

**San Dieguito Union High School District
PERSONNEL COMMISSION**

Regular Meeting

3:30 P.M., June 12, 2018
710 Encinitas Boulevard, Encinitas, CA 92024
District Office Board Room 101

PUBLIC COMMENTS

If you wish to speak regarding an item on the agenda, please complete a "Request to Address the Personnel Commission" slip located at the sign-in table and present it to Personnel Commission staff prior to the start of the meeting. When the Personnel Commission Chair invites you to speak, please state your name, address, and the name of your organization before making your presentation. In the interest of time and order, presentations from the public should be focused and on topic. The Commission Chair will curtail public comments that become repetitive, unfocused or off topic.

Persons wishing to address the Personnel Commission on any Commission-related issue not elsewhere on the agenda are invited to do so when the Commission calls for "Public Comments" under that item of the agenda. Please follow the same directions (above) for speaking to agenda items.

Complaints or charges against an employee are not permitted in an open meeting of the Personnel Commission. Instead, such matters should be provided in writing to the Commission through the Classified Personnel Office.

AGENDA POSTING REQUIREMENTS

In accordance with the Brown Act and Personnel Commission Rules, agenda for Regular Personnel Commission Meetings will be posted at least 72 hours prior to the meeting. Agendas for Special Meetings will be posted at least 24 hours prior to the meeting.

PUBLIC INSPECTION OF DOCUMENTS

A copy of this agenda with all the supporting documents is available for review in the Classified Personnel Office between 8:00 AM and 4:30 PM, and is available on the district website, www.sduhsd.net. In addition, a copy of the Personnel Commission Rules and Regulations may also be found on the district website.

CELL PHONES/ELECTRONIC DEVICES

As a courtesy to all attendees, please silence all electronic devices to silent mode and engage in conversations outside the meeting room.

REQUESTS FOR DISABILITY-RELATED MODIFICATIONS OR ACCOMODATIONS

In compliance with the Americans with Disabilities Act, if you need special assistance, disability-related modifications, or accommodations including auxiliary aids or services, in order to participate in the public meetings of the Personnel Commission, please contact the Classified Personnel Office at (760) 753-6491. Notification 72 hours prior to the meeting will enable staff to make reasonable arrangements to ensure accommodation and accessibility to this meeting. Upon request, the Commission shall also make available this agenda and all other public records associated with the meeting in appropriate alternative formats for the persons with a disability.

**San Dieguito Union High School District
PERSONNEL COMMISSION**

Regular Meeting Agenda

3:30 P.M., June 12, 2018

710 Encinitas Blvd., Encinitas CA 92024

San Dieguito Union High School District Office - Large Board Room

REGULAR MEETING/OPEN SESSION

1. Call to Order Commission Chair
2. Pledge of Allegiance
3. Approval of the Agenda for the June 12, 2018, Personnel Commission Regular Meeting.
Motion by _____, second by _____, to approve the agenda for the June 12, 2018 Personnel Commission Regular Meeting.
4. Approval of the Minutes for the May 8, 2018 Personnel Commission Regular meeting.
Motion by _____, second by _____, to approve the minutes for the May 8, 2018 Personnel Commission Regular Meeting.

ACTION ITEMS (See Supplements)

5. ELIGIBILITY LISTS TO BE ESTABLISHED
 - A. Motion by _____, second by _____, to establish an Eligibility List for GROUNDS MAINTENANCE WORKER II, SR-39, Open/Promotional, six months eligibility.
 - B. Motion by _____, second by _____, to establish an Eligibility List for CUSTODIAN, SR-32, Open/Promotional-Dual Certification, six months eligibility.
 - C. Motion by _____, second by _____, to establish an Eligibility List for CONSTRUCTION PROJECT MANAGER I, Management Salary Group 5, Range 9, Open/Promotional-Dual Certification, six months eligibility.
6. ELIGIBILITY LISTS TO BE APPROVED
 - A. Motion by _____, second by _____, to approve an Eligibility List for SCHOOL BUS DRIVER, SR-38, Open/Promotional-Dual Certification, eligibility from 5/30/18.
 - B. Motion by _____, second by _____, to approve an Eligibility List for DIRECTOR OF NUTRITION SERVICES, Management Salary Group 5, Range 4, Open/Promotional-Dual Certification, eligibility from 5/31/18.
7. CLASSIFICATION REVIEW – **Pulled from agenda, placed on 7/12/18 agenda**
 - A. Motion by _____, second by _____, to approve class description revisions for Job Placement Assistant as proposed.
Motion by _____, second by _____, to reallocate the salary from Range 35 to Range 37 of the Classified Salary Schedule.

DISCUSSION/INFORMATION ITEMS (See Supplements)

8. STAFF COMMENTS ON PERSONNEL ACTIVITIES
 - A. Vacancy Report
 - B. Personnel List Report
 - C. Other

9. CORRESPONDENCE

10. PUBLIC COMMENTS

The Public Comments Section of the meeting provides the opportunity for individuals to address items that are not on the agenda. In accordance with the Brown Act, Personnel Commissioners may not engage in a discussion of non-agenda items or issues raised during public comments except to 1) acknowledge receipt of the information, 2) refer to staff for further study, or 3) refer the matter to the next agenda.

- A. California School Employees Association
- B. San Dieguito Union High School District
- C. Public

11. NEXT PERSONNEL COMMISSION MEETING

The next regular meeting of the Personnel Commission is scheduled for Tuesday, July 10, 2018, at 3:30 P.M. in the San Dieguito UHSD Board Room, 710 Encinitas Blvd., Encinitas, CA 92024.

12. CLOSED SESSION

To consider an administrative matter relative to Personnel Commission staff

13. ADJOURNMENT

**San Dieguito Union High School District
PERSONNEL COMMISSION**

Regular Meeting Minutes

3:30 P.M., May 8, 2018

710 Encinitas Blvd., Encinitas, CA 92024

San Dieguito Union High School District Office - Board Room

REGULAR MEETING/OPEN SESSION

1. CALL TO ORDER

The meeting was called to order at 4:15 p.m. by JOHN BAIRD. Director Dixon shared with the audience that although Commissioner Spirit had intended for this to be her final meeting, personal circumstances prevented her from attending. As Vice-Chair, Commissioner Baird will chair the meeting.

2. PLEDGE OF ALLEGIANCE

The pledge of allegiance was led by Commissioner Baird.

Members in Attendance

Kamran Azimzadeh

John Baird

Staff in Attendance

Susan Dixon, Director

Barbara Bass, Human Resources Analyst

Kathy Potter, Human Resources Technician

Guests Carmen

Blum Matt

Colwell Debbie

Johnson April

Llamas Jose

Sanchez

3. APPROVAL OF AGENDA FOR THE MAY 8, 2018, PERSONNEL COMMISSION REGULAR MEETING.

It was moved by KAMRAN AZIMZADEH, seconded by JOHN BAIRD, to approve the agenda for the May 8, 2018, Personnel Commission Regular Meeting. Commissioner Baird expressed concern regarding language on the agenda describing the process for public comments in that it is not aligned with the provisions of the Brown Act. Director Dixon explained that the presenter who had been scheduled to provide information on the Brown Act and to assist the commission with formulating appropriate language for public comments was rescheduled due to the commissioner vacancy. Commissioner Baird reminded everyone that it is not permissible to require someone to sign in if attending a public meeting. There was discussion among the commissioners and director as to whether requiring a speaker slip is permissible under the government code.

Passed unanimously

4. APPROVAL OF THE MINUTES FOR THE APRIL 24, 2018, PERSONNEL COMMISSION REGULAR MEETING.

It was moved by KAMRAN AZIMZADEH, seconded by JOHN BAIRD, to approve the minutes for the April 24, 2018, Personnel Commission Regular Meeting.

Passed unanimously

ACTION ITEMS

5. ELIGIBILITY LISTS TO BE ESTABLISHED

- A. It was moved by KAMRAN AZIMZADEH, seconded by JOHN BAIRD, to establish an Eligibility List for ADMINISTRATIVE ASSISTANT-HS, SR-44, Open/Promotional, six months eligibility.
Passed unanimously
- B. It was moved by KAMRAN AZIMZADEH, seconded by JOHN BAIRD, to establish an Eligibility List for DIRECTOR OF NUTRITION SERVICES, Classified Management Salary Group 5, Range 4, Open/Promotional-Dual Certification, six months eligibility.
Passed unanimously

6. 2018-19 PROPOSED PERSONNEL COMMISSION BUDGET APPROVAL

- A. Open Public Hearing
- B. Call for Public Comment
- C. Close Public Hearing
- D. It was moved by KAMRAN AZIMZADEH, seconded by JOHN BAIRD, to approve the 2018-19 Personnel Commission Budget as proposed.
Passed unanimously

7. JOB DESCRIPTION UPDATE

- A. It was moved by KAMRAN AZIMZADEH, seconded by JOHN BAIRD, to approve class description revisions for Administrative Assistant-High School as proposed.
Commissioner Baird explained to the audience that requesting a motion and securing a subsequent movement and second is done to open discussion on the item; it does not mean the commissioners are approving the item.
Carmen Blum spoke on this item. She shared that the CAC was in the process of reviewing all classifications in the secretarial series and requested that the commission wait until a more thorough study of the entire series is complete, including examining internal alignment, before this description be approved. Ms. Blum presented the commissioners with a handout showing that many classified job descriptions are outdated. She requested that the District identify a method to conduct ongoing studies so that job descriptions do not become so outdated in the future and description updates are not piece-mealed one at a time as has been the practice.
Commissioner Baird shared that his experience with outside companies conducting studies has not been favorable.
Director Dixon explained that a change to the job description at this time would not preclude an update in the future; the “two-year rule” is for reclassifications not job description updates. She shared that the CAC was presented with a new way of grouping classifications into smaller, more relevant job families and that descriptions are going to be reviewed in these more manageable chunks, starting with the administrative support family. The data gathering and review for this group was expanded to include more incumbents. For the Administrative Assistant – High School classification, all incumbents reviewed the proposed revised description to ensure its accuracy. She feels it is important to post the current vacancy with the updated description to convey the most realistic description of the assignment.
A discussion regarding the distinction between classification studies, reclassification of incumbents and job description updates followed.
Barbara Bass questioned the reluctance to approve the proposed revisions given that all incumbents and administration supervising the classification have agreed that the job description update being presented is reflective of the assignment.
Commissioner Baird summarized that the primary concern seems to be taking this classification update by itself due to the upcoming vacancy. Commission staff reiterated the importance of properly describing the job to potential applicants. Ms. Blum does not believe there will be a shortage of applicants and cited data regarding the number of applications we’ve received previously.

Commissioner Azimzadeh responded that although the quantity may be high we want to get the right applicants.

Matt Colwell stated that he appreciated Carmen's work but it would be a detriment to employees if the new job description isn't used since the revised description has more specific language, for example, the spreadsheet component. The updated description will allow applicants to self-screen if any of the content doesn't match their interest or abilities.

Commissioner Baird thanked Ms. Blum for all her hard work regarding her concerns and thanked her and Mr. Colwell for their work on the CAC.

Passed unanimously

- B. It was moved by KAMRAN AZIMZADEH, seconded by JOHN BAIRD, to retain the current salary allocation of Range 44 on the Classified Salary Schedule.

Commissioner Baird requested clarification on the salary comparisons. Director Dixon explained how the comparisons were identified and that the positions utilized are the classifications that provide support to the principal of a high school.

Passed unanimously

DISCUSSION/INFORMATION ITEMS (See Supplements)

8. STAFF COMMENTS ON PERSONNEL ACTIVITIES

- A. Vacancy Report
- B. Personnel List Report
- C. Other

9. CORRESPONDENCE- None

11. PUBLIC COMMENTS

The Public Comments Section of the meeting provides the opportunity for individuals to address items that are not on the agenda. In accordance with the Brown Act, Personnel Commissioners may not engage in a discussion of non-agenda items or issues raised during public comments except to 1) acknowledge receipt of the information, 2) refer to staff for further study, or 3) refer the matter to the next agenda.

- A. California School Employees Association – Carmen Blum, Matt Colwell and Jose Sanchez thanked the Classified Personnel staff for the Employee of the Year event that preceded the Commission meeting today.
- B. San Dieguito Union High School District – None
- C. Public – None

12. NEXT PERSONNEL COMMISSION MEETING

The next regular meeting of the Personnel Commission is scheduled for Tuesday, June 12, 2018, at 3:30 p.m. at San Dieguito UHSD office, 710 Encinitas Boulevard, Encinitas, CA 92024.

13. ADJOURNED TO CLOSED SESSION- 5:56 p.m.

14. ADJOURNMENT – 6:10 p.m.

**San Dieguito Union High School District
Personnel Commission Eligibility List
Open/Promo - Dual Certification**

**Effective: 5/31/18
Expiration: 11/30/18**

Director of Nutrition Services

Rank	Applicant ID
1	2480736
2	860491
3	3243514
4	3190010
5	1692176
6	2275800
7	3754527
8	2783396

S. Dixon

San Dieguito Union High School District
Personnel Commission Eligibility List
Open/Promotional - Dual Certification

Effective: 5/30/2018
Expiration: Continuous

School Bus Driver

Rank	Applicant ID		
1	3518264		

S. Dixon

Union High School District

710 Encinitas Boulevard, Encinitas, CA 92024
 Telephone (760) 753-6491
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Classified Personnel Commission
 Kamran Azimzadeh, Commissioner
 John Baird, Commissioner
 Vacant, Commissioner
 Susan Dixon, Director

Classification Review Report	
Classification	Job Placement Assistant
Classification Type	Classified
Salary Range	35
Submission to Classification Advisory Committee	July 25, 2017 September 26, 2017 October 31, 2017 May 29, 2018
Submission to Personnel Commission	June 12, 2018
Agenda Item	Classification Review Report #7

Sources of Information

Incumbents, Mary Ellen Cummings, Mary Courtney, Katherine Shoecraft, Elizabeth Delval, Cheryl Cooper
 Transition Services Coordinator, Nathan Molina

Director of School & Student Services, Meredith Wadley

Joint Powers Authority, San Diego County Office of Education

Comparable districts in San Diego County, San Diego County Office of Education, and Mira Costa Community College

California Department of Education, <http://www.cde.ca.gov/ci/ct/sf/documents/cteframework.pdf>

Background Information

In January of 2017, Personnel Commission staff reviewed the job description for Job Placement Assistant (JPA) as part of an overall update to the Instructional Assistant series. The updated job description and salary review was placed on the agenda for the February CAC meeting. At that meeting, a member of the CAC informed Personnel Commission staff that incumbents in the classification had discussed submitting a request for a classification review in light of changes they feel have occurred in the classification. As a result of that information, the job description update was pulled from the CAC agenda.

All incumbents in the classification of Job Placement Assistant completed a Classification Review form in March of 2017. Personnel Commission staff met with the incumbents to review the content of the forms submitted and obtain any clarifying information necessary for the job analysis. These meetings were conducted in two sessions: one with the incumbent who works at the middle school level and one with the incumbents who work at the high school level. This decision was made in conjunction with the incumbents to gather data as efficiently as possible.

given that there are several distinctions as to how the essential functions of the classification are completed at the two levels. After gathering information, meeting with staff and administration, and identifying similar positions in our comparison agencies, a recommendation was prepared and presented at the July CAC meeting. Issues raised at that meeting led to additional data gathering and analysis, additional review of comparison classifications with the Transition Services Coordinator who oversees our WorkAbility and Transition Partnership Program (TPP) and administrators who oversee those classifications in the comparison districts. A subsequent meeting was held in September after staff returned from summer break to present and discuss the follow up information.

Based on the information gathered up to that time in September, the recommendation had been for general updates to the class description without any change to the classification or salary allocation. However, when presenting this information to the incumbents, Coordinator, Director, and CAC, the ensuing conversation made it clear that there were a number of issues which still required further discussion. The italicized text below is copied from the report presented to the incumbents. It is provided as additional background information to give an overview of the assignments and issues discussed. A heading of "Subsequent Information" as well as a revised Recommendation appears after the italicized text.

Job Placement Assistant positions are funded through the Transition Partnership contract, funded by the California Department of Rehabilitation, and the WorkAbility Grant, funded by the California Department of Education. Programs similar to ours are run throughout the State with most programs serving students at the high school level. At the middle school/eve/, (mostly 7th and 8th grade), career exploration is the focus. At the high school/eve/, the programs are centered around work experience training and placement to teach vocational and life skills with the overall goal of the program to provide a mechanism that helps students obtain autonomy in a job on their own. Incumbents in the classification, whether assigned to middle schools or high schools, perform a broad combination of duties, many of which are mandates in order to renew the grant funding. Duties include explaining, promoting and marketing the program, providing direct services to students such as preparing and presenting training exercises, and maintaining records of services provided. Most of the incumbents have been employed in this capacity for many years and are extremely vested in the programs in which they work and feel a strong sense of responsibility for providing meaningful experiences to students as well as being available as a resource to students and employers.

There is a single incumbent, Mary Ellen Cummings, who serves middle school students across the District. At the middle school/eve/ (mostly 7th & 8th grade), career exploration is the focus. The grant which funds middle schools is WorkAbility. Every student with an IEP in middle school is included in the program. Services are provided by a multidisciplinary team of providers not all of whom are District employees. The District works collaboratively with the Regional Center and the Department of Rehabilitation and Ms. Cummings works closely with staff in the general education program and school counselors. Ms. Cummings records the services each student receives as the grant is dependent upon each eligible student receiving a minimum of one service item in each of the generally categorized areas of "transition assessment, secondary education planning, and career awareness. In addition, she tracks which student were not served and the reason services were not provided. Ms. Cummings conducts transition assessments using available assessment tools such as Naviance, COIN, or Careers for Me. Ms. Cummings helps to guide the student to the tool which works best with the student's disability.

A second service WorkAbility tracks is the provision of secondary education planning. Ms. Cummings reports that she compiles information from the District and school websites and provides directions to students in terms of how to navigate the various websites to read course selections, how to understand the school schedule, graduation requirements, and electives available. Ms. Cummings reports that she has prepared a comprehensive handout that is used by certificated staff to help with the school selection process and is comfortable providing information and

guidance in what may be a student's first exposure to the high school environment. However, the Director of School & Student Services, who assumed oversight of special education on July 1, 2017, has indicated that there are a number of tasks related to these processes which must be performed by certificated staff and, as such, the Director will be meeting with all staff members in the Transition Services Program to ensure that classified employees are not performing tasks inconsistent with their classification.

Ms. Cummings also conducts career awareness activities with students as one of the services under the WorkAbility Program. Activities vary depending upon requests from case managers and special education teachers and may be web-based or more hands-on such as with a field trip. For example, as a method of career awareness, students in the program may go to the San Diego Zoo's Safari Park to learn about jobs available within the park. For this type of activity, Ms. Cummings performs a number of clerical tasks to ensure the successful outcome of the field trip such as: setting up a Google Docs so a District nurse can provide any relevant medical information regarding a student, filling out field trip forms, writing up detailed instructions as a reference guide for those on the trip (e.g. where to meet, lunch options), and pulling together exercises for students to complete either from the Safari Park website or other web based resources. She will modify or expand materials as she deems necessary to facilitate the career exploration exercise.

To ensure all materials within the WorkAbility Program are as clear as possible, Ms. Cummings provides step-by-step instructions. Regardless of the task, Ms. Cummings' role is geared towards encouraging students to start thinking about what type of careers they might like to pursue and assisting them in that pursuit by providing information and conducting exercises that outline steps the student can take to best prepare for a career in their field of interest.

Job Placement Assistants who are assigned to high school/eve/ students have a different focus. There are four incumbents working in this capacity. In addition to career exploration and career assessments, goals include helping students learn skills that will enable them to someday have autonomy and be able to obtain a job on their own. At the high school /eve/, incumbents work under the provisions of two separate grants.

The Transition Partnership Program is a partnership with the Department of Rehabilitation. This funding provides services for typically 65 to 75 students each year; the Job Placement Assistants make recommendations as to which students will participate in this program by carefully evaluating the skills and challenges of students against the requirements of a given job. Students in this program are able to function more independently than their high school peers in the WorkAbility Program but they still have barriers to employment which the Job Placement Assistants help to identify and rectify through administering activities, trainings, coaching and appropriate recommendations for student job placement. Incumbents note that the program requirements for the TPP grant changed a couple of years ago and they feel this change has made their assignment more difficult in that placement now has to be more thoughtful to meet the new demands. Additionally, students who work as a result of the TPP work independently and therefore are assigned work hours after the school day. Incumbents feel a sense of responsibility for the success of these students such that they sometimes avail themselves to students, parents and employers after work hours. Incumbents have acknowledged that they are not assigned this responsibility; however, they often provide their personal cell phone numbers to students, parents and employers so that any issues that arise at the worksite can immediately be resolved. The new Director has been made aware of this situation and will work with all staff to ensure that appropriate staff is contacted if the need for assistance arises outside of a Job Placement Assistant's work hours.

Job placement for high school students in the WorkAbility Program has a broader scope of services. In this program, a student may be considered "served" if a Job Placement Assistant helped with a resume or gave a reference. Incumbents are part of the Individual Education Plan (IEP) team led by the student's case manager. At

the beginning of the year, they sit with the case manager to identify student goals. The JPA knows the hard skills that are required at a worksite so they take that into consideration when recommending a student for placement at a particular job. They then determine the soft skill which needs to be developed and that becomes part of the training program. The case manager outlines the goals and is the steward of the training plan for those students who are supported by the WorkAbility Program. Instructional Assistants Special Education (Severe) then typically serve as a "job coach" and go to the work site with the student to monitor their work and provide guidance. Examples of jobs for students in the WorkAbility Program include working in a grocery store turning all cans to face the front of an aisle or working in a clothing store putting clothes on hangers. The JPA's provide information to the IA's as to how they can support the students in working towards the students' goals. Generally, monthly meetings are held between the JPA, /A and case manager in which progress is discussed as well as any changes needed.

Whether students are supported by the TPP or WorkAbility, incumbents perform a number of duties to support both programs. A primary responsibility is to work directly with students to get them ready for immediate or future employment. Incumbents provide trainings to do this. The trainings may involve researching information, preparing materials, identifying appropriate web-based sites to utilize, delivering the information and assessing whether the information was adequately conveyed. Trainings cover career interest, personality profiles, resume writing, interviewing skills, and work readiness training such as the soft skills necessary for job success.

One of the reasons incumbents submitted a request to have their classification reviewed is they have indicated that they write curriculum for these trainings. The WorkAbility Program does not align with state standards. It's experiential. Terms such as "curriculum" and "assessment" in this program are not subject to the California Department of Education guidelines that exist to inform educators and administrators. For Career Technical Education (CTE), these are described in the Career Technical Education Framework for California Public Schools which serves as a how-to manual for teachers, school and district administrators, curriculum specialists, and school boards in developing standards-based career technical education pathways, courses, curricula and assessments. However, no such framework exists for this program. JPA incumbents state that the curriculum writing they complete may include writing questions or probes for activities on field trips at the middle school/eve/ or preparing training materials for resume writing and interviewing at the high school/eve/. The essential functions they complete in this capacity are typical of comparable positions in our comparison school districts.

Another factor that was discussed by the JPAs in terms of salary allocation is their belief that their classification should be allocated to a higher range in light of the fact that they provide guidance to the Instructional Assistants (Severe) in their role as a job coach. However, the higher allocation of the /As (Severe) is largely impacted by the fact that the higher compensation for that classification is to acknowledge the work those incumbents do with medically fragile students including the performance of duties in which it is hard to recruit applicants, such as personal care tasks.

A review of the duties currently performed by the incumbents does not indicate that there has been a gradual accretion of duties such that reclassification is warranted. The job description for Job Placement Assistant has been updated to more clearly define the essential functions of the assignment.

Salary Compensation Review

As part of the review of this classification, Personnel Commission staff conducted a salary compensation review for the job classification. Based on the information below, there is no recommendation for salary reallocation.

<i>Job Placement Assistant</i>				
<i>District</i>	<i>Salary Range</i>	<i>Job Title</i>	<i>Minimum</i>	<i>Maximum</i>
<i>Carlsbad USD</i>	<i>18</i>	<i>Workability I Coordinator</i>	<i>\$18.29</i>	<i>\$22.23</i>
<i>Escondida UHSD</i>	<i>20</i>	<i>Job Developer</i>	<i>\$14.81</i>	<i>\$19.85</i>
<i>Escondido USD</i>		<i>No comparison</i>		
<i>Grossmont UHSD</i>	<i>43</i>	<i>Career Services Specialist</i>	<i>\$20.22</i>	<i>\$25.70</i>
	<i>39</i>	<i>Career Technician {JTPA/ROP/CDC/Special Ed}</i>	<i>\$18.32</i>	<i>\$23.30</i>
	<i>47</i>	<i>Employer Involvement Representative (no)</i>	<i>\$22.29</i>	<i>\$28.36</i>
	<i>50</i>	<i>Employment Development Specialist</i>	<i>\$24.01</i>	<i>\$30.54</i>
		<i>Average for District Comparison</i>	<i>\$21.21</i>	<i>\$26.98</i>
<i>Oceanside USD</i>	<i>16</i>	<i>Instructional Aide-Employment Training Specialist</i>	<i>\$15.74</i>	<i>\$19.87</i>
<i>PowayUSD</i>	<i>32</i>	<i>Vocational Development Specialist</i>	<i>\$19.78</i>	<i>\$24.10</i>
<i>Ramona USD</i>		<i>No comparison</i>		
<i>San Diego COE</i>		<i>No comparison</i>		
<i>San Marcos USD</i>	<i>14</i>	<i>WorkAbility Program Aide</i>	<i>*\$14.94</i>	<i>\$19.07</i>
<i>Sweetwater UHSD</i>	<i>60</i>	<i>Employment Development Specialist</i>	<i>\$25.70</i>	<i>\$31.61</i>
	<i>52</i>	<i>Student Program Facilitator</i>	<i>\$21.14</i>	<i>\$26.01</i>
		<i>Average for District Comparison</i>	<i>\$23.42</i>	<i>\$28.81</i>
<i>Vista USD</i>	<i>42</i>	<i>Instructional Assistant tV-Work Ability</i>	<i>\$15.98</i>	<i>\$20.45</i>
		<i>AVERAGE</i>	<i>\$18.02</i>	<i>\$22.67</i>
<i>SDUHSD</i>	<i>35</i>	<i>Job Placement Assistant</i>	<i>\$18.54</i>	<i>\$24.88</i>

**Rate increase since data originally gathered*

Recommendation

It is recommended the Job Placement Assistant job description be revised as proposed.

Subsequent Information

The Transition Services Coordinator, Director of School & Student Services, Director of Classified Personnel, CSEA, and incumbents met on two occasions in October to go through each area of concern. This included outlining distinctions between the two programs, the level of support JPAs provide to both students and employers, hours of employment, the way in which duties and expectations of certificated staff are communicated and how, ultimately, the responsibility and accountability should be with the case manager. At the conclusion of these October meetings, all parties agreed that administration needed to conduct a thorough review of the program and the delivery of services in order to determine current needs of the program, better define each contributor's role, and establish processes and systems which would improve the program. Administration concluded a comprehensive review of the program in April. On April 20, 2018, the program administrators and Director of Classified Personnel met with the incumbents and a CSEA representative to report out the findings of the program review.

Upon reviewing the program, it became evident to the Transition Services Coordinator and Director of School & Student Services that there is a need to have staff readily available to transport students to job interviews, work assignments, and vocational events. After researching public transportation routes, District transportation staff availability, teacher availability and looking at how other districts address transportation needs, the District has determined that the most feasible plan to accommodate this need is to add transportation of students as an essential function of the Job Placement Assistant classification.

The internal program assessment identified the need to assign incumbents to a single program rather than both programs. There will be an efficiency of services and a better ability for the JPA's to concentrate efforts if they support a single program rather than performing tasks across both WorkAbility and TPP. Currently, incumbents assigned to a high school support both programs. Moving forward, incumbents will be assigned to just one program and operate out of multiple work locations. This change will allow incumbents to become more of an expert in a particular grant program, further develop a program, and keep up with program changes. Work hours will also be able to better align with the particular program needs (e.g. later hours for TPP). In addition, by having JPA's support a single program, certificated staff will have a specific contact person for each program, thus reducing confusion that some staff has between the two programs.

The Director, Classified Personnel, worked with the coordinator to revise the job description based on the data resulting from this classification study and the internal program assessment. The revised essential functions better describe the focus of these assignments. In light of the revisions to the job description, most notably to compensate for the increased responsibility associated with driving students, it is recommended that the classification be reallocated from Range 35 to Range 37 of the Classified Salary Schedule. This reallocation also recognizes the higher level of independence in which the incumbents operate as compared to Instructional Assistants.

Recommendation

Revise the job description for Job Placement Assistant as presented, including changing the title to Vocational Developer to more clearly align with the classification's function.

Reallocate the classification from Range 35 to Range 37 on the Classified Salary Schedule.

Vote by Committee Members:

Vote	Member	Vote	Member
Yes	Carmen Blum, CSEA	Yes	Dan Love, Admin
Yes	Matt Colwell, CSEA	Yes	Rick Mariam, Admin
Yes	Debbie Johnson, CSEA	Yes, not present at meeting	Tina Peterson, Admin

CLASSIFIED

JOB PLACEMENT ASSISTANT VOCATIONAL DEVELOPER

OVERALL JOB PURPOSE STATEMENT

Under the direction of an assigned supervisor, the job of a Job Placement Assistant Vocational Developer is done for the purposes of working with performs a broad range of duties in support of a District special education student work programs including: providing direct support to students in both classroom and workplace settings; general clerical, data entry and reporting functions; and varied communication with parents, staff and local business members to provide information and promote participation in student work programs and classes; recruiting eligible participants; maintaining communications with the participants, parents, supervisors and employers; coordinating participants with supervisor/employers and maintaining required records on participants in accordance with state requirements. Incumbents may provide services to students at multiple school sites and may support either the Transition Partnership Program (TPP) and/or the Workability I Program depending upon assignment:

DISTINGUISHING CHARACTERISTICS

This job is distinguished from similar other jobs--student support assignments by the following characteristics: +the Job Placement Assistant Vocational Developer is responsible for assisting students in the workability program by administering relevant program services specific to the Workability I Program and the TPP and by serving as a point of contact to disseminate program information to staff, students, parents and businesses making contact with local employers to identify suitable work assignments for student participants, observing and coaching students at the work site to facilitate their success in the program, and maintaining records and reports. Tasks are non-cyclical and are carried out as appropriate to varying situations and may regularly be performed independently at various business sites away from the school district and in the absence of the assigned supervisor, requiring initiative and situational problem solving and interpersonal communication skills. This classification differs from those in the Instructional Assistant series which are responsible for assisting teachers within the classroom.

ESSENTIAL FUNCTIONS

- Provides information and Promotes the program to the business community, students, participants, teachers, parents, and other interested parties for the purpose of defining the program objectives and opportunities for participation. Identifies potential business partners and participates in outreach efforts as directed. Establishes and maintains business relationships with employers through regular, on-going communication.
- Participates in meetings, trainings and/or workshops (e.g. IEP when appropriate, conferences, staffing, business community, State) for the purpose of receiving and/or conveying information.
- Prepares program packets and documents, progress reports, letters of recommendation, certificates, displays, correspondence, and other materials for the purpose of communicating information and/or acknowledging contributions of staff, students, employers and/or community organizations.

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- Researches and compiles information to prepare, modify and present relevant materials used to inform students, staff and parents regarding career exploration, interview techniques, and other vocational and life skills. Identifies appropriate assessment tools and conducts written and oral assessments to determine interest and abilities as they relate to employment goals.
- Schedules Compares student data against participating employers business needs participants for the purpose of to make appropriate recommendations for placements and prepare work schedules accordingly matching them with employers and within appropriate program as defined in the IEP/ITP.
- Using a District vehicle, transports students and staff to various locations as necessary to ensure successful participation in student work opportunities.
- Confers with student participants, parents, teachers, and job site supervisors as necessary for the purpose of assisting in the development of the Individualized Transition Program and/or facilitating students' transition within the work program.
- Monitors, documents, and reports students' performance ffi-at a variety of work sites according to program guidelines for the purpose of identifying areas requiring additional training on techniques and methods for maintaining solid wor< habits. Shares best practices regarding student participation in work programs with other instructional support staff as needed.
- Compiles and records program data (e.g. student serviceservices provided, job types, pay type, grade, etc.) for the purpose of complying with District and State requirements.
- Performs clerical support duties and record keeping activities (e.g. scheduling meetings, copying materials, posting information, issuing work permits, running queries within a database, distributing reports, documenting information, data processing, etc.) for the purpose of addressing to meet program requirements.
- Assists in the pPerformsaffl€e a.f.-other job-related duties as assigned for the purpose of accomplishing organizational goals.

JOB REQUIREMENTS: MINIMUM QUALIFICATIONS

SKibbS, KNOWLEDGE AND ABILITIES

SKibbS are required to perform multiple, non technical tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skills required to satisfactorily perform the functions of the job include: operate instructional and office equipment; applying assessment instruments; operating standard office equipment including using pertinent software applications; and preparing and maintaining accurate records.

KNOWLEDGE OF:

- is required to perform bBasic math, including calculations using fractions, percents, and/or ratiost

CLASSIFIED

- review and interpret highly technical information, write technical materials, and/or speak persuasively to implement desired actions; and analyze situations to define issues and draw conclusions. Specific knowledge required to satisfactorily perform the functions of the job includes:
- Child guidance principles and practices, especially as they relate to students with learning disabilities
- Basic subjects taught in the District schools, including arithmetic, grammar, spelling, language and reading
- Safe practices utilized in work sites and other activities
- Correct English usage, grammar, spelling, punctuation and vocabulary
- Oral and written communication skills
- Record keeping techniques
- Modern office practices and procedures
- Pertinent federal/state labor laws and/or program requirements
- Local employers and employment opportunities for program participants.

ABILITY TO:

- is required to schedule activities, meetings, and/or events
- Gather, collate, and/or classify data
- Operate standard office equipment including using pertinent software applications
- ; and use basic, job related equipment. Flexibility is required to
- independently work with a significant diversity of individuals and groups others in a wide variety of circumstances
- Develop rapport with students
- Understand individual student needs and behaviors and apply techniques appropriate to those individual needs and behaviors
- Analyze data utilizing defined but different processes; and operate equipment using a variety of standardized methods. Ability is also required to work with a significant diversity of individuals and/or groups;
- Work with data of varied types and for purposes; and utilize job related equipment. In working with others,
- Apply program-relevant assessment instruments
- problem solving is required to recognize and identify issues and create action plans to solve problems. Problem solving with data requires following prescribed guidelines; and problem solving with equipment is limited. Specific abilities required to satisfactorily perform the functions of the job include:
- Assist students to develop appropriate work behaviors (e.g. attendance, timeliness, attitude, etc.) to succeed in a work experience program;
- Learn the methods, procedures, functions and limitations of assigned duties
- Maintain simple records
- printing and write legibly
- Make arithmetic calculations quickly and accurately
- Understand and follow oral and written directions

CLASSIFIED

- eCommunicateffig effectively orally and in writing with students and adults of varied cultural and educational backgrounds7
- fReadffig, interpretffig and followffig rules, regulations, policies and procedures7
- eEstablishffig and maintainffig effective working relationships with others
- ffiMaintainffig confidentiality7

RESPONSIBILITY

Responsibilities include: working under limited supervision using standardized practices and/or methods; leading, guiding, and/or coordinating others; and operating within a defined budget. Utilization of some resources from other work units is often required to perform the job's functions. There is a continual opportunity to impact–the Organization's services.

WORKING ENVIRONMENT

The usual and customary methods of performing the job's functions requires the following physical demands outlined below. All requirements are subject to possible modification to reasonably accommodate individuals with a disability: some lifting, carrying, p :: shing, and/or p :: lling; some climbing and balancing; some stooping, kneeling, cro :: ching, and/or cra•Niing; and significant fine finger dexterity. Generally the job req :: ires 40% sitting, 20% wall<ing and 40% standing. Additionally, this assignment requires the ability to travel to and from work locations in order to perform the essential functions. +Re job is performed 1::nder minimal temperat1::1re variations, some hazardo1::1s conditions, and in a clean atmosphere.

Physical Demands Frequency Definitions Based on an 8-Hour Day:

Seldom= 1-10% (<45 minutes)

Occasionally= 11-33% (up to 3 hours)

Frequently= 34-66% (up to 6 hours)

Continuously= 67-100% (more than 6 hours)

Seldom	With assistance and devices provided, lift students weighing more than 100 lbs. at waist height and carrying a distance of up to 5 feet; reach above shoulder; climbing, balancing
Occasionally/Frequently	Lifting up to 25 lbs. at waist height and carrying a distance of up to 30 feet; fingering/fine manipulation; power/firm grasping sitting/standing; twisting back; reach at, above, or below shoulder height; pushing/pulling including students in wheelchairs; stooping/bending; squatting/crouching; kneeling, crawling
Frequently	Lifting up to 10 lbs. at waist height and carrying a distance of up to 30 feet; handling/simple grasping
Frequently/Continuously	Reach below shoulder height

Generally the job requires 34% sitting, 33% walking and 33% standing.

AUDITORY OR VISUAL REQUIREMENTS

CLASSIFIED

Auditory ability to hear alarms, respond to student needs and emergencies. Vision ability to see near, distant, depth and peripherally.

ENVIRONMENTAL CONDITIONS

The job is performed under minimal temperature variations, some hazardous conditions, and in varying atmospheric conditions. The condition/functioning of some students may expose the incumbent to behavior that includes biting, hitting, bolting away, and/or abusive language. There is also potential for exposure to bodily fluids and biohazardous materials.

EXPERIENCE

Job related A minimum of one year of experience working directly with students is required. Experience must include vocational work within a community.

EDUCATION

Targeted job related education that meets organization's prerequisite requirements. High school diploma or equivalent. College level coursework or vocational training is preferred.

REQUIRED TESTING

Pre-employment Proficiency Test

LICENSING AND CERTIFICATION REQUIREMENTS

Possession of a Valid Class C California Driver's License and a record of driving history issued by the California DMV. The record of driving history must be issued by the DMV less than 30 days prior to applying for the position. The record must be submitted at time of application. Employees hired in this classification will be enrolled in the DMV Employee Pull Notice Program. The District will receive a driver record report at least once every twelve (12) months or when any subsequent conviction, failure to appear, accident, driver's license suspension, revocation, or any other action is taken against the employee's driving privilege during employment.

CONTINUING EDUCATION/TRAINING

None Specified Blood Borne Pathogen Training, First Aid, CPR, Crisis Prevention Intervention

CLEARANCES

Criminal Justice Fingerprint/Background Clearance; TB Clearance California Department of Justice (DOJ) and Federal Bureau of Investigation (FBI) background (fingerprint) clearance; pre-employment physical examination including Tuberculosis (TB) and drug screen clearances.

CLASSIFIED

VOCATIONAL DEVELOPER

OVERALL JOB PURPOSE STATEMENT

Under the direction of an assigned supervisor, a Vocational Developer performs a broad range of duties in support of District special education student work programs including: providing direct support to students in both classroom and workplace settings; general clerical, data entry and reporting functions; and varied communication with parents, staff and local business members to provide information and promote participation in student work programs. Incumbents may provide services to students at multiple school sites and may support either the Transition Partnership Program (TPP) and/or the Workability I Program depending upon assignment.

DISTINGUISHING CHARACTERISTICS

This job is distinguished from other student support assignments by the following characteristics: the Vocational Developer is responsible for assisting students by administering relevant program services specific to the Workability I Program and the TPP and by serving as a point of contact to disseminate program information to staff, students, parents and businesses. Tasks are non-cyclical and are carried out as appropriate to varying situations and may regularly be performed independently at various business sites away from the school district and in the absence of the assigned supervisor, requiring initiative and situational problem solving and interpersonal communication skills. This classification differs from those in the Instructional Assistant series which are responsible for assisting teachers within the classroom.

ESSENTIAL FUNCTIONS

- Provides information and promotes assigned program(s) to the business community, students, teachers, parents, and other interested parties. Identifies potential businesses partners and participates in outreach efforts as directed. Establishes and maintains business relationships with employers through regular, on-going communication.
- Participates in meetings, trainings and/or workshops (e.g. IEP when appropriate, conferences, staffing, business community, State).
- Prepares program packets and documents, progress reports, letters of recommendation, certificates, displays, correspondence, and other materials.
- Researches and compiles information to prepare, modify and present relevant materials used to inform students regarding career exploration, interview techniques, and other vocational and life skills. Prepares assessment tools and conducts written and oral assessments to identify training needs and effectiveness of delivered trainings.
- Researches and synthesizes information from multiple sources to provide students, parents and staff with a variety of reference tools.

CLASSIFIED

- Compares student data against participating employers business needs to make appropriate recommendations for placements and prepare work schedules accordingly as defined in the IEP/ITP.
- Using a District vehicle, transports students and staff to various locations as necessary to ensure successful participation in student work opportunities.
- Confers with student participants, parents, teachers, and job site supervisors as necessary.
- Monitors, documents, and reports students' performance at a variety of work sites according to program guidelines. Shares best practices regarding student participation in work programs with other instructional support staff as needed.
- Compiles and records program data (e.g services provided, job types, pay type, grade) complying with District and State requirements.
- Performs clerical duties and record keeping activities (e.g. scheduling meetings, copying materials, posting information, issuing work permits, running queries within a database, distributing reports, to meet program requirements.
- Performs other job-related duties as assigned.

JOB REQUIREMENTS: MINIMUM QUALIFICATIONS

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

- Basic math, including calculations using fractions, percents, and/or ratios
- Child guidance principles and practices, especially as they relate to students with learning disabilities
- Basic subjects taught in the District schools, including arithmetic, grammar, spelling, language and reading
- Safe practices utilized in work sites and other activities
- Correct English usage, grammar, spelling, punctuation and vocabulary
- Oral and written communication skills
- Record keeping techniques
- Modern office practices and procedures
- Pertinent federal/state labor laws and/or program requirements
- Local employers and employment opportunities for program participants

ABILITY TO:

- Schedule activities, meetings, and/or events
- Gather, collate, and/or classify data
- Operate standard office equipment including using pertinent software applications
- Work with a significant diversity of individuals and groups in a wide variety of circumstances
- Develop rapport with students

CLASSIFIED

- Understand individual student needs and behaviors and apply techniques appropriate to those individual needs and behaviors
- Analyze data utilizing defined but different processes
- Work with data of varied types and purposes
- Apply assessment instruments
- Recognize and identify issues and create action plans to solve problems following prescribed guidelines
- Assist students to develop appropriate work behaviors (e.g. attendance, timeliness, attitude) to succeed in a work experience program
- Learn the methods, procedures, functions and limitations of assigned duties
- Maintain simple records
- Write legibly
- Make arithmetic calculations quickly and accurately
- Understand and follow oral and written directions
- Communicate effectively orally and in writing with students and adults of varied cultural and educational backgrounds
- Read, interpret and follow rules, regulations, policies and procedures
- Establish and maintain effective working relationships with others
- Maintain confidentiality

RESPONSIBILITY

Responsibilities include: working under limited supervision using standardized practices and/or methods; leading, guiding, and/or coordinating others; and operating within a defined budget. Utilization of some resources from other work units is often required to perform the job's functions. There is a continual opportunity to impact the Organization's services.

WORKING ENVIRONMENT

The usual and customary methods of performing the job's functions requires the physical demands outlined below. All requirements are subject to possible modification to reasonably accommodate individuals with a disability. Additionally, this assignment requires the ability to travel to and from work locations in order to perform the essential functions.

Physical Demands Frequency Definitions Based on an 8-Hour Day:

Seldom= 1-10% (<45 minutes)

Occasionally = 11-33% (up to 3 hours)

Frequently = 34-66% (up to 6 hours)

Continuously = 67-100% (more than 6 hours)

Seldom	With assistance and devices provided, lift students weighing more than 100 lbs. at waist height and carrying a distance of up to 5 feet; reach above shoulder; climbing, balancing
Occasionally	Lifting up to 25 lbs. at waist height and carrying a distance of up to 30 feet; fingering/fine manipulation; power/firm grasping sitting/standing;

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Occasionally/Frequently	twisting back; reach at, above, or below shoulder height;
Frequently	pushing/pulling including students in wheelchairs
	Stooping/bending; squatting/crouching; kneeling, crawling
Frequently/Continuously	Lifting up to 10 lbs. at waist height and carrying a distance of up to 30 feet; handling/simple grasping
	Reach below shoulder height

Generally the job requires 34% sitting, 33% walking and 33% standing.

AUDITORY OR VISUAL REQUIREMENTS

Auditory ability to hear alarms, respond to student needs and emergencies. Vision ability to see near, distant, depth and peripherally.

ENVIRONMENTAL CONDITIONS

The job is performed under minimal temperature variations, some hazardous conditions, and in varying atmospheric conditions. The condition/functioning of some students may expose the incumbent to behavior that includes biting, hitting, bolting away, and/or abusive language. There is also potential for exposure to bodily fluids and biohazardous materials.

EXPERIENCE

A minimum of one year of experience working directly with students is required. Experience must include vocational work within a community.

EDUCATION

High school diploma or equivalent. College level coursework or vocational training is preferred.

REQUIRED TESTING

Pre-employment Proficiency Test

LICENSING AND CERTIFICATION REQUIREMENTS

Valid Class C California Driver's License and a record of driving history issued by the California DMV. The record of driving history must be issued by the DMV less than 30 days prior to applying for the position. The record must be submitted at time of application. Employees hired in this classification will be enrolled in the DMV Employee Pull Notice Program. The District will receive a driver record report at least once every twelve (12) months or when any subsequent conviction, failure to appear, accident, driver's license suspension, revocation, or any other action is taken against the employee's driving privilege during employment.

CONTINUING EDUCATION/TRAINING

Blood Borne Pathogen Training, First Aid, CPR, Crisis Prevention Intervention

CLASSIFIED

CLEARANCES

California Department of Justice (DOJ) and Federal Bureau of Investigation (FBI) background (fingerprint) clearance; pre-employment physical examination including Tuberculosis (TB) and drug screen clearances.

San Dieguito Union High School District Personnel Commission

Classification Review

Merit System Rule 5.12 Review of Positions

Job analysis studies may be performed for such purposes as examination development, establishment of a new position(s), updating class specification for legal requirements or other changes, considering an employee, Association, or District-initiated request for reclassification, and/or conducting a Commission authorized review of a job family or families.

Such studies may involve position questionnaires, desk audits, group interviews, supervisory interviews, and/or such other methods as the Director or designee may determine.

A classification review typically results in one of the following actions:

- It is determined there are no changes necessary to the classification, or only minor editing of the description is needed, for example, to remove antiquated wording or to clarify duties.
- It is determined the employee is performing duties outside of the classification that must be removed and assigned to the appropriate employee in another classification.
- It is determined there is justification for a reclassification based on a gradual accretion of duties over at least two years (EC 45285). Reclassification may result in upward, lateral, or downward change to the position. The effects of such changes are outlined in Personnel Commission Rule Chapter 3.

POSITION TITLE	Job Placement Assistant
Employee	<i>thuyt (flo</i>
Date of Request	<i>3/27/11-</i>
Supervisor	<i>Nec H^m Iv. oUV\</i>
School/Department	<i>J-.N;/SDA - vJor .Ah t .+yj/Pf- Sp£d</i>
Hours Worked Day/Work Year	<i>3 ho uis per d. (Ay / 1 D rvt Dn t-h</i>
Date of Hire	<i>t1., / Joo&</i>
Date in Classification	<i>1D / LD / J"</i>
Education/Training/Certificates Held	<i>BA- nornic.. ; (!_A lu..d1,r7CredcJl·hoJ (lll u.lh,olc. su.lj) D</i>

1-to.e.lfle..Y h"O.int:£L: +(.)...l)u.il 1- ?len1o1/-a1 Sch:K/ h," till 1e years

Typical Duties/ Tasks List (from description)

Below is a list of tasks from the job description. Please indicate whether each task is still relevant (R) or, if you are no longer performing the task (N). Also indicate the frequency that the task is performed.

Relevant (R) OR No longer Performing (N)	Frequency: Hourly/ Daily/ Monthly/ Yearly	Tasks
Q	Daily	1. Promotes the program to the business community, students, participants, teachers, parents, etc. for the purpose of defining the program objectives and opportunities for participation.
t<	Deu Iv	2. Participates in meetings, training and/or workshops (e.g. IEP, conferences, staffing, business community, State, etc.) for the purpose of receiving and/or conveying information.
{	Do-ly	3. Prepares program packets and documents, progress reports, letters of recommendation, certificates, displays, correspondence, etc. for the purpose of communicating information and/or acknowledging contributions of staff, students, employers and/or community organizations.
R.	Daily	4. Schedules participants for the purpose of matching them with employers and within appropriate program as defined in the IEP/ITP.
(Z	poj\y	5. Confers with student participants, parents, teachers, and job site supervisors for the purpose of assisting in the development of the Individualized Transition Program and/or facilitating students' transition within the work program.
K	Do-ily	6. Monitors students performance in a variety of work sites according to program guidelines for the purpose of identifying areas requiring additional training on techniques and methods for maintaining solid work habits.
R	Do-ly	7. Compiles program data (e.g. student service, job types, pay type, grade, etc.) for the purpose of complying with District and State requirements.
(<	DiUly	8. Performs clerical support duties and record keeping activities (e.g. scheduling meetings, copying materials, posting information, issuing work permits, distributing reports, documenting information, data processing, etc.) for the purpose of addressing program requirements.
R	Daily	9. Assists in the performance of other related duties as assigned for the purpose of accomplishing organizational goals.

List any additional task(s) you perform that are not listed on the current job description:

- Initiates and coordinates meetings with appropriate school support staff, parents, and program partners for the purposes of gathering information and developing student vocational goals based on ITP for students participating in both community based vocation education and independent work experience opportunities.
- Trains, guides, and assists IAs for CBVE in monitoring program goals, student vocational goals, data collection, and work-site expectations.
- Develops and creates curriculum, worksheets, instructions, program packets, and documentation and data tracking forms for the purposes of meeting program goals and preparing students for work readiness.
- Schedules and assesses student participants for the purposes of determining interests, career exploration, and work readiness.
- Creates and conducts work readiness presentations in academic support classes.
- Develops, schedules and leads job exploration tours in the community for purposes of career exposure and exploration.
- Responds to student, parent, and employer communication as issues arise that need immediate attention after contracted work hours. No response could result in loss of student employment or loss of business partner.
- Reconciles and adjusts time sheets, original hours requested with actual time worked, and submits to payroll and program partner monthly.

Which task(s) or project(s) would you say is your most challenging in terms of the level of responsibility, the time it takes to complete it, and the consequence for error?

The process of placing students in CBVE or WE opportunities; Identifying students; assessing students to determine work readiness; gathering information from parents, support staff, and students to determine interests and goals; matching students to appropriate work sites; setting work-related goals based on IEP; training job coaches; monitoring IA and student progress; situational conflict resolution. It's difficult to put a time limit on this process as it's ongoing throughout the school year. Consequence for error can be great if a subsidized student worker makes a poor choice, wrong decision, or isn't paying attention, which could result in a work injury or product damage.

The table below lists the knowledge required to perform the numbered "Tasks" listed on p. 2.

- 1) In the first column, indicate if this knowledge is no longer required (NA), somewhat useful to have this knowledge (S), important to have this knowledge (I), or essential to have this knowledge (E).
- 2) In the second column, indicate the numbered task(s) on page 2 that require this knowledge.

Importance Rating: NA, S, I or E	Task # associated with the knowledge requirement in the third column. (see numbered "Tasks" p.2)	Knowledge Required
E	7, 6	basic math, including calculations using fractions, percents, and/or ratios
	2, K, q	review and interpret highly technical information
E	1	write technical materials
&	1, 2, 3, 4, 5, 6, 7, 8, 9	write technical materials
	1, 2, 3, 4, 5, 6, 7, 8, 9	analyze situations to define issues and draw conclusions
	1-1	child guidance principles and practices, especially as they relate to students with learning disabilities
&	1-9	basic subjects taught in the District schools, including arithmetic, grammar, spelling, language and reading
(	1, 2, 3, 4, 5, 6, 7, 8, 9	safe practices in work sites and other activities
13-	1, 2, 3, 4, 5, 6, 7, 8, 9	correct English usage, grammar, spelling, punctuation and vocabulary
	1-9	oral and written communication skills
	1, 2, 3, 4, 5, 6, 7, 8, 9	record keeping techniques
	1-9	modern office practices and procedures
rf-	1-9	pertinent federal/state labor laws and/or program requirements
If.	1-9	local employers and employment opportunities for program participants

List any knowledge not provided above that you feel is required to perform the tasks of the assignment:

- Counseling techniques to assist students with anxiety in the work place
- Employment and labor market trends

Part 3: Skills and Abilities (from description)

Below is a list of the skills and abilities required to perform the numbered "Tasks" listed on p. 2.

1) In the first column, indicate if the skill or ability is no longer required (NA), somewhat useful (S), important to have (I), or essential to have (E).

2) In the second column, indicate the numbered task(s) on page 2 that require this skill or ability.

Importance Rating: NA,S,I or E	Task# associated with the skill or ability requirement listed in the third column. (see numbered "Tasks" p. 2)	Skill
f	1--q	operate instructional and office equipment;
...	1---	applying assessment instruments;
-	J t	operating standard office equipment including using pertinent software applications
&	i -q	preparing and maintaining accurate records
	l-q	Ability to...
yS.	l--l	schedule activities, meetings, and/or events
	1-q	gather, collate, and/or classify data
	J.--q	use basic, job-related equipment
	1--1	Flexibility is required to independently work with others in a wide variety of circumstances
	t-t	analyze data utilizing defined but different processes
f,	.....c	work with a significant diversity of individuals and/or groups
e,	i-	work with data of varied types and/or purposes
	,_q	problem solving is required to identify issues and create action plans.
	1--'1	follow prescribed guidelines
t	1-	assisting students to develop and appropriate work behaviors (e.g. attendance, timeliness, attitude, etc.) to succeed in a work experience program
IS	l.-u	learning the methods, procedures, functions and limitations of assigned duties
iS.	1--	maintaining simple records
e	lqq	printing and writing legibly
	'-1	making arithmetic calculations quickly and accurately
(,	J--q	understanding and following oral and written directions
e	14	communicating effectively orally and in writing with students and adults of varied cultural and educational backgrounds
f	,_q	reading, interpreting and following rules, regulations, policies and procedures
f..	J-q	establishing and maintaining effective working relationships with others
6	J-q	maintaining confidentiality

List any skills or abilities not provided above that you feel are required to perform the tasks of the assignment:

Ability to-

- Create and modify curriculum
- Advise students, IA's, support staff, parents
- Train IA's as Job coaches In work place expectations and student guidance (e.g. how to track goals, foster independence, work place guidelines)
- Respond quickly to adverse situations using appropriate conflict resolution techniques

Policies and Procedures

What policies and procedures do you refer to for direction and guidance as part of your duties? (For example: Board policies, manuals, federal or state regulations)

	Examples
Policies (District, State, or Federal Agency): <ul style="list-style-type: none"> • Knowledge only for application to assigned duties • Referred to frequently in the course of work and/or explained to others 	<p>Examples of policies and procedures mentioned in the handwritten notes include: Board policies, manuals, federal or state regulations, and specific references like 'SOLA-11 s.0' and 'PvUut.s.'</p>
Procedures (Work Site Manual, Desk Manual): <ul style="list-style-type: none"> • Knowledge only for application to assigned duties • Referred to frequently in the course of work and/or explained to others 	<p>Examples of procedures mentioned in the handwritten notes include: '5c l. ifS CAL?:-ve.'</p>

Tools

What tasks require a knowledge of a particular electronic device, software(s), office equipment, or maintenance equipment? List the tool and examples of tasks that would require this tool knowledge below.

Tools	Example(s) of Task(s) Performed
Computer	Emails, data entry, employment internet searches, powerpoints, record keeping
Phone	Communication with students, parents, case managers, etc., employers
Calculator	Reconciling time sheets, data tracking, mileage
CDE-WorkAbility 1	Data Tracking, documenting, record keeping
SEIS	Interpret IEPs, disabilities, determine program qualification, run reports for data collection
AERIES	scheduling, confering with students, data collection, receiving and conveying information
EXCEL	DATA TRACKING (create documents)
U.S. OFFICE WORK	Create resumes, worksheets, program documents, curriculum, data tracking, correspondence, schedules, training plans, etc.
EMAIL (GOOGLE)	Communication to convey ideas, schedules, conflict resolution, collaboration, reporting, funding requests
GOOGLE DOCS	Client case notes, vocational consults, reporting, compiling and organizing data, creating documents for record keeping, creating and sharing curriculum
SCANNERS/FAX	Program documents, resumes, data collection, correspondence, schedules, training plans, etc.
PHOTOCOPIERS	Program documents, resumes, data collection, correspondence, time sheets, training plans, etc.
GOOGLE CALENDAR	Organize schedule daily, weekly, monthly; shares schedule with staff; schedules appoints, workshops, meetings, conferences
GOOGLE SITES	Access district and program information; reporting

Part 4: Contacts

Types of contacts (supervisor, staff, vendors, and community members) are listed below. In the second column, indicate the frequency that you have contact with this contact type. In the third column, provide an example of the interaction you would have with this contact.

CONTACTS	FREQUENCY {Minimal, Occasional, Frequently}	EXAMPLE OF INTERACTION
Supervisor	Weekly	Supervisor provides guidance on case management and reviews reports.
Staff	Daily	Staff collaborate on client care plans and share information.
Vendors	As needed	Interact with vendors for supplies and services required for the program.
Community Members	Monthly	Engage with community members through outreach and support groups.
Other	As needed	Interact with other professionals for consultation and collaboration.

Decision Making/Complexity/Guidance Received

Check the ONE statement that best applies to this position.

	Perform simple, routine tasks according to instructions provided. Work is closely supervised and checked by the supervisor
	Perform duties of moderate difficulty according to prescribed methods and written procedures. Requires application of readily understood rules and procedures. Some judgment required in selection, priority and sequence of work. Work is frequently checked by supervisor
	Perform specialized or skilled duties that are varied and generally defined. Duties involve alternative actions based on rules and regulations (employee decision). Judgment is required in determining work methods and the application of established rules and procedures for the successful completion of the task. Work is periodically checked by supervisor.
*	Performs complex/technical duties that are varied and generally defined. Work requires analysis and judgment in finding approaches and techniques to solving problems for which policies and procedures may not be clearly defined. Only direction and guidance are given by the supervisor.
	Work activities require establishing procedures for attaining specific goals and objectives in a broad area of work. Incumbent typically develops procedures within the limits of established policy guidelines and only the final results of work completed are typically reviewed.
	Receives guidance in terms of broad goals and overall objectives and is responsible for establishing the methods to attain them. Requires extensive policy considerations, decision making and problem solving. Incumbent typically formulates new and amended policies and procedures for an area of responsibility but, does not necessarily have final authority for policy approval.

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Part 6: Impact – the result of your actions or decisions; the probable effect of errors

Check the **ONE** statement that best applies to this position.

	Errors can be readily detected and corrected, usually by the employee and would result in minor expense for correction
	Errors are not easily detected and cause moderate operational delays and additional allocation of funds and resources. Effect is usually within the immediate work unit.
V	Errors are difficult to discover, normally involve decisions not subject to detailed review, resulting in excessive delays. May have adverse effect on relationships outside the department. Could result in substantial monetary affect.
	Errors may cause a continuous adverse influence on future operations in matters involving important commitments and other matters which may appreciably affect future operations costs/expenses. Actions would affect highly critical programs or attainment of long-range goals or objectives. Will result in major monetary affect.

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Check the **ONE** statement that best applies to this position.

	No employees supervised
V	Provide direction and guidance to maintain work flow. lead worker responsibilities
	Plan, organize and control the work of assigned employees. Counsel employees on position performance and usually conducts hiring and/or discharge interviews. First line supervisor
	Directs and coordinates the operation of a program or programs of sufficient size to require the use of subordinate supervisors
	Directs and coordinates the operation of a sizable, diverse and/or major function(s).

Employees Directly Supervised:

Name	Classification Title	Regular (R) or limited Term (LT)
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Supervision:

Check the statement(s) that describe the type of supervision you perform.		Sntdar
<input checked="" type="checkbox"/>	Train employees	V
<input type="checkbox"/>	Interview applicants	V
<input type="checkbox"/>	Make hiring recommendations	V
<input type="checkbox"/>	Make hiring decisions	/
<input type="checkbox"/>	Plan and/or schedule work for others	/
<input checked="" type="checkbox"/>	Assign or delegate work to others	/
<input checked="" type="checkbox"/>	Monitor work of others	..l
<input checked="" type="checkbox"/>	Establish rules, procedures, and/or standards	/
<input type="checkbox"/>	Discipline others	
<input type="checkbox"/>	Recommend promotion	
<input type="checkbox"/>	Make promotion, demotion or discharge decisions	
<input type="checkbox"/>	Evaluate the work of others	- /
<input type="checkbox"/>	Conduct formal performance evaluations	V
<input type="checkbox"/>	Resolve employee grievances in accordance with organizational policy	
<input type="checkbox"/>	Other (specify)	

Part 8: Minimum Qualifications (from description)

Below are requirements listed in the job description:

EDUCATION

Targeted job related education that meets organization's prerequisite requirements.

EXPERIENCE

Job related experience is required.

REQUIRED TESTING

Pre-employment Proficiency Test

CERTIFICATES

Possession of a valid Class C California Driver's License

CONTINUING EDUCATION/TRAINING

None Specified

List below what you believe should be required if different from above:

Licenses/Certificates:	
Education:	<input type="checkbox"/> Less than High School diploma or equivalent <input checked="" type="checkbox"/> High School diploma or equivalent <input type="checkbox"/> Certificate/License: <input type="checkbox"/> Trade/vocational school formal apprenticeship Program: <input checked="" type="checkbox"/> Associate's Degree <i>OR</i> <input type="checkbox"/> <i>YUV-S rf. c., ollt? t. - (/rl. cJyCl n., q, r. ir uYiel</i> Major: <input type="checkbox"/> Bachelor's Degree Major: <input checked="" type="checkbox"/> Graduate work or advanced degree Major:
Years of Experience:	<input type="checkbox"/> No previous experience <input type="checkbox"/> One year or less <input checked="" type="checkbox"/> Over one year and up to 2 years <input type="checkbox"/> Over two up to and including 4 years <input type="checkbox"/> Over four years up to and including 6 years <input type="checkbox"/> Over six years
Other Language:	Are you required to use a foreign language? <i>NO</i> Which one(s)? <i>Spc-<r11!>h wovtd. &c.. he.lff-v...{</i> rylspeak; <input checked="" type="checkbox"/> Read; <input type="checkbox"/> Write

Please indicate your reason(s) for the different requirements that you have listed above:

Position requires critical thinking, extensive decision making and excellent communication skills. Must be able to understand individual student needs, develop a professional rapport with students, provide guidance and counseling to students frequently.

9: Physical Requirements/Work Environment

The job description describes the physical requirements/work environment as:

The usual and customary methods of performing the job's functions requires the following physical demands: some lifting, carrying, pushing, and/or pulling; some climbing and balancing; some stooping, kneeling, crouching, and/or crawling; and significant reaching. Generally the job requires 50% sitting, 30% walking and 20% standing. The job is performed under minimal temperature variations, a generally hazard free environment, and in a clean atmosphere.

Check all that apply regarding your physical activity:

<input type="checkbox"/>	Crawling	<input checked="" type="checkbox"/>	Lifting	<input checked="" type="checkbox"/>	Sitting	<input checked="" type="checkbox"/>	Pushing
<input type="checkbox"/>	Standing	<input checked="" type="checkbox"/>	Reaching	<input checked="" type="checkbox"/>	Finger Dexterity	<input checked="" type="checkbox"/>	Pulling
<input checked="" type="checkbox"/>	Kneeling	<input type="checkbox"/>	Climbing	<input checked="" type="checkbox"/>	Seeing	<input checked="" type="checkbox"/>	Squatting
<input type="checkbox"/>	Grasping	<input checked="" type="checkbox"/>	Carrying	<input checked="" type="checkbox"/>	Hearing	<input checked="" type="checkbox"/>	Walking
<input checked="" type="checkbox"/>	Balancing	<input checked="" type="checkbox"/>	Bending	<input checked="" type="checkbox"/>	Speaking	<input type="checkbox"/>	Writing
<input checked="" type="checkbox"/>	Twisting	<input checked="" type="checkbox"/>	Driving	<input checked="" type="checkbox"/>	Keyboarding	<input type="checkbox"/>	

Check all that apply regarding elements you may be exposed to on the job:

<input checked="" type="checkbox"/>	Noise	<input checked="" type="checkbox"/>	Heat	<input checked="" type="checkbox"/>	Wetness	<input type="checkbox"/>	Poor Ventilation
<input checked="" type="checkbox"/>	Vibrations	<input checked="" type="checkbox"/>	Dust	<input checked="" type="checkbox"/>	Humidity	<input type="checkbox"/>	Toxic Chemicals
<input type="checkbox"/>	Gases	<input type="checkbox"/>	Dirt	<input type="checkbox"/>	Height	<input type="checkbox"/>	Solvents
<input type="checkbox"/>	Electric Shock	<input checked="" type="checkbox"/>	Odors	<input type="checkbox"/>	Fumes	<input type="checkbox"/>	Heavy Machinery
<input checked="" type="checkbox"/>	Cold	<input checked="" type="checkbox"/>	Outdoors	<input type="checkbox"/>	Confined Areas	<input type="checkbox"/>	Biohazards

Other Factors: mold

In general, what would you estimate is the percentage of time you spend sitting, standing, and walking during your work day? 50 % sitting; 30 % standing; 20 % walking (total of 100%)

List any abilities needed to push, pull or lift objects:

	Weight in pounds	Distance (in feet)/Height	Example
Push	Approx 150	300 feet (Dist)	Laptop / Chrome Book carts on wheels
Pull	Approx 150	300 feet (Dist)	Laptop / Chrome Book carts on wheels
Lift	10-15	500 feet (Dist)	Laptop and work materials

San Dieguito Union High School District Personnel Commission

Classification Review

Merit System Rule 3.12 Review of Positions

Job analysis studies may be performed for such purposes as examination development, establishment of a new position(s), updating class specification for legal requirements or other changes, considering an employee, Association, or District-initiated request for reclassification, and/or conducting a Commission authorized review of a job family or families.

Such studies may involve position questionnaires, desk audits, group interviews, supervisory interviews, and/or such other methods as the Director or designee may determine.

A classification review typically results in one of the following actions:

- It is determined there are no changes necessary to the classification, or only minor editing of the description is needed, for example, to remove antiquated wording or to clarify duties.
- It is determined the employee is performing duties outside of the classification that must be removed and assigned to the appropriate employee in another classification.
- It is determined there is justification for a reclassification based on a gradual accretion of duties over at least two years (EC 45285). Reclassification may result in upward, lateral, or downward change to the position. The effects of such changes are outlined in Personnel Commission Rule Chapter 3.

POSITION TITLE	Job Placement Assistant
Employee	Mary Courtney
Date of Request	3/20/17
Supervisor	Nathan Molina
School/Department	Torrey Pines HS/SpED (WorkAbility, TPP)
Hours Worked Day/Work Year	8 hrs/day/10 month year
Date of Hire	10/2014
Date in Classification	2/28/2016
Education/Training/Certificates Held	BA, Public Administration, CA Multiple Subject Teaching Credential

Part 1: Typical Duties Task List (from description)

Below is a list of tasks from the job description. Please indicate whether each task is still relevant (R) or, if you are no longer performing the task (N). Also indicate the frequency that the task is performed.

Relevant (R) OR No Longer Performing (N)	Frequency: Hourly/Daily/Monthly/Yearly	Tasks
R	D	1. Promotes the program to the business community, students, participants, teachers, parents, etc. for the purpose of defining the program objectives and opportunities for participation.
R	D	2. Participates in meetings, training and/or workshops (e.g. IEP, conferences, staffing, business community, State, etc.) for the purpose of receiving and/or conveying information.
R	D	3. Prepares program packets and documents, progress reports, letters of recommendation, certificates, displays, correspondence, etc. for the purpose of communicating information and/or acknowledging contributions of staff, students, employers and/or community organizations.
R	D	4. Schedules and assesses participants for the purpose of matching them with employers and within appropriate program as defined in the IEP/ITP.
R	D	5. Confers with student participants, parents, teachers, and job site supervisors for the purpose of assisting in the development of the Individualized Transition Program and/or facilitating students' transition within the work program.
R	D	6. Monitors students performance in a variety of work sites according to program guidelines for the purpose of identifying areas requiring additional training on techniques and methods for maintaining solid work habits.
R	D	7. Compiles program data (e.g. student service, job types, pay type, grade, etc.) for the purpose of complying with District and State requirements.
R	D	8. Performs clerical support duties and record keeping activities (e.g. scheduling meetings, copying materials, posting information, issuing work permits, distributing reports, documenting information, data processing, etc.) for the purpose of addressing program requirements.
R	D	9. Assists in the performance of other related duties as assigned for the purpose of accomplishing organizational goals.

List any additional task(s) you perform that are not listed on the current job description:

- Creates and conducts student workshops in academic support classes.
- Creates curriculum, program packets, documentation *forms*, and data tracking logs for the purpose of monitoring and achieving program goals.
- Initiates and coordinates meetings with appropriate school staff, parents and program partners for the purpose of developing students' vocational goals based on ITP - applies to both Community Based Vocational Education (supported) as well as independent employment subsidized through the Transition Partnership Program.
- Oversee Transition Partnership Program at school site in order to meet productivity and program goals.
- Trains and supports Instructional Assistants for CBVE with respect to monitoring student progress/goals, data collection and work-site expectations in accordance with program goals.
- Initiates and responds to parent, student and employee communications during non-contracted days/hours.
- Develop, schedule and lead Vocational Exploration Tours in the local community.
- Reconciles monthly student timesheets and submits to payroll.

Which task(s) or project(s) would you say is your most challenging in terms of the level of responsibility, the time it takes to complete it, and the consequence for error?

Identifying, matching and supporting students in community-based work experience as well as independent work experience (TPP) is one of the most challenging in terms of responsibility. It requires assessing students' interests, capabilities and limitations/deficits in order to match them to the appropriate job duties and work-site. Monitoring student performance and progress, as well as resolving issues and/or conflicts that arise in the workplace, is time consuming and presents the risk of error. Consequences could result in work injury, product damage and/or loss of work site continuing as a business partner.

Part 2: Knowledge of (from description)

The table below lists the knowledge required to perform the numbered "Tasks" listed on p. 2.

1) In the first column, indicate if this knowledge is no longer required (NA), somewhat useful to have this knowledge (S), important to have this knowledge (I), or essential to have this knowledge (E).

2) In the second column, indicate the numbered task(s) on page 2 that require this knowledge.

Importance Rating: NA, S, I or E	Task # associated with the knowledge requirement in the third column. (see numbered "Tasks" p. 2)	Knowledge Required
E	6-8	basic math, including calculations using fractions, percents, and/or ratios
S	2, 8, 9	review and interpret highly technical information
S	7	write technical materials
E	1-6, 9	speak persuasively to implement desired actions
E	1-9	analyze situations to define issues and draw conclusions
E	1-9	child guidance principles and practices, especially as they relate to students with learning disabilities
E	1-9	basic subjects taught in the District schools, including arithmetic, grammar, spelling, language and reading
E	1, 2, 4-6	safe practices in work sites and other activities
E	1-9	correct English usage, grammar, spelling, punctuation and vocabulary
E	1-9	oral and written communication skills
E	1-9	record keeping techniques
E	1-9	modern office practices and procedures
E	1-9	pertinent federal/state labor laws and/or program requirements
E	1-9	local employers and employment opportunities for program participants

list any knowledge not provided above that you feel is required to perform the tasks of the assignment:

- Guidance/counseling techniques to assist students in the workplace
- Employment and labor market trends

Policies and Procedures

What policies and procedures do you refer to for direction and guidance as part of your duties? (For example : Board policies, manuals, federal or state regulations)

	Examples
Policies (District, State, or Federal Agency): <ul style="list-style-type: none"> Knowledge only for application to assigned duties Referred to frequently in the course of work and/or explained to others 	SDUHSD policies SpED policies CDE (WA contract) DOR (TPP contract) US Dept. of Labor, CA Labor Workforce Development Agency
Procedures (Work Site Manual, Desk Manual): <ul style="list-style-type: none"> Knowledge only for application to assigned duties Referred to frequently in the course of work and/or explained to others 	(same as above)

Tools

What tasks require a knowledge of a particular electronic device, software(s), office equipment, or maintenance equipment? List the tool and examples of tasks that would require this tool knowledge below.

Tools	Example(s) of Task(s) Performed
Computer	Email, data entry, employment sites, searches, record keeping, curriculum
Phone	Communication with students, staff, employers, parents
Calculator	Reconciling timesheets, data/goal tracking, mileage reimbursement
CDE/WA site	Record keeping, documenting

SEIS	Accessing IEPs, determine program qualification, run reports, data collection
AERIES	Scheduling, conferring with students, data collection
Naviance	Assessments, career exploration
MS Office	Data tracking (document creation), creating resumes, worksheets, program documents, correspondence, schedules, training plans
Email	Essential, daily communication
Google DOCS	Client case notes, vocational consults, reporting, compiling and organizing data, document creation
Google Calendar	Scheduling with staff (meetings, workshops, conferences, appointments)
Google Sites	Access district and program information, reporting
Scanner/printer/copier	Program documents

Part 3: Skills and Abilities (from description)

Below is a list of the skills and abilities required to perform the numbered "Tasks" listed on p. 2.

1) In the first column, indicate if the skill or ability is no longer required (NA), somewhat useful (S), important to have (I), or essential to have (E).

2) In the second column, indicate the numbered task(s) on page 2 that require this skill or ability.

Importance Rating: NA,S,I or E	Task# associated with the skill or ability requirement listed in the third column. (see numbered "Tasks" p. 2)	Skill
E	1-9	operate instructional and office equipment;
E	1-9	applying assessment instruments;
E	1-9	operating standard office equipment including using pertinent software applications
E	1-9	preparing and maintaining accurate records
E	1-9	Ability to...
E	1-9	schedule activities, meetings, and/or events
E	1-9	gather, collate, and/or classify data
E	1-9	use basic, job-related equipment
E	1-9	Flexibility is required to independently work with others in a wide variety of circumstances
E	1-9	analyze data utilizing defined but different processes
E	1-9	work with a significant diversity of individuals and/or groups
E	1-9	work with data of varied types and/or purposes
E	1-9	problem solving is required to identify issues and create action plans.
E	1-9	follow prescribed guidelines
E	1-9	assisting students to develop and appropriate work behaviors (e.g. attendance, timeliness, attitude, etc.) to succeed in a work experience program
E	1-9	learning the methods, procedures, functions and limitations of assigned duties
E	1-9	maintaining simple records
E	1-9	printing and writing legibly
E	1-9	making arithmetic calculations quickly and accurately
E	1-9	understanding and following oral and written directions
E	1-9	communicating effectively orally and in writing with students and adults of varied cultural and educational backgrounds
E	1-9	reading, interpreting and following rules, regulations, policies and procedures
E	1-9	establishing and maintaining effective working relationships with others
E	1-9	maintaining confidentiality

List any skills or abilities not provided above that you feel are required to perform the tasks of the assignment:

- Create and modify curriculum
- Advise students, IAs, support staff and parents
- Train IAs as Job Coaches with respect to workplace expectations, independence, goal tracking, and guidance
- Respond in a timely manner to adverse situations using conflict resolution techniques

Part 4: Contacts

Types of contacts (supervisor, *staff*, vendors, and community members) are listed below. In the second column, indicate the frequency that you have contact with this contact type. In the third column, provide an example of the interaction you would have with this contact.

CONTACTS	FREQUENCY (Minimal, Occasional, Frequently)	EXAMPLE OF INTERACTION
Supervisor	Occasional	Monthly department meetings, updates on program goals and progress, program curriculum and services.
Staff	Frequent	Collaborates with case managers with respect to student transition, vocational goals, work experience, etc.
Vendors	n/a	
Community Members	Frequent	Meets with business managers/community employersto promote and implement district work programs, scheduling students, and monitoring student progress/performance.
students/parents/partners	Frequent/occasional/frequent	Communication relevant to work experience, transition, etc. Documented requests regarding WE hours/funding, change of status, adjustment in hours, case closures, collaboration.

Part 5: Decision Making/Complexity/Guidance Received

Check the ONE statement that best applies to this position.

	Perform simple, routine tasks according to instructions provided. Work is closely supervised and checked by the supervisor
	Perform duties of moderate difficulty according to prescribed methods and written procedures. Requires application of readily understood rules and procedures. Some judgment required in selection, priority and sequence of work. Work is frequently checked by supervisor
	Perform specialized or skilled duties that are varied and generally defined. Duties involve alternative actions based on rules and regulations (employee decision). Judgment is required in determining work methods and the application of established rules and procedures for the successful completion of the task. Work is periodically checked by supervisor.
	Performs complex/technical duties that are varied and generally defined. Work requires analysis and judgment in finding approaches and techniques to solving problems for which policies and procedures may not be clearly defined. Only direction and guidance are given by the supervisor.
	Work activities require establishing procedures for attaining specific goals and objectives in a broad area of work. Incumbent typically develops procedures within the limits of established policy guide lines and only the final results of work completed are typically reviewed.
	Receives guidance in terms of broad goals and overall objectives and is responsible for establishing the methods to attain them. Requires extensive policy considerations, decision making and problem solving. Incumbent typically formulates new and amended policies and procedures for an area of responsibility but, does not necessarily have final authority for policy approval.

(I can't select one single statement that best applies to the position-it could be any of the last 3 to varying degrees)

Part 6: Impact- the result of your actions or decisions; the probable effect of errors

Check the ONE statement that best applies to this position.

	Errors can be readily detected and corrected, usually by the employee and would result in minor expense for correction
	Errors are not easily detected and cause moderate operational delays and additional allocation of funds and resources. Effect is usually within the immediate work unit.
x	Errors are difficult to discover, normally involve decisions not subject to detailed review, resulting in excessive delays. May have adverse effect on relationships outside the department. Could result in substantial monetary affect.
	Errors may cause a continuous adverse influence on future operations in matters involving important commitments and other matters which may appreciably affect future operations costs/expenses. Actions would affect highly critical programs or attainment of long-range goals or objectives. Will result in major monetary affect.

Part 7: Organization -Supervisory Responsibilities

Check the ONE statement that best applies to this position.

	No employees supervised
x	Provide direction and guidance to maintain work flow. Lead worker responsibilities
	Plan, organize and control the work of assigned employees. Counsel employees on position performance and usually conducts hiring and/or discharge interviews. First line supervisor
	Directs and coordinates the operation of a program or programs of sufficient size to require the use of subordinate supervisors
	Directs and coordinates the operation of a sizable, diverse and/or major function(s).

Employees Directly Supervised:

Name	Classification Title	Regular(R) or Limited Term (LT)
IAs functioning as Job Coaches	Instructional Assistant	R

Supervision:

Check the statement(s) that describe the type of supervision you perform.

x	Train employees
	Interview applicants
	Make hiring recommendations
	Make hiring decisions
	Plan and/or schedule work for others
x	Assign or delegate work to others
x	Monitor work of others
x	Establish rules, procedures, and/or standards
	Discipline others
	Recommend promotion
	Make promotion, demotion or discharge decisions
	Evaluate the work of others
	Conduct formal performance evaluations
	Resolve employee grievances in accordance with organizational policy
	Other (specify)

{Several of these apply with respect to the supervision of students but I have based the wtens on dlstnct staff only}

Part 8: Minimum Qualifications (from description)

Below are requirements listed in the job description:

EDUCATION

Targeted job related education that meets organization's prerequisite requirements.

EXPERIENCE

Job related experience is required.

REQUIRED TESTING

Pre-employment Proficiency Test

CERTIFICATES

Possession of a valid Class C California Driver's License

CONTINUING EDUCATION/TRAINING

None Specified

List below what you believe should be required if different from above:

Licenses/Certificates:	
Education:	<input type="checkbox"/> less than High School diploma or equivalent <input type="checkbox"/> High School diploma or equivalent <input type="checkbox"/> Certificate/License: <input type="checkbox"/> Trade/vocational school, formal apprenticeship Program: <input checked="" type="checkbox"/> Associate's Degree Major: <input type="checkbox"/> Bachelor's Degree Major: <input type="checkbox"/> Graduate work or advanced degree Major:
Years of Experience:	<input type="checkbox"/> No previous experience <input type="checkbox"/> One year or less <input checked="" type="checkbox"/> Over one year and up to 2 years <input type="checkbox"/> Over two up to and including 4 years <input type="checkbox"/> Over four years up to and including 6 years <input type="checkbox"/> Over six years
Other language:	Are you required to use a foreign language? Which one(s)? <input checked="" type="checkbox"/> Speak; <input checked="" type="checkbox"/> Read; <input checked="" type="checkbox"/> Write

Please indicate your reason(s) for the different requirements that you have listed above:

Position requires judgment, problem solving, decision making and excellent communication skills. Must be able to understand individual student needs, develop rapport, and frequently provide guidance and vocational counseling to students.

Part 9: Physical Requirements/Work Environment

The job description describes the physical requirements/work environment as:

The usual and customary methods of performing the job's functions requires the following physical demands: some lifting, carrying, pushing, and/or pulling; some climbing and balancing; some stooping, kneeling, crouching, and/or crawling; and significant reaching. Generally the job requires 50% sitting, 30% walking and 20% standing. The job is performed under minimal temperature variations, a generally hazard free environment, and in a clean atmosphere.

Check all that apply regarding your physical activity:

	Crawling		Lifting		Sitting		Pushing
X	Standing	X	Reaching	X	Finger Dexterity	X	Pulling
X	Kneeling	X	Climbing	X	Seeing	X	Squatting
X	Grasping	X	Carrying	X	Hearing	X	Walking
X	Balancing	X	Bending	X	Speaking	X	Writing
X	Twisting	X	Driving	X	Keyboarding		

Check all that apply regarding elements you may be exposed to on the job:

X	Noise	X	Heat	X	Wetness		Poor Ventilation
X	Vibrations	X	Dust	X	Humidity		Toxic Chemicals
	Gases		Dirt		Height		Solvents
		X	Odors		Fumes		Heavy Machinery
X	Cold	X	Outdoors		Confined Areas		Biohazards

Other Factors: _____

In general, what would you estimate is the percentage of time you spend sitting, standing, and walking during your work day? 30 % sitting; 30 % standing; 20 % walking (total of 100%)

List any abilities needed to push, pull or lift objects :

	Weight in pounds	Distance (in feet)/Height	Example
Push	150 (approx.)	500 feet	Chrome book cart
Pull	150 (approx.)	500 feet	Chromebook cart
Lift	15 (approx..)	500 feet	Laptop/work materials

San Dieguito Union High School District Personnel Commission

Classification Review

Merit System Rule 3.12 Review of Positions

Job analysis studies may be performed for such purposes as examination development, establishment of a new position(s), updating class specification for legal requirements or other changes, considering an employee, Association, or District-initiated request for reclassification, and/or conducting a Commission authorized review of a job family or families.

Such studies may involve position questionnaires, desk audits, group interviews, supervisory interviews, and/or such other methods as the Director or designee may determine.

A classification review typically results in one of the following actions:

- It is determined there are no changes necessary to the classification, or only minor editing of the description is needed, for example, to remove antiquated wording or to clarify duties.
- It is determined the employee is performing duties outside of the classification that must be removed and assigned to the appropriate employee in another classification.
- It is determined there is justification for a reclassification based on a gradual accretion of duties over at least two years (EC 45285). Reclassification may result in upward, lateral, or downward change to the position. The effects of such changes are outlined in Personnel Commission Rule Chapter 3.

POSITION TITLE	Job Placement Assistant
Employee	Mary-Ellen Cummings
Date of Request	2/28/17
Supervisor	Charles Adams
School/Department	District Office/Special Education, WorkAbility Program
Hours Worked Day/Work Year	8.0 hours/day
Date of Hire	8/29/01
Date in Classification	10/31/05 to present
Education/Training/Certificates Held	B.A., M.A., Ph.D.

Part 1: Typical Duties Task List (from description)

Below is a list of tasks from the job description. Please indicate whether each task is still relevant (R) or, if you are no longer performing the task(N). Also indicate the frequency that the task is performed.

Relevant (R) OR No longer Performing (N)	Frequency: Hourly/Daily/Monthly/Yearly	Tasks
R	Yearly	1. Promotes the program to the business community, students, participants, teachers, parents, etc. for the purpose of defining the program objectives and opportunities for participation.
R	Monthly	2. Participates in meetings, training and/or workshops (e.g. IEP, conferences, staffing, business community, State, etc.) for the purpose of receiving and/or conveying information.
R	Monthly	3. Prepares program packets and documents, progress reports, letters of recommendation, certificates, displays, correspondence, etc. for the purpose of communicating information and/or acknowledging contributions of staff, students, employers and/or community organizations.
N		4. Schedules participants for the purpose of matching them with employers and within appropriate program as defined in the IEP/ITP.
N		5. Confers with student participants, parents, teachers, and job site supervisors for the purpose of assisting in the development of the Individualized Transition Program and/or facilitating students' transition within the work program.
N		6. Monitors students performance in a variety of work sites according to program guidelines for the purpose of identifying areas requiring additional training on techniques and methods for maintaining solid work habits.
R	Monthly	7. Compiles program data (e.g. student service, job types, pay type, grade, etc.) for the purpose of complying with District and State requirements.
R	Monthly	8. Performs clerical support duties and record keeping activities (e.g. scheduling meetings, copying materials, posting information, issuing work permits, distributing reports, documenting information, data processing, etc.) for the purpose of addressing program requirements.
R	Daily	9. Assists in the performance of other related duties as assigned for the purpose of accomplishing organizational goals.

List any additional task(s) you perform that are not listed on the current Job description:

Provides whole group and individual instruction to students in the absence of a supervisor and regularly without the participation of the teacher of record

Writes curriculum: California Career Zone worksheets, career education trip activities, Naviance career research assignments (essays, presentations); revises curriculum for different disability groups (for example, revises career education trip worksheets for Transition Alternative Program and Functional Life Skills students)

Writes instructions for students, Instructional Aides, and teachers: Naviance Google presentation for use by students, teachers, and counselors; teacher instructions for accessing teacher and student Naviance accounts and printing student Naviance reports; field trip directions for teachers, Instructional Aides, and other chaperones; high school planning directions for navigating district and high school websites (used by students, teachers, IAs, parents); WorkAbility program information for case managers

Organizes career education trips, provides written and oral instructions to career education trip participants, oversees career education trips

Which task(s) or project(s) would you say is your most challenging in terms of the level of responsibility, the time it takes to complete it, and the consequence for error?

Preparing for and providing instruction: writing curriculum; revising curriculum for student populations (such as Functional Life Skills); finding published curriculum; requisitioning published curriculum; distributing curriculum via Google Drive or by carrying workbooks to middle school sites; delivering instruction to students in all district special education programs (Resource; Fundamental; Social, Emotional, Academic Support; Middle School Learning Academy; Learning Center; Transition Alternative Program; Functional Life Skills)

Part 2: Knowledge of (from description)

The table below lists the knowledge required to perform the numbered "Tasks" listed on p. 2.

1) In the first column, indicate if this knowledge is no longer required (NA), somewhat useful to have this knowledge (S), important to have this knowledge (I), or essential to have this knowledge (E).

2) In the second column, indicate the numbered task(s) on page 2 that require this knowledge.

Importance Rating: NA, S, I or E	Task # associated with the knowledge requirement in the third column. (see numbered "Tasks" p.2)	Knowledge Required
I	7, 9	basic math, including calculations using fractions, percents, and/or ratios
E	1, 2, 3, 7, 8, 9	review and interpret highly technical information
E	3, 7, 8	write technical materials
E	1, 2, 3	speak persuasively to implement desired actions
E	1, 2, 3, 7, 8	analyze situations to define issues and draw conclusions
E	3	child guidance principles and practices, especially as they relate to students with learning disabilities
E	1, 2, 3, 7, 8, 9	basic subjects taught in the District schools, including arithmetic, grammar, spelling, language and reading
E	2, 9	safe practices in work sites and other activities
E	1, 2, 3, 7, 8, 9	correct English usage, grammar, spelling, punctuation and vocabulary
E	1, 2, 3, 7, 8, 9	oral and written communication skills
E	2, 3, 7, 8	record keeping techniques
E	2, 3, 7, 8, 9	modern office practices and procedures
E	1, 2, 3, 7, 8	pertinent federal/state labor laws and/or program requirements
I	1, 2	local employers and employment opportunities for program participants

List any knowledge not provided above that you feel is required to perform the tasks of the assignment:

Write teaching materials

Provide instruction, especially to students with learning disabilities ("child guidance principles and practices" doesn't really cover instruction)

Policies and Procedures

What policies and procedures do you refer to for direction and guidance as part of your duties? (For example: Board policies, manuals, federal or state regulations)

	Examples
Policies (District, State, or Federal Agency): <ul style="list-style-type: none"> Knowledge only for application to assigned duties Referred to frequently in the course of work and/or explained to others 	<ul style="list-style-type: none"> Application to Assigned Duties: Work Ability Array of Services Explained to Others: District policies for field trips, including field trip contracts
Procedures (Work Site Manual, Desk Manual): <ul style="list-style-type: none"> Knowledge only for application to assigned duties Referred to frequently in the course of work and/or explained to others 	<p>I have not been provided with a work site manual or desk manual</p> <ul style="list-style-type: none"> Application to Assigned Duties: District Requisition Procedures, Setting Up Teacher Computer Work Station in Learning Commons and Connecting to a Projector, Procedures (not written) for Organizing Field Trips

Tools

What tasks require a knowledge of a particular electronic device, software(s), office equipment, or maintenance equipment? List the tool and examples of tasks that would require this tool knowledge below.

Tools	Example(s) of Task(s) Performed
ELMO	High school planning, COIN workbooks, Careers for Me workbooks and career inventories
Projector	Naviance training, California Career Zone activities, high school planning, career education trip worksheets
Photocopier	Prepare worksheets and directions for students; scan and email materials such as requisitions, packing slips, signed field trip request forms, etc.
Aeries: SEIS: Google:	Run queries to gather information for WA1data entry, scheduling student contact Gather information for WA1data entry Gmail (communication with staff), Calendar (scheduling), Drive (compose and share curriculum and instructions), Sites (referral system and scanned curriculum)

Part 3: Skills and Abilities (from description)

Below is a list of the skills and abilities required to perform the numbered "Tasks" listed on p. 2.

1) In the first column, indicate if the skill or ability is no longer required (NA), somewhat useful (S), important to have (I), or essential to have (E).

2) In the second column, indicate the numbered task(s) on page 2 that require this skill or ability.

Importance Rating: NA, S, I or E	Task# associated with the skill or ability requirement listed in the third column. (see numbered "Tasks" p. 2}	Skill
E	1, 2, 3	operate instructional and office equipment;
E	2, 7, 8	applying assessment instruments;
E	1, 2, 3, 7, 8	operating standard office equipment including using pertinent software applications
E	1,2,3, 7,8	preparing and maintaining accurate records
		Ability to...
E	1, 2	schedule activities, meetings, and/or events
E	2, 7, 8	gather, collate, and/or classify data
E	1, 2, 3, 7, 8	use basic, job-related equipment
E	1, 2, 3, 7, 8, 9	Flexibility is required to independently work with others in a wide variety of circumstances
E	2, 3, 7, 8	analyze data utilizing defined but different processes
E	1, 2	work with a significant diversity of individuals and/or groups
E	2, 3, 7, 8	work with data of varied types and/or purposes
E	1, 2, 3, 7, 8	problem solving is required to identify issues and create action plans.
E	7, 8	follow prescribed guidelines
E	1	assisting students to develop and appropriate work behaviors (e.g. attendance, timeliness, attitude, etc.) to succeed in a work experience program
E	1, 2, 3, 7, 8	learning the methods, procedures, functions and limitations of assigned duties
E	7,8	maintaining simple records
S	2	printing and writing legibly
I	2, 7	making arithmetic calculations quickly and accurately
E	2, 7, 8	understanding and following oral and written directions
E	1, 2	communicating effectively orally and in writing with students and adults of varied cultural and educational backgrounds
E	1, 2, 3, 7, 8	reading, interpreting and following rules, regulations, policies and procedures
E	1, 2	establishing and maintaining effective working relationships with others
E	1, 2, 3, 7, 8	maintaining confidentiality

List any skills or abilities not provided above that you feel are required to perform the tasks of the assignment:

Writing curriculum for students with learning disabilities

Teaching: as far as I know, JPAs belong to an instructional class, but this questionnaire includes very few pedagogical tasks, skills, and abilities. JPAs regularly work in classrooms without direct supervision and without the participation of the teacher of record. The teacher of record (if present in the room) is responsible for classroom management, but not for delivering career education. If Instructional Aides participate in assisting students with the career education activities being led by the JPA, the IAs do so with the guidance of the JPA. JPAs must be able to provide (by creating or selecting) and deliver (by teaching) career education activities to students.

Part 4: Contacts

Types of contacts (supervisor, staff, vendors, and community members) are listed below. In the second column, indicate the frequency that you have contact with this contact type. In the third column, provide an example of the interaction you would have with this contact.

CONTACTS	FREQUENCY {Minimal, Occasional, Frequently}	EXAMPLE OF INTERACTION
Supervisor	minimal	Meetings with Teacher on Special Assignment scheduled monthly, meetings with supervisor not scheduled annually
Staff	frequent	Teachers: scheduling, student updates, curriculum review; Instructional Aides: student instruction; Learning Commons Technicians: scheduling, setting up technology for student instruction; Health Technicians: share information for career education trip preparation; Office Staff: share career education trip information, P Drive access, requisitions, contracts
Vendors	occasional	curriculum
Community Members	occasional	Arrange career education trips with local businesses
Other		

Part 5: Decision Making/Complexity/Guidance Received

Check the **ONE** statement that best applies to this position.

	Perform simple, routine tasks according to instructions provided. Work is closely supervised and checked by the supervisor
	Perform duties of moderate difficulty according to prescribed methods and written procedures. Requires application of readily understood rules and procedures. Some judgment required in selection, priority and sequence of work. Work is frequently checked by supervisor
	Perform specialized or skilled duties that are varied and generally defined. Duties involve alternative actions based on rules and regulations (employee decision). Judgment is required in determining work methods and the application of established rules and procedures for the successful completion of the task. Work is periodically checked by supervisor.
	Performs complex/technical duties that are varied and generally defined. Work requires analysis and judgment in finding approaches and techniques to solving problems for which policies and procedures may not be clearly defined. Only direction and guidance are given by the supervisor.
X	Work activities require establishing procedures for attaining specific goals and objectives in a broad area of work. Incumbent typically develops procedures within the limits of established policy guidelines and only the final results of work completed are typically reviewed.
	Receives guidance in terms of broad goals and overall objectives and is responsible for establishing the methods to attain them. Requires extensive policy considerations, decision making and problem solving. Incumbent typically formulates new and amended policies and procedures for an area of responsibility but, does not necessarily have final authority for policy approval.

Part 6: Impact- the result of your actions or decisions; the probable effect of errors

Check the **ONE** statement that best applies to this position.

X	Errors can be readily detected and corrected, usually by the employee and would result in minor expense for correction
	Errors are not easily detected and cause moderate operational delays and additional allocation of funds and resources. Effect is usually within the immediate work unit.
	Errors are difficult to discover, normally involve decisions not subject to detailed review, resulting in excessive delays. May have adverse effect on relationships outside the department. Could result in substantial monetary affect.
	Errors may cause a continuous adverse influence on future operations in matters involving important commitments and other matters which may appreciably affect future operations costs/expenses. Actions would affect highly critical programs or attainment of long-range goals or objectives. Will result in major monetary affect.

Part 7: Organization- Supervisory Responsibilities

Check the **ONE** statement that best applies to this position.

	No employees supervised
X	Provide direction and guidance to maintain work flow. Lead worker responsibilities
	Plan, organize and control the work of assigned employees. Counsel employees on position performance and usually conducts hiring and/or discharge interviews. First line supervisor
	Directs and coordinates the operation of a program or programs of sufficient size to require the use of subordinate supervisors
	Directs and coordinates the operation of a sizable, diverse and /or major function(s).

Employees Directly Supervised:

Name	Classification Title	Regular (R) or Limited Term (LT)

Supervision:

Check the statement(s) that describe the type of supervision you perform.

	Train employees
	Interview applicants
	Make hiring recommendations
	Make hiring decisions
	Plan and/or schedule work for others
	Assign or delegate work to others
	Monitor work of others
	Establish rules, procedures, and/or standards
	Discipline others
	Recommend promotion
	Make promotion, demotion or discharge decisions
	Evaluate the work of others
	Conduct formal performance evaluations
	Resolve employee grievances in accordance with organizational policy
	Other (specify)

Part 8: Minimum Qualifications (from description)

Below are requirements listed in the job description:

EDUCATION

Targeted job related education that meets organization's prerequisite requirements.

EXPERIENCE

Job related experience is required.

REQUIRED TESTING

Pre-employment Proficiency Test

CERTIFICATES

Possession of a valid Class C California Driver's License

CONTINUING EDUCATION/TRAINING

None Specified

List below what you believe should be required if different from above:

Licenses/Certificates:	
Education:	<input type="checkbox"/> Less than High School diploma or equivalent <input type="checkbox"/> High School diploma or equivalent <input type="checkbox"/> Certificate/License: <input type="checkbox"/> Trade/vocational school, formal apprenticeship Program: <input checked="" type="checkbox"/> Associate's Degree Major: <input type="checkbox"/> Bachelor's Degree Major: <input type="checkbox"/> Graduate work or advanced degree Major:
Years of Experience:	<input type="checkbox"/> No previous experience <input type="checkbox"/> One year or less <input checked="" type="checkbox"/> Over one year and up to 2 years <input type="checkbox"/> Over two up to and including 4 years <input type="checkbox"/> Over four years up to and including 6 years <input type="checkbox"/> Over six years
Other Language:	Are you required to use a foreign language? No Which one(s)? <input type="checkbox"/> Speak; <input type="checkbox"/> Read; <input type="checkbox"/> Write

Please indicate your reason(s) for the different requirements that you have listed above:

Associate's Degree: Written and oral communication, data collection and analysis, software applications

1-2 years of experience: Understanding disability categories and delivering instruction to students with disabilities

San Dieguito Union High School District Personnel Commission

Classification Review

Merit System Rule 3.12 Review of Positions

Job analysis studies may be performed for such purposes as examination development, establishment of a new position(s), updating class specification for legal requirements or other changes, considering an employee, Association, or District-initiated request for reclassification, and/or conducting a Commission authorized review of a job family or families.

Such studies may involve position questionnaires, desk audits, group interviews, supervisory interviews, and/or such other methods as the Director or designee may determine.

A classification review typically results in one of the following actions:

- It is determined there are no changes necessary to the classification, or only minor editing of the description is needed, for example, to remove antiquated wording or to clarify duties.
- It is determined the employee is performing duties outside of the classification that must be removed and assigned to the appropriate employee in another classification.
- It is determined there is justification for a reclassification based on a gradual accretion of duties over at least two years (EC 45285). Reclassification may result in upward, lateral, or downward change to the position. The effects of such changes are outlined in Personnel Commission Rule Chapter 3.

POSITION TITLE	Job Placement Assistant
Employee	Elizabeth Delval
Date of Request	March 21, 2017
Supervisor	Nathan Molina / Chuck Adams
School/Department	WorkAbility/TPP La Costa Canyon & Sunset
Hours Worked Day/Work Year	8 hours per day/ 10 month employee
Date of Hire	9.7.1999 (original) or 8.27.2007 (rehire)
Date in Classification	2.1.2008 transfer from LA to WorkAbility
Education/Training/Certificates Held	Bachelor's of Psychology, PREPaRE SchoolCrisis Prevention and Intervention certified & CPI Non Violent Crisis Intervention certified

Part 1: Typical Duties Task List (from description)

Below is a list of tasks from the job description. Please indicate whether each task is still relevant (R) or, if you are no longer performing the task (N). Also indicate the frequency that the task is performed.

Relevant (R) OR No longer Performing (N)	Frequency: Hourly/Daily/Monthly/Yearly	Tasks
R	Daily	1. Promotes the program to the business community, students, participants, teachers, parents, etc. for the purpose of defining the program objectives and opportunities for participation.
R	Daily/Monthly	2. Participates in meetings, training and/or workshops (e.g. IEP, conferences, staffing, business community, State, etc.) for the purpose of receiving and/or conveying information.
R	Daily/Monthly	3. Prepares program packets and documents, progress reports, letters of recommendation, certificates, displays, correspondence, etc. for the purpose of communicating information and/or acknowledging contributions of staff, students, employers and/or community organizations.
R	Daily/Monthly	4. Schedules participants for the purpose of matching them with employers and within appropriate program as defined in the IEP/ITP.
R	Daily	5. Confers with student participants, parents, teachers, and job site supervisors for the purpose of assisting in the development of the Individualized Transition Program and/or facilitating students' transition within the work program.
R	Daily	6. Monitors students performance in a variety of work sites according to program guidelines for the purpose of identifying areas requiring additional training on techniques and methods for maintaining solid work habits.
R	Daily	7. Compiles program data (e.g. student service, job types, pay type, grade, etc.) for the purpose of complying with District and State requirements.
R	Daily	8. Performs clerical support duties and record keeping activities (e.g. scheduling meetings, copying materials, posting information, issuing work permits, distributing reports, documenting information, data processing, etc.) for the purpose of addressing program requirements.
R	Daily	9. Assists in the performance of other related duties as assigned for the purpose of accomplishing organizational goals.

List any additional tasks you perform that are not listed on the current job description:

- Quasi- on call status evenings, weekends, vacations, breaks. Must respond to employer/parent/student concerns, emergencies, problems, absences etc. via phone/text/email. (R, Daily)
- Develop/create/modify curriculum/forms etc. for program and or student. (R, Daily/Monthly)
- Meet *increasing* goals regarding procurement of new clients (TPP) and successful case closures (R, D/M/Y)
- Differentiating WorkAbility Program from Transition Partnership Program regarding; procurement of clients/students and employers, tracking methods, data collection & tracking, case notes, curriculum, intake meetings, requirements, goals, agency expectations/requirements, wotc tax credits, payroll and funding requests, MOU's, hours of operation (school year/year round), marketing strategies and techniques. (Additionally, must maintain separate personal work related records such as mileage and hours spent working for each program and method of documentation (PARS).
- Educate, inform and explain differences of WA and TPP to sduhsd staff, students and parents.

Which task(s) or project(s) would you say is your most challenging in terms of the level of responsibility, the time it takes to complete it, and the consequence for error?

- Wielding requests and pressure from SDUHSD staff, advocates and parents for student job/work placement when student has profound barriers to employment either skill or behavior related. Consequences can result in a loss of relationship with employer.

Part 2: Knowledge of (from description)

The table below lists the knowledge required to perform the numbered "Tasks" listed on p. 2.

1) In the first column, indicate if this knowledge is no longer required (NAI, somewhat useful to have this knowledge (5). important to have this knowledge (I), or essential to have this knowledge (EI).

2) In the second column, indicate the numbered task(s) on page 2 that require this knowledge.

Importance Rating: NA, S, I or E	Task # associated with the knowledge requirement in the third column. (see numbered "Tasks" p. 2)	Knowledge Required
I, E	6, 7, 8, 9	basic math, including calculations using fractions, percents, and/or ratios
I	2, 7, 8, 9	review and interpret highly technical information
I, E	3, 7, 8	write technical materials
E	1, 2, 3, 4, 5, 6, 7, 8, 9	speak persuasively to implement desired actions
E	1, 2, 3, 4, 5, 6, 7, 8, 9	analyze situations to define issues and draw conclusions
E	1, 2, 3, 4, 5, 6, 7, 8, 9	child guidance principles and practices, especially as they relate to students with learning disabilities
E	1, 2, 3, 4, 5, 6, 7, 8, 9	basic subjects taught in the District schools, including arithmetic, grammar, spelling, language and reading
E	1, 2, 3, 4, 5, 6, 7, 8, 9	safe practices in work sites and other activities
E	1, 2, 3, 4, 5, 6, 7, 8, 9	correct English usage, grammar, spelling, punctuation and vocabulary
E	1, 2, 3, 4, 5, 6, 7, 8, 9	oral and written communication skills
E	1, 2, 3, 4, 5, 6, 7, 8, 9	record keeping techniques
E	1, 2, 3, 4, 5, 6, 7, 8, 9	modern office practices and procedures
E	1, 2, 3, 4, 5, 6, 7, 8, 9	pertinent federal/state labor laws and/or program requirements
E	1, 2, 3, 4, 5, 6, 7, 8, 9	local employers and employment opportunities for program participants

List any knowledge not provided above that you feel is required to perform the tasks of the assignment:

- Overall disability awareness, IEP/ITP awareness.
- Techniques/strategies for addressing & counseling students with profound anxiety, depression, addiction & prior legal involvement.
- Conflict resolution, negotiation, troubleshooting workplace issues, problems, accommodations, assignment modifications with respect to student, employer & program goals and parameters.
- Employment trends, vocational training & local community college offerings.
- ED Code, IDEA knowledge, personal/sped boundary awareness for parent conversations

Policies and Procedures

What policies and procedures do you refer to for direction and guidance as part of your duties? (For example: Board policies, manuals, federal or state regulations)

	Examples
<p>Policies (District, State, or Federal Agency):</p> <ul style="list-style-type: none"> ● Knowledge only for application to assigned duties ● Referred to frequently in the course of work and/or explained to others 	<ul style="list-style-type: none"> ● California Department of Labor RE: Laws & Work Permits ● California Department of Rehabilitation ● California Department of Education (ED Code) IEP & ITP ● District policies regarding issuing of work permits ● California Community Colleges (CCCCO) ● Federal Student Aid (FAFSA)
<p>Procedures (Work Site Manual, Desk Manual):</p> <ul style="list-style-type: none"> ● Knowledge only for application to assigned duties ● Referred to frequently in the course of work and/or explained to others 	<ul style="list-style-type: none"> ● California Department of Rehabilitation- Contract info ● California Department of Education- WorkAbility contract ● MOU's- with specific companies and agencies

Tools

What tasks require a knowledge of a particular electronic device, software(s), office equipment, or maintenance equipment? List the tool and examples of tasks that would require this tool knowledge below.

Tools	Example(s) of Task(s) Performed
Computer	data entry, case notes, email, creating worksheets/forms/instructing students
Phone-cell & landline	parent, sduhsd staff, student, employer, JC, DOR, communication
SEIS- IEP Info	qualifying program participants, accommodations & modifications for curriculum or workplace, data entry, disability awareness, determining goals & present levels
Google	documents, calendar, scheduling presentations, creating forms, worksheets, presentations, resumes, letters of recommendation, job search
EXCEL	data tracking & collecting, developing job boards
Copier/Scanner	timecards, forms, worksheets

Part 3: Skills and Abilities (from description)

Below is a list of the skills and abilities required to perform the numbered "Tasks" listed on p. 2.

1) In the first column, indicate if the skill or ability is no longer required (NA), somewhat useful (S), important to have (I), or essential to have (E).

2) In the second column, indicate the numbered task(s) on page 2 that require this skill or ability.

Importance Rating: NA, S, I or E	Task# associated with the skill or ability requirement listed in the third column. (see numbered "Tasks" p. 2)	Skill
E/I	1 through 9	operate instructional and office equipment;
E/I	1 through 9	applying assessment instruments;
E/I	1 through 9	operating standard office equipment including using pertinent software applications
E/I	1 through 9	preparing and maintaining accurate records
E/I	1 through 9	Ability to...
E/I	1 through 9	schedule activities, meetings, and/or events
E/I	1 through 9	gather, collate, and/or classify data
E/I	1 through 9	use basic, job-related equipment
E/I	1 through 9	Flexibility is required to independently work with others in a wide variety of circumstances
E/I	1 through 9	analyze data utilizing defined but different processes
E/I	1 through 9	work with a significant diversity of individuals and/or groups
E/I	1 through 9	work with data of varied types and/or purposes
E/I	1 through 9	problem solving is required to identify issues and create action plans.
E/I	1 through 9	follow prescribed guidelines
E/I	1 through 9	assisting students to develop and appropriate work behaviors (e.g. attendance, timeliness, attitude, etc.) to succeed in a work experience program
E/I	1 through 9	learning the methods, procedures, functions and limitations of assigned duties
E/I	1 through 9	maintaining simple records
E/I	1 through 9	printing and writing legibly
E/I	1 through 9	making arithmetic calculations quickly and accurately
E/I	1 through 9	understanding and following oral and written directions
E/I	1 through 9	communicating effectively orally and in writing with students and adults of varied cultural and educational backgrounds
E/I	1 through 9	reading, interpreting and following rules, regulations, policies and procedures
E/I	1 through 9	establishing and maintaining effective working relationships with others
E/I	1 through 9	maintaining confidentiality

List any skills or abilities not provided above that you feel are required to perform the tasks of the assignment:

- (Skill) Modify/create curriculum, forms, instructions
- (Ability) Advise/ Counsel; students, parents, employers, case managers
- (Ability) Respond quickly and professionally to client/employer crisis
- (Ability) Train *effective* job coaches (IA's), students, employers

Part 4: Contacts

Types of contacts (supervisor, staff, vendors, and community members) are listed below. In the second column, indicate the frequency that you have contact with this contact type. In the third column, provide an example of the interaction you would have with this contact.

CONTACTS	FREQUENCY (Minimal, Occasional, Frequently)	EXAMPLE OF INTERACTION
Supervisor	Occasional/frequently	meeting, case/client conference, goal progress, provide update
Staff	Frequently/ Occasional	provide feedback & updates, receive referral
Vendors/ Dept. of Rehabilitation	Frequently/ Occasional	meetings, requests, payroll reconciliation, updates, intakes
Community Members/ Employers	Frequently/ Occasional	determine employment opportunities, market program, client updates, problem solve/troubleshoot,
Other/ Students	Frequently/ Occasional	advise about employment, post secondary options, counsel re: anxiety or work related problems, teach,
Parents	Frequently/ Occasional	explain/sell program(s), deal with concerns regarding student, explain, provide feedback or updates

Part 5: Decision Making/Complexity/Guidance Received

Check the **ONE** statement that best applies to this position.

	Perform simple, routine tasks according to instructions provided. Work is closely supervised and checked by the supervisor
	Perform duties of moderate difficulty according to prescribed methods and written procedures. Requires application of readily understood rules and procedures. Some judgment required in selection, priority and sequence of work. Work is frequently checked by supervisor
	Perform specialized or skilled duties that are varied and generally defined. Duties involve alternative actions based on rules and regulations (employee decision). Judgment is required in determining work methods and the application of established rules and procedures for the successful completion of the task. Work is periodically checked by supervisor.
X	Performs complex/technical duties that are varied and generally defined. Work requires analysis and judgment in finding approaches and techniques to solving problems for which policies and procedures may not be clearly defined. Only direction and guidance are given by the supervisor.
	Work activities require establishing procedures for attaining specific goals and objectives in a broad area of work. Incumbent typically develops procedures within the limits of established policy guidelines and only the final results of work completed are typically reviewed.
	Receives guidance in terms of broad goals and overall objectives and is responsible for establishing the methods to attain them. Requires extensive policy considerations, decision making and problem solving. Incumbent typically formulates new and amended policies and procedures for an area of responsibility but, does not necessarily have final authority for policy approval.

Part 6: Impact- the result of your actions or decisions; the probable effect of errors

Check the **ONE** statement that best applies to this position.

	Errors can be readily detected and corrected, usually by the employee and would result in minor expense for correction
X 1/2	Errors are not easily detected and cause moderate operational delays and additional allocation of funds and resources. Effect is usually within the immediate work unit.
X 1/2	Errors are difficult to discover, normally involve decisions not subject to detailed review, resulting in excessive delays. May have adverse effect on relationships outside the department. Could result in substantial monetary affect.
	Errors may cause a continuous adverse influence on future operations in matters involving important commitments and other matters which may appreciably affect future operations costs/expenses. Actions would affect highly critical programs or attainment of long-range goals or objectives. Will result in major monetary affect.

Part 7: Organization- Supervisory Responsibilities

Check the **ONE** statement that best applies to this position. **What I am unsure of how to answer is in red.**

	No employees supervised
	Provide direction and guidance to maintain work flow. Lead worker responsibilities
X	Plan, organize and control the work of assigned employees (students or IA Job Coaches). Counsel student/client employees on position performance and usually conducts hiring and/or discharge interviews often informs student/client of termination of training/employment with employer. First line supervisor for school work program(s) clients/students
	Directs and coordinates the operation of a program or programs of sufficient size to require the use of subordinate supervisors
	Directs and coordinates the operation of a sizable, diverse and /or major function(s).

Employees Directly Supervised:

Name	Classification Title	Regular (R) or Limited Term (LT)

Supervision: of students/clients or IA Job Coaches as part of TPP Program/ WorkAbility Program

Check the statement(s) that describe the type of supervision you perform.

X	Train employees
X	Interview applicants
X	Make hiring recommendations
	Make hiring decisions
X	Plan and/or schedule work for others students/clients & IA Job Coaches @ worksites
X	Assign or delegate work to others students/clients & IA Job Coaches @ worksites
X	Monitor work of others students/clients & IA Job Coaches @ worksites
X	Establish rules, procedures, and/or standards
	Discipline others
	Recommend promotion
	Make promotion, demotion or discharge decisions
X	Evaluate the work of others
	Conduct formal performance evaluations
	Resolve employee grievances in accordance with organizational policy
	Other (specify)

Part 8: Minimum Qualifications (from description)

Below are requirements listed in the job description:

EDUCATION

Targeted job related education that meets organization's prerequisite requirements.

EXPERIENCE

Job related experience is required.

REQUIRED TESTING

Pre-employment Proficiency Test

CERTIFICATES

Possession of a valid Class C California Driver's License

CONTINUING EDUCATION/TRAINING

None Specified

List below what you believe should be required if different from above: *Fine with minimum qualifications as they are currently.*

Licenses/Certificates:	
Education:	<input type="checkbox"/> 1 Less than High School diploma or equivalent <input type="checkbox"/> 1 High School diploma or equivalent <input type="checkbox"/> 1 Certificate/License: <input type="checkbox"/> 1 Trade/vocational school, formal apprenticeship Program: <input type="checkbox"/> 1 Associate's Degree Major: <input type="checkbox"/> 1 Bachelor's Degree Major: <input type="checkbox"/> 1 Graduate work or advanced degree Major:
Years of Experience:	<input type="checkbox"/> 1 No previous experience <input type="checkbox"/> 1 One year or less <input type="checkbox"/> 1 Over one year and up to 2 years <input type="checkbox"/> 1 Over two up to and including 4 years <input type="checkbox"/> 1 Over four years up to and including 6 years <input type="checkbox"/> 1 Over six years
Other Language:	Are you required to use a foreign language? Which one(s)? <input type="checkbox"/> 1 Speak; <input type="checkbox"/> 1 Read; <input type="checkbox"/> 1 Write

Please indicate your reason(s) for the different requirements that you have listed above:

Part 9: Physical Requirements/Work Environment

The job description describes the physical requirements/work environment as:

The usual and customary methods of performing the job's functions requires the following physical demands: some lifting, carrying, pushing, and/or pulling; some climbing and balancing; some stooping, kneeling, crouching, and/or crawling; and significant reaching. Generally the job requires 50% sitting, 30% walking and 20% standing. The job is performed under minimal temperature variations, a generally hazard free environment, and in a clean atmosphere.

Check all that apply regarding your physical activity:

	Crawling	X	Lifting	X	Sitting		Pushing
X	Standing	X	Reaching	X	Finger Dexterity		Pulling
X	Kneeling		Climbing	X	Seeing		Squatting
X	Grasping	X	Carrying	X	Hearing	X	Walking
	Balancing	X	Bending	X	Speaking	X	Writing
	Twisting	X	Driving	X	Keyboarding		

Check all that apply regarding elements you may be exposed to on the job:

	Noise		Heat		Wetness		Poor Ventilation
	Vibrations		Dust		Humidity		Toxic Chemicals
	Gases		Dirt		Height		Solvents
	Electric Shock		Odors		Fumes		Heavy Machinery
	Cold		Outdoors		Confined Areas		Biohazards

Other Factors: _____

In general, what would you estimate is the percentage of time you spend sitting, standing, and walking during your work day? 50% sitting; 30% standing; 20% walking (total of 100%)

List any abilities needed to push, pull or lift objects: *may occasionally lift/push/pull* boxes, laptops, chairs, desks, etc. *weight probably does not exceed 25 pounds.*

	Weight in pounds	Distance (in feet)/Height	Example
Push			
Pull			
Lift			

San Dieguito Union High School District Personnel Commission

Classification Review

Merit System Rule 3.12 Review of Positions

Job analysis studies may be performed for such purposes as examination development, establishment of a new position(s), updating class specification for legal requirements or other changes, considering an employee, Association, or District-initiated request for reclassification, and/or conducting a Commission authorized review of a job family or families.

Such studies may involve position questionnaires, desk audits, group interviews, supervisory interviews, and/or such other methods as the Director or designee may determine.

A classification review typically results in one of the following actions:

- It is determined there are no changes necessary to the classification, or only minor editing of the description is needed, for example, to remove antiquated wording or to clarify duties.
- It is determined the employee is performing duties outside of the classification that must be removed and assigned to the appropriate employee in another classification.
- It is determined there is justification for a reclassification based on a gradual accretion of duties over at least two years (EC 45285). Reclassification may result in upward, lateral, or downward change to the position. The effects of such changes are outlined in Personnel Commission Rule Chapter 3.

POSITION TITLE	Job Placement Assistant
Employee	Ke, L +f,
Date of Request	3/21/2011
Supervisor	N tVL Mo) tru-
School/Department	.c.cA Spea Dept-LA/wkA); h1 AIP &v }
Hours Worked Day/Work Year	1> hov.f IID mon-J.1J
Date of Hire	cr-1 ., WOO
Date in Classification	II- }- 2.065
Education/Training/Certificates Held	f>Sec tAJ fci uch <m .\ MS C&M IOY 6t cJr m

Professional Certificate Adult Fitness and Health Education

Part 1: Typical Duties Task List (from description)

Below is a list of tasks from the job description. Please indicate whether each task is still relevant (R) or, if you are no

Relevant (R) OR No longer Performing (N)	Frequency: Hourly/ Dally/Mont hly/Yearly	Tasks
L	] rr	parents, etc. for the purpose of defining the program objectives and opportunities for
[(-	]tL-	1. Promotes the program to the business community, students, participants, teachers,
R_	ixukt	2. Participates in meetings, training and/or workshops (e.g. IEP, conferences, staffing, business community, State, etc.) for the purpose of receiving and/or conveying information.
R_	ixukt	3. Prepares program packets and documents, progress reports, letters of recommendation, certificates, displays, correspondence, etc. for the purpose of communicating information and/or acknowledging contributions of staff, students, employers and/or community organizations.
R_	ixukt	4. Schedules participants for the purpose of matching them with employers and within appropriate program as defined in the IEP/ITP.
tz	ixukt	5. Confers with student participants, parents, teachers, and job site supervisors for the purpose of assisting in the development of the Individualized Transition Program and/or facilitating students' transition within the work program.
g_	D IA-t	6. Monitors students performance in a variety of work sites according to program guidelines for the purpose of identifying areas requiring additional training on techniques and methods for maintaining solid work habits.
g_		7. Compiles program data (e.g. student service, job types, pay type, grade, etc.) for the purpose of complying with District and State requirements.
R-	' k	8. Performs clerical support duties and record keeping activities (e.g. scheduling meetings, copying materials, posting information, issuing work permits, distributing reports, documenting information, data processing, etc.) for the purpose of addressing program requirements.
R-	Diu,	9. Assists in the performance of other related duties as assigned for the purpose of accomplishing organizational goals.

longer performing the task (N). Also indicate the frequency that the task is performed.

List any additional task(s) you perform that are not listed on the current job description:

The above listed tasks do not include curriculum development, goal writing and implementing. It doesn't include the discipline it requires to work independently, create a daily agenda, prioritize the needs of more than 100 students, etc.

Which task(s) or project(s) would you say is your most challenging in terms of the level of responsibility, the time it takes to complete it, and the consequence for error?

Adm! 1) l.sWJn- £lS£e.S rn-tf(j5 aL(sk-JJAf5 INI rh leTJ⁵ (U(frtrulGILNfi
 eli sto 1c) lJptuVldt-, r c-r<trvle.es U
 Rewclu;s tlut lW- || shA.W.s Lh WAI cl0vta..)_bo te..cm:/.5
 WOO I- (}PPpr , fYI)J
 Y'rm1lckM-tnvIAP¹% a.nJ\ s'fp{JY+ y {l.ctlh11 a.:J X>b CMChe6 fr Wc:, s-
 I ,.l. '- /i I - Jleep'l'j of d.Jtt'IL Shed's JnUhl{rrl, " }

The table below lists the knowledge required to perform the numbered "Tasks" listed on p. 2.

- 1) In the first column, indicate if this knowledge is no longer required (NA), somewhat useful to have this knowledge (S), important to have this knowledge (I), or essential to have this knowledge (E).
- 2) In the second column, indicate the numbered task(s) on page 2 that require this knowledge.

Importance Rating: NA, S, I or E	Task# associated with the knowledge requirement in the third column. (see numbered "Tasks" p.2)	Knowledge Required
r	b-.11	basic math, including calculations using fractions, percents, and/or ratios
5	0.2..(4	review and interpret highly technical information
NA		write technical materials
e	}- tA	speak persuasively to implement desired actions
G	l-q	analyze situations to define issues and draw conclusions
E.	l-	child guidance principles and practices, especially as they relate to students with learning disabilities
1	1-	basic subjects taught in the District schools, including arithmetic, grammar, spelling, language and reading
	J-q	safe practices in work sites and other activities
E	1-9	correct English usage, grammar, spelling, punctuation and vocabulary
r;	1-	oral and written communication skills
	l-1	record keeping techniques
:1.	1-q	modern office practices and procedures
1	)-q	pertinent federal/state labor laws and/or program requirements
f	1-q	local employers and employment opportunities for program participants

List any knowledge, not provided above, that you feel is required to perform the tasks of the assignment:
 Understanding of keeping track of govt. updates, terms, regulations;
 Counseling Practices and skills;
 Behavior Modification and Management
 Teaching Practices and specifically for Special Education Students.
 Policies and Procedures

What policies and procedures do you refer to for direction and guidance as part of your duties? (For example: Board policies, manuals, federal or state regulations)

	Examples
Policies (District, State, or Federal Agency): <ul style="list-style-type: none"> Knowledge only for application to assigned duties Referred to frequently in the course of work and/or explained to others 	Changes to WAI regulations/expectations DOR regulations pertaining to TPP CIE guidelines, Transition in general.
Procedures (Work Site Manual, Desk Manual): <ul style="list-style-type: none"> Knowledge only for application to assigned duties Referred to frequently in the course of work and/or explained to others 	WAI Handbook & TPP Procedures Info. Frequently explain program/guidelines to community (public) students and CM's Both WAI and TPP (teachers)

Tools

What tasks require a knowledge of a particular electronic device, software(s), office equipment, or maintenance equipment? List the tool and examples of tasks that would require this tool knowledge below.

Tools	Example(s) of Task(s) Performed
District Software	Aeries - Data Entry, Student Search, etc.
WAI Database	Monitoring and recording student data, services rendered
SELPA	ITP goal, Student info.

Any updated or new computer program we need to gain info on students in order to provide services, we learn.

Part 3: SkiJis and Abilities (from description)

Below is a list of the skills and abilities required to perform the numbered "Tasks" listed on p. 2.

- 1) In the first column, indicate if the skill or ability is no longer required (NA), somewhat useful (S), important to have (I), or essential to have (E).
- 2) In the second column, indicate the numbered task(s) on page 2 that require this skill or ability.

Importance Rating: NA, S, I or E	Task# associated with the skill or ability requirement listed in the third column. (see numbered "Tasks" p. 2)	Skill
	J-1	operate instructional and office equipment;
E	All tasks	applying assessment instruments;
E	1, n dk tJpcf. "	operating standard office equipment including using pertinent software applications
t..	)_q	preparing and maintaining accurate records
F:	,,l	Ability to...
f;	,,q	schedule activities, meetings, and/or events
e.	,,1	gather, collate, and/or classify data
E	,-q	use basic, job-related equipment
E.	1-q	Flexibility is required to independently work with others in a wide variety of circumstances
f	,...1	analyze data utilizing defined but different processes
E	J-tj	work with a significant diversity of individuals and/or groups
£_	1-fj	work with data of varied types and/or purposes
e	)-tt	problem solving is required to identify issues and create action plans.
f;	1-||	follow prescribed guidelines
C	\,	assisting students to develop and appropriate work behaviors (e.g. attendance, timeliness, attitude, etc.) to succeed in a work experience program
2-	J-Cf	learning the methods, procedures, functions and limitations of assigned duties
E;	J-ll	maintaining simple records
f..	1-t	printing and writing legibly
£	1-c	making arithmetic calculations quickly and accurately
E;	1-q	understanding and following oral and written directions
E:	,-	communicating effectively orally and in writing with students and adults of varied cultural and educational backgrounds
E=	,...q	reading, interpreting and following rules, regulations, policies and procedures
E::	; -q	establishing and maintaining effective working relationships with others
(:::	\-t:t	maintaining confidentiality

List any skills or abilities not provided above that you feel are required to perform the tasks of the assignment:

I look forward to discussing each of these points with you in greater detail ~
KS

Part 4. C

Types of contacts (supervisor, staff, vendors, and community members) are listed below. In the second column, indicate the frequency that you have contact with this contact type. In the third column, provide an example of the interaction you would have with this contact.

CONTACTS	FREQUENCY (Minimal, Occasional, Frequently)	EXAMPLE OF INTERACTION
Supervisor	Occasional	Monthly WAI TPP Meetings, Some IEP meetings. Nathan is always available whenever I need him.
Staff	Regularly, Frequently	As an IEP ^{team} we provide services to students, we collaborate, discuss, get direction & input.
Vendors	n/a, except	I do receive program and curriculum samples regularly.
Community Members	Frequently	Work sites & Job Development. I provide information and program promote regularly. Ongoing process.
Other	Frequently	Parents, other Service (Program) Directors, via phone and email primarily.

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Check the ONE statement that best applies to this position.

	Perform simple, routine tasks according to instructions provided. Work is closely supervised and checked by the supervisor
	Perform duties of moderate difficulty according to prescribed methods and written procedures. Requires application of readily understood rules and procedures. Some judgment required in selection, priority and sequence of work. Work is frequently checked by supervisor
	Perform specialized or skilled duties that are varied and generally defined. Duties involve alternative actions based on rules and regulations (employee decision). Judgment is required in determining work methods and the application of established rules and procedures for the successful completion of the task. Work is periodically checked by supervisor.
"\;	Performs complex/technical duties that are varied and generally defined. Work requires analysis and judgment in finding approaches and techniques to solving problems for which policies and procedures may not be clearly defined. Only direction and guidance are given by the supervisor.
	Work activities require establishing procedures for attaining specific goals and objectives in a broad area of work. Incumbent typically develops procedures within the limits of established policy guidelines and only the final results of work completed are typically reviewed.
	Receives guidance in terms of broad goals and overall objectives and is responsible for establishing the methods to attain them. Requires extensive policy considerations, decision making and problem solving. Incumbent typically formulates new and amended policies and procedures for an area of responsibility but, does not necessarily have final authority for policy approval.

Again, great items for discussion and clarification.

...a cisions; the probable effect of errors

Check the ONE statement that best applies to this position.

	Errors can be readily detected and corrected, usually by the employee and would result in minor expense for correction
	Errors are not easily detected and cause moderate operational delays and additional allocation of funds and resources. Effect is usually within the immediate work unit.
III	Errors are difficult to discover, normally involve decisions not subject to detailed review, resulting in excessive delays. May have adverse effect on relationships outside the department. Could result in substantial monetary affect.
	Errors may cause a continuous adverse influence on future operations in matters involving important commitments and other matters which may appreciably affect future operations costs/expenses. Actions would affect highly critical programs or attainment of long-range goals or objectives. Will result in major monetary affect.

Part 7. Organization "u c v) y ' cc;pon-'bilities

Check the ONE statement that best applies to this position.

	No employees supervised
	Provide direction and guidance to maintain work flow. Lead worker responsibilities
	Plan, organize and control the work of assigned employees. Counsel employees on position performance and usually conducts hiring and/or discharge interviews. First line supervisor
	Directs and coordinates the operation of a program or programs of sufficient size to require the use of subordinate supervisors
	Directs and coordinates the operation of a sizable, diverse and /or major function(s).

Emp oyees O1rectly Superv1se^d

Name	Classification Title	Regular (R) or Limited Term (LT)
Anl-1/M.L - ("lnA 05	.:tA	P.. r LI
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u		

Supervision:

Check the statement(s) that describe the type of superv1s1on you perform.

II	Train employees
	Interview applicants
	Make hiring recommendations
	Make hiring decisions
	Plan and/or schedule work for others
\,	Assign or delegate work to others
'v	Monitor work of others
IIII	Establish rules, procedures, and/or standards
	Discipline others
	Recommend promotion
	Make promotion, demotion or discharge decisions
7	Evaluate the work of others
	Conduct formal performance evaluations
	Resolve employee grievances in accordance with organizational policy
	Other (specify)

Part 8: Minimum Qualifications (from description)

Below are requirements listed in the job description:

EDUCATION

Targeted job related education that meets organization's prerequisite requirements.

EXPERIENCE

Job related experience is required.

REQUIRED TESTING

Pre-employment Proficiency Test

CERTIFICATES

Possession of a valid Class C California Driver's License

CONTINUING EDUCATION/TRAINING

None Specified

List below what you believe should be required if different from above:

Licenses/Certificates:	
Education:	<input type="checkbox"/> Less than High School diploma or equivalent <input type="checkbox"/> High School diploma or equivalent <input type="checkbox"/> Certificate/License: <input type="checkbox"/> Trade/vocational school, formal apprenticeship Program: <input checked="" type="checkbox"/> Associate's Degree Major: <input type="checkbox"/> Bachelor's Degree Major: <input type="checkbox"/> Graduate work or advanced degree Major:
Years of Experience:	<input type="checkbox"/> No previous experience <input type="checkbox"/> One year or less <input checked="" type="checkbox"/> Over one year and up to 2 years <input type="checkbox"/> Over two up to and including 4 years <input type="checkbox"/> Over four years up to and including 6 years <input type="checkbox"/> Over six years
Other Language:	Are you required to use a foreign language? Which one(s)? <i>jpN 'lWh(Ql</i> (.1) Speak; <input type="checkbox"/> Read; <input type="checkbox"/> Write

Please indicate your reason(s) for the different requirements that you have listed above:

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Part 9: Physical Requirements/Work Environment

The job description describes the physical requirements/work environment as:

The usual and customary methods of performing the job's functions requires the following physical demands: some lifting, carrying, pushing, and/or pulling; some climbing and balancing; some stooping, kneeling, crouching, and/or crawling; and significant reaching. Generally the job requires 50% sitting, 30% walking and 20% standing. The job is performed under minimal temperature variations, a generally hazard free environment, and in a clean atmosphere.

Check all that apply regarding your physical activity:

	Crawling	///	Lifting	'v	Sitting	'v	Pushing
'v	Standing	\;	Reaching	'v	Finger Dexterity	\,	Pulling
\;	Kneeling		Climbing	v	Seeing	"\j	Squatting
'v	Grasping	///	Carrying	'j	Hearing	"\;	Walking
.....	Balancing	"\,	Bending	"...!	Speaking	"...!	Writing
"\;	Twisting	///	Driving	"\;	Keyboarding		

"...!	Noise	'v	Heat		Wetness		Poor Ventilation
	Vibrations	'v	Dust		Humidity		Toxic Chemicals
	Gases	'v	Dirt		Height		Solvents
	Electric Shock	"\;	Odors		Fumes		Heavy Machinery
"...;	Cold	///	Outdoors	\,	Confined Areas		Biohazards

Other **Factors**: -----

In general, what would you estimate is the percentage of time you spend sitting, standing, and walking during your work day? .512 % sitting; .; 15 % standing; d-6 % walking (total of 100%)

List any abilities needed to push, pull or lift objects:

	Weight in pounds	Distance (in feet)/Height	Example
Push			
Pull			
Lift			

I believe there are standard guidelines regarding this qualification.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT VACANCY REPORT 6/07/18

Classified Personnel

8 current/pending vacancies in 6 different job classifications

SITE	SLOT	JOB TITLE	Hrs/Wk	FTE	STATUS
LCC	AA479	Theater Technician	40	1.00	Recruitment in progress for 2018-19
EW	AA129	Custodian	40	1.00	Selection interview late June 2018
CCA	AB275	Custodian	40	1.00	Selection interview late June 2018
TRANS	AF521	School Bus Driver	20	0.50	Continuous recruitment
SDA	AA026	Administrative Assistant - High School	40	1.00	Selection interview mid June 2018
FAC	AJ703	Grounds Maintenance Worker II	40	1.00	Selection interview late June 2018
FAC	AA197	Grounds Maintenance Worker II	40	1.00	Selection interview late June 2018
FAC CON	AL559	Construction Project Manager I	40	1.00	Selection interview late June 2018

PERSONNEL LIST

CLASSIFIED PERSONNEL

Employment

1. **Classified A.V.I.D. Tutors**, employment for the 2017-18 school year, effective 04/24/18 through 06/30/18, per attached supplement.
2. **Classified Substitutes**, employment for the 2017-18 school year, effective 04/09/18 through 06/30/18, per attached supplement.
3. **Butler, Jennifer**, Accounting Assistant-ASB, SR40, 100.00% FTE, La Costa Canyon High School, effective 04/23/18.
4. **Reynoso, Jose**, Campus Supervisor, SR32, 100.00% FTE, Torrey Pines High School, effective 04/24/18.
5. **Wimer, Ian**, Instructional Assistant-SpEd (NS), SR34, 37.50% FTE, Diegueno Middle School, effective 05/03/18.

Resignation

1. **Delanty, Lois**, Administrative Assistant-HS, SR44, 100.00% FTE, San Dieguito High School Academy, resignation for the purpose of retirement, effective 07/31/18.
2. **Hubbard, Bridget**, Instructional Assistant-SpEd (NS), SR34, 48.75% FTE, La Costa Canyon High School, effective 06/15/18.
3. **Mariam, Richard**, Director of Nutrition Services, Management G5, R4, 100.00% FTE, Nutrition Services Department, resignation for the purpose of retirement, effective 06/30/18.
4. **Quebedeaux, Deborah**, Nutrition Services Supervisor, Supervisory SR4, 100.00% FTE, La Costa Canyon High School, resignation for the purpose of retirement, effective 04/30/18.
5. **Robles, Fernando**, Theater Technician, SR41, 100.00% FTE, La Costa Canyon High School, effective 05/06/18.

Classified Personnel Supplement, May 10, 2018

A.V.I.D. Tutor

Jimenez, Alexa, effective 4/30/2018
Michael, Jamila, effective 4/24/2018

Classified Substitutes

Austin, Angela, effective 4/16/2018
Benitez-Montes, Julian, effective 4/19/18
Heinemann, Lance, effective 4/19/2018
Hernandez, Joseph, effective 4/27/2018
Mackay, Heather, effective 4/24/2018
Montes, Julian, effective 4/9/2018
Mordecai, Rachel, effective 4/9/18
Santander, Wesley, effective 4/23/18
Singh, Tasveer, effective 4/16/18