



PAJARO VALLEY UNIFIED SCHOOL DISTRICT MISSION STATEMENT

The Mission of the Pajaro Valley Unified School District is to educate and to support learners in reaching their highest potential. We prepare students to pursue successful futures and to make positive contributions to the community and global society.

July 17, 2013 REGULAR BOARD MEETING

CLOSED SESSION – 6:00 p.m. – 6:30 p.m.

PUBLIC SESSION – 6:30 p.m.

**DISTRICT OFFICE
HUMAN RESOURCES CONFERENCE ROOM
294 Green Valley Road, Watsonville, CA 95076**

Note earlier
Public Session
start time and
location.

NOTICE TO THE PUBLIC: PURSUANT TO SB 343, BOARD PACKET DOCUMENTS ARE AVAILABLE FOR YOUR REVIEW AT THE FOLLOWING LOCATIONS:

- Superintendent's Office: 294 Green Valley Road, Watsonville, CA (4th Floor)
- On our Webpage: www.pvUSD.net

Notice to the Audience on Public Comment

Members of the audience are welcome to address the Board on all items not listed on this agenda. Such comments are welcome at the "Visitor Non-Agenda Items".

Members of the audience will also have the opportunity to address the Board during the Board's consideration of each item on the agenda.

Individual speakers will be allowed three minutes (unless otherwise announced by the Board President) to address the Board on each agenda item. **You must submit this card prior to the discussion of the agenda item you wish to speak to; once an item has begun, cards will not be accepted for that item.** For the record, please state your name at the beginning of your statement. The Board shall limit the total time for public input on each agenda item to 20 minutes. With Board consent, the President may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard. The President may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add.

Note: Time allotment for each item is for the report portion only; it is not an anticipation of the total time for the discussion of the item.

We ask that you please turn off your cell phones and pagers when you are in the boardroom.

Please Note that Reporting out of Closed Session will Take Place AFTER Action Items.

1.0 CLOSED SESSION OPENING CEREMONY IN OPEN SESSION – 6:00 P.M.

1.1 Call to Order

1.2 Public comments on closed session agenda.

2.0 CLOSED SESSION (AND AFTER REGULAR SESSION IF NECESSARY)

- 2.1 Public Employee Appointment/Employment, Government Code Section 54957
 - a. Certificated Employees (see Attached)
 - b. Classified Employees (see attached)
 - c. Hiring Authorization
- 2.2 Public Employee Discipline/Dismissal/Release/Leaves
- 2.3 Negotiations Update
 - a. CSEA
 - b. PVFT
 - c. Unrepresented Units: Management and Confidential
 - d. Substitutes – Communication Workers of America (CWA)
- 2.4 Claims for Damages
- 2.5 Pending Litigation
- 2.6 Anticipated Litigation
- 2.7 Real Property Negotiations

Note earlier
Public Session
Start Time.

3.0 OPENING CEREMONY – MEETING OF THE BOARD IN PUBLIC - 6:30 P.M.

- 3.1 Pledge of Allegiance
- 3.2 Welcome by Board President
Trustees Kim De Serpa, Leslie DeRose, Maria Orozco, Karen Osmundson, Lupe Rivas, Jeff Ursino and President Willie Yahiro.
- 3.3 Superintendent Comments
- 3.4 Governing Board Comments/Reports (Limit to 1 minute per trustee)
 - Report on Standing Committees Meetings

4.0 APPROVAL OF THE AGENDA

5.0 APPROVAL OF MINUTES

- a) *Minutes for June 26, 2013*

Board President closes regular Board meeting and opens Public Hearing.

6.0 Public Hearing (Public Disclosure) on the Long Term Financial Impact of the Tentative Agreement for Classified Bargaining Unit employees as required by AB1200/2756 and Certification of the district's ability to meet the costs of the 2013-14 updated "phase one" collective bargaining agreement with CSEA.

- 6.1 *Report by Brett McFadden, CBO*
- 6.2 *Public comment*
- 6.3 *Board questions and comments*

Board President closes Public Hearing and resumes Board meeting.

7.0 VISITOR NON-AGENDA ITEMS

Public comments on items that are not on the agenda can be addressed at this time. The Board President will recognize any member of the audience wishing to speak to an item not on the agenda on a matter directly related to school business. The President may allot time to those wishing to speak, but no

action will be taken on matters presented (Ed. Code Section 36146.6). If appropriate, the President or any Member of the Board may direct that a matter be referred to the Superintendent's Office for placement on a future agenda. Trustees may ask questions for clarity but cannot take action on these matters. (Please complete a card if you wish to speak.)

8.0 EMPLOYEE ORGANIZATIONS COMMENTS – PVFT, CSEA, PVAM, CWA 5 Min. Each

9.0 CONSENT AGENDA

Information concerning the Consent items listed above has been forwarded to each Board Member prior to this meeting for his/her study. Unless some Board Member or member of the audience has a question about a particular item(s) and asks that it be withdrawn from the Consent list, the item(s) will be approved at one time by the Board of Trustees. The action taken in approving Consent items is set forth in the explanation of the individual item(s).

- 9.1 Purchase Orders June 20 – July 10, 2013
The PO's will be available in the Superintendent's Office.
- 9.2 Warrants June 20 – July 10, 2013
The warrants will be available in the Superintendent's Office.
- 9.3 Approve SELPA's Annual Service and Budget Plan, 2013-2014.
- 9.4 Approve Selection of Playground Equipment for the Following 9 Elementary School Sites:
Amesti, Freedom, Hall District, HA Hyde, MacQuiddy, Ohlone, Radcliff, Starlight and Bradley.
- 9.5 Approve Amendments to Master Agreement for Construction Management Services for Measure L Projects.

The administration recommends approval of the Consent Agenda.

10.0 DEFERRED CONSENT ITEMS

11.0 REPORT, DISCUSSION AND POSSIBLE ACTION ITEMS

- 11.1 Report and discussion on Implementation of the Local Control Funding Formula (LCFF) and Development of the Corresponding Local Control Accountability Plan (LCAP).
Report by Brett McFadden, CBO. 15 min. report; 15 min. discussion.

12.0 REPORT, DISCUSSION AND POSSIBLE ACTION ITEMS

- 12.1 Report, discussion and possible action to Approve Tentative Agreement with Classified State Employees Association.
Report by Sharon Roddick, Assistant Superintendent, HR. 2 min. report; 5 min. discussion.
- 12.2 Report, discussion and possible action to Approve Revised Employee Salary Schedules for Management, Cabinet, Confidential, and Occupational Therapist Employees.
Report by Sharon Roddick, Assistant Superintendent, HR. 2 min. report; 5 min. discussion.
- 12.3 Report, discussion and possible action to Approve Implementation of the 2007/2008 Classification Study Year 1(Classified Staff).
Report by Pam Shanks, Director, Classified Staff. 5 min. report; 5 min. discussion.

13.0 ACTION ON CLOSED SESSION

14.0 UPCOMING BOARD MEETINGS/REMAINING BOARD MEETINGS FOR 2013

All meetings, unless otherwise noted, take place at the District Office Boardroom, 292 Green Valley Road, Watsonville, CA. Closed Session begins at 6:00 pm; Open Session begins at 7:00 pm.

		Comment
August	<ul style="list-style-type: none">▪ 14▪ 28	
September	<ul style="list-style-type: none">▪ 11▪ 25	<ul style="list-style-type: none">▪ Unaudited Actuals
October	<ul style="list-style-type: none">▪ 9▪ 23	
November	<ul style="list-style-type: none">▪ 13	<ul style="list-style-type: none">▪
December	<ul style="list-style-type: none">▪ 11 Annual Organization Mtg.	<ul style="list-style-type: none">▪ Approve 1st Interim Report

15.0 ADJOURNMENT

PAJARO VALLEY UNIFIED SCHOOL DISTRICT
CLOSED SESSION AGENDA
July 17, 2013

- 2.1 Public Employee Appointment/Employment, Government Code Section 54957
a. Certificated Employees
b. Classified Employees

New Hires – Probationary	
	None
New Hires	
	None
New Substitutes	
11	Substitutes
Promotions	
	None
Administrative Appointments	
	None
Transfers	
	None
Other	
1	Teacher on Special Assignment (TOSA) - Science
Extra Pay Assignments	
	None
Extra Period Assignments	
1	Athletic Director
Leaves of Absence	
1	Administrative Secretary I
2	Teachers
1	Athletic Director
Retirements	
	None
Resignations/Terminations	
	None
Supplemental Service Agreements	
1	Counselor
325	Teachers
Miscellaneous Actions	
	None

Separations From Service	
6	Teacher
Limited Term – Projects	
32	Behavior Tech
44	Bus Driver
13	Cafeteria Assistant
3	Cafeteria Manager I
10	Campus Safety Coordinator
1	Central Kitchen Manager
3	Health Assistants
45	Instructional Assistant – General Ed
18	Instructional Assistant I
69	Instructional Assistant II
11	Instructional Assistant – Migrant Ed
11	Library Media Tech
1	Low Incident Tech
21	Office Assistant III
4	Site Computer Support Tech
2	Warehouse Delivery Driver
Exempt	
32	Student Helper
14	Enrichment Specialist
Provisional	
	None
Limited Term - Substitute	
	None



June 26, 2013
REGULAR BOARD MEETING
UNADOPTED MINUTES

CLOSED SESSION – 6:00 p.m. – 7:00 p.m.
PUBLIC SESSION – 7:00 p.m.

DISTRICT OFFICE, BOARDROOM
292 Green Valley Road, Watsonville, CA 95076

1.0 CLOSED SESSION OPENING CEREMONY IN OPEN SESSION – 6:00 P.M.

1.1 Call to Order

President Yahiro called the meeting of the Board to order at 6:05 pm at 292 Green Valley Road, Watsonville, CA.

1.2 Public comments on closed session agenda.

Jack Carroll, PVFT chief negotiator, commented on the outcome of negotiation sessions, stating that the proposal from the district, that included a 7% increase, was rejected as it did not seem sellable to the unit. He explained why he felt the proposal was not appropriate.

2.0 CLOSED SESSION (AND AFTER REGULAR SESSION IF NECESSARY)

2.1 Public Employee Appointment/Employment, Government Code Section 54957

- a. Certificated Employees
- b. Classified Employees

New Hires – Probationary	
	None
New Hires	
	None
New Substitutes	
11	Substitutes
Promotions	
	None
Administrative Appointments	
	None
Transfers	
	None
Other	
1	Assistant Principal
1	Program Director
Extra Pay Assignments	
8	Coach
1	Athletic Director

Extra Period Assignments	
	None
Leaves of Absence	
11	Teachers
Retirements	
1	Coordinator, Child Development
2	Teachers
Resignations/Terminations	
	None
Supplemental Service Agreements	
1	Speech and Language Therapist
18	Teachers
Miscellaneous Actions	
1	Warehouse Worker II
Separations From Service	
2	Office Assistant III
1	Assistant Principal
10	Teachers
Limited Term – Projects	
1	Campus Safety Coordinator
1	Instructional Assistant Migrant/Children Center
1	Office Assistant II
Exempt	
2	Childcare
1	Crossing Guard
12	Pupil
1	Yard Supervisor
Provisional	
	None
Limited Term - Substitute	
1	Instructional Assistant Migrant/Children Center
1	Library Media Technician
1	Office Assistant III

c. Hiring Authorization

2.2 Public Employee Discipline/Dismissal/Release/Leaves

- 2.3 **Negotiations Update**
 - a. CSEA
 - b. PVFT
 - c. **Unrepresented Units: Management and Confidential**
 - d. **Substitutes – Communication Workers of America (CWA)**
- 2.4 **Claims for Damages**
- 2.5 **Pending Litigation**
- 2.6 **Anticipated Litigation**
- 2.7 **Real Property Negotiations**
- 2.8 **2 Expulsions**

3.0 OPENING CEREMONY – MEETING OF THE BOARD IN PUBLIC - 7:00 P.M.

President Yahiro called the meeting of the Board in public to order at 7:05 pm.

3.1 Pledge of Allegiance

Trustee Rivas led the Board in the Pledge of Allegiance.

3.2 Welcome by Board President

Trustees Kim De Serpa, Leslie DeRose, Maria Orozco, Karen Osmundson, Lupe Rivas and President Willie Yahiro were present. Trustee Jeff Ursino was absent.

3.3 Superintendent Comments

Superintendent Baker commented that it was an exciting time with the beginning of summer and noted that summer school was in progress in the district.

3.4 Governing Board Comments/Reports (Limit to 1 minute per trustee)

- *Report on Standing Committees Meetings*

Trustee DeRose reported that 30 high school students participated in a pilot of 5 weeks of intense college prep, in collaboration with S4C. It is the hope that the number triples next year.

Trustee Rivas reported she attended the migrant parent education meeting and was impressed with participation. She also attended a community coalition meeting to address the various programs that serve the community, such as free legal counsel as well as Planned Parenthood.

Trustee Osmundson reported that meetings with Migrant Head Start will continue through the summer and would soon have its major meeting for the community.

Trustee Orozco reported that she had attended a COPA prevention and intervention team meeting, as well as a meeting with Ana Espinoza, Director of Parks and Recreation for the City of Watsonville, to discuss and promote services that are available to the community.

President Yahiro invited all to participate in the Relay for Life on July 20th. The 4th of July parade will also be taking place and PVUSD will participate on both the Aptos and Watsonville parades.

Trustee De Serpa reported that the Supreme Court made a historic ruling allowing same sex marriage in this state. This is a great ruling for many people in our community.

4.0 APPROVAL OF THE AGENDA

Trustee Rivas moved to approve the agenda, moving item 12.1 after 5.0. Trustee DeRose seconded the motion.

Public comment:

Francisco Rodriguez, PVFT president, thanked the board for returning the 5 minute allotted time for organization comments.

The motion passed 6/0/1 (Ursino absent).

5.0 APPROVAL OF MINUTES

a) Minutes for June 12, 2013

Trustee DeRose moved to approve the minutes for June 12, 2013. Trustee Osmundson seconded the motion. The motion passed 6/0/1 (Ursino absent).

b) Minutes for Special Meeting of the Board, June 14, 2013

Trustee DeRose moved to approve the minutes for the special board meeting of June 14, 2013. Trustee Rivas seconded the motion. The motion passed 4/0/2/1 (Orozco, Osmundson abstained; Ursino absent).

12.0 REPORT AND DISCUSSION ITEMS

12.1 Report and discussion on Special Education's Acute Behavioral Intervention Pilot.

Report by Heather Gorman, program Director, SELPA.

Heather Gorman introduced Dr. Roberto G. Romandia.

Dr. Romandia, Acute Behavioral Interventionist, spoke about the typical range of activities included in a community psychology group, or social group, including family counseling and intervention, teaching parenting skills, teaching consumer skills, work with community professional. He spoke briefly about each of the activities and how he incorporates promoting health, empowering people, and preventing problems in the community. Dr. Romandia spoke about specific characteristics of cases involving children who have not responded to intervention. Punishment does not work; many of these kids need treatment. An acute behavioral interventionist also focuses on non-violent crisis management in the classroom as well as in the home. The program assists about 45 students in the district. He also assists in the development of mental health intervention programs within the district. He noted that his professional goal is to attain zero suspension and expulsions for the district.

The board participated with comments and questions.

Board President closed the regular Board meeting and opened the Public Hearing.

6.0 Public Hearing: 2013-14 Proposed District Budget

6.1 Report by Brett McFadden, CBO

Brett McFadden explained that the budget is required by law to be approved by June 30th and is subject to review and approval by the COE. In addition, the July budget sets guidelines for the upcoming fiscal year, although it will change as the year progresses. Mr. McFadden compared the difference in budget expectations from last year; stating that this is a more optimistic budget. He spoke further of the year's challenges, including the current transition that the district is doing as it moves from the current system to the new one, namely the Local Control Funding Formula (LCFF). The budget moves from austerity to reinvestment, transitions to a new funding model and allows for early reinvestments. He stated that specific instruction from the State Board Equalization and the California Department of Education are not yet available; although there are statutory provisions there are no specific regulatory guidelines. Mr. McFadden reported on what other districts are doing in regards to budget: majority are taking a "wait and see" approach; more than 25% of districts will need to implement some cuts in 2013-14; some have implemented minor restorations and initial salary enhancements; there are no district that has offered a reinvestment package similar to PVUSD. Staff recommends that the Board adopts the 2013-14 as submitted. Staff will continue to update the board and seek policy direction on LCFF implementation; direction from the state and COE is expected in the fall. In the Santa Cruz County there are no districts presenting an LCFF budget.

6.2 Public comment

Sarah Hitchcock, teacher and parent, spoke in favor of class size reduction. PVUSD has agreed to reduce 1st grade to 24; this is a good first step. Reducing noise level and number of students in each classroom is optimal for learning.

Bill Beecher, community member, budget and planning implies that priorities need to be set and a lot needs to be looked at. He offered his list of priorities for programs and staffing.

Jack Carroll, teacher, planning for the budget needs to take place. He spoke about actuals, including that the fund balance just got better compared to the previous report of three months ago, the first interim.

6.3 Board questions and comments

The board participated with comments and questions.

Board President closed the Public Hearing and resumed the Board meeting.

Trustee Rivas moved to change the agenda, moving item 11.2 after 7.0. Trustee DeRose seconded the motion. The motion passed 6/0/1 (Ursino absent).

7.0 VISITOR NON-AGENDA ITEMS

Bill Beecher, community member, spoke about student achievement and offered an API comparison between PVUSD and other large Hispanic population districts. He indicated that there is a problem as PVUSD students are not learning English.

Mary Ann Otero Gomez, Personnel Commissioner, concerned about communication regarding Measure L and how use of these funds is going. She asked that the CSEA employees' classification study be considered for implementation. She asked that ADA regulations be reviewed to ensure compliance during graduation ceremonies.

11.0 REPORT, DISCUSSION AND POSSIBLE ACTION ITEMS

11.2 Report, discussion and possible action on Completion and Utilization Guidelines for the Aptos High School Freedom Field Project.

Report by Brett McFadden, CBO.

Brett McFadden stated that the recommendation is for the adoption a set of utilization guidelines. This is the final completion of the Aptos High projects, although the school still needs additional athletic practice space. Now there is a joint partnership between the district and the Aptos Sports Foundation. The district is working with County agency to complete the field, as well as other state agencies to ensure compliance. A public hearing was held on June 10th at Aptos High and feedback from the community was received. The intent of recommended guidelines is to balance four areas of need: school and athletics, neighbors, Aptos athletic community and the County permitting requirements.

Public comment:

Claudia Stevens, community member, concerned that guidelines do not address the primary noise issue; she suggested a sound berm to protect the mobile home park.

Janice Boardman, community member, said she's not opposed to field but PVUSD must be a good neighbor and ensure that there is sufficient parking for events, that bright lights are not allowed and that Sundays are excluded from field use.

Michael De Martini, community member, thanked the board for the job they do. Full support of the sports field, it benefits students greatly. However, not supportive of seven days a week use of the field. If it should include weekends, it is the hope that there is sufficient security.

Kim Tschantz, community member, representing many of the neighbors regarding this project for 13 months. The recommendation is a step in the right direction but is not yet complete as it is not compliant. There are many environmental issues, as well as dealing with long-term issues, such as noise and parking. The final completion guidelines are discretionary which allows to board to include mitigating measures.

Paul Bailey, President of the Aptos Sports Foundation, thanked Brett McFadden and his team for the great leadership and for trying to bring this to a conclusion. This is an important project for the schools and the process was adequate.

Alan Barclay, community member, noise is one of the main concerns but the proposal does have balance. He suggested that a wall of dirt, when grading is taking place, be placed to mitigate noise.

Dan Bronson, community member, asked the board to examine objectively the report as it is defective, one sided and incomplete. The serious issues are not addressed and it may cause many problems in the future: property values and peaceful enjoyment of a home for neighbors.

The Board participated with comments and questions.

Trustee Rivas moved to approve this item, requesting that staff continue to work with the County and neighbors to explore noise mitigation options. Trustee De Serpa seconded the motion.

The board participated with comments and questions.

The motion passed 6/0/1 (Ursino absent).

8.0 EMPLOYEE ORGANIZATIONS COMMENTS – PVFT, CSEA, PVAM, CWA 5 Min. Each

Francisco Rodriguez, PVFT president, noted that a year has passed without a safety committee meeting. This is an important committee that needs to meet regularly. He added that the union conducts administrative surveys and is in the process of completing those and will present results to the superintendent early in the fall.

Jack Carroll, PVFT member, commended the board for the way the issue of the Aptos field was addressed by the board. In contrast, CSR, which is a larger responsibility for the Board, has not had such an open and input seeking process. Mr. Carroll suggested that all elementary school principals be asked how they would like to implement CSR in their school.

Trustee De Serpa said that a representative from CSEA shared with her that the union is grateful for the negotiation outcome; they had 100% approval for the contract.

9.0 CONSENT AGENDA

Trustee DeRose moved to approve the consent agenda, with thanks to the community members for their generous donations. Trustee Rivas seconded the motion. The motion passed 6/0/1 (Ursino absent).

9.1 Purchase Orders June 6 - 19, 2013

9.2 Warrants June 6 - 19, 2013

9.3 Acknowledge with Gratitude the Donation of Funds Equaling \$7,000 to the Ardel Tuzon Library at Hall Elementary School from Rita Tuzon and Modesto Tuzon.

9.4 Acknowledge with Gratitude the Student Supplies and Donation of Funds Equaling \$4,500 to Hall Elementary School from Community Foundation of Santa Cruz and Driscoll's.

- 9.5 Approve CAHSEE Passage Waiver in English Language Arts for Student 12-13-24, Watsonville High School.
- 9.6 Approve CAHSEE Passage Waiver in English Language Arts for Student 12-13-25, Watsonville High School.
- 9.7 Approve CAHSEE Passage Waiver in English Language Arts for Student 12-13-26, Watsonville High School.
- 9.8 Approve the 2013-14 Consolidated Application for Funding Federal and State Programs.
- 9.9 Approve Contract for Custodial Supplies/Blanket Bid #JL050613-Cust, for the District Warehouse/Stores.
- 9.10 Approve Contract for Athletic Supplies/Blanket Bid #JL050613-Ath, for the District Warehouse/Stores.
- 9.11 Approve Contract for Health Supplies/Blanked Bid 3JL050613-HTH, for the District Warehouse/Stores.
- 9.12 Approve Amendments to Master Agreements for Architectural Services, the Associated Projects and Project Budgets.
- 9.13 Approve Request for Authorization to Delegate the Award for Contracts to the Chief Business Officer (CBO) for the Aptos High Water Tank Project, the Playground Equipment Play Structures Purchase Contract and the Installation of the Playground Equipment Projects.
- 10.0 **DEFERRED CONSENT ITEMS**
None.
- 11.0 **REPORT, DISCUSSION AND POSSIBLE ACTION ITEMS (CONTINUED)**
 - 11.1 Report, discussion and possible action to Approve Proposed 2013 – 2014 July District Budget.
Report given under item 6.0.
Trustee De Serpa moved to approve the 2013-14 budget. Trustee DeRose seconded the motion. The motion passed 6/0/1 (Ursino absent).
- 13.0 **ACTION ON CLOSED SESSION**
 - 2.8 **3 Expulsions**
Action on Expulsions:
Trustee Osmundson moved to approve the recommendation of the District Administration for the following expulsion:
12-13-085
Trustee DeRose seconded the motion. The motion passed 6/0/1 (Ursino absent).

Trustee Osmundson moved to approve the recommendation of the District Administration for the following expulsion:
12-13-086
Trustee DeRose seconded the motion. The motion passed 6/0/1 (Ursino absent).
 - 2.1 **Public Employee Appointment/Employment, Government Code Section 54957**
 - a. **Certificated Employees**
Trustee DeRose moved to approve the certificated employee with the addition of 1 teacher under Leaves of Absence. Trustee De Serpa seconded the motion. The motion passed 6/0/1 (Ursino absent).

b. Classified Employees

Trustee DeRose moved to approve the classified employee report as presented. Trustee De Serpa seconded the motion. The motion passed 6/0/1 (Ursino absent).

2.6 Anticipated Litigation

a. Approval of Settlement Agreement for Classified Employee

Trustee DeRose reported that the board unanimously approved a settlement for the amount \$427.07.

14.0 UPCOMING BOARD MEETINGS/REMAINING BOARD MEETINGS FOR 2013

All meetings, unless otherwise noted, take place at the District Office Boardroom, 292 Green Valley Road, Watsonville, CA. Closed Session begins at 6:00 pm; Open Session begins at 7:00 pm.

Sharon Roddick requested a meeting on July 17, 2013. The board agreed to this request.

		Comment
July	▪	▪ No Meetings Scheduled
August	▪ 14 ▪ 28	
September	▪ 11 ▪ 25	▪ Unaudited Actuals
October	▪ 9 ▪ 23	
November	▪ 13	▪
December	▪ 11 Annual Organization Mtg.	▪ Approve 1 st Interim Report

15.0 ADJOURNMENT

There being no further business to address, the meeting of the board was adjourned at 10:13 pm.

Dorma Baker, Superintendent



Board Agenda Backup

Item No: 6.0

Date: July 17, 2013

Item: **Public Hearing (Public Disclosure) on the long term financial impact of the revised Tentative Agreement for Classified Bargaining Unit employees as required by AB 1200/2756 and Certification of the district's ability to meet the costs of the 2013-14 updated "phase one" collective bargaining agreement with CSEA**

Overview: Government Code Section 3547.5 requires school districts to certify that they can meet the costs of collective bargaining agreements with employee unions. The code requires the completion of a comprehensive analysis and documentation detailing the multi-year costs of a pending agreement prior to final ratification of that agreement. County offices of education are required by law to review, comment, and certify this public disclosure.

Attached is the district's public disclosure package for the revised Tentative Agreement reached with CSEA in late June. The district and CSEA have reached a revised tentative agreement that includes a seven percent ongoing salary increase effective July 1, 2013. This agreement revises the agreement ratified by the board on June 12, 2013 whereby classified, management, and confidential employees would have received a four percent ongoing salary increase.

Analysis included in the public disclosure is based on multi-year revenue projections factored of the recently enacted Local Control Funding Formula (LCFF). Expenditure projections have not been revised from that of the board adopted July 2013-14 budget. Expenditure classification (unrestricted vs. restricted) will be revised based forthcoming directives from the state as part of LCFF implementation guidance. The multi-year analysis assumes a seven percent ongoing salary increase effective July 1, 2013 for classified, management, and confidential district employees.

Staff notes that state and county office officials have notified the district that future multi-year projections and budget reports will need to factor for increased restricted revenues and expenditures associated with LCFF supplemental and concentration grant funding. These grants must be spent on instructional services targeted to specific students. Based on this directive, out-year fund balances shown in the public disclosure will be significantly lower. Nevertheless, staff analysis indicates that the district will have sufficient revenues to cover the costs of this revised agreement

over the multi-year period.

The public disclosure was submitted to the Santa Cruz COE on July 8. COE staff will provide their review and certification prior to the board meeting. District staff has worked closely with the COE in order to recommend this public hearing and subsequent ratification of the revised agreement with CSEA.

Recommendation: Conduct the public hearing and accept public on the Public Disclosure for the revised Tentative Agreement with CSEA.

Budget Considerations: No fiscal impact from holding hearing

Funding Source: None

Budgeted: Yes: ☐ No: ☒

Amount: None

Prepared By:

Brett W. McFadden 7/12/13
Brett W. McFadden, Chief Business Officer

Superintendent's Signature:

Dorma Baker C.B.O. 7/12/13
Dorma Baker

**Santa Cruz County Office of Education
Business Services Department**

**PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT
in Accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449**

Name of School District: Pajaro Valley Unified School District
 Name of Bargaining Unit: CSEA
 Certificated or Classified: Classified

The proposed agreement covers the period beginning: July 1, 2013 and ending: July 1, 2014
 (date) (date)

The Governing Board will act upon this agreement on: July 17, 2013
 (date)

Note: This form, along with a copy of the proposed agreement, must be submitted to the county office at least ten (10) working days prior to the date the governing board will take action.

A. Proposed Change in Compensation

Compensation	Annual Cost Prior to Proposed Agreement FY 2013/14	Fiscal Impact of Proposed Agreement		
		Year 1 Increase/(Decrease) FY 2013/14	Year 2 Increase/(Decrease) FY 2014/15	Year 3 Increase/(Decrease) FY 2015/16
1 Salary Schedule Increase (Decrease)	\$20,245,754	\$764,281	\$764,281	\$764,281
		3.78%	3.64%	3.51%
2 Step and Column - Increase (Decrease) Due to movement plus any changes due to settlement			\$178,216	\$141,620
		0.00%	0.82%	0.63%
3 Other Compensation - Increase (Decrease)(Stipends, Bonuses, Longevity, Overtime, etc.)				
Description of other compensation				
4 Statutory Benefits - STRS, PERS, FICA, WC, UI, Medicate etc.	\$7,086,428	\$246,062	\$59,910	\$47,672
		3.47%	0.82%	0.64%
5 Health/Welfare Plans	\$13,779,063	\$4,310	\$1,378,015	\$1,516,888
		0.03%	10.00%	10.00%
6 Total Compensation - Increase (Decrease) (Total Lines 1-5)	\$41,111,245	\$1,014,653	\$2,380,422	\$2,470,461
7 Total Number of Represented Employees (Use FTEs if appropriate)	610.36			
8 Total Compensation <u>Average</u> Cost per Employee	\$ 67,355.73	\$ 1,662.38	\$ 3,900.03	\$ 4,047.55
		2.47%	5.65%	5.55%

9. What was the negotiated percentage increase approved? For example, if the increase in "Year 1" was for less than a full year, what is the annualized percentage of that increase for "Year 1"?

Additional 3% over 4% approved in July Adoption

10. Were any additional steps, columns, or ranges added to the schedules? (If yes, please explain.)

No

11. Please include comments and explanations as necessary.

12. Does this bargaining unit have a negotiated cap for Health and Welfare benefits? Yes ☐ No ☒

If yes, please describe the cap amount.

B. Proposed Negotiated Changes in Noncompensation Items (i.e., class size adjustments, etc.)

N/A

C. What are the specific impacts on instructional and support programs to accommodate the settlement?

Please indicate the status of these changes: 1) planning stage, 2) in-progress, or 3) adopted. Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians, custodial staff, etc.)

N/A

D. What contingency language is included in the proposed agreement? Include specific areas identified reopeners, applicable fiscal years, and specific contingency language.

In the event that in the 13/14 school year, any other employee organization, including management/confidential is given a salary increase greater than this, CSEA will receive the same increase.

E. Will this agreement create, increase or decrease deficit spending in the current or subsequent year(s)?

"Deficit spending" is defined to exist when a fund's expenditures and other financing uses exceed its revenues and other financing sources in a given year. If yes, explain the amounts and justification for doing so.

Increase. We continue to deficit spend and use existing fund balances. With LCFF, we believe we will be able to curtail the deficit spending.

F. Describe other major provisions that do not directly affect the district's costs, such as binding arbitrations, grievance procedures, etc. Please disclose any other components of the agreement which may or may not affect the district's fund balance in future years.

N/A

G. Source of Funding for Proposed Agreement

1. Current Year

All funds and programs

2. If this is a single year agreement, how will the on-going cost of the proposed agreement be funded in subsequent years (i.e., what will allow the district to afford this contract)?

With the state's improved fiscal situation, the district is anticipating increase in revenue limit/LCFF revenues.

3. If this is a multiyear agreement, what is the source of funding, including assumptions used, to fund these obligations in subsequent years? (Remember to include compounding effects in meeting obligations.)

Revenue limit/local control funding formula - based on dartboard for current law revenue limit, the increases will cover the obligations. Assumptions for 13/14 - ADA - 17,200.85, RL COLA 1.565%, deficit factor 18.997%. For 14/15 - ADA 17160.85 (loss of 40 ADA to Ceiba), RL COLA 1.8%, deficit factor 18.997%. For 15/16 - ADA 17,120.85 (loss of 40 ADA to Ceiba - Ceiba will be thru 12th grade), RL COLA 2.2%, deficit factor 18.997%.

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Pajaro Valley Unified School District

Unrestricted General Fund

Bargaining Unit:

CSEA

	Column 1	Column 2	Column 3	Column 4
	Latest Board- Approved Budget Before Settlement (As of 06/27/13)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	\$ 92,269,225.00		\$ 6,008,340.00	\$ 98,277,565.00
Remaining Revenues (8100-8799)	\$ 23,402,364.00			\$ 23,402,364.00
TOTAL REVENUES	\$ 115,671,589.00	\$ -	\$ 6,008,340.00	\$ 121,679,929.00
EXPENDITURES				
Certificated Salaries (1000-1999)	\$ 48,448,626.00		\$ 151,001.00	\$ 48,599,627.00
Classified Salaries (2000-2999)	\$ 11,022,259.00	\$ 310,765.00	\$ 735,950.00	\$ 12,068,974.00
Employee Benefits (3000-3999)	\$ 30,851,061.00	\$ 93,989.00	\$ 223,474.00	\$ 31,168,524.00
Books and Supplies (4000-4999)	\$ 1,636,771.00			\$ 1,636,771.00
Services, Other Operating Expenses (5000-5999)	\$ 10,100,505.00			\$ 10,100,505.00
Capital Outlay (6000-6599)	\$ -			\$ -
Other Outgo (7100-7299) (7400-7499)	\$ 149,368.00			\$ 149,368.00
Direct Support/Indirect Cost (7300-7399)	\$ (2,165,182.00)			\$ (2,165,182.00)
Other Adjustments				
TOTAL EXPENDITURES	\$ 100,043,408.00	\$ 404,754.00	\$ 1,110,425.00	\$ 101,558,587.00
OPERATING SURPLUS (DEFICIT)	\$ 15,628,181.00	\$ (404,754.00)	\$ 4,897,915.00	\$ 20,121,342.00
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$ 50,000.00			\$ 50,000.00
TRANSFERS OUT & OTHER USES (7610-7699)	\$ 921,124.00			\$ 921,124.00
CONTRIBUTIONS (8980-8999)	\$ (20,650,349.00)	\$ (82,305.00)		\$ (20,732,654.00)
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$ (5,893,292.00)	\$ (487,059.00)	\$ 4,897,915.00	\$ (1,482,436.00)
BEGINNING BALANCE	\$ 37,120,715.00			\$ 37,120,715.00
Prior-Year Adjustments/Restatements (9793/9795)				\$ -
CURRENT-YEAR ENDING BALANCE	\$ 31,227,423.00	\$ (487,059.00)	\$ 4,897,915.00	\$ 35,638,279.00
COMPONENTS OF ENDING BALANCE:				
Reserved Amounts (9711-9740)	\$ 316,997.00			\$ 316,997.00
Reserved for Economic Uncertainties (9770)	\$ 5,288,503.00		\$ 68,889.00	\$ 5,357,392.00
Designated Amounts (9775-9780)	\$ 3,500,373.00			\$ 3,500,373.00
Unappropriated Amount (9790)	\$ 22,121,550.00	\$ (487,059.00)	\$ 4,829,026.00	\$ 26,463,517.00

* Please see question on page 7.

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Pajaro Valley Unified School District

Restricted General Fund

Bargaining Unit:

CSEA

	Column 1	Column 2	Column 3	Column 4
	Latest Board- Approved Budget Before Settlement (As of 06/27/13)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	\$ 3,176,566.00			\$ 3,176,566.00
Remaining Revenues (8100-8799)	\$ 50,415,970.00			\$ 50,415,970.00
TOTAL REVENUES	\$ 53,592,536.00	\$ -	\$ -	\$ 53,592,536.00
EXPENDITURES				
Certificated Salaries (1000-1999)	\$ 22,036,865.00		\$ 113,877.00	\$ 22,150,742.00
Classified Salaries (2000-2999)	\$ 15,445,186.00	\$ 453,516.00	\$ 185,974.00	\$ 16,084,676.00
Employee Benefits (3000-3999)	\$ 22,577,798.00	\$ 156,383.00	\$ (128,645.00)	\$ 22,605,536.00
Books and Supplies (4000-4999)	\$ 5,393,389.00			\$ 5,393,389.00
Services, Other Operating Expenses (5000-5999)	\$ 8,097,963.00			\$ 8,097,963.00
Capital Outlay (6000-6599)	\$ -			\$ -
Other Outgo (7100-7299) (7400-7499)	\$ 155,633.00			\$ 155,633.00
Direct Support/Indirect Cost (7300-7399)	\$ 1,612,080.00			\$ 1,612,080.00
Other Adjustments				
TOTAL EXPENDITURES	\$ 75,318,914.00	\$ 609,899.00	\$ 171,206.00	\$ 76,100,019.00
OPERATING SURPLUS (DEFICIT)	\$ (21,726,378.00)	\$ (609,899.00)	\$ (171,206.00)	\$ (22,507,483.00)
TRANSFERS IN & OTHER SOURCES (8910-8979)				\$ -
TRANSFERS OUT & OTHER USES (7610-7699)				\$ -
CONTRIBUTIONS (8980-8999)	\$ 20,650,349.00	\$ 82,305.00		\$ 20,732,654.00
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$ (1,076,029.00)	\$ (527,594.00)	\$ (171,206.00)	\$ (1,774,829.00)
BEGINNING BALANCE	\$ 4,134,670.00			\$ 4,134,670.00
Prior-Year Adjustments/Restatements (9793/9795)				\$ -
CURRENT-YEAR ENDING BALANCE	\$ 3,058,641.00	\$ (527,594.00)	\$ (171,206.00)	\$ 2,359,841.00
COMPONENTS OF ENDING BALANCE:				
Reserved Amounts (9711-9740)				\$ -
Reserved for Economic Uncertainties (9770)				\$ -
Designated Amounts (9775-9780)	\$ 3,058,641.00	\$ (527,594.00)	\$ (775,556.00)	\$ 1,755,491.00
Unappropriated Amount (9790)	\$ -	\$ -	\$ 604,350.00	\$ 604,350.00

* Please see question on page 7.

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Pajaro Valley Unified School District		Combined General Fund		
Bargaining Unit:		CSEA		
	Column 1	Column 2	Column 3	Column 4
	Latest Board- Approved Budget Before Settlement (As of 06/27/13)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	\$ 95,445,791.00	\$ -	\$ 6,008,340.00	\$ 101,454,131.00
Remaining Revenues (8100-8799)	\$ 73,818,334.00	\$ -	\$ -	\$ 73,818,334.00
TOTAL REVENUES	\$ 169,264,125.00	\$ -	\$ 6,008,340.00	\$ 175,272,465.00
EXPENDITURES				
Certificated Salaries (1000-1999)	\$ 70,485,491.00	\$ -	\$ 264,878.00	\$ 70,750,369.00
Classified Salaries (2000-2999)	\$ 26,467,445.00	\$ 764,281.00	\$ 921,924.00	\$ 28,153,650.00
Employee Benefits (3000-3999)	\$ 53,428,859.00	\$ 250,372.00	\$ 94,829.00	\$ 53,774,060.00
Books and Supplies (4000-4999)	\$ 7,030,160.00	\$ -	\$ -	\$ 7,030,160.00
Services, Other Operating Expenses (5000-5999)	\$ 18,198,468.00	\$ -	\$ -	\$ 18,198,468.00
Capital Outlay (6000-6599)	\$ -	\$ -	\$ -	\$ -
Other Outgo (7100-7299) (7400-7499)	\$ 305,001.00	\$ -	\$ -	\$ 305,001.00
Direct Support/Indirect Cost (7300-7399)	\$ (553,102.00)	\$ -	\$ -	\$ (553,102.00)
Other Adjustments				
TOTAL EXPENDITURES	\$ 175,362,322.00	\$ 1,014,653.00	\$ 1,281,631.00	\$ 177,658,606.00
OPERATING SURPLUS (DEFICIT)	\$ (6,098,197.00)	\$ (1,014,653.00)	\$ 4,726,709.00	\$ (2,386,141.00)
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$ 50,000.00	\$ -	\$ -	\$ 50,000.00
TRANSFERS OUT & OTHER USES (7610-7699)	\$ 921,124.00	\$ -	\$ -	\$ 921,124.00
CONTRIBUTIONS (8980-8999)	\$ -	\$ -	\$ -	\$ -
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$ (6,969,321.00)	\$ (1,014,653.00)	\$ 4,726,709.00	\$ (3,257,265.00)
BEGINNING BALANCE	\$ 41,255,385.00			\$ 41,255,385.00
Prior-Year Adjustments/Restatements (9793/9795)	\$ -			\$ -
CURRENT-YEAR ENDING BALANCE	\$ 34,286,064.00	\$ (1,014,653.00)	\$ 4,726,709.00	\$ 37,998,120.00
COMPONENTS OF ENDING BALANCE:				
Reserved Amounts (9711-9740)	\$ 316,997.00	\$ -	\$ -	\$ 316,997.00
Reserved for Economic Uncertainties (9770)	\$ 5,288,503.00	\$ -	\$ 68,889.00	\$ 5,357,392.00
Designated Amounts (9775-9780)	\$ 6,559,014.00	\$ (527,594.00)	\$ (775,556.00)	\$ 5,255,864.00
Unappropriated Amount - Unrestricted (9790)	\$ 22,121,550.00	\$ (487,059.00)	\$ 4,829,026.00	\$ 26,463,517.00
Unappropriated Amount - Restricted (9790)	\$ -	\$ -	\$ 604,350.00	\$ 604,350.00
Reserve for Economic Uncertainties Percentage	16%			18%

* Please see question on page 7.

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Enter Fund:	FD 09 Charter Fund			
Enter Bargaining Unit:	CSEA			
	Column 1	Column 2	Column 3	Column 4
	Latest Board- Approved Budget Before Settlement (As of 06/27/13)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	\$ 7,985,834.00			\$ 7,985,834.00
Remaining Revenues (8100-8799)	\$ 1,974,167.00			\$ 1,974,167.00
TOTAL REVENUES	\$ 9,960,001.00	\$ -	\$ -	\$ 9,960,001.00
EXPENDITURES				
Certificated Salaries (1000-1999)	\$ 4,655,603.00		\$ 26,017.00	\$ 4,681,620.00
Classified Salaries (2000-2999)	\$ 633,846.00	\$ 13,327.00		\$ 647,173.00
Employee Benefits (3000-3999)	\$ 2,533,654.00	\$ 4,560.00	\$ 15,351.00	\$ 2,553,565.00
Books and Supplies (4000-4999)	\$ 208,145.00			\$ 208,145.00
Services, Other Operating Expenses (5000-5999)	\$ 2,447,890.00			\$ 2,447,890.00
Capital Outlay (6000-6599)	\$ -			\$ -
Other Outgo (7100-7299) (7400-7499)	\$ -			\$ -
Direct Support/Indirect Cost (7300-7399)	\$ 1,479.00			\$ 1,479.00
Other Adjustments				
TOTAL EXPENDITURES	\$ 10,480,617.00	\$ 17,887.00	\$ 41,368.00	\$ 10,539,872.00
OPERATING SURPLUS (DEFICIT)	\$ (520,616.00)	\$ (17,887.00)	\$ (41,368.00)	\$ (579,871.00)
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$ 240,596.00			\$ 240,596.00
TRANSFERS OUT & OTHER USES (7610-7699)				\$ -
CONTRIBUTIONS (8980-8999)				\$ -
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$ (280,020.00)	\$ (17,887.00)	\$ (41,368.00)	\$ (339,275.00)
BEGINNING BALANCE	\$ 2,056,553.00			\$ 2,056,553.00
Prior-Year Adjustments/Restatements (9793/9795)				\$ -
CURRENT-YEAR ENDING BALANCE	\$ 1,776,533.00	\$ (17,887.00)	\$ (41,368.00)	\$ 1,717,278.00
COMPONENTS OF ENDING BALANCE:				
Reserved Amounts (9711-9740)				\$ -
Reserved for Economic Uncertainties (9770)				\$ -
Designated Amounts (9775-9780)				\$ -
Unappropriated Amount - Unrestricted (9790)	\$ 1,776,533.00	\$ (17,887.00)	\$ (41,368.00)	\$ 1,717,278.00
Unappropriated Amount - Restricted (9790)				\$ -
Reserve for Economic Uncertainties Percentage				

* Please see question on page 7.

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Enter Fund:	Fd 11 Adult Education			
Enter Bargaining Unit:	CSEA			
	Column 1	Column 2	Column 3	Column 4
	Latest Board- Approved Budget Before Settlement (As of 06/27/13)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)				\$ -
Remaining Revenues (8100-8799)	\$ 1,296,052.00			\$ 1,296,052.00
TOTAL REVENUES	\$ 1,296,052.00	\$ -	\$ -	\$ 1,296,052.00
EXPENDITURES				
Certificated Salaries (1000-1999)	\$ 933,090.00		\$ 6,045.00	\$ 939,135.00
Classified Salaries (2000-2999)	\$ 326,664.00	\$ 10,221.00		\$ 336,885.00
Employee Benefits (3000-3999)	\$ 669,088.00	\$ 3,474.00	\$ 945.00	\$ 673,507.00
Books and Supplies (4000-4999)	\$ 57,080.00			\$ 57,080.00
Services, Other Operating Expenses (5000-5999)	\$ 205,985.00			\$ 205,985.00
Capital Outlay (6000-6599)				\$ -
Other Outgo (7100-7299) (7400-7499)				\$ -
Direct Support/Indirect Cost (7300-7399)	\$ 44,569.00			\$ 44,569.00
Other Adjustments				
TOTAL EXPENDITURES	\$ 2,236,476.00	\$ 13,695.00	\$ 6,990.00	\$ 2,257,161.00
OPERATING SURPLUS (DEFICIT)	\$ (940,424.00)	\$ (13,695.00)	\$ (6,990.00)	\$ (961,109.00)
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$ 680,528.00			\$ 680,528.00
TRANSFERS OUT & OTHER USES (7610-7699)				\$ -
CONTRIBUTIONS (8980-8999)				\$ -
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$ (259,896.00)	\$ (13,695.00)	\$ (6,990.00)	\$ (280,581.00)
BEGINNING BALANCE	\$ 259,896.00			\$ 259,896.00
Prior-Year Adjustments/Restatements (9793/9795)				\$ -
CURRENT-YEAR ENDING BALANCE	\$ -	\$ (13,695.00)	\$ (6,990.00)	\$ (20,685.00)
COMPONENTS OF ENDING BALANCE:				
Reserved Amounts (9711-9740)				\$ -
Reserved for Economic Uncertainties (9770)				\$ -
Designated Amounts (9775-9780)				\$ -
Unappropriated Amount - Unrestricted (9790)	\$ -	\$ (13,695.00)	\$ (6,990.00)	\$ (20,685.00)
Unappropriated Amount - Restricted (9790)				\$ -
Reserve for Economic Uncertainties Percentage				

* Please see question on page 7.

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Enter Fund:	Fd 12 Child Development			
Enter Bargaining Unit:	CSEA			
	Column 1	Column 2	Column 3	Column 4
	Latest Board- Approved Budget Before Settlement (As of 06/27/13)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)				\$ -
Remaining Revenues (8100-8799)	\$ 9,231,899.00			\$ 9,231,899.00
TOTAL REVENUES	\$ 9,231,899.00	\$ -	\$ -	\$ 9,231,899.00
EXPENDITURES				
Certificated Salaries (1000-1999)	\$ 2,670,312.00		\$ 13,354.00	\$ 2,683,666.00
Classified Salaries (2000-2999)	\$ 1,305,909.00	\$ 11,803.00	\$ 7,452.00	\$ 1,325,164.00
Employee Benefits (3000-3999)	\$ 2,405,245.00	\$ 4,053.00	\$ 4,814.00	\$ 2,414,112.00
Books and Supplies (4000-4999)	\$ 308,529.00			\$ 308,529.00
Services, Other Operating Expenses (5000-5999)	\$ 2,291,128.00			\$ 2,291,128.00
Capital Outlay (6000-6599)				\$ -
Other Outgo (7100-7299) (7400-7499)				\$ -
Direct Support/Indirect Cost (7300-7399)	\$ 250,776.00			\$ 250,776.00
Other Adjustments				
TOTAL EXPENDITURES	\$ 9,231,899.00	\$ 15,856.00	\$ 25,620.00	\$ 9,273,375.00
OPERATING SURPLUS (DEFICIT)	\$ -	\$ (15,856.00)	\$ (25,620.00)	\$ (41,476.00)
TRANSFERS IN & OTHER SOURCES (8910-8979)				\$ -
TRANSFERS OUT & OTHER USES (7610-7699)				\$ -
CONTRIBUTIONS (8980-8999)				\$ -
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$ -	\$ (15,856.00)	\$ (25,620.00)	\$ (41,476.00)
BEGINNING BALANCE	\$ 25,240.00			\$ 25,240.00
Prior-Year Adjustments/Restatements (9793/9795)				\$ -
CURRENT-YEAR ENDING BALANCE	\$ 25,240.00	\$ (15,856.00)	\$ (25,620.00)	\$ (16,236.00)
COMPONENTS OF ENDING BALANCE:				
Reserved Amounts (9711-9740)				\$ -
Reserved for Economic Uncertainties (9770)				\$ -
Designated Amounts (9775-9780)				\$ -
Unappropriated Amount - Unrestricted (9790)	\$ 25,240.00	\$ (15,856.00)	\$ (25,620.00)	\$ (16,236.00)
Unappropriated Amount - Restricted (9790)				\$ -
Reserve for Economic Uncertainties Percentage				

* Please see question on page 7.

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Enter Fund:	Fd 13 Cafeteria			
Enter Bargaining Unit:	CSEA			
	Column 1	Column 2	Column 3	Column 4
	Latest Board- Approved Budget Before Settlement (As of 06/27/13)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)				\$ -
Remaining Revenues (8100-8799)	\$ 9,409,066.00			\$ 9,409,066.00
TOTAL REVENUES	\$ 9,409,066.00	\$ -	\$ -	\$ 9,409,066.00
EXPENDITURES				
Certificated Salaries (1000-1999)	\$ -			\$ -
Classified Salaries (2000-2999)	\$ 2,280,380.00	\$ 53,552.00	\$ 8,850.00	\$ 2,342,782.00
Employee Benefits (3000-3999)	\$ 2,780,116.00	\$ 18,137.00	\$ 3,004.00	\$ 2,801,257.00
Books and Supplies (4000-4999)	\$ 4,340,121.00			\$ 4,340,121.00
Services, Other Operating Expenses (5000-5999)	\$ 50,307.00			\$ 50,307.00
Capital Outlay (6000-6599)				\$ -
Other Outgo (7100-7299) (7400-7499)				\$ -
Direct Support/Indirect Cost (7300-7399)	\$ 256,278.00			\$ 256,278.00
Other Adjustments				
TOTAL EXPENDITURES	\$ 9,707,202.00	\$ 71,689.00	\$ 11,854.00	\$ 9,790,745.00
OPERATING SURPLUS (DEFICIT)	\$ (298,136.00)	\$ (71,689.00)	\$ (11,854.00)	\$ (381,679.00)
TRANSFERS IN & OTHER SOURCES (8910-8979)				\$ -
TRANSFERS OUT & OTHER USES (7610-7699)				\$ -
CONTRIBUTIONS (8980-8999)				\$ -
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$ (298,136.00)	\$ (71,689.00)	\$ (11,854.00)	\$ (381,679.00)
BEGINNING BALANCE	\$ 2,702,147.00			\$ 2,702,147.00
Prior-Year Adjustments/Restatements (9793/9795)				\$ -
CURRENT-YEAR ENDING BALANCE	\$ 2,404,011.00	\$ (71,689.00)	\$ (11,854.00)	\$ 2,320,468.00
COMPONENTS OF ENDING BALANCE:				
Reserved Amounts (9711-9740)	\$ 207,783.00			\$ 207,783.00
Reserved for Economic Uncertainties (9770)				\$ -
Designated Amounts (9775-9780)				\$ -
Unappropriated Amount - Unrestricted (9790)	\$ 2,196,228.00	\$ (71,689.00)	\$ (11,854.00)	\$ 2,112,685.00
Unappropriated Amount - Restricted (9790)				\$ -
Reserve for Economic Uncertainties Percentage				

* Please see question on page 7.

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Enter Fund:	FD 67 Self Insurance			
Enter Bargaining Unit:	CSEA			
	Column 1	Column 2	Column 3	Column 4
	Latest Board- Approved Budget Before Settlement (As of 06/27/13)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)				\$ -
Remaining Revenues (8100-8799)	\$ 41,064,992.00			\$ 41,064,992.00
TOTAL REVENUES	\$ 41,064,992.00	\$ -	\$ -	\$ 41,064,992.00
EXPENDITURES				
Certificated Salaries (1000-1999)				\$ -
Classified Salaries (2000-2999)	\$ 122,281.00	\$ 2,711.00	\$ 776.00	\$ 125,768.00
Employee Benefits (3000-3999)	\$ 78,688.00	\$ 943.00	\$ 267.00	\$ 79,898.00
Books and Supplies (4000-4999)				\$ -
Services, Other Operating Expenses (5000-5999)	\$ 40,814,023.00			\$ 40,814,023.00
Capital Outlay (6000-6599)				\$ -
Other Outgo (7100-7299) (7400-7499)				\$ -
Direct Support/Indirect Cost (7300-7399)				\$ -
Other Adjustments				
TOTAL EXPENDITURES	\$ 41,014,992.00	\$ 3,654.00	\$ 1,043.00	\$ 41,019,689.00
OPERATING SURPLUS (DEFICIT)	\$ 50,000.00	\$ (3,654.00)	\$ (1,043.00)	\$ 45,303.00
TRANSFERS IN & OTHER SOURCES (8910-8979)				\$ -
TRANSFERS OUT & OTHER USES (7610-7699)	\$ 50,000.00			\$ 50,000.00
CONTRIBUTIONS (8980-8999)				\$ -
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$ -	\$ (3,654.00)	\$ (1,043.00)	\$ (4,697.00)
BEGINNING BALANCE	\$ 8,456,722.00			\$ 8,456,722.00
Prior-Year Adjustments/Restatements (9793/9795)				\$ -
CURRENT-YEAR ENDING BALANCE	\$ 8,456,722.00	\$ (3,654.00)	\$ (1,043.00)	\$ 8,452,025.00
COMPONENTS OF ENDING BALANCE:				
Reserved Amounts (9711-9740)				\$ -
Reserved for Economic Uncertainties (9770)				\$ -
Designated Amounts (9775-9780)				\$ -
Unappropriated Amount - Unrestricted (9790)	\$ 8,456,722.00	\$ (3,654.00)	\$ (1,043.00)	\$ 8,452,025.00
Unappropriated Amount - Restricted (9790)				\$ -
Reserve for Economic Uncertainties Percentage				

* Please see question on page 7.

I. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Pajaro Valley Unified School District

MYP - Unrestricted General Fund

Enter Bargaining Unit:

CSEA

	2013-14	2014-15	2015-16
	Total Current Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
REVENUES			
Revenue Limit Sources (8010-8099)	\$ 98,277,565.00	\$ 108,170,310.00	\$ 115,078,541.00
Remaining Revenues (8100-8799)	\$ 23,402,364.00	\$ 20,561,569.00	\$ 21,024,733.00
TOTAL REVENUES	\$ 121,679,929.00	\$ 128,731,879.00	\$ 136,103,274.00
EXPENDITURES			
Certificated Salaries (1000-1999)	\$ 48,599,627.00	\$ 50,245,148.00	\$ 50,895,720.00
Classified Salaries (2000-2999)	\$ 12,068,974.00	\$ 12,295,127.00	\$ 12,642,918.00
Employee Benefits (3000-3999)	\$ 31,168,524.00	\$ 34,042,365.00	\$ 36,397,824.00
Books and Supplies (4000-4999)	\$ 1,636,771.00	\$ 1,636,024.00	\$ 1,636,024.00
Services, Other Operating Expenses (5000-5999)	\$ 10,100,505.00	\$ 10,067,596.00	\$ 9,215,192.00
Capital Outlay (6000-6999)	\$ -	\$ -	
Other Outgo (7100-7299) (7400-7499)	\$ 149,368.00	\$ 149,368.00	\$ 57,000.00
Direct Support/Indirect Cost (7300-7399)	\$ (2,165,182.00)	\$ (2,199,202.00)	\$ (2,208,512.00)
Other Adjustments			
TOTAL EXPENDITURES	\$ 101,558,587.00	\$ 106,236,426.00	\$ 108,636,166.00
OPERATING SURPLUS (DEFICIT)	\$ 20,121,342.00	\$ 22,495,453.00	\$ 27,467,108.00
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00
TRANSFERS OUT & OTHER USES (7610-7699)	\$ 921,124.00	\$ 928,147.00	\$ 928,147.00
CONTRIBUTIONS (8980-8999)	\$ (20,732,654.00)	\$ (21,791,859.00)	\$ (22,567,186.00)
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$ (1,482,436.00)	\$ (174,553.00)	\$ 4,021,775.00
BEGINNING BALANCE	\$ 37,120,715.00	\$ 35,638,279.00	\$ 35,463,726.00
CURRENT-YEAR ENDING BALANCE	\$ 35,638,279.00	\$ 35,463,726.00	\$ 39,485,501.00
COMPONENTS OF ENDING BALANCE:			
Reserved Amounts (9711-9740)	\$ 316,997.00	\$ 316,997.00	\$ 316,997.00
Reserved for Economic Uncertainties - Unrestricted (9770)	\$ 5,357,392.00	\$ 5,475,642.00	\$ 5,578,009.00
Reserved for Economic Uncertainties - Restricted (9770)			
Board Designated Amounts (9775-9780)	\$ 3,500,373.00	\$ 4,000,374.00	\$ 4,500,375.00
Unappropriated Amounts - Unrestricted (9790)	\$ 26,463,517.00	\$ 25,670,713.00	\$ 29,090,120.00
Unappropriated Amounts - Restricted (9790)			

I. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Pajaro Valley Unified School District

MYP - Restricted General Fund

Enter Bargaining Unit:

CSEA

	2013-14	2014-15	2015-16
	Total Current Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
REVENUES			
Revenue Limit Sources (8010-8099)	\$ 3,176,566.00	\$ 3,233,744.00	\$ 3,304,886.00
Remaining Revenues (8100-8799)	\$ 50,415,970.00	\$ 50,580,755.00	\$ 51,137,656.00
TOTAL REVENUES	\$ 53,592,536.00	\$ 53,814,499.00	\$ 54,442,542.00
EXPENDITURES			
Certificated Salaries (1000-1999)	\$ 22,150,742.00	\$ 22,206,748.00	\$ 22,327,568.00
Classified Salaries (2000-2999)	\$ 16,084,676.00	\$ 15,933,398.00	\$ 15,934,700.00
Employee Benefits (3000-3999)	\$ 22,605,536.00	\$ 24,158,088.00	\$ 25,576,803.00
Books and Supplies (4000-4999)	\$ 5,393,389.00	\$ 4,232,546.00	\$ 4,159,051.00
Services, Other Operating Expenses (5000-5999)	\$ 8,097,963.00	\$ 8,029,670.00	\$ 7,968,429.00
Capital Outlay (6000-6999)	\$ -		
Other Outgo (7100-7299) (7400-7499)	\$ 155,633.00	\$ 155,633.00	\$ 155,633.00
Direct Support/Indirect Cost (7300-7399)	\$ 1,612,080.00	\$ 1,647,989.00	\$ 1,657,299.00
Other Adjustments			
TOTAL EXPENDITURES	\$ 76,100,019.00	\$ 76,364,072.00	\$ 77,779,483.00
OPERATING SURPLUS (DEFICIT)	\$ (22,507,483.00)	\$ (22,549,573.00)	\$ (23,336,941.00)
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$ -		
TRANSFERS OUT & OTHER USES (7610-7699)	\$ -		
CONTRIBUTIONS (8980-8999)	\$ 20,732,654.00	\$ 21,845,859.00	\$ 22,621,186.00
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$ (1,774,829.00)	\$ (703,714.00)	\$ (715,755.00)
BEGINNING BALANCE	\$ 4,134,670.00	\$ 2,359,841.00	\$ 1,656,127.00
CURRENT-YEAR ENDING BALANCE	\$ 2,359,841.00	\$ 1,656,127.00	\$ 940,372.00
COMPONENTS OF ENDING BALANCE:			
Reserved Amounts (9711-9740)	\$ -		
Reserved for Economic Uncertainties - Unrestricted (9770)			
Reserved for Economic Uncertainties - Restricted (9770)	\$ -		
Board Designated Amounts (9775-9780)	\$ 1,755,491.00		
Unappropriated Amounts - Unrestricted (9790)			
Unappropriated Amounts - Restricted (9790)	\$ 604,350.00	\$ 1,656,127.00	\$ 940,372.00

I. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Pajaro Valley Unified School District

MYP - Combined General Fund

Enter Bargaining Unit:

CSEA

	2013-14	2014-15	2015-16
	Total Current Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
REVENUES			
Revenue Limit Sources (8010-8099)	\$ 101,454,131.00	\$ 111,404,054.00	\$ 118,383,427.00
Remaining Revenues (8100-8799)	\$ 73,818,334.00	\$ 71,142,324.00	\$ 72,162,389.00
TOTAL REVENUES	\$ 175,272,465.00	\$ 182,546,378.00	\$ 190,545,816.00
EXPENDITURES			
Certificated Salaries (1000-1999)	\$ 70,750,369.00	\$ 72,451,896.00	\$ 73,223,288.00
Classified Salaries (2000-2999)	\$ 28,153,650.00	\$ 28,228,525.00	\$ 28,577,618.00
Employee Benefits (3000-3999)	\$ 53,774,060.00	\$ 58,200,453.00	\$ 61,974,627.00
Books and Supplies (4000-4999)	\$ 7,030,160.00	\$ 5,868,570.00	\$ 5,795,075.00
Services, Other Operating Expenses (5000-5999)	\$ 18,198,468.00	\$ 18,097,266.00	\$ 17,183,621.00
Capital Outlay (6000-6999)	\$ -	\$ -	\$ -
Other Outgo (7100-7299) (7400-7499)	\$ 305,001.00	\$ 305,001.00	\$ 212,633.00
Direct Support/Indirect Cost (7300-7399)	\$ (553,102.00)	\$ (551,213.00)	\$ (551,213.00)
Other Adjustments		\$ -	\$ -
TOTAL EXPENDITURES	\$ 177,658,606.00	\$ 182,600,498.00	\$ 186,415,649.00
OPERATING SURPLUS (DEFICIT)	\$ (2,386,141.00)	\$ (54,120.00)	\$ 4,130,167.00
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00
TRANSFERS OUT & OTHER USES (7610-7699)	\$ 921,124.00	\$ 928,147.00	\$ 928,147.00
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$ (3,257,265.00)	\$ (878,267.00)	\$ 3,306,020.00
BEGINNING BALANCE	\$ 41,255,385.00	\$ 37,998,120.00	\$ 37,119,853.00
CURRENT-YEAR ENDING BALANCE	\$ 37,998,120.00	\$ 37,119,853.00	\$ 40,425,873.00
COMPONENTS OF ENDING BALANCE:			
Reserved Amounts (9711-9740)	\$ 316,997.00	\$ 316,997	\$ 316,997
Reserved for Economic Uncertainties - Unrestricted (9770)	\$ 5,357,392.00	\$ 5,475,642	\$ 5,578,009
Reserved for Economic Uncertainties - Restricted (9770)	\$ -	\$ -	\$ -
Board Designated Amounts (9775-9780)	\$ 5,255,864.00	\$ 4,000,374	\$ 4,500,375
Unappropriated Amounts - Unrestricted (9790)	\$ 26,463,517.00	\$ 25,670,713	\$ 29,090,120
Unappropriated Amounts - Restricted (9790)	\$ 604,350.00	\$ 1,656,127	\$ 940,372

J. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES

1. State Reserve Standard

		2013-14	2014-15	2015-16
a.	Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	\$ 178,579,730.00	\$ 183,528,645.00	\$ 187,343,796.00
b.	State Standard Minimum Reserve Percentage for this District:	3.00%	3.00%	3.00%
c.	State Standard Minimum Reserve Amount for this District (For districts with less than 1,001 ADA, this is the greater of Line a, times Line b. OR \$60,000.)	\$ 5,357,392	\$ 5,505,859	\$ 5,620,314

2. Budgeted **Unrestricted** Reserve (After Impact of Proposed Agreement)

a.	General Fund Budgeted Unrestricted Designated for Economic Uncertainties (9770)	\$ 5,357,392.00	\$ 5,475,642.00	\$ 5,578,009.00
b.	General Fund Budgeted Unrestricted Unappropriated Amount (9790)	\$ 26,463,517.00	\$ 25,670,713.00	\$ 29,090,120.00
c.	Special Reserve Fund (Fund 17) Budgeted Designated for Economic Uncertainties (9770)	\$ -	\$ -	\$ -
d.	Special Reserve Fund (Fund 17) Budgeted Unappropriated Amount (9790)	\$	\$	\$
g.	Total Available Reserves	\$ 31,820,909.00	\$ 31,146,355.00	\$ 34,668,129.00
h.	Reserve for Economic Uncertainties Percentage	17.82%	16.97%	18.51%

3. Do unrestricted reserves meet the state minimum reserve amount?

2013-14

Yes

☒

No

☐

2014-15

Yes

☒

No

☐

2015-16

Yes

☒

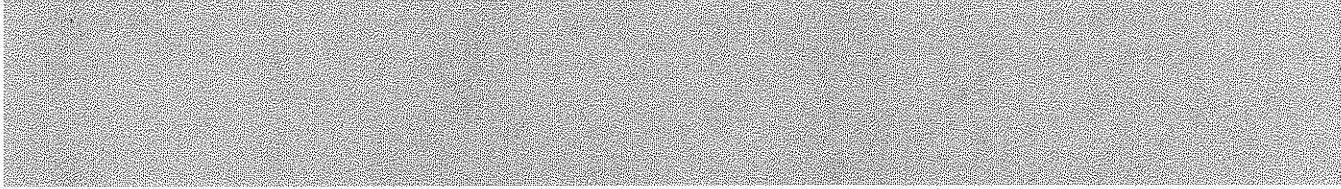
No

☐

4. If not, how do you plan to restore your reserves?

5. Total

Compensation Increase in Section A, Line 5, Page 1 (i.e., increase was partially budgeted), explain the variance below:



6. Please include any additional comments and explanations of Page 4 as necessary or any other information that you want to provide to assist us in our analysis.

Included in other revisions on page 4 are increases to management, confidential and other non-represented classified employees. Also includes implementation of classification study for year 1. District leadership continues to analyze LCFF implementation requirements. Supplemental and Concentration grant funding will eventually be moved from unrestricted to restricted funding along with corresponding positions and programs. As a result, out year fund balances will decrease significantly than what is indicated in this public disclosure statement. This could restrict the district's ability to make further reinvestments until regulatory guidance on LCFF implementation is provided by the state and COE. District staff will work with the COE re: MYP implications associated with this matter.

K. SALARY NOTIFICATION REQUIREMENT

The following section is applicable and should be completed when any salary and benefit negotiations are settled after the district's final budget has been adopted.

COMPARISON OF PROPOSED AGREEMENT TO CHANGE IN DISTRICT BASE REVENUE LIMIT

	Prior Fiscal Year	2013-14	2014-15	2015-16
a. Prior-Year Base Revenue Limit (BRL) per ADA:	\$ 6,527	\$ 6,739	\$ 6,845	\$ 6,968
Plus: COLA (enter amount per ADA)	\$ 212.00	\$ 106.00	\$ 123.00	\$ 153.00
Plus: 2004-05 Equalization Aid (enter amount per ADA)	\$ -			
b. Current Year BRL per ADA:	\$ 6,739	\$ 6,845	\$ 6,968	\$ 7,121
c. Change in BRL per ADA: (b) minus (a)	\$ 212.00	\$ 106.00	\$ 123.00	\$ 153.00
d. Percentage Change in BRL per ADA: (c) divided by (a)	3.248%	1.573%	1.797%	2.196%
The Current-Year BRL per ADA is reduced (deficited) beginning in 2003-04				
e. Less: Deficit (percentage)	22.272%	18.997%	18.997%	18.997%
f. Current-Year BRL per ADA with Deficit: (b) minus (e *)	\$ 5,238	\$ 5,545	\$ 5,644	\$ 5,768
g. Change in BRL per ADA with Deficit: (f) minus (a)	\$ (1,288.91)	\$ (1,194.34)	\$ (1,200.71)	\$ (1,199.78)
h. Percentage Change in BRL per \$	-24.606%	-21.540%	-21.273%	-20.800%
i. Total Compensation Percentage Increase (enter from Page 1, Section A, Line 5)	0.00%	2.47%	5.65%	5.55%
j. Proposed agreement is within/(exceeds) change in deficated BRL: (h) minus (i)	-24.61%	-24.01%	-26.92%	-26.35%

L. CERTIFICATION NO. 1: CERTIFICATION OF THE DISTRICT'S ABILITY TO MEET THE COSTS OF COLLECTIVE BARGAINING AGREEMENT

The disclosure document must be signed by the district Superintendent and Chief Business Officer at the time of public disclosure.

In accordance with the requirements of Government Code Section 3547.5, the Superintendent and Chief Business Officer of PVUSD (District), hereby certify that the District can meet the costs incurred under the Collective Bargaining Agreement between the District and the CSEA (Classified) Bargaining Unit, during the term of the agreement from 7/1/13 to 6/30/14.

The budget revisions necessary to meet the costs of the agreement in each year of its term are as follows:

Budget Adjustment Categories:	Budget Adjustment Increase (Decrease)
<u>Unrestricted Revenues/Other Financing Sources</u>	<u>\$ (82,305.00)</u>
<u>Unrestricted Expenditures/Other Financing Uses</u>	<u>\$ 404,754.00</u>
<u>Unrestricted Ending Balance Increase (Decrease)</u>	<u>\$ (487,059.00)</u>
 <u>Restricted Revenues/Other Financing Sources</u>	 <u>\$ 82,305.00</u>
<u>Restricted Expenditures/Other Financing Uses</u>	<u>\$ 609,899.00</u>
<u>Restricted Ending Balance Increase (Decrease)</u>	<u>\$ (527,594.00)</u>

N/A (No budget revisions necessary)

District Superintendent
(Signature)

Date

Chief Business Officer
(Signature)

Date

M. CERTIFICATION NO. 2

The disclosure document must be signed by the district Superintendent or designee at the time of public disclosure and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement.

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the "Public Disclosure of Proposed Bargaining Agreement") in accordance with the requirements of AB 1200 and Government Code Section 3547.5.

District Superintendent (or Designee)
(Signature)

Date

Helen Bellonzi, Director of Finance
Contact Person

831-786-2304
Phone

After public disclosure of the major provisions contained in this summary, the Governing Board at its meeting on July 17, 2013, took action to approve the proposed Agreement with the CSEA (Classified) Bargaining Unit.

President (or Clerk), Governing Board
(Signature)

Date

Special Note: The Santa Cruz County Office of Education may request additional information, as necessary, to review the district's compliance with requirements.

**CERTIFICATION OF ANNUAL BUDGET PLAN
FISCAL YEAR 2013-14**

1. Check one, as applicable:		
<input checked="" type="checkbox"/> Single District	<input type="checkbox"/> Multiple District	<input type="checkbox"/> District/County
County-District-School Code/Special Education Local Plan Area (SELPA) Code 44-69799	SELPA Name Pajaro Valley Unified School District	Application Date July 17, 2013
SELPA Address 294 Green Valley Road	SELPA City Watsonville	SELPA Zip code 95076
Name SELPA Director (Print) Allen Ray Houser		SELPA Director's Telephone Number (831) 786-2100 EXT 2130
2. CERTIFICATION BY AGENCY DESIGNATED AS ADMINISTRATIVE AND FISCAL AGENCY FOR THIS PROGRAM (Responsible Local Agency [RLA] or Administrative Unit [AU])		
RLA/AU Name Pajaro Valley Unified School	Name/Title of RLA Superintendent Dorma Baker	Telephone Number (831) 786-2100
RLA/AU Street Address 294 Green Valley Road	RLA/AU City Watsonville California	RLA/AU Zip code 95076
Date of Governing Board Approval July 17, 2013		

Certification of Approval of Annual Budget Plan Pursuant to California Education Code Section 56205(b)

I certify that the Annual Budget Plan was developed according to the SELPA's local plan governance and policy making process. Notice of this public hearing was posted in each school within the SELPA at least 15 days prior to the hearing.

The Annual Budget Plan was presented for public hearing on _____.

Adopted this 17 day of July, 2013.

Signed: _____
RLA/AU Superintendent

ANNUAL BUDGET PLAN FISCAL YEAR 2013-14

The Annual Budget Plan shall identify expected expenditures for all items required by this part as listed below. The *Standardized Account Code Structure* (SACS) codes provide source information from the local educational agency (LEA) reporting.

	Reference/Label	Instructions	Estimated Totals
A	Funds received in accordance with Chapter 7.2 (commencing with California <i>Education Code</i> [EC] Section 56836) (Special Education Program Funding)	SACS <i>Resource Code</i> 6500 (State), 3300-3499 (Federal) 6512-6535 (General Fund)	29,716,036
B	Administrative costs of the plan	SACS <i>Goal Code</i> 5001 Function 2100	524,129
C	Special Education services to pupils with: (1) severe disabilities , and (2) low-incidence disabilities	SACS <i>Goal Code</i> 5710	458,187
		SACS <i>Goal Code</i> 5730	1,375,438
		SACS <i>Goal Code</i> 5750	7,255,032
D	Special education services to pupils with non-severe disabilities	SACS <i>Goal Code</i> 5770	21,388,543
E	Supplemental aids and services to meet the individual needs of pupils placed in regular education classrooms and environments	Any SACS <i>Goal Code</i> with SACS <i>Function Code</i> 1130 ¹	4,745,809
F	Regionalized operations and services, and direct instructional support by program specialists in accordance with Article 6 (commencing with Section 56836.23) of Chapter 7.2. (SELPA Program Specialists Funding)	SACS <i>Goal Code</i> 5050	81,510
		SACS <i>Goal Code</i> 5060	333,200
G	The use of property taxes allocated to the special education local plan area pursuant to <i>EC</i> Section 2572.	Statement is included in Local Plan	

¹ Function Activity Classification can be located at:
<http://www.cde.ca.gov/be/ag/ag/yr08/mar08item24a6.doc>

FOR CALIFORNIA DEPARTMENT OF EDUCATION USE ONLY

Received by the State Superintendent of Public Instruction: Date: _____ By: _____

CERTIFICATION OF ANNUAL SERVICE PLAN

1. Check one, as applicable: <input checked="checked" type="checkbox"/> Single District <input type="checkbox"/> Multiple District <input type="checkbox"/> District/County		
County-District-School Code/Special Education Local Plan Area (SELPA) Code 44-69799	SELPA Name Pajaro Valley Unified School District	Application Date July 17, 2013
SELPA Address 294 Green Valley Road	SELPA City Watsonville California	SELPA Zip code 95076
Name SELPA Director (Print) Allen Ray Houser		SELPA Director's Telephone Number (831) 786-2100 ext. 2130
2. CERTIFICATION BY AGENCY DESIGNATED AS ADMINISTRATIVE AND FISCAL AGENCY FOR THIS PROGRAM (Responsible Local Agency [RLA] or Administrative Unit [AU])		
RLA/AU Name Pajaro Valley Unified School District	Name/Title of RLA Superintendent (Type) Dorma Baker, Superintendent	Telephone Number (831) 786-2100
RLA/AU Street Address 294 Green Valley Road	RLA/AU City Watsonville California	RLA/AU Zip code 95076
Date of Governing Board Approval July 17, 2013		

Certification of Approval of Annual Service Plan Pursuant to California *Education Code* Section 56205(b)

I certify that the Annual Service Plan was developed according to the SELPA's local plan governance and policy making process. Notice of this public hearing was posted in each district within the SELPA at least 15 days prior to the hearing.

The Annual Service Plan was presented for public hearing on July 17, 2013.

Adopted this 17th day of July, 2013.

Signed: _____
RLA/AU Superintendent

FOR CALIFORNIA DEPARTMENT OF EDUCATION USE ONLY

Received by the State Superintendent of Public Instruction: Date: _____ By: _____

California Department of Education, Special Education Division					
Form ASP-01a (rev March 2013)					
Special Education Local Plan Area:					
California Special Education Management Information System Service Descriptions					
Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
32	Correctional Institution or Incarcerated Facility The Santa Cruz County Office of Education provides educational programs for individuals who are detained for infractions with the law. Their services include but are not limited to civic, vocational, literacy health, homemaking, technical and general education programs provided through the California Department of Corrections and Rehabilitation Division of Juvenile Justice.	X			
210	Family training, counseling, and home visits (ages 0–2 only): This service includes: services provided by social workers, psychologists, or other qualified personnel to assist the family in understanding the special needs of the child and enhancing the child's development. Note: Services provided by specialists (such as medical services, nursing services, occupational therapy, and physical therapy) for a specific function should be coded under the appropriate service category, even if the services were delivered in the home.	X			34 Code of Federal Regulations (CFR) sections 300.34 (c)(3), 300.226
220	Medical services (for evaluation only) (ages 0–2 only): Services provided by a licensed physician to determine a child's developmental status and need for early intervention services.	X			34 CFR sections 300.34 (c)(3), 300.226
230	Nutrition services (ages 0–2 only): These services include conducting assessments in: nutritional history and dietary intake; anthropometric, biochemical, and clinical variables; feeding skills and feeding problems; and food habits and food preferences.	X			34 CFR sections 300.34 (c)(3), 300.226
240	Service coordination (ages 0–2 only)	X			34 CFR sections 300.34 (c)(3), 300.226

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
250	Special instruction (ages 0-2 only): Special instruction includes: the design of learning environments and activities that promote the child's acquisition of skills in a variety of developmental areas, including cognitive processes and social interaction; curriculum planning, including the planned interaction of personnel, materials, and time and space, that leads to achieving the outcomes in the child's individualized family service plan (IFSP); providing families with information, skills, and support related to enhancing the skill development of the child; and working with the child to enhance the child's development.	X			34 <i>CFR</i> sections 300.34 (c)(3), 300.226
260	Special education aide in regular development class, childcare center, or family childcare home (ages 0-2 only)	X			34 <i>CFR</i> sections 300.34 (c)(3), 300.226
270	Respite care services (ages 0-2 only): Through the IFSP process, short-term care given in-home or out-of-home, which temporarily relieves families of the ongoing responsibility for specialized care for child with a disability. (Note: only for infants and toddlers from birth through 2, but under 3.)	X			34 <i>CFR</i> sections 300.34 (c)(3), 300.226
330	Specialized academic instruction: Adapting, as appropriate to the needs of the child with a disability, the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children.	X			34 <i>CFR</i> Section 300.39(b)(3)
340	Intensive individual instruction: IEP Team determination that student requires additional support for all or part of the day to meet his or her IEP goals.	X			30 California <i>Education Code (EC)</i> Section 56364
350	Individual and small group instruction: Instruction delivered one-to-one or in a small group as specified in an IEP enabling the individual(s) to participate effectively in the total school program.	X			5 California <i>Code of Regulations (CCR)</i> Section 3051; 30 <i>EC</i> Section 56441.2

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
415	Language and speech: Language and speech services provide remedial intervention for eligible individuals with difficulty understanding or using spoken language. The difficulty may result from problems with articulation (excluding abnormal swallowing patterns, if that is the sole assessed disability); abnormal voice quality, pitch, or loudness; fluency; hearing loss; or the acquisition, comprehension, or expression of spoken language. Language deficits or speech patterns resulting from unfamiliarity with the English language and from environmental, economic or cultural factors are not included. Services include specialized instruction and services: monitoring, reviewing, and consultation, and may be direct or indirect, including the use of a speech consultant.	X			5 CCR Section 3051.1; 30 EC Section 56363; 34 CFR sections 300.34 (c)(15), 300.8 (c)(11)
425	Adapted physical education: Direct physical education services provided by an adapted physical education specialist to pupils who have needs that cannot be adequately satisfied in other physical education programs as indicated by assessment and evaluation of motor skills performance and other areas of need. It may include individually designed developmental activities, games, sports, and rhythms, for strength development and fitness suited to the capabilities, limitations, and interests of individual students with disabilities who may not safely, successfully, or meaningfully engage in unrestricted participation in the vigorous activities of the general or modified physical education program.	X			5 CCR Section 3051.5; 30 EC Section 56363; 34 CFR sections 300.108, 300.39 (b)(2)
435	Health and nursing—specialized physical health care services: Specialized physical health care services means those health services prescribed by the child's licensed physician and surgeon, requiring medically related training of the individual who performs the services and which are necessary during the school day to enable the child to attend school (5 CCR Section 3051.12[b]). Specialized physical health care services include but are not limited to suctioning, oxygen administration, catheterization, nebulizer treatments, insulin administration, and glucose testing.	X			5 CCR Section 3051.12; 30 EC sections 56363, 49423.5(d) 34 CFR Section 300.107;

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
436	Health and nursing—other services: This includes services that are provided to individuals with exceptional needs by a qualified individual pursuant to an IEP when a student has health problems which require nursing intervention beyond basic school health services. Services include managing the health problem, consulting with staff, group and individual counseling, making appropriate referrals, and maintaining communication with agencies and health care providers. These services do not include any physician supervised or specialized health care service. IEP required health and nursing services are expected to supplement the regular health services program.	X			5 CCR Section 3051.12; 30 EC Section 56363; 34 CFR Section 300.107
445	Assistive technology services: Any specialized training or technical support for the incorporation of assistive devices, adapted computer technology, or specialized media with the educational programs to improve access for students. The term includes a functional analysis of the student's needs for assistive technology; selecting, designing, fitting, customizing, or repairing appropriate devices; coordinating services with assistive technology devices; training or technical assistance for students with a disability, the student's family, individuals providing education or rehabilitation services, and employers.	X			5 CCR Section 3051.16; 30 EC Section 56363; 34 CFR sections 300.6, 300.105
450	Occupational therapy: Occupational Therapy (OT) includes services to improve student's educational performance, postural stability, self-help abilities, sensory processing and organization, environmental adaptation and use of assistive devices, motor planning and coordination, visual perception and integration, social and play abilities, and fine motor abilities. Both direct and indirect services may be provided within the classroom, other educational settings, or the home, in groups or individually, and may include therapeutic techniques to develop abilities, adaptations to the student's environment or curriculum, and consultation and collaboration with other staff and parents. Services are provided, pursuant to an IEP, by a qualified occupational therapist registered with the American Occupational Therapy Certification Board.	X			5 CCR Section 3051.6; 30 EC Section 56363; 34 CFR Section 300.34 (c)(6)

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
460	Physical therapy: These services are provided, pursuant to an IEP, by a registered physical therapist, or physical therapist assistant, when assessment shows a discrepancy between gross motor performance and other educational skills. Physical therapy includes, but is not limited to, motor control and coordination, posture and balance, self-help, functional mobility, accessibility and use of assistive devices. Services may be provided within the classroom, other educational settings or in the home, and may occur in groups or individually. These services may include adaptations to the student's environment and curriculum, selected therapeutic techniques and activities, and consultation and collaborative interventions with staff and parents.	X			5 <i>CCR</i> Section 3051.6; 30 <i>EC</i> Section 56363; 34 <i>CFR</i> Section 300.34 (c)(9); California <i>Business and Professions</i> <i>Code</i> (<i>B&PC</i>) Chapter 5.7 sections 2600–2696; <i>Government Code (GC)</i> Interagency Agreement Chapter 26.5 Section 7575(a)(2)
510	Individual counseling: One-to-one counseling, provided by a qualified individual pursuant to an IEP. Counseling may focus on such student aspects as education, career, personal, or be with parents or staff members on learning problems or guidance programs for students. Individual counseling is expected to supplement the regular guidance and counseling program.	X			5 <i>CCR</i> Section 3051.9; 34 <i>CFR</i> Section 300.34(c)(2)
515	Counseling and guidance: Counseling in a group setting, provided by a qualified individual pursuant to an IEP. Group counseling is typically social skills development, but may focus on such student aspects as education, career, personal, or be with parents or staff members on learning problems or guidance programs for students. IEP required group counseling is expected to supplement the regular guidance and counseling program. Guidance services include interpersonal, intrapersonal, or family interventions, performed in an individual or group setting by a qualified individual pursuant to an IEP. Specific programs include social skills development, self-esteem building, parent training, and assistance to special education students supervised by staff credentialed to serve special education students. These services are expected to supplement the regular guidance and counseling program.	X			34 <i>CFR</i> sections 300.24.(b)(2), 300.306; 5 <i>CCR</i> Section 3051.9

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
520	Parent counseling: Individual or group counseling provided by a qualified individual pursuant to an IEP to assist the parent(s) of special education students in better understanding and meeting their child's needs and may include parenting skills or other pertinent issues. IEP required parent counseling is expected to supplement the regular guidance and counseling program.	X			5 CCR Section 3051.11; 34 CFR Section 300.34(c)(8)
525	Social work services: Social work services, provided by a qualified individual pursuant to an IEP, include, but are not limited to, preparing a social or developmental history of a child with a disability, group and individual counseling with the child and family, working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school, and mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program. Social work services are expected to supplement the regular guidance and counseling program.	X			5 CCR Section 3051.13; 34 CFR Section 300.34(c)(14)
530	Psychological services: These services, provided by a credentialed or licensed psychologist pursuant to an IEP, include interpreting assessment results for parents and staff in implementing the IEP, obtaining and interpreting information about child behavior and conditions related to learning, and planning programs of individual and group counseling and guidance services for children and parents. These services may include consulting with other staff in planning school programs to meet the special needs of children as indicated in the IEP. IEP required psychological services are expected to supplement the regular guidance and counseling program.	X			5 CCR Section 3051.10; 34 CFR Section 300.34 (c)(10)
535	Behavior intervention services: A systematic implementation of procedures designed to promote lasting, positive changes in the student's behavior resulting in greater access to a variety of community settings, social contacts, public events, and placement in the least restrictive environment.	X			5 CCR Section 3001(d); 34 CFR Section 300.34 (c)(10)

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
540	Day treatment services: Structured education, training, and support services to address the student's mental health needs.	X			Health & Safety Code, Div.2, Chap.3, Article 1, Section 1502(a)
545	Residential treatment services: A 24-hour, out-of-home placement that provides intensive therapeutic services to support the educational program.	X			Welfare and Institutions Code, Part 2, Chapter 2.5, Art. 1, Section 5671
610	Specialized services for low incidence disabilities: Low incidence services are defined as those provided to the student population who have orthopedic impairment (OI), visual impairment (VI), who are deaf, hard of hearing (HH), or deaf-blind (DB). Typically, services are provided in education settings by an itinerant teacher or an itinerant teacher/specialist. Consultation is provided to the teacher, staff, and parents as needed. These services must be clearly written in the student's IEP, including frequency and duration of the services to the student.	X			5 CCR sections 3051.16, 3051.18; 34 CFR Section 300.34
710	Specialized deaf and hard of hearing services: These services include speech therapy, speech reading, auditory training, and/or instruction in the student's mode of communication. Rehabilitative and educational services; adapting curricula, methods, and the learning environment; and special consultation to students, parents, teachers, and other school personnel.	X			5 CCR sections 3051.16, 3051.18; 34 CFR Section 300.34
715	Interpreter services: Sign language interpretation of spoken language to individuals, whose communication is normally sign language, by a qualified sign language interpreter. This includes conveying information through the sign system of the student or consumer and tutoring students regarding class content through the sign system of the student.	X			5 CCR Section 3051.16; 34 CFR Section 300.34 (c)(4)
720	Audiological services: These services include measurements of acuity, monitoring amplification, and frequency modulation system use. Consultation services with teachers, parents, or speech pathologists must be identified in the IEP as to reason, frequency, and duration of contact; infrequent contact is considered assistance and would not be included.	X			5 CCR Section 3051.2; 34 CFR Section 300.34 (c)(1)

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
725	Specialized vision services: This is a broad category of services provided to students with visual impairments. It includes assessment of functional vision; curriculum modifications necessary to meet the student's educational needs including Braille, large type, and aural media; instruction in areas of need; concept development and academic skills; communication skills including alternative modes of reading and writing; and social, emotional, career, vocational, and independent living skills. It may include coordination of other personnel providing services to the students such as transcribers, readers, counselors, orientation and mobility specialists, career/vocational staff, and others, and collaboration with the student's classroom teacher.	X			5 CCR Section 3030(d); 30 EC Section 56364.1
730	Orientation and mobility: Students with identified visual impairments are trained in body awareness and to understand how to move. Students are trained to develop skills to enable them to travel safely and independently around the school and in the community. It may include consultation services to parents regarding their children requiring such services according to an IEP.	X			5 CCR Section 3051.3; 30 EC Section 56363; 34 CFR Section 300.34 (c)(7)
735	Braille transcription: Any transcription services to convert materials from print to Braille. It may include textbooks, tests, worksheets, or anything necessary for instruction. The transcriber should be qualified in English Braille as well as Nemeth Code (mathematics) and be certified by appropriate agency.	X			5 CCR Section 3051.16; 30 EC Section 56363; 34 CFR Section 300.8 (c)(13)
740	Specialized orthopedic services: Specially designed instruction related to the unique needs of students with orthopedic disabilities, including specialized materials and equipment.	X			5 CCR sections 3030(e), 3051.16; 30 EC Section 56363; 34 CFR Section 300.8 (c)(8)
745	Reading services	X			5 CCR Section 3051.16

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
750	Note taking services: Any specialized assistance given to the student for the purpose of taking notes when the student is unable to do so independently. This may include, but is not limited to, copies of notes taken by another student or transcription of tape-recorded information from a class or aide designated to take notes. This does not include instruction in the process of learning how to take notes.	X			5 CCR Section 3051.16
755	Transcription services: Any transcription service to convert materials from print to a mode of communication suitable for the student. This may also include dictation services as it may pertain to textbooks, tests, worksheets, or anything necessary for instruction.	X			5 CCR Section 3051.16
760	Recreation services, includes therapeutic recreation: Therapeutic recreation and specialized instructional programs designed to assist pupils to become as independent as possible in leisure activities, and when possible and appropriate, facilitate the pupil's integration into general recreation programs.	X			5 CCR Section 3051.15; 34 CFR Section 300.34 (c)(11)
820	College awareness: College awareness is the result of acts that promote and increase student learning about higher education opportunities, information, and options that are available including, but not limited to, career planning, course prerequisites, admission eligibility, and financial aid.	X			34 CFR sections 300.39 (b)(5), 300.43
830	Vocational assessment, counseling, guidance, and career assessment: Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, and may include provision for work experience, job coaching, development and/or placement, and situational assessment. This includes career counseling to assist a student in assessing his/her aptitudes, abilities, and interests in order to make realistic career decisions.	X			5 CCR Section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43
840	Career awareness: Transition services include a provision for self-advocacy, career planning, and career guidance. This also emphasizes the need for coordination between these provisions and the Perkins Act to ensure that students with disabilities in middle schools will be able to access vocational education funds.	X			5 CCR Section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
850	Work experience education: Work experience education means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree.	X			5 CCR Section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43
855	Job Coaching: Job coaching is a service that provides assistance and guidance to an employee who may be experiencing difficulty with one or more aspects of the daily job tasks and functions. The service is provided by a job coach who is highly successful, skilled and trained on the job who can determine how the employee that is experiencing difficulty learns best and formulate a training plan to improve job performance.	X			5 CCR Section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43
860	Mentoring: Mentoring is a sustained coaching relationship between a student and teacher through ongoing involvement. The mentor offers support, guidance, encouragement and assistance as the learner encounters challenges with respect to a particular area such as acquisition of job skills. Mentoring can be either formal, as in planned, structured instruction, or informal that occurs naturally through friendship, counseling, and collegiality in a casual, unplanned way.	X			5 CCR Section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43
865	Agency linkages (referral and placement): Service coordination and case management that facilitates the linkage of individualized education programs under this part and individualized family service plans under part C with individualized service plans under multiple Federal and State programs, such as title I of the Rehabilitation Act of 1973 (vocational rehabilitation), title XIX of the Social Security Act (Medicaid), and title XVI of the Social Security Act (supplemental security income).	X			30 EC Section 56341.5 (f); 34 CFR Section 300.344 (3)(b)
870	Travel training (includes mobility training)	X			5 CCR Section 3051.3; 34 CFR sections 300.39 (c)(7)
890	Other transition services: These services may include program coordination, case management and meetings, and crafting linkages between schools and between schools and postsecondary agencies.	X			

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
900	Other special education/related services: Any other specialized service required for a student with a disability to receive educational benefit.	X			
* <i>B&PC–Business and Professional Codes</i> <i>CCR–California Code of Regulations</i> <i>CFR–Code of Federal Regulations</i> <i>EC–Education Code</i> <i>GC–Government Code</i>					

California Department of Education Form ASP-01b (rev May 2012)			Special Education Division			
CASEMIS Code	Special Education Service Category Descriptions Birth-21 Years	Compliance Standard (Legal Requirement)	For CDE USE ONLY			
			Compliance Test	Meets Compliance Test		Findings/ Comments
				Yes	No	
			Has the Special Education Local Plan Area (SELPA) included: - Name of service? - Description of service? - How service provided?			

Special Education Local Plan Area:

Local Educational Agency:

ANNUAL SERVICE PLAN (001)

Location												
A. The services listed in the boxes to the right (→) are provided at all schools in the LEA.		330	340	350	415	425	435	436	445	450	460	510
		515	520	530	535	710	715	720	725	730	740	760
B. List all physical locations where services are provided in the LEA. Also, list any other services that are provided and not listed in box A above.	Type of Facility (See Below)	Nature of Service List the California Special Education Management Information System (CASEMIS) code associated with each service that is provided at the location listed in the left-hand column.										
1. Amesti												
2. Ann Soldo												
3. Bradley												
4. Calabasas												
5. Freedom												
6. Hall District												
7. HA Hyde												
8. Landmark												
9. MacQuiddy												
10. Mar Vista												
11. Mintie White												
12. Ohlone												
13. Radcliff												
14. Rio del Mar												
15. Starlight												
16. Valencia												
17. Aptos Jr. High	830											
18. Cesar Chavez Middle	830											
19. E.A. Hall Middle	830											
19. Lakeview	830											
20. Pajaro Middle	830											
21. Rolling Hills	830											
22. Aptos High	830											
23. Pajaro Valley High	830											
24. Watsonville High	830											

26. Renaissance High	830											
27. New School	830											
28. Aptos Post Secondary	830											
29. Watsonville Post Secondary	830											
30. Alianza School	830											

Please ensure that the following are included on this form:

10–Public Day School	11–Public Residential School
15–Special Education Center/Facility	19–Other Public School/Facilities
20–Continuation School	22–Alternative Work Education Center/Work Study Program
24–Independent Study	31–Community School
55–Charter School (operated by an LEA/District/County Office of Education)	56–Charter School (operated as an LEA)

Special Education Local Plan Area:

Local Educational Agency:

Other Facilities (002)

List the site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location							
Site Name	Type of Facility (see below)	List the California Special Education Information System (CASEMIS) code associated with each service that is provided at the location listed in the left-hand column							
1.Amesti	10	330	340	350	415	425	435	436	445
		450	460	510	515	520	530	535	710
		715	720	725	730	740	760		
2.Ann Soldo	10	330	340	350	415	425	435	436	445
		450	460	510	515	520	530	535	710
		715	720	725	730	740	760		
3. Bradley	10	330	340	350	415	425	435	436	445
		450	460	510	515	520	530	535	710
		715	720	725	730	740	760		
4. Calabasas	10	330	340	350	415	425	435	436	445
		450	460	510	515	520	530	535	710
		715	720	725	730	740	760		
5.Freedom	10	330	340	350	415	425	435	436	445
		450	460	510	515	520	530	535	710
		715	720	725	730	740	760		
6.Hall District	10	330	340	350	415	425	435	436	445
		450	460	510	515	520	530	535	710
		715	720	725	730	740	760		
7. HA Hyde	10	330	340	350	415	425	435	436	445
		450	460	510	515	520	530	535	710
		715	720	725	730	740	760		
8. Landmark	10	330	340	350	415	425	435	436	445
		450	460	510	515	520	530	535	710
		715	720	725	730	740	760		
9. MacQuiddy	10	330	340	350	415	425	435	436	445
		450	460	510	515	520	530	535	710
		715	720	725	730	740	760		
10. Mar Vista	10	330	340	350	415	425	435	436	445
		450	460	510	515	520	530	535	710
		715	720	725	730	740	760		
11. Mintie White	10	330	340	350	415	425	435	436	445
		450	460	510	515	520	530	535	710
		715	720	725	730	740	760		
12. Ohlone	10	330	340	350	415	425	435	436	445

		450 715	460 720	510 725	515 730	520 740	530 760	535	710
13. Radcliff	10	330 450 715	340 460 720	350 510 725	415 515 730	425 520 740	435 530 760	436 535	445 710
14. Rio del Mar	10	330 450 715	340 460 720	350 510 725	415 515 730	425 520 740	435 530 760	436 535	445 710
15. Starlight	10	330 450 715	340 460 720	350 510 725	415 515 730	425 520 740	435 530 760	436 535	445 710
16. Valencia	10	330 450 715	340 460 720	350 510 725	415 515 730	425 520 740	435 530 760	436 535	445 710
17. Aptos Jr. High	10	330 450 715	340 460 720	350 510 725	415 515 730	425 520 740	435 530 760	436 535	445 710
18. Cesar Chavez Middle	10	330 450 715	340 460 720	350 510 725	415 515 730	425 520 740	435 530 760	436 535	445 710
19. E.A. Hall	10	330 450 715	340 460 720	350 510 725	415 515 730	425 520 740	435 530 760	436 535	445 710
20. Lakeview Middle	10	330 450 715	340 460 720	350 510 725	415 515 730	425 520 740	435 530 760	436 535	445 710
21. Pajaro Middle	10	330 450 715	340 460 720	350 510 725	415 515 730	425 520 740	435 530 760	436 535	445 710
22. Rolling Hills Middle	10	330 450 715	340 460 720	350 510 725	415 515 730	425 520 740	435 530 760	436 535	445 710
23. Aptos High	10	330 450 715	340 460 720	350 510 725	415 515 730	425 520 740	435 530 760	436 535	445 710
24. Pajaro Valley High	10	330 450 715	340 460 720	350 510 725	415 515 730	425 520 740	435 530 760	436 535	445 710
25. Watsonville High	10	330 450 715	340 460 720	350 510 725	415 515 730	425 520 740	435 530 760	436 535	445 710
26. Renaissance High	20	330 450 715	340 460 720	350 510 725	415 515 730	425 520 740	435 530 760	436 535	445 710
27. Community Day Schools (COE, New School)	31	330 450 715	340 460 720	350 510 725	415 515 730	425 520 740	435 530 760	436 535	445 710

28. Aptos Post Secondary	15	330 450 715	340 460 720	350 510 725	415 515 730	425 520 740	435 530 760	436 535	445 710
29. Watsonville Post Secondary	15	330 450 715	340 460 720	350 510 725	415 515 730	425 520 740	435 530 760	436 535	445 710
30. Alianza	55	330 450 715	340 460 720	350 510 725	415 515 730	425 520 740	435 530 760	436 535	445 710
31. AVCI Charter	55	330 450 715	340 460 720	350 510 725	415 515 730	425 520 740	435 530 760	436 535	445 710
32. Linscott Charter	55	330 450 715	340 460 720	350 510 725	415 515 730	425 520 740	435 530 760	436 535	445 710
33. Pacific Coast Charter	24/55	330 450 715	340 460 720	350 510 725	415 515 730	425 520 740	435 530 760	436 535	445 710
34. Watsonville Charter School of the Arts	55	330 450 715	340 460 720	350 510 725	415 515 730	425 520 740	435 530 760	436 535	445 710
35. CEIBA Charter School	55	330 450 715	340 460 720	350 510 725	415 515 730	425 520 740	435 530 760	436 535	445 710
36. Nonpublic Schools	70	330	460	510	515	520	530	535	
37. Nonpublic Schools	79	330	535						
38. Home Instruction	40	330							
39. CCS-MTU	19	450	460						

Use these codes to identify the type of facility providing services to students ages 6–22:

30–Juvenile Court School	32–Correctional Institution or Incarceration Facility	40–Home Instruction
45–Hospital Facility	50–Community College	51–Adult Education Program
70–Nonpublic Day School	71/72–Nonpublic Residential School	79–Nonpublic Agency

Local Educational Agency:

Infant Services (003)

[illegible]

Use these codes to identify the type of facility where Infant Services (ages 0–3) are provided:

00—No School (Ages 0–5 only)	10—Public Day School
11—Public Residential School	19—Other Public School/Facilities
40—Home	45—Hospital Facility
62—Child Development or Child Care Facility	65—Extended Day Care

Special Education Local Plan Area:

Local Educational Agency:

Pre-School Services (004)

List the site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location							
Site Name	Type of Facility	List the California Special Education Management Information System (CASEMIS) code associated with each service that is provided at the location listed in the left-hand column							
Duncan Holbert	15	330	340	350	415	425	435	436	445
		450	520	530	535	710	715	720	725
		730	740						
Head Start	61	330	340	350	415	425	445	450	530
		535	710	715	720	725	730	730	
Child Development Centers	62	330							
State Preschools	63	330							
Private Preschools	64	330							
CCS-MTU	19	460							

Use these numbers to identify the type of facility where Pre-School Services (ages 3–5) are provided:

40–Home Instruction	45–Hospital Facility
61–Head Start Program	62–Child Development or Child Care Facility
63–State Preschool Program	64–Private Preschool
65–Extended Day Care Program	

NOTICE OF PUBLIC HEARING

The Pajaro Valley Unified School District SELPA hereby gives notice that a Public Hearing will be held as follows:

TOPIC OF HEARING:

Final review and adoption of the SELPA-Wide Annual Service Delivery Plan and the SELPA-wide Annual Budget Plan for 2013-2014

Note: The California State Department of Education has recently informed all of the SELPAs in the state that they need to conduct a public hearing on their 2013-2014 Annual Budget and Service Plans, adopt them and submit them to the Department prior to June 26, 2013. This public hearing enables the Pajaro Valley Unified School District SELPA to comply with that instruction.

Copies of the plans are available for inspection at the Pajaro Valley Unified School District /SELPA Office.

At the conclusion of the Public Hearing, the PVUSD Board of trustees will adopt the plans.

DATE: **July 17, 2013**

TIME: **4:30 – 5:30 P.M.**

Location: **Pajaro Valley Unified School District Office
SELPA Conference Room 1
294 Green Valley Road.
Watsonville, CA 95076**

FOR ADDITIONAL INFORMATION CONTACT:

Pajaro Valley Unified School District SELPA Office
(831) 786-2130

AVISO DE UNA AUDIENCIA PÚBLICA

El Distrito Escolar Unificado del Valle de Pájaro SELPA por la presente les da un aviso para una Audiencia Pública la cual se llevara a cabo como procede la siguiente:

TEMA DE LA AUDIENCIA:

Revisión final y adopción del Amplio-Plan Anual de Entrega de Servicios de SELPA y el Amplio-Plan Anual de Presupuesto para el 2013-14

Nota: El Departamento de Educación del Estado de California recientemente ha informado a todas las oficinas de SELPA en el estado de que ellas necesitan conducir una audiencia pública en sus Presupuestos Anuales 2013-2014 y Planes de Servicios, adoptarlos y someterlos al Departamento antes del Junio 26, 2013. Esta audiencia pública permite al Distrito Escolar Unificado del Valle de Pájaro SELPA a cumplir con esa instrucción.

Copias de los planes están disponibles para inspección en el Distrito Escolar Unificado del Valle Pájaro oficina de SELPA.

En la conclusión de la Audiencia Pública, Mesa Directiva del PVUSD adoptarán los planes.

FECHA: 17 de Julio, 2013

HORARIO: 4:30-5:30 P.M.

LOCALIDAD: Oficina del Distrito Escolar Unificado del
Valle de Pájaro
Sala de Conferencia 1 de SELPA
294 Green Valley Road
Watsonville, CA 95076

PARA MÁS INFORMACIÓN COMUNÍQUESE al:

Distrito Escolar Unificado del Valle de Pájaro Oficina de SELPA
(831) 786-2130



PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 9.4

Date: July 17, 2013

Item: Approval of the Selection of Playground Equipment

Overview: Measure L, approved by the voters on November 6, 2012, includes the installation of playground structures at a number of the District's elementary schools. On April 10, 2013, the Board approved the budgets for the playground improvements projects which included the cost of the playground structures. The staff issued a Request for Proposals to supply playground equipment to be installed by contractors at the sites. Proposals were received from 4 suppliers for 16 structures to be placed at 9 District elementary sites. A panel of staff including Richard Mullikin, Paul Anderson, Mark Edwards, Greg Giuffre, Gene Ely and Dennis Dunston reviewed the proposals for quality and cost effectiveness and selected Landscape Structures, Inc./Ross Recreation and Miracle Recreation Equipment/Edwards and Associates as potential vendors.

Each potential vendor submitted a group of equipment from which to select from CMAS contracts. These selections were presented to the site staff at the 9 locations for the final selection. Based on the site selections, 16 structures will be purchased from Miracle Recreation Equipment for placement at the 9 elementary school sites:

Amesti Elementary School	H. A. Hyde Elementary School
Freedom Elementary School	Hall District Elementary School
MacQuiddy Elementary School	Ohlone Elementary School
Radcliff Elementary School	Starlight Elementary School
Bradley Elementary School	

The RFP indicated that a California Multiple Award Schedule (CMAS) contract was required for all submitters. At the time of the submittal, Miracle Recreational Equipment had a valid CMAS contract. However, due to a clerical error at the Federal level, that contract was deleted from the list of approved CMAS contracts. Upon discovering the error, Miracle initiated the process to reinstate the contract and was successful in doing so.

The budgets for these projects approved by the Board on April 10, 2013, included the cost of this equipment.

Recommendation: Approve the selection of Miracle Recreation Equipment to supply playground structures for 9 sites at the District's elementary schools and the associated contracts.

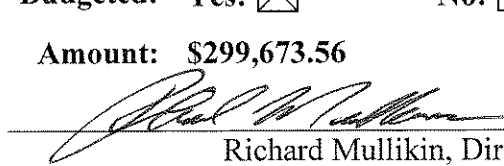
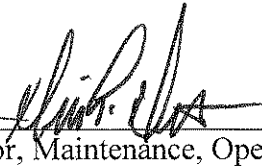
Budget Considerations:

Funding Source: Measure L Bond

Budgeted: Yes: ☒ No: ☐

Amount: \$299,673.56

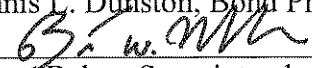
By Prepared:

Richard Mullikin, Director, Maintenance, Operations and Facilities

Dennis L. Dunston, Bond Program Manager

Superintendent's Signature:

 C.B.O. 7/12/13
Dorna Baker, Superintendent



PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 9.5

Date: July 17, 2013

Item: Approval of Amendments to Master Agreement for Construction Management Services for Measure L projects

Overview: On April 10, 2013, the Board approved the Master Agreement for Construction Management Services for Blach Construction, Kitchell Construction Management and Cumming Construction Management.

On June 26, 2013, the Board approved budgets for the projects indicated below.

Staff and the Program Management Team are assigning projects to the CM's by amendment to the Master Agreement. The attached overview shows the projects, the overall budgets previously approved, and the amounts of the amendments to be approved. These amendments do not increase the budgets that have previously been approved.

Attached are the amendments to the Master Agreement for Construction Management Services for the following projects:

- Aptos High School Modernization
- Aptos Junior High School New Gymnasium
- Bradley Elementary School Modernization
- Rio Del Mar Elementary School Modernization
- Valencia Elementary School Modernization
- Watsonville High School Two Story Portable Addition
- Pajaro Middle School Modernization
- E.A. Hall Middle School A Wing Modernization
- Pajaro Valley High School New Auditorium
- Cesar Chavez Middle School Modernization
- Lakeview Middle School Modernization
- Rolling Hills Middle School Gym/MPR Modernization
- Ann Soldo Elementary School Modernization
- Calabasas Elementary School Modernization
- Freedom Elementary School Modernization
- Radcliff Elementary School Modernization

Recommendation: Approve the amendments to the Master Agreement for Construction Management Services for the projects listed.



Budget Considerations:

Funding Source: Measure L Bond

Budgeted: Yes: ☒ No: ☐

Amount: \$2,035,116 (Included in previously approved budgets)

Prepared By: 
Richard Mullikin, Director, Maintenance Operations and Facilities

Superintendent's Signature:  C.B.O. 7/12/13
Dorma Baker

Attachment to Board Agenda Item Number:

Board Meeting Date:

July 17, 2013

It is recommended that the Board approve the amendments to the Master Agreement for Architectural Services as indicated below. In addition, it is recommended that the Board approve the budgets for the projects related to the amendments as indicated below. The Total Estimated Project Cost includes all cost needed to complete the project including the Architect's fees. The reimbursable expenses included in the budgets on projects for which the Board has previously approved budgets and have no addition impact to the program.

AREA: North - Aptos							
PROJECT TEAM Kasavan Architect - Kitchell Construction Management							
PROJECT NUMBER	PROJECT NAME	PROJECT DESCRIPTION	FUNDING SOURCE	SERIES	TOTAL ESTIMATED PROJECT BUDGET	TOTAL ESTIMATED CONSTRUCTION COST	CONSTRUCTION MANAGEMENT AGREEMENT AMENDMENT AMOUNT
8105	Aptos High School Modernization	Moderization and upgrades to most of the buildings on the campus.	Measure L	A	\$4,843,582.00	\$3,323,334.00	\$232,633.00
8110	Aptos Junior High School New Gymnasium	Design and construction of a new gymnasium.	Measure L	A	\$4,998,000.00	\$3,417,750.00	\$239,242.00
8120	Bradley Elementary School Modernization	Moderization and upgrades to most of the buildings on the campus.	Measure L	A	\$2,135,668.00	\$1,460,420.00	\$102,229.00
8140	Rio Del Mar Elementary School Modernization	Moderization and upgrades to most of the buildings on the campus.	Measure L	A	\$2,347,811.00	\$1,591,587.00	\$111,411.00
8150	Valencia Elementary School Modernization	Moderization and upgrades to most of the buildings on the campus.	Measure L	A	\$2,026,370.00	\$1,376,117.00	\$96,328.00
TOTALS					\$16,351,431.00	\$11,169,208.00	\$781,843.00

AREA: Central - Watsonville							
PROJECT TEAM	HMC Architects - Blach Construction						
PROJECT NUMBER	PROJECT NAME	PROJECT DESCRIPTION	FUNDING SOURCE	SERIES	TOTAL ESTIMATED PROJECT BUDGET	TOTAL ESTIMATED CONSTRUCTION COST	CONSTRUCTION MANAGEMENT AGREEMENT AMENDMENT AMOUNT
8505	Watsonville High School Two Story Portable Addition	The addition of a classroom building to act as interim housing during the campus modernization projects and to replace the D Wing portables at the conclusion of the modernization projects.	Measure L	A	\$3,681,318.00	\$2,500,000.00	\$175,000.00
8510	Pajaro Middle School Modernization	Moderization and upgrades to most of the buildings on the campus.	Measure L	A	\$2,024,703.00	\$1,374,985.00	\$96,249.00
8520	E.A. Hall Middle School A-Wing Modernization	Modernization and upgrades to the main classroom building (A-Wing) on the campus.	Measure L	A	\$10,119,526.00	\$7,033,429.00	\$492,340.00
	TOTAL				\$15,825,547.00	\$10,908,414.00	\$763,589.00

AREA: South - Pajaro							
PROJECT							
TEAM NTD Architects - Cumming Construction Management							
PROJECT NUMBER	PROJECT NAME	PROJECT DESCRIPTION	FUNDING SOURCE	SERIES	TOTAL ESTIMATED PROJECT BUDGET	TOTAL ESTIMATED CONSTRUCTION COST	CONSTRUCTION MANAGEMENT AGREEMENT AMENDMENT AMOUNT
8301	Pajaro Valley High School New Auditorium	The addition of a new auditorium to the existing campus.	Measure L	A	\$6,255,000.00	\$4,320,000.00	\$302,400.00
8310	Cesar Chavez Middle School Modernization	Moderization and upgrades to most of the buildings on the campus.	Measure L	A	\$1,859,394.00	\$1,257,825.00	\$88,048.00
8320	Lakeview Middle School Modernization	Moderization and upgrades to most of the buildings on the campus.	Measure L	A	\$1,339,787.00	\$896,626.00	\$62,763.00
8332	Rolling Hills Middle School Gym/MPR Modernization	Moderization to the Gym/MPR including the expansion of the kitchen.	Measure L	A	\$1,407,591.00	\$964,851.00	\$67,540.00
8350	Ann Soldo Elementary School Modernization	Moderization and upgrades to most of the buildings on the campus.	Measure L	A	\$484,693.00	\$323,129.00	\$22,619.00
8360	Calabasas Elementary School Modernization	Moderization and upgrades to most of the buildings on the campus.	Measure L	A	\$2,762,913.00	\$1,876,306.00	\$131,341.00
8370	Freedom Elementary School Modernization	Moderization and upgrades to most of the buildings on the campus.	Measure L	A	\$2,496,512.00	\$1,676,762.00	\$117,373.00
8390	Radcliff Elemenary School Modernization	Moderization and upgrades to the older buildings on the campus.	Measure L	A	\$409,988.00	\$274,376.00	\$19,206.00
	TOTAL				\$17,015,878.00	\$11,589,875.00	\$811,290.00

Total impact to the Board	\$49,192,856.00
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Board Agenda Backup

Item No: 11.1

Date: July 17, 2013

Item: Update on implementation of the Local Control Funding Formula (LCFF) and development of the corresponding Local Control Accountability Plan (LCAP)

Overview: District staff will provide an update on the district's implementation of the LCFF and LCAP. Staff will outline a planning rationale and process for board review and comment.

Recommendation: Informational item only

Budget Considerations: No fiscal impact

Funding Source: None

Budgeted: Yes: ☐

No: ☒

Amount: None

Prepared By: _____
Brett W. McFadden, Chief Business Officer

Superintendent's Signature: B. W. McFadden c.b.o. 7/12/13
Dorma Baker



Board Agenda Backup

Item No: 12.1

Date: July 17, 2013

Item: Tentative Agreement with CSEA

Background: CSEA Chapter 132 and the District have been engaged in formal negotiations. This Tentative Agreement is the result of a subsequent bargaining session on salary. The Board previously approved a +4% agreement at the June 6, 2013 meeting. This item includes an additional 3% increase effective July 1, 2013 ongoing, for a total increase to the CSEA salary schedule of +7%.

Recommendation: Approve Tentative Agreement with CSEA

Prepared by: Sharon Roddick, Assistant Superintendent

Superintendent's Signature:

[Handwritten Signature] c. 30. 7/12/13

**PAJARO VALLEY UNIFIED SCHOOL DISTRICT (PVUSD)
PROPOSED TENTATIVE AGREEMENT to
CSEA CHAPTER 132**

June 18, 2013

4:10 p.m.

The District proposes this Tentative Agreement as a partial resolution for current negotiations to demonstrate the District's commitment to improving the salary schedule for its classified employees. This is offered as a resolution and closure of Article XV Pay and Allowances for 2013-14. Negotiations will continue on any unresolved articles.

1. Article XV Pay and Allowances - The salary schedule will be increased by an additional three percent (3%) effective July 1, 2013. This is in addition to the approved Tentative Agreement between the parties signed May 29, 2013, for an increase of 4%, making the total increase effective July 1, 2013 at +7%.
2. In the event that in the 2013-14 school year, any other employee organization, including management/confidential employees, is given a salary increase greater than that given to CSEA, CSEA shall receive the same salary increase for the 2013-14 year.

For CSEA:

Don Zumaeta
Stefia Oropeza

For PVUSD:

6/18/2013
Sharon Rodrick

Shirley Sharp
Michael Miller
Catherine Koffen
Poli Bonifant
Jayme Allen
Robert Morillo



Board Agenda Backup

Item No: 12.2

Date: July 17, 2013

Item: Approve Revised Employee Salary Schedules for Management, Cabinet, Confidential, and Occupational Therapist Employees

Background: As the District completes the first phase of re-investment into the programs and employees of PVUSD effort is given to update the compensation schedules of all employee/groups. Therefore, an additional 3% is sought for Management, Cabinet, Confidential and Occupational Therapist employees to be combined with the +4% approved on June 12, 2013, for a total increase of +7% over the 2012-13 salary schedules.

Recommendation: Approve Revised Management, Cabinet, and Confidential Employee Salary Schedule at +7% .

Prepared by: Sharon Roddick, Assistant Superintendent

Superintendent's Signature:

B. W. M. C. B. O. 7/12/13



Board Agenda Backup

Item No:

Date: July 17, 2013

Item: Implementation of the 2007/2008 Classification Study Year 1 (Classified Staff)

Overview: **Purpose of a Classification Study:**

The Pajaro Valley Unified School District is a Merit System District, which means that classification studies are conducted under the authority of a Personnel Commission. In 2007, the Personnel Commission recommended a comprehensive classification study for the Classified Bargaining Unit as a way to ensure accuracy in the duties performed by the classified unit members and internal equity and proper alignment in pay within the respective job families.

The purpose of the Classification Study that began in 2007 was to analyze duties and levels of responsibilities of each classification; examine the knowledge, skills and abilities necessary to complete the job; allocate individual classifications to a job family in order to maintain equity in pay and ensure that the titles correlate to each other and update existing job descriptions and classification structure.

It is important to note that the primary purpose of the classification study is *not* to allocate salary increases to the bargaining unit but to conduct an *internal* assessment of the District's classifications to ensure proper alignment of job tasks with salary ranges. It should be further noted that the classification study does *not* examine or compare external salaries with those allocated to the District. The negotiation process between CSEA and the District serves as the venue to negotiate salary increases for the entire bargaining unit.

A Look Back:

Year 1 of the Classification Study was finalized and approved by the Personnel Commission in December 2008. At that time 1/3 of the bargaining unit classifications in the District were studied (see attached). Due to the economic downturn over the past handful of years, the Board has not been able to implement the first phase of the study. Funding in education has shown some positive growth in recent months, which gives the Board the opportunity to look at implementing Year 1 of the Classification Study.

A Look Ahead:

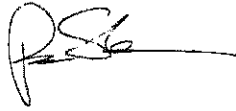
The Personnel Commission and District want to move forward with finalizing the Classification Study to be sure that the remaining 2/3 classifications are studied and took action at their June 2013 meeting regarding next steps in order to finalize the study. Additionally, the District would also like to include management and confidential employees in the study. More information regarding next steps will become available in the near future.

Recommendation: Approve the implementation of the 2007/2008 Classification Study Year 1.

Budgeted: Yes: ☒

No: ☐

Amount: \$ 306,217



Prepared by:

Director, Classified Human Resources

Superintendent:

B. W. M. C. B. O. 7/12/13

Classifications Studied in Year 1

Job Family	Old Title	New Title	Current Range	Approved New Range
Fiscal/Accounting				
	Accounting Specialist II	Accounting Specialist	34	38
	Attendance Specialist	Attendance Specialist	36	38
	Payroll Technician	Payroll Technician	41	42
	Accounting Technician	Accounting Technician	40	42
	Staff Accountant	Staff Accountant	52	53
	Senior Accountant	Senior Accountant	55	55

Job Family	Old Title	New Title	Current Range	Approved New Range
Secretarial/Clerical				
	Administrative Secretary I	Administrative Secretary I	31	34
	Administrative Secretary II	Administrative Secretary II	34	36
	Administrative Secretary III	Administrative Secretary III	38	39
	Administrative Assistant	Administrative Assistant	43	46

Job Family	Old Title	New Title	Current Range	Approved New Range
Support/Guidance				
	Health Services Assistant	Health Care Assistant	30	34
	Campus Safety Coordinator	Campus Safety and Security Officer	32	34

Job Family	Old Title	New Title	Current Range	Approved New Range
Benefits/Workers' Compensation				
	Benefits Specialist	Benefits Specialist	42	45
	Workers' Compensation Coordinator	Workers' Compensation Analyst	48	53

Classifications Studied in Year 1

Job Family	Old Title	New Title	Current Range	Approved New Range
Instructional				
	Instructional Assistant-General Ed.	Instructional Assistant-General Ed.	24	28
	Instructional Assistant-Migrant/CC	Instructional Assistant-Migrant Ed.	27	30
	Instructional Assistant-Migrant/CC	Instructional Assistant-Child Development	27	29
	Instructional Assistant I	Instructional Assistant-Mild/Moderate	31	34
	Instructional Assistant II	Instructional Assistant-Moderate/Severe	36	38
	Behavior Technician	Behavior Technician	40	41
	Interpreter Tutor/Sign Language	Interpreter Tutor/Sign Language	39	45

Job Family	Old Title	New Title	Current Range	Approved New Range
Grounds				
	Groundskeeper I	Groundskeeper I	32	34
	Groundskeeper II	Groundskeeper II	36	38

Job Family	Old Title	New Title	Current Range	Approved New Range
Human Resources				
	Human Resources Technician	Human Resources Technician	38	42
	Human Resources Analyst	Human Resources Analyst	53	53

Classifications Studied in Year 1

Job Family	Old Title	New Title	Current Range	Approved New Range
Facilities/ Maintenance				
	Maintenance Specialist I & II	Maintenance Specialist	40	44
	Maintenance Specialist III	Lead Maintenance Specialist Carpenter	43	49
	Maintenance Specialist III	Lead Maintenance Specialist Plumber	43	49
	Maintenance Specialist III	Lead Maintenance Specialist Electrician	43	49
	Maintenance Specialist III	Lead Maintenance Specialist HVAC	43	49
	Maintenance Specialist III	Lead Maintenance Specialist Painter	43	49
	Energy Management Technician	Energy Management Technician	47	50



PAJARO VALLEY UNIFIED SCHOOL DISTRICT POSITION DESCRIPTION

Position: Accounting Specialist ~~H~~
Job Code: 100
Department: Business Services and School Sites
Reports To: Accounting Supervisor, ~~Director of Finance~~ and/or Principal or Designee

SUMMARY

Performs moderately complex recordkeeping duties associated with the processing and completing of accounting transactions. ~~Usually is~~ responsible for one or more specialized elements within a complete accounting system such as accounts payable or accounts receivable processing. May keep a complete set of books for a special fund such as school-based student activities.

NATURE AND SCOPE

Under general supervision, ~~the~~ is position performs ~~clerical-accounting~~ activities associated with financial and business recordkeeping such as compiling financial data, account balances, recapitulations, extensions, summaries and routine reports. ~~While day-to-day work activities are routine and well defined, t~~ Technical judgment is required to classify and process accounting transactions. Work is usually performed independently, guided by standard operating procedures, standing instructions, and established routines and deadlines. ~~Work is checked for accuracy, neatness and completeness. Work is usually performed in an open office environment with minimal exposure to health and safety considerations.~~

DISTINGUISHING CHARACTERISTICS

~~Advancement to t~~ This position classification requires the ability to record transactions onto a computerized accounting system and assume complete responsibility for a specialized component of the system such as accounts receivable or accounts payable.

ESSENTIAL TYPES OF DUTIES ~~(Examples)~~ (Duties may include but are not limited to the following)

- Verifies account codes ~~and for~~ accuracy and appropriateness of amounts, including fund balances and program closing dates. Posts transactions onto a computerized data entry program supporting the District's accounting system. May ~~trace~~ research transactions to source documents and/or other departments to determine discrepancies.
- Reconciles, balances books, and compiles reports on a recurring basis to show statistics such as cash receipts, accounts payable and receivable. May trace transactions through previous accounting actions to identify and correct discrepancies.

Accounting Specialist II

Effective 11/1/98, revised 5/13/04, Classification Study 6/16/05

Approved by Personnel Commission: 12/18/08; Classification Study Year 1

Approved by Board of Trustees: TBD

- Codes, charges, and rates related billing information then enters onto a computerized data entry screen. May prepare bills, summaries, and submittals for reimbursement by external agencies.
- May assist with the preparation of financial reports including the monthly closing of books as pertaining to the assigned area of responsibility.
- Prepares financial reports as needed including County Office of Education deposits and the monthly closing of books pertaining to the assigned area of responsibility.
- Prepares document trail in reference for audits.
- Maintains accounting records.
- Communicates on a regular basis with District personnel including principals, office managers, vendors, and other accounting personnel to resolve problems and discrepancies.
- May calculate items such as employee wages, time and work reports, materials and labor charges and supply and equipment charges. May prepare related reports.
- May prepare bank deposits and reconcile bank statements.
- Prepares documents such as invoices, purchase orders, and account statements, checking and ~~distributing~~ distributes them to others for further action.
- When assigned to a school site, provides guidance and oversight to students, parents, certificated staff, activities director, athletic director, coaches and site administrator who may serve as club advisors or who may be involved in cash activities.
- When assigned to school site, may maintain facilities calendar.
- Performs other related clerical duties as required to carry out the objectives of the position

QUALIFICATIONS

Knowledge and Skills: Requires working knowledge of the practices and terminology of bookkeeping and accounting ~~practices~~ including 1099 and W9 reporting, clerical and office procedures and methods, business mathematics and recordkeeping, computer software including spreadsheets and basic understanding of contracts.

Abilities: Requires demonstrated ability and dexterity to enter data onto standardized formats using computerized data base programs by using keyboarding or 10-key skills. Must be able to perform arithmetic operations quickly and accurately. ~~Must be able to document accounting transactions onto subsidiary ledgers and transfer sums to general ledger.~~ Must be able to meet weekly, monthly, and annual deadlines. Must be able to process a large volume of transactions. Requires the ability to work with a high level of accuracy, neatness and completeness. Requires the ability to communicate with students,

Accounting Specialist II

Effective 11/1/98, revised 5/13/04, Classification Study 6/16/05

Approved by Personnel Commission: 12/18/08; Classification Study Year 1

Approved by Board of Trustees: TBD

staff, parents and the public using patience and courtesy, and in a manner that reflects positively on the District. Must be able to work well independently and as part of a team.

Physical Abilities: Position involves standing, walking, stooping, and occasional carrying and lifting of lightweight materials (up to 20 pounds). May be required to sit for extended periods of time. Requires visual acuity and depth perception to recognize words and numbers; and hand and finger dexterity and hand/eye coordination to use a computer keyboard and common office equipment. Requires speaking and hearing ability sufficient to hear over a phone and carry on conversations.

Minimum Qualifications (Education and/or Experience): This is the minimum experience and education/training standards which will be used to admit or reject applicants for examination as approved by the Personnel Commission on December 18, 2008.

High School Diploma or completion of GED and two (2) years of experience in accounting recordkeeping and/or bookkeeping.

Or

High School Diploma or completion of GED, 12 units of college level course work in accounting and one (1) year of experience in accounting.

~~**Education and Experience:** Requires completion of high school with an emphasis in bookkeeping and 2 years experience in a production oriented recordkeeping, bookkeeping, cashiering, or general clerical capacity. Additional education may be substituted for experience.~~

Approved by Personnel Commission 01/07/99
Approved by Governing Board 04/14/99



PAJARO VALLEY UNIFIED SCHOOL DISTRICT POSITION DESCRIPTION

Position: Administrative Assistant
Job Code: 945
Department: Various
Reports To: Assistant Superintendent/[Chief Business Official](#) or Director of Special Services

SUMMARY

Performs a variety of technical and complex secretarial and administrative duties for an administrator such as Assistant Superintendent, [Chief Business Official](#) or Director of a large program or other senior manager with substantial technical/secretarial needs.

NATURE AND SCOPE

[Under minimal supervision](#), ~~this position-classification~~ typically performs the most complex secretarial activities, which will vary depending on the area of assignment. Incumbent is expected to apply specialized or technical knowledge of various facets of the department or section to work situations which are usually routine but can be varied and unique. Focus may be on the advanced application of specialized and technical knowledge and skills. Exercises considerable independence ~~of action~~ [judgment](#) in routine administrative matters, preparing reports and correspondence, handling complaints from the public or employees and other matters of similar complexity. Assignments require ~~considerable~~ [highly intensive](#) knowledge of the full range of modern secretarial practices and the ability to efficiently and effectively use both standard and specialized office equipment. In addition, an Administrative ~~Secretary~~ ~~IV Assistant~~ must have a comprehensive knowledge of the particular procedures, formats, vocabulary and technicalities associated with the department of assignment to perform complex and difficult specialized duties such as researching and composing of technical reports and correspondence. Work often involves handling a broad scope of proprietary and private information. May ~~exercise partial supervision over~~ [lead and](#) train clerical or secretarial employees of lower classification.

DISTINGUISHING CHARACTERISTICS

The Administrative Assistant is the most senior in the ~~series~~ [Secretarial/Clerical job family](#). Scope of responsibility usually extends beyond a single department to several related departments, an entire division, or a requirement to work with an outside advisory board. ~~Thus, the position requires broader education and skills than the Administrative Secretary III. To advance to Administrative Assistant, the incumbent must demonstrate the ability to work with accounting information, compile statistical data, organize activities for an advisory board, and provide informal leadership. This classification performs technical and highly complex secretarial and administrative duties involving the use of considerable independent judgment. This classification disseminates information and is the link communicator during emergency situations or crisis.~~

Administrative Assistant

Effective 11/1/98, revised 5/13/04, Classification Study 6/16/05

[Approved by Personnel Commission: 12/18/08 \(Classification Study Year 1\)](#)

[Approved by Board of Trustees: TBD](#)

ESSENTIAL TYPES OF DUTIES (Examples) (Duties may include but are not limited to the following)

- ~~• Performs technical and complex secretarial and clerical duties involving the use of independent judgment and an in-depth understanding of departmental functions and procedures, with a working understanding of related departments' functions and procedures.~~
- Performs administrative support to special processes such as advisory board meetings, ~~labor negotiations~~, and special interest group meetings.
- ~~Takes and transcribes dictation as assigned.~~ Types (keyboards) from rough drafts or verbal instructions a variety of materials such as letters, memoranda, reports and statistical data. Independently composes original correspondence and forms on routine department matters.
- Receives telephone calls, interviewing callers for purpose, handling routine matters independently, providing information as appropriate, or routing calls to administrators as necessary.
- Arranges public and management meetings as directed. Prepares schedules and informs participants, confirming dates and times. Makes hotel and travel reservations as directed.
- Attends meetings as assigned. Records, transcribes and distributes minutes as directed. May attend meetings ~~acting on behalf of~~ with the administrator.
- Maintains committee records, assists in the preparation of departmental reports by gathering and summarizing information from a variety of sources.
- Performs special projects as assigned. Conducts online research of ~~libraries~~ the following; business transactions, official proceedings, employee and student records, ~~industry~~ statistics and trends, etc., to compile reports for administration or to regulatory or governing agencies.
- As assigned, receives, handles and stores highly confidential information pertaining to the District or assigned department. Maintains confidentiality.
- Maintains budget records and files. Gathers and compiles information required by Administrator for budget development. Independently assembles some or all of the performance and budget information for reporting to advisory boards or external agencies.
- Establishes, revises, and maintains filing system, ~~and other clerical procedures.~~
- Contacts other departments to obtain information and documents for the supervisor.
- May provide guidance and assign work to clerical and secretarial staff in the division or department.
- May receive and disburse money from school sites.

Administrative Assistant

Effective 11/1/98, revised 5/13/04, Classification Study 6/16/05

Approved by Personnel Commission: 12/18/08 (Classification Study Year 1)

Approved by Board of Trustees: TBD

- Performs other duties as required to accomplish the objectives of the position.

QUALIFICATIONS

Knowledge and Skills: Requires a thorough knowledge of office practices, procedures and equipment, including filing systems, receptionist and telephone techniques and letter and report writing. Requires thorough knowledge of those activities associated with statistical record keeping, staff administration, cashiering and confidential record keeping. Requires thorough knowledge of proper English usage, grammar, spelling, punctuation and basic arithmetic skills. Must be skilled in using various standard office machines, including computers with document processing, desktop publishing, database, and spreadsheet applications. Requires an in-depth understanding of departmental functions and procedures, with a working understanding of related departments' functions and procedures. Requires ~~sufficient human-relations-diplomacy and excellent interpersonal skills~~ to participate in meetings as a representative of the department, to employ interviewing and investigating techniques, and to instruct others.

Abilities: Requires the ability to independently perform all of the duties of the position efficiently and effectively. Must be able to coordinate and perform complex office and secretarial work with speed and accuracy. Must be able to learn, interpret, explain and apply knowledge of District and department organization, operations, programs, functions and special department terminology to relieve an administrator or program director of a variety of administrative details. Requires the ability to guide staff in a manner that encourages high morale and efficiency; to plan, organize and prioritize work in order to meet schedules and timelines; and to analyze situations accurately and adopt an effective course of action. May require the ability to set up meetings at remote sites, including the transport and setup of materials and supplies. Requires the ability to maintain confidentiality of sensitive and privileged information. Must have the ability to multi-task. Requires the ability to communicate with students, staff, parents and the public using patience and courtesy, and in a manner that reflects positively on the department and District. Must be able to work well independently and as part of a team.

Physical Abilities: Position involves standing, walking, stooping, and occasional carrying and lifting of lightweight materials (up to 20 pounds). May be required to sit for extended periods of time. Requires visual acuity and depth perception to recognize words and numbers; and hand and finger dexterity and hand/eye coordination to use a computer keyboard and common office equipment. Requires speaking and hearing ability sufficient to hear over a phone and carry on conversations. ~~Must be able to type 65 words per minute.~~

Minimum Qualifications (Education and/or Experience): This is the minimum experience and education/training standards which will be used to admit or reject applicants for examination as approved by the Personnel Commission on December 18, 2008.

~~**Education and Experience:** Requires~~ High School Diploma or completion of GED and five (5) years of experience as an administrative secretary or the equivalent in an educational organization. two-years-of college-level work majoring in secretarial science, business, or a related field, or a High School diploma or equivalent supplemented by course work in secretarial science or a related business field. Minimum of 1-year experience equal to Administrative Secretary III (for a total of 5 years), preferably in a school or community college setting is required. Additional experience may substitute for education.

Administrative Assistant

Effective 11/1/98, revised 5/13/04, Classification Study 6/16/05

Approved by Personnel Commission: 12/18/08 (Classification Study Year 1)

Approved by Board of Trustees: TBD

Or

High School Diploma or completion of GED and two (2) years of college course work and three (3) years of experience as an administrative secretary or the equivalent in an educational organization.

Required License and Certificates: Must be able to type 65 words per minute.

Approved by Personnel Commission 01/01/99
Approved by Governing Board 04/14/99

Administrative Assistant
Effective 11/1/98, revised 5/13/04, Classification Study 6/16/05
Approved by Personnel Commission: 12/18/08 (Classification Study Year 1)
Approved by Board of Trustees: TBD



PAJARO VALLEY UNIFIED SCHOOL DISTRICT POSITION DESCRIPTION

Position: Administrative Secretary I
Job Code: 915
Department: Various Departments
Reports To: ~~Various Reporting~~ Department Administrator or Designee

SUMMARY

Performs regular, recurring, yet moderately ~~complex~~ secretarial and administrative support duties, including but not limited to reception, ~~transcription of documents in established formats~~, maintenance of document filing and retrieval systems, and basic recordkeeping.

NATURE AND SCOPE

~~This~~ Under close supervision this classification ~~position~~ performs moderate secretarial activities that reflect formal training and/or experience in the field, and which will vary depending on the area of assignment. Exercises some judgment in routine administrative matters, and in preparing correspondence and communicating with staff and customers. Assignments require a working knowledge of modern secretarial practices and the ability to efficiently and effectively use both standard and specialized office equipment.

DISTINGUISHING CHARACTERISTICS

This is the first level in the Administrative Secretary ~~positions~~ ~~series, requiring 2 years closely related experience. Advancement to Administrative Secretary II will require additional experience, and/or formal training, additional command of word processing and spreadsheet software, and service to a broader scope, function or department. Advancement to this position from Office Assistant II requires demonstrated competency in word processing and spreadsheet software in addition to the minimum qualifications listed below.~~ This is a classification requiring working knowledge of modern secretarial practices and performs moderate secretarial and administrative support duties involving the use of some independent judgment and an understanding of corresponding functions and procedures, as well as competency in word processing and spreadsheet software.

ESSENTIAL TYPES OF DUTIES (~~Examples~~) (Duties may include but are not limited to the following)

- ~~Performs secretarial and clerical duties involving the use of some independent judgment and an understanding of departmental functions and procedures.~~

Administrative Secretary I

Effective 11/1/98; Revised 5/13/04; Classification Study 6/16/05

Approved by Personnel Commission: 12/18/08 (Classification Study Year 1)

Approved by Board of Trustees: TBD

- Develops and maintains a working knowledge of special terminology related to the function to which assigned.
- Screens incoming calls, mail, and visitors, evaluating the relative importance of each and independently resolving routine matters or referring to others.
- Types from rough drafts ~~or verbal instructions~~ a variety of materials such as letters, memoranda, ~~reports and statistical data~~. ~~Composes~~ Completes correspondence and forms as necessary.
- Initiates and answers telephone calls. Schedules appointments. Answers routine program policy and procedure inquiries within the scope of authority. Provides general information.
- Arranges meetings as directed. Prepares schedules and informs participants, confirming dates and times. ~~Makes hotel and travel reservations as directed.~~
- Indexes and files correspondence, reports, and other materials according to predetermined breakdowns. Maintains filing system of hard copies and digital documents.
- Operates standard office machines and equipment including computer hardware, typewriters, printers, copiers, calculators and fax machines. Utilizes applications required for the production of office documents such word processing software, spreadsheets, the Internet, or desktop publishing software.
- ~~Performs limited scope recordkeeping for the department, fund, or grant(s) by preparing and processing invoices, requisitions, expense claims and vouchers.~~
- Performs data entry as necessary.
- Prepares and processes invoices and requisitions.
- Performs other duties as required to accomplish the objectives of the position.

QUALIFICATIONS

Knowledge and Skills: Working knowledge of modern secretarial and general office clerical principles, practices, and methods. Basic knowledge of the special practices, technicalities, and work methods for the department of assignment. Working knowledge of English grammar and composition, business and/or legal formats, spelling, arithmetic, filing, and recordkeeping. Sufficient human relations skill to communicate standard yet sometimes sensitive information, to employ lines of inquiry, and to maintain harmony in a work setting.

Abilities: Requires the ability to independently perform all of the duties of the position efficiently and effectively. Must be able to coordinate and perform complex office and secretarial work with speed and accuracy. Must be able to learn, interpret, explain and apply knowledge of District and department organization, operations, programs, functions and special department terminology to relieve one or more managers or program coordinators of a variety of administrative details. Requires the ability to plan,

Administrative Secretary I

Effective 11/1/98; Revised 5/13/04; Classification Study 6/16/05

Approved by Personnel Commission: 12/18/08 (Classification Study Year 1)

Approved by Board of Trustees: TBD

organize and prioritize work in order to meet schedules and timelines. ~~Requires the ability to analyze situations and accurately adopt an effective course of action.~~ Requires the ability to communicate with students, staff, parents and the public using courtesy, and in a manner that reflects positively on the department and District. Must be able to work well independently and as part of a team.

Physical abilities: Position involves standing, walking, stooping, and occasional carrying and lifting of lightweight materials (up to 20 pounds). May be required to sit for extended periods of time. Requires visual acuity and depth perception to recognize words and numbers; and hand and finger dexterity and hand/eye coordination to use a computer keyboard and common office equipment. Requires speaking and hearing ability sufficient to hear over a phone and carry on conversations. ~~Must be able to type 50 words per minute.~~

Minimum Qualifications (Education and/or Experience): This is the minimum experience and education/training standards which will be used to admit or reject applicants for examination as approved by the Personnel Commission on December 18, 2008.

~~**Education and Experience:** High School diploma or equivalent completion of GED and a minimum of one (1) year of required. Minimum of 2 years of progressively responsible secretarial experience or two (2) years of clerical experience, preferably in a school setting is required.~~

Typing Requirement: Must be able to type 45 words per minute.

Approved by Personnel Commission 01/07/99
Approved by Governing Board 04/14/99

Administrative Secretary I
Effective 11/1/98; Revised 5/13/04; Classification Study 6/16/05
Approved by Personnel Commission: 12/18/08 (Classification Study Year 1)
Approved by Board of Trustees: TBD



PAJARO VALLEY UNIFIED SCHOOL DISTRICT POSITION DESCRIPTION

Position: Administrative Secretary II
Job Code: 925
Department: ~~Various~~ School Sites and Departments
Reports To: ~~Various Reporting~~ Principal or Department Administrator or Designee

SUMMARY

Performs a variety of specialized moderately complex secretarial and administrative support duties, including but not limited to taking and transcribing of complex, specialized, or technical dictation; composing of original documents; development and administration of office routines and systems; independent research; and moderately complex budgetary recordkeeping and payroll data processing; and reception.

NATURE AND SCOPE

Under general supervision ~~This~~ position typically performs ~~senior~~ moderately complex level secretarial and administrative support activities, which will vary depending on the area of assignment. Assignments require well developed application of knowledge of modern secretarial practices and the ability to efficiently use both standard and specialized office equipment. Work situations usually follow established routines but can be varied. The position exercises some independent judgment in carrying out or resolving routine administrative matters, preparing correspondence, handling communications from the public or employees, assisting in public relations and other matters of similar complexity. In addition, an Administrative Secretary II must have a working knowledge of the particular procedures, formats, vocabulary and technicalities associated with the department of assignment to perform duties such as composing of correspondence.

DISTINGUISHING CHARACTERISTICS

~~To advance to the Level II Administrative Secretary requires two years experience (or the equivalent) at Level I and demonstrated competency in word processing and spreadsheet software with original formats and templates; performing statistical or accounting type recordkeeping; and conducting research. Advancement to Administrative Secretary III will typically require additional experience and competencies, including but not limited to extreme proficiency in word processing, spreadsheet, database, and graphics media; ability to coordinate projects requiring independent gathering of information from other sources; and ability to design an office information system.~~ This is the second level in the Administrative Secretary series. This is a classification requiring well developed application of knowledge of modern secretarial practices and performs moderately complex secretarial and administrative support duties involving the use of some independent judgment and an understanding of

Administrative Secretary II

Effective 11/1/98, revised 5/13/04, Classification Study 6/16/05

Approved by Personnel Commission: 12/18/08 (Classification Study Year 1)

Approved by Board of Trustees: TBD

departmental functions and procedures as well as competency in word processing and spreadsheet software with original formats and templates; performing statistical or accounting-type recordkeeping; and conducting research.

ESSENTIAL TYPES OF DUTIES (Examples)(Duties may include but are not limited to the following)

- ~~• Performs secretarial and clerical duties involving application of learning from prior experience and the use of independent judgment and an understanding of departmental functions and procedures.~~
- Develops and maintains a ~~working~~ specialized knowledge of ~~special~~ the terminology related to the function to which assigned.
- Screens incoming calls, mail and visitors, evaluating the relative importance of each and independently resolves routine matters or referring to others.
- ~~Types from rough drafts or verbal instructions a variety of materials such as letters, memoranda, recurring reports, and statistical data. Composes routine correspondence and forms as necessary. May take and transcribe dictation as assigned.~~
- Initiates and answers telephone calls. Schedules appointments. Explains general program policies and procedures within the scope of authority. Provides information of a general or limited technical nature.
- Arranges meetings as directed. Prepares schedules and informs participants, confirming dates and times. Makes hotel and travel reservations as directed.
- Attends meetings as assigned. May Rerecords, transcribes, and distributes minutes as directed.
- Greets visitors, staff or students in person or over the telephone and ascertains nature of business and provides standard information related to area of assignment. May include answering all incoming phone lines of department and routing call to appropriate extensions.
- ~~Maintains records of committee proceedings, assists in the preparation of departmental reports by gathering and summarizing information from a variety of sources.~~
- May process periodic payroll information.
- Occasionally receives, handles and stores confidential information pertaining to the District or assigned department. Maintains confidentiality as required.
- May maintain budget records and files. May gather and compile information required by management for budget development and compliance.
- Operates standard office machines and equipment including word-processors, computer hardware, typewriters, printers, copiers, calculators and fax machines. Utilizes applications required for the

Administrative Secretary II

Effective 11/1/98, revised 5/13/04, Classification Study 6/16/05

Approved by Personnel Commission: 12/18/08 (Classification Study Year 1)

Approved by Board of Trustees: TBD

production of office documents such word processing software, spreadsheets, the Internet, or desktop publishing software.

- May prepare invoices and requisitions.
- Performs other related duties as required to accomplish the objectives of the position.

QUALIFICATIONS

Knowledge and Skills: Requires a well-developed working knowledge of office practices, procedures and equipment, including filing systems, receptionist and telephone techniques, and letter and report writing. Requires thorough knowledge of proper English usage, grammar, spelling, punctuation and basic arithmetic skills. Must be skilled in using various standard office machines, including personal computers with word processing and spreadsheet applications.

Abilities: Requires the ability to independently perform all of the duties of the position efficiently and effectively. Must be able to perform complex office and secretarial work with speed and accuracy. Must be able to learn, interpret, explain and apply knowledge of District and department organization, operations, programs, functions and special department terminology to relieve an administrator or manager of certain administrative details. Requires the ability to plan, organize and prioritize work in order to meet schedules and timelines. Requires the ability to analyze situations and accurately adopt an effective course of action. Requires the ability to communicate with students, staff, parents and the public using patience and courtesy, and in a manner that reflects positively on the department and District. Must be able to work well independently and as part of a team.

Physical Abilities: Position involves standing, walking, stooping, and occasional carrying and lifting of lightweight materials (up to 20 pounds). May be required to sit for extended periods of time. Requires visual acuity and depth perception to recognize words and numbers; and hand and finger dexterity and hand/eye coordination to use a computer keyboard and common office equipment. Requires speaking and hearing ability sufficient to hear over a phone and carry on conversations. ~~Must be able to type 60 words per minute.~~

Minimum Qualifications (Education and/or Experience): This is the minimum experience and education/training standards which will be used to admit or reject applicants for examination as approved by the Personnel Commission on December 18, 2008.

~~**Education and Experience:** Requires a High School diploma or completion of GED and a minimum of two (2) years of experience in a secretarial capacity. equivalent, supplemented by post high school course work in secretarial science or a related business field, plus a minimum 3 years of progressively responsible experience in a secretarial capacity. Additional experience may substitute for higher education.~~

Typing Requirement: Must be able to type 50 words per minute.

Approved by Personnel Commission 01/07/99
Approved by Governing Board 04/14/99

Administrative Secretary II
Effective 11/1/98, revised 5/13/04, Classification Study 6/16/05
Approved by Personnel Commission: 12/18/08 (Classification Study Year 1)
Approved by Board of Trustees: TBD



PAJARO VALLEY UNIFIED SCHOOL DISTRICT POSITION DESCRIPTION

Position: Administrative Secretary III
Job Code: 930
Department: ~~Various~~ District Office Departments
Reports To: ~~Various Reporting~~ Department Administrator or Department Manager

SUMMARY

Performs a variety of highly specialized and complex secretarial and administrative support duties, including but not limited to the leadership of others; ~~taking and transcribing of complex, specialized, or highly technical dictation;~~ development and administration of complex office systems; independent research; assistance in budget development and monitoring; general recordkeeping; and program coordination involving resources from other work teams.

NATURE AND SCOPE

Under limited supervision ~~This position classification~~ typically performs highly complex secretarial activities, which will vary depending on the area of assignment. Incumbent is expected to apply a working knowledge of various facets of the department or section to work situations which are usually routine but can be varied. Exercises ~~independence independent judgment of action~~ in routine administrative matters, preparing reports and correspondence, ~~handling~~ addressing complaints from the public or employees, and other matters of similar complexity. Assignments require ~~considerable~~ extensive knowledge of modern secretarial practices and the ability to efficiently use both standard and specialized office equipment. In addition, an Administrative Secretary III must have a complete knowledge of the particular procedures, formats, vocabulary and technicalities associated with the department of assignment to perform duties such as researching and composing of non-standardized correspondence. Work occasionally involves handling of proprietary and private information. May train clerical or secretarial employees of lower classifications.

DISTINGUISHING CHARACTERISTICS

This is the third level in the Administrative Secretary series. ~~The Level III Administrative Secretary commonly reports to a senior level manager or equivalent scope of responsibility that would merit this level of support. To advance to Level III, incumbents would be expected to have a minimum of two years experience as a Level II to learn the unique operations of the function served, as well as the following demonstrated competencies: proficiency in word processing, spreadsheet, database, and graphics media; ability to coordinate projects requiring information from other sources; ability to design an office information system. Advancement to level IV would require additional education and assignment to sensitive, confidential matters of the highest level.~~ This is a classification requiring

Administrative Secretary III

Effective 11/1/98, revised 5/13/04, Classification Study 6/16/05

Approved by Personnel Commission: 12/18/08 (Classification Study Year 1)

Approved by Board of Trustees: TBD

working knowledge of various facets of the department, program or section. Performs highly specialized and complex secretarial and administrative support duties involving the use of independent judgment and an understanding of departmental functions and procedures, as well as the following demonstrated competencies: proficiency in word processing, spreadsheets, databases, and desktop publishing; ability to coordinate projects requiring information from other sources; and the ability to design an office information system.

ESSENTIAL TYPES OF DUTIES (Examples) (Duties may include but are not limited to the following)

- ~~• Performs technical and complex secretarial and clerical duties involving the use of independent judgment and an understanding of departmental functions and procedures.~~
- Develops and maintains a working knowledge of special terminology related to the function to which assigned.
- Screens incoming telephone calls, mail, and visitors, evaluating the relative importance of each and independently resolving routine matters or referring to others.
- Takes and transcribes dictation as assigned. Types from rough drafts or verbal instructions a variety of materials such as letters, memoranda, reports and statistical data. Composes correspondence and forms as necessary.
- Initiates and answers telephone calls. Schedules appointments. Answers routine program policy and procedure inquiries within the scope of authority. Provides information of a general or limited technical nature.
- Arranges and sets up for meetings as directed. Prepares schedules and informs participants, confirming dates and times. Makes hotel and travel reservations as directed.
- Attend meetings as assigned. Records, transcribes and distributes minutes as directed.
- Greets visitors, staff or students in person or over the telephone and ascertains nature of business and provides standard information related to area of assignment. May include answering all incoming phone lines of department and routing call to appropriate extensions.
- Maintains budget records and files. Receives and processes accounts receivable, receives periodic printouts of financial performance and prepares summary reports for the administrator. Assists in the budget development process by gathering and compiling information required by the administrator for budget development.
- ~~• Develops and maintains a working knowledge of special terminology related to the function to which assigned.~~

Administrative Secretary III

Effective 11/1/98, revised 5/13/04, Classification Study 6/16/05

Approved by Personnel Commission: 12/18/08 (Classification Study Year 1)

Approved by Board of Trustees: TBD

- ~~• Takes and transcribes dictation as assigned. Types from rough drafts or verbal instructions a variety of materials such as letters, memoranda, reports and statistical data. Composes correspondence and forms as necessary.~~
- ~~• Receives telephone calls, provides information as appropriate or routes calls to other officials as necessary.~~
- ~~• Arranges meetings as directed. Prepares schedules and informs participants, confirming dates and times. Makes hotel and travel reservations as directed.~~
- ~~• Attend meetings as assigned. Records, transcribes and distributes minutes as directed.~~
- Maintains committee records; assists in the preparation of departmental reports by gathering and summarizing information from a variety of sources.
- Performs special projects as assigned and when necessary.
- Receives, handles and stores confidential information pertaining to the District or assigned department. Maintains confidentiality.
- Establishes, revises and maintains filing system and other ~~clerical~~ administrative procedures. Assists in developing documents of course standards from rough notes.
- Contacts other departments to obtain information and documents for the supervisor.
- Operates standard office machines and equipment including ~~word processors~~ computer hardware, typewriters, printers, copiers, calculators and fax machines. Utilizes applications required for the production of office documents such word processing software, spreadsheets, the Internet, or desktop publishing software.
- Prepares and processes invoices and requisitions.
- Performs other duties as assigned to accomplish the objectives of the position.

QUALIFICATIONS

Knowledge and Skills: Requires a thorough knowledge of office practices, procedures and equipment, including filing systems, receptionist and telephone techniques, and letter and report writing. Requires a working knowledge of those activities associated with accounting, budget and payroll transaction processing, and statistical record keeping. Requires a working knowledge of personal computer based software programs that support this level of work, including but not limited to word processing, spreadsheets, presentation graphics, and data entry onto custom databases. Requires thorough knowledge of proper English usage, grammar, spelling, punctuation and mathematics skills.

Abilities: Requires the ability to independently perform all of the duties of the position efficiently and effectively. Must be able to perform office and secretarial work with speed and accuracy. Must be able

Administrative Secretary III

Effective 11/1/98, revised 5/13/04, Classification Study 6/16/05

Approved by Personnel Commission: 12/18/08 (Classification Study Year 1)

Approved by Board of Trustees: TBD

to learn, interpret, explain and apply knowledge of District and department organization, operations, programs, functions and special department terminology to relieve an administrator or program director of a variety of administrative details. Requires the ability to plan, organize and prioritize work in order to meet schedules and timelines. Requires the ability to analyze situations and accurately adopt an effective course of action. Requires the ability to communicate with students, staff, parents and the public using patience and courtesy, and in a manner that reflects positively on the department and District. Must be able to work well independently and as part of a team.

Physical Abilities: Position involves standing, walking, stooping, and occasional carrying and lifting of lightweight materials (up to 20 pounds). May be required to sit for extended periods of time. Requires visual acuity and depth perception to recognize words and numbers; and hand and finger dexterity and hand/eye coordination to use a computer keyboard and common office equipment. Requires speaking and hearing ability sufficient to hear over a phone and carry on conversations. ~~Must be able to type 60 words per minute.~~

Minimum Qualifications (Education and/or Experience): This is the minimum experience and education/training standards which will be used to admit or reject applicants for examination as approved by the Personnel Commission on December 18, 2008.

~~**Education and Experience:** Requires a High School diploma or completion of GED and three (3) years of progressively responsible secretarial experience. equivalent, supplemented by post-secondary course work in secretarial science or a related business field, plus a Minimum 4 years of progressively responsible experience, at least 1 of those being equal to an Administrative Secretary II.~~

Or

High School Diploma or completion of GED and completion of 32 semester units and two (2) years in a secretarial capacity.

Typing Requirement: Must be able to type 55 words per minute.

Approved by Personnel Commission 01/07/99
Approved by Governing Board 04/14/99

Administrative Secretary III
Effective 11/1/98, revised 5/13/04, Classification Study 6/16/05
Approved by Personnel Commission: 12/18/08 (Classification Study Year 1)
Approved by Board of Trustees: TBD



PAJARO VALLEY UNIFIED SCHOOL DISTRICT POSITION DESCRIPTION

Position: Attendance Specialist
Job Code: 105

Department: Departments and Sites

Reports To: Principal or Department Administrator or Designee/Assistant Principal

SUMMARY

Provides technical assistance ~~and training for intermediate, for middle school, junior high school,~~ high school and district program or Adult Education attendance offices. ~~and p~~ Prepares and accounts for complex attendance reports in accordance with the California Education Code.

NATURE AND SCOPE

Under ~~the general~~ supervision of a site or department level administrator, independently oversees the attendance program for a site or department. Performs accounting and recordkeeping duties related to the maintenance of complex attendance records. Position requires a high degree of accuracy and accountability. Accuracy of reports and records may have a direct impact on school funding. Timeliness of reports is critical, requiring the ability to organize and prioritize work. Incumbents in this position interact with parents and students to clear or verify absences. ~~Interactions may be confrontational and/or stressful.~~ Also requires routine interaction and communication with the normal range of contacts seen in a school or department office setting.

DISTINGUISHING CHARACTERISTICS

This is a technically oriented recordkeeping ~~position classification~~ in the accounting support series. May advance to higher level accounting, clerical, office coordination, or secretarial positions. May require additional knowledge, education and/or experience for advancement to higher levels.

ESSENTIAL TYPES OF DUTIES ~~(Examples)~~ (Duties may include but are not limited to the following)

- Performs extensive posting of attendance.
- Provides technical assistance concerning school attendance. Revises and implements procedures to assure accurate and timely attendance reporting activities.

Attendance Specialist

Revised 2/5/02, 5/13/04, Classification Study 6/16/05

Approved by Personnel Commission: 12/18/08 (Classification Study Year 1)

Approved by Board of Trustees: TBD

- Accounts for technical computer operations related to attendance. Edits and revises data, generates information and reports as requested according to established timelines. Assists auditors and accounts for data as necessary. ~~May include data entry of related student information.~~
- Provides clerical assistance to administrators and other staff as ~~required~~needed.
- Records attendance and truancy data for Independent Study Program.~~agreements and related documents as assigned.~~
- Communicates with students, parents, faculty, administrators and authorities regarding attendance,~~discipline, truancy and suspension.~~
- Makes and receives phone calls and notes regarding student absences. Receives and relays messages to students and parents as necessary. Receives phone calls from concerned and irate parents.
- Prepares and maintains a variety of lists, records and reports regarding student attendance,~~tardiness, truancy, suspension and discipline.~~
- Refers serious attendance problems according to established procedures. Assists in identifying and resolving problems of students with frequent absenteeism.
- Assists students, staff and visitors at counter and receives phone calls related to attendance as necessary.
- Issues and verifies student off-campus passes.
- Completes forms related to the verification of attendance.
- Performs other duties as required to accomplish the objectives of the position.

QUALIFICATIONS

Knowledge and Skills: Requires strong record keeping, office organization and clerical skills. Must have good computer skills including word processing and data entry. Requires a thorough knowledge of attendance reporting procedures and regulations. Understanding of basic accounting procedures is necessary. Incumbent must have a thorough understanding of applicable District policies and procedures and State Education Codes. Requires above average communication skills sufficient to interact in both formal and informal settings.

Abilities: Requires the ability to oversee the maintenance of records and reports consistent with defined requirements. Must be able to interact with a wide range of formal and informal contacts with discretion, tact and diplomacy. Must be able to diffuse confrontational situations. It is essential that the incumbent in this position maintain the confidentiality of student records and information. Must be able to perform all of the clerical and record keeping duties of the position including operation of computer software programs. Must be able to work under continuous interruptions. Requires the ability to multi-task. Must be able to work well independently and as part of a team.

Attendance Specialist

Revised 2/5/02, 5/13/04, Classification Study 6/16/05

Approved by Personnel Commission: 12/18/08 (Classification Study Year 1)

Approved by Board of Trustees: TBD

Physical Abilities: Position involves standing, walking, stooping, and occasional carrying and lifting of lightweight materials (up to 20 pounds). May be required to sit for extended periods of time. Requires visual acuity and depth perception to recognize words and numbers; and hand and finger dexterity and hand/eye coordination to use a computer keyboard and common office equipment. Requires speaking and hearing ability sufficient to hear over a phone and carry on conversations.

Minimum Qualifications (Education and/or Experience): This is the minimum experience and education/training standards which will be used to admit or reject applicants for examination as approved by the Personnel Commission on December 18, 2008.

~~**Education and/or Experience:** High School diploma or equivalent required or completion of GED. Additional clerical, accounting or business training/education preferred. Minimum and of two-three (3)~~ years of increasingly responsible clerical or recordkeeping experience, with one year in a school office, is strongly preferred. Additional clerical, accounting or business training/education preferred.

Approved by Personnel Commission 04/09/02
Approved by Governing Board 03/27/02

Attendance Specialist

Revised 2/5/02, 5/13/04, Classification Study 6/16/05

Approved by Personnel Commission: 12/18/08 (Classification Study Year 1)

Approved by Board of Trustees: TBD



PAJARO VALLEY UNIFIED SCHOOL DISTRICT POSITION DESCRIPTION

Position: Behavior Technician
Job Code: 625

Department: Special Services

Reports To: Program Director ~~of Special Services~~, Principal or Certificated Teacher or Designee

SUMMARY

Performs a variety of activities in support of instructional programs for students who have been diagnosed with an autism spectrum, emotionally disturbed or related disorder. Assists teachers and staff in development and implementation of program and materials to enhance the student's learning experiences.

NATURE AND SCOPE

Under the general direction of the assigned administrator or certificated staff member, implements individualized instructional programs ~~within home and in~~ school, community or home settings for children who have been diagnosed with an autism spectrum disorder, emotional disturbance or related disorders. ~~P~~Prepares appropriate materials, supports ~~children-students~~ as they transition into general education or community settings, collects daily progress data, consults with the student's IEP ~~team-case manager inclusion specialist/Behavior Specialist~~ on a regular basis.

DISTINGUISHING CHARACTERISTICS

This is an advanced instructional support position. To function at this level, the incumbent must have the background, training, and experience to work with only minimal supervision in the student's home, school, and community settings.

ESSENTIAL TYPES OF DUTIES (Examples) (Duties may include but are not limited to the following)

- Under the direction of certificated staff Implements individualized instructional program (such as discrete trial training, social skills development, behavior plan), developed by the Behavior Specialist or other appropriate staff including appropriate physical restraints, ~~within the student's home or school setting~~.
- Under the direction of certificated staff Prepares all materials necessary for implementing individualized program as stated above. Prepares materials and equipment needed for curriculum accommodations and modifications.
- Supports student in transition to general education or community through use of inclusion support techniques such as shadow prompting.

- Consults with the classroom teacher about upcoming assignments and necessary accommodations and modifications for the student.
- ~~Prepares materials and equipment needed for curriculum accommodations and modifications.~~
- Collects daily progress data on assigned students and reports on that data to supervisors and the IEP case manager when requested. ~~team.~~
- Assists in ~~training educating general education~~ staff members on autism, emotionally disturbed, and related disorders on appropriate interventions.
- Consults with ~~IEP team members~~ student case manager and other appropriate staff on a regular basis.
- Attends IEP meetings and assists with communication and translation upon request of certificated staff.
- Teaches and models appropriate life skills to students as identified in IEP.
- Performs other related duties in order to accomplish the objectives of the position. ~~as assigned.~~

QUALIFICATIONS

Knowledge and Skills: Requires knowledge of child development; satisfactory completion of a district-approved training program in autism, emotionally disturbed, and related disorders on appropriate interventions, **or** willingness to complete said program, **or** demonstration of previous equivalent training; basic understanding of curriculum and instructional materials used at various grade levels; knowledge of basic English language and math concepts. Knowledge or willingness to be trained in appropriate use of physical restraints.

Abilities: Requires the ability to instruct and plan learning activities under the guidance of appropriate certificated staff or other appropriate specialist, perform simple clerical tasks, operate standard office machines and equipment, communicate satisfactorily in oral and written form, establish and maintain effective working relationships with others, and deliver instructional modifications and accommodations as requested for individual students. Requires the ability to perform physical restraints as required after appropriate training.

Physical Abilities: Requires light to moderate physical effort which may include frequent standing, walking, lifting (up to 50 pounds), ~~and~~ bending; occasional climbing, crawling or stooping, use of medium weight tools and materials; and the ability to work in an indoor/outdoor work environment. Requires visual acuity and depth perception to recognize words and numbers, and speaking and hearing ability sufficient to hear over a phone and carry on conversations. A pre-placement physical examination may be required.

Minimum Qualifications (Education and/or Experience): This is the minimum experience and education/training standards which will be used to admit or reject applicants for examination as approved by the Personnel Commission on December 18, 2008.

~~Experience and Training: Completion of an A.A. degree or two years of college; plus previous experience working with children; plus satisfactory completion of training program in autism interventions including: discrete trial teaching, social skills facilitation, behavior intervention, making~~

Behavior Technician

Effective 11/21/03

Approved by Personnel Commission: 12/18/08 (Classification Study Year 1)

Approved by Board of Trustees: TBD

~~curricular modifications and accommodations, structured teaching, visual communication systems, inclusion support strategies, and data collection procedures (or demonstration of equivalent level of competency as measured by district-administered test).~~

High School Diploma or completion of GED and 48 college semester units in Child Development, Social Services, Human Services or related field and two (2) years of experience working with individuals who have special needs.

Or

High School Diploma or completion of GED and the ability to pass an NCLB required exam provided by the District and three (3) years of experience working with individuals who have special needs.

License and Certification: First Aid and CPR Certification upon offer of employment and a valid California Driver's License.

Special Requirements: Must have a personal means of transportation to travel to various sites.

Approved by Personnel Commission: November 21, 2003

Approved by Governing Board: November 12, 2003



PAJARO VALLEY UNIFIED SCHOOL DISTRICT POSITION DESCRIPTION

Position: Benefits Specialist
Job Code: 1600
Department: ~~Business Services~~ Finance
Reports To: Payroll Supervisor, ~~and~~ Director of Finance

SUMMARY

Participates in the development and maintenance of procedures and functions to ensure the District's group health, welfare, retirement and other benefit programs and life insurance benefits are administered according to policy and laws. Initiates and maintains records, billings and correspondence for all related vendors. Assists with the development of census data to be used in renewal processes of plans and in support of District's negotiation teams. ~~the District health, life and retirement programs.~~

NATURE AND SCOPE

Under general supervision, performs responsible technical and advanced clerical work to serve internal customers in the area of ~~Personnel Services~~ health and welfare services. ~~While problem-solving challenges are recurring,~~ The classification is yet technical in nature. ~~The~~ the work environment requires ~~considerable empowerment~~ the ability to interpret policy and procedures, advise others, and communicate the results of ~~personnel transactions~~ statistical data. Human relations contacts ~~span~~ extend to multiple levels within the organization on a continuous basis and to public and private agencies ~~and to outsiders on an occasional basis~~ on a regular basis.

DISTINGUISHING CHARACTERISTICS

This is predominately a technical/clerical classification in the benefits career ladder. ~~position in either an Accounting Clerical or a Human Resources career ladder that begins with processing-oriented clerical positions, advances to this level, and then continues to para-professional, professional, and managerial. Advancement from clerical to this level requires the completion of two years of college, or the equivalent in experience.~~ Incumbent in the classification must possess high customer service skills and be able to utilize strong verbal and written communication skills. A high level of independent judgment must be used on a regular basis.

ESSENTIAL TYPES OF DUTIES (Examples) (Duties may include but are not limited to the following)

- Collects enrollments, terminations and change forms ~~information~~ for maintenance of employee and dependent benefits. Enters eligibility data for the insurance companies ~~for processing to process~~ of claims.

Benefits Specialist

Effective 11/1/98, revised 5/13/04, Classification Study 6/16/05

Approved by Personnel Commission: 12/18/08 (Classification Study Year 1)

Approved by Board of Trustees: TBD

- Counsels enrolled members on effective use of benefit programs. ~~Assists in Resolving~~ conflicts. Provides ~~support-benefit information and support~~ during extensive use for extended illness.
- Maintains provider relations. Acts as a District liaison with insurance carriers and third party administrators.
- Provides information on benefit policies, rules and regulations. Serves as a contact person for District staff, Board members and retirees concerning benefits. Updates informational brochures and other materials as needed.
- Serves as ~~the-a~~ responsible person for monitoring ~~HIPPA~~HIPAA, COBRA, Section 125, and ~~other F~~fringe Bbenefits.
- Maintains statistical files, charts and other information relative to District benefit programs.
- Compiles reports for federal, state, local and private agencies.
- Conducts new hire benefit orientations regarding fringe benefits.
- ~~Distributes necessary forms for claims and enrollment.~~Assists with the coordination of ~~-Coordinates~~ the open enrollment process annually.
- Performs other related duties as required to carry out the objectives of the position.

QUALIFICATIONS

Knowledge and Skills: Requires specialized technical knowledge of generally accepted ~~personnel-benefit~~ management practices and laws, ~~fair employment practices and laws~~. Requires a working knowledge of common employee benefit plans and provisions. Requires sufficient human relations skills to convey technical concepts to others, to deal with sensitive and confidential information, and to facilitate discussions in individual and small group settings. Requires demonstrated ~~skills-skills~~ at accessing relational databases, verifying numerical and demographic information, and entering information onto established data entry screens.

Abilities: Requires the ability to learn and interpret the policies, procedures, techniques, and rules governing ~~human resources~~benefits management at the District ~~level within a 6-month period~~. Requires the ability to ~~achieve harmony and cooperation in~~ communication se positively and cooperate with others. ~~Requires the ability to -and to~~ prepare professional correspondence for routine communications with ~~insiders-employees, the general public and private agencies. and outsiders~~. Requires the ability to communicate with students, staff, parents and the public using patience and courtesy, and in a manner that reflects positively on the District. Must be able to work well independently and as part of a team.

Physical Abilities: Position involves standing, walking, stooping, and occasional carrying and lifting of lightweight materials (up to 20 pounds). May be required to sit for extended periods of time. Requires visual acuity and depth perception to recognize words and numbers; hand and finger dexterity and hand/eye coordination to use a computer keyboard and common office equipment. Requires speaking and hearing ability sufficient to hear over a phone and carry on conversations.

Benefits Specialist

Effective 11/1/98, revised 5/13/04, Classification Study 6/16/05

Approved by Personnel Commission: 12/18/08 (Classification Study Year 1)

Approved by Board of Trustees: TBD

Minimum Qualifications (Education and/or Experience): This is the minimum experience and education/training standards which will be used to admit or reject applicants for examination as approved by the Personnel Commission on December 18, 2008.

~~Education and Experience:~~ High School Diploma or completion of GED and ~~Requires completion of at least~~ one (1) year of higher education in human resources management, business, or related field, and a minimum of three (3) years of experience in a ~~human resources or employment office~~ benefits office or department. ~~Additional experience may substitute for higher education.~~

Or

High School Diploma or completion of GED and four (4) year of experience in a benefits office or department.

Approved by Personnel Commission 01/07/99
Approved by Governing Board 04/14/99

Benefits Specialist

Effective 11/1/98, revised 5/13/04, Classification Study 6/16/05

Approved by Personnel Commission: 12/18/08 (Classification Study Year 1)

Approved by Board of Trustees: TBD



PAJARO VALLEY UNIFIED SCHOOL DISTRICT POSITION DESCRIPTION

Position: Campus Safety ~~Coordinator~~ and Security Officer
Job Code: 720
Department: ~~Various~~ School Sites
Reports To: ~~Assistant~~ Principal or Designee

SUMMARY

Assists and supervises students conduct on assigned middle school, junior high school or high school campus to ensure a safe and secure environment for students and visitors.

NATURE AND SCOPE

Work is performed using specific guidelines and procedures. Incumbent works independently in an unstructured setting either indoors or ~~outside-outdoors~~ on school grounds to enforce school regulations. Interactions may be confrontational and have some degree of risk in order to control use of alcohol or drugs and carrying of weapons. Incumbent is required to control student behavior and monitor non-students on the premises.

DISTINGUISHING CHARACTERISTICS

~~This is an entry level position. Incumbents in this classification patrol school grounds and facilities in order to protect students, staff and property at assigned location. — Advancement on career ladders requiring experience working with children is possible but will depend on the incumbent's education and experience background.~~

ESSENTIAL TYPES OF DUTIES (Examples) (Duties may include but are not limited to the following)

- Monitors a school campus, parking lots, adjacent areas and other facilities to discourage loitering, harassment, improper behavior, property damage and theft. Enforces district policies concerning weapons and objects being brought on campus and discourages consumption of alcohol, illegal drug use and other improper conduct on campus.
- Monitors campus parking and traffic regulations.

Campus Safety ~~Coordinator~~ and Security Officer

Effective 11/1/98, revised 5/13/04, Classification Study 6/16/05

Approved by Personnel Commission: 12/18/08 (Classification Study Year 1)

Approved by Board of Trustees: TBD

- Directs loitering students to return to class. Directs non-students to leave the school premises. Directs visitors to main school office.
- Prepares reports and maintains records regarding any problems or occurrences at school site.
- Observes and controls behavior of students according to approved procedures. Assists in maintaining order among students on the school grounds, after school and during breaks and lunch periods ~~and~~ in the cafeteria.
- Monitors assigned area to assist students and to resolve minor problems. Assists student helpers in cafeteria by providing work direction and guidance.
- Directs movement of students in an orderly manner.
- Assists students in developing and observing acceptable rules of conduct.
- ~~Assists in the cafeteria by supervising students in lunch lines.~~
- Participates in in-service training programs.
- Performs other related duties in order to accomplish the objectives of the position.

QUALIFICATIONS

Knowledge and Skills: Must have a thorough knowledge of District and site policies, procedures and regulations regarding appropriate student behavior on grounds or in facilities. Must understand basic security and safety procedures. Requires knowledge of student behavior and the techniques for supervising students in unstructured settings. Must have strong interpersonal skills sufficient to deal with normal and possibly confrontational situations. Requires good report writing and record keeping skills.

Abilities: Must be able to assess situations, interpret student behavior and apply appropriate measures to enforce school regulations. Requires the ability to diffuse situations calmly and with authority. Must be able to work independently in carrying out the duties of the position. Must be able to prepare reports and maintain records of problems or situations which required intervention. Requires the ability to communicate with students, staff, parents and the public using patience and courtesy, and in a manner that reflects positively on the District. Must be able to work well independently and as part of a team.

Physical Abilities: Requires visual acuity to observe people, facilities, situations, and movement; sufficient ambulatory abilities to stand for extend periods of time, walk continually, and occasionally pull, push, or lift medium weight objects (up to 20 pounds).

Minimum Qualifications (Education and/or Experience): This is the minimum experience and education/training standards which will be used to admit or reject applicants for examination as approved by the Personnel Commission on December 18, 2008.

Campus Safety ~~Coordinator~~ and Security Officer

Effective 11/1/98, revised 5/13/04, Classification Study 6/16/05

Approved by Personnel Commission: 12/18/08 (Classification Study Year 1)

Approved by Board of Trustees: TBD

~~Education and Experience:~~ High School diploma or completion of GED and a minimum of one (1) year of experience working with adolescents in a security related position. ~~required as demonstrated by the level of reading and writing skills required.~~ Additional formal training in law enforcement is desired. ~~A minimum of one year experience working with adolescents or in a security related position is required.~~

License and Certificates: CPR and First Aid Certification upon offer of employment.

Approved by Personnel Commission 01/07/99
Approved by Governing Board 04/14/99

Campus Safety ~~Coordinator~~ and Security Officer
Effective 11/1/98, revised 5/13/04, Classification Study 6/16/05
Approved by Personnel Commission: 12/18/08 (Classification Study Year 1)
Approved by Board of Trustees: TBD



PAJARO VALLEY UNIFIED SCHOOL DISTRICT POSITION DESCRIPTION

Position: Groundskeeper I
Job Code: 500

Department: Maintenance & Operations

Reports To: ~~Maintenance~~ Operations Supervisor or Site Administrator

SUMMARY

Performs a variety of semi-skilled work involving grounds and landscape maintenance of a school facility at a level consistent with skills and abilities as required by the job description.

NATURE AND SCOPE

~~The Groundskeeper I is the first level in a grounds career ladder. Employees are required to perform the full range of duties as assigned including providing leadership to student and other casual labor.~~ The incumbent in this classification performs the more routine and recurring task and duties assigned to positions within the series. Employees at this level ~~are able to~~ may work on their own and receive ~~only occasional~~ instruction or assistance as new or unusual situations arise, and are fully aware of the operating procedures and policies of the work unit. Work is performed outdoors, with occasional exposure to temperature extremes.

DISTINGUISHING CHARACTERISTICS

The Groundskeeper I is the first level in a grounds career ladder. Advancement to the Groundskeeper II will require that the incumbent meets the minimum qualifications as stated on the Groundskeeper II job description. ~~Incumbents can advance to Groundskeeper II (Equipment Operator) based on.~~ This is a classification requiring demonstration of competency in operation of the equipment specified in the class description as well as possessing additional knowledge of landscape and horticultural techniques.

ESSENTIAL TYPES OF DUTIES (Examples) (Duties may include but are not limited to the following)

- Plants and cultivates trees, flowers, and shrubs. Applies fertilizer as needed. Spades and otherwise prepares grounds for planting. Mows lawns, trims shrubs, hedges, and trees. Hoes weeds and rakes lawns.
- Operates power riding lawn mowers, sprayers, common trucks and tractors, and other motorized equipment. Maintains grounds equipment and vehicles in a safe operating condition.

Groundskeeper I

Effective 11/1/98, revised 5/13/04, Classification Study 6/16/05

Approved by Personnel Commission: 12/18/08 (Classification Study Year 1)

Approved by Board of Trustees: TBD

- Prepares stadium and sports fields for athletic events, drags and marks fields. Checks and performs basic cleaning of restrooms and facilities of the stadium before and after events. Cleans and repairs fields and facilities following events. Performs general grounds clean-up including picking up paper and trash on grounds areas.
- May assist in the setup, take down and operation of outdoor events.
- May assist parent volunteers on special projects.
- Maintains artificial turf.
- Repair chain link and wood fences, retaining walls, play boxes, planter boxes, bleachers and benches.
- Assists in maintaining and repairing playground equipment and play surfaces.
- Assists in maintaining and repairing roadways, sidewalks, parking lots and sign installation.
- May assist maintenance or custodial staff in completion of emergency services.
- Checks operation of, services, and assists in installation of sprinkler irrigation systems. Sets and operates sprinkler clocks to water lawns and fields.
- Transports equipment as required using trucks and trailers sufficient to complete assigned task.
- Performs other duties as assigned to accomplish the objectives of the position.

QUALIFICATIONS

Knowledge and Skills: Requires a basic knowledge and understanding of the procedures, methods and techniques of grounds and landscape maintenance. Must understand the procedures used in the proper application of fertilizer, herbicides, insecticides and pesticides. Requires a basic knowledge of the principles of routine operation, maintenance and repair of sprinkler irrigation systems. Requires sufficient communication skills to interact with co-workers, school staff, administration, and students.

Abilities: Requires the ability to perform all of the essential duties of the position at an entry or journey level depending on classification. Must be able to operate and maintain grounds and landscape maintenance tools, equipment and vehicles. Must be able to calculate fertilizer and chemical application amounts and apply them in a safe manner. Must be able to identify common plants, insects and nutrient deficiencies. Requires the ability to communicate with students, staff, parents and the public using patience and courtesy, and in a manner that reflects positively on the District. Must be able to work well independently and as part of a team.

Physical Abilities: Requires the ability to perform heavy manual labor, occasionally in extreme weather conditions. Requires the ability to stand, walk, and manipulate (lift, carry, move) light to medium weights of 10 - 50 pounds on a frequent basis, over 50 pounds on an occasional basis. Requires the

Groundskeeper I

Effective 11/1/98, revised 5/13/04, Classification Study 6/16/05

Approved by Personnel Commission: 12/18/08 (Classification Study Year 1)

Approved by Board of Trustees: TBD

ability to stoop, kneel and crouch on a continuous basis. Requires sufficient hand-eye coordination, hand and finger dexterity including ability to grasp, and visual acuity to operate equipment and read technical and safety information. ~~Must have the Ability to acquire a Commercial Driver's License.~~

Minimum Qualifications (Education and/or Experience): This is the minimum experience and education/training standards which will be used to admit or reject applicants for examination as approved by the Personnel Commission on December 18, 2008.

~~**Education and/or Experience:**~~ High School diploma ~~or equivalent required~~ completion of GED, plus and one (1) year of experience in gardening, nursery work or grounds maintenance, and ~~demonstrated~~ experience in operation of light duty equipment.

Licenses and/or Certificates: ~~Level I-R~~ Requires a valid California (Class C) ~~State~~ Driver's License.

Approved by Personnel Commission 01/07/99
Approved by Governing Board 04/14/99

Groundskeeper I

Effective 11/1/98, revised 5/13/04, Classification Study 6/16/05

Approved by Personnel Commission: 12/18/08 (Classification Study Year 1)

Approved by Board of Trustees: TBD



PAJARO VALLEY UNIFIED SCHOOL DISTRICT POSITION DESCRIPTION

Position: Groundskeeper II
Job Code: 505

Department: Maintenance & Operations

Reports To: ~~Maintenance~~-Operations Supervisor or Site Administrator

SUMMARY

Performs a variety of semi-skilled and skilled work in the preparation and maintenance of grounds and athletic fields; installation, maintenance, and repair of sprinkler irrigation systems; and/or minor repairs or construction of special landscaping or play areas, including equipment.

NATURE AND SCOPE

Under the general guidance of the department supervisor, independently performs ~~journey~~-skilled level work in the design, installation and maintenance of irrigation systems. Exercises judgment and discretion to carry out routine and normally well-defined duties. Work progress and results are reviewed by the supervisor and Grounds Foreperson on an intermittent basis. May ~~assign~~-lead and ~~review~~ coordinate the work of lower classifications of grounds, maintenance or custodial staff as it relates to ~~skilled assignments~~ projects assigned. Work is ~~virtually always~~ performed outdoors, and occasionally in weather extremes. Contacts are normally routine but may also require communication of technical information.

DISTINGUISHING CHARACTERISTICS

This ~~position-classification~~ reflects competency in several areas of specialization requiring advanced training, education or experience. Examples of "skilled" work include, but are not limited to (1) design, installation, and maintenance of irrigation systems; (2) operation of the most demanding equipment such as backhoes; (3) recognition for landscape and horticultural design sufficient to layout, contour, and construct special areas and fields. ~~Advancement to an area of specialization will require broad-based equipment operations experience as a Groundskeeper I and/or additional college level course work in horticulture, landscape architecture or a related field.~~

ESSENTIAL TYPES OF DUTIES (Examples) (Duties may include but are not limited to the following)

~~Depending on the areas of skill and assignment, performs any of the following duties:~~

Groundskeeper II

Effective 11/1/98, revised 5/13/04, Classification Study 6/16/05

Approved by Personnel Commission: 12/18/08 (Classification Study Year 1)

Approved by Board of Trustees: TBD

- **Irrigation.** Installs, repairs and replaces landscape irrigation systems following blueprints, sketches or verbal instructions. Designs and prepares plans for irrigation systems.
- Installs, adjusts, maintains and repairs electronic timers. Installs, inspects and performs major repairs to electronic and hydraulic valves and controllers. Replaces and repairs a wide variety of sprinkler heads and lines by removing, disassembling and replacing worn or broken parts.
- Inspects the installation of irrigation systems and equipment ~~by outside contractors.~~
- Identifies equipment needs for each assigned project.
- ~~Supervises~~ Leads, coordinates and trains lower level maintenance personnel in the maintenance of irrigation systems.
- ~~Orders irrigation parts and supplies as necessary.~~
- **Equipment.** Operates specialized and demanding machinery to dig, excavate, contour, and construct special land uses such as athletic fields ~~and pedestrian parks.~~
- Operates power grounds equipment including large multi-gang mowers to mow lawns and large fields, and power sweepers to clean concrete and blacktop areas at all District sites, ~~in addition to that which is expected of the Groundskeeper I.~~ Loads equipment on trailer for transport and drives to work sites. Services, adjusts, repairs and maintains power grounds equipment.
- Operates combination front loader/back hoe, trenchers, dump trucks, and equivalent machinery. Inspects machinery before use to ensure proper servicing and safe operating condition.
- ~~Operates other demanding equipment such as jackhammers, compressors, and an array of common power tools.~~
- Prepares athletic fields for events. Checks and performs basic cleaning of restrooms and facilities of the stadium before and after events.
- Assists in the maintenance and repair of sprinklers and sprinkler systems. Performs a variety of grounds maintenance duties including pruning, planting, and edging. Sprays for weed and pest control.
- Trains other staff in the proper use of specialized and heavy equipment, irrigation repairs and general grounds maintenance.
- **Horticulture.** Serves as internal skill leader on landscape and horticultural matters. Plans, draws, and prepares land changes to conform to desired landscaping goals.
- Selects plants, shrubs, trees, and flowers to accomplish landscaping objectives. Oversees and participates in planting.
- Prepares grounds for excavation by marking contours, levels, and areas for plantings and surfaces.

Groundskeeper II

Effective 11/1/98, revised 5/13/04, Classification Study 6/16/05

Approved by Personnel Commission: 12/18/08 (Classification Study Year 1)

Approved by Board of Trustees: TBD

- Maintains artificial turf.
 - May assist in the setup and take down and operation of outdoor events.
 - Repair chain link and wood fences, retaining walls, play boxes, planter boxes, bleachers and benches.
 - Installs road signs and playgrounds signs.
 - Maintains and repairs playground equipment and play surfaces.
 - Maintains and repairs roadways, sidewalks and parking lots.
 - May assist maintenance or custodial staff in completion of emergency services.
- Performs other duties as required to accomplish the objectives of the position.

QUALIFICATIONS

Knowledge and Skills: Requires a thorough knowledge of at least two of the following: (1) irrigation system design, operations and maintenance including the machinery and equipment used in installation and maintenance of irrigation systems (electrical and computerized systems); (2) medium to heavy equipment operation of backhoes, trenchers, brush cutters, large trucks, etc.; (3) skill with general construction tools, equipment and vehicles. Must have strong planning, prioritizing and delegation skills. Requires leadership skills sufficient to lead, train, and assign work duties. Requires communication skills to discuss and impart technical information and to carry out routine communications encountered in the position.

Abilities: Must be able to design, install, maintain, and troubleshoot District irrigation systems. Must be able to operate large vehicles, hand tools, power tools, and excavating and other applicable mechanical equipment safely and efficiently. Requires the ability to communicate with students, staff, parents and the public using patience and courtesy, and in a manner that reflects positively on the District. Must be able to work well independently and as part of a team.

Physical Abilities: Requires the ability to stand, walk, and manipulate (lift, carry, move) light to medium weights of 10 - 50 pounds on a frequent basis, over 50 pounds on an occasional basis. Must be able to stoop, kneel and crouch. Requires sufficient hand-eye coordination, hand and finger dexterity including ability to grasp, and visual acuity to operate equipment and read technical and safety information.

Minimum Qualifications (Education and/or Experience): This is the minimum experience and education/training standards which will be used to admit or reject applicants for examination as approved by the Personnel Commission on December 18, 2008.

Groundskeeper II

Effective 11/1/98, revised 5/13/04, Classification Study 6/16/05

Approved by Personnel Commission: 12/18/08 (Classification Study Year 1)

Approved by Board of Trustees: TBD

~~Education and/or Experience:~~ High School diploma or ~~equivalent required~~ completion of GED and a ~~minimum of two (2) years of increasingly responsible experience performing in areas such as irrigation system installation and maintenance, and operation of excavating equipment, or having specialized knowledge of landscaping and horticultural techniques through post high school training.~~

~~Licenses and/or Certificates:~~ ~~Requires valid California Commercial Driver's License (Class A) and or a Chemical Applicator pesticide applicators License~~ must be obtained within six (6) months of employment in this position to reach permanent status.

Approved by Personnel Commission 01/07/99
Approved by Governing Board 04/14/99

Groundskeeper II

Effective 11/1/98, revised 5/13/04, Classification Study 6/16/05

Approved by Personnel Commission: 12/18/08 (Classification Study Year 1)

Approved by Board of Trustees: TBD



PAJARO VALLEY UNIFIED SCHOOL DISTRICT POSITION DESCRIPTION

Position: Health ~~Services~~ Care Assistant
Job Code: 710

Department: Special Services

Reports To: ~~Site~~ Principal, ~~Program~~ Director, and School Nurse ~~of Special Services~~ or Designee

SUMMARY

~~Assists a school nurse in the maintenance~~ Maintains ~~of~~ health records, referrals and reports. Administers routine first aid and ~~assists in~~ screenings ill or injured students in accordance with State laws and District regulations. ~~Administers~~ Assists students in taking prescribed medications ~~to students and may administer emergency medication to students according to District protocol.~~ Assists with health ~~testing screening~~ programs and other health-related services.

NATURE AND SCOPE

Under ~~general supervision~~ the direct or indirect supervision of a school nurse and with appropriate training, the Health Care Assistant, ~~performs varying assignments of a technical and paraprofessional nature to insure health and safety of students. These may include~~ performs health office management duties such as clerical, recordkeeping, basic first aid and health screening. Incumbent exercises ~~some~~ independent judgment when applying specific instructions and established methods in routine or emergency situations. Incumbents are subject to exposure to communicable or infectious diseases. ~~The position also requires performance of clerical, record keeping and office management duties.~~ Incumbent may work at multiple job sites in an indoor/outdoor setting with students grades K-12..

DISTINGUISHING CHARACTERISTICS

This is an ~~intermediate level in the clerical series~~ classification focusing on health care.

ESSENTIAL TYPES OF DUTIES ~~(Examples)~~ (Duties may include but are not limited to the following)

~~Under the supervision of the school nurse and with appropriate training, the Health Services Assistant:~~

- ~~•~~ Performs routine first aid procedures and screens ill or injured children according to established procedures. Keeps a daily log of all office visits. Refers serious illnesses including communicable diseases and serious injuries to a school nurse, administrator or other health care provider. Completes accident reports as needed. Provides emergency short term care to students with asthma, diabetes or other health care needs requiring immediate care.

Health ~~Services~~ Care Assistant

Effective 11/1/98, revised 5/13/04, Classification Study 6/16/05

Approved by Personnel Commission: 12/18/08 (Classification Study Year 1)

Approved by Board of Trustees: TBD

- Works closely with students and families to refer to health care agencies such as Healthy Start Children Resource Center, Teen and Students in Transition Resources Centers, Pajaro Valley Prevention and Student Assistance (PVPSA) and Migrant Services.
- Receives, stores and assists with administering medication according to prescription and protocol. Maintains log of medications taken by student including date and time.
- Performs routine health procedures such as blood glucose testing and head lice screenings and provides appropriate follow-up care.
- ~~Requisitions, receives and stores office and health care supplies.~~
- ~~May perform routine, straightforward tests such as blood sugar urine dipstick and head lice screenings.~~
- ~~Performs routine first aid procedures and assists in screening ill or injured children according to established procedures. Refers serious illnesses and injuries to school nurse, administrator or other health care provider. May provide emergency short term care to students with asthma, diabetes or other situations requiring immediate care.~~
- Works independently to manage health office including setting up, organizing, maintaining a hygienically clean and safe environment, ordering and stocking supplies, providing first aid kits to all staff, and preparing bulletin boards and displays.
- Reviews new and updated health history forms and emergency cards received from all students to identify health conditions to be referred to a school nurse. Records information into the student's file both via hard copy and electronically. Sends parents appropriate District forms to be completed for health condition follow-up. Creates school and classroom confidential health problems list to be distributed to appropriate school personnel.
- Prepares and arranges for health screening programs such as vision, hearing, dental, and scoliosis performed by the school nurse. Records student test results. Assists with follow-up appointments if further testing is required.
- ~~Administers medication according to prescription and protocol.~~
- Reviews student records for proper immunizations. Alerts parents of needed immunizations and maintains communication until records of immunization are provided. Refers students with non-compliant immunization records to the principal for exclusion.
- Prepares and maintains a variety of paper and electronic health-related records and files. Compiles data into required regulatory agency reports. Creates queries to retrieve data from electronic records.
- ~~Assists with the preparation and arrangements for health testing programs such as CHDP, MediCal, and Healthy Families, performed by the school nurse. Records student test results. Schedules follow-up appointments if further testing is required.~~

Health Services Care Assistant

Effective 11/1/98, revised 5/13/04, Classification Study 6/16/05

Approved by Personnel Commission: 12/18/08 (Classification Study Year 1)

Approved by Board of Trustees: TBD

- ~~• Performs a variety of routine clerical duties. Types a variety of reports, correspondence, forms, notices and referrals including PE excuses and accident reports. Maintains files and duplicate materials as needed.~~
- Reviews requests for physical education (PE) exemptions or modifications and notifies the school nurse and/or other appropriate school personnel. Contact parents for permission to obtain PE authorization and recommendations from physician as needed. Maintains an accurate list of students exempted from the PE program.
- ~~• Prepares, distributes and maintains First Aid Kits for school classrooms. Maintains First Aid supplies in the Nurse's Office. Disinfects and sterilizes equipment.~~
- ~~• Maintains an accurate list of students exempted from the Physical Education program.~~
- ~~• Counsels students individually or instructs groups of children in health related areas. Refers serious problems to nurse or psychologist.~~
- Works closely with the attendance specialist to follow-up on ill and frequent absent students and refers them to a school nurse or a school psychologist as needed.
- Assists the school nurse at kindergarten round up.
- In coordination with the school nurse, conducts peer orientation of new Health Care Assistants and substitutes.
- ~~• Maintains sanitary and orderly conditions in the nurse's office. Prepares bulletins and displays as directed.~~
- Provides appropriate information and assistance to students, parents and others as requested.
- Maintains the confidentiality of student health services as described in the Education Code and HIPAA.
- Performs other duties as assigned to accomplish the objectives of the position.

QUALIFICATIONS

Knowledge and Skills: Requires knowledge of medical terminology and basic first aid and CPR practices. Incumbent ~~must~~ will be required to become familiar with State Health Codes, State Education Code and District policies, procedures and practices. Requires strong clerical and record keeping skills. Must have ~~S~~ufficient communication skills to convey technical information and deal with stressful situations and interact appropriately with adults, children and the community.

Abilities: Requires the ability to assess situations and apply applicable regulations and procedures when administering first aid or health care assistance. Incumbent must be able to determine severity of illness or injury and refer for the appropriate level of care. Requires the ability to remain calm and patient while carrying out duties. Must be able to perform all clerical, office and recordkeeping duties required of the position. Requires the ability to communicate with students, staff, parents and the public using patience and courtesy, and in a manner that reflects positively on the District. Must be able to work well independently and as part of a team.

Health ~~Services~~-Care Assistant

Effective 11/1/98, revised 5/13/04, Classification Study 6/16/05

Approved by Personnel Commission: 12/18/08 (Classification Study Year 1)

Approved by Board of Trustees: TBD

Physical Abilities: Position involves standing, walking, stooping, and occasional carrying and lifting of lightweight materials (up to ~~20-50~~ pounds) as well as occasional climbing. May be required to sit for extended periods of time. ~~Requires sufficient immune system to withstand exposure to communicable or infectious diseases.~~ Requires visual acuity and depth perception to recognize words and numbers, and read prescriptions; and hand and finger dexterity and hand/eye coordination to use a computer keyboard and common office equipment. Requires speaking and hearing ability sufficient to hear over a phone and carry on conversations. Work may be performed in an indoor/outdoor environment.

Minimum Qualifications (Education and/or Experience): This is the minimum experience and education/training standards which will be used to admit or reject applicants for examination as approved by the Personnel Commission on December 18, 2008.

~~Education and Experience: Requires a High School dDiploma or equivalent or completion of GED and completion of vocational or special training in health care assistance such as Nurses' Aide or medical assistant is desirable. with additional vocational or special training in health care assistance, specialized training in first aid and CPR, and a A minimum of two one (1) years of experience in a doctor's office or medical clinic performing clerical and health care assistant duties or equivalent. health care or clerical office experience involving contact with children.~~

Licenses or Certifications: ~~Advanced~~ First Aid and CPR (adult and child) certification required and a valid California Driver's License.

Special Requirements: Must have a personal means of transportation to travel to various sites.

Approved by Personnel Commission 01/07/99
Approved by Governing Board 04/14/99

Health ~~Services~~-Care Assistant
Effective 11/1/98, revised 5/13/04, Classification Study 6/16/05
Approved by Personnel Commission: 12/18/08 (Classification Study Year 1)
Approved by Board of Trustees: TBD



PAJARO VALLEY UNIFIED SCHOOL DISTRICT POSITION DESCRIPTION

Position: Human Resources Analyst
Job Code: 1410
Department: Human Resources
Reports To: Human Resources ~~Center~~ Director

SUMMARY

Coordinates and performs a variety of professional and highly advanced human resources activities in connection with developing and maintaining one or more centralized functions such as recruitment, staffing, database management, Human Resources Information System (HRIS), classification, credentialing and compensation. Compiles and researches data for reports.

NATURE AND SCOPE

Under minimal direction of the Director, Human Resources, designs, implements, communicates, and maintains programs to support a centralized human resources office. The programs are designed to support departmental management and work closely with ~~guide~~ the ~~Human Resources~~ Specialist and Technicians. Successful performance requires that the incumbent exercise considerable creativity, initiative, and judgment in resolving program issues and challenges, research, and communications. Human relations contacts ~~span-extend~~ to multiple levels within the organization on a continuous basis, such as the public, and outsiders ~~(to include special groups)~~ on groups on a frequent basis.

DISTINGUISHING CHARACTERISTICS

The Human Resources Analyst represents one of the most senior level of non-supervisory classifications in work for the career ladder in Human Resources. ~~Advancement to this level requires previous experience or education in human resources, business, or related field.~~ This classification requires the exercise of independent judgment to interpret Education Code, Merit Rules and Contract language.

ESSENTIAL TYPES OF DUTIES (Examples) (Duties may include but are not limited to the following)

- Assists and ~~Develops and~~ recommends new personnel policies and procedures consistent with state law and effective personnel management.
- Assists in the development and implementation of goals, objectives, and policies for the Human Resources Department, identifies resource needs; periodically reviews, ~~and~~ recommends and implements policies and procedures and administrative regulations.

Human Resources Analyst

Effective 11/1/98, revised 5/13/04, Classification Study 6/16/05

Approved by Personnel Commission: 12/18/08 (Classification Study Year 1)

Approved by Board of Trustees: TBD

- Prepares specialized reports, surveys and other descriptive information as it pertains to Human Resource functions.
- ~~• Assists in the implementation and periodic review of personnel policies and administrative regulations.~~
- ~~• Conducts job analyses to support the classification process. Conducts periodic salary surveys on selected positions and competitive markets. Maintains job descriptions.~~
- Conducts a variety of organizational studies, and investigations as they pertain to legal matters impacting the District.
- Assists human resources ~~technicians and specialists~~ staff as necessary to assure timely processing of personnel transactions.
- ~~• Performs other duties as required to accomplish the objectives of the position.~~

When Assigned to Database Functions:

- Serves as a liaison with user groups regarding HRIS design, development and implementation of the District-wide personnel database system.
- ~~• Participates in the design, development and implementation of the current District-wide personnel database system.~~
- Provides advanced technical expertise in personnel service transactions to develop and maintain the ~~current~~ District-wide personnel database and a centralized/on line approach to personnel transactions and records.
- Trains users on the information system and provides technical support and communications on system changes, upgrades and procedures.
- Establishes routines for verifying ~~the~~ data as needed such as participating in the allocation of staffing meetings. ~~May also assist with site-based personnel services on an as needed basis.~~
- ~~• Serves as a liaison with user groups regarding HRIS requirements, design and implementation.~~

When Assigned to Recruitment and Selection:

- Coordinates and participates in recruitment fairs. Submits event registration, ~~solicits participation,~~ makes travel arrangements and coordinates the assembly of recruitment materials. ~~Coordinates the annual District teacher recruitment fair.~~
- Develops ~~recruitment~~ testing materials for ~~classified positions~~ recruitment. Gathers data, creates tests, monitors effectiveness, and implements changes as necessary.

- Ensures compliance with Federal and state standards such as NCLB and CTC. ~~Provides test review analyses as requested by candidates.~~
- ~~Assists with pre-screening of certificated applications interviews~~ and new employee orientation. Verifies and monitors valid teaching and/or administrative credentials.
- Assist with pre-screening of classified applications and verifies minimum qualifications.
- Organizes interviews and process recommendations for employment.
- Determines salary placement and benefit eligibility.
- Conducts fingerprinting of new District employees and volunteers.
- ~~Prepares recommendations for employment and determines salary and insurance eligibility.~~
- Works in cooperation with others to assure required credentials, licenses, certifications and tests are obtained and maintained by employees in conformance with regulations.
- Performs other duties as required to accomplish the objectives of the position.

QUALIFICATIONS

Knowledge and Skills: Requires in-depth knowledge of personnel policies and practices, Education Code, Merit Rules, Union Contracts, and employment law in the areas of recruitment, selection, HRIS, and classification. Requires skill in developing and writing detailed procedures as well as advanced human relations skill and the skills to communicate technical concepts to others. Requires skill in learning, interpreting and applying regulations and mandates related to certification of teachers and/or Merit System rules for classified hiring. Requires knowledge of basic mathematical computations.

Abilities: Must be able to perform all of the relevant duties of the position with minimal supervision. Must be able to operate a computer terminal, printers, and specialized database software. Requires the ability to analyze technical problems and to develop appropriate solutions. Must be able to read, understand and apply information from computer software technical manuals. Must be able to prioritize work in order to meet deadlines and maintain schedules. Requires the ability to communicate with students, staff, parents and the public using patience and courtesy, and in a manner that reflects positively on the District. Must be able to work well independently and as part of a team.

Physical Abilities: Position involves standing, walking, stooping, and occasional carrying and lifting of lightweight materials (up to 20 pounds). Requires visual acuity and depth perception to recognize words and numbers; and hand and finger dexterity and hand/eye coordination to use a computer keyboard and common office equipment. Requires speaking and hearing ability sufficient to hear over a phone and carry on conversations, and to prepare and deliver formal talks to small groups.

Minimum Qualifications (Education and/or Experience): This is the minimum experience and education/training standards which will be used to admit or reject applicants for examination as approved by the Personnel Commission on December 18, 2008.

Human Resources Analyst

Effective 11/1/98, revised 5/13/04, Classification Study 6/16/05

Approved by Personnel Commission: 12/18/08 (Classification Study Year 1)

Approved by Board of Trustees: TBD

~~Education and Experience: Preferred completion of a bachelor's degree in human resources management, industrial psychology, business, or related field and two years of increasingly responsible work in human resources. Required: Completion of two years higher education in one of the above listed fields, plus 3 years increasingly responsible experience in human resources or related field. The education requirement may be waived with a minimum of 5 years experience. Additional job training in the District wide personnel database or related databases is preferred.~~

High School Diploma or completion of GED and one (1) year of college level coursework in Public Administration, Industrial Psychology or Business Management and four (4) years of technical experience in human resources; preferably in the public sector.

Or

High School Diploma or completion of GED and five (5) years of technical experience in human resources; preferably in the public sector.

Approved by Personnel Commission 04/29/99
Approved by Governing Board 04/14/99



PAJARO VALLEY UNIFIED SCHOOL DISTRICT POSITION DESCRIPTION

Position: Human Resources Technician
Job Code: 1400
Department: Human Resources
Reports To: Human Resources ~~Center~~ Director

SUMMARY

Coordinates and Pperforms a variety of technical and moderately advanced ~~clerical work in the~~ human resources work in the areas of personnel status transactions, recruitment, resignations, retirement, development and maintenance of personnel files, employee communications, and new employee orientations. ~~the writing and typing of reports relating to Federal and state projects.~~

NATURE AND SCOPE

Under general supervision of the Director, Human Resources, performs responsible technical and moderately advanced Human Resources related work ~~clerical work~~ to serve internal customers and support external employment activities. ~~While problem-solving challenges are recurring, yet technical in nature, the work environment~~ This classification requires considerable empowerment some independent judgment to interpret policyies and procedures, advise others, and communicate the results of personnel transactions. Human relations contacts ~~span~~ extend to multiple levels within the organization on a continuous basis, such as the public, and outsiders groups on a frequent basis.

DISTINGUISHING CHARACTERISTICS

This is predominately a technical/~~clerical position~~ classification in Human Resources. Advancement ~~from clerical~~ to this level requires two years of technical experience in a Human Resources Office. the completion of two years of college, or the equivalent in experience.

ESSENTIAL TYPES OF DUTIES (Examples)

~~Depending on the specific assignment, may be assigned to any combination of the following:~~

- Provides information on personnel policies, procedures, rules and regulations.
- ~~• Maintains statistical files and charts on salaries and other information for use in preparation of Federal and state reports.~~

Human Resources Technician

Effective 11/1/98, revised 5/13/04, Classification Study 6/16/05

Approved by Personnel Commission: 12/18/08 (Classification Study Year 1)

Approved by Board of Trustees: TBD

- Coordinates and conducts application pre-screening ~~interviews; and~~ assembles and distributes information to the hiring manager; ~~facilitates interview scheduling and decision processes as instructed.~~
- Composes letters regarding employment or other personnel matters.
- Answers inquiries regarding opening and hiring procedures.
- Issues notices of employment; conducts orientation ~~and processing of new employees.~~
- Performs duties related to the recruitment, hiring and processing of assigned groups of employees and substitutes. Provides substitutes to school sites and District office.
- ~~Prepares recommendations for employment.~~ Determines salary placement and ~~and insurance~~ benefits eligibility.
- Maintains and updates all personnel files.
- ~~Compiles reports for federal, local and private agencies.~~
- Calculates and process probationary period for all employees. Notifies administrative staff of due dates for performance evaluations; monitors receipt and follows up on late evaluations.
- Coordinates and conducts the ~~F~~ fingerprinting of new District employees and volunteers. ~~for record checks as directed; p~~Processes necessary paperwork.
- Assures that required credentials, licenses and tests are obtained and maintained by employees in a timely manner.
- Administers substitute teacher allocations by using a substitute management system. Periodically updates the system to assure adequate inventory and directories of substitutes.
- ~~Attends recruitment fairs as needed and.~~ ~~Prepares recruitment materials, travels to fair sites, sets up and tears down recruitment booth, and~~ communicates with the public regarding current recruitment opportunities.
- Process personnel actions such as status transactions, promotions, demotions, reclassifications and stipends
- Assists other human resources staff as necessary or assigned.
- Performs other duties as required to accomplish the objectives of the position.

QUALIFICATIONS

Human Resources Technician

Effective 11/1/98, revised 5/13/04, Classification Study 6/16/05

Approved by Personnel Commission: 12/18/08 (Classification Study Year 1)

Approved by Board of Trustees: TBD

Knowledge and Skills: Requires specialized technical knowledge of Education Code, Merit System, Union Contracts~~generally accepted personnel management practices~~, fair employment practices and laws. Requires sufficient human relations skill to convey technical concepts to others, to deal with sensitive and confidential information, and to facilitate discussions in individual and small group settings. Requires demonstrated skills at accessing relational databases, verifying numerical and demographic information, and entering information onto established data entry screens. Knowledge of office equipment including computers, word processing and spreadsheet applications.

Abilities: Requires the ability to carry out all aspects of the position. Requires the ability to learn and interpret the policies, procedures, techniques, and rules governing human resources management at the District within a 6-month period. Requires the ability to achieve harmony and cooperation in communications with others and to prepare professional correspondence for routine communications with both internal staff and the public. Must have the ability to enter data onto a personnel database and perform the job with a high level of accuracy. Must have the ability to meet continuous deadlines, work under pressure and multitask. Requires the ability to communicate with students, staff, parents and the public using patience and courtesy, and in a manner that reflects positively on the District. Must be able to work well independently and as part of a team.

Physical Abilities: Position involves standing, walking, stooping, occasional carrying and lifting of lightweight materials (up to 20 pounds). Requires visual acuity and depth perception to recognize words and numbers; and hand and finger dexterity and hand/eye coordination to use a computer keyboard and common office equipment. Requires speaking and hearing ability sufficient to hear over a phone and carry on conversations.

Minimum Qualifications (Education and/or Experience): This is the minimum experience and education/training standards which will be used to admit or reject applicants for examination as approved by the Personnel Commission on December 18, 2008.

~~Education and Experience: Requires a High School diploma or completion of GED and three (3) years of experience in a Human Resources or employment office. equivalent, and completion of at least one year of higher education in human resources management, business, or related field (or equivalent training), plus a minimum of two years of experience in a human resources or employment office. Additional experience may substitute for higher education.~~

Or

High School Diploma or completion of GED and one (1) year of college level coursework and two (2) years of experience in a Human Resources office or employment office.

Approved by Personnel Commission 01/07/99
Approved by Governing Board 04/14/99

Human Resources Technician

Effective 11/1/98, revised 5/13/04, Classification Study 6/16/05

Approved by Personnel Commission: 12/18/08 (Classification Study Year 1)

Approved by Board of Trustees: TBD



PAJARO VALLEY UNIFIED SCHOOL DISTRICT POSITION DESCRIPTION

Position: Instructional Assistant – ~~Migrant~~/Child ~~Care~~Development
Job Code: 605

Department: Child Development and Children Centers

Reports To: ~~Principal/Director~~Program Director, Coordinator and Site Supervisor

SUMMARY

Works in a ~~classroom-setting or infant~~child development care facility supporting teachers by providing instructional assistance to individual or small groups of ~~students~~infants, toddlers and pre-school children. Provides clerical and other classroom support services to teachers.

NATURE AND SCOPE

Works under the general supervision of a ~~classroom~~-teacher. May be required to work independently by managing ~~classroom~~-child development facility and ~~students~~-children during short emergencies in absence of the teacher. Often required to support more than one teacher and ~~classroom~~center. Required to have a broad range of general level skills and knowledge in order to assist with basic instruction, clerical and support services and maintain classroom unity. Work is performed in a ~~classroom or small~~ group environment where there is moderate exposure to communicable disease and hygiene needs of children.

DISTINGUISHING CHARACTERISTICS

This is ~~the-an entry-level-generalist~~ instructional assistant position working with ~~individual or small groups of migrant K-8 students and/or infants, toddlers and~~ pre-school children. The ~~generalist instructional assistant is not~~ may be required to work with special needs students ~~or and~~ special projects. Assignment at this level in district funded child ~~care~~-development facilities requires additional college work (6 credits) in Early Childhood Education (ECE).

ESSENTIAL TYPES OF DUTIES (Examples) (Duties may include but are not limited to the following)

- Assists certificated teacher with the presentation of learning materials and instructional exercises. Assists teaching staff in conducting lessons and other classroom activities. Prepares for and assists with various classroom projects. Cleans up after classroom projects.
- Works with individual or small groups of students. Listens to and reinforces instructions given by teacher in reading, spelling, math or other age appropriate subjects.

Instructional Assistant – ~~Migrant~~/Child ~~Care~~Development
Effective 11/1/98, revised 5/13/04, Classification Study 6/16/05
Approved by Personnel Commission: 12/18/08 (Classification Study Year 1)
Approved by Board of Trustees: TBD

- Observes and controls behavior of students according to approved procedures. Reports progress regarding students' performance and behavior. Evaluates student progress in a wide variety of skills.
- Assists in maintaining order among the children in the classroom and on the school grounds. Supervises students as assigned in the classroom, playground, cafeteria or at various school-wide activities such as field trips.
- Monitors classroom activities when the teacher is absent from the room. Accompanies students going from one location to another. Exercises appropriate discipline procedures when applicable.
- Keeps records of lessons and the progress of each child.
- Prioritizes tasks and exercises good time management and organizational skills.
- Assists staff with the preparation of instructional and ~~testing~~ assessment materials. ~~Administers~~ Supports observations and scoring of child assessments ~~tests, corrects papers, assists in preparation of graphic and written teaching materials.~~
- Performs a variety of clerical duties such as preparing instructional materials, ~~scoring papers, recording grades,~~ taking roll, maintaining records and files, and typing classroom materials.
- Assists students by providing proper examples, emotional support, a friendly attitude and general guidance. Assures the health and safety of students by following health and safety rules.
- Assists teaching staff in assessing programs and materials to meet the needs of the children. Collects, assembles and distributes textbooks, learning package materials, supplies, equipment and other resource materials. Assists ~~Ordering~~ ordering instructional materials and aids when necessary.
- Prepares bulletin board materials and decorates classroom. Assists in maintaining a neat, orderly and attractive learning environment. Sets up and operates audiovisual equipment, computers, copying machines and other related equipment -as needed.
- Performs a variety of infant/child care duties such as preparing meals and bottles, changing diapers, and facilitating rest periods, as well as planning and setting up learning activities.
- May assist students with personal hygiene matters, which could involve assisting with lavatory and other personal care activities.
- Reports to the instructor any signs of illness or distress observed in the children. ~~Aids in~~ Assists in dealing with the situation, as appropriate.
- May attend conferences/meetings with parents ~~of Migrant students~~, to provide assistance and report on students' progress.
- Completes daily observations of children which include health check and food service reports.

Instructional Assistant – ~~Migrant~~ Child Care Development

Effective 11/1/98, revised 5/13/04, Classification Study 6/16/05

Approved by Personnel Commission: 12/18/08 (Classification Study Year 1)

Approved by Board of Trustees: TBD

- Works with teacher to complete desired results development profile as required.
- Assist with evacuations during emergency situations.
- Performs other duties as assigned to accomplish the objectives of the position.

QUALIFICATIONS

Knowledge and Skills: Requires a ~~B~~asic knowledge of child guidance principles and practices and an understanding of the goals and objectives of the instructional program. Knowledge of the basic subjects taught in the District schools, including arithmetic, grammar, spelling, language and reading sufficient to assist students with individual or group studies are required. Must have ~~S~~trong communication skills to interact with students, teachers, parents and other faculty and staff, and ~~G~~eneral knowledge of basic computer, clerical and record keeping processes.

Abilities: Requires demonstrated ability to understand and interpret teachers' instructions in order to assist in instruction of children; to understand the needs and differences of children and to reach and motivate them; ~~to~~ balance emotional support and discipline to deal with behavior problems; and to perform clerical and classroom support duties with minimum supervision. Requires the ability to communicate with students, staff, parents and the public using patience and courtesy, and in a manner that reflects positively on the District. Must be able to work well independently and as part of a team.

Physical Abilities: Requires sufficient arm, hand, finger dexterity to operate computer keyboard and common office equipment. Requires visual acuity and depth perception to recognize words and numbers. ~~Requires lifting of light to moderate objects (under~~Requires light to moderate lifting up to 50 pounds) on an ~~occasional-daily~~ basis. Requires ambulatory ability ~~to~~to supervise on a variety of surfaces. ~~travel to different locations.~~ Requires the ability to take precautions against a nominal exposure to health and safety risks. Requires speaking and hearing ability sufficient to communicate in person or over the phone.

Minimum Qualifications (Education and/or Experience): This is the minimum experience and education/training standards which will be used to admit or reject applicants for examination as approved by the Personnel Commission on December 18, 2008.

~~Experience and Training: Requires e~~Completion of an AA degree, completion of six (6) Early Childhood Education units and six (6) months of experience working with infants, toddlers in a classroom or other organized setting desired.

Or

~~equivalent post-secondary education, or~~ High School Diploma or completion of GED and 48 college units ~~or the ability to pass an NCLB required exam equivalency exam provided by the District, and additional training in education or a related field.~~ Completion of six (6) Early Childhood Education (ECE) units ~~is required for Infant/Child Care Assistants. Specific~~ and six (6) months of experience ~~in~~ working with ~~children infants and toddlers~~ in a classroom or other organized setting ~~required~~desired.

License and Certificates: Must be able to obtain CPR and First Aide Certification.

Instructional Assistant – ~~Migrant/Child Care~~Development

Effective 11/1/98, revised 5/13/04, Classification Study 6/16/05

Approved by Personnel Commission: 12/18/08 (Classification Study Year 1)

Approved by Board of Trustees: TBD



PAJARO VALLEY UNIFIED SCHOOL DISTRICT POSITION DESCRIPTION

Position: Instructional Assistant – General Education
Job Code: 600

Department: ~~Various~~ School Sites

Reports To: Principal or Designee

SUMMARY

Assists teachers in the direct care and supervision of the ~~children~~ students in a classroom ~~or infant care facility~~. Maintains and prepares classroom materials, attendance records, ~~health forms~~ and student personnel files. May provide instructional assistance to individuals or small groups of students.

NATURE AND SCOPE

Works under ~~direct~~ general supervision of the classroom ~~teacher~~ instructor. Follows well-defined guidelines, policies and written procedures. Exercises patience, tolerance and objectivity when working with individual or groups of ~~children~~ students. Uses judgment to determine ~~children's~~ students' needs and when to seek assistance from instructor or other staff. Work is in a classroom setting or outside supervising recreational activities. Work is performed in a classroom or small group environment where there is moderate exposure to communicable disease and hygiene needs of students.

DISTINGUISHING CHARACTERISTICS

This is an entry level position in the Instructional Assistant series. Instructional Assistants-General Ed provide assistance to teachers and students in a K-12 general education classroom. ~~Advancement is possible to Special Education, but will require additional formal classes, training and experience as defined by State regulations.~~

ESSENTIAL TYPES OF DUTIES (Examples) (Duties may include but are not limited to the following)

- Works with instructor to assist in assessments and implement lesson plans by providing positive learning experiences for ~~children~~ students.
- Assists the instructor in maintaining classroom discipline by observing the activities of the ~~children~~ students and maintaining order.
- Gives each ~~child~~ student individual and special attention each day. Responds to each ~~child's~~ student's particular needs and characteristics. Insures that all ~~children~~ students receive equal attention.

Instructional Assistant - General Ed

Effective 11/1/98, revised 5/13/04, Classification Study 6/16/05

Approved by Personnel Commission: 12/18/08 (Classification Study Year 1)

Approved by Board of Trustees: TBD

- Works with ~~children~~ students in small groups for lessons in reading and writing.
- May Assist instructor with attendance. Phones individual parents regarding ~~child's~~ student's attendance.
- Discuss with the teacher ~~Keeps records of~~ lessons and the progress of each ~~child~~ student.
- Reports to the instructor any signs of illness or distress observed in the ~~children~~ students. Aids in dealing with the situation, as appropriate.
- Sets up and arranges supplies and equipment in the classroom as directed. Prepares teaching aids, labels, charts, bulletin boards and displays as instructed.
- Helps to ensure that program policies and procedures are followed at the school site.
- May assist with communication and translation when requested.
- Performs additional related duties in order to accomplish the objectives of the position.

QUALIFICATIONS

Knowledge and Skills: Requires a basic knowledge of child guidance principles and practices and an understanding of the goals and objectives of the instructional programs. Knowledge of arithmetic, grammar, spelling, language and reading sufficient to assist students with homework or other projects is required. Requires good communication skills to interact with students, staff and parents. General knowledge of basic clerical and record keeping is necessary.

Abilities: Requires demonstrated ability to understand and interpret teacher's instructions in order to assist in instruction of children; to understand the needs and differences of children; to balance emotional support and discipline to deal with behavior problems; and to perform clerical and classroom support duties with minimum supervision. Requires the ability to communicate with students, staff, parents and the public using patience and courtesy, and in a manner that reflects positively on the District. Must be able to work well independently and as part of a team.

Physical Abilities: Requires sufficient visual acuity and depth perception to recognize letters and numbers, and to observe the activity of children and other recipients. Requires lifting of light to moderate objects (under 50 pounds) and lifting of infants and toddlers. Requires sufficient ambulatory ability to walk 100 meters, and hand and finger dexterity and hand/eye coordination to use a computer keyboard and common office equipment. Requires speaking and hearing ability sufficient to hear over a phone and carry on conversations.

Minimum Qualifications (Education and/or Experience): This is the minimum experience and education/training standards which will be used to admit or reject applicants for examination as approved by the Personnel Commission on December 18, 2008.

Instructional Assistant - General Ed

Effective 11/1/98, revised 5/13/04, Classification Study 6/16/05

Approved by Personnel Commission: 12/18/08 (Classification Study Year 1)

Approved by Board of Trustees: TBD

~~Education and Experience: Requires completion of an AA degree or equivalent post-secondary education, or the ability to pass an equivalency exam provided by the District. Specific experience working with children in a classroom or other organized setting is desired.~~

Completion of an AA degree and six (6) months of experience working with students in a classroom or other organized setting.

Or

A High School Diploma or completion of GED and 48 college units or the ability to pass an NCLB required exam provided by the District and six (6) months of experience working with students in a classroom or other organized setting.

License and Certificates: Must be able to obtain CPR and First Aide Certification

Instructional Assistant - General Ed

Effective 11/1/98, revised 5/13/04, Classification Study 6/16/05

Approved by Personnel Commission: 12/18/08 (Classification Study Year 1)

Approved by Board of Trustees: TBD



PAJARO VALLEY UNIFIED SCHOOL DISTRICT POSITION DESCRIPTION

Position: Instructional Assistant ~~I—Special Education~~ Mild/Moderate
Job Code: 610
Department: Special Services
Reports To: ~~Site-Program Director~~, Principal or ~~Assistant Director of Special Services~~
Certificated Teacher or Designee

SUMMARY

~~Level I Special Education~~ Instructional Assistants Mild/Moderate ~~perform~~ perform a variety of duties in support of instructional activities for special education students who are enrolled in special education mild/moderate programs and/or mainstream classrooms.

NATURE AND SCOPE

Under the general direction of the assigned administrator ~~or~~ and certificated staff member, supports the instructional program for special education students. Work is performed in a classroom or small group environment. The Instructional Assistant Mild/Moderate applies well-developed communication skills sufficient to interact with administrators, teachers, other staff members, parents, and students in formal and informal settings.

DISTINGUISHING CHARACTERISTICS

This is the least specialized of the positions in the Instructional Assistant ~~Special Education~~ series. Instructional Assistants Mild/Moderate ~~in this category~~ work with individuals and small groups of students who are enrolled in mild/moderate special education classes, resource specialist programs, or designated instructional services (i.e., Speech and Language Therapy, Occupational Therapy). These students are being instructed using the general education core curriculum with accommodations and/or modifications.

ESSENTIAL TYPES OF DUTIES (Examples) (Duties may include but are not limited to the following)

- Under the supervision of a ~~Assists~~ certificated special education teacher or specialist assists in planning and conducting lessons and other classroom, small group, or one-to-one activities.
- Under the supervision of ~~Assists~~ certificated staff assist in the implementation of the students' Individualized Education Programs (IEPs).
- May be requested to attend IEP meetings and may be required to assist with communication and translation for non-English speaking parents.

Instructional Assistant ~~I—Special Education~~ Mild/Moderate

Revised 5/13/04, Classification Study 6/16/05

Approved by Personnel Commission: 12/18/08 (Classification Study Year 1)

Approved by Board of Trustees: TBD

- Under the supervision of certificated staff ~~P~~prepares instructional materials and cleans up after activities.
- ~~Consults~~ Confers with the special education teacher or specialist about necessary accommodations and/or modifications needed by individual students in the special and/or general education classroom.
- ~~May be assigned to work one-to-one with a student mainstreamed into a regular education classroom.~~
- ~~If assigned to an itinerant position, may be required to visit sites independently and deliver small group and one-to-one instruction to special education students as designed by the special education teacher or specialist.~~
- Observes and controls behavior of students according to approved procedures and/or individual behavior plans.
- Observes students and keeps written records regarding concerns and/or programs.
- Supervises students and assists in maintaining order on the yard, playground, lunch area, and during other school activities such as field trips.
- Monitors classroom activities when the teacher is briefly absent from the room. Accompanies students going from one location to another.
- May assist with medical emergencies, perform first aid, and administer medication under the supervision of the School Nurse and following appropriate training.
- May assist students with personal hygiene which could involve assistance with toileting and other personal care activities.
- Assists certificated staff in administering a variety of formal and informal assessments.
- Confers, as needed, with teachers, specialists, and other school personnel concerning the instructional program and activities, the progress of students, and concerns about students.
- Collects and reviews student data pertaining to strengths, methods, and strategies best used for the students' retention and test scores. Distributes data to general education teachers in a timely manner.
- Confers with teachers and specialists, as needed, in the development and assessment of individual student goals and objectives in preparation for Individualized Education Program (IEP) meetings. May be required to attend IEP meetings to share information about individual students.
- May be required to ~~P~~prepares and maintains a variety of confidential files and records for assigned program and/or students.
- Operates a variety of office and classroom equipment including computers, copiers, fax machines, audio-visual equipment, adaptive equipment, etc.

- Performs a variety of clerical duties such as ordering classroom supplies, filling out work orders, scoring papers, recording grades, taking role, data collection, making copies, answer classroom phone, taking written notes during homework and lectures and preparation of paperwork related to the development of the IEP.
- Prepares bulletin board materials and decorates the classroom. Assists in maintaining a neat, orderly, and attractive learning environment.
- Performs other related duties in order to accomplish the objectives of the position as assigned.

QUALIFICATIONS

Knowledge and Skills: Requires knowledge of child development; basic understanding of curriculum and instructional materials used in each of the basic subjects and at various grade levels; basic understanding of special education program and ~~its purpose~~; knowledge of subjects taught in the District schools, including arithmetic, grammar, spelling, language and reading, and basic English language and math skills. Strong communication skills in both formal and informal settings are essential. Requires good record-keeping, clerical and computer skills.

Abilities: Requires the ability to plan learning activities and deliver instruction under the guidance of appropriate certificated staff, provide curriculum modifications and accommodations as requested for individual students, perform simple clerical tasks, operate standard office and classroom machines and equipment, communicate satisfactorily in oral and written form, and establish and maintain effective working relationships with others. Requires the ability to operate a variety of office and classroom equipment. Requires the ability to communicate with students, staff, parents and the public using patience and courtesy, and in a manner that reflects positively on the District. Must be able to work well independently and as part of a team.

Physical Abilities: Position involves light to moderate physical effort which may include frequent standing, walking, lifting (up to 50 pounds), bending; occasional climbing, crawling or stooping; and use of medium weight tools and materials. Requires visual acuity and depth perception to recognize words and numbers, and speaking and hearing ability sufficient to hear over a phone and carry on conversations. Work may be performed in an indoor/outdoor environment. A pre-placement physical examination may be required.

Minimum Qualifications (Education and/or Experience): This is the minimum experience and education/training standards which will be used to admit or reject applicants for examination as approved by the Personnel Commission on December 18, 2008.

~~Experience and Training:~~ Requires eCompletion of an AA degree and six (6) months of experience working with special needs children.

Or

~~equivalent post-secondary education;~~ A High School Diploma or completion of GED and 48 college units or the ability to pass an NCLB required exam ~~equivalency exam~~ provided by the District and six (6) months of experience working with special needs children. ~~Specific experience working with children in a classroom or other organized setting is required; experience with individuals who have special needs is highly desirable.~~

License and Certification: First Aid and CPR Certification upon offer of employment, and a valid California Driver's License.

Special Requirements: Must have a personal means of transportation to travel to various sites.



PAJARO VALLEY UNIFIED SCHOOL DISTRICT POSITION DESCRIPTION

Position: Instructional Assistant ~~H-Special Education~~ Moderate/Severe
Job Code: 615

Department: Special Services

Reports To: ~~Site Program Director~~ Principal or ~~Assistant Director of Special Services~~ Certificated Teacher or Designee

SUMMARY

~~Level II-Special Education~~ Instructional Assistants Moderate/Severe perform a variety of duties in support of instructional activities for students who are enrolled in special education moderate/severe programs and/or mainstream classrooms.

NATURE AND SCOPE

Under the general direction of the assigned administrator ~~or~~ and certificated staff member, supports the instructional program for special education students. Work is performed in a classroom, community, small group, or one-to-one or one-to-two environment. The Instructional Assistant Moderate/Severe applies well-developed communication skills sufficient to interact with administrators, teachers, other staff members, parents, and students in formal and informal settings. Students who require one-to-one support require extensive assistance throughout the day in order to access their curriculum.

DISTINGUISHING CHARACTERISTICS

This is a more specialized position than that of the Instructional Assistant ~~I-Special Education~~ Mild/Moderate. Instructional Assistants ~~in this category~~ Moderate/Severe work with individuals and small groups of students who are enrolled in moderate or moderate/severe special education classes, ~~or provide one-to-one or one-to-two support to special education students in either a general or special education classroom.~~ Students enrolled in moderate or moderate/severe classes are being instructed using an alternative functional academics/life skills curriculum or are being instructed using the general education core curriculum but with specialized instructional techniques, such as those used for students with autism or emotional disabilities. ~~Students who require one-to-one support require extensive assistance throughout the day in order to access their curriculum.~~ Instructional Assistants Moderate/Severe providing support in any of these settings are often required, after appropriate training, to administer medical procedures, provide instruction through use of specialized equipment and/or techniques, and work independently with a minimum of supervision in home, school, and community environments.

ESSENTIAL TYPES OF DUTIES ~~(Examples)~~ (Duties may include but are not limited to the following)

Instructional Assistant ~~II-Special Education~~ Moderate/Severe
Revised 5/13/04, Classification Study 6/16/05
Approved by Personnel Commission: 12/18/08 (Classification Study Year 1)
Approved by Board of Trustees: TBD

- Under the supervision of a ~~Assists~~-certificated special education teacher or specialist assists in planning and conducting lessons and other classroom, small group, or one-to-one activities.
- If assigned to an itinerant position, may be required to visit sites independently and deliver small group and one-to-one or one-to-two instruction to special education students as designated by the special education teacher or specialist.
- Assists certificated staff in the implementation of the students' Individualized Education Programs (IEPs).
- Applies specialized techniques/strategies such as community-based instruction, behavior intervention level systems, structured teaching, picture communication systems, large print materials, mobility training, Braille, and all types of assistive technology including assistive and augmentative communication systems, as required.
- May be required to attend IEP meetings and assist with communication and translation.
- Prepares instructional materials and cleans up after activities.
- May be assigned to work one-to-one or one-to-two with a student in a regular education or special education classroom or in the community.
- Consults with teachers, specialist and other school personnel concerning the instructional program and activities, the progress of students, and concerns about students. Collects and reviews student data such as strengths, methods, strategies best used for test scores. Distributes data to general education teachers in a timely manner.
- Consults with the teacher or specialist about necessary accommodations and/or modifications needed by individual students in the special and/or general education classroom.
- May supervise student(s) away from the school site without a certificated teacher present. May travel with students on public transportation and visit work sites.
- Observes and controls behavior of students according to approved procedures and/or individual behavior plans.
- Supervises students and assists in maintaining order on the yard, playground, lunch area, community-based settings, and during other school activities such as field trips.
- Monitors classroom activities when the teacher is briefly absent from the room. Accompanies students going from one location to another.
- With proper training and under the supervision of the School Nurse, may be required to perform medical procedures for students such as tube feedings, tracheostomy suctioning, catheterization, and monitoring the use of portable oxygen tanks.
- May assist with medical emergencies, perform first aid, and administer medication under the supervision of the School Nurse and following appropriate training.

- May assist students with personal hygiene activities such as toileting, diapering, and other personal care activities.
- Assists certificated staff in administering a variety of formal and informal assessments.
- ~~Confers, as needed, with teachers, specialists, and other school personnel concerning the instructional program and activities, progress of students, and concerns about students.~~
- Confers with teachers and specialists, as needed, in the development and assessment of individual student goals and objectives in preparation for IEP meetings. May be required to attend IEP meetings to share information about individual students.
- ~~May be required to~~ ~~P~~prepares and maintain~~s~~ a variety of confidential files and records for assigned program and/or students.
- Operates a variety of office and classroom equipment including computers, copiers, fax machines, audio-visual equipment, adaptive equipment, etc.
- Performs a variety of clerical duties such as scoring papers, recording grades, taking role, data collection, and preparation of paperwork related to the development of the IEPs.
- Prepares bulletin board materials and decorates the classroom. Assists in maintaining a neat, orderly, and attractive learning environment.
- Performs other related duties in order to accomplish the objectives of the position~~as assigned.~~

QUALIFICATIONS

Knowledge and Skills: Requires knowledge of child development; basic understanding of general and special education alternative curriculum and instructional materials used in each of the basic subjects and at various grade levels; basic understanding of the special education program and ~~it's~~ its purpose; knowledge of subjects taught in the District schools, including arithmetic, grammar, spelling, language and reading. ~~and basic English language and math skills.~~ Strong communication skills in both formal and informal settings are essential. Requires good record-keeping, clerical and computer skills.

Abilities: Requires the ability to plan learning activities and deliver instruction under the guidance of appropriate certificated staff, provide curriculum modifications and accommodations as requested for individual students, perform duties independently and with minimal supervision when working one-to-one or in community environments, perform simple clerical tasks, operate standard office and classroom machines and equipment, communicate satisfactorily in oral and written form, and establish and maintain effective working relationships with others. Requires the ability to communicate with students, staff, parents and the public using patience and courtesy, and in a manner that reflects positively on the District. Must be able to work well independently and as part of a team.

Physical Abilities: Position involves light to moderate physical effort which may include frequent standing, walking, lifting (up to 50 pounds), bending; occasional climbing, crawling or stooping; and use of medium weight tools and materials. Requires visual acuity and depth perception to recognize words and numbers, and speaking and hearing ability sufficient to hear over a phone and carry on

Instructional Assistant ~~II—Special Education~~ Moderate/Severe

3

Revised 5/13/04, Classification Study 6/16/05

Approved by Personnel Commission: 12/18/08 (Classification Study Year 1)

Approved by Board of Trustees: TBD

conversations. Work may be performed in an indoor/outdoor environment. A pre-placement physical examination may be required.

Minimum Qualifications (Education and/or Experience): This is the minimum experience and education/training standards which will be used to admit or reject applicants for examination as approved by the Personnel Commission on December 18, 2008.

Experience and Training: ~~Requires e~~Completion of an AA degree and one (1) year of experience working with special needs individuals. Must have or be willing to successfully complete training in the specialized techniques, strategies, and procedures required for each assignment.

Or

~~equivalent post-secondary education,~~High School Diploma or completion of GED and 48 college units or the ability to pass an NCLB required exam ~~equivalency exam~~ provided by the District and one (1) year of experience working with special needs individuals. ~~Specific experience working with children in a classroom or other organized setting is required; experience with individuals who have special needs is highly desirable.~~ Must have or be willing to successfully complete training in the specialized techniques, strategies, and procedures required for each assignment.

License and Certification: First Aid and CPR Certification upon offer of employment. and a valid California Driver's License.

Special Requirements: Must have a personal means of transportation to travel to various sites.



PAJARO VALLEY UNIFIED SCHOOL DISTRICT POSITION DESCRIPTION

Position: Instructional Assistant – Migrant/~~Child Care~~ Education
Job Code: 605
Department: School Sites
Reports To: Principal ~~and~~ Director or Designee

SUMMARY

Works in a classroom setting ~~or infant care facility~~ supporting teachers by providing instructional assistance to individual or small groups of students. Provides instructional support to Migrant students in a classroom setting. ~~clerical and other classroom support services to teachers.~~ Advocates for the needs of Migrant students and their families.

NATURE AND SCOPE

Works under the general supervision of a classroom teacher. May be required to work independently by managing classroom and students during short emergencies in absence of the teacher. Often required to support more than one teacher and classroom. Required to have a broad range of general level skills and knowledge in order to assist with basic instruction, clerical and support services and maintain classroom unity. Work is performed in a classroom or small group environment where there is moderate exposure to communicable disease and hygiene needs of ~~children~~ students. Exercises patience, tolerance and objectivity when working with individual or groups of students.

DISTINGUISHING CHARACTERISTICS

This is ~~the an entry-level generalist~~ instructional assistant position working with individual or small groups of migrant K-8 students ~~and/or pre-school children. The generalist is not required to work with special needs students or special projects.~~ Assignment at this level in district funded child care facilities requires additional college work (6 credits) in ECE. The incumbent in this classification maintains on going communication with parents regarding meetings, trainings and provides assistance including translation and filling out forms.

ESSENTIAL TYPES OF DUTIES (Examples) (Duties may include but are not limited to the following)

- Assists certificated teacher with the presentation of learning materials and instructional exercises. Assists teaching staff in conducting lessons and other classroom activities. Prepares for and assists with various classroom projects. ~~Cleans up after classroom projects.~~
- Works with individual or small groups of students. Listens to and reinforces instructions given by teacher in reading, spelling, math or other age appropriate subjects.

Instructional Assistant – Migrant/~~Child Care~~ Education

Effective 11/1/98, revised 5/13/04, Classification Study 6/16/05

Approved by Personnel Commission: 12/18/08 (Classification Study Year 1)

Approved by Board of Trustees: TBD

- Observes and controls behavior of students according to approved procedures. Keeps progress Reports and distributes to teacher as requested. progress regarding students' performance and behavior. Evaluates student progress in a wide variety of skills.
- Assists students in understanding instructional materials and monitors students to ensure understanding of materials being presented.
- ~~Assists in maintaining order among the children in the classroom and on the school grounds. Supervises students as assigned in the classroom, playground, cafeteria or at various school-wide activities such as field trips.~~
- Monitors classroom activities when the teacher is absent from the room. Accompanies students going from one location to another. Exercises appropriate discipline procedures when applicable.
- Keeps records of lessons and the progress of ~~each child~~ students.
- ~~Prioritizes tasks and exercises good time management and organizational skills.~~
- Assists staff with the preparation of instructional and testing materials. ~~Administers and scores tests, corrects papers, assists in preparation of graphic and written teaching materials.~~
- ~~Performs a variety of clerical duties such as preparing instructional materials, scoring papers, recording grades, taking roll, maintaining records and files, and typing classroom materials.~~
- Assists students by providing proper examples, emotional support, a friendly attitude and general guidance. Assures the health and safety of students by following health and safety rules.
- Assists teaching staff in assessing programs and materials to meet the needs of the ~~children~~ students. ~~Collects, assembles and distributes textbooks, learning package materials, supplies, equipment and other resource materials. Orders instructional materials and aids when necessary.~~
- ~~Prepares bulletin board materials and decorates classroom. Assists in maintaining a neat, orderly and attractive learning environment. Sets up and operates audiovisual equipment, computers, copying machines and other related equipment as needed.~~
- ~~Performs a variety of infant/child care duties such as preparing meals and bottles, changing diapers, and facilitating rest periods, as well as planning and setting up learning activities.~~
- ~~May assist students with personal hygiene matters, which could involve assisting with lavatory and other personal care activities.~~
- Reports to the instructor or appropriate school personnel any signs of illness or distress observed in the ~~children~~ students. Aids in dealing with the situation, as appropriate.
- May attend conferences/meetings and monthly professional trainings with Migrant Education Director, Migrant Education personnel and parents of Migrant students, ~~to provide assistance and report on students' progress.~~

Instructional Assistant – Migrant/~~Child Care~~ Education

Effective 11/1/98, revised 5/13/04, Classification Study 6/16/05

Approved by Personnel Commission: 12/18/08 (Classification Study Year 1)

Approved by Board of Trustees: TBD

- Provides referral services to students and families.
- Assists and participates with Student Study Team (SST), Language Review Team (LRT's), IEP Team and other student review teams as requested.
- Inputs data and records services rendered into Migrant online data system.
- Performs other duties as assigned to accomplish the objectives of the position.

QUALIFICATIONS

Knowledge and Skills: Requires a **B**asic knowledge of child guidance principles and practices and an understanding of the goals and objectives of the instructional program. Knowledge of the basic subjects taught in the District schools, including arithmetic, grammar, spelling, language and reading sufficient to assist students with individual or group studies are required. Must have **S**trong communication skills to interact with students, teachers, parents and other faculty and staff, and **G**eneral knowledge of basic computer, clerical and record keeping processes.

Abilities: Requires demonstrated ability to understand and interpret teachers' instructions in order to assist in instruction of ~~children~~students; to understand the needs and differences of ~~children~~students and to reach and motivate them; to balance emotional support and discipline to deal with behavior problems; to prioritize tasks and exercises good time management and organizational skills; and to perform clerical and classroom support duties with minimum supervision. Requires the ability to communicate with students, staff, parents and the public using patience and courtesy, and in a manner that reflects positively on the District. Must be able to work well independently and as part of a team.

Physical Abilities: Requires sufficient arm, hand, finger dexterity to operate computer keyboard and common office equipment. Requires visual acuity and depth perception to recognize words and numbers. Requires lifting of light to moderate objects (under 50 pounds) on an occasional basis. Requires ambulatory ability to travel to different locations. Requires the ability to take precautions against a nominal exposure to health and safety risks. Requires speaking and hearing ability sufficient to communicate in person or over the phone.

Minimum Qualifications (Education and/or Experience): This is the minimum experience and education/training standards which will be used to admit or reject applicants for examination as approved by the Personnel Commission on December 18, 2008.

~~Experience and Training: Requires e~~Completion of an AA degree and one (1) year of experience working with students in a classroom or other organized setting. ~~or equivalent post-secondary education, or the ability to pass an equivalency exam provided by the District, and additional training in education or a related field. Completion of six (6) ECE units is required for Infant/Child Care Assistants. Specific experience in working with children in a classroom or other organized setting required.~~

Or

Instructional Assistant – Migrant/~~Child Care~~ Education
 Effective 11/1/98, revised 5/13/04, Classification Study 6/16/05
Approved by Personnel Commission: 12/18/08 (Classification Study Year 1)
Approved by Board of Trustees: TBD

High School Diploma or completion of GED and 48 college units or the ability to pass an NCLB required exam provided by the District and one (1) year of experience working with students in a classroom or other organized setting.

License and Certificates: Must be able to obtain CPR and First Aide Certification.

Instructional Assistant – Migrant/~~Child-Care~~ Education

Effective 11/1/98, revised 5/13/04, Classification Study 6/16/05

Approved by Personnel Commission: 12/18/08 (Classification Study Year 1)

Approved by Board of Trustees: TBD

**PAJARO VALLEY UNIFIED SCHOOL DISTRICT
POSITION DESCRIPTION**

Position: Interpreter/Tutor-Sign Language
Job Code: 620

Department: Special Education
Reports To: Director of Special Education

SUMMARY

Performs a variety of interpreter and tutor instructional support for hearing-impaired students, K-12th grade. Facilitates information between deaf and hard-of-hearing students and certificated staff, using appropriate sign language systems including voicing. Conducts District-wide classes on American Sign Language to parents, District staff and students.

NATURE AND SCOPE

Under minimal supervision, independently provides advanced interpretation and tutoring assistance to hearing-impaired students. Because the incumbents may be called upon to perform simultaneous sign language with course lectures, considerable knowledge of course content is required. Works with District staff when interpretation and communication assistance is required for business-related situations. Incumbents have a broad range of contacts, including other faculty, staff, parents and the general public. Work may be in a specific setting or require travel to District sites to facilitate implementation of programs.

DISTINGUISHING CHARACTERISTICS

Advancement to this positions may be possible from other instructional positions, however Interpreter/Tutors have advanced skills, knowledge and training in the area of specialization.

ESSENTIAL TYPES OF DUTIES (Examples)

- Expressively and receptively interprets and translates between deaf and/or hard-of-hearing students and certificated staff, using ASL or Oral Interpreting in a variety of classroom settings with simultaneous translation.
- Assists and instructs certificated staff and students in the use of an interpreter.
- Provides interpretation for students, parents and District staff during conferences and other District sponsored activities.
- Interprets movies, filmstrips, public announcements, songs, music and assemblies.

- Consults with teachers, Instructional Assistants, resource staff, other school personnel and parents concerning useful programs and materials to meet student needs. Alerts teachers to any special problems or information concerning students in assigned programs.
- Conveys auditory environment stimuli to deaf students including bells, alarms, computer signals, etc., which contribute to temporal processing and other cognitive skills.
- Coordinates, prepares, facilitates and conducts in-service ASL training sessions for Instructional Assistants, teachers, resource staff and students. Conducts training of other interpreters.
- Supports attempts at independent communication strategies.
- Structures signing system appropriate to the student's level of understanding and uses appropriate facial expressions.
- Interprets in-services, IEP's, extra-curricular activities, workshops and lectures as required.
- Checks proper functioning of hearing aids and auditory equipment.
- Assists and tutors students in academic and non-academic subjects, listening skills, and speech, including note-taking.
- Maintains updated journals on students' progress and class assignments.
- Assists students in mainstream classes and communicates students' progress to the teacher.
- Assists with daily activities and supervises students on the playground, in the cafeteria, and during bus loading and unloading.
- Assists in keeping facilities neat, clean, and safe.
- Prepares materials for learning activities.
- Directs learning activities in the classroom under the direction of the teacher.
- Assists the teacher in maintaining discipline and monitoring the room.
- Assists teacher in recordkeeping activities.
- Accompanies and assists in supervising children on field trips during regular working hours.
- Assists teacher in general clerical work, inventory, storage, and handling of instructional materials.
- Acts as liaison between certificated staff of the hearing-impaired and regular classroom faculty. Provides feedback on students' progress.

- Confers with teachers, specialists and parents to develop and evaluate individual and group educational goals and objectives. Assists school sites with the implementation of the IEP as assigned.
- Confers with teachers and provides tutoring for selected hearing-impaired students.
- Provides instructional assistance to students (K-12th grade) with a variety of course material.
- Performs other duties as assigned to accomplish the objectives of the position.

QUALIFICATIONS

Knowledge and Skills: Requires an In-depth knowledge of categorical programs including implementation protocols; understanding of child development and learning concepts, theories, principles, and techniques; specialized knowledge of working with hearing-impaired student populations; and a Working understanding of education and teaching methods. Requires considerable communication skills to interact in both formal and informal settings with a wide variety of contacts.

Abilities: Must be able to assist teachers and resource staff with the implementation of all elements of the District's Special Education programs. Requires the ability to recognize and meet the needs of hearing-impaired students. Ability to interpret/translate using ASL and Oral Interpreting, and Adhere to the RID Code of Ethics and position guidelines. Requires the ability to communicate with students, staff, parents and the public using patience and courtesy, and in a manner that reflects positively on the District. Must be able to work well independently and as part of a team.

Physical Abilities: Position may involve standing, walking, stooping, and occasional carrying and lifting of lightweight materials (up to 20 pounds). Requires well-developed arm, hand, and finger dexterity in order to perform advanced sign language interpretation. Requires the ability to stand for extended periods of time. Requires visual acuity to recognize numbers and words, and detect speech patterns. Requires the ability to carry on conversation with students, teachers, and parents in person.

Education and Experience: Equivalent to a BA Degree with a minimum of one year experience working with hearing-impaired students in an instructional setting is required, or an AA Degree with four years experience. Must have completed coursework in American Sign Language, be able to obtain RID certification, and/or pass District proficiency exam at Interpreter/Tutor level.

Licenses or Certificates: California Driver License required. Certification in ASL.

Reference: Title 5 Education
Division 1 CA Department of Education Chapter 3 Handicapped Children subchapter 1
Special Education 3051.16 specialized services for Low-Incidence Disabilities

By July 1, 2007, an educational interpreter shall be certified by the national Registry of Interpreters for the Deaf (RID); have achieved a score of 3.0 or above on the Educational Interpreter Performance Assessment (EIPA), the Educational Sign Skills Evaluation-Interpreter (ESSE-I), or the National Association of the Deaf/American Consortium of Certified Interpreters (NAD/ACCI) assessment; or have met comparable requirements. If providing Cued Language transliteration, a transliterator shall possess

Testing/evaluation and Certification Unit (TECUnit) certification, or have achieved a score of 3.0 or above on the EIPA-Cued Speech or have met comparable requirements.

By July 1, 2008, an educational interpreter shall be certified by the national RID; have achieved a score of 3.5 or above on the EIPA, the ESSE-I, or the NAD/CCCI assessment or have met comparable requirements. If providing Cued Language transliteration, a transliterator shall possess TECUnit certification, or have achieved a score of 3.5 or above on the EIPA-Cued Speech or have met comparable requirements.

By July 1, 2009, an educational interpreter shall be certified by the national RID; have achieved a score of 4.0 or above on the EIPA, the ESSE-I, or the NAD/ACCI assessment or have met comparable requirements. If providing Cued Language transliteration, a transliterator shall possess TECUnit certification, or have met comparable requirements.

(C) An “educational Interpreter” provides communication facilitation between students who are deaf or hard of hearing, and others, in the general education classroom and for other school related activities, including extracurricular activities, as designated in a student’s Individualized Program (IEP).

Approved by Personnel Commission 01/07/99

Approved by Governing Board 04/14/99

Revised 1/2007 to reflect certification requirements



PAJARO VALLEY UNIFIED SCHOOL DISTRICT POSITION DESCRIPTION

Position: Lead Maintenance Specialist -Carpenter
Job Code: 315

Department: Maintenance and Operations

Reports To: Supervisor of Maintenance

SUMMARY

Performs a variety of skilled work at the master level, in the maintenance, alteration and repair of facilities and buildings. Works performing highly advanced carpentry duties and may be required to assist in the performance of routine duties in other areas of specialization as needed and as skill levels permit.

NATURE AND SCOPE

Works under minimal supervision of the Supervisor of Maintenance to independently perform highly advanced work in carpentry. Duties are primarily performed at the "expert" level in area of carpentry but will also perform support duties in other trades as required. Performs regular duties of carpentry staff including the more complex maintenance repair task. Work relationships extend beyond the peer group to District staff, outside contractors and experts and students. Requires strong communication skills to discuss complex technical information. Work may be outside in adverse weather conditions. Leads Maintenance Specialist.

DISTINGUISHING CHARACTERISTICS

This is the master-level class related to carpentry. The incumbent in this class serves as the lead worker performing highly skilled carpentry related duties. The position at this level is distinguished from the Maintenance Specialist by the responsibility for providing leadership. Employees at this level perform the most difficult and responsible maintenance, repair, and service tasks in carpentry. The Lead Maintenance Specialist is the non-supervisory position in the series, requiring formal training/experience in the carpentry trade. The individual in this position will be responsible for taking and processing work orders as well as leading projects with the assistance of Maintenance Specialist.

ESSENTIAL TYPES OF DUTIES (Duties may include but are not limited to the following):

- Inspects repairs, fabricates, installs, services and maintains facilities and buildings of the District in all related areas of carpentry. Prepares rough sketches of work and estimates of materials and labor.
- Determines priorities for requisitioning materials and supplies. Keeps tools and equipment in good condition. Leads and provides training for a small crew on specific assignments.

Lead Maintenance Specialist Carpenter

Effective 11/1/98, Classification Study 6/16/05

Approved by Personnel Commission: 7/24/08 (Classification Study Year 1)

Approved by Board of Trustees: TBD

- Performs carpentry work involving erecting, finished and repairing various types of buildings, forms, frames, furniture, fixtures and equipment.
- Reads and interprets blueprints, maps, schematic wiring diagrams and specifications. Maintains required records and makes reports. Prepares reports on work completed and materials used.
- Performs other duties as assigned to accomplish the objectives of the position.

QUALIFICATIONS

Knowledge and Skills: Requires a thorough knowledge of the principles, practices, methods, techniques, materials, tools, equipment, layouts and set-ups used in the area of carpentry. Requires a thorough knowledge of the uses and purposes of general maintenance, hand and power tools and equipment. Must know and understand all pertinent Federal, State and local laws, codes and regulations in area of carpentry. Must be thoroughly familiar with safety orders of the Industrial Accident Commission related to carpentry. Requires knowledge of safe working practices. Must have leadership skills sufficient to lead a small crew of maintenance staff.

Abilities: Requires the ability to perform all of the essential duties in the area of carpentry-at the master level with minimal supervision. Performs skilled carpentry tasks involving the maintenance and repair of buildings and fixtures. Must be able to use and maintain all of the tools, equipment and vehicles used during routine performance of duties. Requires the ability to plan, schedule and direct the activities of Maintenance Specialist to attain high quality and efficiency in work. Requires the ability and initiative to independently develop methods and techniques in the interest of effectiveness and efficiency. Must be able to understand and follow oral and written instructions, maintain routine records and interpret plans and specifications found in area of carpentry. Must be able to obtain cooperation of and maintain harmonious relations with the employees in other departments contacted during routine performance of duties. Requires the ability to communicate with students, staff, parents and the public using patience and courtesy, and in a manner that reflects positively on the District. Must be able to work well independently and as part of a team.

Physical Abilities: Requires the ability to stand, walk and manipulate (lift, carry, move) light to medium weights of 10 - 50 pounds. May climb (eg ladders), stoop, kneel and crouch. Requires sufficient hand-eye coordination, hand and finger dexterity including ability to grasp, and visual acuity to operate equipment and read technical and safety information.

Education and Experience: This is the minimum experience and education/training standards that will be used to admit or reject applicants for examination as approved: July 24, 2008

High School Diploma or completion of GED and Four (4) years of experience performing journey level carpentry.

or

High School Diploma or GED, completion of a formal apprenticeship in plumbing and two (2) years of experience performing journey level carpentry

Lead Maintenance Specialist Carpenter

Effective 11/1/98, Classification Study 6/16/05

Approved by Personnel Commission: 7/24/08 (Classification Study Year 1)

Approved by Board of Trustees: TBD

Licenses or Certificates: *A valid California driver's license. Requires appropriate certification in area of specialization.

*Must be presented upon offer of employment and maintained throughout employment in this position.

Approved by Personnel Commission 11/18/99



PAJARO VALLEY UNIFIED SCHOOL DISTRICT POSITION DESCRIPTION

Position: Lead Maintenance Specialist Electrician
Job Code: 316

Department: Maintenance and Operations

Reports To: Supervisor of Maintenance

SUMMARY

Performs a variety of skilled work at the master level in the maintenance, alteration and repair of electrical systems, facilities and buildings. Works performing highly advanced electrical duties and may be required to assist in the performance of routine duties in other areas of specialization as needed and as skill levels permit.

NATURE AND SCOPE

Works under minimal supervision of the Supervisor of Maintenance to independently perform highly advanced electrical work. Duties are primarily performed at the "expert" level in the electrician trade but will also perform support duties in other trades as required. Performs regular electrical staff duties including the more complex maintenance and repair tasks. Work relationships extend beyond the peer group to District staff, outside contractors and experts and students. Requires strong communication skills to discuss complex technical information. Work may be outside in adverse weather conditions. Leads Maintenance Specialist.

DISTINGUISHING CHARACTERISTICS

This is the master level class related to the electrician. The incumbent in this class serves as the lead worker performing highly skilled electrical related duties. The position at this level is distinguished from the Maintenance Specialist by the responsibility for providing leadership. Employees at this level perform the most difficult and responsible maintenance, repair, and service tasks in electrical. The Lead Maintenance Specialist is the non-supervisory position in the series, requiring formal training/experience as an electrician. The individual in this position will be responsible for taking and processing work orders as well as leading projects with the assistance of Maintenance Specialist.

ESSENTIAL TYPES OF DUTIES (Duties may include but are not limited to the following:)

- Inspects repairs, fabricates, installs, services and maintains facilities and buildings of the District in all areas related to electrical work.
- Troubleshoots and identifies electrical maintenance and repair needs.

Lead Maintenance Specialist Electrician

Effective 11/1/98, Classification Study 6/16/05

Approved by Personnel Commission: 7/24/08 (Classification Study Year 1)

Approved by Board of Trustees: TBD 1

- Prepares rough sketches of work and estimates of materials and labor.
- Determines priorities for requisitioning materials and supplies. Keeps tools and equipment in good condition. Leads and provides training for a small crew on specific assignments.
- Performs a variety of electrical repair and maintenance duties. Installs, adjusts, repairs or replaces control panels, conduits, switches, electric lights, motors, heaters, generators, transformers, switchboards and other electrical apparatus.
- Installs necessary internal and external wiring for electrical equipment. Operates electrical power generating plants. Assists in maintaining the electrical shop. Operates electrical equipment.
- Reads and interprets blueprints, maps, schematic wiring diagrams and specifications. Maintains required records and makes reports. Prepares reports on work completed and materials used.
- Performs other duties as assigned to accomplish the objectives of the position.

QUALIFICATIONS

Knowledge and Skills: Requires a thorough knowledge of the principles, practices, methods, techniques, electrical terms, materials, tools, equipment, layouts and set-ups used in the area of electrical. Requires a thorough knowledge of the uses and purposes of general maintenance, hand and power tools and equipment. Knowledge of the methods, tools, procedures used to repair electrical machinery and equipment. Must know and understand all pertinent Federal, State and local laws, codes and regulations including OSHA, CAL OSHA and National Electrical Code in the area of electrical. Must be thoroughly familiar with safety orders of the Industrial Accident Commission related to electrical. Requires knowledge of safe working practices. Must have leadership skills sufficient to lead a small crew of maintenance staff.

Abilities: Requires the ability to perform all of the essential duties in the area of electrical at the master level with minimal supervision. Must be able to use and maintain all of the tools, equipment and vehicles used during routine performance of duties. Requires the ability to plan, schedule and direct the activities of Maintenance Specialists to attain high quality and efficiency in work. Requires the ability and initiative to independently develop methods and techniques in the interest of effectiveness and efficiency. Must be able to understand and follow oral and written instructions, maintain routine records and interpret plans and specifications found in area of electrical. Must be able to obtain cooperation of and maintain harmonious relations with the employees in other departments contacted during routine performance of duties. Requires the ability to communicate with students, staff, parents and the public using patience and courtesy, and in a manner that reflects positively on the District. Must be able to work well independently and as part of a team.

Physical Abilities: Requires the ability to stand, walk and manipulate (lift, carry, move) light to medium weights of 10 - 50 pounds. May climb (eg ladders), stoop, kneel and crouch. Requires sufficient hand-eye coordination, hand and finger dexterity including ability to grasp, and visual acuity to operate equipment and read technical and safety information.

Education and Experience: This is the minimum experience and education/training standards which will be used to admit or reject applicants for examination as approved July 24, 2008.

Lead Maintenance Specialist Electrician

Effective 11/1/98, Classification Study 6/16/05

Approved by Personnel Commission: 7/24/08 (Classification Study Year 1)

Approved by Board of Trustees: TBD 2

High School Diploma or completion of GED, Four (4) years of experience performing journey level electrical in commercial or school facilities

or

High School Diploma or GED, Completion of a formal apprenticeship as an Electrician and two (2) years of experience performing journey level electrical in commercial or school facilities.

Licenses or Certificates: *A valid California driver's license. Requires appropriate certification in area of specialization.

* Must be presented upon offer of employment and maintained throughout employment in this position.

Approved by Personnel Commission 11/18/99
Approved by Governing Board

Lead Maintenance Specialist Electrician
Effective 11/1/98, Classification Study 6/16/05
Approved by Personnel Commission: 7/24/08 (Classification Study Year 1)
Approved by Board of Trustees: TBD 3



PAJARO VALLEY UNIFIED SCHOOL DISTRICT POSITION DESCRIPTION

Position: Lead Maintenance Specialist -HVAC Mechanic
Job Code: 319

Department: Maintenance and Operations

Reports To: Supervisor of Maintenance

SUMMARY

Performs a variety of skilled work at the master level in the maintenance, alteration and repair of mechanical or electrical systems, facilities and buildings. Works performing highly advanced HVAC duties and may be required to assist in the performance of routine duties in other areas of specialization as needed and as skill levels permit.

NATURE AND SCOPE

Works under minimal supervision of the Supervisor of Maintenance to independently perform highly advanced work in the HVAC trade. Duties are primarily performed at the "expert" level as an HVAC mechanic, but will also perform support duties in other trades as required. Performs regular duties of HVAC staff including the more complex maintenance and repair tasks. Work relationships extend beyond the peer group to District staff, outside contractors and experts and students. Requires strong communication skills to discuss complex technical information. Work may be outside in adverse weather conditions. Leads Maintenance Specialist.

DISTINGUISHING CHARACTERISTICS

This is the master-level class related to the HVAC. The incumbent in this class serves as the lead worker performing highly skilled heating and air conditioning related duties. The position at this level is distinguished from the Maintenance Specialist by the responsibility for providing leadership. Employees at this level perform the most difficult and responsible maintenance, repair, and service tasks in heating and air conditioning. The Lead Maintenance Specialist is the non-supervisory position in the series, requiring formal training/experience in the HVAC trade. The individual in this position will be responsible for taking and processing work orders as well as leading projects with the assistance of Maintenance.

ESSENTIAL TYPES OF DUTIES (Duties may include but are not limited to the following):

- Inspects repairs, fabricates, installs, services and maintains facilities and buildings of the District in all areas related to HVAC. Prepares rough sketches of work and estimates of materials and labor.
- Installs, replaces or repairs valves, fans, dampers, duct work, motors, gaskets, belts, fuses, controls, thermostats, switches, gauges, tubing and pipe.

Lead Maintenance Specialist HVAC Mechanic

Effective 11/1/98, Classification Study 6/16/05

Approved by Personnel Commission: 7/24/08 (Classification Study Year 1)

Approved by Board of Trustees: TBD

- Determines priorities for requisitioning materials and supplies. Keeps tools and equipment in good condition. Leads and provides training for a small crew on specific assignments.
- Performs a variety of HVAC duties. Operates, maintains, inspects and repairs heating, air conditioning refrigeration, water treatment, cogeneration, heat reclamation, thermal energy storage, ventilation and air compressor equipment.
- Tests, adjusts and calibrates boiler and air conditioning machinery and mechanical, electrical, and pneumatic control instruments. Tests and, as required, chemically treats boiler, condenser and cooling tower water and water from other systems.
- Maintains, inspects, diagnoses and makes emergency repairs to steam, natural gas, water, refrigeration, air and oil distribution systems. May operate certain aspects of the District's Energy Management System.
- Reads and interprets blueprints, maps, schematic wiring diagrams and specifications. Maintains required records and makes reports. Prepares reports on work completed and materials used.
- Performs other duties as assigned to accomplish the objectives of the position.

QUALIFICATIONS

Knowledge and Skills: Requires a thorough knowledge of the principles, practices, methods, techniques, materials, tools, equipment, layouts and set-ups used in the area of an HVAC mechanic. Requires a thorough knowledge of the uses and purposes of general maintenance, hand and power tools and equipment. Must know and understand all pertinent Federal, State and local laws, codes and regulations related to heating and air conditioning. Must be thoroughly familiar with safety orders of the Industrial Accident Commission related to heating and air conditioning. Requires knowledge of safe working practices. Must have leadership skills sufficient to lead a small crew of maintenance staff.

Abilities: Requires the ability to perform all of the essential duties in the area of the HVAC mechanic at the master level with minimal supervision. Must be able to use and maintain all of the tools, equipment and vehicles used during routine performance of duties. Must have the ability to perform skilled heating, ventilation, refrigeration and air conditioning work, including electrical. Requires the ability to plan, schedule and direct the activities of Maintenance Specialists to attain high quality and efficiency in work. Requires the ability and initiative to independently develop methods and techniques in the interest of effectiveness and efficiency. Must be able to understand and follow oral and written instructions, maintain routine records and interpret plans and specifications found in area of heating and air conditioning. Must be able to obtain cooperation of and maintain harmonious relations with the employees in other departments contacted during routine performance of duties. Requires the ability to communicate with students, staff, parents and the public using patience and courtesy, and in a manner that reflects positively on the District. Must be able to work well independently and as part of a team.

Physical Abilities: Requires the ability to stand, walk and manipulate (lift, carry, move) light to medium weights of 10 - 50 pounds. May climb (eg ladders), stoop, kneel and crouch. Requires sufficient hand-eye coordination, hand and finger dexterity including ability to grasp, and visual acuity to operate equipment and read technical and safety information.

Lead Maintenance Specialist HVAC Mechanic

Effective 11/1/98, Classification Study 6/16/05

Approved by Personnel Commission: 7/24/08 (Classification Study Year 1)

Approved by Board of Trustees: TBD

Education and Experience: This is the minimum experience and education/training standards which will be used to admit or reject applicants for examination as approved July 24, 2008.

High School Diploma or completion of GED four (4) years of experience performing journey level as an HVAC mechanic performing maintenance and repairs of heating and air conditioning systems.

or

High School Diploma or completion of GED plus Completion of a formal apprenticeship as a HVAC mechanic and two (2) years of experience performing journey level maintenance and repairs of heating and air conditioning systems

Licenses or Certificates: *A valid California driver's license. Requires appropriate certification in area of specialization.

*Must be presented upon offer of employment and maintained throughout employment in this position.

Approved by Personnel Commission 11/18/99
Approved by Governing Board



PAJARO VALLEY UNIFIED SCHOOL DISTRICT POSITION DESCRIPTION

Position: Lead Maintenance Specialist Painter
Job Code: 317

Department: Maintenance and Operations

Reports To: Supervisor of Maintenance

SUMMARY

Performs a variety of skilled work at the master level in the maintenance, alteration and repair of facilities and buildings. Works performing highly advanced painting duties and may be required to assist in the performance of routine duties in other areas of specialization as needed and as skill levels permit.

NATURE AND SCOPE

Works under minimal supervision of the Supervisor of Maintenance to independently perform highly advanced work in painting. Duties are primarily performed at the “expert” level in area of painting, but will also perform support duties in other trades as required. Performs regular duties of painting staff including the more complex maintenance and repair tasks. Work relationships extend beyond the peer group to District staff, outside contractors and experts and students. Requires strong communication skills to discuss complex technical information. Work may be outside in adverse weather conditions. Leads Maintenance Specialist.

DISTINGUISHING CHARACTERISTICS

This is the master -level class related to painting. The incumbent in this class serves as the lead worker performing highly skilled painting related duties. The position at this level is distinguished from the Maintenance Specialist by the responsibility for providing leadership. Employees at this level perform the most difficult and responsible maintenance, repair, and service tasks in painting. The Lead Maintenance Specialist is the non-supervisory position in the series, requiring formal training/experience in the painting trade. The individual in this position will be responsible for taking and processing work orders as well as leading projects with the assistance of Maintenance Specialist.

ESSENTIAL TYPES OF DUTIES (Duties may include but are not limited to the following):

- Inspects, repairs, services and maintains facilities and buildings of the District in all areas of painting. Prepares rough sketches of work and estimates of materials and labor.
- Mixes, paints, matches, blends, harmonizes and contrasts colors.
- Determines priorities for requisitioning materials and supplies. Keeps tools and equipment in good condition. Leads and provides training for a small crew on specific assignments.
- Reads and interprets blueprints, maps and schematic. Maintains required records and makes reports. Prepares reports on work completed and materials used.

Lead Maintenance Specialist Painter

Effective 11/1/98, Classification Study 6/16/05

Approved by Personnel Commission: 7/24/08 (Classification Study Year 1)

Approved by Board of Trustees: TBD

- Performs other duties as assigned to accomplish the objectives of the position.

QUALIFICATIONS

Knowledge and Skills: Requires a thorough knowledge of the principles, practices, methods, techniques, materials, tools, equipment, layouts and set-ups used in the area of painting. Requires a thorough knowledge of the uses and purposes of general maintenance, hand and power tools and equipment. Methods of preparing various types of surfaces for painting. Knowledge of paints and other materials used to perform assigned staff. Must know and understand all pertinent Federal, State and local laws, codes and regulations in area of painting. Must be thoroughly familiar with safety orders of the Industrial Accident Commission related to painting. Knowledge of safe working practices. Must have leadership skills sufficient to lead a small crew of maintenance staff.

Abilities: Requires the ability to perform all of the essential duties in the area of painting at the advanced master level with minimal supervision. Must be able to use and maintain all of the tools, equipment and vehicles used during routine performance of duties. Requires the ability to plan, schedule and direct the activities of Maintenance Specialist to attain high quality and efficiency in work. Ability to mix paint accurately and match colors of existing surfaces. Requires the ability and initiative to independently develop methods and techniques in the interest of effectiveness and efficiency. Must be able to understand and follow oral and written instructions, maintain routine records and interpret plans and specifications found in area of painting. Must be able to obtain cooperation of and maintain harmonious relations with the employees in other departments contacted during routine performance of duties. Requires the ability to communicate with students, staff, parents and the public using patience and courtesy, and in a manner that reflects positively on the District. Must be able to work well independently and as part of a team.

Physical Abilities: Requires the ability to stand, walk and manipulate (lift, carry, move) light to medium weights of 10 - 50 pounds. May climb (e.g. ladders), stoop, kneel and crouch. Requires sufficient hand-eye coordination, hand and finger dexterity including ability to grasp, and visual acuity to operate equipment and read technical and safety information.

Education and Experience:

This is the minimum experience and education/training standards which will be used to admit or reject applicants for examination as approved July 24, 2008.

High School Diploma or completion of GED Four (4) years of experience performing journey level painting.

or

High School Diploma or GED, completion of a formal apprenticeship in painting and two (2) years of experience performing journey level painting.

Licenses or Certificates: *A valid California driver's license. Requires appropriate certification in area of specialization.

*Must be presented upon offer of employment and maintained throughout employment in this position.

Approved by Personnel Commission 11/18/99

Lead Maintenance Specialist Painter

Effective 11/1/98, Classification Study 6/16/05

Approved by Personnel Commission: 7/24/08 (Classification Study Year 1)

Approved by Board of Trustees: TBD

Approved by Governing Board

Lead Maintenance Specialist Painter

Effective 11/1/98, Classification Study 6/16/05

Approved by Personnel Commission: 7/24/08 (Classification Study Year 1)

Approved by Board of Trustees: TBD



PAJARO VALLEY UNIFIED SCHOOL DISTRICT POSITION DESCRIPTION

Position: Lead Maintenance Specialist -Plumber
Job Code: 318

Department: Maintenance and Operations

Reports To: Supervisor of Maintenance

SUMMARY

Performs a variety of skilled work at the master level in the maintenance, alteration and repair of facilities and buildings. Works performing highly advanced plumbing duties and may be required to assist in the performance of routine duties in other areas of specialization as needed and as skill levels permit.

NATURE AND SCOPE

Works under minimal supervision of the Supervisor of Maintenance to independently perform highly advanced work in plumbing. Duties are primarily performed at the “expert” level in area of plumbing, but will also perform support duties in other trades as required. Performs regular duties of plumbing staff including the more complex maintenance and repair tasks. Work relationships extend beyond the peer group to District staff, outside contractors and experts and students. Requires strong communication skills to discuss complex technical information. Work may be outside in adverse weather conditions. Leads Maintenance Specialists-

DISTINGUISHING CHARACTERISTICS

This is the master-level class related to plumbing. The incumbent in this class serves as the lead worker performing highly skilled plumbing related duties. The position at this level is distinguished from the Maintenance Specialist by the responsibility for providing leadership. Employees at this level perform the most difficult and responsible maintenance, repair, and service tasks in plumbing. The Lead Maintenance Specialist is the non-supervisory position in the series, requiring formal training/experience in the plumbing trade. The individual in this position will be responsible for taking and processing work orders as well as leading projects with the assistance of Maintenance Specialists.

ESSENTIAL TYPES OF DUTIES (Duties may include but are not limited to the following):

- Inspects, repairs, fabricates, installs, services and maintains facilities and buildings of the District in all areas related to plumbing. Prepares rough sketches of work and estimates of materials and labor.
- Determines priorities for requisitioning materials and supplies. Keeps tools and equipment in good condition. Leads and provides training for a small crew on specific assignments.

- Performs a variety of plumbing duties. Cuts and threads pipe. Installs, inspects, maintains and repairs standard plumbing systems and equipment concerned with water, gas, oil, sewage, fire control, steam and refrigeration. Installs and repairs pumps.
- Maintains, inspects, diagnoses and makes emergency repairs to steam, natural gas, water, refrigeration, air and oil distribution systems. May operate certain aspects of the District's Energy Management System.
- Moves and installs backflow devices, water heaters and plumbing fixtures.
- Reads and interprets blueprints, maps, schematic wiring diagrams and specifications.
- Makes changes in sewer, water, gas and drain lines.
- Maintains required records and makes reports. Prepares reports on work completed and materials used.
- Assists with the maintenance and repair of drain gutters, downspouts and storm drains.
- Performs other duties as assigned to accomplish the objectives of the position.

QUALIFICATIONS

Knowledge and Skills: Requires a thorough knowledge of the principles, practices, methods, techniques, materials, tools, equipment, layouts and set-ups used in the area of plumbing. Requires a thorough knowledge of the uses and purposes of general maintenance, hand and power tools and equipment. Knowledge of Installation and maintenance of plumbing systems. Standard pipe fabrication as it relates to pipe fitting. Must know and understand all pertinent Federal, State and local laws, codes and regulations in area of plumbing. Must be thoroughly familiar with safety orders of the Industrial Accident Commission related to plumbing. Knowledge of safe working practices. Must have leadership skills sufficient to lead a small crew of maintenance staff.

Abilities: Requires the ability to perform all of the essential duties in the area of plumbing at the master level with minimal supervision. Must be able to use and maintain all of the tools, equipment and vehicles used during routine performance of duties. Requires the ability to plan, schedule and direct the activities of Maintenance Specialists to attain high quality and efficiency in work. Requires the ability and initiative to independently develop methods and techniques in the interest of effectiveness and efficiency. Must be able to understand and follow oral and written instructions, maintain routine records and interpret plans and specifications found in area of plumbing. Must be able to obtain cooperation of and maintain harmonious relations with the employees in other departments contacted during routine performance of duties. Requires the ability to communicate with students, staff, parents and the public using patience and courtesy, and in a manner that reflects positively on the District. Must be able to work well independently and as part of a team.

Physical Abilities: Requires the ability to stand, walk and manipulate (lift, carry, move) light to medium weights of 10 - 50 pounds. May climb (eg ladders), stoop, kneel and crouch. Requires sufficient hand-eye coordination, hand and finger dexterity including ability to grasp, and visual acuity to operate equipment and read technical and safety information.

Lead Maintenance Specialist Plumber

Effective 11/1/98, Classification Study 6/16/05

Approved by Personnel Commission: 7/24/08 (Classification Study Year 1)

Approved by Board of Trustees: TBD

Education and Experience: (This is the minimum experience and education/training standards which will be used to admit or reject applicants for examination as approved July 24, 2008.)

High School Diploma or completion of GED Four (4) years of experience performing journey level plumbing.

or

High School Diploma or completion of GED plus Completion of a formal apprenticeship in plumbing and two (2) years of experience performing journey level plumbing.

Licenses or Certificates: *A valid California driver's license. Requires appropriate certification in area of specialization.

*Must be presented upon offer of employment and maintained throughout employment in this position.

Approved by Personnel Commission 11/18/99
Approved by Governing Board



PAJARO VALLEY UNIFIED SCHOOL DISTRICT POSITION DESCRIPTION

Position: Maintenance Specialist
Job Code: 310

Department: Maintenance and Operations

Reports To: Supervisor of Maintenance

SUMMARY

Provides a variety of skilled work in the maintenance, alteration and repair of facilities and buildings. Works primarily in a single area of specialization. Incumbents in this classification are hired to perform journey level work in one of the following trades: carpentry, electrical, locksmith, masonry, painting, plumbing, welding and glazing. Incumbents are called upon to assist Lead Maintenance Specialists with journey level work in their area of specialization as necessary to complete the work order.

NATURE AND SCOPE

Under general supervision of the Supervisor of Maintenance, independently performs journey level work in a building and construction trade (carpentry, electrical, locksmith, masonry, painting, plumbing, welding and glazing). Duties are primarily performed at the journey level in the area of specialization, but will also perform basic support duties in other trades as required to complete projects. Work relationships extend beyond the peer group to District staff, outside contractors, experts and students. Requires strong communication skills to discuss complex technical information. Work may be outside in adverse weather conditions.

DISTINGUISHING CHARACTERISTICS

The Maintenance Specialist requires journey level experience in a single area of specialization and basic skills in related areas. Incumbents may go through the process of certification to perform journey level work in more than one trade. The incumbents in this classification are required to perform duties for work orders which require journey-level work and supporting duties in other trades as required to assist the Lead Maintenance Specialists.

Advancement to the Lead Maintenance Specialist is possible with a combination of demonstrated competency (journey-level) in multiple skill areas within a specialization, demonstrated leadership skills, apprenticeship in one of the advanced building trades, and certification by the District's oral examination board.

ESSENTIAL TYPES OF DUTIES (Duties may include but are not limited to the following):

- Inspects, repairs, fabricates, installs, services and maintains facilities and buildings of the District in a qualified special technical area. Prepares rough sketches of work and estimates of materials and labor.

Maintenance Specialist Effective 11/1/98, Classification Study 6/16/05

Approved by Personnel Commission 01/07/99

Approved by Governing Board 04/14/99

Approved by Personnel Commission: 7/24/08 (Classification Study Year 1)

Approved by Board of Trustees: TBD

- Determines priorities for requisitioning materials and supplies. Keeps tools and equipment in good condition.
- Reads and interprets blueprints, maps, schematic wiring diagrams and specifications. Maintains required records and makes reports. Prepares reports on work completed and materials used.
- Performs other duties as assigned to accomplish the objectives of the position.

Example of duties for the corresponding trades:

Carpentry

- Performs a variety of carpentry duties. Constructs, fabricates, installs, repairs or replaces doors, walls, signs, desks, counters, shelves, shelf units, computer tables, chairs, benches, tables, buildings, sheds, scaffolds, forms, frames, window frames, fences and stairways. Constructs temporary and permanent buildings and structures and assist in glazing windows.
- Inspects roofs. Repairs roof leaks and potential roof leaks. Inspects repairs and re-roofing performed by outside contractors. Designs and makes changes in existing roof details. Writes re-roofing specifications. Performs preventive maintenance of District roofs. Makes and keeps repair records and photo files on all major repairs and re-roofing.

Electrical

- Performs a variety of electrical installations, repairs and maintenance of electrical equipment and controls. Duties include but are not limited to the installation and repair of electrical lighting circuits, conduit and duct systems and transformers. Adjusts, repairs or replaces electric lights, ballast, motors, plugs and switches. Repairs necessary internal and external wiring for electrical equipment. Performs maintenance tasks and repairs to assure the operations of the District's facilities.
- Performs journey level electrical work in high work areas and in the installation and maintenance of high voltage systems. Inspects and tests various electrical systems for proper functioning. Troubleshoots, plans, lays out, and installs signal systems including wiring, rectifiers, master clocks, secondary clocks, ringing relays, complete fire alarm systems and bells and buzzers.

Locksmith & Glazing

- Performs a variety of locksmith duties. Installs, repairs and replaces and adjusts locks on doors, cabinet locks, hardware, padlocks, desks, vehicles, lockers, safes, and other locking devices. Recommends proper methods and procedures for security.
- Repairs, installs and adjusts all types of door closer and holders, including floor hinges. Determines optimal lock application for specific requirements and situation. Duplicates keys, re-keys all types of locks and maintains keying record by means of computer equipment. Orders replacement parts as

Maintenance Specialist Effective 11/1/98, Classification Study 6/16/05

Approved by Personnel Commission 01/07/99

Approved by Governing Board 04/14/99

Approved by Personnel Commission: 7/24/08 (Classification Study Year 1)

Approved by Board of Trustees: TBD

required. Uses key cutting machine to make keys by duplication or from key code. Changes lock combinations. Moves lock pick in cylinder to open doors without keys.

- Glazes Windows.
- Removes putty and broken glass in frames or sashes. Cuts, fits, and fastens glass or plastic into windows, transoms, skylights, doors, partitions, aquariums and a variety of related fixtures.
- Sets glazier points or metal clips in wood or metal sashes. Smooths putty into joints and bevels.
- Installs or replaces hinges, catches and other hardware related to glazing. Seals, secures and boards up windows as necessary.

Masonry

- Performs a variety of masonry duties including construction and repair of masonry walls, screens, retaining walls, benches, edgings and facings.
- Repairs, maintains and alters buildings, retaining walls and other brick or stone edifices.
- Mixes mortar; lays bricks and stones and/or concrete sidewalks; makes and repairs steps. Patches and/or replaces brick, installs and repairs tile floors and/or walls.

Painting

- Performs a variety of painting duties. Prepares and finishes various surfaces. Water blasts surfaces to remove paint, rust and dirt to prepare surfaces for painting.
- Paints walls, doors, rooms, buildings and other surfaces as required. Uses spray equipment or brushes.
- Refinishes furniture. Hangs wall coverings. Mixes and matches paint colors. Erects and works from ladders, scaffolding and rigging.

Plumbing

- Performs journey level work involving the installation, maintenance and repair of pipes, fitting and fixtures of heating, water, drainage systems and gas lines.
- Troubleshoots malfunction and identifies plan of action to resolve problem. Installs, maintains, and repairs steam radiators, steam boilers, water heaters, forced air heaters, radiant heating systems, earthquake valves, water coolers and valves, water coolers and pumps on steam heating systems.

Welding

Maintenance Specialist Effective 11/1/98, Classification Study 6/16/05

Approved by Personnel Commission 01/07/99

Approved by Governing Board 04/14/99

Approved by Personnel Commission: 7/24/08 (Classification Study Year 1)

Approved by Board of Trustees: TBD

- Welds, brazes, rivets, and cuts metal. Uses electric and gas welding outfits, cutting torch and shaping tools. Fabricates metal parts and equipment such as racks, benches, boxes, hoists, and machine supports.
- Constructs or makes welding repairs to metal equipment such as handrails, fences and metal door, drain gates and playground equipment.

QUALIFICATIONS

Knowledge and Skills: Requires a thorough knowledge of the principles, practices, methods, techniques, materials, tools, equipment, layouts and set-ups used in the incumbent's area of specialization. Requires a thorough knowledge of the uses and purposes of general maintenance, hand and power tools and equipment. Must know and understand all pertinent Federal, State and local laws, codes and regulations in area of specialization. Must be thoroughly familiar with safety orders of the Industrial Accident Commission related to area of specialty. Must have leadership skills sufficient to lead a small crew of maintenance staff.

Abilities: Requires the ability to perform all of the essential duties in the area of specialization at the journey level with minimal supervision. Must be able to use and maintain all of the tools, equipment, and vehicles used during routine performance of duties. Requires the ability to plan, schedule and direct the activities of subordinates to attain high quality and efficiency in work. Requires the ability and initiative to independently develop methods and techniques in the interest of effectiveness and efficiency. Must be able to understand and follow oral and written instructions, maintain routine records and interpret plans and specifications found in area of specialization. Must be able to obtain cooperation of and maintain harmonious relations with the employees in other departments contacted during routine performance of duties. Requires the ability to communicate with students, staff, parents and the public using patience and courtesy, and in a manner that reflects positively on the District. Must be able to work well independently and as part of a team.

Physical Abilities: Requires the ability to stand, walk and manipulate (lift, carry, move) light to medium weights of 10 - 50 pounds. May climb (e.g. ladders), stoop, kneel and crouch. Requires sufficient hand-eye coordination, hand and finger dexterity including ability to grasp, and visual acuity to operate equipment and read technical and safety information.

Education and Experience: (These are the minimum experience and education/training standards which will be used according to the District needs to admit or reject applicants for examination, as approved on July 24, 2008)

If recruiting for a Maintenance Specialist with experience in carpentry:

High school diploma or GED and a completion of a formal apprenticeship in carpentry or a high school diploma and one (1) year of experience working as a carpenter at a journey level.

If recruiting for a Maintenance Specialist with experience in Electrical:

High school diploma or GED and a completion of a formal apprenticeship in the electrical trade or a high school diploma and one (1) year of experience working as an electrician at a journey level.

Maintenance Specialist Effective 11/1/98, Classification Study 6/16/05

Approved by Personnel Commission 01/07/99

Approved by Governing Board 04/14/99

Approved by Personnel Commission: 7/24/08 (Classification Study Year 1)

Approved by Board of Trustees: TBD

If recruiting for a Maintenance Specialist with experience in Locksmith:

High school diploma or GED and a completion of a formal apprenticeship in the locksmith trade or a high school diploma and one (1) year of experience working as a locksmith at a journey level.

If recruiting for a Maintenance Specialist with experience in Masonry:

High school diploma or GED and a completion of a formal apprenticeship in the masonry trade or a high school diploma and one (1) year of experience working as a mason at a journey level.

If recruiting for a Maintenance Specialist with experience in Painting:

High school diploma or GED and a completion of a formal apprenticeship in the painting trade or a high school diploma and one (1) year of experience working as a painter at a journey level.

If recruiting for a Maintenance Specialist with experience in Plumbing:

High school diploma or GED and a completion of a formal apprenticeship in the plumbing trade or a high school diploma and one (1) year of experience working as a plumber at a journey level.

If recruiting for a Maintenance Specialist with experience in Welding:

High school diploma or GED and a completion of a formal apprenticeship in the welding trade or a high school diploma and one (1) year of experience working as a welder at a journey level.

If recruiting for a Maintenance Specialist with experience in Glazing:

High school diploma or GED and a completion of a formal apprenticeship in the glazing trade or a high school diploma and one (1) year of experience working as a glazer at a journey level.

Licenses or Certificates: Requires a valid California driver's license.

Maintenance Specialist Effective 11/1/98, Classification Study 6/16/05

Approved by Personnel Commission 01/07/99

Approved by Governing Board 04/14/99

Approved by Personnel Commission: 7/24/08 (Classification Study Year 1)

Approved by Board of Trustees: TBD



PAJARO VALLEY UNIFIED SCHOOL DISTRICT POSITION DESCRIPTION

Position: Payroll Technician
Job Code: 125
Department: ~~Finance~~ Payroll
Reports To: Payroll Supervisor or Director of Finance

SUMMARY

Performs technical ~~and clerical~~ payroll accounting and financial record keeping activities involving the preparation, processing and maintenance of the District's payroll. Prepares and maintains appropriate accounts involving ~~posting~~ recording and balancing.

NATURE AND SCOPE

~~Works under~~ Under general supervision of the Payroll Supervisor. Performs technical ~~and clerical~~ payroll accounting and financial record keeping activities. This classification deals with preparation, processing, and maintenance of payroll records. Work consists of posting and balancing a number of fairly diverse transactions to appropriate payroll accounts. Work is usually performed independently, guided by standard operating procedures and general instructions. There is typically no direct line supervision over others, although the incumbent may train or act in a team leader capacity over others performing similar work. There is regular contact with other departments concerning problems and payroll records. Work is checked for accuracy, neatness and completeness on ~~an intermittent~~ regular basis. ~~Work is usually performed in an open office environment with minimal exposure to health and safety considerations.~~

DISTINGUISHING CHARACTERISTICS

~~Advancement to~~ Payroll Technician ~~H~~, requires specific experience and training in the computation of a variety of technical ~~clerical~~ payroll or related accounting transactions, knowledge of payroll related computer programs, payroll posting procedures, report preparation, and the ability to train departmental staff who input payroll data from remote locations.

ESSENTIAL TYPES OF DUTIES ~~(Examples)~~ (Duties may include but are not limited to the following)

- Performs a variety of technical ~~and clerical~~ payroll accounting duties involved in the processing of the District's payroll which may include maintaining employee data, absences, vacations, leaves balance and stipends.
- Inputs and verifies payroll related computer input and output. Runs computer programs to produce payroll reports.

- ~~Posts and maintains payroll related employee data, including leaves, absences, vacations, leave balances and stipends, in a timely and accurate manner;~~ initiates necessary payroll deductions for benefits and related items. Audits payroll deductions and earnings registers for reasonableness and accuracy.
- Reviews timesheets and reconciles the totals and balances. Verifies completeness of data.
- Computes and interprets miscellaneous forms of compensation and deductions, including employment verification. Prepares special payroll checks; computes and prepares any necessary adjustments, including transportation re-bids.
- Prepares payroll distributions for charging appropriate payroll costs to departments.
- May assist in preparing federal and state taxes for deposit, preparing and reconciling quarterly federal and state tax reports, and retirement reports.
- May assist in analyzing, calculating and preparing for payment of employee health and life insurance. Reviews and monitors deferred compensation reports.
- Provides technical information and instruction to personnel regarding contract language policies and procedures and methods involved in processing payroll. May lead and instruct other staff members on payroll policies and procedures.
- Serves as a customer support resource regarding payroll inquiries, adjustments and concerns.
- Performs other duties as assigned to accomplish the objectives of the position.

QUALIFICATIONS

Knowledge and Skills: Requires working knowledge of the practices and terminology of payroll accounting ~~practices~~, clerical and office procedures ~~and methods~~, business mathematics and record keeping. Requires in depth knowledge of word processing, spreadsheets, and other database programs. ~~working command of spreadsheet programs and in depth procedural knowledge of the fiscal system.~~ Knowledge of operation of standard office machines and equipment including 10 keys, calculators, copiers and computers.

Abilities: Requires demonstrated ability and dexterity to enter data onto standardized formats using computerized data base programs by using keyboards, ~~basic-keyboarding or~~ 10-key skills and calculators. Must be able to perform intermediate arithmetic operations quickly and accurately. Must be able to analyze and interpret compensation policies and procedures. Requires the ability to learn laws, regulations and procedures used in processing school district payroll; use time management techniques to organize and prioritize work; work effectively in a demanding environment; work under pressure and constant deadlines with frequent interruptions; verify proper payroll coding; and use a high level of independent judgment. Requires the ability to maintain confidentiality of sensitive and private personal information. Requires the ability to communicate with students, staff, parents and the public using

patience and courtesy, and in a manner that reflects positively on the District. Must be able to work well independently and as part of a team.

Physical Abilities: Position involves standing, walking, stooping, and occasional carrying and lifting of lightweight materials (up to 20 pounds). May be required to sit for extended periods of time. Requires visual acuity and depth perception to recognize words and numbers; and hand and finger dexterity and hand/eye coordination to use a computer keyboard and common office equipment. Requires speaking and hearing ability sufficient to hear over a phone and carry on conversations.

Minimum Qualifications (Education and/or Experience): This is the minimum experience and education/training standards which will be used to admit or reject applicants for examination as approved by the Personnel Commission on December 18, 2008.

~~Education and Experience: Requires completion of a~~ High school Diploma or completion of GED and with emphasis in bookkeeping and a minimum of three (3) years of experience in the maintenance of financial or statistical record keeping, including 1 year of processing payroll and or maintaining payroll financial records or in a financial institution performing accounting related transactions. processing.
~~Additional education may be substituted for experience.~~

Or

High School Diploma or completion of GED and one (1) year of college level course work in accounting or business and two (2) years of experience processing payroll or performing accounting transactions in a financial institution.

Approved by Personnel Commission 01/07/99

Approved by Governing Board 04/14/99



PAJARO VALLEY UNIFIED SCHOOL DISTRICT POSITION DESCRIPTION

Position: Senior Accountant
Job Code: 155

Department: Finance
Reports To: Director of Finance

SUMMARY

Maintains and produces a complete set of financial records by overseeing, advising, and participating in the processing of complex accounting transactions, preparing adjustments to ledgers, overseeing and performing reconciliation, reporting and auditing general ledger information to State/Federal/Local agencies. Oversees and maintains integrated fund accounting system. Acts as lead advisor on compliance issues, State/Federal/Local regulations for all fund activity and assures that General Accepted Accounting Principles (GAAP) guidelines are followed by staff accountants. Prepares, analyzes and forecasts budgets.

NATURE AND SCOPE

~~Positions in this classification~~ Under minimal supervision of the Director of Finance this classification applies ~~apply~~ advanced, in-depth technical and professional knowledge of fund accounting and fund management practices to produce financial statements and reports. Senior Accountants have leadership responsibility over other accountant positions. This position requires interaction with governmental regulatory agencies, all levels of management as well as contractors, vendors, customers and district departments. Acts as a lead in the absence of the Finance Director.

DISTINGUISHING CHARACTERISTICS

The Senior Accountant represents the most senior level ~~of~~ non-supervisory work for the career ladder in accounting, performing highly advanced technical accounting and full fund accounting. To be advanced to this position, the prospective incumbent will demonstrate the following: ability to prepare complex State/Federal/Local reports; develop financial projections; perform complex State/Federal/Local funding calculations; reconcile and review the work of accountants; ~~and~~ prepare audit reports; and prepare district wide financial statements and budgetary forecasts.

ESSENTIAL TYPES OF DUTIES (Duties may include but are not limited to the following) ~~(Examples)~~

- Maintains and oversees entering transaction detail into fund accounting system.

Senior Accountant

Effective 11/1/98, revised 5/13/04, Classification Study 6/16/05

Approved by Personnel Commission: 12/18/08 (Classification Study Year 1)

Approved by Board of Trustees: TBD

- Reconciles cash and balance sheet accounts. Reviews revenue and expense accounts. Translates and interprets expenditure classification according to Standardized Account Code Structure (SACS) rules and regulations.
- **Creates and Ensures** that accounting control is applied to balance sheets, fund accounts, and special accounts according to generally accepted accounting principles.
- **Reviews** budget expenses to determine that adopted budgets are being followed within established limits.
- Prepares complex financial statements and reports including analysis and review of recorded transactions for accurate financial statement presentation.
- Maintains compliance with State and Federal accounting standards and development.
- Analyzes accounting control procedures and recommends changes or modifications consistent with existing State and Federal reporting standards, policies, and procedures.
- Provides technical advice to accountants and administrators. Analyzes and reviews the work performed by the accountants for consistent and accurate financial statement reporting.
- Develops and maintains an accounting training program designated to assist others in the district to understand the functioning and responsibilities of the Finance department. Maintains an atmosphere of excellent customer service within the department. Assists in other areas of Finance when needed.
- Performs other duties as assigned to accomplish the objectives of the position.

QUALIFICATIONS

Knowledge and Skills: Requires knowledge of laws, ordinances, and regulations affecting the operations of accounting principles and practices and their application to a wide variety of transactions and problems. Requires the ability to analyze complex account code structures. Requires advanced knowledge of audit theory, principles, techniques and practices, and their applications to government finance.

Abilities: Requires the ability to perform a wide variety of complex fund accounting and ledger assignments. Analyze and evaluate complex accounting and ledger problems. Ensure the accuracy of posting to ledgers. Prepare complex financial reports and statements. Provide advice, guidance, and consultation to accountants. Oversee, train, and give direction to accountants and other accounting staff. Establish and maintain effective work relationships with those contacted in the performance of required duties. Requires the ability to evaluate, prepare and analyze statistical data and present educated recommendations. Requires the ability to communicate with students, staff, parents and the public using patience and courtesy, and in a manner that reflects positively on the District. Must be able work well independently and as part of a team.

Senior Accountant

Effective 11/1/98, revised 5/13/04, Classification Study 6/16/05

Approved by Personnel Commission: 12/18/08 (Classification Study Year 1)

Approved by Board of Trustees: TBD

Physical Abilities: Position involves standing, walking, stooping, and occasional carrying and lifting of lightweight materials (up to 20 pounds). May be required to sit for extended periods of time. Requires visual acuity and depth perception to recognize words and numbers; and hand and finger dexterity and hand/eye coordination to use a computer keyboard and common office equipment. Requires speaking and hearing ability sufficient to hear over a phone and carry on conversations.

Minimum Qualifications (Education and/or Experience): This is the minimum experience and education/training standards which will be used to admit or reject applicants for examination as approved by the Personnel Commission on December 18, 2008.

~~Education and/or Experience: Requires a b~~ Bachelor's degree in general business, and/or accounting, ~~or related field, and plus four (4) years of~~ experience in governmental accounting/auditing capacity. ~~Experience may be substituted for education.~~

Or

High School Diploma or completion of GED and six (6) years of experience in accounting or auditing preferably in governmental accounting.

Approved by Personnel Commission 06/17/99

Approved by Governing Board 06/23/99

Senior Accountant

Effective 11/1/98, revised 5/13/04, Classification Study 6/16/05

Approved by Personnel Commission: 12/18/08 (Classification Study Year 1)

Approved by Board of Trustees: TBD



PAJARO VALLEY UNIFIED SCHOOL DISTRICT POSITION DESCRIPTION

Position: Staff Accountant
Job Code: 150

Department: Finance
Reports To: Director of Finance

SUMMARY

Maintains and produces a complete set of financial records by overseeing and participating in the processing of complex accounting transactions; preparing adjustments to sub-ledgers and ledgers; and by overseeing and performing reconciliation, reporting and auditing of general ledger financial information, the preparation of accurate and timely financial and statistical reporting within District, and customer- and project-based accounting systems. Prepares, analyzes and forecasts budgets.

NATURE AND SCOPE

~~Positions in~~ Under minimal supervision from the Director of Finance this classification ~~apply~~-applies in-depth technical and professional knowledge of financial and management accounting practices to produce financial responsibility statements. Applications may be in a customer accounting (~~current operations~~ sites and department operations), managerial (~~cost~~, cost and programs) or financial (audit) accounting environment. Positions in this classification will usually have some partial leadership responsibility over accounting clerical positions. ~~Problems are highly technical in nature yet take precedence.~~ Completion of transactions and reports requires periodic interface with regulatory agencies, contractors, vendors and customers. Problem resolution at this level often results in district wide policy and procedural changes. ~~Work is performed in an office setting.~~

DISTINGUISHING CHARACTERISTICS

The Staff Accountant represents a senior level non-supervisory classification for the career ladder in accounting, performing advanced technical and full professional accounting. A Staff Accountant can serve as a section head or team leader for an accounting section, or a professional accountant/auditor. Distinguishing characteristics include the ability to prepare consolidated trial financial statements; develop financial estimates and work-in-progress (variance) reports; perform statistical computations; reconcile and review the work of others; and prepare audit reports.

ESSENTIAL TYPES OF DUTIES (Duties may include but are not limited to the following):

- Maintains a complete set of records of financial transactions by overseeing, reviewing, and entering transaction details onto an established customer, project or fund accounting system. Ensures that account summary information equals control account balances.

Staff Accountant

Effective 11/1/98, revised 5/13/04, Classification Study 6/16/05

Approved by the Personnel Commission: 01/07/99

Approved by Governing Board: 4/14/99

Revised by Personnel Commission: 1/17/13

- Reconciles cash and balance sheet accounts. Reviews revenue and expense accounts. Reclassifies accounting transactions into proper account classifications.
- Ensures that pre-established accounting controls are applied to balance sheets, fund accounts and special accounts according to generally accepted accounting principles.
- Oversees, reviews and analyzes ~~the~~ all transactions processed by others for accuracy, proper account coding or classification and allocation. Reviews such items as fixed asset balances, expenditures, cash, accounts payable and accounts receivable.
- Prepares periodic reports of revenue and expense performance, asset balances, cash balances, accounts payable and receivable aging and summaries, and other accounts that contribute to a complete accounting of the activity of the organization.
- Prepares accounting reports documenting adjustments to account balances, detailing the transaction trail for audit purposes. Assists internal and external auditors with the review of financial records and transactions.
- Prepares work-in-progress reports depicting monthly account activity, year-to-date balances and variances. Works with section heads to prepare narrative explanations of account activity.
- Prepares periodic performance reports such as estimating revenues and expenses for current and anticipated administrative commitments; computing cost-of-service by allocating labor, materials and services to funds and accounts; and comparing financial data to operating results. Updates standard costs for labor, materials, finished goods, and rates or prices based on established formulas.
- Work with sites and department heads to adequately forecast and formulate budgets to coincide with anticipated yearly expenditures. Prepare, input, analyze, balance and maintain the district wide budget. Keep current with state and federal legislation to adjust budgets when necessary. Communicate changes with necessary program managers.
- Compiles and categorizes data to generate reports.
- ~~Compiles, categorizes, and organizes data to support cost accounting. Updates standard costs for labor, materials, finished goods, and rates or prices based on established formulas.~~
- Performs other duties as assigned to accomplish the objectives of the position.

QUALIFICATIONS

Knowledge and Skills: Requires thorough technical knowledge associated with the principles of general ledger and financial accounting, practices, and District accounting practices and procedures. Requires a working knowledge of the practices and techniques in accumulating cost accounting information, including allocation of accounting data to determine standard costs or rates. Requires knowledge of computer software such as word processing, spreadsheets, and databases.

Staff Accountant

Effective 11/1/98, revised 5/13/04, Classification Study 6/16/05

Approved by the Personnel Commission: 01/07/99

Approved by Governing Board: 4/14/99

Revised by Personnel Commission: 1/17/13

Abilities: Must be able to prepare trial balance financial summaries, account adjustments, and custom reports using PC-based spreadsheets. Requires ability to initiate and conduct technical research, complete complex arithmetic computations and prepare reports. Requires the ability to communicate effectively with students, staff, parents and the public using patience and courtesy, and in a manner that reflects positively on the District. Must be able to work well independently and as part of a team. Must be able to work on short and strict timelines. Must be able to diffuse and resolve issues with diplomacy.

Physical Abilities: Position involves standing, walking, stooping, and occasional carrying and lifting of lightweight materials (up to 20 pounds). May be required to sit for extended periods of time. Requires visual acuity and depth perception to recognize words and numbers; and hand and finger dexterity and hand/eye coordination to use a computer keyboard and common office equipment. Requires speaking and hearing ability sufficient to hear over a phone and carry on conversations.

Minimum Qualifications (Education and/or Experience): This is the minimum experience and education/training standards which will be used to admit or reject applicants for examination as approved by the Personnel Commission on: January 17, 2013.

High School Diploma or completion of GED and two (2) years of college level coursework in accounting and three (3) years of experience in an accounting/auditing capacity.

or

High School Diploma or completion of GED and five (5) years of experience in responsible accounting.

Staff Accountant

Effective 11/1/98, revised 5/13/04, Classification Study 6/16/05

Approved by the Personnel Commission: 01/07/99

Approved by Governing Board: 4/14/99

Revised by Personnel Commission: 1/17/13



PAJARO VALLEY UNIFIED SCHOOL DISTRICT POSITION DESCRIPTION

Position: Workers' Compensation ~~Coordinator~~ Analyst

JOB CODE

Department: Human Resources

Report To: Assistant Superintendent of Human Resources and HR Director

SUMMARY

Performs a variety of complex analytical and ~~clerical~~ technical human resources functions in the areas of leaves of absence, administration, monitoring and coordination of the District's workers' compensation program, and maintenance of reports related to various human resources functions.

NATURE AND SCOPE

Under minimal supervision of the Human Resources Director and Assistant Superintendent, Human Resources, this position typically performs a wide variety of duties requiring a general knowledge of leaves of absence and the District's workers' compensation programs; reviews accident and injury reports to determine proper actions under workers' compensation laws and regulations; coordinates information between the District and the third party claims administrator; analyzes computer data for reports; delivers training to District employees in order to meet all pertinent workers' compensation laws and regulations; handles complaints from employees. Work involves handling proprietary and/or private/confidential information. The incumbent must possess a well-developed technical knowledge of workers' compensation laws and regulations and exercise a high degree of sound judgment, discretion and initiative.

DISTINGUISHING CHARACTERISTICS

This is a technical-level classification requiring specialized knowledge and education in leaves of absence and workers' compensation laws and regulations. Advancement to this class requires demonstrated competencies; proficiency in word processing, database, and ability to coordinate all aspects of workers' compensation claims.

ESSENTIAL TYPES OF DUTIES (Duties may include but are not limited to the following)

- Administers and coordinates employee return to work program

Workers' Compensation ~~Coordinator~~ Analyst

Effective 11/1/98, revised 5/13/04, Classification Study 6/16/05

Approved by Personnel Commission: 12/18/08 (Classification Study Year 1)

Approved by Board of Trustees: TBD

- Controls, maintains and reviews all records, reports and files regarding employee accidents and insurance programs, policies in force, premiums, claims incurred losses, renewal data and loss ratios.
- Plans and organizes the work of assigned site personnel performing workers' compensation support services.
- Gathers, assembles and summarizes data in order to prepare a variety of reports related to work injuries.
- Using all forms of communication serves as the contact person with such people as employees, hospital and/or clinic personnel, physicians, employee supervisors, etc., to obtain and provide information where judgment, knowledge and interpretation of policies, procedures and regulations are required.
- Coordinates all contacts with claims adjusters, insurance carriers, court of law, and may serve as a resource to attorneys involving claims and litigation.
- Assists in recommending and implementing plans, policies, procedures, and programs for District risk management activities.
- Interprets and applies workers' compensation laws, regulations and programs to administrative personnel and other employees.
- Compose departmental correspondence independently or with only general direction and review.
- Establishes, revises and maintains electronic filing system.
- Travels to various sites to conduct training and assist in emergency situations related to work injuries.
- Provides services to classified and certificated employees regarding retirement and leaves of absence. Serves as a resource, providing data and statistical information.
- Assists in the fingerprinting of district employees and volunteers.
- Performs other duties as assigned to accomplish the objectives of the position.

Workers' Compensation ~~Coordinator~~ Analyst

Effective 11/1/98, revised 5/13/04, Classification Study 6/16/05

Approved by Personnel Commission: 12/18/08 (Classification Study Year 1)

Approved by Board of Trustees: TBD

QUALIFICATION

Knowledge and Skills: Requires in-depth knowledge of the Ed Code, Merit Rules and Union Contracts as it relates to workers' compensation, personnel management practices, leaves of absence, and employment laws. Must possess excellent written and verbal communication skills; requires a full command of proper English usage, composition, grammar, spelling, and punctuation; must be skilled in using standard office machines, including computer word processing software, Comp Watch and Ultra Claims; must be familiar with the Workers' Compensation regulations and the California labor codes and understand medical terminology and practices of medical treatment. Work must be performed at a high level of accuracy. Incumbent must possess a high level of judgment.

Abilities: Requires the ability to perform the duties of the position effectively and efficiently. Must be able to work with a high level of independence and minimal supervision. Requires the ability to communicate with staff and the public using patience and courtesy, and in a manner that reflects positively on the District and as part of a team.

Physical Abilities: Position involves standing, walking stooping, and occasional carrying and lifting of lightweight materials (up to 20 pounds). May be required to sit for extended periods of time. Requires visual acuity and depth perception to recognize words and numbers; and hand and finger dexterity and hand/eye coordination to use a computer keyboard and common office equipment. Requires speaking and hearing ability sufficient to hear over a phone and carry on conversations.

Minimum Qualifications (Education and/or Experience): This is the minimum experience and education/training standards which will be used to admit or reject applicants for examination as approved by the Personnel Commission on December 18, 2008.

High School Diploma or completion of GED, and one (1) year of college coursework in public administration or business management and four (4) years of increasingly responsible experience in a workers' compensation insurance environment.

Licenses and Certificates: IEA workers' compensation certificate is preferred
Possess valid CA Driver's License.

Special Requirement: Must have personal means of transportation to travel to various sites.

Typing Requirement: Type 50 words per minute

Approved by Personnel Commission 01/07/99
Approved by Governing Board 04/14/99

Workers' Compensation ~~Coordinator~~Analyst
Effective 11/1/98, revised 5/13/04, Classification Study 6/16/05
Approved by Personnel Commission: 12/18/08 (Classification Study Year 1)
Approved by Board of Trustees: TBD