

SAN LUIS COASTAL UNIFIED SCHOOL DISTRICT
REGULAR PERSONNEL COMMISSION MEETING AGENDA

May 25, 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
May 25, 2011

OPEN SESSION

<u>1. 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 April 27, 2011, are presented on the following pages.

RECOMMENDATION:

It is recommended that the minutes of the regular meeting of April 27, 2011, be approved.

SAN LUIS COASTAL UNIFIED SCHOOL DISTRICT
REGULAR PERSONNEL COMMISSION MEETING MINUTES
April 27, 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
Matthew Gentile, CSEA Field Representative
Jackie Kirk-Martinez, Director of Student Services
Ryan Pinkerton, Principal, Arroyo Grande High School

2. APPROVAL OF MINUTES OF REGULAR MEETING

The minutes of the regular meeting of March 23, 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

Rick Robinett introduced Ryan Pinkerton who was selected to be Director of Personnel Services. Mr. Pinkerton is currently serving as Principal of Arroyo Grande High School. He will assume his new position on July 1.

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

5. INFORMATION: REPORT OF TESTING

Nancy Kunde reported that Debra Wells-Hutcherson was hired as a Bus Driver. Ms. Kunde also reported that the vacant Senior Secretary Clerk position in Fiscal Services, formerly held by Natalie Santos, will not be filled at this time; the job duties will be assumed by other employees.

6. INFORMATION: CORRESPONDENCE RECEIVED

No correspondence was received.

7. DISCUSSION: CLASSIFICATION REVIEW: EDUCATIONAL INTERPRETER; FOSTER YOUTH/FAMILY SERVICES RESOURCE COORDINATOR; DIRECTOR OF FACILITIES, OPERATIONS, AND TRANSPORTATION; AND COPY SERVICES TECHNICIAN (First Reading)

Jean Keller presented the results of a recently completed classification review of four unrelated class specifications: Educational Interpreter for a Deaf or Deaf-Blind Student; Foster Youth/Family Services Resource Coordinator; Director of Facilities, Operations, and Transportation; and Copy Services Technician.

Jackie Kirk-Martinez, Director of Student Services, was present to answer the Commissioner's questions relating to the Interpreter and Foster Youth positions. Ms. Kirk-Martinez provided clarification of terminology specific to each of the jobs and also information on how duties are performed by the employees. She reported that, at this time, the District is providing assistance to approximately 400 homeless students and 45 foster youth and that the number served has been increasing each year.

The Foster Youth position was created as a new position in 2005-06. Several proposed changes in the class specification were presented. Matt Gentile, CSEA Labor Representative, and Cheryl Hill, CSEA Vice President, participated in the discussion of the changes. They observed that several duties had been added to the class specification and asked if the complexity or responsibility level of the job had changed. Mr. Robinett commented that he felt the changes provided clarification of the duties and did not reflect increased complexity or responsibility. Commissioner Taylor observed that there appeared to be several redundancies in the job duties and asked staff to review the changes to see if some of the duties could be combined or stated more concisely.

The Commissioners also reviewed the minor changes that were being suggested in the class specifications for Copy Services Technician and Director of Facilities.

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

8. DISCUSSION: PROPOSED 2011-12 PERSONNEL COMMISSION BUDGET

Jean Keller presented the proposed 2011-12 Commission budget. There were some savings during 2010-11 because the Director position was vacant for several months and the Personnel Receptionist was vacant for a couple of months. The proposed budget for 2011-12 is basically unchanged from the budget proposed for 2010-11. Following discussion, the Commission asked staff to schedule a Public Hearing on the proposed budget for the next Personnel Commission meeting and to notify the Board of Education and the Administration of the hearing and invite them to attend.

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

Rick Robinett reported that the District is interested in hiring Special Education Paraeducators who also 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 Personnel Commissioners were given a letter from CSEA that requested consideration of creating a separate position, such as a Health Clerk/LVN or Special Education Paraeducator/LVN, rather than adding an additional requirement to the existing Special Education Paraeducator class specification.

The Commissioners discussed the pros and cons of establishing a separate classification. They agreed that, at this time, the suggested revision in the existing class specification would be a good first step in providing this service and observed that the need for the service is somewhat transient at this time. The demand for the service may change in the future, and at that time, they would be more than willing to consider the creation of a separate classification.

The Commission approved the recommended change in the Special Education Paraeducator class specification as presented. (M/S/P Sears/Taylor) Mr. Gentile indicated the Union will contact the District with a request to reverse this decision and will request that the decision be made through the negotiation process.

10. DISCUSSION/ACTION: EXTENSION OF SPECIAL EDUCATION PARAEDUCATOR ELIGIBILITY LIST

The Commission approved 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

There were no closed session discussions.

The meeting was adjourned at 5:22 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
May 25, 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, the following test was administered:

POSITION	NUMBER OF VACANCIES	COMP. APPL. RECVD	WRITTEN TEST		ORAL	
			NO. TESTED	NO. PASSED	NO. TESTED	NO. PASSED
HVAC Technician II	1	6	6	4	4	4

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
 May 25, 2011

7. INFORMATION:

ANNUAL REPORT: NEW HIRES WHO WERE GRANTED ADVANCED STEP PLACEMENT

Personnel Commission Rule 11.1.A.1. provides that “appointment of non-management employees shall be made at Step C of the appropriate range for the classification when the appointee has at least three years of equivalent experience within the past ten years in a public school district or county office of education. The Director of Personnel shall evaluate the experience of all candidates for appointment at a higher step and make a decision regarding the placement. The Director shall make an annual report to the Personnel Commission of all instances of the use of this rule.”

During the past year, the following new hires were granted advanced step placement on Step C of the appropriate range:

Employee	Position for Which Hired	Previous Experience	2010-11 Estimated Differential Salary Cost
Nancy Bray	Senior Secretary Clerk	Elementary School Secretary, 5 years	\$2,006
Pamela Hutchinson*	Library Media Cntr Tech	School Librarian, 3 years	949
Gerri Moore	Bus Driver	School Bus Driver, 11 years	1,496
Diane Playan*	Special Ed Paraeducator	Special Ed Paraeducator, > 3 years	319
Summer Schoening	Elementary PE Aide	PE Teacher, 3 years	1,184
Larabeth Shellenberg*	Special Ed Paraeducator	Special Ed Paraeducator, > 3 years	623
Total Estimated Differential Salary Cost			\$6,577

* No longer working for the District.

8. INFORMATION:

ANNUAL REPORT: NUMBER OF LIMITED-TERM HIRES

The Commission has requested an annual report on the number of employees hired for limited-term positions. Limited-term positions are defined as positions having a duration of six months or less.

During the 2010-11 fiscal year, there were no limited-term hires.

SAN LUIS COASTAL UNIFIED SCHOOL DISTRICT
REGULAR PERSONNEL COMMISSION MEETING AGENDA
May 25, 2011

9. DISCUSSION/ACTION: CLASSIFICATION REVIEW: EDUCATIONAL INTERPRETER; FOSTER YOUTH/FAMILY SERVICES RESOURCE COORDINATOR; DIRECTOR OF FACILITIES, OPERATION, AND TRANSPORTATION; AND COPY SERVICES TECHNICIAN (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.

The review of the following classifications has been completed; there is only one 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. Changes suggested during the first reading are double-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.

RECOMMENDATION:

That the Commission approve the changes in the class specifications for Educational Interpreter for a Deaf or Deaf-Blind Student; Director of Facilities, Operations, and Transportation; and Copy Services Technician. In addition to approving the changes in the class specification, it is recommended that Commission approve a change in class title from Foster Youth/Family Services Resource Coordinator to Family Resource Coordinator.

**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 act as a homeless coordinator 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 as a member of 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), 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;

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

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

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; arrange for adequate access to services; 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.

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

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.

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 of the 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, school bus services, 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 conducted by 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:

FOSTER YOUTH/FAMILY SERVICES RESOURCE COORDINATOR (continued)

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

Encourage parent participation in program and community events, 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 ~~child care~~ 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 services, grounds services, 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, pupil transportation, 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 and Physical Support 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
May 25, 2011

10. DISCUSSION/ACTION:

PUBLIC HEARING: PROPOSED 2011-12 PERSONNEL COMMISSION BUDGET

In compliance with Education Code Section 45253, a public hearing on the proposed Personnel Commission budget for 2011-12 has been scheduled as part of this meeting agenda. Also in compliance with Commission direction and the Education Code, the Board of Education and the administration were notified of the public hearing and received copies of the proposed budget at the May 10, 2011, Board meeting.

The purpose of the public hearing is to permit input from Board of Education and administration representatives as well as other interested people.

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
May 25, 2011

10. 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
May 25, 2011

10. 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.

RECOMMENDATION:

It is recommended that the Commission adopt the 2011-12 Personnel Commission budget as presented and request that staff forward the budget to the County Superintendent of Schools.

SAN LUIS COASTAL UNIFIED SCHOOL DISTRICT
REGULAR PERSONNEL COMMISSION MEETING AGENDA
May 25, 2011

11. NEXT MEETING

The next regular Personnel Commission meeting is scheduled for 4 p.m., Wednesday, June 22, 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).