

SAN LUIS COASTAL UNIFIED SCHOOL DISTRICT
REGULAR PERSONNEL COMMISSION MEETING AGENDA

April 27, 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
April 27, 2011

OPEN SESSION

1. ROLL CALL:

Present

Absent

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 March 23, 2011, are presented on the following pages.

RECOMMENDATION:

It is recommended that the minutes of the regular meeting of March 23, 2011, be approved.

SAN LUIS COASTAL UNIFIED SCHOOL DISTRICT
REGULAR PERSONNEL COMMISSION MEETING MINUTES
March 23, 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: Navjit Brar, Chairperson
Kent Taylor, Vice-Chairperson
Gail Sears

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

Guests Present: Sharon Haupt, Elementary Librarian,
and Teacher on Special Assignment, Educational Technology
Cheryl Hill, Administrative Assistant, Instructional Services,
and CSEA Vice President

2. APPROVAL OF MINUTES OF REGULAR MEETING

The minutes of the regular meeting of January 26, 2011, were approved as presented. (M/S/P Taylor/Sears/Brar)

3. PUBLIC COMMUNICATION TO THE COMMISSION

There were no requests to address the Commission.

4. INFORMATION: ORAL REPORTS

Commissioner Brar reported on the CSPCA Annual Conference which she attended in Sacramento. She shared handouts from several of the sessions including Merit System 101, the Bully at Work, Selecting the Personnel Director, and an update on legal issues.

Jean Keller distributed copies of the Director of Personnel Services vacancy announcement. It was agreed that Kent Taylor will participate in the paperscreening, Gail Sears will participate in the first round of interviews, and Chairperson Brar will participate in the selection interviews.

Jean Keller announced that Desiree Smith was selected for the Personnel Receptionist position.

Ms. Keller informed the Commissioners that the Personnel Office will be closed April 21 and 22 for Spring Break and will be lightly staffed during the remainder of the two-week Spring Break.

REGULAR PERSONNEL COMMISSION MEETING MINUTES

March 23, 2011

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

5. INFORMATION: REPORT OF TESTING

Nancy Kunde reported on the results of recent testings. The following are new hires:

Daniel Freeburg	Bus Driver/Operations Service Worker	Transportation
Jenna Hall	Special Education Paraeducator	San Luis High
Angela Henderson	Computer Technician	Information Services
Julie Marks	Special Education Paraeducator	Smith Elementary
Desiree Smith	Receptionist	Personnel Services
Donna Weber	Special Education Paraeducator	Hawthorne Elementary

Natalie Santos was promoted from Senior Secretary Clerk, Fiscal Services, to Administrative Assistant, Information Services and Technology. Cheryl Milbourne, Bus Driver, was selected for a full-time Bus Driver/Operations Service Worker position. Ms. Kunde announced that Library Media Center Technician will be reposted.

6. INFORMATION: CORRESPONDENCE RECEIVED

No correspondence was received.

7. DISCUSSION/ACTION: CLASSIFICATION REVIEW: LIBRARY JOB FAMILY (Second Reading)

Jean Keller reported that, following further discussion, the Board of Education approved Administration's recommendation to increase the Library Media Center Technician work year to 184 days, rather than 183 days as originally recommended.

Following a brief discussion, the Commission approved the changes in the class specifications for Library Media Center Assistant and Library Media Center Technician. (M/S/P Taylor/Sears/Brar)

8. NEXT MEETING

The next regular Personnel Commission meeting is scheduled for 4 p.m., Wednesday, April 27, 2011.

9. CLOSED SESSION

There were no closed session discussions.

The meeting was adjourned at 4:55 p.m.

Rick Robinett
Assistant Superintendent, Personnel and Educational 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
April 27, 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

5. INFORMATION:
REPORT OF TESTING

Since the last regular meeting of the Personnel Commission, no tests were administered.

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
April 27, 2011

7. DISCUSSION:

CLASSIFICATION REVIEW: EDUCATIONAL INTERPRETER; FOSTER YOUTH/FAMILY SERVICES RESOURCE COORDINATOR; DIRECTOR OF FACILITIES, OPERATIONS, AND TRANSPORTATION; AND COPY SERVICES TECHNICIAN

The review of the following classifications has been completed; there is employee in each of the classes:

Educational Interpreter for a Deaf or Deaf-Blind Student
Kathryn Merrill, Smith Elementary School

Foster Youth/Family Services Resource Coordinator
Melissa Musgrave, Student Services Department

Director of Facilities, Operations, and Transportation
Jeff Guy

Copy Services Technician
Tina Miranda

Position questionnaires were distributed to employees and supervisors. Drafts of the proposed changes in the class specifications are presented on the following pages. Deletions are ~~struck out~~ and additions are underlined.

Very minor changes are being suggested for Copy Services Technician and Director of Facilities, Operations, and Transportation.

There is one revision in the job duties of the Educational Interpreter and changes in the Qualifications section, especially those relating to required certification.

The Foster Youth/Family Services Resource Coordinator was a new position when the class specification was originally written five years ago. The position and related duties have evolved during that time and several revisions have been suggested, including a change in title to Family Resource Coordinator.

No action is required at this meeting. The class specifications and recommendations will be presented for a second reading at the next meeting.

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

EDUCATIONAL INTERPRETER FOR A DEAF OR DEAF-BLIND STUDENT

PURPOSE OF POSITION

The primary function of an educational interpreter for a deaf or deaf-blind student is to facilitate communication in the educational setting through the use of sign language, spoken English, and cultural mediation according to the student's Individualized Education Program (IEP) and perform related duties as assigned.

SUPERVISION

Receive general supervision from a District or County Office of Education administrator and/or teacher.

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

Provide accurate interpretation/transliteration in a variety of educational settings using strategies, adaptations, and techniques for deaf or deaf-blind students in a manner appropriate to the student's communication level and abilities. In addition to the classroom setting, may include assemblies, field trips, counseling sessions, club meetings, and extra-curricular activities.

Assist the teacher in the student's further acquisition of Sign Language as indicated in the student's Individualized Education Program (IEP).

Encourage independence and social integration in the student while avoiding development of inappropriate dependence in the student/interpreter relationship. Serve as a liaison to promote positive public relations between deaf student, hearing peers, and teachers.

~~Function as an instructional assistant or tutor under the direction of a teacher when the student does not require interpreting services.~~

Function as general student support, in close proximity of the deaf student, when he/she is working independently and not requiring interpreting services. This would occur only when the interpreter does not need to prepare support materials, prepare for lesson vocabulary, or tutor the deaf student.

May assist teachers to predetermine the texts and materials to be used for the individual student's instructional program.

Prepare for specialized instructional vocabulary, teach the new vocabulary as necessary to the student, and assist with curricular adaptations.

Aid student with the use of assistive visual and/or auditory devices appropriate to the individual student's needs.

Provide, with assistance from the teacher, preparation and exposure to the student to begin tactile communication as indicated in the Individualized Education Program for the deaf-blind student.

Participate as a member of the multidisciplinary team.

Attend and participate in Individualized Education Program team meetings, when requested, and otherwise keep abreast of identified Individualized Education Program objectives so as to incorporate them for the student.

Orient students, peers, staff, and parents to the student's particular communication needs while promoting understanding of the educational interpreter's services, roles, and responsibilities.

EDUCATIONAL INTERPRETER FOR A DEAF OR DEAF-BLIND STUDENT (continued)

Explain, in conjunction with the teacher, the technical needs of the deaf or deaf-blind student, such as visual aids, contrasting clothing, lighting, positioning, lag time, note takers, and closed-captioned materials.

Participate in professional upgrading activities and events through reading available professional literature and attending in-service programs and workshops.

Attend and participate in faculty meetings, staff meetings, and parent conferences as required.

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; use all extremities with sufficient manual dexterity for complex interpretive signing; operate audiovisual equipment, computer, copy machine, and other office and classroom equipment with dexterity; and occasionally lift/carry supplies and printed materials weighing up to 25 pounds.

The duties are performed in a classroom working environment subject to bending, crouching, sitting on the floor, and kneeling to interact with students, pushing/pulling equipment, reaching in all directions, and ongoing repetitive movement of hands and arms.

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 include one year experience in an educational setting working as an interpreter with hearing impaired individuals who use manual communication and equivalent to an ~~AA Degree~~ Associate of Arts Degree (or college course work equivalent to 60 semester units) including interpreter training coursework with 12 semester units of interpreter training or graduation from an ~~Interpreter Training Program~~. Proficiency in systems of manually coded language (American Sign Language, Signing Exact English, and Conceptually Accurate Signed English), speech, speech reading, and listening skills.

License or Certificate: Possession of, ~~or ability to attain~~, Registry of Interpreters for the Deaf (RID) certification or a score of 4.0 or above on the Educational Interpreter Performance Assessment (EIPA) or comparable assessment certification.

Skills, Knowledge, and Abilities: Knowledge of application of instruction/tutorial procedures; deafness and its effect on language development of hearing impaired students; concept of Total Communication (use of residual hearing, speechreading, and manual communication); general care and safety requirements regarding potential disabilities associated with interpreting, such as e.g., repetitive motion injuries, carpal tunnel, tendonitis; basic knowledge of core subjects ~~arithmetic~~ to assist in tutoring students; English usage, spelling, grammar, and punctuation; simple record keeping; and basic computer literacy.

Ability to voice interpret from various sign language systems to the spoken word; assess each student and determine which sign system would most effectively meet their communication needs; interpret/transliterate the spoken word at a normal conversational rate (120+ words per minute); operate or learn to operate equipment used as educational aids; display patience, flexibility, and adaptability; maintain fastidious personal hygiene due to the required close proximity to the deaf-blind student; and establish and maintain cooperative working relationships with those contacted in the course of work.

Classification Review Conducted March 2011

Approved by the Personnel Commission on _____

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

~~FOSTER YOUTH/FAMILY SERVICES~~ RESOURCE COORDINATOR

PURPOSE OF POSITION

To participate as a member of multi-agency committees ~~the Services Affirming Family Empowerment System of Care (SAFE SOC)~~ and the Foster Youth (AB490/Homeless (McKinney-Vento Homeless Education Assistance Act) Advisory Committee to refer, assist, ~~advocate~~, and provide case management for eligible families and students; to act as a homeless and foster youth coordinator ~~liaison~~ to ensure proper placement and services for these students; to act as a District resource for Student Services and school sites; and to perform related duties as assigned.

SUPERVISION

Receive general supervision from an administrator in the ~~Director of~~ Student Services Department.

ESSENTIAL FUNCTIONS – Duties may include, but are not limited to, the following; specific duties performed will vary with programs under the supervision of administrators ~~the Director of~~ in the Student Services Department.

As a member of SAFE SOC:

Participate in multi-agency committees such as SLO SAFE (Services Affirming Family Empowerment), SARB (Student Attendance Review Board), MST (Management Support Team), and CSN (Children's Services Network).

Participate in periodic Student Success Teams to identify students at risk for school or community problems.

Facilitate entry of eligible children into the SAFE ~~SOC~~ programs; orient parents to the goals and objectives of SAFE ~~SOC~~.

Participate in comprehensive and extensive family needs assessments in order to develop family case planning to ensure that ~~the~~ a variety of multidisciplinary teams ~~obtains~~ information necessary to develop written case plans that will focus on the whole child and his/her family.

~~Ensure that the case plan is initiated, modified as needed, and the family understands the purpose and intent of the plan. Implement case management services, monitor student/family progress and status, and make referrals to other professional staff members or community agencies as needed. Ensure that SAFE SOC~~ Involve families so that ~~feel~~ their ideas are validated and implemented throughout the problem-solving and decision-making process.

Communicate and network with multiple agencies to link families to community resources.

Act as an ~~advocate~~ to support to ~~SAFE SOC~~ families; help to identify problems and concerns; serve as a liaison between families, schools, and appropriate referral systems and services. Follow up with families to ensure that services are received, and encourage families to obtain self-sufficiency skills.

Arrange for adequate access to ~~these services; (e.g.,~~ assist with paperwork, appointment making, and transportation) as appropriate.

~~Assist teachers and administration with implementation of the services within these programs by monitoring target dates and providing procedures and guidelines.~~

Assist with the coordination of academic and/or social/emotional supports and services for at-risk or accelerated learners within homeless, foster youth, low SES (socio-economic status), or EL (English Learner) populations.

Act as a resource to school-based administrators, guidance counselors, teachers, and health services personnel regarding homeless, foster youth, and at-risk youth, interpretation of homeless/school attendance policies and laws, and record keeping requirements.

~~FOSTER YOUTH/FAMILY SERVICES~~ RESOURCE COORDINATOR (continued)

Collect and compile pertinent medical and educational statistics and information, including attendance and achievement data, needed for the multidisciplinary team's monthly review.

Provide accurate and complete documentation of services to families and children, maintaining confidentiality at all times.

Identify students, maintain a program database, and write reports as required by District, State, and Federal agencies.

Assess identified students and conduct home and field visits to living areas/shelters to assess family environments and needs.

Collaborate with youth-serving organizations, assist shelter staff in informing parents and unaccompanied minors of their rights as homeless students.

Interpret laws relating to students and ensure delivery of mandated services.

Promote community awareness of the Families in Transition (FIT) Program through community and District presentations.

Conduct trainings to school and community staff on school and State laws as they relate to homeless and foster youth; recommend strategies for supporting the needs of these students.

Serve as a liaison regarding transportation issues of homeless students.

Obtain resources necessary to promote educational readiness.

Assist families as they enroll or exit their child from school; ensure they receive educational and other services for which they are eligible such as school meal programs, after school programs, transportation, school supplies, clothing, Special Education, English Learner, and higher education.

As the Homeless/Foster Youth Coordinator:

~~Provide outreach to homeless families and coordinate educational supports with other social service agencies.~~

~~Coordinate educational services and gather educational records for foster and homeless students to facilitate enrollment in district schools.~~

~~Arrange transportation as needed for homeless students.~~

~~Coordinate and regulate district implementation of the McKinney-Vento Homeless Education Act to ensure compliance and appropriate educational program placements.~~

Coordinate foster care educational placements and attend TDMs (Team Decision Meetings) as needed.

Attend foster youth and homeless advisory committee meetings at the San Luis Obispo County Office of Education; collect and distribute information to appropriate District staff.

~~Collect data needed and provide information required for mandated state reporting for homeless and foster youth.~~

Duties in general:

Keep informed of community agencies, resources, workshops and classes; encourage parent participation in program and community events.

FOSTER YOUTH/FAMILY SERVICES RESOURCE COORDINATOR (continued)

Encourage parent participation at all school conferences, parent education nights, and at the Individualized Educational Plan meetings ~~(e.g. parenting skills classes, parent support groups, or counseling).~~

Promote ~~and advocate~~ a community-wide commitment to a drug-free social environment and decreased youth substance abuse.

Facilitate support groups and parenting education.

Respond to inquiries from parents, administrators, and staff and provide information regarding programs provided through Student Services, the District, and the community.

~~Schedule and coordinate meetings, special programs, and training in cooperation with District staff and appropriate agencies.~~

~~Participate in appropriate professional development opportunities.~~

Attend a variety of meetings, conferences, seminars, and workshops to increase awareness of resources, programs, activities, and materials.

PHYSICAL DEMANDS AND WORKING CONDITIONS

The position requires the ability to see for purposes of performing essential job duties, driving a car, reading mail, newsletters, 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 a copy machine and other office machines with dexterity; and occasionally move supplies and printed materials weighing up to 25 pounds. The duties are performed in an office setting and there is frequent bending, crouching, and kneeling at files, pushing/pulling file drawers and supplies, and reaching in all directions.

QUALIFICATIONS

Experience/Training: Any combination of training and experience that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would include a degree from an accredited four-year institution of higher education, with an academic background in Child Development, Psychology, Family Studies, Social Work, ~~Health~~ Education, or closely related field, or a license in Social Work ~~health~~ or psychological services, and two years work experience ~~as a Paraprofessional~~ or in a related field. Bilingual (Spanish) skills are preferred.

License or Certificate: Possession of a valid California driver license. Possession of a valid first aid certificate, or completion of first aid training during probationary period.

Skills, Knowledge and Abilities: Knowledge of programs, resources, and services for homeless and foster youth; applicable laws and regulations; general purposes and goals of public education; general office procedures; and computer programs for the purpose of using word processing, spreadsheet, database, and e-mail applications. Ability to conduct needs assessments; manage case plans; establish inter- and intra-agency communication and collaboration; organize and maintain accurate records; work independently at complex tasks in the absence of supervision; understand and follow oral and written instructions; communicate clearly and concisely, both orally and in writing, including effective telephone communication skills; work cooperatively, relate well, and establish rapport with parents, staff, community agencies, and persons in the education and social services ~~childcare~~ fields; and relate well to community members of varied ethnic, racial, religious, and socio-economic backgrounds.

Classification Review Conducted March, 2011

Approved by the Personnel Commission on _____

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

DIRECTOR OF FACILITIES, OPERATIONS, AND TRANSPORTATION

PURPOSE OF POSITION

Coordinate, direct, and supervise the District's capital facilities program, including funding, planning, design, construction, operations, and maintenance of all District facilities; provide leadership and direction for the District's pupil transportation program; and perform related duties as assigned. Major areas of responsibility include project management, long-range demographic planning, property management and development, building maintenance, grounds maintenance, custodial operations, transportation operations, emergency services, hazardous material management, contracts administration, and all aspects of public works projects.

SUPERVISION

Receive direction from the Assistant Superintendent of Business and Physical Support Services. Supervise, train, direct, and evaluate the maintenance, operations, and transportation supervisors.

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

Plan, coordinate, and direct facility modernization and construction program.

Ensure that construction schedules are met and budgets adhered to through evaluation of facility plans, change orders, and contract development and administration.

Develop and maintain high standards for all departmental services and monitor to ensure accountability.

Direct the inspection of buildings and grounds and confer with site administrators on needed maintenance, repairs, and modernization activities.

Direct and coordinate communications with the offices of Public School Construction, State Allocation Board, Division of the State Architect, and Department of Education Facilities Planning Division.

Review the work of maintenance, operations, and transportation supervisors.

Direct and plan the renovation and repair of District buildings and grounds facilities.

Prepare long-range enrollment projections and impact fee justification.

Prepare working sketches and proposed specifications for contract work.

Request quotations from contractors and prepare contracts for approval.

Prepare public works bid documents, evaluate bids, and recommend award to Board of Education.

Prepare and submit budgets for buildings, grounds, and transportation needs.

Requisition materials and approves expenditures for departmental needs.

Maintain necessary records and files.

Interview applicants for buildings, grounds, and transportation positions and authorize employment as budgeted.

Supervise training program for new employees.

DIRECTOR OF FACILITIES, OPERATIONS, AND TRANSPORTATION (continued)

Prepare and submit oral and written reports, including Board agenda items, as requested.

Supervise special projects related to buildings, grounds, and transportation work as assigned by the Assistant Superintendent of Business and Physical Support Services.

Consult with administrative officials, contractors, and architects regarding modernization and new construction activities.

Establish and maintain good working relations with local governmental officials and agencies.

Be available in case of emergencies on a 24-hour per day basis.

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 a vehicle to make site visits and observations; and occasionally move supplies and equipment weighing up to 25 pounds. The duties are performed in an office, at a project site, or out of doors and require the ability to walk, climb, crouch, and kneel during site inspections; push/pull equipment and supplies; and reach in all directions.

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 six years of increasingly responsible experience in industrial management, building construction, maintenance work, or a related field, including supervisory and management experience. Equivalent to four years of college or university study in facilities, planning, architecture, engineering, or related field.

License or Certificate: Possession of a valid California driver operator's license.

Skills, Knowledge, and Abilities: Knowledge of methods, practices, materials, and procedures in the operational fields of building service, grounds service, custodial services, and automotive and pupil transportation equipment; current construction costs and trends, techniques, and optional methods for project deliveries; working methods and procedures used in building trades and crafts; engineering aspects of facility maintenance, modernization, and construction, including civil, mechanical, electrical, structural, architectural, communication, and data; landscaping, plant propagation, soils, pesticides, herbicides, fertilizers, and landscaping equipment; legal framework governing school construction, facilities maintenance, and public contracting; and construction management, contract development, and contract administration.

Ability to provide leadership and effectively direct the work of others; lead collaborative planning and project implementation efforts; read plans and specifications and interpret them; plan and organize work in maintaining school buildings; broadly estimate costs of maintenance work, repair of damage, and costs of new installations; intelligently follow instructions; communicate clearly and concisely, both orally and in writing; establish effective working relationships and work cooperatively with the public, department heads, administrative personnel, and fellow employees.

Classification Review Conducted March, 2011

Approved by the Personnel Commission on _____

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

COPY SERVICES TECHNICIAN

PURPOSE OF POSITION

To manage the District Office Copy Center operation; operate high-production, digital copy machines for the reproduction of a variety of printed materials; and perform related duties as assigned.

SUPERVISION

Receive general supervision from the Assistant Superintendent of Business Services. Exercise technical and functional supervision over part-time and temporary extra help.

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

Receive, review, and prioritize incoming copy requests.

Copy a variety of printed materials including letterhead, calendars, handbooks, District forms, announcements, instructional materials, and agendas.

Respond to a variety of telephone and in-person requests for assistance and information.

Collate, assemble, bind, staple, stitch, fold, and drill copy work as requested.

Proof completed work to ensure accuracy and compliance to copy request.

Package and ship completed copy jobs; maintain a log of work completed.

Assemble and stack printed material for padding and apply adhesive.

Maintain cost records for all work completed. Process all billing and invoices for the Copy Center.

Monitor budget balances and track expenditures related to Copy Center operations.

Coordinate various printing projects with outside vendors; obtain and compare price quotations.

May train and provide work direction to part-time and temporary extra help.

Maintain inventory of a variety of District forms; may fill forms requisitions.

Evaluate Copy Center operations and recommend improvements and modifications.

Clean, adjust, and maintain copy machines; schedule service calls for maintenance on machines as needed.

Inventory and order paper and supplies; prepare requisitions for approval; store paper and supplies as received.

Operate a computer for the purpose of maintaining billing data and preparing correspondence, forms, reports, lists, and other documents.

Operate a variety of machines including high-production, digital copiers, stitcher, stapler, drill press, cutter, folder, collator, calculator, and typewriter.

COPY SERVICES TECHNICIAN (continued)

PHYSICAL DEMANDS AND WORKING CONDITIONS

The position requires the ability to see for purposes of performing essential job duties, reading copy requests 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 copiers, drill press, cutter, folder, collator, and other copying equipment with dexterity; operate a calculator, typewriter, and computer; routinely lift/carry equipment and supplies weighing up to 35 pounds; and occasionally lift/carry equipment and supplies weighing up to 50 pounds. The duties are performed in a copy center surrounded by nearly continuous noise; standing for extended periods of time; bending, crouching, or kneeling to work with supplies and copy equipment; pushing/pulling cases of paper, equipment, and supplies; reaching in all directions; and, with appropriate safety precautions, working with toner and other chemicals used in the copier.

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 include some copying/duplicating experience and formal or informal training which provides the ability to read and write at a level necessary for successful job performance.

Skills, Knowledge, and Abilities: Knowledge of basic practices and techniques of duplicating; basic office procedures and methods; basic record-keeping procedures; and safe work practices.

Ability to operate, or learn to operate, a high-production, digital copy machine and related equipment; care for tools and equipment used in copy work; prepare and maintain records; work under time constraints with speed and accuracy; work independently in the absence of supervision; understand and follow oral and written directions; communicate clearly and concisely, both orally and in writing; and establish and maintain cooperative working relationships with those contacted in the course of work.

SAN LUIS COASTAL UNIFIED SCHOOL DISTRICT
REGULAR PERSONNEL COMMISSION MEETING AGENDA
April 27, 2011

8. DISCUSSION:
PROPOSED 2011-12 PERSONNEL COMMISSION BUDGET

The Education Code and Commission Regulations require that the Director of Personnel Services prepare and submit to the Commission a proposed operating budget for the Commission for the ensuing fiscal year.

Education Code 45253 requires that the Commission hold a public hearing regarding the budget no later than May 30 unless there are circumstances which would prevent such a hearing by that date. Prior to the public hearing, the Commission is to forward a copy of its proposed budget to the Board of Education indicating the time, date, and place for the public hearing on the budget and is required to invite Board and District Administration representatives to attend and present their views. The Commission is required to consider fully the views of the Board prior to the adoption of its proposed budget. Following adoption, the Commission then forwards its proposed budget to the County Superintendent of Schools for action. Upon approval by the County Superintendent of Schools, the Personnel Commission budget must, by law, be included by the Board of Education in the general fund budget of the District.

Should an unresolved difference between the Commission and the Board develop, the County Superintendent of Schools is empowered to hold hearings on the matter. After such public hearings, the County Superintendent may either reject, or, with the concurrence of the Commission, amend the proposed budget.

The proposed Personnel Commission Budget for the 2011-12 fiscal year is presented on the following page. To the right of each account description are respectively the 2009-10 actual expenditures, the amount budgeted for each category in the 2010-11 budget as adopted by the Commission, an estimate of 2010-11 expenditures, and the proposed 2011-12 budget.

SAN LUIS COASTAL UNIFIED SCHOOL DISTRICT
DIVISION OF PERSONNEL SERVICES

PROPOSED PERSONNEL COMMISSION BUDGET - 2011-12

Account Number	Account Description	2009-10 Actual Expenditures	2010-11 Adopted Budget	2010-11 Estimated Expenditures	2011-12 Proposed Budget
1300	Director of Personnel Services	\$54,731	\$55,826	\$13,636	\$47,646
2270	Transportation Overtime	196	150	150	150
2300	Personnel Commission	1,300	1,800	1,500	1,800
2400	Secty/Clerks/Analyst	136,431	134,554	129,885	132,000
2430	Clerical and Office Hourly	781	450	1,000	800
2460	Clerical and Office Substitutes	537	300	100	300
3101	STRS (Certificated)	4,683	4,770	1,125	3,931
3202	PERS (Classified)	19,055	18,550	18,067	18,361
3302	Social Security (Classified)	7,983	8,398	8,121	8,252
3311	Medicare (Certificated)	798	843	198	691
3312	Medicare (Classified)	1,896	1,964	1,899	1,930
3322	Alternative (Classified)	54	90	83	90
3401	Health and Welfare (Certificated)	3,565	3,852	788	3,852
3402	Health and Welfare (Classified)	21,037	22,720	19,530	22,720
3501	Unemployment (Certificated)	169	174	42	148
3502	Unemployment (Classified)	412	406	406	413
3601	Worker's Compensation (Certificated)	1,113	1,011	224	781
3602	Worker's Compensation (Classified)	2,810	2,357	2,148	2,183
3901	Other Benefits (Certificated)	400	400	88	400
	Total Salaries and Benefits	257,951	258,615	198,990	246,448
4300	Materials and Supplies	1,166	1,700	1,300	1,700
4400	Equipment New	0	0	0	0
4401	Equipment Replacement	0	0	0	0
5200	Travel and Conference-Administration	197	1,500	1,000	1,500
5230	Mileage	0	50	25	50
5231	Mileage-Administration	1,920	1,920	320	1,920
5300	Dues/Memberships	2,407	2,407	2,407	2,407
5716	Duplicating	959	1,500	800	1,500
5760	Food Service Catering	29	100	50	100
5800	Professional/Consulting Services	4,140	4,200	4,200	4,200
5824	Contracts – Food	99	50	50	50
5840	Physicals/Fingerprints	20,461	16,000	16,000	16,000
5850	Advertising	466	1,000	1,000	1,000
5872	Legal Fees	3,196	8,000	2,500	8,000
	Total Supplies/Travel/Dues/Contracts/Equipment	35,040	38,427	29,652	38,427
	Total Costs	292,991	297,042	228,642	284,875

SAN LUIS COASTAL UNIFIED SCHOOL DISTRICT
REGULAR PERSONNEL COMMISSION MEETING AGENDA
April 27, 2011

8. DISCUSSION:
PROPOSED 2011-12 PERSONNEL COMMISSION BUDGET (continued)

The following are comments regarding the proposed 2011-12 budget:

- a. The proposed budget reflects no general salary increase and no increase in the cost of medical benefits for management and clerical staff. By mutual agreement and according to past practice with the District, any general salary increase or increase in the cost of medical benefits would be funded into the Personnel Commission budget when determined.

The District funds 60% of the Director of Personnel Services and Personnel Receptionist positions, with the Commission budget funding the other 40%. The Personnel Commission budget funds one Personnel Assistant entirely, 50% of the Personnel Assistant (Substitutes), and 50% of the Personnel Analyst.

- b. Item 2270 - Transportation Overtime - \$150. To cover salary costs related to time beyond the normal duty day for random drug testing of employees who hold commercial driver licenses.
- c. Item 2300 - Personnel Commission - \$1,800. To pay Commissioners \$50/meeting attended.
- d. Item 2430 - Clerical and Office Hourly - \$800. To pay classified employees for participating in interview panels and other professional development activities which extend beyond the normal duty day.
- e. Item 2460 - Clerical Substitutes - \$300. To provide substitute clerical coverage for school site personnel who participate on interview panels or who attend training sessions offered by the Personnel Office.
- f. Items 3101-3901 - Fringe Benefits - All are required by law, policy, or contract.
- g. Item 4300 - Materials and Supplies - \$1,700. For paper products, toner, and other office supplies.
- h. Items 4400 and 4401 - Equipment, New and Replacement – No equipment needs have been identified at this time.
- i. Item 5200 - Conference--Administration - \$1,500. To pay registration fees and travel expenses for the annual Personnel Commissioners Association conference.
- j. Item 5230 – Mileage - \$50. Mileage reimbursement to staff for use of personal car for site visits and travel to conferences.
- k. Item 5231 – Mileage--Administration - \$1,920. Mileage stipend for the Director of Personnel Services for the use of personal car on District business.
- l. Item 5300 - Dues/Memberships - \$2,407. For membership in CODESP (\$1,750) and the California School Personnel Commissioners Association (\$657).

SAN LUIS COASTAL UNIFIED SCHOOL DISTRICT
REGULAR PERSONNEL COMMISSION MEETING AGENDA
April 27, 2011

8. DISCUSSION:

PROPOSED 2011-12 PERSONNEL COMMISSION BUDGET (continued)

- m. Item 5716 - Duplicating - \$1,500. To meet anticipated duplication needs.
- n. Item 5760 - Food Service Catering - \$100. Beverages and food for various meetings ordered from the District's Food Service Department.
- o. Item 5800 - Professional/Consulting Services - \$4,200. For 40% of the monthly fees for the automated substitute management system.
- p. Item 5824 – Contracts - Food - \$50. Beverages and food for various meetings ordered from non-District vendors.
- q. Item 5840 - Physicals/Fingerprints - \$16,000. Pre-placement physicals, annual asbestosis physicals, bus driver physicals, and fitness-for-duty physicals are estimated at \$9,000. Employee TB clearances are estimated at \$2,000. New employee fingerprinting is expected to cost \$3,000. The budget also includes \$2,000 for drug and alcohol testing of employees holding commercial driver licenses.
- r. Item 5850 - Advertising - \$1,000. To cover the cost of classified advertising in professional journals and publications and on recruiting websites.
- s. Item 5872 - Legal Fees - \$8,000. Reserves funds for any necessary legal representation related to employee discipline and grievances or appeals to the Commission.
- t. The District has implemented "zero-based budgeting" for all departments other than school sites. With this budgeting process, departments are encouraged to project budgets as accurately as possible. However, allowance is provided that, where necessary, transfers may be made from one account to another within the department budget to enable remaining within the overall total budget.
- u. The Business Office budgets for expenses related to collective bargaining, hence no entry is made or required in the Personnel Commission budget.

Staff will be prepared to answer questions regarding the budget at the meeting. No action by the Commission on the budget is necessary at this meeting; however, the Commission should schedule a public hearing in May.

RECOMMENDATION:

It is recommended that the Commission ask the Director of Personnel Services to schedule a Public Hearing on the proposed budget for the next Personnel Commission meeting, and that he notify the Board of Education and the Administration of the hearing and invite them to attend the public hearing.

SAN LUIS COASTAL UNIFIED SCHOOL DISTRICT
REGULAR PERSONNEL COMMISSION MEETING AGENDA
April 27, 2011

9. DISCUSSION/ACTION:
REVISION IN SPECIAL EDUCATION PARAEDUCATOR CLASS SPECIFICATION

The District is currently providing special education services to a student with a seizure disorder. The anti-seizure medication can only be administered by a licensed nurse, either an LVN or RN. Currently, one of the School Nurses is on-call in the event a seizure occurs.

Administration is recommending that the Experience/Training section of the Special Education Paraeducator class specification be revised to include the following language: Vocational Nurse License or Registered Nurse License is required for some assignments due to the health care needs of the student(s). This change is shown in the class specification on the following pages.

This change would provide the District with additional coverage for this need. Applicants who possess the license and who are assigned this responsibility would receive the health care responsibility factor of \$15/day, as provided in Article XIII.N. of the California School Employees Association contract.

RECOMMENDATION:

That the Commission approve the recommended change in the Special Education Paraeducator class specification.

**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.

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. 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 _____

SAN LUIS COASTAL UNIFIED SCHOOL DISTRICT
REGULAR PERSONNEL COMMISSION MEETING AGENDA
April 27, 2011

10. DISCUSSION/ACTION:

EXTENSION OF SPECIAL EDUCATION PARAEDUCATOR ELIGIBILITY LIST

The current Special Education Paraeducator eligibility list will expire on July 20, 2011. There are still nine eligibles on the list. Some of the eligibles will not be available for positions until August and some are waiting for six hour/day positions. Staff is asking that the Commission extend the expiration date of the list for an additional six months. This will allow the eligibles to remain active for the coming school year without the need to reapply and will allow staff to combine the current list with a list which will be established within the next several weeks for 2011-12 school year hiring.

RECOMMENDATION:

That the Commission approve the extension of the Special Education Paraeducator eligibility list which is due to expire July 20, 2011, until January 20, 2012.

11. NEXT MEETING

The next regular Personnel Commission meeting is scheduled for 4 p.m., Wednesday, May 25, 2011.

12. CLOSED SESSION

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