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Essential Then, Essential Now

*A comprehensive approach as to how
support staff remain essential to
students and families in an all-remote
learning environment*

BENTE/AFSCME LOCAL 2419
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INTRODUCTION

The following document is being submitted to RCSD Superintendent Lesli Myers-Small and the RCSD Board of Education in an effort to illustrate the important work that support staff workers are doing throughout the District, the devastating effects that further cuts would have on students and families, and the opportunities that exist for our members to be utilized in an all-remote learning environment. We ask that you please take the time to thoroughly read the entire document.

BACKGROUND

The Board of Education Non-Teaching Employees Union represented in excess of 1,500 support staff workers in the 1990s. Today, our workforce has dwindled down to just over 1,200 workers through a combination of layoffs and attrition. Our local is affiliated with AFSCME (American Federation of State, County, and Municipal Employees) Council 66 in New York. BENTE/AFSCME Local 2419 represents members in the following non-teaching professions and departments: Attendance, Clerical, Central Office, Custodial, Food Services/Distribution Center, Occupational & Physical Therapists, Plant Maintenance, Security, and Transportation.

PREAMBLE

This document was compiled by gathering input from members in the many different units that BENTE/AFSCME Local 2419 represents, with an emphasis on the physical workforce. Similar to the teachers, support staff workers who can perform their jobs from home should continue to be able to do so and are addressed in that fashion. In speaking with support staff, it was refreshing to hear that their number one priority was ensuring that students continue to interact with and feel supported by the familiar faces who drive them to school, check in on them when they are sick, prepare their lunches, and maintain their safety.

We believe that the decision made by Superintendent Myers-Small to go all-remote could not have been an easy one, and we have no intention of attacking a difficult choice. However, we also believe that students who are unable to benefit from an in-person school environment will undoubtedly suffer as a result, and that parents who still want to send their children to school should not be deprived of that option. Our members can be useful in providing that experience, as can the school buildings that were designed for that purpose.

Students in grades Pre-K-4 who still wish to come to school should be able to do so for remote learning. The thought of having our students learn remotely at recreation centers when school buildings are larger and more capable of providing school-related services is puzzling. It also takes away from the entire school environment and experience for the child. The school safety officer and the secretary at the school already know the student, the custodial staff is on guard for whatever needs to be disinfected, and the cafeteria worker has fed the child for years. An in-school

experience can still be achieved; in speaking with our members, we received a willingness on their part to provide it.

The vast majority of our members are ready and willing to report to work. They rely on these jobs to put food on the table for their families – and many of them have children, grandchildren and other family members who attend city schools. The number of workers performing physical labor who are in a high risk category or live with someone in a high risk category is small, and there are COVID-19 sick leaves available for those individuals should they qualify.

School Safety Officers aren't just security personnel. Many are mentors and coaches. They look forward to seeing the children, interacting with them, creating activities. They have long-lasting, established relationships with students, and it is disingenuous to tell parents to just drop their child off at a recreation center that the student has no familiarity with. It takes away from the entire school learning experience for the child.

By not opening schools, and by not making alternative arrangements for remote learning within school buildings, the District is driving down enrollment. Many parents now simply do not see the need to register. Kindergarten is especially vulnerable, and the new Pre-K Center is in danger of shutting down for the year. Families have little alternative; they can move out of the city in order to receive in-person instruction, they can keep the child at home, or they can drop the child off at the R-Center; whether registered for school or unregistered.

The decision to bring in 200 interns and student teachers from SUNY Brockport (i.e. young college students, a demographic that has been publicly shown to be at a potentially higher risk of getting and spreading the disease) to assist in remote learning while proposing School Sentry (SSO) layoffs is also troubling and shortsighted. Our members know the children, they come from the same neighborhoods, and they have received training in how to deal with every kind of situation imaginable. SSO's are ready, willing, and able to work with children, in any capacity, and look forward to making the time they spend in school productive and interactive.

After serving on the Operations and Health & Safety committees – staffed by a dedicated group of conscientious and capable department leaders throughout the District – there is no doubt in my mind that the school buildings can still be ready in time to provide our most vulnerable children with a back-to-school experience.

BENTE UNITS

ATTENDANCE: Attendance Assistants and Home School Assistants are the strongest bridge the district can have between the families and schools. There are many behind the scenes' situations that can negatively affect a child's focus and academic success. Attendance and Home School Assistants do their very best to facilitate and help families navigate through those challenges so the students can have an opportunity to be successful; particularly during this pandemic. They do this diligently through outreach, phone calls, texts, emails and home visits. They are not only a resource and support system for the families, but also for the school administrators, social workers, and teachers. Home School Assistants underwent drastic cuts

over the last two years (reduction of 35 employees) and any further cuts in the face of a pandemic would result in a complete disconnect between the District and the families and students who rely on the vital outreach they provide. With a shift to all-remote learning, there simply isn't enough personnel to get the task done. School Safety Officers are needed to help with the large number of home visits that are needed during the all-remote learning period, as well as for safety and security purposes. A full breakdown of tasks the Attendance Assistants and Home School Assistants will be performing throughout the shutdown is listed in Appendix B.

CLERICAL/CENTRAL OFFICE SUPPORT STAFF: BENTE clerical staff have been reduced dramatically over the past two years and are already at below minimum staffing levels. The same tasks need to be completed in an all-remote environment: answering parent phone calls and in person school visits, daily attendance, scheduling, filing, distributing documents and materials, coordinating meetings, payroll, etc. School clerical staff, although able to perform some tasks at-home, still need to report to buildings in order to perform various additional tasks. A complete breakdown on clerical tasks that need to be performed at the school building level and those that can be performed at home can be found in Appendix B. Support staff located at Central Office also fit into remote and in-person reporting categories based upon the needs of individual departments, which include, but are not limited to: Payroll, Accounting, Student Equity & Placement, Records, Medicaid Reimbursement, Attendance, Child Development, Mailroom, IT & Help Desk Support, Grants, Communications, Translators, Student Support Services, Distribution Center, Health Services, Accountability, Parent Engagement, Human Resources & Benefits, Testing, Multilingual Education, Procurement, CIT, Specialized Services, Teaching & Learning. Also important to note is that not all of the titles and departments under Central Office are physically located in the building. The Distribution Center and the Print Shop, for example, are located at the Service Center on Hudson Avenue.

The Union is advocating for any employee who can perform his/her work from home to be able to continue to do so, similar to the teachers, administrators, and paraprofessionals.

CUSTODIAL/PLANT MAINTENANCE: Custodial & Maintenance staff have an abundance of work. Any item that gets touched needs to be sanitized (door knobs, tables, chairs, walls, railings, etc). Cleaning logs must be developed and maintained. Hand air dryers and drinking fountains need to be disconnected. Hand sanitizer and hand washing stations need to be installed along with signage, social distancing stickers, bottle filling stations, toilet paper and paper towel dispensers, and plexiglass barriers. Bathrooms need to be modified, HVAC filters installed, ventilation and filtration systems checked. Due to cuts in maintenance staff over the years, work orders dealing with much-needed repairs are also extremely backlogged. Keyways need to be updated, electric door strikes need to be installed for card reader access, windows and window balances need replacing and repairing. Grass and weeds don't stop growing because of the pandemic. Cleaning roof drains, air handling units, and the remnants left behind from summer construction crews is needed. Painting and other projects can also be accomplished. Boilers need to be maintained and licensed personnel are required for building use. A presence still needs to be established and maintained to stave off the notion that school buildings have been abandoned.

FOOD SERVICE WORKERS/DISTRIBUTION CENTER: Some of the bravest, lowest-paid workers in this District. From the start of the pandemic, Food Service Workers worked side-by-side at the District's Central Kitchen and handed out food to parents and students at school distribution sites throughout the District. They have been rotating in and out – unlike other employees in the District who have been working from home – to provide a much needed service to the community while putting their own safety at risk. Food Service Workers deserve appreciation and commemoration for what they've done throughout the pandemic. They should not be penalized just because they are paid out of a different fund: a fund that operates at a surplus in normal years (if not for the pandemic) and has been utilized to pay for the construction of hybrid kitchens, garbage collection, and indirect costs. The Distribution Center is essential when it comes to dealing with textbooks and care packages for students and will need additional help due to the increased workload, which can be accomplished by utilizing food service staff.

SCHOOL SAFETY OFFICERS (School Sentries): SSO positions are difficult positions to fill, as evidenced by the 41 vacancies. I myself have no idea how they cope with getting in the middle of some of the fights I've seen breakout in the middle of a hallway. With the recent cut to the SRO's last year, the SSO's are even more essential. The District has invested a lot of time and effort into this workforce. SSO's undergo a minimum of two weeks of training every year (including these next two weeks of August 2020), and have undergone finger printing, drug testing, and qualifying for security licenses. They are continually trained on best practices regarding First Aid, De-escalation Techniques, Restraints, Crowd Control, FEMA Courses, Emergency Planning (e.g. disasters, explosions, hurricanes, school invasion), Team Building, and Restorative Practice. The District has a lot of time and money invested in this workforce and cannot afford to re-train new people. Equally as important, the SSO's have built a rapport with students that has taken years to cultivate.

OCCUPATIONAL/PHYSICAL THERAPISTS: Therapy services will still be provided to students as indicated on Special Education Distance Learning Plans. All therapists have District-issued laptop computers, and those who are assigned to provide services to students who attend Charter or private schools that are operating in hybrid or in-person modes will provide services in the same format that the school is using. As such, certain staff members will be going on site to these schools to provide services. Therapists will work with teachers to create their therapy schedules and will continue to work 7 hour days (as they do when schools are open in the brick and mortar format).

TRANSPORTATION: There are currently 15 Bus Driver vacancies. There is a communitywide and nationwide shortage of Bus Drivers, even in normal times. Fortunately, due to the number of bus runs needed to transport students with special needs (i.e. Mary Cariola, Crestwood, Hillside), Bus Drivers and Bus Attendants will have enough work to remain employed, along with much needed support staff (i.e. dispatchers, expeditors, mechanics, clerical support). Disinfecting the buses between transportation runs will also take more time. Bus Drivers are in short supply and high demand, making them difficult to recruit, especially since the District does not pay for CDL training.

RECOMMENDATIONS

- The RCSD can and should create a welcoming all-remote learning environment at the elementary schools. The schools should contain staff capable of providing students with nutritious meals, physical activities, and strict guidelines for remote learning. School Safety Officers, Food Service staff, and Custodial staff can help ensure a clean, safe, nurturing environment that enables children to regain a school experience that has been lost since last spring. City Recreation Centers are simply not equipped with all of the learning tools needed. Our school facilities are much larger, with adequate space available to ensure social distancing. Children can be broken down into smaller groups, with instructional support and trained staff available to monitor and ensure social distancing.
- Meals should be delivered directly to the homes of students, as many are unable to travel to food distribution sites due to being home alone or living with a parent or guardian who is incapable of providing a nutritious meal to their child(s). Inclement weather also prevents parents and students from traveling to pick up food. The food deliveries could also include a hot meal, with instructions as to how to heat the food at home. These changes would provide work for Food Service Workers and a number of School Safety Officers.
- Care packages that consist of learning materials (e.g. writing tablets, notebooks, glue sticks, pencils, construction paper, etc.) should be delivered to the homes of students and parents who are unable to pick up supplies. This will require a team of Home School Assistants and School Safety Officers for home delivery, as well as additional support from other workers in the Distribution Center and from Food Services for care package assembly. Chromebooks, textbooks, and routine check-ins will also take a large number of support staff. Chromebooks not only need to be dropped off, but additional assistance needs to be provided to equip students with the tools and knowledge needed to use them.
- The RCSD should provide transportation for students in grades Pre-K-4 looking to attend remote learning at their local grammar school. Transportation costs should be reimbursable and will drive up transportation aid for next year.

CONSIDERATIONS

- **UNEMPLOYMENT INSURANCE:** The RCSD is self-insured for unemployment. The Union has asked for a cost analysis regarding the money the District would actually save once the cost for unemployment benefits are figured in, especially given that many of our members are low-paid workers. As of the time of submission, we have not received that information. Any short-term savings could be miniscule in comparison to the long-term damage this decision would have on the lowest paid workers and their relationship with the District.

- **RETENTION:** The Union is cautioning the District against laying off any of its members due to the fact that it is difficult to recruit workers in these fields of employment. There are between 35-40 vacancies in the School Sentry (SSO) ranks alone. These are difficult vacancies to fill and the District has invested a lot of time and effort into this workforce. There is a nationwide bus driver shortage and there are currently 15 Bus Driver positions that the District is having a difficult time filling. Food Service staff is also tough to find at the starting hourly rates the District is paying (minimum wage). All of these individuals have a rapport with students that has taken years to cultivate.
- **WORKFORCE MORALE:** Workers who were on the front lines from the very beginning of the pandemic and were deemed “essential” are the last people an employer should be laying off. Putting aside their own personal safety and the safety of their families, they came into work and did a job without receiving any extra pay, while everyone else in the RCSD was working remotely (and workers for Monroe County were even receiving extra hazard pay). These are working class heroes and should be treated as such. Discarding heroes and tossing them aside when the emergency is over is a horrible message to send, reminiscent of how first responders were treated after 9-11.
- **FINANCIAL HARDSHIP:** Most of the workers who would be laid off did not work in the summer months, thereby losing two months of pay that they normally receive by working summer school. They have already been dealing with financial hardship over the past ten (10) weeks, and facing a loss of pay over the next ten (10) weeks will only cause them to look harder at whether or not it is worth staying employed with the RCSD. Add to that the uncertainty created by a potential second wave of the pandemic, the realization that these workers live paycheck to paycheck, and the odds that there will be no federal unemployment funds (by the time they go on unemployment, any proposed federal dollars will most likely be gone).
- **HEALTH CRISIS:** We are at halftime in the middle of a worldwide health crisis. Workers are already dealing with the stress of potentially contracting a deadly virus. It is simply cruel to lay off the lowest paid, most vulnerable people in the RCSD; especially since they were putting their lives at-risk by reporting to work and associating with the public at a time when not much was known about the virus and at a time when PPE was not mandatory.

FINANCIAL SUPPORT

- Despite a hiring freeze that was recently initiated, the units represented within BENTE/AFSCME Local 2419 are already understaffed. One hundred seventy-one (171) vacant positions have not been filled. The savings from not filling these positions over the next ten (10) weeks totals approximately \$1,705,690 (see Appendix C). Any further reductions would create recruitment and retention problems, especially in the areas of

food services, school security, custodial services, and bus drivers, where there are already extreme shortages.

- The RCSD should research grants and reimbursements for care packages and meal delivery, as the cost for staff could be offset through these programs.
- The savings in School Safety Officers from the 41 vacant positions is significant enough without delving further into an already depleted workforce. There is enough work that can be done amongst the SSO unit to keep everyone currently employed.
- Approximately one hundred seventy-five (175) custodial workers will already be experiencing a hardship with a 10% reduction in pay due to the entire staff being placed on the day shift, thereby taking away their 10% night shift differential.
- Overtime for projects, athletic events, etc. has been frozen, disproportionately affecting hourly employees that BENTE/AFSCME Local 2419 represents and causing financial hardship for workers who are reliant upon these monies. Due to cuts to support staff over the years, they have been doing the work of two, or even three people. Custodial, maintenance, and security staff will be particularly harmed by any cuts to overtime.
- Due to the fact that the RCSD is self-insured, rising unemployment insurance costs could substantially lower any savings incurred by imposing a layoff on low paid workers.
- Substitute costs will be eliminated.

IMPORTANT TO NOTE

- Schools will already remain open for teachers and other staff members to be able to access supplies, copier machines, etc. Some schools are also serving as food distribution sites. To ensure safety, an SSO will be required at each location, with multiple SSO's required where different schools and programs are housed in one building, at food distribution centers, and locations where students are housed for all-remote learning.
- The word "furlough" is just a way for people to feel good about themselves while laying people off. The definition of a furlough is an unpaid leave of absence. Call it what it is: a complete loss of pay for ten (10) weeks for people who already haven't been paid for ten (10) weeks over the summer. No one can go twenty (20) weeks without pay, least of all these low paid workers. And with the second wave of the pandemic on the horizon, it could be far longer than twenty (20) weeks. This is already stressful for employees; losing their income in the middle of a health crisis would be devastating. Giving them health insurance isn't a bargain, it is avoiding a cruel act in the middle of a pandemic. The Union is not interested in bargaining away the next ten (10) weeks of future income

for low paid workers. No one should be laid off under these circumstances, least of all the most vulnerable population in the RCSD.

- During the period of time that our workers have been providing food to students and families, which dates back to March when schools first closed and students and families were not required to wear masks, not one of our seven hundred plus workers in the areas of food services, custodial, or security contracted the virus at work.
- Teachers, therapists and other staff members will need to access buildings to be able to use printers and copier, to be able to mail materials to families, to access labs, etc. How can the District justify opening school buildings to teachers and staff and not open up the school buildings to students?
- Most of our members in the fields of custodial, food services, transportation, and school security are minorities and city residents who put money into city owned businesses and services.
- If the District were to provide at-home meal delivery, it would increase meal production and therefore increase reimbursement to the District. All kitchens and cafeterias at elementary schools should be utilized as opposed to a limited number of food distribution sites. Parents and students will not walk miles in rain (or snow) to get to food distribution sites, especially for cold meals. Hot, nutritional meals should be offered and transported.
- Suburban Districts are opening schools in September all around us. Bowling centers and fitness centers are opening. The least the District can do is offer school building access to students Pre-K-4.
- Staff is still traumatized and under a great deal of stress from mid-year and end of the year cuts from last year's budget.
- BENTE members will need to be on duty to cover for absences since substitute personnel and temporary workers cannot work in lieu of support staff members, as per the CBA.
- A substantial number of our members are bilingual and multilingual and can be utilized to communicate with parents in a variety of different languages.
- Delivery of WiFi, laptops, MiFi devices to students is needed. SSO's will also perform temperature checks, classroom monitoring, maintain detailed contact tracing & occupant logs, manage kiosks, coordinate with Monroe County Health Department, and keep an eye on children to ensure they are safe. Homeless children or children with no adult at home need to have many support systems in place.

- Any spare time can be used to work on projects such as painting classrooms and hallways, outdoor gardens, and deep cleaning.

CONCLUSION

Recreation Centers are not a replacement for educational facilities, and student interns/teachers from Brockport are not a suitable substitute for providing the necessary social and emotional support to children living in concentrated poverty. SSO's are continually trained on best practices. Moreover, they come from, and continue to live, in the very communities the children are in. It is disheartening to our members that the District would look to bring in student interns from the suburbs at the expense of our own employees. The interns and student teachers can still contribute, but the children should be in an educational facility, with all of the school resources necessary and readily available. Dropping your child off at a recreation center sends a message that he/she is there to play over the summer. Putting your child on a bus to school in September means that play time is over, and he/she is there to learn.

Between overall building security needed in every district location, with additional SSO's at Food Distribution sites and buildings with multiple schools on different floors, and with students attending Pre-K to 4th grade elementary schools receiving at-home meal delivery, care package and Chromebook and textbook delivery, and home visits to all grade levels, we simply do not think a reduction in our workforce is sensible.

BENTE/AFSCME is putting forth a good-faith effort to create harmony in the workforce, and is cautioning the District against laying off *any* of its members during this health crisis. As stated in this document, it is already far too difficult to recruit workers in these fields of employment. There are 41 vacancies in the School Sentry (SSO) ranks alone and 171 unfilled vacancies within BENTE as a whole. That's enough. The District simply cannot afford to cut into the actual people doing the work.

The Union has taken the time to itemize a cost savings in excess of two million dollars over the next ten weeks (10), due to a surplus of unfilled vacancies within the bargaining unit, custodial staff losing their 10% night differential, a freeze in overtime costs, substitute cost savings, and new opportunities for state reimbursement.

We have no knowledge of how to develop curriculum and would never attempt to submit ideas on the matter, but operations is what we do. This document was developed with the input of workers who are in the schools every day, interacting with students as mentors, coaches, and role models.

Collectively, we can send a message to children who are looking for some semblance of normality. A message that says "I hope you enjoyed the rec center over the summer, but now it's time to get dressed and go to school."

ADDITIONAL COMMENTS

- The District is saving monies on utilities from buildings not being occupied in the evenings, as well as transportation costs and a reduction in contracts.
- Additional security in the evenings may also be needed since custodial staff is not in the buildings and break-ins and vandalism could become more frequent.
- At the last BOE meeting, it was reported that \$300,000 was budgeted for severance payments. As a result, a handful of people are getting more money to *depart* the RCSD than it would cost to *retain* the number of SSO's the RCSD is looking to layoff for ten (10) weeks.
- The Union is open to negotiating temporary modifications to the job functions and duties of allocated titles during the ten (10) week period to allow the District greater flexibility in assigning various tasks.
- The Campaign for Fiscal Equity won a lawsuit that claimed the State of New York owed 4.1 billion dollars in foundation aid to school districts across the state. Alliance for Quality Education stated that the RCSD has been shorted 86 million dollars. It is simply wrong now to tell the state or federal government that we are complacent with a 20% cut in funding when the District is already owed extra funds.
- As one of 35 International Vice Presidents of AFSCME, I have and will continue to lobby Congress to pass a stimulus package with an emphasis on providing significant increases in aid to school districts. Letters have also been sent to our congressional representatives in New York State asking for support. We are doing everything we can to get additional funding to the District.

APPENDIX A

VACANCIES

AVERAGE ANNUAL SALARIES

(2) ASSISTANT ARCHITECT (52 weeks)	\$77,000
(9) ASSISTANT CUSTODIAN (52 weeks)	\$46,000
(16) BUS DRIVER (39 weeks)	\$37,000
(4) CASHIER (39 weeks)	\$24,500
(1) CLEANER (52 weeks)	\$15,500
(8) COOK/CAFETERIA MANAGER (39 weeks)	\$37,000
(20) CUSTODIAL ASSISTANT (52 weeks)	\$33,000
(18) FOOD SERVICE HELPER (39 weeks)	\$19,000
(7) OFFICE CLERK II/BILINGUAL (52 weeks)	\$51,300
(10) PORTER (39 weeks)	\$23,700
(41) SCHOOL SENTRY/BILINGUAL (SSO) (42 weeks)	\$33,000

VACANT POSITIONS (10 weeks)

APPROXIMATE SAVINGS TO THE DISTRICT (10 weeks) **\$1,705,690.00**

This is a conservative estimate, the Union has only included 136 out of the 171 positions that are currently vacant. The District has put a freeze on hiring, and as long as these 171 vacancies continue to go unfilled, it results in an even greater savings to the District than what is listed.

TEN PERCENT NIGHT DIFFERENTIAL (10 weeks)

APPROXIMATE SAVINGS TO THE DISTRICT (10 weeks) **\$150,000.00**

Approximately 175 Custodial Workers (Assistant Custodians, Custodial Assistants, Cleaners) will be losing 10% percent of their wages over ten weeks.

OVERTIME COSTS (10 weeks)

APPROXIMATE SAVINGS TO THE DISTRICT (10 weeks) **\$250,000.00**

Custodial, SSO, and Plant Maintenance personnel.

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TOTAL COST SAVINGS: **2,105,690.00**

APPENDIX B

ATTENDANCE ASSISTANTS/HOME SCHOOL ASSISTANTS

Typical Work Activities (during COVID-19):

- Assist parents in connecting and communicating with school administrators, staff, school resources, district personnel, community resources and related (in either English or Spanish)
- Work with parents to address school/online learning challenges and home issues related to the student and mitigate their interference with school progress
- Assist parents with relationship building, relaying disciplinary concerns, and communicating instructional concerns
- Contact parents to assist with school related issues/concerns
- Conduct calls and home visits regarding chronic attendance issues or behavior issues, address verification, and updates to contact numbers
- Meet (via Zoom/Conference call) with parents regarding various school related and/or personal issues impacting students success
- Periodically communicate with parents to check in and offer any assistance or connect with appropriate staff /personnel and agencies
- Attend any necessary online meetings/trainings that would assist in facilitating parent and student educational empowerment and success.
- Assist in addressing chronic attendance issues, lack of online learning participation and/or incompleteness of school work on behalf of the school with the parent/guardian (communicating the importance of attendance and work completion). Report back to appropriate staff members any concerns or educational inhibitors the family is experiencing
- Maintain records of daily contact regarding students and parents
- Assist with delivery of technological devices for online learning (Chromebooks, hotspots, etc.) to parents/families who are unable to retrieve them from centralized locations
- Assist with delivery of bus passes to parents as necessary to transport selves to pertinent location that would address school or home related concerns
- Assist parents in connecting with school and community resources (food shelters, clothing shelters, domestic abuse shelters/services, housing shelter, etc.)
- Assist in informing parents of special programs (District or Community Agencies) that may be of assistance to their students or family
- Advise individual parents regarding community resources/programs that may enhance their role as homemaker and teachers of their children
- Work in collaboration with the Office of Parent Engagement (OPE) to pursue parents for parent trainings, school workshops, and various parent events/activities
- Facilitate communication via school website coordinator to parents regarding various parent/family resources, and community events/services
- Assist families in transition (homeless) and connect them to community resources

- Complete and submit necessary FIT referral forms and notify appropriate staff
- Communicate with transportation clerical to ensure needed information is in place for student to receive transportation to/from school
- Assist with interpreting/translating on behalf of Spanish speaking parents regarding home/school related issues/concerns
- Prepare and maintain Community Resources binder
- Prepare agency assistance request letters for parents (if necessary, deliver letter to the parent)
- Maintain transition closet for families (e.g. clothing, bedding, pillows, towels, linen shoes, etc.)
- Advocate for parents/students, mediate when necessary between school and home, and meet individually with parents and/or students
- Maintain a parent center (complete with necessary computer, parent information, training and resources readily available)
- Input home visits regarding attendance in attend actions
- Design, prepare, and distribute PTO brochures and parent event flyers
- Communicate with school staff as needed regarding parents/students (calls/texts/emails)

CLERICAL STAFF

<u>In Person Tasks:</u>	<u>In Person or from home:</u>
Parent phone calls	Verify daily attendance
Assist parents who come to building	Monitor 3, 5, 10, 20 day absences
Print attendance letters to mail home	Document phone calls regarding attendance in attend actions
Check in all student records that were received over the summer (in addition to records at old schools for students who have not been assigned a school yet)	Update/input student contact information as well as parent contact information
Update student record file with new records/documents	Complete student withdrawal information
Mail intro packets to new incoming students	Issue transcripts

Print and distribute parent and family mailings	Run address error reports
Print and distribute attendance verifications (these are asked for throughout the year from Monroe County for families receiving DSS. They are requested via mail and need to be mailed back.	Process and maintain school budget ledger
Open and distribute mail and faxes	Order teacher/school supplies needed
Update and monitor parent handbook	Create and maintain staff contact database
Check in all incoming orders so items can be received in the system	Prepare opening staff bulletin
Process and send out records requests to other schools and govt. entities such as CPS	Change bus information for when students return to school
Monitor and send/receive incoming and outgoing student records	Monitor school information email box that was set up for all schools
Maintain student activity funds	Process club stipends
Distribute learning packets to parents without access to a printer	Update and process payroll biweekly (three day process every pay period)
Distribute supplies to teachers when needed	

APPENDIX C

Appendix C can be found in the attached spreadsheet.