 2, K PASCHEN	08/30/16 01/20/17
ZMUDY, HOWARD	SPEC ED LD/LINCOLN PARK, IV+45 7, A GAUVIN	09/01/16 10/19/16
Total: 5		

<b><u>CERT RESIGNATION</u></b>	<b><u>POSITION/LOCATION</u></b>	<b><u>EFFECTIVE DATES</u></b>
PEDERSON, JENNIFER	TEACHER/MYERS-WILKINS	08/25/16
PEDERSON, LAURA	TEACHER/LOWELL	08/05/16
QUINLAN, DEIDRE	HABITAT LIC CHILD CARE/ALC, PRESUMED RESIGNED	08/24/16
RAY, COURTNEY	SPEC ED/LINCOLN PARK	07/28/16
SCHREIBER, SANDRA	SCHOOL PSYCHOLOGIST/HOCHS/SPECIAL SERVICES	08/18/16
SKJONSBERG, ALLIE	SCHOOL SOCIAL WORKER/STOWE	06/17/16
SONDAY, SAMUEL	MATH/DENFELD	07/26/16
Total: 7		

<b><u>CERT RETIREMENT</u></b>	<b><u>POSITION/LOCATION</u></b>	<b><u>EFFECTIVE DATES</u></b>
DANIELSON, SHARYN	HEALTH & PHY ED/LINCOLN PARK	11/18/16
Total: 1		

<b><u>CERTIFIED SUMMER SCHOC</u></b>	<b><u>POSITION/LOCATION/CONDITION</u></b>	<b><u>EFFECTIVE DATES</u></b>
HELLA, LINDSEY	EXCEL/ORDEAN EAST, NOT TO EXCEED 58 HRS, CHANGE IN HOURS	08/03/16 08/25/16
ROMANO, KARILYN	EXCEL/LOWELL, NOT TO EXCEED 58 HRS	08/03/16 08/25/16
SHAW, NATHAN	EXCEL/ORDEAN EAST, NOT TO EXCEED 58 HRS, CHANGE IN HOURS	08/03/16 08/25/16
STRESOW, KATIE	EXCEL/LOWELL, NOT TO EXCEED 58 HRS, CHANGE IN HOURS	06/13/16 08/04/16
Total: 4		

<b><u>NONCERT APPOINTMENT</u></b>	<b><u>POSITION/LOCATION/WEEKS/RATE OF PAY/REASON</u></b>	<b><u>EFFECTIVE DATES</u></b>
ANDERSON, GWENDOLYN	HEALTH LPN PARA/DW, 13/38WKS, \$17.07/HR, A LEINO	08/30/16
BAKKEN, KIM	SPEC ED STUD SPEC PARA/MERRITT, 31.25/38WKS, \$15.08/HR, REALLOCATE FTE	08/30/16

<u>NONCERT APPOINTMENT</u>	<u>POSITION/LOCATION/WEEKS/RATE OF PAY/REASON</u>	<u>EFFECTIVE DATES</u>
BALESTRERI, JOSEPH	SPEC ED PARA BW MALE REQ/LINCOLN PARK, 32.5/38WKS, \$15.08/HR, S KNEELAND	08/30/16
BROWN, KRISTINE	EXECUTIVE ASST/PAYROLL/HOCHS, 40/52WKS, \$19.96/HR, W MORLANG	08/22/16
CLARK, KATHLEEN	INSTR PAR/LAURA MACARTHUR HS, 31/28WKS, \$16.48/HR, S OLSON	08/30/16
ELLISON, ROBIN	SPEC ED STUD SPEC PARA/CHESTER CREEK, 31.25/38WK, \$15.08/HR, REALLOCATE	08/30/16
FOUTS, PAMELA	SPEC ED PARA/MERRITT CREEK, 31.25/38HRS, \$16.98/HR, B RUDH	08/30/16
GRETHEN, WENDY	SPEC ED WE PARA/MYERS-WILKINS, 31.25/38WKS, \$15.08/HR, T MCNELLY	08/30/16
JONES, JENNIFER	SUPV PARA/LINCOLN PARK, 32.5/38WKS, \$15.57/HR, T DAVIS	08/30/16
LEIGHTON, BRIDGET	SPEC ED STUD SPEC LPN PARA/CHESTER, 31.25/38WKS, \$17.07/HR, REALLOCATE FTE	08/30/16
MALY, ERIN	SPEC ED BW PARA/LINCOLN PARK, 32.5/38WKS, \$15.08/HR, P FOUTS	09/01/16
MASSIE, BEVERLY	SPEC ED PROG PARA/LINCOLN PARK, 32.5/38WKS, \$16.48/HR, P FOUTS	08/30/16
MCKOWSKI, RYAN	HELPER/ORDEAN EAST, 16.25/38WKS, \$10.82/HR	08/30/16
OBERDAN, AVIS	SPEC ED BW PARA/ALC, 19.75/38WKS, \$15.08/HR, NEW POS	08/30/16
OLSON, SARAH	SPEC ED STUD SPEC PARA/HOMECROFT, 31.25/38WKS, \$16.48/HR, REALLOCATE FTE	08/30/16
RABOLD, JEFFREY	SCHOOL BUS DRIVER II/TRANSPORTATION, 25/38WKS, \$15.02/HR, D FERAN	08/03/16
RASMUSSEN, JEFFREY	SCHOOL BUS DRIVER II/TRANSPORTATION, 25/38WKS, \$15.02/HR, J PIKE	08/15/16
SANDERS, KENDRA	HELPER/EAST, 21.25/38WKS, \$10.82/HR	08/30/16
SANDS, ALEXANDER	SUPV PARA/EAST, 19/38WKS, \$14.23/HR, B MARPLE	08/30/16
SMITH-TREMBLE, LAURA	EXECUTIVE ASST/FACILITIES, 40/52WKS, \$19.96/HR, B BERNDT	07/11/16
TOMAICH, DERICK	SPEC ED STUD SPEC PARA/ORDEAN EAST, 32.5/38WKS, \$16.36/HR, S LUND	08/30/16
TREMBLE, RANDALL	SCHOOL BUS DRIVER II/TRANSPORTATION, 25/38WKS, \$15.02/HR, J FRIGAARD	08/02/16
URSIN, JACK	SPEC ED STUD SPEC MALE REQ PARA/DENFELD, 32.5/38WKS, \$15.08/HR, M DRAGST	08/30/16
VIETHS, BRENDIA	OFF SUP INTERMEDIATE/HOCH/SPECIAL SVCS, 40/52WKS, \$16.01/HR, S MCCLERNAN	08/29/16
WILSON, KERN	SPEC ED BW MALE REQ PARA/DENFELD, 32.5/38WKS, \$15.08/HR, D MOSELEY	08/30/16
Total: 26		

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<u>NONCERT LEAVES</u>	<u>POSITION/LOCATION/TYPER OF LEAVE</u>	<u>EFFECTIVE DATES</u>
HALL, JEFFREY	SPEC ED PARA/HOMECROFT - B" LOA"	08/30/16 06/09/17
ULVESTAD, ANNMARIE	LATCH KEY SITE SUPV/LAURA MACARTHUR, A" PERSONAL LEAVE OF ABSENCE, "LWOP"	07/28/16 08/25/16
Total: 2		

<u>NONCERT RECLASS</u>	<u>POSITION/LOCATION</u>	<u>EFFECTIVE DATES</u>
THIBAUT, MELINDA	EXEC ASST TO THE SUPERINTENDENT&SCHL BOARD, EEA CLERICAL 4/HOCHS \$24.44/HR	07/01/16
Total: 1		

<u>NONCERT RESIGNATION</u>	<u>POSITION/LOCATION</u>	<u>EFFECTIVE DATES</u>
ANSTETT, DIANA	INTEGRATION SPECIALIST/EAST	08/29/16
BLINDAUER, BRETT	PARA/STOWE HS	08/22/16
CUNNIFF, JESSICA	SPEC ED PARA/LAURA MACARTHUR	08/01/16
DUPRE, KATHLEEN	SPEC ED PARA/LAURA MACARTHUR	08/29/16
HAGE, KAYLEE	PARA/PIEDMONT	08/16/16
HENDERSON, COURTNEY	SPEC ED PARA/EAST	08/23/16
LYONS, DAWN	SUPV PARA/DENFELD	08/17/16
MAYBERRY, SEAN	INTEGRATION SPECIALIST/DW	07/11/16
MCNELLY, TERESA	SPEC ED PARA/MYERS-WILKINS	07/27/16
RAMSEY, EMILY	SPEC ED PARA/DW	08/22/16
Total: 10		

<u>NONCERT PROMOTION</u>	<u>POSITION/LOCATION/WEEKS/RATE OF PAY/REASON</u>	<u>EFFECTIVE DATES</u>
*Placeholder		
Total: 1		

## **RESOLUTION**

### **Paraprofessional Employees**

**RESOLVED**, By the School Board of Independent School District #709, St. Louis County, Minnesota, that the Collective Bargaining Agreement between Independent School District #709 and the Paraprofessional Employees, a summary of which is in the hands of all School Board members, be approved and adopted for the period of July 1, 2016 to June 30, 2017, inclusive, and that the Chairperson and Clerk of the School Board be hereby authorized to execute said Agreement on behalf of the School District.

\*Placeholder

**Resolution #HR-9-16-3393  
September 20, 2016**

**CLASSIFICATION DESCRIPTION**

**TITLE: Systems Specialist/Application Analyst**

<b><u>Title of Immediate Supervisor:</u></b> Manager of Technology	<b><u>Department:</u></b> Technology	<b><u>FLSA Status:</u></b> Exempt
<b><u>Accountable For (Job Titles):</u></b>		<b><u>Pay Grade Assignment:</u></b> Executive Employees Association (EEA) – Administrative Salary Schedule, Pay Level 1

**General Summary or Purpose of Job: Systems Specialist /Application Analyst**

Provide user support and system administration. Maintain Student Information System by planning, monitoring, and improving performance. Perform cyclical updates to system and annual roll-forwards of the Student Information System data. Assist administrative users in the process of achieving mastery over their functional areas of systems. Research, evaluate, analyze, design, recommend and implement technologies and business processes related to student systems.

<b>DUTY NO.</b>	<b>ESSENTIAL DUTIES</b> (These duties are a representative sample; position assignments may vary)	<b>FREQUENCY</b>
1.	Plans, coordinates and implements the development, maintenance and upgrading for the Student Information System and ancillary student subsystems as determined by district needs and the Manager of Technology.	Monthly and annually 10%
2.	Provide user support - assistance/training in data retrieval for internal reporting purposes and data extracts for state/federal reporting requirements. Assist users in problem solving and resolution of issues with systems.	Ongoing Daily 60%
3.	Maintain system and staff readiness for day-to-day and emergency electronic messaging system.	Seasonal 5%
4.	Participate in review and recommendation of student systems and related subsystems for the purposes of optimizing performance and cost effectiveness for the district, and applying enhancements to the student system currently in use.	5%
5.	Participate as needed to monitor performance of assigned systems, and to diagnose and resolve system outages.	5%
6.	Participate in ongoing self-training and attend administrator group meetings.	5%
7.	Assists with day-to-day tasks of departmental functions.	5%
8.	Others duties as assigned	5%

**Minimum Qualifications:**

- Bachelor's degree (B.S. or B.A.) from a four-year College or University in Computer Science, MIS or Technology Area plus two years of related work experience in a Technology position in a company or school comparable in size with this District
- OR
- Two year Trade/Vocational School certification/degree in Computer Science, MIS, Business Technology or Technology Area plus four years of related work experience in a Technology position in a company or school comparable in size with this District
- OR
- High School diploma or GED and eight plus years of related work experience in a Technology position in a company or district comparable in size with this District
- Must be able to travel between District sites in a timely manner

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**Knowledge and Skill Requirements:**

- Experience working in a Technology position in a K12 School District
- Experience managing or supporting Infinite Campus, another Student Information System or a large/company-wide database application system
- Data extraction, adhoc reporting and query of system data
- Data Analysis and Interpretation
- Problem solving and analysis
- Technical writing and documentation
- Customer service and communication

**Desirable Qualifications:**

- Experience managing/supporting Follett Destiny or another School Library Management System
- Experience supporting Versatrans or another School Transportation System
- Data file specifications and movement of data between systems
- Structured Query Language (SQL)

**Physical Requirements:** Indicate according to the requirements of the essential duties/responsibilities

Employee is required to:	Never	1-33% Occasionally	34-66% Frequently	66-100% Continuously
Stand		√		
Walk		√		
Sit			√	
Use hands dexterously (use fingers to handle, feel)			√	
Reach with hands and arms		√		
Climb or balance	√			
Stoop/kneel/crouch or crawl		√		
Talk and hear			√	
Taste and smell	√			
<b>Lift &amp; Carry:</b> Up to 10 lbs.		√		
Up to 25 lbs.		√		
Up to 50 lbs.				
Up to 100 lbs.				
More than 100 lbs.				

**General Environmental Conditions:**

Work is performed under normal office conditions and there are minimal environmental risks or disagreeable conditions associated with the work.

**General Physical Conditions:**

**Work can be generally characterized as:**

**Light Work:** Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or a negligible amount of force constantly to move objects.

<b>Vision Requirements:</b> Check box if relevant	Yes	No	
No special vision requirements		<input checked="" type="checkbox"/>	7
Close Vision (20 in. of less)	<input checked="" type="checkbox"/>		
Distance Vision (20 ft. of more)	<input checked="" type="checkbox"/>		
Color Vision			
Depth Perception			
Peripheral Vision			

**Job Classification History:**

Created 12/2011; Revised 7/2016



## CLASSIFICATION DESCRIPTION

TITLE: Check and Connect Mentor

<b><u>Title of Immediate Supervisor:</u></b> Check and Connect Coordinator	<b><u>Department:</u></b> Special Education	<b><u>FLSA Status:</u></b> Non-Exempt
<b><u>Accountable For (Job Titles):</u></b>		<b><u>Pay Grade Assignment:</u></b> Educational Assistants, Addendum A, Wages

### **General Summary or Purpose Of Job:**

Check & Connect mentors work directly and collaboratively with a roster of individual students and their families, school staff, and community service providers. Mentors will help implement strategies that address school success and school completion for identified students in need of additional support. Mentors are fully-trained in the Check & Connect Intervention Model. Mentors will work collaboratively with schools and programs to define and outline roles to improve participation, performance, and success for individuals of African-American and Native American students who are disengaging from school and learning.

<b>DUTY NO.</b>	<b>ESSENTIAL DUTIES:</b> (These duties are a representative sample; position assignments may vary.)	<b>FRE-QUENCY</b>
1.	Regularly check on identified students' attendance, grades, and behavior, provide regular, scheduled feedback to students, communicate regularly with families, and initiate efforts to keep youth engaged in school.	Daily 20%
2.	Track identified students' levels of engagement, document results, and complete monthly forms and a contact log as a tool to assess absences, truancies, suspensions, and grades/credits earned. Design interventions for the student from gathered information.	Daily 10%
3.	Collaborate with adults already involved with the youth - such as relatives, teachers, case managers, counselors, probation officers, and social workers—as well as develop community agency linkages.	Daily 10%
4.	Communicate regularly with teachers to gather and share information	Daily



## CLASSIFICATION DESCRIPTION

### TITLE: Check and Connect Mentor

	about student progress, including regularly spending scheduled time in the classes of students. Disseminate relevant information and knowledge regarding cultural diversity and its interactions. to staff	10%
5.	Facilitate communication and promote problem solving between home and school. Contact parents/guardians via phone, home visits, and email to share information and to develop plans to re-engage students in school and promote school success.	Daily 15%
6.	Determine and document student progress and mentor efforts on a regular basis (i.e., complete monitoring forms, intake forms, and contact logs).	Daily 10%
7.	Attend student meetings to provide information about culturally competent interventions when learning and/or behavioral problems are first suspected (e.g., IEP meetings, student support team meetings, suspension re-entry meetings, etc.).	As assigned 5%
8.	Communicate in a timely manner—acknowledge and/or respond to students, families, school personnel, and phone messages and emails within 24 hours.	Daily 10%
9.	Serve as a positive role model to students, staff, and parents.	Daily
10.	Attend staff meetings, facilitate student/family transportation for dropout prevention and school completion related activities, and conduct home visits.	As required 5%
11.	Perform other duties of a comparable level or type as assigned.	5%

<p><b>Minimum Qualifications:</b> <small>(necessary qualifications to gain entry into the job not preferred or desirable qualifications)</small></p> <ul style="list-style-type: none"> <li>● Requires a minimum of a high school diploma or a GED; AND 60 Semester Credits or 90 Quarter Credits of College or a passing score on the ParaPro Assessment; OR an equivalent combination of education and training necessary to successfully perform the essential function of the work.</li> <li>● Experience working with children and adolescents, youth agencies, social services, and school systems..</li> </ul>
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**CLASSIFICATION DESCRIPTION**

**TITLE: Check and Connect Mentor**

- Excellent written communication skills.

**Certification or Licensing Requirements** (prior to job entry):  
None required upon entry.

- Knowledge Requirements:**  
Requires knowledge of:
- Check & Connect Intervention Model and Mentoring Techniques (initial training and follow-up training)
  - Community resources available for parents, students and teachers, such as CAIR, Lutheran Social Services, and Talent Search. and referral processes.
  - Various cultural backgrounds, communities of color, promoting diversity, racism - anti-racist work, and using such techniques as advocacy and staff development.
  - Administrative intervention techniques.
  - Integration policies and terminology.

- Skill Requirements:**  
Skilled in:
- Check & Connect Mentor Model
  - Diversity and collaborative training.
  - Coordinating events and meetings, and preparing presenters.
  - Excellent communication and interpersonal skills, especially with communities of color, staff, parents, and administrators.
  - De-escalation techniques dealing with tension in heightened situations (peer mediation)
  - Computer skills, such as word processing for completing student reports, performing data entry, and accessing student information from computer systems.
  - Demonstrated use of positive skills based approach to working with families.
  - Organizational, time management, and prioritization skills
  - Demonstrated skills working in flexible, changing work settings.
  - Tutoring skills
  - Student advocacy, negotiation, compromise, and confront conflict skills, including in the areas of harassment, racial issues or violence.

**Physical Requirements:** Indicate according to the requirements of the essential duties/responsibilities

Employee is required to:	Never	1-33% Occasionally	34-66% Frequently	66-100% Continuously
Stand		√		
Walk				√
Sit		√		
Hands dexterously (use fingers to handle, feel)			√	



CLASSIFICATION DESCRIPTION

TITLE: Check and Connect Mentor

Reach with hands and arms		√		
Climb or balance		x		
Stoop/kneel/crouch or crawl		√		
Talk and hear				√
Taste and smell	√			
<b>Lift &amp; Carry:</b>				
Up to 10 lbs.		√		
Up to 25 lbs.		√		
Up to 50 lbs.		√		
Up to 100 lbs.	√			
More than 100 lbs.	√			

**General Environmental Conditions:**

- Work is performed under normal office or classroom conditions and there are minimal environmental risks or disagreeable conditions associated with the work.
- There is exposure to outdoor weather conditions when traveling between school sites.
- The typical noise level is considered to be moderate.

**General Physical Conditions:**

**Work can be generally characterized as:**

**Medium Work:** Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently, and/or up to 10 pounds of force constantly to move objects. Assistants are sometimes required to lift or assist others in lifting students.

<b><u>Vision Requirements:</u></b> Check box if relevant	Yes	No
No special vision requirements	√	
Close Vision (20 in. of less)		
Distance Vision (20 ft. of more)		
Color Vision		
Depth Perception		
Peripheral Vision		

**Job Classification History:**

Classification created by SSIP District Leadership Team June 2016

Classification reviewed and revised by ISD709 HR August 2016

<b>Title of Immediate Supervisor:</b> Director of Business Services	<b>Department:</b> Facilities Management	<b>FLSA Status:</b> Exempt
<b>Accountable For (Job Titles):</b> Supervisor of Operations, Coordinator of Environmental Health and Safety, Drafter, Clerical Level, Trades Lead Persons		<b>Pay Grade Assignment:</b> Executive Employees Association, Pay Range 7

<b>General Summary or Purpose Of Job:</b>
Provides for the district-wide management of construction, maintenance and daily operations of the District facilities. Responsibilities include managing millions of dollars in operating and capital budgets, dozens of facilities, millions of square feet of facilities on hundreds of acres of property. Plans, implements, and administers programs, policies, regulations, maintenance, renewal, replacements, and any and all activities with the District's maintenance and construction.

<b>DUTY NO.</b>	<b>ESSENTIAL DUTIES:</b> (These duties are a representative sample; position assignments may vary.)	<b>FREQUENCY</b>
1.	Oversees and directs 1) the development of practices and procedures required for the maintenance, operations and construction of facilities, 2) employee health, safety and environmental management, and 3) ensures district-wide compliance with state building codes, life safety codes, fire codes, and other federal, state and local laws and regulations, including school board policies, as they relate to the physical property of the District. Monitors and evaluates the adequacy of facilities management practices and procedures relative to their ability to accomplish or facilitate the overall goals, objectives and mission of the District. Takes action to directly implement or make recommendations to the superintendent of schools or other administrators regarding changes or modifications in facilities or property-related practices or procedures.	Daily 30%

2.	Performs managerial and direct supervisory functions required to ensure the efficient and effective utilization of all personnel and financial resources assigned to the Facilities Management Department in the areas of building maintenance, building operations, District health and safety programs, and general property management functions. Personnel management responsibilities include employee relations and contract administration. Writes specifications, designs projects, estimates costs, oversees construction, maintains records, and evaluates cost data for maintenance expenditures, building capital expenditures, and capital equipment expenditures as needed.	Daily 30%
3.	Manages resources required to accomplish the assessment of building maintenance, preservation and the new construction or improvement needs of the District. Ensures the development and maintenance of systems and processes required for the planning, design, monitoring and status reporting of general facilities management programs and specific projects. Develops and manages the budget for facility activities. Examines financial documents, records and accounts on a regular basis for the purpose of determining accuracy, reliability and completeness of financial records and reports.	Daily 25%
4.	Develops unique and varied communications related to school property management practices, procedures and operations of the District. Communications are required to establish legal records, school board information, public information, District position statements, and operational direction related to school facilities.	Quarterly 15%
5.	Performs other duties of a comparable level or type.	As required

**Minimum Qualifications:** (necessary qualifications to gain entry into the job not preferred or desirable qualifications)

Requires a minimum of a baccalaureate degree in mechanical engineering, industrial technology, construction management or a closely-related field, and at least five years of experience within a facilities or property management department in a large organization, and responsible for over one million square feet of facilities; or an equivalent combination of education, training and/or experience necessary to successfully perform the essential functions of the work.

<b>Certification or Licensing Requirements:</b> (prior to job entry)
Certified Plant Engineer (AFE) (Preferred) Architectural or professional engineering registration or certification (Preferred)

<b>Knowledge Requirements:</b> Requires knowledge of
<ul style="list-style-type: none"> <li>▪ Demonstrated and thorough knowledge of administrative and organizational management techniques, strategies and concepts related to the operation of a large public or private organization.</li> <li>▪ Codes, standards and regulations, such as uniform building codes, uniform fire codes, National Fire Protection Association (code and standard organization), uniform mechanical codes, and all local state, and federal applicable rules and regulations.</li> <li>▪ General knowledge of the principles, methods, practices, materials and generally-accepted techniques for maintenance and construction work for large facilities.</li> <li>▪ Thorough knowledge and understanding of architectural and engineering planning and design, and construction practices and techniques.</li> <li>▪ Computerized data management systems, including databases and spreadsheets, for activities related to all aspects of facilities management. Knowledge of how to design, instruct and manage these systems is required.</li> </ul>

<b>Skill Requirements:</b> Skilled in
<ul style="list-style-type: none"> <li>▪ Ability to comprehend uniform codes, standards and regulations; the ability to ascertain compliance with these regulations.</li> <li>▪ Ability to effectively manage and direct, by application of through knowledge of effective principles, methods, practices and generally-accepted techniques at an organizational level responsible for the strategic utilization of resources.</li> <li>▪ Ability to effectively communicate, both verbally and in writing.</li> </ul>

<b>Physical Requirements:</b> Indicate according to the requirements of the essential duties/responsibilities				
<b>Employee is required to:</b>	<b>Never</b>	<b>1-33% Occasionally</b>	<b>34-66% Frequently</b>	<b>66-100% Continuously</b>
Stand		√		
Walk		√		
Sit		√		
Use hands dexterously (use fingers to handle, feel)			√	
Reach with hands and arms		√		
Climb or balance		√		
Stoop/kneel/crouch or crawl		√		
Talk and hear				√
Taste and smell		√		

<b>Lift &amp; Carry:</b>	Up to 10 lbs.				√
	Up to 25 lbs.			√	
	Up to 50 lbs.		√		
	Up to 100 lbs.	√			
	More than 100 lbs.	√			

**General Environmental Conditions:**

Work is occasionally performed near moving mechanical parts, in high or precarious places, around fumes of airborne particles, near caustic or toxic chemicals, in outdoor weather conditions, and where vibration is present when in shops, school industrial education areas, during construction activities, and where fans, boilers, and jack hammers are being used. There is also an occasional risk of electrical shock when working in mechanical rooms and tunnels.

The typical noise level is considered to be moderate, except at construction sites where the noise level is considered to be loud.

**General Physical Conditions:**

**Work can be generally characterized as:**

**Medium Work:** Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently, and/or up to 10 pounds of force constantly to move objects.

<b>Vision Requirements:</b> Check box if relevant	Yes	No
No special vision requirements	√	
Close Vision (20 in. of less)		
Distance Vision (20 ft. of more)		
Color Vision		
Depth Perception		
Peripheral Vision		

**Job Classification History:**

Classification reviewed and revised by Penn, Inc., Human Resource Management Consulting  
Revised Job Description 9.16.16 by HR and Business Services



COPY

## Bureau of Mediation Services

STATE OF MINNESOTA

IN THE MATTER OF A PETITION FOR  
DETERMINATION OF AN APPROPRIATE  
UNIT AND CERTIFICATION AS EXCLUSIVE  
REPRESENTATIVE

August 24, 2016

Education Minnesota Duluth Integration Specialists (ISPEC), St. Paul, Minnesota  
- and -  
Independent School District No. 709, Duluth, Minnesota

BMS Case No. 17PCE0117

### **MAINTENANCE OF STATUS QUO ORDER**

A petition requesting certification as exclusive representative for collective bargaining purposes was filed with the Bureau of Mediation Services on August 23, 2016, by Education Minnesota Duluth Integration Specialists (ISPEC), St. Paul, Minnesota. The petition raises questions as to the representation of the following described employee group:

All integration specialists employed by Independent School District No. 709, Duluth, Minnesota, who are public employees within the meaning of Minn. Stat. 179A.03, subd. 14.

This Order is issued to preserve existing conditions and promote a free and fair environment for the resolution of this question of representation. This Order is applicable to all employees within the above described employee group. It shall remain in full force and effect until an investigation and/or hearing has been conducted and the matter is disposed of by a determination issued by the Commissioner of the Bureau of Mediation Services.

**COPY**

**ORDER**

1. Wages, hours and all existing conditions of employment of the employees shall not be changed as of the date of this Order.
2. Negotiations shall not be carried on.
3. Threats or promises as to changes in wages, hours and conditions of employment are prohibited.
4. Employees shall not be questioned by the employer with respect to membership in a labor organization.
5. Employees shall not be discriminated against as a result of the filing of the petition.

This Order shall not conflict with provisions of an existing labor-management contract or applicable law.

STATE OF MINNESOTA  
Bureau of Mediation Services

*Carol S. Clifford*

CAROL S. CLIFFORD  
Representation Specialist

cc: Bridget Moore  
Bill Gronseth  
Kathleen Adee

**POSTING**

**THE EMPLOYER SHALL MAKE COPIES OF THIS ORDER AND ANY ATTACHMENTS UPON RECEIPT AND POST AT THE WORK LOCATION(S) OF ALL INVOLVED EMPLOYEES.**