



Thursday, July 23, 2020, 4:00 p.m.

Pursuant to Governor Newsom’s Executive Order N-71-20, the Personnel Commission’s regular meeting will be held virtually, and all Commissioners will attend the meeting via teleconference. Members of the public may participate in the meeting via Zoom, as follows:

<https://cajonvalley.zoom.us/j/91794268582?pwd=dHEzQUg0aTU5SEwvck1JUDZHcVRLZz09>

Dial in: 1-669-900-9128

Meeting ID: 917 9426 8582

Password: 696508

Employees and the public may comment regarding items on this agenda or matters related to Commission business. Please email comments to bishopa@cajonvalley.net no later than 10:00 a.m. on July 23, 2020. Comments will be read aloud to the Personnel Commission during the Public Comment section of the agenda.

The Personnel Commission will accommodate individuals with disabilities who wish to submit public comments. If you require accommodation, please contact Maritza Diaz at (619) 588-3050.

**REGULAR MEETING
AGENDA**

1. REGULAR MEETING OPEN SESSION

- a. Call to Order/Pledge of Allegiance
- b. Roll Call/Establishment of Quorum

Virginia Levenson, Chairperson	<input type="checkbox"/> present	<input type="checkbox"/> absent
Victor Garcia, Co-Chairperson	<input type="checkbox"/> present	<input type="checkbox"/> absent
Timothy McKay, Member	<input type="checkbox"/> present	<input type="checkbox"/> absent

2. PUBLIC COMMENT – Members of the public shall have the opportunity to address the Personnel Commission regarding items on the agenda or matters directly related to the Commission’s business. In accordance with the Brown Act, the Commissioners may not act upon, or engage in a discussion of, non-agenda items or issues raised during public comment except to: 1) acknowledge receipt of the information, 2) refer to staff for further study, or 3) refer the matter to the next agenda.

3. APPROVAL OF PROPOSED AGENDA

- a. Approve the agenda of the Regular Meeting on July 23, 2020

Motion by:_____ , Seconded by_____ . Vote:_____

4. APPROVAL OF MINUTES

- a. Approve the unadopted minutes of the Regular Meeting on June 25, 2020

Motion by: _____, Seconded by _____ . Vote: _____

5. ACTION ITEMS

- a. Approval of Organizational Memberships

1. California Schools Personnel Commissioners Association – San Diego Chapter

Motion by: _____, Seconded by _____ . Vote: _____

- b. Reinstate and Reallocate Grounds Supervisor Classification and Approve Revised Job Description

Motion by: _____, Seconded by _____ . Vote: _____

- c. Approval of Reclassification Recommendations

1. Reclassify Mental Health Clinician I to Mental Health Clinician II, positions # and # . employees # and # , respectively, effective July 24, 2020

Motion by: _____, Seconded by _____ . Vote: _____

2. Reclassify Special Education Classroom Assistant-Trainee, 25 positions along with the incumbents, to Special Education Classroom Assistant, effective August 19, 2020

Motion by: _____, Seconded by _____ . Vote: _____

- d. Consideration and Action on Salary Study Request, Child Nutrition Services Lead – Serving Kitchen

Motion by: _____, Seconded by _____ . Vote: _____

- e. Second Reading of Proposed Revision to Rule 10.100, Definitions, General (Probationary Period) and Rule 60.100.1, Duration of Probation

- f. Consideration and Action on Proposed Revision to Rule 10.100, Definitions, General (Probationary Period) and Rule 60.100.1, Duration of Probation

Motion by: _____, Seconded by _____ . Vote: _____

6. INFORMATION/DISCUSSION ITEMS

- a. Recruitment Plan for Director-Classified Personnel

- b. Requests for New/Revised/Reclassification of Positions

1. Status Update: Manager-Extended Day Program and Instructional Assistant/Special Education Classroom Assistant

2. Counseling Technician – Los Coches Creek Middle School

3. Administrative Assistant I – Long Range Planning Department
-

Cajon Valley Union School District Personnel Commission Meeting

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- c. Vacancies/Recruitments/Personnel Activity
 - 1. Staff will provide information on current vacancies, ongoing recruitment, and establishment and status of eligibility lists
 - 2. Classified Bumping/Layoff
 - i. The Personnel Director will provide information to the Commission regarding the layoffs approved by the Governing Board on May 12, 2020 and the bumping that occurred as a result
- d. Communications
 - 1. The Personnel Director will provide information to the Commission regarding correspondence related to Commission matters
- e. Personnel Commission Rules and Regulations Revisions – Project Timeline
- f. Negotiations Activity
 - 1. Staff will provide information on current negotiations with CSEA and its Chapter 179
 - i. Staff will review Memorandum of Understanding – Summer Enrichment Program and Opening of the 2020-2021 School Year, dated June 16, 2020

7. REPORTS/COMMUNICATION

- a. Commission Members' Report(s)
- b. Personnel Director Report
- c. Cajon Valley Union School District Report(s)
- d. CSEA

8. NEXT PERSONNEL COMMISSION MEETING

- a. August 27, 2020

9. ADJOURNMENT

CAJON VALLEY UNION SCHOOL DISTRICT

Minutes of the Regular Meeting

P E R S O N N E L C O M M I S S I O N

Date: June 25, 2020

Zoom Meeting

MEMBERS PRESENT:

Virginia Levenson, Commission Chair
Victor Garcia, Vice Chair
Timothy McKay, Member

STAFF REPORTING:

Michelle Hayes, Assistant Superintendent/Director
Angela Bishop, Director
Maritza Diaz, Personnel Specialist-Classified
Kerrie E. McNally, Attorney, Adams Silva & McNally, Counsel to the Commission

1. REGULAR MEETING OPEN SESSION:

The June 25, 2020 Personnel Commission meeting was called to order at 4:05 p.m., by Virginia Levenson, Chair. She welcomed the audience.

- a. Tim McKay led the salute to the flag.
- b. Roll Call/Establishment of Quorum
Virginia Levenson, Chairperson – Present
Victor Garcia, Co-Chairperson – Present
Timothy McKay, Member - Present

2. PUBLIC COMMENTS:

No comments.

3. APPROVAL OF PROPOSED AGENDA:

Motion was made to approve proposed agenda for the June 25, 2020 Personnel Commission meeting.

Motion: Tim McKay
Second: Victor Garcia
Vote: Unanimous

4. APPROVAL OF MINUTES:

The minutes of the meeting for May 28, 2020 were presented for approval.

Motion was made to approve minutes for May 28, 2020

Motion: Victor Garcia
Second: Tim McKay

Vote: Unanimous

5. ACTION ITEMS

a. Consideration and Approval of Professional Services Contracts.

1. Adams, Silva & McNally – Counsel to the Commission.

No comments.

Motion to approve Adams, Silva & McNally – Counsel to the Commission.

Motion: Tim McKay

Second: Victor Garcia

Vote: Unanimous

2. Eric Hall & Associates – Classification Study of Administrative Assistant I – Long Range Planning Department.

Kerrie McNally, Counsel to the Commission, explained this study was brought to the Commission for discussion at the previous meeting. A formal proposal was requested from Eric Hall & Associates, which has been included in the attached documents on this agenda. This request is for a single-incumbent study; cost proposed is not to exceed \$975.00.

Motion to approve Eric Hall & Associates – Classification Study of Administrative Assistant I – Long Range Planning Department.

Motion: Tim McKay

Second: Victor Garcia

Vote: Unanimous

b. Consideration and Approval of Classification Study Recommendation.

1. Retitle/Reallocate School Office Manager to School Administrative Assistant, effective July 1, 2019.
2. Retitle/Reallocate School Office Manager-Bilingual to School Administrative Assistant-Bilingual, effective July 1, 2019.

Ms. McNally explained the study conducted by Eric Hall & Associates for both School Office Manager and School Office Manager-Bilingual recommended the reclassification of all positions and incumbents. Recommended changes to the job description, title and salary schedule were presented. CSEA and the District have completed negotiations on this reclassification. The recommendation is that the Commission reclassify School Office Manager to School Administrative Assistant and School Office Manager-Bilingual to School Administrative Assistant-Bilingual, effective July 1, 2019, and waive Commission rule 30.300.2.

Mrs. Levenson stated the motion to approve the reclassifications as presented, effective July 1, 2019, should approve the waiver of the rule.

Motion to approve the retitle and reallocation of School Office Manager to School Administrative Assistant, effective July 1, 2019.

Motion: Tim McKay
Second: Victor Garcia
Vote: Unanimous

Motion to approve the retitle and reallocation School Office Manager Bilingual to School Administrative Assistant-Bilingual, effective July 1, 2019.

Motion: Tim McKay
Second: Victor Garcia
Vote: Unanimous

6. DISCUSSION/INFORMATION ITEMS:

a. Rules and Regulations Update/Revision

1. First Reading of Proposed Revision to Rule 10.100, Definitions, General (Probationary Period) and Rule 60.100.1, Duration of Probation.

Ms. McNally explained the District brought forward this issue regarding probationary periods at the previous meeting. The District and CSEA would like to allow the modification of the probationary period, in circumstances where the employee is not performing regular duties due to COVID-19 facility and school shutdowns. In this case, some employees received modifications to their regular assigned duties. CSEA and the District negotiated a Memorandum of Understanding (MOU) on this issue; however, it is required of the Commission to modify two rules, 10.100 and 60.100.1. Ms. McNally identified in rule 10.100 the recommendations of adding to the probation period definition is less related to COVID-19, but to bring the rule up to code. The second recommendation is to modify rule 61.100.1. Whereby, Education Code states that a leave of absence can be excluded from a probation period, this modification allows for an employee not working in their regular assignment to be deemed to be on a leave of absence. The intent is to allow employees to demonstrate their abilities in the positions for which they were hired, and to avoid being released because the District did not have an opportunity to evaluate because of COVID-19 school closures. This item is presented for Commission discussion.

Victor Garcia, Co-Chair, asked if the modifications to employee assignments were temporary through the end of COVID-19 period, or if these changes would be permanent. Ms. McNally stated the modifications to the rules would be retroactive effective to March 2020, when schools closed. The rule changes do not have an end date, as it is a possibility that during the 2020-2021 school year school closures may occur again. Ms. McNally stated she intentionally did not provide an end date to these rules because of that possibility; however, Education Code allows for leaves of absences to be excluded from probationary periods and these modifications identify school facility closures as a type of leave of absence.

Tim McKay, Member, stated if there could be a paragraph added stating both the District and CSEA realize this is temporary language. Ms. McNally responded the intent of MOU was to extend the probationary period for a limited time period; however, the Commission may sunset this provision to the rules to set end dates. Mr. Garcia and Mrs. Levenson stated there should be an end date, if the need to extend past the end date then the Commission would discuss again. Angela Bishop, Director-Classified Personnel, asked if it would be helpful to have the COVID-19 reason for closures defined in the rules. Ms. McNally stated that can be defined.

Mark Reagles, CSEA Chapter 179 President, shared the MOU stays in effect as long as State and County officials have schools shutdown. Once the State allows reopening, then employees would be able to

perform duties and continue to work regularly through probation. The MOU states as long as COVID-19 is in effect. Mr. Reagles shared the MOU has been ratified through CSEA and that this is fair to employees, to avoid probationary employees from being released.

Mr. McKay stated he wants all parties involved be aware of the rule changes and impacts.

Ms. McNally stated the end date and reason could be included in the rule changes. She suggested the end date could be December 2020 or for the entirety of the 2020-2021 school year.

Mr. McKay and Mrs. Levenson agreed the end date of December 2021, and the language to reflect health orders school closures.

Ms. Bishop stated she will present language for rule changes at next month's meeting.

Ms. McNally stated her concern is to clearly define a leave of absence; she asked to clarify if an out-of-classification assignments would considered leave of absences or if remote work be considered a leave of absence. Ms. Bishop and Mrs. Levenson agreed that if an employee is performing remote work, they are being supervised and, therefore, should be evaluated.

b. Request for New/Revision/Reinstatement of Position Classifications.

1. Grounds Supervisor
2. Manager – Extended Day
3. Instructional Assistant/Special Education Classroom Assistant

Ms. Bishop shared the District has identified these positions as priorities and she is currently working on them. The first two listed will be presented at next month's meeting.

c. Vacancies/Recruitments/Personnel Activity

1. Staff will provide information on current vacancies, ongoing recruitment, and establishment and status of eligibility lists.

Maritza Diaz, Personnel Specialist-Classified, reported that there were several changes in vacancies reported from the previous month. In-person testing will take place soon and will be the first exam proctored following social distancing protocols. No current recruitments or new eligibility lists were established; eligibility list information reflected removal of any expired lists.

2. Classified Personnel Report

No comments.

d. Negotiations Activity

1. Staff will provide information on current negotiations with CSEA.

Michelle Hayes, Assistant Superintendent-Personnel Services, shared an MOU has been established and has completed the 610 review process; it is currently pending ratification by the bargaining unit members. The MOU provides safety protocols for all Classified employees starting the school year and those working the Summer Enrichment Program, as well as those employees at the District Office returning July 6, 2020. The MOU also provides information and procedures to follow the Families First

Coronavirus Response Act, granting leave available to staff. Ms. Hayes reported an agreement was reached to provide employees working in the Summer Enrichment, Summer Camp - Extended Day Program and Extended School Year (ESY) with a five (5) percent differential pay due to the added risk of working.

7. REPORTS/COMMUNICATION

- a. Commission Members' Report(s) – No comments.
- b. Personnel Director Report

Ms. Bishop reported she worked on seniority lists for positions affected by layoff or bumping and notifications to affected employees. The response deadline from those employees is June 26, 2020. Ms. Bishop also shared she requested plexiglass dividers to be installed by Maintenance in the computer lab to allow more candidates to be tested at once. James Beard, Director-Facilities, Maintenance & Operations, will evaluate the project.

- c. Cajon Valley Union School District Report(s).

Ms. Hayes shared that sites will begin a Summer Enrichment Program for four weeks starting July 13, 2020. This program will operate similar to the Chase Extended Day Program shared with Commission in last meeting. This program will also include an instructional program with certificated teachers. Ms. Hayes also shared on the TedXKids@EICajon event that recently took place. She reported she is working with CSEA and CVEA to discuss the school reopening plan. The District will also start a summer reading program for students and the Cajon Valley flash mob video planning has begun; social distancing will be in place for the video.

Ms. Hayes stated there will be several employee trainings on new safety procedures to take place for reopening of schools when students return, including temperature checks. Health Services School Nurse, Jennifer Shultz, has recorded a safety compliance video. All employees will be required to watch this video prior to returning to work.

Ms. Hayes also introduced Amanda Silva, Certificated Personnel Director.

- d. CSEA

Mark Regales thanked Commissioners on the approval of the consultant for Administrative Assistant I – Long Range planning position.

8. ADJOURN TO EXECUTIVE SESSION

The Commission adjourned to Executive Session at 4:46 p.m.

9. RECONVINE OPEN SESSION

The meeting was reconvened to Open Session at 5:04 p.m., by Mrs. Levenson.

10. REPORT OUT OF EXECUTIVE SESSION

Mrs. Levenson asked Ms. McNally to report out the Executive Session.

Ms. McNally reported the Personnel Commission unanimously voted with Commissioners Levenson, McKay and Garcia voting in favor to approve a settlement agreement with the District effective immediately.

11. NEXT PERSONNEL COMMISSION MEETING:

July 23, 2020

123 ADJOURNMENT:

The meeting was adjourned at 5:07 p.m.

Respectfully submitted,



Angela Bishop, Director-Classified Personnel



Virginia Levenson, Commission Chair



Maritza Diaz, Recording Secretary



San Diego County School Personnel Commissioners Association

Website: <http://sd.pcasc.us>

INVOICE

July 1, 2020

Dear Member District:

Effective 2007, representatives from member districts approved a \$50 annual membership. The annual membership due shall be paid by the end of the first quarter of each year, September 30. This letter serves as the reminder and the invoice for you to submit the payment.

2020-2021 SDCSPCA Membership **\$50**

Please make checks payable to **SDCSPCA** and mailed to:
(Purchase orders are not accepted.)

SDCSPCA
C/O, Angela Bishop, Personnel Director
Cajon Valley Union School District
P.O. Box 1007
El Cajon, CA 92022-1007

Sincerely,

Victor Garcia, Treasurer
619-248-6591
vicgarcia41@yahoo.com

REINSTATE AND REALLOCATE CLASSIFICATION

GROUNDS SUPERVISOR

Past budget reductions necessitated the reorganization of Maintenance and Operations Department, which resulted in the elimination of some positions and the reinstatement of others to support combined service areas. Most recently, in March 2018, the reinstatement of the Operations Supervisor position was approved to provide supervision of the District's custodial and groundskeeping functions.

With the recent retirement of the Operations Supervisor, the organizational effectiveness of the operations functions and efficiency of services has been reevaluated. Given that the majority of custodial oversight is needed in the evening hours and groundskeeping oversight during daytime hours, one supervisor assigned two functional areas was ineffective. Employees working day and night shifts are better supported, work is effectively coordinated, and department standards are improved when there is leadership immediately available during the assigned work shift.

To that end, two Custodial Crew Leads will continue to support evening custodial activities and it will be necessary to reinstate the Grounds Supervisor position to provide leadership of the District's groundskeeping department.

The Grounds Supervisor will plan, coordinate and supervise the day-to-day operations of the District's grounds maintenance operations; conduct inspections and walk-throughs to assure quality standards and time schedules are met; perform technical or specialized grounds maintenance and landscaping activities at various sites; maintain a variety of records and prepare reports related to assigned activities; train, supervise and evaluate the performance of assigned staff.

Based on the analysis of data gathered by surveying comparison districts, as well as conducting an internal alignment review, reallocating the reinstated position at Range 5 on the Supervisory Salary Schedule (CVSA) is the appropriate.

Additionally, based on the foregoing, a recommendation to reinstate the position and approve the revised duties of the Grounds Supervisor will be submitted to the Governing Board for action at their meeting on July 28, 2020.

The job description and salary reallocation for the reinstated classification are pending negotiations with the Cajon Valley Supervisory Association (CVSA).

The proposed revised job description is attached for your review and approval.

DIRECTOR'S RECOMMENDATION

In accordance with Commission Rule 30.200.9, the following recommendations are submitted for your consideration:

- 1] Reinstatement Grounds Supervisor classification;
- 2] Approve revised job description, as submitted; and,
- 3] Reallocate the classification to Range 4 on the Cajon Valley Supervisory Association salary schedule.

CAJON VALLEY UNION SCHOOL DISTRICT

CLASS TITLE: GROUNDS FOREMAN SUPERVISOR

BASIC FUNCTION:

Under direction of the Director-Facilities, Maintenance and Operations department Administrator, plan, organize coordinate and supervise of the day-to-day operations of the District's grounds maintenance operations; **conduct inspections and walk-throughs to assure quality standards and time schedules are met**; perform technical or specialized grounds maintenance and landscaping activities at various sites; maintain a variety of records and prepare reports related to assigned activities; train, supervise and evaluate the performance of assigned staff.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:

~~Plan, organize, and supervise all areas related to the district's grounds maintenance operations. Train, supervise, and evaluate the performance of assigned staff. Plan, schedule, and coordinate work and assignments. Order and purchase supplies and equipment and maintain adequate inventory to meet all needs. Estimate time and cost to complete grounds maintenance and/or new grounds projects. Independently perform functions which are of a technical or specialized nature in site construction or maintenance. Maintain vehicle service and operating records, mix and apply chemicals for fertilization, insect, and weed killers. Assure proper chemical usage management and maintain required documentation. Install, maintain, and repair irrigation systems. Program irrigation controllers. Maintain appropriate records pertaining to grounds maintenance operations. Communication with school site administrators to assure that grounds maintenance requirements are being fulfilled. Review blueprints and designs for grounds maintenance projects. Work with outside contractors as required. Perform other related duties as assigned.~~

Plan, coordinate and supervise all areas related to the day-to-day operations of District's grounds maintenance operations.

Train, supervise and evaluate the performance of assigned staff; interview and select staff, as assigned.

Plan, prioritize, and schedule department activities and work assignments; adjust work schedules and priorities, as necessary; conduct inspections and walk-throughs to assure quality standards and time schedules are met.

Determine grounds maintenance needs; develop, prepare and/or review plans, design specifications and bids for grounds maintenance activities and/or new landscaping projects; prepare cost, time and labor estimates; prepare materials lists to effectively schedule and complete projects.

Independently perform functions of a technical or specialized nature in grounds maintenance or landscaping; supervise or install, maintain and repair irrigation systems; program irrigation controllers; **perform maintenance of landscaped areas and sport fields, including mowing, pruning, watering, planting, irrigation services and pest management.**

Assure proper chemical usage management **in accordance with Integrated Pest Management (IPM) requirements** and maintain required documentation; mix and apply chemicals for fertilization, insect and weed killers.

Develop and implement safety standards and procedures; instruct staff in safe work practices; assure compliance with applicable local, state, and federal rules, regulations and laws as well as policies, procedures, and objectives of the District related to assigned activities.

Establish and maintain effective working relationships with District and site administrators, personnel, vendors, contractors, the general public and others to coordinate services, supplies and materials; work with site administrators **to schedule** and outside contractors to assure grounds maintenance requirements are being fulfilled.

Respond to routine and emergency calls districtwide during and after regular hours.

Maintain a variety of records and prepare reports related to assigned activities; determine supply and equipment needs; order or purchase supplies and materials, as needed; maintain adequate inventory to meet department needs; generate purchase requisitions and work orders, etc., as needed.

Operate a variety of grounds maintenance tools, equipment and standard office equipment, including computer and assigned software; drive a vehicle to various sites throughout the workday conduct work, as necessary.

Attend and conduct a variety of meetings and trainings, including ongoing employee training to ensure proper techniques, injury prevention and efficiency.

OTHER DUTIES:

Perform related duties as assigned.

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

~~Tools, equipment, materials, chemicals, and methods used in grounds maintenance work. Principles and techniques of gardening and landscaping. Good mechanical aptitude. Operation of grounds maintenance equipment, including earth movers. Principles and practices of supervision, planning, scheduling, and coordinating work of a crew.~~

Technical aspects of field of specialty.

Tools, equipment, materials, chemicals and methods used in grounds maintenance work.

Applicable laws, codes, rules, regulations, policies and procedures related to assigned activities.

Methods, techniques and quality standards, supplies, tools and equipment applicable to grounds maintenance and landscaping.

Principles and practices of supervision, training, scheduling and coordinating the work of a crew.

Safe operation of related tools, grounds equipment, including earth movers.

Health standards, hazards and safety regulations.

Safe driving practices.

Proper lifting techniques.

Oral and written communication skills.

Interpersonal skills using tact, patience and courtesy.

Operation of a computer and assigned software.

ABILITY TO:

~~Plan, organize, and supervise district grounds maintenance operations. Train, supervise, and evaluate the performance of assigned staff. Plan, schedule, and coordinate work and assignments. Work independently with initiative. Carry out written and oral directions. Establish and maintain effective and cooperative working relationships with administrators, subordinates, and the public. Maintain accurate records.~~

Plan, organize and supervise District grounds maintenance operations.

Train, supervise and evaluate the performance of assigned staff.

Plan, schedule and coordinate work assignments **to meet schedules and timelines.**

Interpret, explain and apply applicable laws, codes, rules, regulations, policies and procedures related to assigned activities.

Read plans and design specifications and prepare cost estimates.

Operate tools, equipment and vehicles skillfully and safely.

Observe health and safety regulations.

Understand and follow oral and written **instructions.**

Communicate effectively both orally and in writing.

Establish and maintain cooperative and effective working relationships **with others.**

Analyze situations accurately and adopt an effective course of action.

Work independently with initiative.

Maintain a physically rigorous work schedule.

Estimate materials and supply needs accurately.

Prepare and maintain accurate records **and reports related to assigned activities.**

Operate a computer, assigned software and standard office equipment.

EDUCATION AND EXPERIENCE:

Any combination equivalent to: graduation from high school, ~~or equivalent~~, supplemented by training in landscaping and gardening, and three years' recent increasingly responsible grounds maintenance experience, including **at least one year in a lead or supervisory capacity** responsibility.

LICENSES AND OTHER REQUIREMENTS:

Valid Class B ~~C~~ California driver's license.

Ability to qualify and maintain qualification for District vehicle insurance coverage.

Possession of a current, valid, Pesticide Applicator's Certificate ~~or ability to qualify during the probationary period.~~

WORKING CONDITIONS:

ENVIRONMENT:

~~The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. While performing the duties of this job, the employee regularly works near moving mechanical parts and in outside weather conditions and is regularly exposed to risk of electrical shock. The employee frequently works in high, precarious places and is frequently exposed to toxic or caustic chemicals. The employee is occasionally exposed to wet and/or humid conditions and vibration.~~

Indoor and outdoor work environment.

Driving a vehicle to conduct work.

Regular exposure to adverse weather conditions.

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. While performing the duties of this job, the employee is regularly required to stand; walk; use hands to finger, handle, or feel objects, tools, or controls; talk or hear; and taste or smell. The employee is occasionally required to reach with hands and arms; climb or balance; and stoop, kneel, crouch, or crawl.

The employee must regularly lift and/or move up to 25 pounds and occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, color vision, peripheral vision, depth perception, and the ability to adjust focus. The selected candidate must be able to perform the duties of a rigorous work schedule which includes lifting, loading, and unloading, and pass a physical examination and drug screen certifying this ability.

Dexterity of hands and fingers to operate power tools, computer and a variety of equipment.

Visual acuity to observe and perform repair, read fine print, see up close and distances, color and peripheral vision, depth perception and the ability to adjust focus.

Hearing and speaking to exchange information.

Sense of smell sufficient to recognize and distinguish chemical fumes and odors.

Stand, sit, climb, kneel, crawl, crouch, squat, balance and bend at the waist for extended periods of time.

Walking over rough or uneven surfaces to conduct work and/or inspections.

Reaching overhead, above the shoulders and horizontally.

Regularly pull, push, lift and carry heavy objects weighing up to 50 pounds, frequently lift and/or move up to 75 pounds, and occasionally lift and/or move more than 100 pounds with assistance.**Physical stamina sufficient to perform heavy manual labor.****HAZARDS:**

Exposure to **dust, gas, fumes, chemicals, loud noise and vibration from equipment, extreme temperatures and humidity, biohazardous materials such as sewage.**

Operating heavy equipment and machinery with moving parts.

Occasional need to work at heights.

Traffic hazards.

NOTE:

Safety-sensitive job class. Employees in this job class will be subject to random selection for alcohol or controlled substance testing.

Employees hired in this classification will be enrolled in the DMV Employee Pull Notice Program. The District will receive a driver record report at least once every 12 months or when any subsequent conviction, failure to appear, accident, driver's license suspension, revocation, or any other action is taken against the employee's driving privilege during employment.

CLEARANCES:

Criminal Justice Fingerprint /Background

Tuberculosis

Pre-placement Physical and Drug Screen

RECLASSIFICATION OF POSITION

Mental Health Clinician I (Three Positions)

In June 2019, the Mental Health Clinician I (MHC I) and Mental Health Clinician II (MHC II) classifications were established to provide a variety of mental health services to qualifying students, including screening and assessments, diagnosis, treatment planning, crisis intervention, as well as individual, family and group counseling in school, home and/or community settings.

Incumbents in the MHC I and MHC II classifications perform the same mental health services; however, the level of the classification is distinguished by licensure requirements by the State of California as a Licensed Marriage Family Therapist (LMFT), Licensed Clinical Social Worker (LCSW), Marriage Family Child Counselor (MFCC), or Licensed Professional Clinical Counselor (LPCC). To that end, a provision of the MHC I classification included promotion of an incumbent to the MHC II classification upon becoming fully licensed.

Proof of licensure was submitted by three incumbents in the MHC I classification. Therefore, the incumbents meet the requirements for MHC II and are deemed qualified without further examination as is required by the Education Code and Merit System Rules and Regulations.

Consistent with District payroll practices, it is recommended that reclassification take effect on the first of the month following the incumbent's submission of licensure. Therefore, action to waive Personnel Commission Rule 30.300.2, must be taken:

30.300.2 Effective Date of Reclassification

Reclassification of a position shall be effective on the date prescribed by the Commission and shall not have retroactive effect. Effective dates may be set sufficiently in the future to allow time for examinations to be completed, but for not more than three months.

Based on the above, the following recommendations are submitted for your consideration.

DIRECTOR'S RECOMMENDATION

In accordance with Commission Rule 30.300.1 and 30.300.2, the following recommendation is submitted for Personnel Commission approval:

1. Waive Rule 30.300.2 of the Personnel Commission Rules and Regulations; and,
2. Reclassify positions, along with incumbents, from Mental Health Clinician I (Range 40) to Mental Health Clinician II (Range 46), effective the first of the month following submission of licensure, as follows:

<u>POS ID#</u>	<u>EMPL ID#</u>	<u>RECOMMENDED JOB CLASS</u>	<u>EFFECTIVE DATE</u>
5703	631788	Mental Health Clinician II	July 1, 2020
5710	631463	Mental Health Clinician II	July 1, 2020
5706	631828	Mental Health Clinician II	August 1, 2020

**CAJON VALLEY UNION SCHOOL DISTRICT
PERSONNEL COMMISSION**

CLASS TITLE: MENTAL HEALTH CLINICIAN I

BASIC FUNCTION:

Under the direction of the Manager, Mental Health Services or designee, provide direct mental health services for assigned eligible students at various school sites within the district; provide assessment, intervention and ongoing therapeutic services, including individual, group and parent counseling; perform case management, and treatment coordination and collaboration; support the therapeutic milieu in specialized behavioral programs.

DISTINGUISHING CHARACTERISTICS:

Mental Health Clinician (MHC) I classification is license-eligible and working under the supervision and close review of the licensed, certified Manager, Mental Health Services to gain clinical experience required to qualify for licensure. Incumbents perform the same mental health services as a MHC-II; however, incumbents are not fully licensed and require mandated supervision. **Mental Health Clinician (MHC) II** classification provides a variety of mental health services for eligible students. Incumbents are fully licensed by the State of California as a Licensed Marriage Family Therapist (LMFT), Licensed Clinical Social Worker (LCSW), Marriage Family Child Counselor (MFCC), or Licensed Professional Clinical Counselor (LPCC). MHC-II is not mandated to receive supervision; however, minimal supervision support is provided for the purposes of accountability and to ensure optimal mental health services for students.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:

In consultation and collaboration with the licensed, certified Manager, Mental Health Services, provide direct mental health services including, but not limited to, consultation; assessment; observation; individual, group and parent counseling; treatment coordination and case management for eligible students.

Perform clinical assessments, conduct interviews and make observations, and recommend diagnosis; use psychosocial case histories, psychological test results and educational assessment tools to evaluate and assess the nature and extent of an individual's condition; develop and implement treatment plans under the supervision and approval of the Manager, Mental Health Services; complete related reports, as needed.

Plan, prepare, and conduct individual and group counseling designed to make progress on IEP goals and improve social and emotional functioning and development; provide service in the milieu, educational, home or community settings.

Implement IEP goals related to counseling, counseling and guidance, and/or parent counseling, as written; collect data and document progress on goals.

Meet with students, family members and school staff to interpret and explain the social and emotional factors pertaining to mental illness and the methods of alleviating emotional and environmental problems.

Provide crisis support through behavioral interventions, assisting students to maintain/obtain/regain success in their academic and social environments.

Maintain consistent collateral contact, collaboration, case management, and consultation with the student's IEP team members, including family members, external service providers and school/district officials regarding the student's needs, goals and progress.

Provide consultative and collaborative support a subject matter expert to administrators, teachers, parents, related service providers and/or other interested parties regarding mental health or behavioral issues during the treatment process of students; ensure sensitivity to student privacy.

Participate in individual student Individualized Education Plan (IEP) meetings; collaborate with the Education Specialist to prepare and present appropriate IEP goals and objectives related to counseling, counseling and guidance, and/or parent counseling; make recommendations to district personnel for mental health services and/or level of services, as necessary.

Participate in special assessments, individual counseling plans and other student progress meetings.

Collaborate with Education Specialist to monitor student progress towards IEP goals related to counseling, counseling and guidance, and/or parent counseling; alert Education Specialist when student is not making progress and/or not participating in services.

Collaborate with Education Specialist on reporting progress on goals at progress reporting periods and for IEP reviews, as necessary.

Under the supervision and review of the Manager, Mental Health Services and with signed consent through a Release of Information, coordinate and collaborate on treatment with student's private therapist and/or psychiatrist on a regular basis.

Communicate via phone or in person with family, as required, to offer and encourage parent/family counseling, when stated as a service on the IEP.

Plan, prepare, and conduct in-service and community resources that provide services for students and parents in therapeutic, psychiatric and/or other needs.

Develop, coordinate, implement, and evaluate the progress of intervention plans utilized to address the student's goals, with accompanying documentation of progress.

Demonstrate cultural sensitivity in relationships with students, families, and school/district officials within the academic setting by communicating with students and parents in an interpersonally skilled manner using courtesy, tact, diplomacy, sensitivity, patience and professionalism.

Ensure the proper prioritization, timely completion, and meeting of deadlines for any required reports, documentation and/or assigned projects and tasks, as directed.

May participate in the district crisis intervention team.

Make referrals to appropriate resources in the community.

Maintain confidentiality of student records and information.

Consult with community agencies on the identification and management of social and mental health issues.

Participate in the development of any district or school-wide initiative or policy related to the promotion of student well-being and mental health.

May work a flexible schedule to meet with families and provide family counseling sessions per IEP and/or other identified services.

Under the supervision and review of Manager, Mental Health Services, provide all related services for identified students per the IEP.

Prepare and present oral and/or written reports; maintain records related to assigned functions, i.e., document all Special Education services provided in the Special Education Information System (SEIS) Service Tracker, complete Medical billing, etc.

Operate a variety of office equipment, including computer and assigned software; drive a vehicle to conduct work.

Participate in ongoing weekly clinical supervision, monthly staff or other meetings and professional learning, as assigned.

Adhere to the legal and ethical requirements and standards of the individual's licensing board, Health Insurance Portability and Accountability Act (HIPAA), and Federal Educational Rights and Privacy Act (FERPA).

OTHER DUTIES:

Performs related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Current professional clinical management techniques.

Interventions for special populations such as, but not limited to, Cognitive Behavioral Therapy (CBT), Motivational Interviewing (MI), Emotionally Focused Therapy (EFT), Dialectical Behavioral Therapy (DBT).

Individualized Education Plan (IEP) process.

Psychological and behavioral dysfunctions.

Marriage and family relationships and theory.

Group dynamics.

Treatment modalities, consultation methods and techniques.

Evidence Based Practices.

Crisis intervention techniques and theory.

State child and adult abuse reporting laws.

Cultural and socio-economic factors impacting mental health.

Trauma-Informed Care.

State and federal laws, and regulations related to Individuals with Disabilities Education Act (IDEA), and Accountability Act (HIPPA) and Family Educational Rights and Privacy Act (FERPA).

ABILITY TO:

Evaluate a complex psycho-social history, conduct assessments, make diagnoses and develop an appropriate treatment plan under the supervision and review of Manager, Mental Health Services.

Monitor, evaluate, and adjust individual treatment plans, programs, and therapy interventions in response to student needs and progress.

Decrease impairing symptomology and increase functioning in the home, school and community settings under the supervision and review of the Manager, Mental Health Services.

Perform crisis intervention.

Facilitate individual, family, and group counseling under the supervision and review of the Manager, Mental Health Services.

Facilitate support groups under the supervision and review of the Manager, Mental Health Services.

Maintain records and prepare reports electronically under the supervision and review of the Manager, Mental Health Services.

Communicate effectively orally and in writing.

Establish and maintain effective working relationships.

Work collaboratively with students, parents, administrators, employees, private health providers and the public representing diverse cultures and backgrounds.

Interpersonal skills that demonstrate tact, patience, courtesy, and empathy.

Treat fellow employees, representatives of outside agencies and members of the public with courtesy and respect.

Work effectively with diverse groups of students and families possessing diverse socio-economic and multicultural backgrounds.

Provide services to students, parents and school staff that support Positive Interventions and Supports (PBIS) and a Trauma Informed Care (TIC) school culture.

Maintain service logs for treatment plans and services as stated in the IEP.

Exercise appropriate judgment in answering questions and releasing information.

Analyze and project consequences of decisions and/or recommendations.

Function calmly in situations that are emotionally and behaviorally escalated.

Schedule a number of activities, meetings, and/or events.

Demonstrate flexibility when working with a wide variety of circumstances and environments.

Adapt to changing work priorities.

Maintain regular and consistent attendance.

Work a flexible schedule.

Develop and present training programs.

Plan, organize and prioritize work effectively.

Meet schedules and time lines.

Prepare effective oral and written reports, and maintain various records and files.

Operate a variety of office equipment, including a computer and assigned software.

EDUCATION AND EXPERIENCE:

Any combination of training, experience and/or education equivalent to Master's degree or higher in psychology, social work, or mental health counseling; and a minimum of two (2) years post-masters experience providing mental health treatment services to children, adolescents, and their families. Experience with K-12 students in a public school setting receiving special education services preferred. Bilingual (Spanish or Arabic) desirable.

LICENSES AND OTHER REQUIREMENTS:

Must be license-eligible or working towards licensure by the State of California as a Marriage Family Therapist (MFT), Marriage Family Child Counselor (MFCC), Licensed Professional Clinical Counselor (LPCC), or Licensed Clinical Social Worker (LCSW).

Valid California driver's license.

Ability to qualify for and maintain qualification for District automobile insurance coverage.

Possession of current certification in infant, child, and adult cardiopulmonary resuscitation (CPR) and certified Multimedia First Aid Card is required from an EMSA certified provider. Online certifications are not accepted.

Maintain certification and training in Pro-Act.

Subject to a flexible work schedule, including nights, weekends and holidays.

WORKING CONDITIONS:

ENVIRONMENT:

Indoor office, classroom, school milieu setting, community, or home environments.

Driving a personal vehicle to consult with clients or provide services.

PHYSICAL DEMANDS:

Hearing and speaking to exchange information in person and on the telephone.

Seeing to perform assigned duties.

Sitting or standing for extended periods of time.

Dexterity of hands and fingers to operate a computer keyboard and other office equipment.

Keeling, bending at the waist, and reaching overhead, above the shoulders and horizontally, to retrieve and store files and supplies.

Frequently lift and/or move up to 25 pounds.

Physical ability to act swiftly in an emergency situation.

HAZARDS:

Contact with dissatisfied or verbally escalated individuals.

CLEARANCES:

Criminal Justice Fingerprint /Background

Tuberculosis

Pre-placement Physical and Drug Screen

NOTE: An incumbent in the job class of Mental Health Clinician I may be promoted to Mental Health Clinician II upon becoming fully licensed by the State of California and with approval of the Personnel Commission that the incumbent meets the minimum qualifications listed on the current class description of the higher job class.

**CAJON VALLEY UNION SCHOOL DISTRICT
PERSONNEL COMMISSION**

CLASS TITLE: MENTAL HEALTH CLINICIAN II

BASIC FUNCTION:

Under the direction of the Manager, Mental Health Services and/or designee, provide direct mental health services for assigned eligible students at various school sites within the district; provide assessment, intervention and ongoing therapeutic services, including individual, group and parent counseling; perform case management, and treatment coordination and collaboration; support the therapeutic milieu in specialized behavioral programs.

DISTINGUISHING CHARACTERISTICS:

Mental Health Clinician (MHC) II classification provides a variety of mental health services for eligible students. Incumbents are fully licensed per California Board of Behavioral Sciences (BBS) as a Licensed Marriage Family Therapist (LMFT), Licensed Clinical Social Worker (LCSW), Marriage Family Child Counselor (MFCC) or Licensed Professional Clinical Counselor (LPCC). MHC-II is not mandated to receive supervision; however, minimal supervisory support is provided for the purposes of accountability and to ensure optimal mental health services for students. **Mental Health Clinician (MHC) I** classification is license-eligible and working under the supervision and close review of the licensed, certified Manager, Mental Health Services to gain clinical experience required to qualify for licensure. Incumbents perform the same mental health services for eligible students as a MHC-II; however, incumbents are not fully licensed and require mandated supervision.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:

Provide direct mental health services including, but not limited to, consultation; assessment; observation; individual, group and parent counseling; treatment coordination and case management for eligible students.

Perform clinical assessments, conduct interviews, and make observations, and recommend diagnosis; use psychosocial case histories, psychological test results and educational assessment tools to evaluate and assess the nature and extent of an individual's condition; develop and implement treatment plans; complete related reports, as needed.

Plan, prepare, and conduct individual and group counseling designed to make progress on Individual Education Plan (IEP) goals and improve social and emotional functioning and development; provide service in the milieu, educational, home or community settings.

Implement IEP goals related to counseling, counseling and guidance and/or parent counseling, as written; collect data and document progress on goals.

Meet with students, family members and school staff to interpret and explain the social and emotional factors pertaining to mental illness and the methods of alleviating emotional and environmental problems.

Provide crisis support through behavioral interventions, assisting students to maintain/obtain/regain success in their academic and social environments.

Maintain consistent collateral contact, collaboration, case management, and consultation with the student's IEP team members, including family members, external service providers and school/district officials regarding the student's needs and goals as well as progress on goals.

Provide consultative and collaborative support as a subject matter expert to administrators, teachers, parents, related service providers and/or other interested parties regarding mental health or behavioral issues during the treatment process of students; ensure sensitivity to student privacy.

Participate in individual student IEP meetings; collaborate with the Education Specialist to prepare and present appropriate IEP goals and objectives related to counseling, counseling and guidance and/or parent counseling and make recommendations to district personnel for mental health services and/or level of services as necessary.

Participate in special assessments, individual counseling plans and other student progress meetings.

Collaborate with Education Specialist to monitor student progress towards goals related to counseling, counseling and guidance and/or parent counseling and alert Education Specialist when student is not making progress and/or not participating in services.

Collaborate with Education Specialist on reporting progress on goals at progress reporting periods and for annual IEP reviews.

Coordinate and collaborate on treatment with student's private therapist and/or psychiatrist on a regular basis, with signed consent through a Release of Information.

Communicate via phone or in person with family, as required, to offer and encourage parent/family counseling when stated as a service on the IEP.

Plan, prepare, and conduct in-service and community resources that provide services for students and parents in therapeutic, psychiatric and/or other needs.

Develop, coordinate, implement, and evaluate the progress of intervention plans utilized to address the student's goals, with accompanying documentation of progress.

Demonstrate cultural competency in relationships with students, families, and school/district officials within the academic setting by communicating with students and parents in an interpersonally skilled manner using courtesy, tact, diplomacy, sensitivity, patience and professionalism.

Ensure the proper prioritization, timely completion, and meeting of deadlines for any required reports, documentation and/or assigned projects and tasks, as directed.

May participate in the district crisis intervention team.

Make referrals to appropriate resources in the community.

Maintain confidentiality of student records and information.

Consult with community agencies on the identification and management of social and mental health issues.

Participate in the development of any district or school-wide initiative or policy related to the promotion of student well-being and mental health.

May work a flexible schedule to meet with families and provide family counseling sessions per IEP and/or other identified services.

Provide all related services for identified students per the IEP.

Prepare and present oral and/or written reports; maintain records related to assigned functions, i.e., document all Special Education services provided in the Special Education Information System (SEIS); Service Tracker, complete Medical billing, etc.

Operate a variety of office equipment, including a computer and assigned software; drive a vehicle to conduct work.

Participate in ongoing weekly clinical supervision, monthly staff or other meetings and professional learning, as assigned.

Adhere to the legal and ethical requirements and standards of the individual's licensing board, Health Insurance Portability and Accountability Act (HIPAA), and Federal Educational Rights and Privacy Act (FERPA).

OTHER DUTIES:

Performs related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Current and professional clinical management techniques.

Interventions for special populations such as, but not limited to; Cognitive Behavioral Therapy (CBT), Motivational Interviewing (MI), Emotionally Focused Therapy (EFT), Dialectical Behavioral Therapy (DBT).

Individualized Education Plan (IEP) process.

Psychological and behavioral dysfunctions.

Marriage and family relationships and theory.

Group dynamics.

Treatment modalities, consultation methods and techniques.

Evidence-based Practices.

Crisis intervention techniques and theory.

State child and adult abuse reporting laws.

Cultural and socio-economic factors impacting mental health.

Trauma-Informed Care.

State and federal laws, and regulations related to Individuals with Disabilities Education Act (IDEA), Health Insurance Portability and Accountability Act (HIPAA) and Family Educational Rights and Privacy Act (FERPA).

ABILITY TO:

Evaluate a complex psycho-social history, conduct assessments, make diagnoses and develop an appropriate treatment plan

Monitor, evaluate, and adjust individual treatment plans, programs, and therapy interventions in response to student needs and progress; decrease impairing symptomology and increase functioning in the home, school and community settings.

Perform crisis intervention.

Facilitate individual, family, and group counseling.

Facilitate support groups.

Maintain records and prepare reports electronically.

Communicate effectively orally and in writing.

Establish effective working relationships with those contacted in the course of work.

Work collaboratively with students, parents, administrators, employees, private health providers and the public representing diverse cultures and backgrounds.

Interpersonal skills that demonstrate tact, patience, courtesy and empathy.

Treat fellow employees, representatives of outside agencies and members of the public with courtesy and respect.

Work effectively with diverse groups of students and families possessing diverse socio-economic and multicultural backgrounds.

Provide services to students, parents and school staff who support Positive Interventions and Supports (PBIS) and a Trauma-Informed Care (TIC) school culture.

Maintain service logs for treatment plans and services as stated in the IEP.

Exercise appropriate judgment in answering questions and releasing information.

Analyze and project consequences of decisions and/or recommendations.
Function calmly in situations that are emotionally and behaviorally escalated
Develop and present training programs.
Work independently with limited supervision.
Plan, organize and prioritize work effectively.
Schedule a number of activities, meetings, and/or events
Demonstrate flexibility when working with a wide variety of circumstances and environments.
Adapt to changing work priorities.
Maintain regular and consistent attendance.
Work a flexible schedule.

EDUCATION AND EXPERIENCE:

Any combination of training, experience and/or education equivalent to master's degree or higher in psychology, social work, or mental health counseling; and a minimum two years post-masters experience in providing mental health treatment services to children, adolescents, and their families. Experience with students in K-12 in a public school setting receiving special education services desirable. Bilingual (Spanish/Arabic) desirable.

LICENSES AND OTHER REQUIREMENTS:

Current licensure by the State of California as a Marriage Family Therapist (MFT), Marriage Family Child Counselor (MFCC), Licensed Professional Clinical Counselor (LPCC), or Licensed Clinical Social Worker (LCSW).
Current registration with the California Board of Behavioral Science Examiners.
Valid California driver's license.
Ability to qualify for and maintain qualification for automobile insurance coverage.
Possession of current certification in infant, child, and adult cardiopulmonary resuscitation (CPR) and certified Multimedia First Aid Card is required from an EMSA certified provider. Online certifications are not accepted.
Maintain certification and training in Pro-Act.
Subject to a flexible work schedule, including nights, weekends and holidays.

WORKING CONDITIONS:

ENVIRONMENT:

Indoor office, classroom, school milieu setting, community, and home environments.
Driving to personal vehicle to consult with clients or provide services.

PHYSICAL DEMANDS:

Hearing and speaking to exchange information in person and on the telephone.
Seeing to perform assigned duties.
Sitting or standing for extended periods of time.
Dexterity of hands and fingers to operate a computer keyboard and other office equipment.

Keeling, bending at the waist, and reaching overhead, above the shoulders and horizontally, to retrieve and store files and supplies.

Frequently lift and/or move up to 25 pounds.

Physical ability to act swiftly in an emergency situation.

HAZARDS:

Contact with dissatisfied or verbally escalated individuals.

CLEARANCES:

Criminal Justice Fingerprint /Background

Tuberculosis

Pre-placement Physical and Drug Screen

RECLASSIFICATION OF POSITIONS

Special Education Classroom Assistant-Trainee (25 Positions)

Under the direction of a certificated teacher, classified paraprofessional staff assist in the instructional program and behavioral management of students with physical, emotional and/or learning disabilities in a special education and/or general education classroom.

Past practice has been to hire new paraprofessionals as Special Education Classroom Assistant-Trainee (SECA-Trainee), range 9, and after successful completion of the required six-month probationary period, which included the completion of a training manual/binder, employees “graduated” to Special Education Classroom Assistant (SECA), range 16.

Several years ago, the Assistant Superintendent-Student Services evaluated the training manual/binder and determined the information was very outdated. As a result, approximately two years ago an online training program, *Insights to Behavior*, was implemented for all paraprofessional staff. During the first school year of their employment, new paraprofessional staff are required to complete the Introductory Course, consisting of 5 modules. Once completed, staff move on to the Intermediate Course and have additional optional advanced courses available to them.

With this new training model in place, incumbents in both the SECA- Trainee and SECA positions are performing the same instructional support and classroom assistant activities, which includes assisting with individual and small group instruction, administering academic assessment tests, supervising students on the playground, performing a variety of medically related duties, and providing clerical support for the teacher. Additionally, eliminating the Trainee level will allow for an initial salary for new paraprofessional that is more competitive and will allow the District to attract more experienced and better-qualified candidates.

To address these issues, the District negotiated with CSEA to the eliminate the Trainee position and transition current SECA Trainees to SECA, effective the first working day of the 2020-2021 school year. A Memorandum of Understanding related to this matter was reached on April 29, 2020 and has been ratified by bargaining unit members.

Currently, there are approximately 25 incumbents in the SECA-Trainee classification. In accordance with the *Every Student Succeeds Act* (ESSA), all instructional support applicants must meet the professional standards for paraprofessionals, including passing a rigorous assessment demonstrating knowledge of, and the ability to assist in instructing, reading, writing and mathematics in order rank on the eligibility list. As such, incumbents also meet the requirements for SECA and are deemed qualified without further examination as is required by the Education Code and Merit System Rules and Regulations.

Based on the information outlined above, recommendation for the reclassification of current SECA Trainees to SECA is submitted for your approval.

DIRECTOR'S RECOMMENDATION

In accordance with Commission 30.300.3(A), the following recommendation is submitted for your consideration:

Reclassify positions, along with incumbents, effective August 19, 2020, as follows:

<u>POS ID#</u>	<u>EMPL ID#</u>	<u>RECOMMENDED JOB CLASS</u>
7744	500600	Special Education Classroom Assistant
7002	603724	Special Education Classroom Assistant
7260	634653	Special Education Classroom Assistant
9254	634693	Special Education Classroom Assistant
7104	634892	Special Education Classroom Assistant
7244	549287	Special Education Classroom Assistant
7947	479385	Special Education Classroom Assistant
9253	626446	Special Education Classroom Assistant
7684	602907	Special Education Classroom Assistant
9262	634230	Special Education Classroom Assistant
5725	171961	Special Education Classroom Assistant
7942	604225	Special Education Classroom Assistant
7697	631204	Special Education Classroom Assistant
7366	627167	Special Education Classroom Assistant
9633	635696	Special Education Classroom Assistant
7700	634461	Special Education Classroom Assistant
9581	635965	Special Education Classroom Assistant
6205	625612	Special Education Classroom Assistant
7769	618771	Special Education Classroom Assistant
7367	612913	Special Education Classroom Assistant
7730	636358	Special Education Classroom Assistant
7121	636058	Special Education Classroom Assistant
7491	602219	Special Education Classroom Assistant
2180	636508	Special Education Classroom Assistant
5682	604433	Special Education Classroom Assistant
7038	636561	Special Education Classroom Assistant

**CAJON VALLEY UNION SCHOOL DISTRICT
PERSONNEL COMMISSION**

CLASS TITLE: SPECIAL EDUCATION CLASSROOM ASSISTANT -TRAINEE

BASIC FUNCTION:

Under the direction of a Special Education teacher or other assigned administrator, learn to assist in the instructional program and behavioral management of physically, emotionally and learning disabled students in Special Day Class, Resource Specialist Programs and/or any other regular education of special education program; learn to provide instruction and a positive role model to students in basic living skills, social interactions and academic development.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:

Learn, apply and refine skills required to instruct and assist special education students and small groups in academic activities, basic living skills and other learning activities using a variety of alternative programs under the direction of the teacher, applying and refining skills learned as a Special Education Classroom Assistant Trainee; assist the teacher in modifying curriculum and instruction to meet the special needs of individual students.

Assist in implementing Individualized Education Plan (IEP) objectives by utilizing the Sequential Tasks for Education Planning (STEP) system.

Assist in administering academic assessment tests; work with classroom teachers and other instructional personnel in assisting special education students mainstreamed in a regular classroom; assist special education students in regular education classrooms as assigned.

Assist in organization and preparation of instructional materials; correct student work; record appropriate data.

Assist teachers with supervision of pupils in the classroom and on the playground; participate in physical education activities and swimming as assigned; assist students in getting on and off school buses; supervise students in the absence of the teacher; use behavior management skills in implementing behavioral strategies; take children on community vocational training trips.

Lift and assist students in the use of wheelchairs, classroom and playground equipment, bathrooms and other school facilities.

Under the training of the Special Education nurse, perform a variety of medically related duties including administering medications, tube feeding, oral and tracheal suctioning, catheterization and changing colostomy bags as required by individual students; apply feeding techniques as prescribed by the teacher, assist students with toileting as assigned; assist students with orthopedic and other adaptive devices.

Provide in-home instruction to parents and students in assigned program, such as the infant/toddler program under the direction of the supervising teacher.

Operate audio-visual, classroom and office equipment in support of learning activities.

Assist in scheduling students for pullout instruction and with in-service programs as assigned; provide guidance and support to "At Risk" students in assigned learning environment as appropriate.

Assist in implementing physical therapy, speech and language, and sex education techniques.

Administer first aid and CPR as required.

Assist in maintaining a clean and safe environment for students and staff.

OTHER DUTIES:

Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Interpersonal skills including tact, patience and courtesy.

Oral and written communication skills.

Basic record keeping methods.

ABILITY TO:

Learn and apply child guidance principles and practices.

Learn and apply basic subjects taught in District schools.

Learn and apply ABA/Discrete trial, pivotal response, and sensory strategies.

Learn and apply behavior management and positive reinforcement.

Learn classroom procedures and appropriate student conduct.

Learn to tutor individual and small groups of special education students in academic subjects, physical education, basic living skills and other assigned instructional areas.

Learn to provide support and assistance to a teacher in implementing IEP objectives for individual students.

Learn to provide medically related assistance to students with special physical needs.

Learn to answer questions and assist students in a variety of academic subjects.

Maintain up-to-date CPR and first aid certificates.

Learn and apply behavior management techniques according to established guidelines.

Maintain confidentiality.

Communicate effectively with students, staff and parents.

Establish rapport with physically, emotionally and learning disabled students.

EDUCATION AND EXPERIENCE:

Any combination equivalent to: graduation from high school and some experience working with disabled children in an organized setting.

LICENSES AND OTHER REQUIREMENTS:

Possession of a current certificate in infant, child and adult cardio-pulmonary resuscitation (CPR) and a certified Multimedia First Aid Card is required. Online certificates are not accepted. Maintain up-to-date certificates in first aid and CPR.

Must successfully complete the District's competency-based program requirements as a Special Education Classroom Assistant Trainee within the probationary period.

Valid California driver's license and ability to qualify for District vehicle insurance.

Some positions in this class may require employee to drive personal vehicle to assist students at more than one school during the workday.

WORKING CONDITIONS:

ENVIRONMENT:

Classroom environment.

Driving a vehicle to conduct work.

PHYSICAL DEMANDS:

Walking, sitting or standing for extended periods of time.

Bending at the waist, kneeling or crouching to assist students.

Restrain students who become physically aggressive.

Hearing and speaking to exchange information and make presentations.

Seeing to read assignments and to monitor student activities.

Pushing, pulling, lifting and carrying supplies and equipment.

Reaching overhead and above shoulders.

Regularly lift and/or move up to 50 pounds and occasionally lift and/or move more than 50 pounds with assistance.

Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

HAZARDS:

Potential exposure to communicable diseases and contact with blood and other body fluids.

Potential exposure to physical injury from aggressive behavior.

Potential exposure to duplication equipment chemicals.

**CAJON VALLEY UNION SCHOOL DISTRICT
PERSONNEL COMMISSION**

CLASS TITLE: SPECIAL EDUCATION CLASSROOM ASSISTANT

BASIC FUNCTION:

Under the direction of a Special Education teacher or other assigned administrator, assist in the instructional program and behavioral management of physically, emotionally and learning disabled students in Special Day Class, Resource Specialist Programs and/or any other regular education of special education program; learn to provide instruction and a positive role model to students in basic living skills, social interactions and academic development.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:

Apply and refine skills required to instruct and assist special education students and small groups in academic activities, basic living skills and other learning activities using a variety of alternative programs under the direction of the teacher, applying and refining skills learned as a Special Education Classroom Assistant Trainee; assist the teacher in modifying curriculum and instruction to meet the special needs of individual students.

Assist in implementing Individualized Education Plan (IEP) objectives by utilizing the Sequential Tasks for Education Planning (STEP) system.

Assist in administering academic assessment tests; work with classroom teachers and other instructional personnel in assisting special education students mainstreamed in a regular classroom; assist special education students in regular education classrooms as assigned.

Assist in organization and preparation of instructional materials; correct student work; record appropriate data.

Assist teachers with supervision of pupils in the classroom and on the playground; participate in physical education activities and swimming as assigned; assist students in getting on and off school buses; supervise students in the absence of the teacher; use behavior management skills in implementing behavioral strategies; take children on community vocational training trips.

Lift and assist students in the use of wheelchairs, classroom and playground equipment, bathrooms and other school facilities.

Under the training of the Special Education nurse, perform a variety of medically related duties including administering medications, tube feeding, oral and tracheal suctioning, catheterization and changing colostomy bags as required by individual students; apply feeding techniques as prescribed by the teacher, assist students with toileting as assigned; assist students with orthopedic and other adaptive devices.

Provide in-home instruction to parents and students in assigned program, such as the infant/toddler program under the direction of the supervising teacher.

Operate audio-visual, classroom and office equipment in support of learning activities.

Assist in scheduling students for pullout instruction and with in-service programs as assigned; provide guidance and support to "At Risk" students in assigned learning environment as appropriate.

Assist in implementing physical therapy, speech and language, and sex education techniques.

Use sign language as required; administer first aid and CPR as required.

Assist in maintaining a clean and safe environment for students and staff.

OTHER DUTIES:

Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

- Child guidance principles and practices.
- Basic subjects taught in District schools.
- ABA/Discrete trial, pivotal response, and sensory strategies.
- Interpersonal skills including tact, patience and courtesy.
- Oral and written communication skills.
- Behavior management and positive reinforcement.
- Classroom procedures and appropriate conduct.
- Basic record keeping methods.

ABILITY TO:

- Tutor individual and small groups of special education students in academic subjects, physical education, basic living skills and other assigned instructional areas.
- Provide support and assistance to a teacher in implementing IEP objectives for individual students.
- Provide medically related assistance to students with special physical needs.
- Answer questions and assist students in a variety of academic subjects.
- Maintain up-to-date CPR and first aid certificates.
- Utilize behavior management techniques according to established guidelines.
- Maintain confidentiality.
- Communicate effectively with students, staff and parents.
- Establish rapport with physically, emotionally and learning disabled students.

EDUCATION AND EXPERIENCE:

Any combination equivalent to: graduation from high school and some experience working with disabled children in an organized setting.

LICENSES AND OTHER REQUIREMENTS:

Possession of a current certificate in infant, child and adult cardio-pulmonary resuscitation (CPR) and a certified Multimedia First Aid Card is required. Online certificates are not accepted. Maintain up-to-date certificates in first aid and CPR.

Must have successfully completed the District's competency-based program requirements as a Special Education Classroom Assistant Trainee within the probationary period.

Valid California driver's license and ability to qualify for District vehicle insurance.

Some positions in this class may require employee to drive personal vehicle to assist students at more than one school during the workday.

WORKING CONDITIONS:

ENVIRONMENT:

Classroom environment.

Driving a vehicle to conduct work.

PHYSICAL DEMANDS:

Walking, sitting or standing for extended periods of time.

Bending at the waist, kneeling or crouching to assist students.

Restrain students who become physically aggressive.

Hearing and speaking to exchange information and make presentations.

Seeing to read assignments and to monitor student activities.

Pushing, pulling, lifting and carrying supplies and equipment.

Reaching overhead and above shoulders.

Regularly lift and/or move up to 50 pounds and occasionally lift and/or move more than 50 pounds with assistance.

Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

HAZARDS:

Potential exposure to communicable diseases and contact with blood and other body fluids.

Potential exposure to physical injury from aggressive behavior.

Potential exposure to duplication equipment chemicals.



INDIVIDUAL REQUEST FOR CLASSIFICATION REVIEW
Employee Form

The Personnel Commission is responsible for the periodic review of classifications. Personnel Commission staff may review classifications as part of a Classification Review Cycle, in preparation for recruitment, or as a result of department reorganization. In addition, individuals may also submit a request for review of their classification. Requests will be reviewed if the classification has not been reviewed in the past two years, will not be reviewed in the next two years, or the individual demonstrates significant changes in duties in comparison to the current job description. Please submit completed forms to the Personnel Commission, attention Michelle Hayes hayesm@cajonvalley.net.

Name	LINDA COYLE
Date of Request	6.19.2020
Job Title	CHILD NUTRITION LEAD - SERVING KITCHEN
Work Location	MMS
Phone Number/Email	619-588-3885 COYLEL@CAJONVALLEY.NET
Length of Time in Present Position	
Immediate Supervisor (Name, Title)	KARA FISHER - CHILD NUTRITION SUPERVISOR

Does your current job title accurately describe your position? Yes No Please explain.

See ATTACHS

6.19.2020

Individual Request For Reclassification Review Employee Form Addition

As instructed, we are submitting this Reclassification form but in reality we are actually not disputing the job description per say. We are asking for equality in pay range classification. Currently the CNS Lead positions are all rated Range 17 on the pay grade except for the CNS Lead- Serving Kitchen, which is rated range 15. We adamantly contest this difference and wish to have it corrected. The job descriptions and duties are all very much patterned after each other and become similar in their duties. Each one also stands alone in individuality, which separates itself by its nature of the title. For example, the bakery department specializes in the actual baking, whereas the alacarte does the catering, etc. But the Lead duties are still mandated to be in the same categories. The Serving Kitchens have been neglected in this Lead category since the reclassification done many years ago. The survey done actually thought that all Leads were ranked the same and recommended this pay change in 2012, but it was manually over ridden at that time by CVUSD, in thinking the change was an error. It needs to be corrected at this time. The results have created a hardship to the Leads in Serving Kitchens and also have prevented transfer opportunities for them.

LINDA COYLE

Linda Coyle

CHILD NUTRITION LEAD MMS



INDIVIDUAL REQUEST FOR CLASSIFICATION REVIEW Employee Form

The Personnel Commission is responsible for the periodic review of classifications. Personnel Commission staff may review classifications as part of a Classification Review Cycle, in preparation for recruitment, or as a result of department reorganization. In addition, individuals may also submit a request for review of their classification. Requests will be reviewed if the classification has not been reviewed in the past two years, will not be reviewed in the next two years, or the individual demonstrates significant changes in duties in comparison to the current job description. Please submit completed forms to the Personnel Commission, attention Michelle Hayes hayesm@cajonvalley.net.

Name	
Date of Request	
Job Title	
Work Location	
Phone Number/Email	
Length of Time in Present Position	
Immediate Supervisor (Name, Title)	

Does your current job title accurately describe your position? Yes No Please explain.

Individual Request for Reclassification Review Employee Form Addition,

As instructed, we are submitting this Reclassification form, but in reality, we actually are not disputing the job description per say. We are asking for equality in our pay range classification. As it stands the CNS Lead positions are all at Range 17 on the pay grade, all except for the CNS Lead – Serving Kitchen which is a rated Range 15. The job description and duties are very similar in the sense that we have/run our own dept/kitchen. We are merely separated by title, for instance: A La Carte, Bakery, Dispatch, CNS Lead – Serving Kitchen, etc, and the responsibilities are all equal. The Lead duties are still mandated with all the above departments. For some reason the Serving Kitchens request for reclassification to a Range 17 was denied in 2012 when the CVUSD thought that this change was an error, resulting in no change in Range. This in turn does not allow us to transfer into any other Lead position. We contest this difference in Range, and are asking for this to be looked upon and corrected as soon as possible.

Thank you for your consideration,

Helen Hartwick

Child Nutrition Lead

Greenfield Middle School



INDIVIDUAL REQUEST FOR CLASSIFICATION REVIEW Employee Form

The Personnel Commission is responsible for the periodic review of classifications. Personnel Commission staff may review classifications as part of a Classification Review Cycle, in preparation for recruitment, or as a result of department reorganization. In addition, individuals may also submit a request for review of their classification. Requests will be reviewed if the classification has not been reviewed in the past two years, will not be reviewed in the next two years, or the individual demonstrates significant changes in duties in comparison to the current job description. Please submit completed forms to the Personnel Commission, attention Michelle Hayes hayesm@cajonvalley.net.

Name	
Date of Request	
Job Title	
Work Location	
Phone Number/Email	
Length of Time in Present Position	
Immediate Supervisor (Name, Title)	

Does your current job title accurately describe your position? Yes No Please explain.



INDIVIDUAL REQUEST FOR CLASSIFICATION REVIEW Employee Form

The Personnel Commission is responsible for the periodic review of classifications. Personnel Commission staff may review classifications as part of a Classification Review Cycle, in preparation for recruitment, or as a result of department reorganization. In addition, individuals may also submit a request for review of their classification. Requests will be reviewed if the classification has not been reviewed in the past two years, will not be reviewed in the next two years, or the individual demonstrates significant changes in duties in comparison to the current job description. Please submit completed forms to the Personnel Commission, attention Michelle Hayes hayesm@cajonvalley.net.

Name	
Date of Request	
Job Title	
Work Location	
Phone Number/Email	
Length of Time in Present Position	
Immediate Supervisor (Name, Title)	

Does your current job title accurately describe your position? Yes No Please explain.

Individual Request For Reclassification Review Employee Form Addition

As instructed, we are submitting this Reclassification form but in reality we are actually not disputing the job description per say. We are asking for equality in pay range classification. Currently the CNS Lead positions are all rated Range 17 on the pay grade except for the CNS Lead- Serving Kitchen, which is rated range 15. We adamantly contest this difference and wish to have it corrected. We feel all CNS Lead positions should be the same pay range. The job descriptions and duties are all very much patterned after each other and become similar in their duties. Each one also stands alone in individuality, which separates itself by its nature of the title. For example, the bakery department specializes in the actual baking, whereas the alacarte does the catering, etc. But the Lead duties are still mandated to be in the same categories. The Serving Kitchens have been neglected in this Lead category since the reclassification done many years ago. The survey done actually thought that all Leads were ranked the same and recommended this pay change in 2012, but it was manually over ridden at that time by CVUSD, in thinking the change was an error. It needs to be corrected at this time. The results have created a hardship to the Leads in Serving Kitchens and also have prevented transfer opportunities for them. To reinforce our point, we respectfully request the CNS Lead –Serving Kitchens be included in the pay range 17 effective beginning the school year 2020-2021.

Thank you for reviewing this,

Elizabeth Whittier
CNS Lead- Serving Kitchen
CVMS

Individual Request For Reclassification Review Employee Form Addition

As instructed, we are submitting this Reclassification form but in reality we are actually not disputing the job description per say. We are asking for equality in pay range classification. I started talking to Mark Mendoza about this 3 years ago and he did not see a reason for the difference in pay. Unfortunately, I became sick and did not follow up until now. We are the only leads, under Child Nutrition, that are at a 15 while the others are at a 17. Just because it has been like this a long time is not a reason for it to still be continuing. We cannot transfer to other positions and if they want to transfer to a school environment they would have to take a pay cut. The job descriptions are very similar with a few minor differences. I also brought this up in 2012 but was told by people at the time that it has been this way for a long time so lets keep it this way. The survey that was done in 2012 put us at the same pay but I was told that was a mistake (I still have a copy of this survey).I would very much like for this "mistake" to be corrected ASAP.

Thank you for your consideration in this matter,

Kathy Phillips
Child Nutrition Lead
Hillsdale Middle School.

RULES AND REGULATIONS UPDATE/REVISION

In accordance with Commission Rule 20.200.5, the following change to Personnel Commission Rule was submitted for a First Reading on June 25, 2020. The recommended changes are being made to reflect the desire of the District, CSEA, and the Commission to provide probationary employees whose services were not observed and evaluated during the COVID-19 facility “shut down” additional time to demonstrate proficiency and obtain permanent employment status.

DEFINITIONS AND PRELIMINARY STATEMENT

10.100 DEFINITIONS, GENERAL

PROBATIONARY PERIOD

A trial period of six months **or 130 days of paid service, whichever is longer**, as determined by the Personnel Commission, immediately following an original or promotional **al** appointment to a permanent position from an eligibility list.

60.100 PROBATIONARY PERIOD

60.100.1 Duration of Probation

- A. All appointments from open and/or promotional eligibility lists shall be for a probationary period of six months or 130 days of paid service, whichever is longer. This probationary period shall not include **all leaves of absence, paid or unpaid**, time served under emergency **appointment**, provisional **appointment**, substitute **status**, **or** limited term status, but shall date from the beginning of service in a regular position.

A leave of absence for the purposes of determining the probationary period shall include any leave from an employee’s regularly assigned duties caused by the temporary school facility closures due to a pandemic, including but not limited to COVID-19, which prevents the employee from performing his/her regular duties. Employees who work remotely (telecommute) and perform their regular duties and employees who work-out of-class during the temporary school facility closures shall not be deemed to be on a leave of absence. This paragraph shall be effective March 13, 2020 through June 30, 2021.

- B. A probationary employee assigned on a part-time, regular basis shall complete his probationary period upon serving six months of such part-time service and acquire permanent part-time status thereby.

RECOMMENDATION

It is recommended that the proposed changes to the Commission Rules and Regulations listed above be approved as the Second Reading.

CAJON VALLEY UNION SCHOOL DISTRICT



Classification Study of Administrative Assistant I (Long-Range Planning Dept.)

Ross Hessler, Associate



HELPING SCHOOL DISTRICTS MEASURE UP

Eric Hall & Associates

5245 Avenida Encinas, Suite A, Carlsbad, CA 92008

Office 760.602.9352, Cell 760.519.8531

ross@ehanda.com

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Executive Summary

Eric Hall and Associates (EH&A) is pleased to present this report of its classification study of the Administrative Assistant I position in the Long-Range Planning Department in the Cajon Valley Union School District.

The Cajon Valley Union School District (CVUSD) serves a total of approximately 17,000 students from Preschool to 8th grade, as well as infants with special needs. CVUSD encompasses the greater part of the City of El Cajon, in addition to San Diego County territory which reaches north to the Santee and Lakeside School Districts, east to Alpine School District, south to the Dehesa and Jamul-Dulzura School Districts and west to the La Mesa-Spring Valley School District. CVUSD is within the boundaries of the Grossmont Union High School District serving grades 9-12. CVUSD covers an area of 66.3 square miles and is made up of 19 elementary and 6 middle school boundary areas.

Named a 2019 Top Workplace in San Diego, CVUSD focuses on the positivity of each student's unique strengths, interests, and values. Serving San Diego's East County, the district offers personalized education, with programs that develop students into happy kids, healthy relationships, on a path to gainful employment; making El Cajon the best place to live, work, play and raise a family.

The District's Personnel Commission, has directed staff to provide a follow up study of an Administrative Assistant I position in the Long-Range Planning Department. The position was first studied by Personnel Commission staff and the recommendation was for no change. This report summarizes the results from the study.

Appendix A shows the district's represented job classifications and salary schedule for 2020-21. The position questionnaire used to obtain employee information is shown in Appendix B. The remaining two appendices show the final and first drafts of the job description revisions.

EH&A appreciates this opportunity to be of service to the Cajon Valley Union School District, its Personnel Commission and its classified collective bargaining unit and would especially like to extend thanks and recognition for the time, effort, and collaborative support from all those who have participated in this position review process.



Introduction

In June 2020, the Cajon Valley Union School District (CVUSD) contracted with Eric Hall and Associates (EH&A) to provide a classification study of their Administrative Assistant I position in the Long-Range Planning Department (LRPD). Associate Ross Hessler with EH&A conducted the study. The decision to seek the assistance of a consultant came as a result of discussion by the district's Personnel Commission at their meeting of May 28, 2020, and action at their June 25, 2020 meeting.

Scope of Study

To accomplish the goals of the study, EH&A undertook the following tasks:

- Conducted a preliminary meeting over Zoom on June 30, 2020 with the incumbent, Victoria Hayman. The steps and timeline of the study were introduced and questions were answered. A Classification Study Questionnaire was sent out the same day for Ms. Hayman to complete. The approximate timeline for return was one week.
- Conducted an interview with the incumbent, as well as her supervisor, Sharon Dobbins, Director – Long Range Planning Department.
- Prepared a revised job description and sent out a first draft to the incumbent and her supervisor.
- Reviewed and revised the first draft of the job description.
- Drafted this Report for the District, the Personnel Commission and the bargaining unit for review, discussion and forwarding to the Board of Trustees for review and action.

Information Reviewed and Research Conducted

- Job descriptions
- Employee Classification Study Questionnaire
- District salary schedule
- Personnel Commission Rules and Regulations

Background and Analysis

The Administrative Assistant I position studied is in the Long-Range Planning Department (LRPD). It is one of only four positions in the department, including the department director. The LRPD is responsible for facilities planning and financing, and for management of the district's bond/capital improvement program. The department is also responsible for demographics, enrollment projections, school boundary changes, school facility (developer) fees, and redevelopment agency agreements. The enrollment piece includes handling and reviewing transfer requests.

The incumbent has the main responsibility, working fairly independently, for handling the student transfer process in the district. This involves meeting with, or discussing with by phone, parents who are considering a transfer of their child between schools within the district (intra-district) or to a school outside the district (inter-district). The incumbent works with parents to answer questions and provide information on options available. She will try to find the best fit, providing "school choice" as much as space allows. The goal in the process is to get the best outcome for the student and parent, while keeping the student in the district if possible. The supervisor is updated on activity in this primary area, and the Planning Technician provides input at times with difficult situations. It is estimated that Ms. Hayman spends as much as 90% of her time on duties involving transfers and enrollment.



Report on the Classification Study of Administrative Assistant I (Long-Range Planning Dept.)

The increased responsibility for student transfers has been occurring over the last 12 years or so, with more duties moving from the Planning Technician position to the Administrative Assistant I position. In fact, there are several other duties listed on the Planning Technician job description which are now performed, at least to a significant degree, by the incumbent. These are shown on the attached revised job description, and include the following areas: working at a higher level with student data; planning and conducting research; and working more frequently with a higher level of contacts to perform these duties. The position also has the duty of verifying and overseeing the processing of student transfers and overflow placement, as well as serving as the liaison between the District, school sites and parents regarding student transfers. She runs daily enrollment reports to monitor enrollment, and works with the data including compiling, analyzing, interpreting, and reporting the information. So there are several elements which have moved over time to be the responsibility of the incumbent.

There are also other, more minor, duties performed which include providing support in other areas of the department – assisting with planning and procedure revisions, involvement in marketing activities of the district, and working closely with the Family and Community Engagement Department to provide support for the department and the families it serves.

The job description for Administrative Assistant I describes a secretarial position, supporting a district-level administrator, with specific department responsibilities varying, depending on the assignment. This position no longer has secretarial responsibilities to a degree where the class fits. The few clerical/ secretarial duties still being performed are minor and include opening and distributing mail, most of which is hers, ordering supplies each month which only takes a few minutes, and receiving visitors, though they are almost all there to see her. So almost all ties to the former secretarial/administrative position no longer exist.

Neither is this job a Planning Technician, which through the above described changes, is still a more technical job. Per the job description, it requires the following: research, analysis, and interpretation of data related to school facilities planning; working with demographics and higher level computerized data functions such as creating queries and extracting and manipulating information to produce records, maps, presentations, and reports; and producing a variety of narrative and statistical reports in the various areas in long-range planning.

In summary, the classification structure allows for variation in specific duties in classes which work across departments. This generally accepted approach of using “broad” classes is preferable, avoiding creating too narrow of a structure where classes may vary only slightly. However, when the differences are distinct, and relate to the essential functions of the class, as in this case, an adjustment is called for. These factors lead to a recommendation for reclassification, as this position does not fit as an Administrative Assistant I in the clerical/administrative job family.

Title Change

The updated title should reflect the responsibilities specific to the position within the LRPD. The duties fall within the general area of “planning” as the department title indicates. There is a Planning Technician position in the department, and creating multiple levels of that title is a consideration, but this position is not at that level to warrant that option. A lower level title along those lines should be considered. Also, a title specific to the significant transfer process responsibilities could be used, but that is somewhat limiting in describing the class. A more general term is favored, in keeping with the department functions, which leads to using “Planning” in the title. Two options which can be considered to capture the appropriate level are “specialist” and “assistant.” Specialist has merit, due to the responsibility level and independence of the position. However, without the requirement of a technical background in this area, it is thought that the term assistant is more appropriate. Therefore, the title of Planning Assistant is recommended.



Salary Reallocation

In reviewing the key classification factors, there appear to be increases in the following areas: scope and effect – greater impact of the various services provided; complexity – greater technical knowledge/skills required; supervision received – work is done more independently; contacts – more varied and include higher level, such as the superintendent. These increases are significant, warranting an increase in the salary range. In consideration of these significant changes in the position over the past several years, an increase of from two to four ranges was considered. The Administrative Assistant I class is at range 24. The recommendation is in the middle of this range – for an increase of three ranges, to range 27.

Additionally, there is a proposed move of the position/class from the Secretarial job family to the Technical/Paraprofessional family. This is necessary since the essential functions of the position no longer describe a secretarial position. Lastly, it is important to note that the scope of this study and salary recommendation, does not include comparison of the internal relationship of this new class with the others in this job family. The salary recommendation is based solely on the level of change in the position over time, with no comparisons made with any other current classifications in this job family.

Recommendations

1. Establish the proposed new classification of Planning Assistant and approve the draft new job description located in Appendix C.
2. Allocate the proposed new class of Planning Assistant to salary range 27 on the Classified Employees Salary Schedule.
3. Place the proposed new classification of Planning Assistant in the Technical/Paraprofessional job family.
4. Reclassify one position of Administrative Assistant I, in the Long-Range Planning Department, to the proposed new class of Planning Assistant.



Appendix A: Current Classified Bargaining Unit Job Classes & Salary Schedule

[../Downloads/2020-2021 Salary Schedule - CL.pdf](#)



Appendix B: Data Collection Questionnaire



**CAJON VALLEY UNION SCHOOL DISTRICT
CLASSIFICATION STUDY QUESTIONNAIRE**

INFORMATION (NOTE: if you need more space to respond, attach additional pages with the information)

Name				Department			
Job Title				Work Phone & Email:			
Work Day Begins At:		Ends:		Total Hours Per Day:		10 / 11 / 12 Month Employee?	
How long have you been in your current position?						Years	Mos.
How long altogether have you worked for Cajon Valley USD?						Years	Mos.
Name and Title of Immediate Supervisor							
Does your immediate supervisor sign your evaluation?		__Yes		If No, who does sign your eval? (Name & Title in block below)			
		__No					
Do you think your current job title fits the work you do?						Yes	No
If not, please explain why it is not accurate and what job title would better fit your work.							

As you complete the sections below (A – J), add additional pages if you need more room to write your response. You may find it helpful to write the information directly onto your current job class description that is attached. Please use only one side of each sheet of paper and do not write information on the back side of any pages.

A. PRIMARY PURPOSE OF YOUR WORK

What are the main reasons for the work you do? How does your job support the work of your supervisor and department? How does your job support the students and their learning at Cajon Valley USD?

--

B. JOB DUTIES AND RESPONSIBILITIES

1. Major Duties and Responsibilities

List below the duties and work you perform on a regular basis, either daily or weekly. Begin with those duties you consider to be most important. For each, describe what you do, then indicate an approximate percent of total time you spend on the task and whether it is done daily or weekly. You may instead write this information on your attached job description.

#	Representative Duties and Responsibilities	% of My Time	Daily (D) or Weekly (W)
1)			
2)			
3)			
4)			
5)			



Report on the Classification Study of
Administrative Assistant I (Long-Range Planning Dept.)

2. Do you use machinery or equipment to perform your major duties and responsibilities?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
---	------------------------------	-----------------------------

Think about the kinds of machines, equipment, tools, or other work aides you regularly use to do your job. (e.g., motor vehicle, computer, copier, files, protective gear such as goggles, etc.). List them in the space below:

--

3. Please list other duties you perform less often such as monthly or annually.

Other Duties	Monthly (M) or Annually (A)

C. WORK WITH OTHERS

1. Working with others in Cajon Valley USD

Does your job require that you work <u>regularly</u> with employees in other CVUSD departments?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
---	------------------------------	-----------------------------

If yes, please complete the chart below.

Department	Reason	Daily (D) or Weekly (W)

2. Working with people in other organizations, agencies, and/or authorities

Does your job require that you work <u>regularly</u> with other organizations, agencies or authorities outside of the Cajon Valley Union School District?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
---	------------------------------	-----------------------------

If yes, please complete the chart below. Attach additional pages if more space is needed.

Organization, Agency, Authority	Reason	Daily (D) or Weekly (W)

D. DOCUMENTS

1. Records: Accounts, Registers, Minutes, Other

Do you regularly maintain or prepare records such as accounts, registers, or minutes?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
---	------------------------------	-----------------------------

If yes, please list them below. Be sure to add how frequently you prepare or update these records

Type of Record	Purpose	Who Reviews It	Daily (D) or Weekly (W)

2. Reports

Do you regularly prepare written or electronic reports?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
---	------------------------------	-----------------------------

If yes, please list them on the lines below (see top of next page):



Report on the Classification Study of
Administrative Assistant I (Long-Range Planning Dept.)

Type of Report	Purpose	Who Reviews It	Daily (D) or Weekly (W)

E. RESPONSIBILITIES

1. Decisions

What kinds of decisions do you make during the course of your work? How frequently do you make these decisions?

I Decide	My Decision is Reviewed By	Daily (D) or Weekly (W)

2. Budgetary Authority

Do you have authorization authority for any spending?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
---	------------------------------	-----------------------------

If yes, please complete the chart below:

Type of Budget	Dollar Amount You May Authorize	Who Reviews Your Authorization

F. PERSONNEL OVERSIGHT

1. Employee Supervision

Are you responsible for supervising any other employees? That is, you assign them work to do and you complete their performance evaluations. If YES, please list their job titles and how many employees you supervise. Leave blank if NO.

I supervise (attach additional pages if you supervise more than 2 Job classifications)	
Job Classification Title(s) of Employee(s) Supervised	Number of Employees

2. Are you responsible for selecting the employees who work for you?

<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
--------------------------	-----	--------------------------	----

If yes, please describe your role in the selection of employees:

--

G. KNOWLEDGE AND ABILITIES

1. Knowledge

What does someone need to know to efficiently and effectively do your job? Consider areas such as: use of computer software, operating specific equipment, job specific terminology, office procedures, and pertinent laws, regulations, and codes or specialized knowledge of your field that others outside your field probably do not know.

--

2. Abilities

What abilities does someone need to be successful in your job? Think about abilities such as: creating spreadsheets, administering budgets, operating office equipment, planning events.

--



H. ESSENTIAL EDUCATION, TRAINING AND EXPERIENCE

Think about the education, training and certifications you believe are essential for someone new to your job classification and list them below. These minimum qualifications do not need to match your own. Please include the reasons you believe these are the minimum qualifications for success in your job.

Minimum Formal Education (high school, AA Degree, BA Degree, etc.):

Specialized Training (such as Excel, Access or another database; etc.):

Licenses, Certifications or Registrations (e.g., Driver License, First Aid/CPR, LVN/RN, Credential, etc.):

I. WORKING CONDITIONS AND OR PHYSICAL DEMANDS OF THE JOB

What are the working conditions for your job? (Examples: office environment; outdoors year round and in all weather; indoors in a confined area/tight space; exposed to high heat or to cold temperatures such as walk in freezer; exposed to dust and/or hazardous materials, chemicals, pesticides; must work at night; heavy lifting; climbing ladders; operating specialized equipment (describe); prolonged standing, walking, sitting; working overhead with arms extended; frequent bending or stooping. Include any other information regarding your working conditions or the physical demands of the job.)

J. OTHER FACTORS

Is there anything else you would like us to know about your job? If yes, please list it here. (The block below expands automatically to make room for your response.)

I HAVE PROVIDED THE INFORMATION IN THIS DOCUMENT AND ON THE ADDITIONAL PAGES AS NEEDED. TO THE BEST OF MY KNOWLEDGE, I BELIEVE THE INFORMATION IS ACCURATE AND COMPLETE.

Print or type your name on the line above

Date (write the date above the line)

PLEASE RETURN THIS COMPLETED QUESTIONNAIRE, YOUR JOB DESCRIPTION AND ANY ADDITIONAL PAGES TO ROSS HESSLER AT ROSS@EHANDA.COM NOT LATER THAN ____.

IF YOU CHOOSE NOT TO WRITE ANY INFORMATION ON THE ATTACHED JOB DESCRIPTION, PLEASE STILL WRITE YOUR NAME ON IT AND RETURN IT WITH YOUR QUESTIONNAIRE.

THANK YOU.



**Appendix C: Planning Assistant Job Description –
Final Draft**
(Retitled from Administrative Assistant I)

□



CLASS TITLE: **PLANNING ADMINISTRATIVE ASSISTANT I**

BASIC FUNCTION:

Under the direction of the Director - Long-Range Planning, perform responsible and specialized planning department duties related to student transfers, overflow placements, and school facility impact fees; **resolve parent concerns involving student transfers; coordinate transfer information with various departments;** and assist in marketing activities of the district to retain and recruit students

DISTINGUISHING CHARACTERISTICS:

The Planning Assistant position is the **first lower** level of the two planning-related classes in the Long-Range Planning Department. It has a primary responsibility for the inter-district transfer process for students and assists with the intra-district transfers, applying specific knowledge to ensure compliance with pertinent laws, regulations, and policies. The Planning Technician is the journey-level class, **with a wider scope of technical duties in the areas of school facilities planning, demographics, enrollment projections and related areas.**

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:

- Process student transfers and overflow placement; coordinate related communications between Long-Range Planning, Pupil Services, Transportation, **and other departments as needed;** serve as liaison between the District school sites and parents and provide technical information and interpretation regarding student transfers and overflow placement.
- Calculate, collect, process, and record school facility fees; process agency clearance certificates **and monies; create bank accounts and make prepare, assemble, and reconcile bank deposits and balance related accounts; process and issue refunds as needed; monitor and provide interpretation of legislative issues related to school facility fees.**
- Receive visitors, including administrators, staff and the public and provide information or direct to appropriate personnel; exercise independent judgment in resolving a variety of issues and refer difficult issues to the administrator as necessary; provide technical information and assistance related to office or program operations, policies and procedures.
- Provide technical assistance in the data gathering, statistical analyses, and displays of data, input, **extract and update** a variety of data into an assigned computer system; initiate queries and generate a variety of computerized reports as requested or required; establish and maintain automated records and files; assure accuracy of input and output data.
- Communicate with parents, including those with **grievances** ~~concerns who may be upset,~~ and who are considering a transfer request, to evaluate their needs and offer guidance in determining enrollment options ~~to inform and appropriately handle the situation;~~ work and communicate with District personnel, administrators, and various outside agencies to exchange information and network to determine an **appropriate** resolution to issues or concerns.
- Assist in planning and conducting research; compile and verify a variety of information; compute statistical information for a variety of reports and assist in developing enrollment projections; develop methods of data collection and analysis for assigned projects; process and evaluate a



variety of forms and applications related to assigned functions; duplicate and distribute materials as needed.

- Prepare, print, distribute, collect, sort, file, process, evaluate, and maintain a variety of data, forms, records and reports related to student registration, enrollment, student transfers, overflow placements, facilities fees and other assigned duties; assure accuracy and completeness of data, records, and reports.
- Review, interpret, evaluate and provide recommendations on guidelines, policies and procedures related to student registration, enrollment, student transfers, overflow placements, facilities fees and other assigned functions.
- Assist in a variety of surveys and related research and data analysis activities; review, analyze, arrange, and report data as required.
- Schedule and attend a variety of meetings; take meeting notes.
- Operate a variety of office equipment including a calculator, copier, fax machine, multi-line telephone system, scanner, computer and assigned software. ~~train users on District-wide computer software and hardware as assigned; support and troubleshoot software and hardware.~~
- Receive, sort, and distribute mail; open mail and compose responses independently as appropriate.
- Monitor inventory levels of office supplies; order, receive and maintaining inventory of office supplies.

OTHER DUTIES:

Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

- Current office practices, procedures, and equipment.
- Telephone techniques and etiquette.
- Policies and objectives of assigned program and activities.
- Applicable laws, codes, regulations, policies, and procedures.
- Record-keeping techniques.
- Correct English usage, grammar, spelling, punctuation, and vocabulary.
- Interpersonal skills using tact, patience, and courtesy.
- Oral and written communication skills.
- Operation of a computer and assigned software.
- Methods of collecting and organizing data and information.
- Business letter and report writing, editing, and proofreading.
- Basic arithmetic and statistics.

ABILITY TO:

- Interpret, apply, and explain laws, codes, rules, and regulations related to assigned activities.
- Analyze situations accurately and adopt an effective course of action.



- Work independently with little direction.
- Type or input data at an acceptable rate of speed.
- Understand and resolve issues, complaints, or problems.
- Maintain confidentiality of sensitive and privileged information.
- Determine appropriate action within general guidelines.
- Exhibit empathy with parents when addressing their concerns
- Establish and maintain cooperative and effective working relationships with others.
- Maintain records and files.
- Compile and verify data and prepare reports.
- Operate a variety of office equipment including a computer and assigned software.
- Complete work with many interruptions.
- Plan and organize work.
- Meet schedules and timelines.
- Make arithmetical calculations with speed and accuracy.

EDUCATION AND EXPERIENCE:

Any combination equivalent to graduation from high school or equivalent supplemented by related college-level coursework and two years increasingly responsible related experience in a large organization involving frequent public contact.

WORKING CONDITIONS:

ENVIRONMENT:

- Office environment
- Constant interruptions

PHYSICAL DEMANDS:

- Dexterity of hands and fingers to operate a computer keyboard.
- Hearing and speaking to exchange information in person and on the telephone.
- Sitting or standing for extended periods of time.
- Seeing to read a variety of materials.
- Bending at the waist, kneeling, or crouching to file materials.



Appendix D: Administrative Assistant I Job Description – First Draft



CLASS TITLE: **PLANNING ADMINISTRATIVE ASSISTANT I**

BASIC FUNCTION:

Under the direction of the Director, **Long-Range Planning**, perform ~~varied and~~ responsible and **specialized planning department secretarial and administrative assistant** duties **related to student transfers, overflow placements, and school facility impact fees; assist in marketing activities of the district to retain and recruit students.** ~~to relieve the administrator of administrative and clerical detail; plan, coordinate and organize office activities and coordinate flow of communications for the assigned supervisor.~~

DISTINGUISHING CHARACTERISTICS:

~~Administrative Assistant positions perform complex and responsible secretarial duties for a District-level administrator. Administrative Assistant I positions report to the Director of a District-wide program involving homogeneous functions related to the program. Administrative Assistant II positions report to a Director of a large District wide program of three or more unrelated programs.~~ **The Planning Assistant position is the lower-level of the two planning-related classes in the Long-Range Planning Department. It has primary responsibility for the inter-district transfer process for students, and assists with the intra-district transfers. The Planning Technician is the journey-level class, with a wider scope of responsibilities in the**

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:

- ~~• Perform varied and responsible secretarial and administrative assistant duties to relieve the administrator of administrative and clerical detail; plan, coordinate and organize office activities and coordinate flow of communications; assure smooth and efficient office operations.~~
- ~~• Serve as secretary to the assigned administrator; perform public relations and communication services for the administrator; receive, screen and route telephone calls; take and relay messages as appropriate; schedule and arrange interviews, appointments, conferences, and other events.~~
- **Process student transfers and overflow placement; coordinate related communications between Long-Range Planning, Pupil Services and Transportation; serve as liaison between the District school sites and parents regarding student transfers and overflow placement.**
- **Calculate, collect, and process school facility fees; process agency clearance certificates; create bank accounts and make deposits; issue refunds as needed.**
- Receive visitors, including administrators, staff and the public and provide information or direct to appropriate personnel; exercise independent judgment in resolving a variety of issues and refer difficult issues to the administrator as necessary; provide technical information and assistance related to office or program operations, policies and procedures.
- **Input, extract and update** a variety of data into an assigned computer system; initiate queries and generate a variety of computerized reports as requested or required; establish and maintain automated records and files; assure accuracy of input and output data.



Report on the Classification Study of
Administrative Assistant I (Long-Range Planning Dept.)

- Communicate with parents, including those with concerns who may be upset, and are considering a transfer request, to inform and appropriately handle the situation; work and communicate with District personnel, administrators, and various outside agencies to exchange information and resolve issues or concerns.
- Assist in planning and conducting research; compile and verify a variety of information; compute statistical information for a variety of reports and developing enrollment projections; develop methods of data collection and analysis for assigned projects; process and evaluate a variety of forms and applications related to assigned functions; duplicate and distribute materials as needed.
- ~~Compose, independently or from oral instructions, note or rough draft, a variety of materials including inter-office communications, applications, requisitions, forms, contracts, letters, memoranda, bulletins, flyers, brochures, agenda items and other materials; review and proofread a variety of documents.~~
- Prepare, print, distribute, collect, sort, file, process, evaluate, and maintain a variety of data, forms, records and reports related to ~~office programs, financial activity, student registration, enrollment, student transfers, overflow placements, facilities fees~~ information, personnel and other assigned duties; assure accuracy and completeness of data, records, and reports; ~~establish and maintain filing systems.~~
- Review, interpret, evaluate and provide recommendations on guidelines, policies and procedures related to student registration, enrollment, transfers, overflow placements, facilities fees and other assigned functions.
- Assist in a variety of surveys and related research and data analysis activities; review, analyze, arrange, and report data as required.
- ~~Coordinate, Schedule and attend a variety of meetings; prepare and send out notices of meetings; maintain appointment and activity calendar; reserve facilities; collect and compile information for meetings, projects and workshops; take meeting notes, transcribe and distribute minutes as directed.~~
- Operate a variety of office equipment including a calculator, copier, fax machine, multi-line telephone system, ~~typewriter~~, scanner, computer and assigned software; train users on District-wide computer software and hardware as assigned; support and troubleshoot software and hardware.
- ~~Prepare, process and code purchase orders and invoices for assigned office or program as directed; monitor office or program expenditures and budgets; reconcile assigned accounts; prepare and assure accuracy of bank deposits; maintain auditable records.~~
- Receive, sort, and distribute mail; open mail and compose responses independently as appropriate; ~~prepare and distribute informational packets and bulk mailings as directed.~~
- Monitor inventory levels of office supplies; order, receive and maintaining inventory of office supplies.
- ~~Coordinate travel arrangements and hotel reservations as necessary; prepare and assure proper completion of reimbursement forms.~~

OTHER DUTIES:

Perform related duties as assigned.



KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

- **Current** Modern office practices, procedures, and equipment.
- Telephone techniques and etiquette.
- Policies and objectives of assigned program and activities.
- Applicable laws, codes, regulations, policies, and procedures.
- Record-keeping techniques.
- Correct English usage, grammar, spelling, punctuation, and vocabulary.
- Interpersonal skills using tact, patience, and courtesy.
- Oral and written communication skills.
- Operation of a computer and assigned software.
- Methods of collecting and organizing data and information.
- Business letter and report writing, editing, and proofreading.
- Basic arithmetic **and statistics**.

ABILITY TO:

- ~~Perform varied and responsible secretarial and administrative assistant duties to relieve the administrator of administrative and clerical detail.~~
- ~~Serve as secretary to the administrator and coordinate communications between administrators, personnel, parents, students, and the public.~~
- ~~Assure smooth and efficient office operations.~~
- Interpret, apply, and explain laws, codes, rules, and regulations related to assigned activities.
- **Analyze situations accurately and adopt an effective course of action.**
- Work independently with little direction.
- ~~Compose correspondence and written materials independently or from oral instructions.~~
- Type or input data **at an acceptable rate of speed** 45 words per minute from clear copy.
- Understand and resolve issues, complaints, or problems.
- Maintain confidentiality of sensitive and privileged information.
- Determine appropriate action within **general** clearly defined guidelines.
- Establish and maintain cooperative and effective working relationships with others.
- Maintain records and files.
- Compile and verify data and prepare reports.
- Operate a variety of office equipment including a computer and assigned software.
- Complete work with many interruptions.
- Plan and organize work.
- Meet schedules and timelines.
- Make arithmetical calculations with speed and accuracy.

EDUCATION AND EXPERIENCE:

Any combination equivalent to graduation from high school or equivalent supplemented by **related college-level coursework** secretarial training and two years increasingly responsible **related** secretarial experience in a large organization involving frequent public contact.



WORKING CONDITIONS:

ENVIRONMENT:

- Office environment
- Constant interruptions

PHYSICAL DEMANDS:

- Dexterity of hands and fingers to operate a computer keyboard.
- Hearing and speaking to exchange information in person and on the telephone.
- Sitting or standing for extended periods of time.
- Seeing to read a variety of materials.
- Bending at the waist, kneeling, or crouching to file materials.

CURRENT VACANCIES

Position Title:	Number of Positions:	Hours and Sites:
Behavior Intervention Specialist	5	7.0-7.5 hours per day, Empower, Greenfield and Special Education
Bus Attendant	4	5.0 hours per day. Transportation
Campus Aide	16	.50-2.0 hours per day Anza, Bostonia, Crest, Cajon Valley, Emerald, Greenfield, Lexington, Los Coches Creek, Montgomery, Naranca and WD Hall
Campus Safety Lead	2	8.0 hours per day, Emerald and Hillsdale
Child Nutrition Worker I	9	2.5-3.5 hours per day, Child Nutrition, Greenfield, Hillsdale, Meridian, Montgomery and WD Hall
Custodial Crew Leader	1	8.0 hours per day, Maintenance
English Language Development Assistant Bilingual (Arabic)	2	3.0 hours per day, Anza Preschool and Chase Preschool
English Language Development Assistant Bilingual (Spanish)	5	2.0-7.0 hours per day, Johnson Preschool Los Coches Creek, and Educational Services
Extended Day Program Aide	13	1.5-3.2 hours per day, Blossom Valley, Flying Hills, Hillsdale, Lexington, Magnolia, Meridian, Naranca, and Vista Grande
Extended Day Program Site Lead	1	4.2 hours per day, Los Coches Creek
Extended Day Program Supervisor	1	8.0 hours per day, Extended Day Program
Health Care Specialist	2	7.5 hours per day, Health Services (Special Education)
Heavy Duty Mechanic	1	8.0 hours per day, Transportation
Instructional Assistant	1	2.0 hours per day, Meridian Preschool
Lead Heavy Duty Mechanic	1	8.0 hours per day, Transportation
Mental Health Clinician I	1	8.0 hours per day, Special Education
Mental Health Clinician II	1	8.0 hours per day, Special Education
Occupational Therapist	2	8.0 hours per day, Special Education
Office Assistant II Bilingual (Spanish)	1	3.0 hours per day, Lexington
School Bus Driver I	1	5.0 hours per day, Transportation
Special Education Classroom Assistant / Trainee	21	3.5-6.5 hours per day, Anza, Cajon Valley, Emerald, Flying Hills, Fuerte, Greenfield, Hillsdale, Jamacha, Johnson, Madison, Magnolia, Naranca, Rancho San Diego, Sevick, and WD Hall.
Special Education Classroom Assistant / Trainee Bilingual (Arabic)	1	6.0 hours per day, Sevick
Special Education Classroom Assistant / Trainee Bilingual (Spanish)	1	6.0 hours per day, Cajon Valley
Special Education Classroom Assistant / Trainee Bilingual (American Sign Language)	1	6.0 hours per day, Special Education
Transportation Operations Assistant	1	8.0 hours per day, Transportation

ELIGIBILITY LISTS

Position:	Type of Recruitment:	Expiration:
Accounting Assistant I	Promotional / Open	September 2020
Accounting Assistant II	Promotional / Open	August 2020
Administrative Assistant I Bilingual (Spanish)	Promotional / Open	September 2020
Administrative Assistant I	Promotional / Open	November 2020
Alternative Learning Program Assistant	Promotional / Open	October 2020
Assistant Buyer	Promotional / Open	February 2021
Behavior Intervention Specialist	Dual	July 2020, August 2020, January 2021, March 2021
Bilingual-Bicultural Interpreter (Spanish)	Dual	October 2020
Bus Attendant	Promotional / Open	November 2020
Campus Aide	Open	September 2020, October 2020, November 2020, December 2020, January 2021, February 2021, March 2021
Campus Safety Lead	Promotional / Open	September 2020 , January 2021
Child Nutrition Worker I	Promotional / Open	July 2020, August 2020, February 2021
Community Liaison Bilingual (Arabic)	Promotional / Open	July 2020
Community Liaison Bilingual (Spanish)	Promotional / Open	February 2021
Computer Support Technician	Promotional / Open	September 2020
Director of Transportation	Dual	July 2020
District Receptionist	Promotional / Open	January 2021
Early Childhood Program I	Promotional / Open	August 2020, September 2020
Extended Day Program Aide	Promotional / Open	August 2020, November 2020, December 2020, January 2021, March 2021
Extended Day Program Assistant	Promotional / Open	December 2020
Extended Day Program Site Lead	Promotional / Open	January 2021, February 2021
English Language Development Assistant (Arabic)	Promotional / Open	September 2020, October 2020
English Language Development Assistant (Spanish)	Promotional / Open	February 2021
Executive Assistant	Dual	July 2020
Graphic Arts Technician	Promotional / Open	March 2021
Health Assistant	Promotional / Open	January 2021
Health Care Specialist	Promotional / Open	February 2021, March 2021
Heavy Duty Mechanic	Promotional / Open	November 2021
Instructional Assistant	Promotional / Open	September 2020
Lead Heavy Duty Mechanic	Promotional / Open	January 2021
Library Media Technician I	Promotional / Open	October 2020

Position:	Type of Recruitment:	Expiration:
Mental Health Manager	Dual	July 2020
Mental Health Clinician I	Dual	July 2020
Mental Health Clinician II	Dual	July 2020
Office Aide	Promotional / Open	October 2020
Office Assistant II	Promotional / Open	September 2020, December 2020
Office Assistant II Bilingual (Arabic)	Promotional / Open	February 2021
Office Assistant II Bilingual (Spanish)	Promotional / Open	February 2021
Personnel Assistant II	Promotional / Open	January 2021
School Bus Driver	Promotional / Open	November 2020
Special Education Classroom Assistant Trainee	Promotional / Open	July 2020, August 2020, September 2020, November 2020, December 2020, January 2021, February 2021
Special Education Classroom Assistant Trainee Bilingual (Arabic)	Promotional / Open	November 2020
Special Education Classroom Assistant Trainee Bilingual (Spanish)	Promotional / Open	August 2020, January 2021
Secretary	Promotional / Open	November 2020
Speech-Language Pathology Assistant Bilingual (Spanish)	Promotional	August 2020
Transportation Operations Supervisor	Promotional	November 2020
Transportation Operations Assistant	Promotional / Open	July 2020, July 2021
Transportation Safety & Training Supervisor	Promotional / Open	December 2020, February 2021
Van Driver – Student Transportation	Promotional / Open	September 2020

Note: Several positions have multiple eligibility lists associated with the position because multiple recruitments were run to ensure that a complete eligibility list was established.

Recruitments

Job Posting	Date Opened	Date Closed
Custodial Crew Leader	July 14, 2020	July 27, 2020
Heavy Duty Mechanic	July 14, 2020	July 27, 2020
Occupational Therapist	July 14, 2020	July 27, 2020

Angela Bishop, Director
Personnel Commission

Phone: (619) 588-3050
Fax: (619) 588-3663
E-mail: bishopa@cajonvalley.net



Office Address:
750 E. Main Street, El Cajon, CA 92020

Mailing Address:
PO Box 1007, El Cajon, CA 92022-1007
www.cajonvalley.net

June 29, 2020

Dawn Landisi


Dear Ms. Landisi,

You are currently ranked on the eligibility list for Mechanic with the Cajon Valley Union School District. On June 18, 2020, the Transportation department attempted to contact you by telephone and email to schedule an interview. Mrs. Shabah, Administrative Assistant I, also left voicemails for you on June 23 and June 25, 2020. You did not respond.

In accordance with Personnel Commission Rules and Regulations for the Classified Service (PCR&Rs), 50.200.11 Duties of Eligible, "Eligibles will be contacted by telephone or mail and it shall be the duty of every eligible to respond within three workdays....Failure of the eligible to respond within the above-stated time will be deemed automatic waiver of certification..."

Additionally, and in accordance with the Personnel Commission Rules and Regulations for the Classified Service, 50.100.6 Removal of Names from Eligibility Lists, which state "...an eligible may be removed from an eligibility list by the Personnel Director, for any of the following reasons: (A) Failure to respond within ten days of an inquiry regarding availability for employment interview;" your name is being removed from the eligibility list.

You may request to have your name restored to the eligibility list if you present "a good and valid reason and certify you are now willing and able to accept appointment," by submitting a written request to the Personnel Commission within seven (7) calendar days of this notice.

We wish you the best in your career advancement. If you have any questions, please contact me.

Sincerely,

Angela Bishop
Director-Classified Personnel

VAB

c: File
Personnel Commission

Angela Bishop, Director
Personnel Commission

Phone: (619) 588-3050
Fax: (619) 588-3663
E-mail: bishopa@cajonvalley.net



Office Address:
750 E. Main Street, El Cajon, CA 92020

Mailing Address:
PO Box 1007, El Cajon, CA 92022-1007
www.cajonvalley.net

June 29, 2020

Joseph Selis


Dear Mr. Selis,

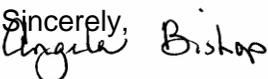
You are currently ranked on the eligibility list for Mechanic with the Cajon Valley Union School District. On June 18, 2020, the Transportation department attempted to contact you by telephone to schedule an interview. Mrs. Shabah, Administrative Assistant I, also emailed you on June 23, 2020. You did not respond.

In accordance with Personnel Commission Rules and Regulations for the Classified Service (PCR&Rs), 50.200.11 Duties of Eligible, "Eligibles will be contacted by telephone or mail and it shall be the duty of every eligible to respond within three workdays....Failure of the eligible to respond within the above-stated time will be deemed automatic waiver of certification...".

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You may request to have your name restored to the eligibility list if you present "a good and valid reason and certify you are now willing and able to accept appointment," by submitting a written request to the Personnel Commission within seven (7) calendar days of this notice.

We wish you the best in your career advancement. If you have any questions, please contact me.

Sincerely,


Angela Bishop
Director-Classified Personnel

VAB

c: File
Personnel Commission



June 29, 2020

Sabrina Copeland
Principal
Crest Elementary School

Dear Sabrina:

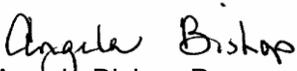
On behalf of the Personnel Commission and myself, congratulations on your promotion to Principal at Crest Elementary School.

As you're aware, Cajon Valley Union School District has been a Merit System district since 1967 and since you have been working in the District for several years now, we know that you may already be aware of our responsibilities for administering and overseeing the activities related to the classified service. We want to remind you that we are here to assist you with any needs you may have related to the classification, recruitment, selection, evaluation and retention of your classified staff.

Additionally, we cordially invite you to attend a Personnel Commission meeting which are scheduled at 4:00 p.m. on the fourth Thursday of each month (except November and December). If you're interested in sharing about the exciting activities happening at your site, the Commission would be pleased to have you give a presentation. Please let me know and I'll schedule you for an upcoming meeting.

We celebrate your achievement and look forward to working with you in your new role.

Sincerely,


Angela Bishop Personnel Director


Michelle Hayes, Assistant Superintendent


Maritza Diaz, Personnel Specialist-Classified

/ab

c: Personnel Commission

Personnel Commission,


Virginia Levenson, Chair



Victor Garcia, Vice Chair


Timothy McKay, Member



June 29, 2020

Roberta Ewing
Principal
Hillsdale Middle School

Dear Roberta:

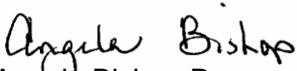
On behalf of the Personnel Commission and myself, congratulations on your promotion to Principal at Hillsdale Middle School.

As you're aware, Cajon Valley Union School District has been a Merit System district since 1967 and since you have been working in the District for several years now, we know that you may already be aware of our responsibilities for administering and overseeing the activities related to the classified service. We want to remind you that we are here to assist you with any needs you may have related to the classification, recruitment, selection, evaluation and retention of your classified staff.

Additionally, we cordially invite you to attend a Personnel Commission meeting which are scheduled at 4:00 p.m. on the fourth Thursday of each month (except November and December). If you're interested in sharing about the exciting activities happening at your site, the Commission would be pleased to have you give a presentation. Please let me know and I'll schedule you for an upcoming meeting.

We celebrate your achievement and look forward to working with you in your new role.

Sincerely,


Angela Bishop Personnel Director


Michelle Hayes, Assistant Superintendent


Maritza Diaz, Personnel Specialist-Classified

/ab

c: Personnel Commission

Personnel Commission,


Virginia Levenson, Chair



Victor Garcia, Vice Chair


Timothy McKay, Member

Personnel Commission
of Cajon Valley Union School District

Phone: (619) 588-3050
Fax: (619) 588-3663



Office Address:
750 E. Main Street, El Cajon, CA 92020

Mailing Address:
PO Box 1007, El Cajon, CA 92022-1007
www.cajonvalley.net

June 29, 2020

Lesley Ezop
Principal
Lexington Elementary School

Dear Lesley:

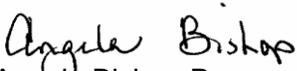
On behalf of the Personnel Commission and myself, congratulations on your promotion to Principal at Lexington Elementary School.

As you're aware, Cajon Valley Union School District has been a Merit System district since 1967 and since you have been working in the District for many years now, we know that you may already be aware of our responsibilities for administering and overseeing the activities related to the classified service. We want to remind you that we are here to assist you with any needs you may have related to the classification, recruitment, selection, evaluation and retention of your classified staff.

Additionally, we cordially invite you to attend a Personnel Commission meeting which are scheduled at 4:00 p.m. on the fourth Thursday of each month (except November and December). If you're interested in sharing about the exciting activities happening at your site, the Commission would be pleased to have you give a presentation. Please let me know and I'll schedule you for an upcoming meeting.

We celebrate your achievement and look forward to working with you in your new role.

Sincerely,


Angela Bishop Personnel Director


Michelle Hayes, Assistant Superintendent


Maritza Diaz, Personnel Specialist-Classified

/ab

c: Personnel Commission

Personnel Commission,


Virginia Levenson, Chair



Victor Garcia, Vice Chair


Timothy McKay, Member

Personnel Commission
of Cajon Valley Union School District

Phone: (619) 588-3050
Fax: (619) 588-3663



Office Address:
750 E. Main Street, El Cajon, CA 92020

Mailing Address:
PO Box 1007, El Cajon, CA 92022-1007
www.cajonvalley.net

June 29, 2020

David Geck
Principal
Emerald Middle School

Dear David:

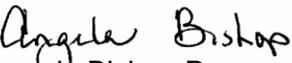
On behalf of the Personnel Commission and myself, congratulations on your promotion to Principal at Emerald Middle School.

As you're aware, Cajon Valley Union School District has been a Merit System district since 1967 and since you have been working in the District for several years now, we know that you may already be aware of our responsibilities for administering and overseeing the activities related to the classified service. We want to remind you that we are here to assist you with any needs you may have related to the classification, recruitment, selection, evaluation and retention of your classified staff.

Additionally, we cordially invite you to attend a Personnel Commission meeting which are scheduled at 4:00 p.m. on the fourth Thursday of each month (except November and December). If you're interested in sharing about the exciting activities happening at your site, the Commission would be pleased to have you give a presentation. Please let me know and I'll schedule you for an upcoming meeting.

We celebrate your achievement and look forward to working with you in your new role.

Sincerely,


Angela Bishop Personnel Director


Michelle Hayes, Assistant Superintendent


Maritza Diaz, Personnel Specialist-Classified

/ab

c: Personnel Commission

Personnel Commission,


Virginia Levenson, Chair



Victor Garcia, Vice Chair


Timothy McKay, Member



June 29, 2020

Keith Nuthall
Director
Educational Services Department

Dear Keith:

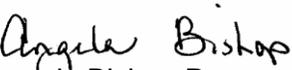
On behalf of the Personnel Commission, we want to welcome you to the Cajon Valley Union School District. You come to the District with the highest praise from individuals with whom you worked in your previous district.

The District has been a Merit System district since 1967. Simply put, this means all Classified hiring is done through a competitive process similar to other government agencies. As such, we would like to familiarize you with our responsibilities for administering and overseeing the activities related to the classified service, and want you to know that we are here to assist you with any needs you may have related to the classification, recruitment, selection, evaluation and retention of Classified staff.

Additionally, we would like to invite you to meet the Personnel Commission and introduce yourself at an upcoming meeting. Meetings are scheduled at 4:00 p.m. on the fourth Thursday of each month (except November and December). Due the school closures, we are currently meeting via Zoom and will resume in-person meetings in the Governing Board room soon. We hope you'll join us as your schedule permits.

Once again, welcome! We celebrate your achievement and look forward to getting to know you and working with you.

Sincerely,


Angela Bishop Personnel Director


Michelle Hayes, Assistant Superintendent


Maritza Diaz, Personnel Specialist-Classified

/ab

c: Personnel Commission

Personnel Commission,

Virginia Levenson, Chair


Victor Garcia, Vice Chair


Timothy McKay, Member



June 29, 2020

Amanda Silva
Director-Certificated Staffing
Personnel Services

Dear Amanda:

On behalf of the Personnel Commission and myself, congratulations on your promotion to Director-Certificated Personnel.

As you're aware, the District has been a Merit System district since 1967 and since you have been working in Cajon Valley for many years now, we know that you may already be aware of our responsibilities for administering and overseeing the activities related to the classified service. We want to remind you that we are here to assist you with any needs you may have related to the classification, recruitment, selection, evaluation and retention of your classified staff.

Thank you for participating in our Personnel Commission meeting last week. We cordially invite you to attend future meetings, which are scheduled at 4:00 p.m. on the fourth Thursday of each month (except November and December). If you're interested in sharing about the new work you're doing in supporting certificated staff, the Commission would be pleased to have you give a presentation. Please let me know and I'll schedule you for an upcoming meeting.

We celebrate your achievement and look forward to working with you in your new role.

Sincerely,


Angela Bishop Personnel Director


Michelle Hayes, Assistant Superintendent


Maritza Diaz, Personnel Specialist-Classified

/ab

c: Personnel Commission

Personnel Commission,


Virginia Levenson, Chair



Victor Garcia, Vice Chair


Timothy McKay, Member

**CAJON VALLEY UNION SCHOOL DISTRICT
PERSONNEL COMMISSION RULES AND REGULATIONS
Revisions - Project Timeline**

Section	Section Title	Corresponding CSPCA Model Rule(s)	To Association/ Administration	1st Read	2nd Read
Chapter 10 - DEFINITIONS AND PRELIMINARY STATEMENT					
10.100	DEFINITIONS, GENERAL	Chapter 1			
10.200	Preliminary Statement				
10.200.1	Statutory Authority for These Rules	EC § 45260-45261			
10.200.2	Interpretation and Application of Rules				
10.200.3	Severability				
Chapter 20 - PERSONNEL COMMISSION					
20.100	ORGANIZATION OF THE COMMISSION	Chapter 2			
20.100.1	Appointment and Terms of Personnel Commissioners	2.1.1, 2.1.2			
20.100.2	Officers	2.1.3			
20.100.3	Quorum and Majority	2.1.4			
20.200	Meetings	2.2			
20.200.1	Regular and Special Meetings	2.2.1, 2.2.2			
20.200.2	Adjourned Meetings	2.2.3			
20.200.3	Public Meetings	2.2.4			
20.200.4	Executive Sessions	2.2.5			
20.200.5	Amendment, Deletion or Addition to Rules	2.2.6			
20.200.6	Minutes	2.2.7			
20.300	Commission Employees	2.3.1			
20.300.1	Status of Commission Employees	2.3.1			
20.300.2	General Duties of the Personnel Director	2.3.2			
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12/19/2020 Anticipated Date for full adoption of the revised Rules and Regulations

**MEMORANDUM OF UNDERSTANDING
BETWEEN THE
CAJON VALLEY UNION SCHOOL DISTRICT
AND THE
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION (CSEA), and it's Chapter 179
Summer Enrichment Program and Opening of the 2020-2021 School Year
June 16, 2020**

This Memorandum of Understanding (hereinafter, "MOU") is entered into by and between the Cajon Valley Union School District (hereinafter, "District") and the California School Employees Association and its Chapter #179 (hereinafter, "CSEA")

The District and CSEA recognize the importance of maintaining safe facilities and operations, for the benefit of the students and communities served by the District and its teachers and staff. We recognize the importance of prudent measures to prevent District employees, students, their families, or other people using District facilities from being exposed to or infected with coronavirus. Care should be taken to identify potential exposure and prevent the spread of the disease. We agree that continuity of District operations should be maintained, and provisions should be made for District employees who are impacted by the epidemic.

To these ends, the District and CSEA agree as follows:

A. Safety

The District shall follow health guidelines set forth in the attached Covid-19 Safety Protocols in accordance the California Department of Education's Guidebook for Safe Reopening of Public Schools (Exhibit A) when feasible.

B. Leave

1. Workers' Compensation

The District acknowledges and will comply with the provisions of Executive Order N-62-20 establishing temporary "presumptive eligibility" for workers' compensation benefits to any bargaining unit member who is directed to report to their place of employment and then subsequently contracts COVID-19.

2. COVID-Related Leave

FFCRA and Extended Family Leave

In the event a CSEA bargaining-unit employee is exposed to coronavirus or is taken ill with coronavirus or wishes to self-quarantine for reasonable cause (i.e. family members who are uniquely vulnerable), the employee may use available leaves without fear of reprisal including sick leave provided under the Families First Coronavirus Response Act

The District agrees to protect and support staff who are at higher risk for severe illness (medical conditions that the CDC says may have increased risks) or who cannot safely distance from household contacts at higher risk, by providing options such as telework or negotiated change in classification or duties. If reasonable accommodations are not practicable, the LEA should work with the employee to develop a flexible leave plan that endeavors to avoid exhausting the employees' earned leave.

HR 6201: The parties recognize that the Federal "Families First Coronavirus Response Act," also known as HR 6201, provides most employees with two weeks of paid leave for coronavirus-related absences, and extends Family Medical Leave Act (FMLA) leave. Specifically, HR 6201 provides as follows, effective 4/2/20:

- a. Up to 80 hours of paid sick leave for full-time employees (pro rata for part-time) at the employee's regular rate of pay (up to \$511 per day and \$5,110 in total) if:
 - i. The employee is subject to a federal, state, or local quarantine or isolation order related to COVID-19;
 - ii. The employee has been advised by a health care provider to self-quarantine because of COVID-19; or
 - iii. The employee is experiencing symptoms of COVID-19 and is seeking a medical diagnosis.
- b. Up to 80 hours of paid leave for full-time employees (pro rata for part-time) at two-thirds the regular rate of pay (or state minimum wage, whichever is greater) up to \$200 per day and \$2,000 total if:
 - i. The employee is caring for an individual subject to an order or advised to self-isolate;
 - ii. The employee is caring for their own child whose school or place of care is closed, or child care provider is unavailable, due to COVID-19 precautions; or
 - iii. The employee is experiencing substantially similar conditions as specified by the Secretary of Health and Human Services, in consultation with the Secretaries of Labor and Treasury (these have not been specified yet).

The parties recognize that such leave as provided by HR 6201 shall be available to all District employees in the appropriate circumstances, and shall be drawn prior to any other forms of paid or unpaid leave available to such employees, except it shall not be available to school police officers due to an exemption in the new law.

The parties further recognize that HR 6201 extends FMLA leave in various ways, including making it available to any employee who has been employed for at least 30 days, making it available to employees unable to work due to the need to care for an employee's minor child if the child's school or place of care has been closed due to a public health emergency, and making it a paid leave at 2/3 pay after the first 10 days.

The parties acknowledge that these changes apply to District employees and that they may use any previously accrued sick leave to fill any gap in pay resulting from the 2/3 formula in HR 6201.

Any employee who reports to work but is sent home due to coronavirus screening shall receive one day's reporting pay for that day, prior to any leave being drawn from that employee's leave banks.

Employees may use existing forms of leave to address a childcare provider or school emergency affecting their children.

Nothing in this section is intended to expand the benefits provided under HR 6201.

Employees who have exhausted accrued sick leave may use extended sick leave.

C. Accommodation

The District explicitly acknowledges that the interactive process may be required to make work safe for employees with health conditions that heighten the risk of severe outcomes with COVID-19. In connection with the interactive process the District may provide reasonable accommodations, as applicable and available, for employees particularly vulnerable to COVID-19 due to a medical condition, including but not limited to:

- Providing additional or enhanced personal protective equipment (PPE);
- Placing physical barriers to separate the vulnerable employee from coworkers or the public;
- Eliminating, reducing, or substituting less critical, non-essential job functions that create more risk of exposure;
- Moving the employee workstations.

The District agrees to maintain procedures for keeping confidential employee communications about non-COVID health conditions.

Accommodation for Dependent Care:

The District shall provide a no-cost childcare option for school age, CVUSD students during work hours to staff required to report to work.

D. Return Personnel

District agrees to give 48-hours' notice prior to requesting an employee report back to their site.

The District and CSEA agree that CSEA bargaining-unit employees in the classifications listed below shall be required to report to work at their regularly assigned site for the 2020-2021 school year:

Workload and Staffing Ratios

The District and CSEA agree to set up a committee to address anticipated increased workload concerns to accommodate CDC guidelines and recommendations (e.g. installation of barriers or partitions, added cleaning schedule, added bus routes, increased extended care enrollment, work schedules, etc.).

Work Hours

The parties agree bargaining unit employees shall report to work at regularly assigned hours, whenever possible, for the 2020-2021 year, per Article 5 of the collective bargaining agreement.

The parties agree, bargaining unit employees who provide direct educational services to students or are assigned to a school campus from June 29, 2020 (June 19, 2020 for EDP Summer Camp employees) to August 7, 2020 will be paid a 5% differential pay in addition to their normal pay rate for the hours worked. If the bargaining unit employee is working in a position outside of their assigned contract position he/she will be considered a substitute and will be paid 5% differential pay on Step 1 of the range assigned to the work being conducted.

The Summer Enrichment Program extra work will be considered in the following order:

1. Safety
2. Assigned Site
3. Classification
4. Seniority

Members of the maintenance, custodial, and grounds staff sanitation team who are trained and required to clean and sanitize schools or other District facilities using specific chemicals such as: PurTab, Clorox 360 System, etc. following a reported exposure to COVID-19 shall receive time and a half pay (additional 50% of their regular pay for each hour worked).

The parties agree to meet and further negotiate any proposed changes to bargaining unit work hours.

Duties

The District shall maintain specific plans on how to follow CDC and County Office guidelines with current staffing levels or added positions.

The District and CSEA acknowledge that California Education Code §45101(a) requires that all classified positions have set duties. However, due to the current unforeseen and unprecedented nature for the current conditions, CSEA and the District will come to a written agreement that some CSEA bargaining unit positions may be asked to preform duties not currently contained within their current job description.

Examples of additional duties that may be required include:

- Instructional Assistants positions being asked to help wipe down and disinfect items within the classroom on a regular basis in order to maintain cleanliness standards.
- Receptionist, Clerk, and/or Secretary positions being asked to perform temperature checks on staff or visitors.
- Any CSEA bargaining unit position being asked to help with distribution of lunch and/or other meals for students.

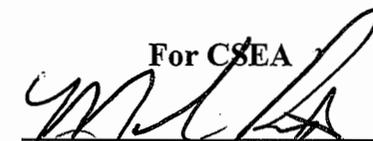
The District and CSEA agree this is a temporary solution to a current need and shall not be considered a waiver of CSEA's rights to negotiate the transfer of duties as required by law. This also shall not be considered precedent setting for either party. All temporary transfer of duties shall be negotiated.

MOU is being entered solely under context and circumstances of the COVID-19 epidemic and is non-precedent setting and at no time CSEA waives rights to EERA.

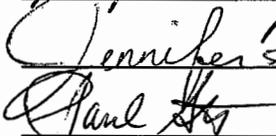
Provisions of this MOU will be effective June 19, 2020 to June 30, 2021. The parties agree to meet prior to this MOU's expiration date to further discuss the extension of the provisions of this MOU up to and including impacts and effects related to returning to work in an environment that requires distance learning.

Signed this 16th day of June 2020.

For CSEA



Jennifer Bell



Paul

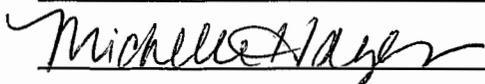


Joni Collins

For the District



Lisa A. Glavin



Michelle Adger

EXHIBIT A COVID-19 SAFETY PROTOCOLS

Safety

- The District shall follow health guidelines, including but not limited to:
 - Maintaining appropriate changes to physical layout to maintain physical distancing:
 - One-way hallways;
 - Barriers for office staff;
 - and limits on number of students in classrooms or other spaces
 - The provision of many handwashing locations (soap and water, not sanitizer) and adequate break time for employees to wash hands, during regular intervals throughout the day.
 - The provision of necessary supplies for preventive sanitation measures (such as soap and water, disposable towels or tissues, and hand sanitizer).

- The District agrees to maintain physical distancing standards in school facilities and vehicles, including but not limited to implementing plans incorporating the following components:
 - Plan to limit the number of people in all campus spaces to the number that can be reasonably accommodated while maintaining a minimum of six feet of distance between individuals, or current CDC recommended distance.
 - To the extent possible, and as recommended by the CDC, attempt to create smaller student and educator cohorts to minimize the mixing of student groups throughout the day. Minimize movement of students and educators or staff as much as possible.
 - In a circumstance where sufficient physical distancing is difficult or impossible, such as when students enter or exit a school bus in proximity to the bus driver, all individuals, including staff and students, must wear face coverings that cover the mouth and nose consistent with public health guidance. The parties recognize that coverings are not a replacement for physical distancing, but they must be used to mitigate virus spread when physical distancing is not feasible.

- The District shall provide sufficient protective equipment to comply with CDPH guidance for students and staff appropriate for each classification or duty, relevant to Cal/OSHA requirements.

- The District shall implement a plan for ongoing supply of protective equipment.
- The District shall purchase a sufficient number of no-touch thermal scan thermometers for symptom screenings for students.
- The District shall maintain adequate school-appropriate cleaning supplies to continuously disinfect the school site in accordance with California Department Public Health (CDPH) guidance.
- The District shall ensure sufficient supplies of hand sanitizers, soap, hand washing stations, tissues, no-touch trash cans and paper towels.
- The District agrees to provide other protective equipment, as appropriate for work assignments, including but not limited to as follows:
 - For staff engaged in symptom screening:
 - Face coverings, face shields and disposable gloves
 - For front office and food service staff:
 - Face coverings and disposable gloves
 - For custodial staff:
 - Surface cleaning
 - Masks, gloves appropriate for all cleaning and disinfecting
 - Deep cleaning and disinfecting
 - Appropriate PPE for COVID-19 disinfection (gloves, eye protection, and mask or respirator) in addition to PPE as required by product instructions
- The District agrees to develop a plan that ensures physical distancing among staff in their work environment to reduce the spread of virus which includes:
 - Avoiding the direction of staff congregation in work environments, break rooms, staff rooms, and bathrooms.
 - Avoiding the direction of grouping staff together for training or staff development. Virtual training and distancing measures shall be considered.
 - In accordance with Cal/OSHA regulations and guidance, the District shall evaluate all workspaces to ensure that employees can maintain physical distancing to the extent possible.
 - Where possible, the District shall rearrange workspaces to incorporate a minimum of six feet between employees and students.
 - If physical distancing between workspaces or between employees and students/visitors is not possible, the District agrees to install physical barriers to separate workspaces.

- ❑ The District shall make available to all bargaining unit employees any protective gear necessary to complete assigned tasks. If appropriate protective equipment is not available, employees will not be required to work.
- ❑ The District shall require cloth face covering for all staff and visitors on site in accordance with State health guidelines and orders. Staff members may remove face covering while at their work station so long as the work station distance is at least six feet away from other staff or visitors. Face covering shall be worn in common areas. Students are encouraged to wear cloth face covering while in the classroom and shall wear face covering while in common areas or when a distance of six feet cannot be maintained.
- ❑ The District shall enforce appropriate limitations on access to school sites, including screening of students, limits on non-student, non-employee access, and safe arrangements for student drop-off and pickup.
- ❑ The District shall establish and maintain routine “deep-cleaning” schedule in accordance with State guidelines and orders. “Deep-cleaning schedule” is defined as a plan for keeping school facilities at high level of cleanliness, particularly sanitizing high-touch surfaces.
- ❑ The District shall follow Cal Dept. Of Ed. guidance for school reopening.
- ❑ The District shall notify CSEA of any new guidelines from OSHA, Cal/OSHA, or local health authorities and shall negotiate the effects of implementing those guidelines.
- ❑ The District agrees to temporary closure and deep-cleaning of site upon learning that infected persons were present at a school site.
- ❑ The District agrees that re-closure of schools shall be based on reliable, measurable data, and that the data shall be made available to CSEA upon request.
- ❑ The District agrees to maintain an updated Injury and Illness Prevention Plan (IIPP) to address unique circumstances during COVID-19 crisis and agrees to make updates accessible to employees and parents.
- ❑ The District agrees to adopt the CDE recommendations as to access by parents, students and other persons not on school staff, which state, at a minimum, face coverings should be worn:
 - While waiting to enter the school campus
 - While on school grounds (except when eating, or drinking)
 - While leaving school
 - While on a school bus
- ❑ The District agrees to develop a plan to minimize access to campus, and limit non-essential visitors, facility use permits, and volunteers.

- The District will:
 - Exclude any student, parent, caregiver, visitor, or staff showing symptoms of COVID-19 (reference CDC and CDPH guidelines for COVID-19 symptoms). Staff should discuss with the parent or caregiver and refer to the student's health history form or emergency card to identify whether the student has a history of allergies, which would not be a reason to exclude.
 - Monitor staff and students throughout the day for signs of illness. Determine any special or unique needs for students with disabilities related to planned district or schoolwide procedures.

Students—Entering Campuses

- **Passive Screening:** Instruct parents to screen students before leaving for school (check temperature to ensure temperatures below 100.4 degrees Fahrenheit, observe for symptoms outlined by public health officials) and to keep students at home if they have symptoms consistent with COVID-19 or if they have had close contact with a person diagnosed with COVID-19.
- **Active Screening:** Engage in symptom screening as students enter campus and buses, consistent with public health guidance, which includes visual wellness checks and temperature checks with no-touch thermometers (check temperature to ensure temperatures below 100.4 degrees Fahrenheit), and ask all students about COVID-19 symptoms within the last 24 hours and whether anyone in their home has had COVID-19 symptoms or a positive test.
- If a thermometer requiring a touch method (under the tongue or arm, forehead, etc.) is the only type available, it should only be used when a fever is suspected and caution is taken by temperature screeners such as gloves, eye protection, and mask.
- Touch thermometers must be properly cleaned and disinfected after each use.
- All students must wash or sanitize hands as they enter campuses.
- Provide supervised, sufficient points of access to avoid larger gatherings.
- Use face shields
- If a student is symptomatic while entering campus or during the school day:
 - Students who develop symptoms of illness while at school should be separated from others right away, preferably isolated in an area through which others do not enter or pass. If more than one student is in an isolation area, ensure physical distancing.
 - Any students or staff exhibiting symptoms should be required to immediately wear a face covering and wait in an isolation area until they can be transported home or to a health care facility.
 - Students should remain in isolation with continued supervision and care until picked up by an authorized adult.
- Follow established guidelines for triaging students in the health office, recognizing not all symptoms are COVID-19 related.
- Advise parents of sick students that students are not to return until they have met CDC criteria to discontinue home isolation.

- Develop a plan for when students are symptomatic when boarding the bus.
- Protect and support students who are at higher risk for severe illness (medical conditions that the CDC says may have increased risks) or who cannot safely distance from household contacts at higher risk by providing options such as virtual learning or independent study.

□ Reporting Unsafe Conditions

In the interest of protecting community and workplace health, any employee may report, in writing, any unsafe condition in the working environment to the immediate supervisor. The supervisor shall, within two (2) working days, respond in writing to the employee, with simultaneous copy to CSEA, stating what has been done to make the condition safe or, if no action will be taken, the reason(s) why. This method of resolving safety concerns shall not displace the right to file OSHA or other administrative complaints or to bring a grievance for violation of this agreement.

All employees shall have the right, without retaliation, to refuse to perform work reasonably considered to be unsafe, by notifying their supervisor in writing of such refusal and the basis therefor. Employees may be directed to complete alternate work or work under modified conditions as directed until conditions are made safe for the completion of the original assignment, provided modification sufficiently addresses safety concern(s).

□ Outside Visitors and Groups

The District agrees to:

- Limit access to campus for parents and other visitors.
- Temperature screen required for visitors permitted on campus
- Evaluate whether and to what extent external community organizations can safely utilize the site and campus resources. Ensure external community organizations that use the facilities also follow the school's health and safety plans and CDPH guidance.
- Review facility use agreements and establish common facility protocols for all users of the facility.
- Establish protocol for accepting deliveries safely.

□ Buses

District agrees to develop and maintain a maximum capacity seating plan for students of each vehicle while meeting six-foot physical distancing objectives.

The District agrees to:

- Ensure that drivers have access to surplus masks to provide to students who are symptomatic on bus.
- Ensure buses have adequate staffing to engage in symptom screenings and physical distancing while the bus is in motion.
- Instruct students and parents to maintain six-foot distancing at bus stops and while loading and unloading.

Food Service

The District agrees to develop strategies to limit physical interaction during meal preparation and meal service (e.g. serving meals in classrooms, increasing meal service access points, staggering cafeteria use).

The District agrees to modify Food Service operations in accordance with the California Department of Health Guidance for Schools

Food Service (CDE Guidance)

The District agrees to:

- Teach and reinforce handwashing and use of a cloth face covering by employees when near other employees or students.
- Have adequate supplies for both employees and students including soap, hand sanitizer, and tissues.
- Post signs on how to stop the spread of COVID-19.
- Update standard operating procedures for sanitation of school kitchens, cafeterias, food warehouses, and central production kitchens.
- Train all employees on health and safety protocols, including correct application of disinfectants and maintaining physical distancing.
- Clean and disinfect surfaces frequently touched by students during meal service, including tables, chairs, carts used in transportation, and point-of-service touch pads. Use timers for cleaning reminders.
- Ensure gloves, masks, disposable aprons, and other supplies are readily available.
- Use disposable trays and wrap cold items in plastic and hot food with foil.
- Consider how workstations can be reorganized for proper physical distancing during meal preparation and meal service.
- Adjust employee shifts to minimize number of staff in the kitchen.
- Assess whether to serve meals in the classroom or cafeteria or to use outdoor seating.
- Encourage physical distancing through increased spacing, small groups, and limited mixing between groups, if feasible. Stagger mealtimes to allow for cleaning between meal services and to serve students in smaller groups.

- Provide at least six feet of physical distancing between groups or tables by increasing table spacing, removing tables, marking tables as closed, or providing a physical barrier between tables.
- Provide physical guides, such as tape on floors or sidewalks and signage on walls to ensure that students remain at least six feet apart in lines or while waiting for seating.
- Remove or suspend use of share tables and self-service buffets for food and condiments.
- Consider having staff wear masks and gloves while using point of service (POS) touch pads or have hand sanitizer available.
- Install physical barriers, such as sneeze guards and partitions, at POS and other areas where maintaining physical distance of six feet is difficult.
- Consider increasing access points for providing meal service.
- Ensure cleaning of every table between groups of students or meal service times.
- Offer grab-and-go student meals for consumption at home, including drive through, delivery, or curbside pick-up options (Distance Learning students if legally allowed).
- Consider whether it is feasible to use buses to distribute meals to students during summer programs.
- Notify parents and the school community about school meal service and options.
- Use a variety of communication methods such as social media, newsletters, and school websites.

□ **Training on Hygiene**

The District agrees to follow the CDE's hygiene training recommendations, which state:

- The District Plan to address hygiene practices to ensure personal health and safety in school facilities and vehicles.
- In accordance with CDPH and Cal/OSHA guidance and in consultation with local public health officials, develop a plan for handwashing that includes:
 - Providing opportunities for students and staff to meet handwashing frequency guidance.
 - Ensuring sufficient access to handwashing and sanitizer stations. Consider portable handwashing stations throughout a site and near classrooms to minimize movement and congregations in bathrooms to the extent possible.
- Ensuring fragrance-free hand sanitizer (with a minimum of 60 percent alcohol) is available and supervised at or near all workstations and on buses. Children under age nine should use hand sanitizer under adult supervision. Call Poison Control if consumed: 1-800-222-1222. Note: frequent handwashing is more effective than the use of hand sanitizers.
- Train staff and students on proper handwashing techniques and PPE use, including the following:
 - Scrub with soap for at least 20 seconds or use hand sanitizer if soap and water are not accessible. Staff and students should use paper towels (or single use cloth towels) to dry hands thoroughly.
 - Wash hands when: arriving and leaving home; arriving at and leaving school; after playing outside; after having close contact with others; after

using shared surfaces or tools; before and after using restroom; after blowing nose, coughing, and sneezing; and before and after eating and preparing foods.

- CDC guidance on proper PPE use.

Teach staff and students to:

- Use tissue to wipe the nose and cough and sneeze inside the tissue.
- Not touch the face or face covering.

Training and information should be provided to staff and students on proper use, removal, and washing of cloth face coverings [using information on CDC website].

Screening of Bargaining Unit Staff

- The District agrees to maintain specific plans for health screenings and clear standards in accordance with State Department of Health guidelines:

Reliance on Social Distancing: Ask employees to take their own temperature either before coming to the workplace or upon arrival at the workplace. Upon their arrival, stand at least 6 feet away from the employee and:

- Ask the employee to confirm that their temperature is less than 100.4° F and confirm that they are not experiencing coughing or shortness of breath through use of Covid-19 Health Screening form
- Screening staff do not need to wear personal protective equipment (PPE) if they can maintain a distance of six (6) feet; however, they must wear a face covering (mask) like everyone else.

- Bargaining unit members shall not be required to respond to screening questionnaire questions that are not based on CDC recognized symptoms, including but not limited to:
 - Fever or chills
 - Cough
 - Shortness of breath or difficulty breathing
 - Fatigue
 - Muscle or body aches
 - Headache
 - New loss of taste or smell
 - Sore throat
 - Congestion or runny nose
 - Nausea or vomiting
 - Diarrhea

- Screening records shall be kept confidential.
- Screening records shall be destroyed after 30 days.
- The parties agree no employee discipline may occur related to screenings.
- Safety screenings and any necessary medical examinations are strictly limited to COVID and shall not be used to inquire into other medical conditions.
- The parties agree that screening shall be considered a part of the standard workday. No employee shall be required to be screened prior to their designated start time.

Testing

- The District shall notify bargaining unit employees who have been exposed to COVID-19 at work.
- The District shall notify CSEA of bargaining unit member exposure to COVID-19.
- CSEA agrees to cooperate with the District in any necessary public health actions, such as contact tracing of infected individuals.