

Job Function Inventory

Background Information

In late August, members of the BOTF Job Function Inventory Subgroup interviewed the Deans, their direct reports, Central Office staff, and the Head of School. The BOTF Job Function Inventory Subgroup had several goals:

- Understand the current responsibilities of BFCCPS staff and what each role was expected to accomplish.
- Identify any important functions that were not covered by the existing roles at BFCCPS or not covered adequately due to organizational reasons, not performance.
- Identify any job functions that would be more appropriately done by a role different than currently assigned.

Once the subgroup established these goals, all of the current faculty and staff were considered as possible interview candidates. In reviewing the list, it soon became clear that the roles of classroom teachers and specialists were pretty well understood and would not likely generate feedback that would help to meet goals #2 or #3. Consequently, teachers were not included in this interview process.

The interviews on 8/29 were conducted by BOTF Subgroup members Anna dos Santos and Cindy Burns; HR Committee Chairperson Lori Clements; and HOS Kevin O'Malley; and were held in Dr. O'Malley's office. On 8/30, the same group, minus Cindy Burns who was not able to attend, conducted the interviews. All interviewers had copies of each role's job description, except for the Technology Coordinator's, which was received on 8/30. Each interviewee brought a copy of their job description to the interview. The job descriptions, schedule and names of all interviewees and a sample of the Interview Form used for the interviews can be found in Appendix C.

All interviewees were cooperative and forthcoming and provided a clear understanding of their current job duties to the interviewers. Several offered perceptive and valuable observations that, together with those of the interviewers appear, below. Using the strategies and best practices proposed by the Alternative Structures and Best Practices Subgroup, these organizational observations will be combined with the conclusions from the Survey Subgroup and will help drive the development of specific organizational recommendations for BFCCPS.

Organizational Recommendations by interviewees to be considered:

1. Character education and community service need someone with the day to day responsibility to promote and support their full integration into the curriculum. These pillars need to be implemented coherently across K-8.

2. There is no one responsible to provide training and support for all staff to become thoroughly conversant with the mission of the school and the meaning of the four pillars.
3. The 5-8 Dean role could be a full time job. There is not enough time to do an excellent job in coordinating curriculum, especially in the integration of character education and community service. Parent communications are taking more and more time.
4. Not enough time is spent on community relations. There are many resources in the community that BFCCPS could call upon, but no one is really responsible for this.
5. The school needs to have an HR knowledgeable resource available, whether onsite or as an offsite service.
6. More support or advice needed in making decisions about facilities related maintenance tasks.
7. If the HOS does not have enough time to develop a strong rapport with children and parents, then someone in authority needs to do that.
8. BFCCPS should consider establishing a Pupil Personnel Services group which is becoming more and more common in school districts. In addition to SPED services, this group often includes a guidance function that is available to parents as well as teachers for student issues that don't warrant an IEP or 504 plan, provides discipline support to teachers, provides resources and support for staff development, coordinates all standardized testing in the school and provides grant writing assistance to all teachers.
9. One master calendar for ALL school activities and events should be maintained, preferably by one person.
10. A full time project manager will be needed if a new school is built.

Organizational Recommendations by interviewers to be considered:

1. The Dean of Student Services combines the K-4 Dean role and SPED Administrator role. Although we applaud efforts to be cost effective and to fully utilize the resources at BFCCPS, this combination appears problematic. The range of responsibility is disjointed; K-4 for the Dean portion of the role and K-8 for the Director of Student Services role. On the surface, it appears that the SPED role may be a full time responsibility by itself, leaving little time to support the K-4 faculty. When responding to the BOTF Survey, some K-4 teachers expressed the need for

more support in curriculum, character education, and community service than is currently available to them. It does not seem reasonable to expect one person to fulfill both roles as currently structured.

2. The Dean of Fine Arts is responsible for much more than Fine Arts. Overseeing the teachers in the areas of Languages and Physical Education; the Library, and Technology Support are all part of this role. This is another case of using the resources on hand to fill needed roles, even if the arrangement is non-traditional. One wonders if grouping such disparate curriculum areas together do not provide enough visibility and attention to the interests and concerns of the Language and Physical Education teachers, the Librarian, and the Technology Specialist.
3. The Dean of Fine Arts has assumed responsibility for being the school's Webmaster, a role totally unrelated to the Dean's role. Aside from the thought that the Dean of Fine Arts already had quite a bit of responsibility without this additional role, a Webmaster is most often part of the business function of a school. This is another example of a role that is misaligned within the organization. This is absolutely no reflection on the individual incumbent, who is more than capable of doing a great job.
4. Technology Support is often part of the administrative support structure of the school and would normally be part of central office staff. This role does provide hands-on assistance to teachers and students on how to use various software programs effectively. Having it report to the business function would be more appropriate.
5. As mentioned by several interviewees, there is a glaring lack of support for the four pillars that make up our mission. Someone needs to be responsible for providing training and support for all staff so they can become thoroughly conversant with the mission of the school and the meaning of the four pillars.
6. In addition to the training and support for the mission, it is clear that the school needs someone to promote and support the full integration of the four pillars into the Core Knowledge and State Frameworks curriculum in a coherent manner across all grades.
7. Another point already raised that deserves to be repeated is the need for the school to have a resource, knowledgeable about a variety of human resource topics, available either onsite or as an outsourced service.
8. The last recommendation that emerged from looking at the current school structure is the creation of a role that would oversee all of the business functions of the school. As currently structured, the HOS is responsible for managing the central office staff on a day to day basis and insuring that all business related functions are running smoothly. The HOS is the educational leader of BFCCPS and should be allowed to focus as much attention as possible on supporting teachers, interacting with students and parents, and addressing educational issues.