

SAN LUIS COASTAL UNIFIED SCHOOL DISTRICT
REGULAR PERSONNEL COMMISSION MEETING AGENDA

August 24, 2011 – 4 p.m.
Personnel Office Conference Room

Open Session

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SAN LUIS COASTAL UNIFIED SCHOOL DISTRICT
REGULAR PERSONNEL COMMISSION MEETING AGENDA
August 24, 2011

OPEN SESSION

1. <u>ROLL CALL:</u>	<u>Present</u>	<u>Absent</u>
Navjit Brar, Chairperson	_____	_____
Kent Taylor, Vice-Chairperson	_____	_____
Gail Sears	_____	_____

2. APPROVAL OF MINUTES OF REGULAR MEETING

The minutes of the Regular Personnel Commission Meeting of June 22, 2011, are presented on the following pages.

RECOMMENDATION:

It is recommended that the minutes of the regular meeting of June 22, 2011, be approved.

SAN LUIS COASTAL UNIFIED SCHOOL DISTRICT
REGULAR PERSONNEL COMMISSION MEETING MINUTES
June 22, 2011

Place of Meeting: Personnel Office Conference Room
1500 Lizzie Street
San Luis Obispo, California

Type of Meeting: Regular

Time of Meeting: 4:00 p.m.

OPEN SESSION

1. ROLL CALL:

Commissioners Present: Kent Taylor, Vice-Chairperson
Gail Sears

Commissioner Absent: Navjit Brar, Chairperson

Staff Present: Rick Robinett, Assistant Superintendent, Personnel/Educational Services
Jean Keller, Personnel Analyst
Nancy Kunde, Personnel Assistant

Guests Present: Cheryl Hill, Administrative Assistant, Instructional Services,
and CSEA Vice President
Ryan Pinkerton, Principal, Arroyo Grande High School

2. APPROVAL OF MINUTES OF REGULAR MEETING

The minutes of the regular meeting of May 25, 2011, were approved as presented. (M/S/P Sears/Taylor)

3. PUBLIC COMMUNICATION TO THE COMMISSION

There were no requests to address the Commission.

4. INFORMATION: ORAL REPORTS

Jean Keller reported that the California School Personnel Commissioners Association Conference will be held in San Diego, January 26-29, 2012.

Ms. Keller provided the Commissioners with copies of a recently updated and approved class specification.

Commissioner Sears reported that she had seen the announcement that Jeff Guy, Director of Facilities, Operations, and Transportation was recognized by ACSA as a Classified Administrator of the Year.

REGULAR PERSONNEL COMMISSION MEETING MINUTES

June 22, 2011

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5. INFORMATION: REPORT OF TESTING

Nancy Kunde reported on the results of recent testing; the following are new hires:

Jeanne Buchanan	Occupational Therapist	Student Services
Michelle Headrick	Library Media Center Technician	Del Mar Elementary
Russell Meyers	Custodian I	Sinsheimer

6. INFORMATION: CORRESPONDENCE RECEIVED

No correspondence was received.

7. DISCUSSION: CLASSIFICATION REVIEW: ASSISTANT SUPERINTENDENT FOR BUSINESS AND PHYSICAL SUPPORT SERVICES (First Reading)

Jean Keller presented the revised class specification for Assistant Superintendent. The Commissioners discussed the suggested changes, and staff recommended one additional change. The class specification will be brought back for a second reading at the next meeting.

8. DISCUSSION/ACTION: CLASSIFICATION REVIEW: FOSTER YOUTH/FAMILY SERVICES RESOURCE COORDINATOR (THIRD READING)

Following discussion of one additional revision to the class specification for Foster Youth/Family Services Resource Coordinator, the Commission approved the changes in the class specification and also approved a change in title to Family Resource Coordinator. (M/S/P Sears/Taylor)

9. DISCUSSION/ACTION: NEW CLASS SPECIFICATION: LVN/SPECIAL EDUCATION PARAEDUCATOR

The Commission discussed staff's recommendation to create a separate class specification for LVN/Special Education Paraeducator and to place the class on range 218 of the CSEA salary schedule. The LVN or RN license will provide the District with Special Education Paraeducators who are able to administer ant-seizure medication and relieve the School Nurses of the need to constantly monitor the student.

Commissioner Taylor asked that this be considered a first reading of the recommendation. The Commissioners asked what would happen to the employee if the student should leave the District. Rick Robinett indicated that it is likely that we will have a growing need for employees with the license, and the employee would be considered for transfer to another similar assignment. If there were no similar assignments, the employee would be eligible to voluntarily demote to the Special Education Paraeducator class.

The Commissioners requested that an additional duty be added to the LVN/Special Education Paraeducator class specification to clarify that the license is a requirement due to the health care needs of the student(s).

The class specification will be brought back for a second reading at the next meeting.

REGULAR PERSONNEL COMMISSION MEETING MINUTES

June 22, 2011

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10. DISCUSSION/ACTION: CLASSIFICATION OF NEW POSITION

Following discussion, the Commission approved the classification of a new clerical position at Morro Bay High School as Senior Secretary Clerk. (M/S/P Sears/Taylor)

11. DISCUSSION/ACTION: COMMISSION GOALS

The Commissioners discussed their annual goals, suggested a few minor changes, and adopted the goals for 2011-12. (M/S/P Sears/Taylor)

12. NEXT MEETING

The next regular Personnel Commission meeting is scheduled for 4 p.m., Wednesday, August 24, 2011. No meeting is scheduled in July.

13. CLOSED SESSION

There were no closed session discussions.

The meeting was adjourned at 4:40 p.m.

Ryan Pinkerton
Director of Personnel Services

(The agenda of this meeting and the informational materials, reports and personnel items provided to the Commission members are incorporated as attachments to the official minutes.)

SAN LUIS COASTAL UNIFIED SCHOOL DISTRICT
REGULAR PERSONNEL COMMISSION MEETING AGENDA
August 24, 2011

3. PUBLIC COMMUNICATION TO THE COMMISSION

At this point on the agenda, opportunity is provided for an individual or a representative of a group to address the Commission. Each speaker shall be limited to three minutes and the total time allotted for Public Communication to the Commission will be 20 minutes.

In order to assist the Chairperson, please complete the Request to Address the Personnel Commission and hand the form to the Commission Chairperson prior to the beginning of the meeting.

The Commission will not take action on an item introduced during Public Communication as this would constitute an illegal act on the part of the Commission.

4. INFORMATION:
ORAL REPORTS

- Report on first day of school
- Salary Schedules – As requested by the Commissioners at the last meeting, copies of the most recent salary schedules for all classified groups will be provided.

5. INFORMATION:
REPORT OF TESTING

Since the last regular meeting of the Personnel Commission, the following tests were administered:

POSITION	NUMBER OF VACANCIES	COMP. APPL. RECVD	WRITTEN TEST		ORAL	
			NO. TESTED	NO. PASSED	NO. TESTED	NO. PASSED
Special Ed Paraeducator	9	28	24	24	24	24
Occupational Therapist	1	3	3*	3*	3	3
Food Svc Delivery Drvr	1	11	8	6	5	5
Carpenter	1	52	42	17	8	8
Irrigation Systems Worker	1	11	10	4	4	4
EL Aide	3	7	7	3	3	3
Senior Secretary Clerk	1	7	5	5	5	5

*Formal paperscreening.

6. INFORMATION:
CORRESPONDENCE RECEIVED

No correspondence had been received as of the date this agenda was prepared.

SAN LUIS COASTAL UNIFIED SCHOOL DISTRICT
REGULAR PERSONNEL COMMISSION MEETING AGENDA
August 24, 2011

7. DISCUSSION/ACTION:
POSSIBLE RECRUITMENT TO FILL PERSONNEL COMMISSIONER POSITION

Staff has been notified by Commissioner Brar that she will be unable to participate in Commission activities until January, 2012.

At this time the Commission will discuss whether or not they wish to conduct a recruitment to fill Ms. Brar's position. Ms. Brar has served on the Commission since January 2000 and is the appointee of the other two members of the Commission.

8. DISCUSSION/ACTION:
CLASSIFICATION OF NEW POSITION IN INSTRUCTIONAL SERVICES

On April 5, 2011, the Board of Education adopted the Initiatives for Student Success. On June 7, 2011, the Board adopted the SMART (Specific, Measurable, Attainable, Reasonable, and Timely) Goals to achieve the initiatives and identified both programmatic and budgetary implications.

The initiatives included an additional clerical position in the Instructional Services Department. This position will provide support for the new preschool and transitional kindergarten programs and will assist in monitoring department and school categorical budgets.

Staff is recommending that the new position be classified as a Senior Secretary Clerk. A revised class specification is presented on the following pages. A new section has been added to specify the duties that are unique to the Instructional Services Department; this section is underlined. These duties are similar in scope and responsibility to duties performed by Senior Secretary Clerks assigned to other departments. The position that was assigned to Business Services has been eliminated and those duties are ~~struck out~~.

RECOMMENDATION:

That the Commission approve the classification of the new position in Instructional Services as Senior Secretary Clerk and approve the revisions in the class specification. The Commission may request a second reading of this item if needed.

**SAN LUIS COASTAL UNIFIED SCHOOL DISTRICT
CLASS SPECIFICATION**

SENIOR SECRETARY CLERK

PURPOSE OF POSITION

To perform a variety of specialized clerical duties in support of an administrative office or school site function and to perform related duties as assigned.

SUPERVISION

Receive general supervision from site or department administrator. May exercise functional and technical supervision over clerical staff, student aides, and substitute employees.

ESSENTIAL FUNCTIONS - Duties may include, but are not limited to, the following; the specific duties performed will vary depending on the office or school site to which assigned:

When assigned to any site:

Prepare and proofread a wide variety of reports, schedules, brochures, pamphlets, agendas, and correspondence from rough drafts, marginal notes, and verbal instructions; collect and compile data for special projects. Compose correspondence related to assigned responsibilities.

Serve as office or site receptionist to students, teachers, staff, and the public by answering inquiries and furnishing information on department or school standards, procedures, rules, regulations, programs, and policies. Respond to a variety of telephone and written requests for information.

Monitor site budget balances and prepare appropriate budget and expenditure transfers. May assist in preparing annual budgets for such programs as ~~ROP~~, VEA, summer school, and GED.

Prepare for signature and route a variety of District forms.

Assist with the coordination of special events by contacting participants, arranging for facilities, ordering refreshments, and preparing required materials.

Order office supplies through an on-line account. Prepare purchase requisitions. Receive deliveries and confirm accuracy of order. Inventory, store, and issue supplies.

Distribute incoming mail. Assist in preparing bulk mailings.

Operate a variety of office equipment including copiers, calculators, typewriters, fax machines, postage machines, and phones.

Operate a computer for the purpose of maintaining student attendance records, preparing progress reports and report cards, and preparing correspondence, forms, reports, lists, and other documents.

When assigned to a school site:

Set up and maintain a variety of files for cumulative student records, student schedules, and correspondence.

Schedule appointments, meetings, and conferences and maintain calendar for assigned administrator(s) and/or counselor(s).

SENIOR SECRETARY CLERK (continued)

Register and enroll new students; obtain necessary documents and forms; review and route paperwork.

Prepare, review, and route paperwork on students withdrawing or transferring.

Assist in the administration of State and District assessment tests by ordering examination booklets and maintaining an exact count of tests administered and returned. Facilitate GED testing by ordering materials, certifying examiners, and verifying scores.

Track student progress and academic status; notify staff, students, and parents of probation status, ineligibility for extracurricular activities, and credit deficiencies.

Assist in the development of the master class schedule and staff allocations by preparing, distributing, and collecting course selection sheets and inputting data to produce reports.

Assist in the development of registration time lines; prepare and gather information, booklets, flyers, and forms to be included in registration packets; assemble packets and prepare for mailing.

Maintain a complete record of locker numbers, combinations, and names of users; issue lockers; and check lockers of students who withdraw from school.

Prepare official transcripts for current and former students.

Compile diploma lists, honor rolls, and other graduation and promotion information.

Utilize the web-based student information system to establish and maintain accurate attendance records for each student; verify uncleared student absences with parent/guardian by telephone, letter, or in person.

Generate a variety of attendance reports and enrollment summaries for the use of teachers and administrators and to meet the reporting requirements of outside agencies.

Issue absence slips, tardy slips, and permits to leave school grounds.

Maintain the lost and found department.

Collect student obligations and prepare bank deposits. Maintain accurate receipts and records and reconcile petty cash checking account.

Supervise and train office/student aides; assign duties as necessary.

Administer first aid and, with parent's permission, give medications to students. Maintain listing of students' medical needs for reference by staff assigned to provide care.

When assigned to Instructional Services:

Develop and monitor department budget balances and prepare appropriate budget and expenditures transfers. May assist in preparing annual budgets for such programs as ROP and pre-school

Monitor department and school categorical budgets.

Assist with pre-school and ROP registration; prepare and gather information, booklets, flyers, and forms to be included in registration packets; assemble packets and prepare for mailing.

Register and enroll students; obtain necessary documents and forms; review and route paperwork.

SENIOR SECRETARY CLERK (continued)

Generate a variety of pre-school and ROP attendance reports and enrollment summaries for the use of teachers and administrators and to meet the reporting requirements of outside agencies.

Submit conference and travel claim forms, mileage payment requests; and employee claims for reimbursement.

Prepare bank deposits for incoming monies. Take deposits to bank.

Set up and maintain a variety of files for purchase requisitions, budget reports, and other financial records.

When assigned to Student Services Department:

Assist in hiring and assigning instructors to students who are receiving individual instruction.

Utilize specialized software to maintain student data, prepare class lists, create queries, and prepare specialized reports to track special education students.

When assigned to Business Services Department:

~~Utilize computerized facility reservation system to process, maintain, and coordinate facility use permits, to prepare reports, and to calculate and prepare invoices.~~

~~Review policies, procedures, and available facilities with prospective facility users. Advise the general public and public agencies of pertinent District policies.~~

~~Serve as District liaison for facility user interests and concerns with site and District administration.~~

~~Assist in creating and updating facility use guidelines and regulations.~~

~~Calculate, collect, process, and track developer fees.~~

~~Maintain surplus inventory; sell, dispose of, and transfer surplus inventory. Assign fixed asset numbers and maintain related inventory records.~~

~~Coordinate property transfer activities.~~

~~Assist in the maintenance of telephone voice mail and cellular phone system network.~~

~~Assist other staff members in the department with a variety of projects as needed.~~

~~Organize and maintain filing systems; maintain records related to specific area of assignment.~~

~~Copy, assemble, and distribute a variety of documents.~~

PHYSICAL DEMANDS AND WORKING CONDITIONS

The position requires the ability to see for purposes of reading mail, policies and other printed matter; understand speech at normal levels in person and on the telephone; communicate so others will be able to clearly understand a normal conversation in person and on the telephone; operate computer equipment, typewriter, calculator, copy machine, and other office machines with dexterity; and occasionally move office supplies and printed materials weighing up to 25 pounds. The duties are performed in an office setting and there is frequent bending, crouching, or kneeling at files, pushing/pulling, reaching in all directions, and working for prolonged periods of time at a computer.

SENIOR SECRETARY CLERK (continued)

QUALIFICATIONS

Experience/Training: Any combination of education, training, and experience equivalent to three years of increasingly responsible clerical experience, preferably in a school office setting, and graduation from high school. Additional secretarial course work is desirable.

License or Certificate: If assigned to a school site, will be required to participate in training for first aid certification.

Skills, Knowledge, and Abilities: Knowledge of modern office methods, practices, and procedures; computer equipment and word processing, spreadsheet, and data base programs; record keeping practices; basic budgeting principles and practices; English usage, spelling, grammar, and punctuation; and basic principles and practices of supervision and training.

Ability to interpret and apply school rules, regulations and policies; ability to learn state and federal laws relating to the area of responsibility; perform complex clerical work with speed and accuracy; operate and use a variety of office equipment; utilize or quickly learn to utilize the word processing, spreadsheet, and data base programs used at the site to which assigned; keyboard the equivalent of 45 words per minute; work independently in the absence of supervision; effectively manage multiple tasks and set priorities; function in a calm and capable manner in a hectic environment with almost constant interruptions; communicate effectively, both orally and in writing, including effective telephone communication skills; exercise tact and good judgement in dealing with students, staff, and the public; and establish and maintain cooperative working relationships with those contacted in the course of work.

Revised by the Personnel Commission on _____
Classification Review Conducted January 2008
Approved by the Personnel Commission on May 28, 2008

SAN LUIS COASTAL UNIFIED SCHOOL DISTRICT
REGULAR PERSONNEL COMMISSION MEETING AGENDA
August 24, 2011

9. DISCUSSION/ACTION:

CLASSIFICATION REVIEW: ASSISTANT SUPERINTENDENT FOR BUSINESS
AND PHYSICAL SUPPORT SERVICES (Second Reading)

This item was presented for a first reading at the previous meeting. It is presented at this time for a second reading and action.

At the previous meeting, the Commission discussed the revised class specification for the Assistant Superintendent for Business and Physical Support Services, which is presented on the following pages. The suggested change is underlined.

RECOMMENDATION:

That the Commission approve the changes in the class specification for Assistant Superintendent for Business and Physical Support Services.

**SAN LUIS COASTAL UNIFIED SCHOOL DISTRICT
CLASS SPECIFICATION**

**ASSISTANT SUPERINTENDENT
FOR BUSINESS AND PHYSICAL SUPPORT SERVICES**

PURPOSE OF POSITION

Responsible for supervising and coordinating the activities and operations of the Business Services division of the District including maintenance, operations, transportation, fiscal, technology, and food service. This is a cabinet level position.

SUPERVISION

Receive direction from the Superintendent. Supervise, direct, and evaluate the Director of Facilities, Operations, and Transportation, Director of Food Service, Director of Information Services and Technology, Director of Fiscal Services, Executive Assistant, and support employees in other areas as assigned. ~~Copy Services and Purchasing.~~

ESSENTIAL FUNCTIONS - Duties may include, but are not limited to, the following:

Advise the Superintendent on all District business and financial matters, including the impact of State and Federal legislation.

Assist the Superintendent in developing the District's short and long-range financial priorities and the goals for strategic planning.

Plan, organize, administer, and coordinate the business and support functions of the District, including, but not limited to, budgeting, accounting, payroll, fund management, student attendance, purchasing, service contracts, inventory and internal controls, and risk management.

Evaluate management staff and provide leadership for all business support departments, including Fiscal Services, Facilities, Operations, and Transportation, Information Services and Technology, and Food Service.

Represent the District in vendor contractual negotiations and commitments. Direct the purchasing, inventorying, warehousing, and distribution of all supplies, materials, equipment, and services for the District.

Oversee and monitor the rental and use of school facilities and grounds.

Oversee the management of the District's liability insurance and provide support for the workers' compensation and health benefits programs.

Oversee the District's developer fee justification and other demographic studies as required.

Manage the design and implementation of the District's Disaster Preparedness Plan, Facility Modernization Plan, and Capital Improvement Plan.

Prepare a variety of financial reports for Federal, State, and County governments.

Review and monitor legislation affecting fiscal management and projected financial needs.

Attend Board meetings and participate in deliberations on various matters relating to business, finance, negotiations, and legal issues.

ASSISTANT SUPERINTENDENT FOR BUSINESS AND PHYSICAL SUPPORT SERVICES (continued)

Develop, revise, and implement Board Policies and Administrative Regulations as they pertain to the business operations of the District.

Participate as a member of the District negotiating teams as assigned by the Superintendent.

Represent the District to the community through membership in community service organizations.

Perform other related duties as may be assigned by the Superintendent.

PHYSICAL DEMANDS AND WORKING CONDITIONS

The position requires the ability to see for purposes of performing essential job duties, reading reports, policies, regulations, and other printed matter; understand speech at normal levels in person and on the telephone; communicate so others will be able to clearly understand a normal conversation in person and on the telephone; operate computer hardware and peripheral equipment with dexterity; operate a vehicle to make site visits; and routinely lift/carry equipment and supplies weighing up to 25 pounds. The duties are performed in an office working environment subject to sitting at a desk or conference table for long periods of time, bending to retrieve materials from files and shelves, reaching in all directions, and extended periods of time working at a computer.

QUALIFICATIONS

Experience/Training: Any combination of experience and training that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be five years of responsible administrative and supervisory experience within an educational business environment and a Bachelor's Degree in Business Administration, with a major in accounting. A Master's Degree in business or educational administration is preferred.

Skills, Knowledge, and Abilities: Knowledge of governmental budgeting, accounting, purchasing, and contracts; audit and fiscal control procedures; laws and regulations governing public school finance; technology and the implementation of technological advances for school districts; and effective supervision and evaluation of personnel.

Ability to plan, direct, establish priorities, and coordinate a variety of complex fiscal operations; prepare and present clear and concise written and oral reports; identify problem areas related to job, initiate appropriate action, follow through, and evaluate results; and establish effective working relationships with those contacted in the course of work.

Classification Review Conducted May, 2011
Approved by the Personnel Commission on _____

SAN LUIS COASTAL UNIFIED SCHOOL DISTRICT
REGULAR PERSONNEL COMMISSION MEETING AGENDA
August 24, 2011

10. DISCUSSION/ACTION:

NEW CLASS SPECIFICATION: LVN/SPECIAL EDUCATION PARAEDUCATOR (Second Reading)

This item was presented for a first reading at the previous meeting. It is presented at this time for a second reading and action.

At the April 27, 2011, meeting, the Personnel Commission discussed and acted on a recommendation to revise the Special Education Paraeducator class specification. Administration had recommended that the Experience/Training section of the class specification be revised to include a requirement for a Vocational Nurse License or Registered Nurse License for some assignments due to the health care needs of the student(s). Possession of the license would entitle the employee to a responsibility factor of \$15/day.

The District is interested in hiring Special Education Paraeducators who hold an RN or LVN license to provide assistance to the School Nurses. The District is currently providing special education services to a student with a seizure disorder and anti-seizure medication can only be administered by a licensed nurse. The need to constantly monitor the student has impacted the flexibility of the School Nurses to adequately cover multiple school sites.

The Commission approved the recommended change, but, after a lengthy discussion, indicated that they would be willing to consider creation of a separate classification in the future.

Subsequently, CSEA representatives met with Rick Robinett to discuss their request for a separate classification, rather than the addition of another requirement to the existing class specification.

At this time, staff is presenting a revised recommendation for the consideration of the Commission:

- 1) Create a separate class specification for LVN/Special Education Paraeducator. The class specification will be identical to the class specification for Special Education Paraeducator except for the requirement to hold a Vocational Nurse or Registered Nurse License.
- 2) Allocate the LVN/Special Education Paraeducator class to range 218 of the CSEA salary schedule which will incorporate the \$15/day stipend that was previously approved.

The LVN/Special Education Paraeducator will be assigned to work with those students who have medical needs that can be met only by a licensed nurse. Special Education Paraeducators will continue to be assigned to those students who have medical needs that can be met by a trained, but unlicensed, Paraeducator.

This change will allow staff to establish a separate eligibility list for those positions requiring the nurse license. In addition, by placing the classification on a salary range that incorporates the daily stipend, it will simplify the payroll process.

SAN LUIS COASTAL UNIFIED SCHOOL DISTRICT
REGULAR PERSONNEL COMMISSION MEETING AGENDA
August 24, 2011

10. DISCUSSION/ACTION:

NEW CLASS SPECIFICATION: LVN/SPECIAL EDUCATION PARAEDUCATOR (Second Reading) (continued)

At the June 22, 2011, meeting, the Commission requested that an additional duty be added to the LVN/Special Education Paraeducator class specification to clarify that the license is a requirement due to the health care needs of the student(s). This change is double-underlined in the proposed class specification for LVN/Special Education Paraeducator which is presented on the following pages. Changes which make it different from the Special Education Paraeducator class specification are underlined.

The class specification for Special Education Paraeducator, with the nurse license requirement ~~struck out~~, is also presented.

RECOMMENDATION:

That the Commission approve:

- (1) A new class specification for LVN/Special Education Paraeducator.
- (2) Allocate the class to range 218 of the CSEA salary schedule.
- (3) The change in the class specification for Special Education Paraeducator.

**SAN LUIS COASTAL UNIFIED SCHOOL DISTRICT
CLASS SPECIFICATION**

LVN/SPECIAL EDUCATION PARAEDUCATOR

PURPOSE OF POSITION

To assist students with disabilities who are receiving special education services by performing paraprofessional duties including modality-based academic instruction, physical education instruction, social skills instruction, behavioral modification and management, preparation of instructional materials, clerical tasks, and related duties as assigned. The Paraeducator may also assist students with feeding, toileting, and specialized health care.

SUPERVISION

Receives general supervision from certificated staff. In the area of specialized health care procedures, receives training and support from School Nurse.

TYPES OF ASSIGNMENTS - Special Education Paraeducators are assigned to a variety of grade levels, pre-school to adult, and settings, including special day classes for students who are medically fragile and/or mildly to severely disabled, resource programs, general education classes, classrooms for severely emotionally disturbed students, and as one-to-one support assistance to students. Each student is placed according to his/her Individualized Education Program (IEP) and can be in one or more of the settings described below:

Resource program (RSP) provides instruction and services to students with disabilities assigned to the general education classroom for the majority of the school day. The program provides assistance in a variety of ways depending on the needs of the particular student. Services are delivered in individual or small settings as well as in the general education classroom. Students may have mild to moderate impairments and require one-to-one support in general education classrooms.

Special day classes, mild/moderate (MM) and moderate/severe (MS), serve students with disabilities who, due to significant cognitive or physical impairments, cannot participate in general education classes for a majority of the school day. Students enrolled in special day classes interact with their general education peers through academic, non-academic, and extracurricular activities. The students in the special day classes typically have more intensive needs and may be grouped according to their similar instructional needs. Students in the mild/moderate program work on state standards with a variety of instructional strategies. For students in the moderate/severe program, the focus of the program is primarily on functional living skills and a modified curriculum. In both of the programs, the Paraeducator is responsible for assisting the teacher with curriculum, student behavior, and health and personal care.

Classes for emotionally disturbed (ED) are designed for students who demonstrate severe emotional problems which interfere with their learning. These students need a highly structured class with a behavioral component. The curriculum may be modified, but closely follows the general education curriculum.

Special Circumstances Instructional Assistance (SCIA) is one-to-one assistance when additional support is necessary for the student to meet his or her goals. The SCIA may be assigned to assist the student in special education classes, general education classes, or a combination of both. The assignment may involve intensive interventions, data collection, and behavioral challenges.

General Education Inclusion is designed to support the student in the least restrictive environment with typically developing peers. Students may require SCIA support in order to be successful and safe.

LVN/SPECIAL EDUCATION PARAEDUCATOR (continued)

ESSENTIAL FUNCTIONS - Duties may include, but are not limited to, the following; the specific duties performed will vary depending on the program to which assigned:

Implement academic instruction under the direct and indirect supervision of the special education classroom teacher to individuals or small groups of students in reading, written language, mathematics, science, and social sciences. Also assist with instruction in social/emotional, fine and gross motor, and language and communication skills.

Provide curriculum modification for students with special needs within general education classrooms.

Assist with the implementation of communication and social skills programs.

Implement physical education instruction under the direct and indirect supervision of the physical education teacher.

Assist students with research activities and special projects.

Observe students; answer questions; give individual assistance; counsel and calm students as needed.

Assist in carrying out behavior modification programs and assist teacher with classroom management and discipline. Implement differential reinforcement programs. May be required to de-escalate potentially violent situations involving students who demonstrate aggressive, defiant behaviors

Assist students and teachers in the use of computers including instructional software, keyboarding, and word processing.

Assist in supervising students during playground activities, bus loading and unloading, field trips, and other activities.

Assist teacher in preparation of instructional materials and learning activities.

Assist teacher with routine clerical and record-keeping activities including correcting papers, preparing correspondence, completing forms, and filing.

Collect and record data in order to monitor student's progress. Maintain confidentiality of student information.

Assist in preparing bulletin board materials and decorating classroom; assist in maintaining a neat, orderly, and attractive learning environment.

Collect, assemble, and distribute textbooks, learning materials, supplies, equipment, and resource materials; assist in ordering instructional materials as directed.

Operate audiovisual equipment, copy machines, and other equipment that is related to the instructional program.

Attend and participate in staff, professional development, and team planning meetings as required. Attend non-violent crisis intervention training and behavior intervention training as required. May participate in therapy sessions with counselors and mental health specialists.

The following duties are typically performed in classrooms for students who are moderately to severely disabled and may be performed in support of students in other settings:

Some assignments include specialized health care procedures including, but not limited to, gastronomy tube feeding, tracheostomy suctioning, blood glucose monitoring, nebulizer treatment, catheterization, intravenous medication and infusion, ostomy procedures, oxygen administration, diapering, and toileting.

Due to the health care needs of the student(s), will perform health care duties that require an LVN or RN license.

LVN/SPECIAL EDUCATION PARAEDUCATOR (continued)

Assist in training designated students in the skills necessary to care for their personal hygiene, self-help, and individual medical needs, including use of bathroom facilities, feeding, and other specialized health care.

Adjust special equipment such as wheelchairs, lifts, braces, and walkers; position or reposition students in same.

Set up meal trays; assist students with feeding.

Assist in maintaining clean and safe classroom, play, and eating areas.

Assist students in changing clothing or putting on garments.

PHYSICAL DEMANDS AND WORKING CONDITIONS

The position requires the ability to see for purposes of performing essential job duties, observing students and reading instructional materials, tests, student records and other printed matter; understand speech at normal levels in person and on the telephone; communicate so others will be able to clearly understand a normal conversation in person and on the telephone; operate audiovisual equipment, computer, copy machine and other office and classroom equipment with dexterity; occasionally lift/carry supplies and printed materials weighing up to 25 pounds; occasionally lift (with assistance), move, and position disabled students up to age 22 who may weigh 150 pounds or more; and use appropriate equipment to lift/move student to ensure access to all facilities, including bathrooms. The duties are performed in a classroom and on school grounds with prolonged periods of standing and walking to work with and assist students. There is frequent bending, crouching, kneeling, and sitting on the floor to interact with students, pushing/pulling equipment, and reaching in all directions. Some assignments require constant attention to protecting physical safety in a classroom where students, because of the nature and severity of their disabilities are accident prone or, because of assaultive or self-abusive tendencies, could cause serious injury to themselves or others. There may be incidents of exposure to bodily fluids.

QUALIFICATIONS

Experience/Training: Any combination of education, experience, and training that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would include graduation from high school and experience working with students with disabilities. Additional college course work and specialized training in child care, psychology/guidance, behavior modification techniques, instructional technology, child development, or a related field are preferred.

License or Certificate: Possession of Vocational Nurse License or Registered Nurse License.

Skills, Knowledge, and Abilities: Knowledge of appropriate techniques for the instruction of students in special education; the general purposes and goals of public education, including the California State Standards; general methods of education and teaching; techniques to control and motivate students; student behavior and characteristics; core academic subject areas, including mathematics, science, English, and social sciences, at a level appropriate to assignment; computer equipment; and word processing and data base programs.

Ability to learn instructional terminology, program philosophies, concepts, materials, methods and procedures; assume responsibility for assisting in the supervision of students in special education; recognize potential limitations of students and encourage their participation in educational and occupational programs and activities with patience and compassion; utilize or quickly learn to utilize word processing, data base, and other computer programs used at the site to which assigned; assist students with their personal hygiene, lavatory, and specialized health care needs; read, write, and understand the English language; maintain records; operate or learn to operate equipment used as educational aids; communicate clearly and concisely, both orally and in writing; remain calm in stressful situations; and establish and maintain cooperative working relationships with those contacted in the course of work.

Approved by the Personnel Commission on _____

**SAN LUIS COASTAL UNIFIED SCHOOL DISTRICT
CLASS SPECIFICATION**

SPECIAL EDUCATION PARAEDUCATOR

PURPOSE OF POSITION

To assist students with disabilities who are receiving special education services by performing paraprofessional duties including modality-based academic instruction, physical education instruction, social skills instruction, behavioral modification and management, preparation of instructional materials, clerical tasks, and related duties as assigned. The Paraeducator may also assist students with feeding, toileting, and specialized health care.

SUPERVISION

Receives general supervision from certificated staff. In the area of specialized health care procedures, receives training and support from School Nurse.

TYPES OF ASSIGNMENTS - Special Education Paraeducators are assigned to a variety of grade levels, pre-school to adult, and settings, including special day classes for students who are medically fragile and/or mildly to severely disabled, resource programs, general education classes, classrooms for severely emotionally disturbed students, and as one-to-one support assistance to students. Each student is placed according to his/her Individualized Education Program (IEP) and can be in one or more of the settings described below:

Resource program (RSP) provides instruction and services to students with disabilities assigned to the general education classroom for the majority of the school day. The program provides assistance in a variety of ways depending on the needs of the particular student. Services are delivered in individual or small settings as well as in the general education classroom. Students may have mild to moderate impairments and require one-to-one support in general education classrooms.

Special day classes, mild/moderate (MM) and moderate/severe (MS), serve students with disabilities who, due to significant cognitive or physical impairments, cannot participate in general education classes for a majority of the school day. Students enrolled in special day classes interact with their general education peers through academic, non-academic, and extracurricular activities. The students in the special day classes typically have more intensive needs and may be grouped according to their similar instructional needs. Students in the mild/moderate program work on state standards with a variety of instructional strategies. For students in the moderate/severe program, the focus of the program is primarily on functional living skills and a modified curriculum. In both of the programs, the Paraeducator is responsible for assisting the teacher with curriculum, student behavior, and health and personal care.

Classes for emotionally disturbed (ED) are designed for students who demonstrate severe emotional problems which interfere with their learning. These students need a highly structured class with a behavioral component. The curriculum may be modified, but closely follows the general education curriculum.

Special Circumstances Instructional Assistance (SCIA) is one-to-one assistance when additional support is necessary for the student to meet his or her goals. The SCIA may be assigned to assist the student in special education classes, general education classes, or a combination of both. The assignment may involve intensive interventions, data collection, and behavioral challenges.

General Education Inclusion is designed to support the student in the least restrictive environment with typically developing peers. Students may require SCIA support in order to be successful and safe.

SPECIAL EDUCATION PARAEDUCATOR (continued)

ESSENTIAL FUNCTIONS - Duties may include, but are not limited to, the following; the specific duties performed will vary depending on the program to which assigned:

Implement academic instruction under the direct and indirect supervision of the special education classroom teacher to individuals or small groups of students in reading, written language, mathematics, science, and social sciences. Also assist with instruction in social/emotional, fine and gross motor, and language and communication skills.

Provide curriculum modification for students with special needs within general education classrooms.

Assist with the implementation of communication and social skills programs.

Implement physical education instruction under the direct and indirect supervision of the physical education teacher.

Assist students with research activities and special projects.

Observe students; answer questions; give individual assistance; counsel and calm students as needed.

Assist in carrying out behavior modification programs and assist teacher with classroom management and discipline. Implement differential reinforcement programs. May be required to de-escalate potentially violent situations involving students who demonstrate aggressive, defiant behaviors

Assist students and teachers in the use of computers including instructional software, keyboarding, and word processing.

Assist in supervising students during playground activities, bus loading and unloading, field trips, and other activities.

Assist teacher in preparation of instructional materials and learning activities.

Assist teacher with routine clerical and record-keeping activities including correcting papers, preparing correspondence, completing forms, and filing.

Collect and record data in order to monitor student's progress. Maintain confidentiality of student information.

Assist in preparing bulletin board materials and decorating classroom; assist in maintaining a neat, orderly, and attractive learning environment.

Collect, assemble, and distribute textbooks, learning materials, supplies, equipment, and resource materials; assist in ordering instructional materials as directed.

Operate audiovisual equipment, copy machines, and other equipment that is related to the instructional program.

Attend and participate in staff, professional development, and team planning meetings as required. Attend non-violent crisis intervention training and behavior intervention training as required. May participate in therapy sessions with counselors and mental health specialists.

The following duties are typically performed in classrooms for students who are moderately to severely disabled and may be performed in support of students in other settings:

Some assignments include specialized health care procedures including, but not limited to, gastronomy tube feeding, tracheostomy suctioning, blood glucose monitoring, nebulizer treatment, catheterization, intravenous medication and infusion, ostomy procedures, oxygen administration, diapering, and toileting.

Assist in training designated students in the skills necessary to care for their personal hygiene, self-help, and individual medical needs, including use of bathroom facilities, feeding, and other specialized health care.

SPECIAL EDUCATION PARAEDUCATOR (continued)

Adjust special equipment such as wheelchairs, lifts, braces, and walkers; position or reposition students in same.

Set up meal trays; assist students with feeding.

Assist in maintaining clean and safe classroom, play, and eating areas.

Assist students in changing clothing or putting on garments.

PHYSICAL DEMANDS AND WORKING CONDITIONS

The position requires the ability to see for purposes of performing essential job duties, observing students and reading instructional materials, tests, student records and other printed matter; understand speech at normal levels in person and on the telephone; communicate so others will be able to clearly understand a normal conversation in person and on the telephone; operate audiovisual equipment, computer, copy machine and other office and classroom equipment with dexterity; occasionally lift/carry supplies and printed materials weighing up to 25 pounds; occasionally lift (with assistance), move, and position disabled students up to age 22 who may weigh 150 pounds or more; and use appropriate equipment to lift/move student to ensure access to all facilities, including bathrooms. The duties are performed in a classroom and on school grounds with prolonged periods of standing and walking to work with and assist students. There is frequent bending, crouching, kneeling, and sitting on the floor to interact with students, pushing/pulling equipment, and reaching in all directions. Some assignments require constant attention to protecting physical safety in a classroom where students, because of the nature and severity of their disabilities are accident prone or, because of assaultive or self-abusive tendencies, could cause serious injury to themselves or others. There may be incidents of exposure to bodily fluids.

QUALIFICATIONS

Experience/Training: Any combination of education, experience, and training that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would include graduation from high school and experience working with students with disabilities. Additional college course work and specialized training in child care, psychology/guidance, behavior modification techniques, instructional technology, child development, or a related field are preferred. ~~Vocational Nurse License or Registered Nurse License is required for some assignments due to the health care needs of the student(s).~~

Skills, Knowledge, and Abilities: Knowledge of appropriate techniques for the instruction of students in special education; the general purposes and goals of public education, including the California State Standards; general methods of education and teaching; techniques to control and motivate students; student behavior and characteristics; core academic subject areas, including mathematics, science, English, and social sciences, at a level appropriate to assignment; computer equipment; and word processing and data base programs.

Ability to learn instructional terminology, program philosophies, concepts, materials, methods and procedures; assume responsibility for assisting in the supervision of students in special education; recognize potential limitations of students and encourage their participation in educational and occupational programs and activities with patience and compassion; utilize or quickly learn to utilize word processing, data base, and other computer programs used at the site to which assigned; assist students with their personal hygiene, lavatory, and specialized health care needs; read, write, and understand the English language; maintain records; operate or learn to operate equipment used as educational aids; communicate clearly and concisely, both orally and in writing; remain calm in stressful situations; and establish and maintain cooperative working relationships with those contacted in the course of work.

Classification Review Conducted March-November, 2009

Approved by the Personnel Commission on December 16, 2009

Revised by the Personnel Commission on April 27, 2011

Revised by the Personnel Commission on _____

SAN LUIS COASTAL UNIFIED SCHOOL DISTRICT
REGULAR PERSONNEL COMMISSION MEETING AGENDA
August 24, 2011

11. DISCUSSION/ACTION:
2010-11 ANNUAL REPORT

The *2010-11 Annual Report* is presented on the following pages. This annual report is required under Education Code and Commission Rules.

RECOMMENDATION:

That the Commission approve the *2010-11 Annual Report* and authorize transmittal to the Board of Education.

SAN LUIS COASTAL UNIFIED SCHOOL DISTRICT

2010-11

ANNUAL REPORT

Report of the Activities of the Personnel Commission

July 1, 2010 - June 30, 2011

PERSONNEL COMMISSION MEMBERS 2010-11

*Navjit Brar, Chairperson
Kent Taylor, Vice-Chairperson
Gail Sears*

PERSONNEL COMMISSION STAFF

*Rick Robinett, Assistant Superintendent, Personnel and Educational Services
Debbie Jergens, Personnel Assistant
Jean Keller, Personnel Analyst
Nancy Kunde, Personnel Assistant
Desiree Smith, Personnel Receptionist*

Eric J. Prater, Ed.D., Superintendent

I. INTRODUCTION

The merit system is a system of rules and procedures similar to civil service which governs classified school personnel. Its fundamental purpose is to insure that employees are selected, promoted, and retained without favoritism or prejudice, on the basis of merit and fitness.

Authority for the Personnel Commission functions is provided by Sections 45240-45320 of the Education Code. These functions include:

- Recruits and advertises to fill vacancies
- Accepts and screens applications
- Sets procedures for determining applicant eligibility
- Determines type of qualifying examination to be given
- Constructs and administers examinations
- Sets up interview panels and scores examinations
- Establishes eligibility lists for appointment and promotion
- Certifies top three eligibles to site administrator for employment
- Establishes and maintains personnel records for all classified employees
- Classifies new positions
- Allocates classes to appropriate ranges on the salary schedule
- Maintains a classification plan and conducts classification studies
- Reclassifies positions within occupational groups
- Sets procedures to follow for layoff
- Maintains seniority lists
- Notifies employees of disciplinary action
- Hears appeals of suspension, demotion, dismissal, or layoff

The Personnel Commission is an independent body composed of three persons appointed for three-year staggered terms. The current members of the Commission are:

Navjit Brar – Ms. Brar is the Program Librarian for Library Assessment and Lifelong Learning at the Kennedy Library, Cal Poly. She has served on the Commission since January 2000 and was appointed by the other two members of the Commission.

Gail Sears – Ms. Sears is a former District employee and began her employment with the District in October 1983 as a Library Clerk at Morro Bay High School. In 1984, she transferred to the Laguna library and worked there for five years. She was promoted to Library Technician in September 1989, initially assigned to Bellevue-Santa Fe and Teach concurrently, and later worked solely at Teach Elementary until her retirement in June 2000. She has served on the Commission since January 2006 and is the classified employees' nominee to the Commission.

Kent Taylor – Mr. Taylor's professional career includes experience as the County Administrator in Santa Barbara County, Solano County, and El Dorado County. Mr. Taylor is the Board of Education's appointee to the Commission and has served on the Commission since March 2007.

Regular meetings of the Personnel Commission are held in the Personnel Office Conference Room on the fourth Wednesday of each month at 4 p.m. The meeting agenda is posted on the District's website (<http://www.slcsd.org/pages/district/departments/personnel>) about one week before the meeting date and on the Commission's official bulletin board which is located in the lobby of the Personnel Office. All employees and members of the general public are welcome to attend Commission meetings.

Education Code Section 45266 and Personnel Commission Rule 2.19 require the preparation of an annual report of Commission activities for approval by the Commission and subsequent submission to the Board of Education. This report covers the activities of the Commission and its staff for the 2010-11 fiscal year.

II. PERSONNEL COMMISSION GOALS FOR 2010-11

- Base all decisions on merit, fairness, and sound personnel practices regardless of outside influence.
- Act and vote independently and objectively regardless of the Commissioner's source of appointment.
- Attend and participate in all Commission meetings and become fully informed of the issues being considered at those meetings.
- Respect the confidentiality of all privileged information, including that discussed in closed session.
- Continue good relations and open communication with the Superintendent, Board of Education, employees' representatives, District staff, and other interested parties. Interact with these groups for expanded understanding and communication between the groups. Establish an open, cooperative working relationship with the District's new Superintendent, Eric Prater.
- Attend conferences and workshops which support the functions of the Commission.
- Serve as an objective panel during the appeals process with all due process rights protected.
- Discuss, evaluate, and act on recommendations prepared by staff on a variety of topics, including:
 - Updates and revisions of Personnel Commission Rules and Regulations to ensure that they are appropriate and comply with Education Code and applicable law.
 - Regularly scheduled classification reviews.
 - Class specification development and salary placement of new job classes as necessitated by new programs or reorganizations.
 - Updates and revisions of classified job descriptions and personnel procedures to ensure that they are in compliance with legal requirements.
 - Recruitment of highly qualified candidates and the timely provision of eligibility lists to the hiring authority, insuring equal opportunity and selection based on merit and fitness.
 - Training, professional growth options, and staff development.
- Conduct an annual performance evaluation of the Director of Personnel.

III. COMMISSION ACTIVITIES DURING 2010-11

- The Commissioners conducted the annual evaluation of the Director of Personnel Services in Closed Session on August 25, 2010.
- Commissioner Sears presented the Commission's *2009-10 Annual Report* to the Board of Education at the September 21, 2010, Board meeting.
- In September, 2010, the Director of Personnel Services, Rick Robinett, was promoted to Assistant Superintendent, Personnel and Educational Services. In April, 2011, following a comprehensive recruitment effort, Ryan Pinkerton, Principal at Arroyo Grande High School, was selected to replace Mr. Robinett as Director of Personnel Services beginning July 1, 2011.
- Brenda Karleskint, Personnel Receptionist, retired at the end of December, 2011. Desiree Smith was hired as her replacement in March, 2011.
- The Commission approved revisions in Rule 7.12, Vacation, Items E and F, and Rule 11.4, Holiday Pay, Items B and C. The revisions reflected changes that had been made in contract language with regard to holidays and vacation accrual.
- Classification reviews were conducted and revisions in class specifications were adopted for:

Transportation Job Family: Crossing Guard; Bus Driver; Bus Driver/Operations Service Worker; Bus Driver Trainer; Transportation Dispatcher; and Transportation Supervisor.

Library Job Family: Library Media Center Assistant and Library Media Center Technician.

Classification reviews were also conducted and revisions in class specifications were adopted for Educational Interpreter; Foster Youth/Family Services Resource Coordinator; Director of Facilities, Operations, and Transportation; and Copy Services Technician.

- The Commission approved a revision in the class specification for Special Education Paraeducator by adding a requirement for an RN or LVN license in order to meet the health needs of some students. The Commission subsequently discussed a proposal for a separate class specification for LVN/Special Education Paraeducator.
- On June 22, 2011, the Commission approved the classification of a new clerical position at Morro Bay High School as Senior Secretary Clerk.
- The Commission approved extension of the Special Education Paraeducator eligibility list for an additional six months until January 20, 2012.
- In May, 2011, following a public hearing, the Commission adopted the 2011-12 budget totaling \$284,875. The budget reflected no general salary increase and no increase in supplies, travel, advertising, and other operating expenses. The budget included membership in the California School Personnel Commissioners Association (CSPCA) and membership in the Cooperative Organization for the Development of Employee Selection Procedures (CODESP), an organization which provides workshops, test items, and other employee selection materials for school districts.

IV. EMPLOYEE ORGANIZATIONS

- California School Employees Association officers for calendar year 2011 are Laurie Vallens, President; Cheryl Hill, Vice President; Eileen Davis, Secretary; and Shelly Stevenson, Treasurer. The Association officers for calendar year 2010 were Janet Crabb, President; Laurie Vallens, Vice President; Eileen Davis, Secretary, and Shelly Stevenson, Treasurer. The CSEA Labor Relations Representative was Matthew Gentile.
- Service Employees International Union officers for January 2011-December 2012 (two-year terms) are Frances Hallwood, Chapter Chairperson, Charles Woods, Vice Chairperson, and Marilyn Spratt, Secretary. The Union officers for January 2009 through December 2010 (two year terms) were Frances Hallwood, Chairperson; Kevin Sullivan, Vice-Chairperson; and Marilyn Spratt, Secretary. The SEIU Field Representative was Mike Woods.

V. RECRUITMENTS

	<u>2006-07</u>	<u>2007-08</u>	<u>2008-09</u>	<u>2009-10</u>	<u>2010-11</u>
Completed Applications Received	290	288	224	355	371
Written Examinations Conducted	35	31	16	12	14
Number of Candidates Tested	230	208	145	174	193
Number of Candidates Passing	174	168	116	140	158
Oral Examinations Conducted	35	37	22	15	23
Number of Candidates Interviewed	160	180	129	141	185
Number of Eligible Candidates	152	172	117	135	177
New Hires	55	78	89	57	63
Number of Regular Employees	353	367	399	392	412

VI. SPECIAL THANKS

The Personnel Commission and staff would like to thank the numerous District employees and community members who assisted by serving as panel members on our interview teams. Their assistance is invaluable to the recruitment process and is greatly appreciated.

SAN LUIS COASTAL UNIFIED SCHOOL DISTRICT
REGULAR PERSONNEL COMMISSION MEETING AGENDA
August 24, 2011

12. NEXT MEETING

The next regular Personnel Commission meeting is scheduled for 4 p.m., Wednesday, September 28, 2011.

13. CLOSED SESSION

The Commission may meet in Closed Session to discuss items relating to appointment, employment, discipline, and resignation of District employee(s).